

**A Study On Awareness Of Meta-Linguistics Skills Among Prospective English Teachers In  
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<https://orcid.org/0000-0002-6691-6375>**Abstract**

*Metalinguistic skills include the awareness and regulator of linguistic components of language. The Prospective teachers must delight the language as an object of thought. Metalinguistic ability can be alienated into four broad groups phonological, Semantic, syntactic, pragmatic. A large part of successful language interference is centered on the scholar being aware of language and the mechanisms of language. For the present study, the investigator used the survey method. The populations of the present study are the students studying in B.Ed. colleges of Prospective English Teachers in the Sivaganga district. The sample for the present study has been selected using the stratified random sampling technique from the population. In the present study, the investigator used the following tools. Awareness of Meta-Linguistic scale developed by Investigator (2018). The investigator has used the test-retest method for establishing the reliability of the tool. The product-moment correlation between the two sets of scores was calculated. It is 0.78. Thus the reliability of the tool has been established. Each statement in the linguistic scale had three alternative responses. They must develop metalinguistic awareness or the ability to contemplate and drama with language apart from its denotation.*

**Keywords:** Meta-Linguistic skills, Prospective English Teachers. Etc.,

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**Introduction**

Metalinguistic skills include the awareness and regulator of linguistic components of language. Just put, it implies the ability to reason and discuss linguistically. These skills require an awareness of others as spectators and an ability to know significant details that designate changes in speech. Metalinguistic as an arena of study examines the relative between language and culture. Metalinguistic skills are plans that are applied, either deliberately or mechanically, to an oral or written linguistic communication to allow one to think about linguistic and a linguistic memo, to analyze a message, and to control verbal processing within the open culture (Bialystok, 1986).

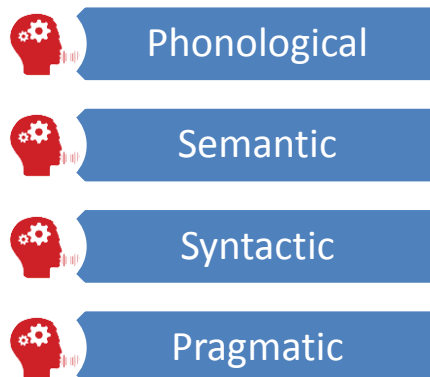
**Meta-Cognition**

Metacognition is a general term surrounding the study of memory-monitoring and self-regulation. In repetition these capacities are rummage-sale to regulate one's own thought, to maximize one's possible to think, learn and to the assessment of proper ethical/moral rules. The meta-cognition can also principal to a reduction in reply time for a given state as a result of sharp awareness, and possibly reduce the time to whole problems or tasks (Babu, R.U.M.,&Kalaiyaran, G.(2019).

**Meta-linguistic skills**

Metalinguistic ability can be alienated into four broad groups (Tunmer, et al., 1988):

1. Phonological
2. Semantic
3. syntactic
4. pragmatic



**Phonological**

The Phonological and word consciousness refer to the ability to contemplate and use phonemes and arguments. Syntactic awareness is the ability to reason about the structure of linguistic. The final category, pragmatic consciousness, involves the drives for which we use verbal (Snow, Burns, & Griffin, 1998). Perhaps with so abundant emphasis being located on the growth of phonological awareness, other aspects of linguistic are being overlooked.

**Word**

Teachers regularly occupy in shared, communicating and guided inscription with their students, but for the vast mainstream of time, they model ideas of print, print conventions, and phonics skills. We have originated that if time is spent demonstrating and rational aloud about the structure of linguistic and especially written language, children begin to adopt this knowledge.

**Syntactic**

The Syntactic awareness is sympathetic to the structure of our linguistic and influences reading expansion by enabling readers to monitor their understanding processes and by helping broods acquire useful word credit skills other than sound-symbol mail. (Tunmer et al., 1988; Roth, Speece, Cooper, De La Paz, 1996).

**Pragmatic**

Metalinguistic ability is pragmatic consciousness. Pragmatic awareness is the ability to use language suitably in social contexts (Halliday, 1975, 1977; Snow et al., 1998). Snow et al. suggests that broods develop pragmatic awareness in three parts.

**Need for the Study**

A large part of successful language interference is centered on the scholar being aware of language and the mechanisms of language. It's the child's ability to think about and operate language forms that can often control how well they learn a new philological concept. Meta - awareness skill is at work after a student is able to shift their attention from the connotation of

what they, or others, say to the adages themselves. This ability - metalinguistic alertness - is a vital skill in language culture.

**Objectives of the study**

1. To find out whether there is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as gender.
2. To find out whether there is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as year-wise.
3. To find out whether there is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as the location of the students.
4. To find out whether there is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as the location of the college.

**Hypotheses of the study**

1. There is no significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as gender.
2. There is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as year-wise.
3. There is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as the location of the students.
4. There is any significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as the location of the College.

**Research Method****Method Adopted for the Present Study**

For the present study, the investigator used the survey method in the view of the objectives of the study and the nature of the problem concerned.

**Population for the study**

The populations of the present study are the students studying in B.Ed. colleges of Prospective English Teachers in the Sivaganga district.

### **Sample for the Study**

The sample for the present study has been selected using the stratified random sampling technique from the population. Six colleges are randomly selected in the Sivaganga district. From these colleges are selected with the help of a stratified random sampling technique.

### **Tools used for the Study**

In the present study, the investigator used the following tools.

1. Awareness of Meta-Linguistic scale developed by Investigator (2018).

### **Establishing the reliability of the tool**

The investigator has used the test-retest method for establishing the reliability of the tool. The investigator randomly chose 30 students at Alagappa University College of Education, Karaikudi, and the tool was administered to them. The same tool was administered to the same sample of 30 students after an interval of 15 days in Alagappa University College of Education, Karaikudi. Both responses were scored. The product-moment correlation between the two sets of scores was calculated. It is 0.78. Thus the reliability of the tool has been established.

### **Scoring Procedure**

Each statement in the Meta-linguistic scale had three alternative responses. They were scored as follows. For the items, the scores were 1, 2 and 3 for the corresponding response categories. A scoring key was also prepared and used by the investigator for easy and quick scoring.

Category	Item
Vocabulary	1,2,3,4,5
Ambiguity detection	6,7,8,9,10
Figurative language	11,12,13,14,15
Inferences	16,17,18,19,20

Predictions	21,22,23,24,25
Conversational Rules	26,27,28,29,30

**Testing Hypothesis**

**Objective: 1**

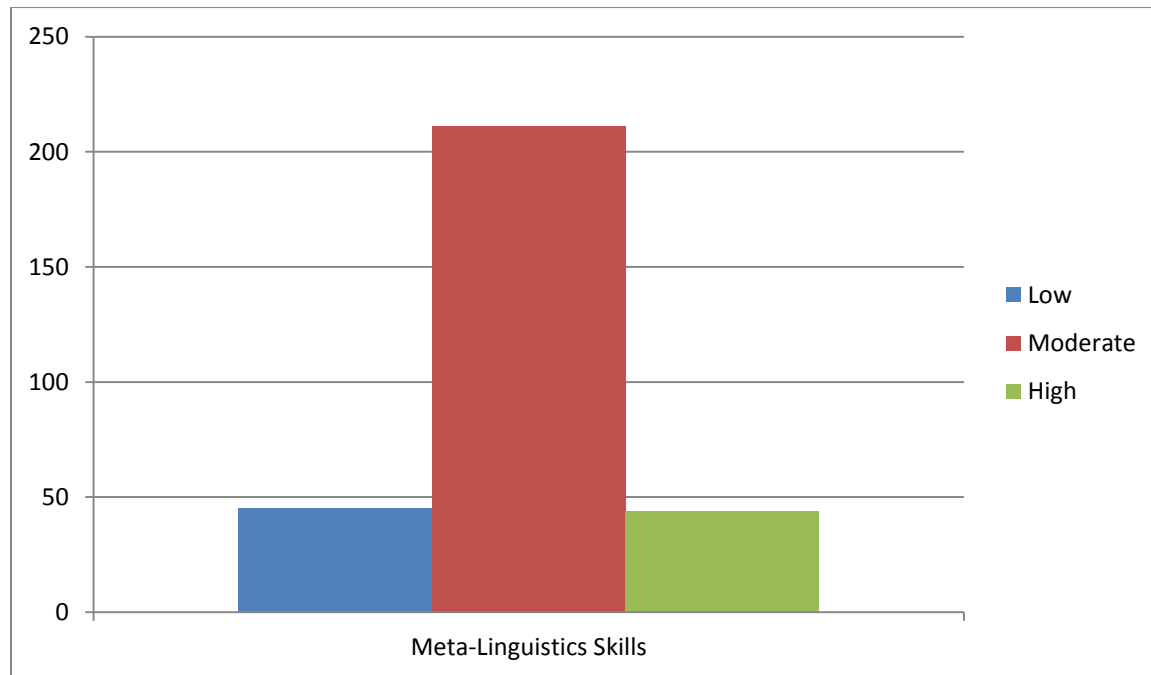
Level of Awareness of Meta-Linguistics Skills among prospective English teachers

**Table 1**

**Level of Awareness of Meta-Linguistics Skills among Prospective English Teachers**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Meta-Linguistics Skills	45	15.0	211	70.3	44	14.7

It is inferred from the above table that 15.0% of the prospective English teachers have low, 70.3% of them have moderate and 14.7% of them have a high level of awareness of Meta-Linguistics Skills.



**Fig. 1 Level of Awareness of Meta-Linguistics Skills among Prospective English Teachers**

**NULL HYPOTHESIS 1**

There is no significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as gender.

**Table 2**

**DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR AWARENESS OF META-LINGUISTICS SKILLS**

<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>Calculated 't' value</b>	<b>Remarks</b>
Male	150	104.26	12.74	1.23	NS
Female	150	102.49	12.07		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table the t value is lower than the table value. The Mean value of the male is higher than the female. That there is no significant difference between male and female Prospective English Teachers in their Awareness of Meta-Linguistics Skills.

**NULL HYPOTHESIS 2**

There is no significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as year-wise.

**Table 3**

**DIFFERENCE BETWEEN I AND II YEAR PROSPECTIVE ENGLISH TEACHERS IN THEIR META-LINGUISTICS SKILLS**

<b>Year</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>Calculated 't' value</b>	<b>Remarks</b>
I	159	104.11	12.43	1.09	NS
II	141	102.54	12.40		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the t value is lower than the table value. The Mean value of the I year Prospective English Teachers is higher than the II year Prospective English Teachers. Hence there is no significant difference between I and II year Prospective English Teachers in their Awareness of Meta-Linguistics Skills.

**NULL HYPOTHESIS 3**

There is no significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as the location of the students.

**Table 4**

**DIFFERENCE BETWEEN URBAN AND RURAL PROSPECTIVE ENGLISH TEACHERS IN THEIR META-LINGUISTICS SKILLS**

Locality of school	Number	Mean	S.D	Calculated 't' value	Remarks
Urban	147	103.84	12.38	0.63	NS
Rural	153	102.93	12.49		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the t value is lower than the table value. The Mean value of the urban Prospective English Teachers is higher than the rural Prospective English Teachers. Hence there is no significant difference between urban and rural Prospective English Teachers in their Awareness of Meta-Linguistics Skills.

**NULL HYPOTHESIS 4**

There is no significant difference between the Awareness of Meta-Linguistics Skills among Prospective English Teachers such as the location of the College.

**TABLE 5**

**DIFFERENCE AMONG URBAN, SEMI-URBAN AND RURAL COLLEGE PROSPECTIVE ENGLISH TEACHERS IN THEIR META-LINGUISTICS SKILLS**

Source of Variation	Sum of squares	Degrees of freedom	Variation estimate	Calculated 'F' value	Remarks
Between	724.83	2	362.41	2.36	NS
Within	45465.35	297	153.08		

(At 5% level of significance for (2,297) df the table value of 'F' is 3.03)

It is inferred from the above table that the t value is lower than the table value. There is no significant difference among urban, semi-urban and rural college prospective English teachers in their meta-linguistic skills



**Results**

- It is inferred from the above table that 15.0% of the prospective English teachers have low, 70.3% of them have moderate and 14.7% of them have a high level of awareness of Meta-Linguistics Skills.
- It is inferred from the above table that the t value is lower than the table value. The Mean value of the I year Prospective English Teachers is higher than the II year Prospective English Teachers. Hence there is no significant difference between I and II year Prospective English Teachers in their Awareness of Meta-Linguistics Skills.
- It is inferred from the above table the t value is lower than the table value. The Mean value of the male is higher than the female. That there is no significant difference between male and female Prospective English Teachers in their Awareness of Meta-Linguistics Skills.
- It is inferred from the above table that the t value is lower than the table value. The Mean value of the urban Prospective English Teachers is higher than the rural Prospective English Teachers. Hence there is no significant difference between urban and rural Prospective English Teachers in their Awareness of Meta-Linguistics Skills.
- It is inferred from the above table that the t value is lower than the table value. There is no significant difference among urban, semi-urban and rural college prospective English teachers in their meta-linguistic skills

**Conclusion**

The Prospective teachers must delight the language as an object of thought. They must develop metalinguistic awareness or the ability to contemplate and drama with language apart from its denotation. Today in the world, the most powerful philological in the world is English; many progenies continue to fail to acquire even basic knowledge skills. We believe that most teachers have the constructions in place for effective teaching, but need to upsurge the direct and explicit education of metalinguistic skills and facilitate children's usage of the language as a tool for thinking.

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