CHAPTER VI

SUMMARY

The objectives of any teacher education program should be specified so as to bring about desired change in the teacher behaviour. The curriculum for the Secondary Grade Teachers (SGT) in Tamil Nadu is framed in such a way to impart the specified competencies. At present Competency Based Teacher Education (CBTE) is adopted throughout the country. Competencies must be defined and measured in terms of processes not products i.e. in terms of what teachers do and how do they behave rather than in terms of either what they get pupils to do in class or of what happen to pupils in class or what happen to pupils’ achievement, abilities or attitude.

In English Language Teaching, achieving Communicative Competence is one of the objectives. The Communicative Competence is a highly complex ability, which includes grammatical accuracy, intelligibility and acceptability, contextual appropriateness and accuracy. The goal of language instruction is shifted to building up learner’s Communicative Competence. Attempts have been made to teach written English over a period of time, whereas the teaching of spoken English is lagging behind.

Thus the researcher undertook this study with the intention of enhancing the Communicative Competence of the DIET students with special reference to the ten skills through Meta Cognition and Mediated Learning Experience.
6.1. STUDENT TEACHERS OF DIET

The students who have passed Twelfth (10+2 pattern) with a high percentage of marks (above 80%) are eligible to undergo the Diploma in Teacher Education) course for two years. Most of them are from rural areas. They lack communicative skills in speaking though they have studied English as the second language. Communicative Competence is a broader concept which includes both written and spoken aspects integrating all the four language skills. The student-teachers of the DIET are the future teachers for the primary children up to eighth standard level. Imparting basic knowledge to the children needs a sound knowledge of English and mastery skills in English. Hence a lot of exposure in the phonology of English, Stress and Intonation patterns, Tone and Pitch etc is needed. Mastery of the communicative skills leads to the attainment of Communicative Competence.

6.2 SELECTION OF THE COMMUNICATIVE SKILLS

Though there are number of oral skills essential for communicative competence, the ten (10) skills are selected. These skills are identified by John Munby as sub skills of the major skills, Listening and Speaking. Moreover the skills are included in the English Language Education curriculum relating Stress, Intonation, Pause, Juncture, Phonemic contrasts. The right knowledge and practice of these skills are considered to be very important. The primary teacher should be role models in their pronunciation, articulation of English sounds. The children imitate their teacher in speaking
the second language. In the pronunciation of words, simple commands, classroom interactions, instruction, reading passages and poems. The researcher selected these skills which are very essential elements of the Communicative Competence.

Oral communication is a two way process between a speaker and a listener. The listener interprets the message based on understanding of language structures and vocabulary used. In addition to language data in the form of grammatical structures and vocabulary, a speaker makes meaning from stress, intonation, pause etc. In a face to face communication the facial expressions and body movements also helps in understanding the message.

6.3. META COGNITIVE STRATEGIES

Second language learning is, to a certain extent, a conscious process. During this process, the learners have to transfer the knowledge of their first language to the acquisition of the second language. Further they have to compare and contrast the features of their first language and those of the second language. If necessary they can even ‘unlearn’ certain features of the first language which are not present in the second language. Some structures may not be the same in other Indian languages. So the learners of English should ‘unlearn’ the sequence in their first language, in the case of this particular sentence, so that they will acquire the structure of the English sentence easily. Hence some sort of ‘self-monitoring’ is useful when the learners begin to practice their second language. Meta Cognitive strategies are
helpful to the English learners to plan, monitor and evaluate their learning successfully.

'Meta cognitive' means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Meta Cognitive strategies include three strategy sets, Centering learning, Planning learning and evaluating learning. Meta Cognition is essential successful learning. Language learners are often overwhelmed by too much "newness" unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and nontraditional instructional approaches. With all this novelty, many learners lose their focus, which can only be regained by the conscious use of Meta Cognitive strategies such paying attention and over viewing/linking with already familiar material.(Rebecca L. Oxford)

6.4. MEDIATED LEARNING EXPERIENCE

Reuven Feuerstein's theory of Mediated Learning Experience stresses the importance of affective strategies and the role of the mediator in bringing modification in the cognitive behaviour of the learners. Using a mediated approach and encouraging the learner to think of ways to make learning tasks easier, the trained mediator leads the learner to recognize the need to apply a rule or principle in order to solve the problem before the learner. (Learning to
According to Feuerstein’s theories, a change within an individual requires a process, and that process relies on a number of factors which are significant. They are,

- The individual recognizing the need to change
- The belief that change can occur
- The means and methods to make it happen
- The correct programme of intervention
- The skills, generalization and principles derived from the programme
- The application of those generalizations into real life situations

Feuerstein states that we all have the capacity to change. He talks about the child’s potential instead of his static measured intellect. The theory of Structural Modifiability suggests that the brain is a living organism which is capable of adapting and changing. Instead of adapting the environment to suit the low functioning child, Feuerstein’s theory invites us to think how we can modify the child to adapt to the environment by giving him the cognitive tools he needs to become an active and autonomous and active learner. Feuerstein speaks of a ‘passive acceptance approach’ which allows acceptance of the low level functioning of an individual as static or immovable, thus perceiving the individual as a closed organism. He also states that we should perceive the child, an open system that is receptive to change and therefore modifiable.
The role of the mediator plays a vital role to bring modifiability in the learner. Feuerstein asks the mediators to turn the pointed finger away from the child and her disabilities towards them and ask

‘Have I done everything possible to change this child?’

‘How to bring about change in the child?’

‘And what programme do I use to bring about that change?’

The ‘how’ is answered by applying Feuerstein’s method of intervention called, the Mediated Learning Experience which places the role of the mediator as central to the child’s ability to change. This is the qualitative aspect of the method. It is the mediator who has the role to act as a interpreter of the world for the child by filtering the stimuli with which the child is presented. Mediated Learning Experience has successfully applied his methods to a very wide range of populations with specific learning difficulties, including gifted underachievers and dyslexic children in mainstream school.

Economically disadvantaged, inner-city, ethnic minorities who live in communities that contain contaminated sites are disproportionately exposed to high levels of toxic pollutants such as lead, mercury, cadmium, nickel, chromium, etc., causing brain damage, learning disabilities and many other problems. These individuals also belong to groups that have the highest morbidity and mortality rates in the United States. Data from twenty cognitive interventions using Feuerstein’s Instrument Enrichment / Mediated Learning
Experience (FIE / MLE) to teach critical thinking skills to groups of these individuals across the country show increases in cognitive modifiability enhancement in motivation, self-esteem, and feeling of competence.

6.5. STATEMENT OF THE PROBLEM

There are several reasons as to why English is to be taught in India such as our inevitable dependence on western technology, diplomatic relations, foreign exchange, global transactions, over seas education and others.

According to 2000 census there are about 9,30,000 primary schools, 4,00,000 middle schools in Tamil Nadu. The only source of educating the students studying in primary and middle schools is the Secondary Grade Teachers (SGT) trained in the DIETs and Teacher Training institutions.

During the In-service programme for the primary teachers conducted by DIET, the researcher has noticed that the teachers themselves lack proper orientation and training in the attainment of the oral competencies. Unless the teachers are properly trained in the spoken skills, they cannot do justice to their job. Thus attainment of Communicative Competence in oral skills is utmost important of the future teachers. Hence the researcher has selected the problem of enhancing Communicative Competence with special reference to the oral skills such as pronunciation, phonemic differentiation, stress, intonation, accent, rhythm, pause etc.
According to O’malley, one’s oral proficiency in a language increases by use of Meta Cognitive strategies help learners manage themselves as learner, the general learning process, specific learning tasks, ‘Learning how to learn’ is the slogan of new millennium. In this paradigm learners will be more responsible for the management of their own learning so that they learn how to learn a language.

Intrinsically motivated people do things for their own sake, rather than for an external reward. A number of researches have presented data to support the notion that intrinsic motivation is superior to extrinsic motivation. One way of helping students to enjoy their language activities and building up their confidence is to explain them what they are doing in the class and why.

The affective side of learner is one most important factor on language learning (L.Oxford 1990). It is essential to build mutual trust among the learners and the teachers. The theory of Mediated Learning Experience lays stress on trust, self-confidence and the emotional aspects of the learners.

Considering the cognitive and affective aspects of learning, the researcher has selected the problem of enhancing the Communicative Competence with the help of Meta Cognition and Mediated Learning Experience.
6.6. TITLE OF THE PROBLEM

ENHANCING COMMUNICATIVE COMPETENCE: EFFECT OF META COGNITION AND MEDIATED LEARNING EXPERIENCE AMONG DIET STUDENTS.

6.7. A MODEL TO ENHANCE COMMUNICATIVE COMPETENCE

Based upon the three strategies of Meta Cognition, Mediated Learning Experience and Communicative Competence a final model was evolved to enhance the Communicative Competence. The application of the model consists of following steps to enhance Communicative Competence.

MOTIVATION

Any learning needs motivation on the part of the teachers and learners. A good example of model speech which contains the necessary input of the particular language skill is selected in the form of audio / video presentation. (Nunan, 1996)

CREATING INTEREST

To create interest among the learners at first simple and easy learning activities are selected. The completion of tasks successfully creates interest among the learners to take up the learning activity with interest. (Kang Shumin, 2000)

SELF CONFIDENCE

Self confidence is specially identified as an important aspect ‘affective filter’ in language learning that it enables the learner to encourage intake or useful
Poor language learners lack self-confidence. (Krashen, 1981; Naiman, 1978; Beebe, 1983; Brown 1977)

Two or three simple tasks are given to the learners so that they can feel confident to take up the learning process. (Nunan, Ronald Carter, 2001)

**RIGHT ATTITUDE**

Once the learners are motivated properly by creating interest and self confidence among the learners it will help them to have right attitude during the learning process. After solving some easy problems the learners are led to take up one or two difficult tasks. The difficulty level of the problem will make them to take up the learning activity with right attitude. (Oxford, L, 1990)

**GOAL SETTING**

A particular skill was selected and the learners are allowed to know the goals and objectives of learning that skill. The goals and objectives are explained explicitly. (Wenniert, 1987).

**TIME MANAGEMENT**

The learners are allowed to set their own time in learning the particular skill. This will help them to have self responsibility to complete the learning task within the time set by the learners. (Gloria Appellate Slick, 1995)

**PRIOR KNOWLEDGE**

The learners are allowed to recall what they know about the topic already. (Wong, 1992)
ANALYSING STRENGTHS AND WEAKNESS

Recalling past experiences, retrieving the prior knowledge will help them to analyse strengths and weakness. (Nunan, Ronald Carter, 2001)

SELF INTEREST

The mediator motivates the learners and creates interest in the learners. All the above said activities will lead to creation of self interest among the learners. (Wong, 2001)

SELF RESPONSIBILITY

The mediator asks the learners to complete the learning activity within the stipulated time. This leads the learners to be responsible and take care of their own learning process. (Nunan, Clarice Lamb, 1992)

SELF DETERMINATION

The mediator asks the learners to determine themselves to complete the learning task successfully. The mediator sites the example of successful learners and induces confidence among the learners.

In all the three components are dealt with affective aspects of learning. The role of mediator is vital because these three components are related with the feelings and emotions of the learners.

SELECTIVE LISTENING

At this stage the learner presents the lesson and starts teaching the skill. More examples, the rules, ideas, concepts are presented. More language input is given to the learners. (Anderson, 1983)
SELECTIVE DECODING

The learners decode the meaning of the text that is presented aurally and visually. The learners understand the meaning of the text with the help of the mediator. (Nisbet, Schucksmith 1986)

SELECTIVE ENCODING

Like selective decoding, selective encoding also taking place when the learners practice the skill that they are learning. (Atkinson, Raugh, 1981)

INFORMATION PROCESSING

All the information presented regarding the skill / lesson is analysed by a number of strategies like association with previous learning, translation, analyzing and synthesizing and also by comparison. Information processing leads to comprehension of the language input. (Lewin, 1982)

SELF REGULATION

Self regulatory strategies are very essential for mastery learning. Successful learners employ a number of strategies to learn better. These strategies differ from person to person. These strategies differ from person to person. The learners are advised to employ some of the some of the self monitoring techniques like self talking, self questioning, memory strategies, summarizing etc. (Sternberg, 1985)

EVALUATION

The third important principle of Meta Cognition is evaluation. The learners have check themselves how far they have learnt. They should know
what the mistakes that they commit by self questioning are and they have to correct the mistakes by themselves or with the help of others, by self reviewing and also with the help of self criticism. (Palinscar, Brown 1984)

COMMUNICATIVE COMPETENCE

In language learning repetition, rule learning, application and generalization are the major processes that help the learners to acquire the language. According to Behaviouristic theory of language learning (Skinner, 1957) language is learned by imitation and repetition. Through imitation children rapidly pick up complex verbal behaviour such as whole phrases and sentences.

The cognitive theory of learning stresses that the learner of language possess some kind of 'data processing mechanism'. The impact of the learner constitutes the 'language data' which the learner process. Thus in the process of language learning repetition, rule learning, application, and generalization plays a major role.

INFORMATION PROCESSING

The information is processed by various strategies like concept mapping, comparing, analyzing etc. (Lahey, 1988; Belmont, 1989)

REPETITION

Language learning occurs at the initial stages by imitation and repetition only. Imitation of the language input by many times leads to understanding of the language. (Skinner, 1957)
RULE LEARNING

Language learning is rule governed behaviour. The forms and rules of a language should be internalized by the learners. Once they understand the rules behind the formation of sentences, language learning process will become easy. (McCormick & Schiefelbusch, 1990)

APPLICATION

The rules learnt will be applied in new situations by the learners. (Wigg & Semel, 1984)

PERFORMANCE

The level of language learning depends upon how one performs in various occasions. Performance is the actual use of the language by the learners in a variety of situations. The degree of performance depends upon the mastery of language. (Gonzi, et al., 1993)

COMPETENCE

Performance leads to competence, which is the final stage of the language learning. (Rivers, 1973)

Thus the model evolved for enhancing Communicative Competence of the DIET students consists of all the important principles of language learning, Meta Cognition and Mediated Learning Experience. The guiding principles of language learning such as a positive learning environment as well as the emotional environment, a positive attitude towards diversity, a positive belief in the worth of all children, a sense of belonging, identity, purpose,
security, fairness and respect, appreciation, competence, accomplishment, mutual appreciation and respect which can build a positive worthwhile individuals are taken care of in this model.

6.8. ASSUMPTIONS

1. The Communicative Competence of the teacher trainees can be assessed.

2. The Communicative Competence of the trainees regarding the skills of speaking can be enhanced with the help of Meta Cognition and Mediated Learning Experience.

3. Teaching the learners by making them aware of their learning process will help them to improve their Communicative Competence. Awareness of the learning programme includes planning, monitoring and evaluation of the learning programme by the learners themselves.

4. The Communicative Competence of the learners can also be enhanced with the help of Mediated Learning Experience.

5. By inducing self-confidence, self-motivation, interest among the learners, the learning of the skills (speaking) will be enhanced.

6. A model incorporating the basic principles of Meta Cognition and Mediated Learning Experience would be formulated to
enhance the Communicative Competence of the teacher trainees.

7. An intervention programme with the help of the model may enhance the Communicative Competence of the teacher trainees.

8. The progress of the learners in learning the speaking skills would be assessed with the help of the tools formulated by the researcher.

9. After the intervention programme, the final assessment of the Communicative Competence would be measured.

10. The level of awareness towards Meta Cognition would be increased after the treatment.

11. The level of awareness towards the principles of the Mediated Learning Experience would be increased after the treatment.

6.9. OBJECTIVES

1. To assess the level of Communicative Competence among the teacher trainees.

2. To assess the awareness of the teacher trainees towards Meta Cognition

3. To assess the awareness of the teacher trainees towards Mediated Learning Experience.
4. To identify the principles of Mediated Learning Experience on enhancing the Communicative Competence among the teacher trainees.

5. To identify the principles of Meta Cognition on enhancing the Communicative Competence among the teacher trainees.

6. To develop a model incorporating the basic principles of Meta Cognition and Mediated Learning Experience to enhance the Communicative Competence of the teacher trainees.

7. To implement the model evolved by the researcher to enhance the communicative competence of the teacher trainees.

8. To test the progress of learning of the communicative skills during the implementation.

9. To identify the effect of Mediated Learning Experience and Meta Cognition on enhancing the Communicative Competence among the teacher trainees.

10. To assess the awareness of the teacher trainees towards Mediated Learning Experience and Meta Cognition.

**6.10. HYPOTHESES**

1. There will be significant difference between the pretest and progressive test (I) scores on Communicative Competence among the teacher trainees.
2. There will be a significant difference between the progressive test (I) and progressive test (II) scores on Communicative Competence among the teacher trainees.

3. There will be significant difference between the progressive test (II) and progressive test (III) scores on Communicative Competence among the teacher trainees.

4. There will be significant difference between the pre and post test scores on Communicative Competence among the teacher trainees.

5. There will be significant difference between the pre assessment and the progressive assessment of level of Meta Cognition among the teacher trainees.

6. There will be significant difference between the progressive assessment and post assessment of the level of Meta Cognition among the teacher trainees.

7. There will be significant difference between the pre assessment and post assessment of the level of Meta Cognition among the teacher trainees.

8. There will be significant difference between the pre assessment and the progressive assessment of level of Mediated Learning Experience among the teacher trainees.
9. There will be significant difference between the progressive assessment and the post assessment of level of Mediated Learning Experience among the teacher trainees.

10. There will be significant difference between the pre assessment and the post assessment of level of Mediated Learning Experience among the teacher trainees.

6.11. SAMPLE SELECTION

Primary teacher is one who has to teach the children from I to VIII standard. Though they have studied English as a second language for 12 years in the schools, they do not possess adequate oral competencies. Though the teacher trainees undergo training for two years, the English language education is mainly exam oriented. Making the teacher trainees communicatively competent is essential to teach the oral skills effectively to their students. Hence the researcher selected the II year DIET students as the sample for the study. Total number of subjects selected for the study is forty (40) in numbers.

6.12. EXPERIMENTAL METHOD

Experimentation is the most scientifically sophisticated process. It is defined as 'observation under controlled conditions'. Experiments are studies involving intervention by the researcher beyond that required for measurement. The usual intervention is to manipulate some variable in a setting and observe how it affects the subjects being studied. The researcher
manipulates the independent or explanatory variable and then observes whether the hypothesized dependent variable is affected by the intervention.

In experimentation studies observable changes take place in order to establish a cause and effect relationship. It is the description and analysis of what will be or what will occur or what can be made to occur under carefully controlled conditions. Experimentation consists of the deliberate and controlled modification of the conditions determining an event and in the observation and interpretation of the changes that occur in the event itself.

Experimenters deliberately and systematically manipulate certain stimuli, treatments or environmental conditions and observe how the condition or behavior of the subject is affected or changed. They are also aware of other factors that could influence the outcome and remove or control them in such a way that they can establish a logical association between manipulated factors and observed effects.

In a well executed experiment researcher must complete a series of activities to carry out their craft successfully. Although the experiment is the premier scientific methodology for establishment causation, the resourcefulness and creativity of the researcher are needed to make the experiment live up to its potential.

Experimentation is extensively used in physical sciences. But its application is greatly limited in education and social science, which deal with
the human behavior. The behavior of human beings cannot be controlled and the human behavior cannot subject to laboratory test.

6.13. SINGLE GROUP PRE-TEST, POS-TEST DESIGN

Experimental designs are unique to the experimental method. They serve as positional and statistical plans to designate relationships between experimental treatments and the experimenter's observations or measurement points in the temporal scheme of the study. Judicious selection of the design improves the probability that the observed change in the dependent variable was caused by the manipulation of the independent variable and not by other factors. It simultaneously strengthens the generalizability of results beyond the experimental setting. (Schuman, Jahoda, Deutsht)

The one group method is the elementary and least rigorous design. The researcher selected this design due to the following reasons.

➤ Being the class teacher for this group of students, this group of students is readily available whereas it is difficult to get another group of students.

➤ Conducting the experiment is a time consuming process, the researcher would like to carry out the research without affecting her routine academic work.

➤ As the teacher trainees have to undergo school observation study for fifteen days and teaching practice for forty days, the students who have completed the above schedule only can be
selected. Hence the groups of students who are available are selected to undergo the experimentation.

This design consists of comparing the growth of a single group under two different sets of conditions of subjecting the group successively to an experimental and to a control factor for equivalent periods of time and then comparing the outcomes. The procedure in this design is listed below,

- Testing the group
- Introducing the intervention
- Testing again
- Noting the gains

The experimental design of the study is given as,
In the present study Communicative Competence is the dependent variable. Meta Cognition and Mediated Learning Experience are the independent variables. All the three variables were assessed before the treatment. They form the pre assessments, Y11, X11, X21 which are the pre assessments of Communicative Competence, Meta Cognition and Mediated Learning Experience respectively. During the treatment the progressive assessments in all the three variables were done. Three progressive assessments in Communicative Competence, (Y12, Y13, Y14) one progressive assessment in Meta Cognition (X12) and one progressive assessment in Mediated Learning Experience (X22) were also carried out. After the treatment was over, post assessments (Y15, X13, X23) in all the three variables were also completed.
Advantages of this Design

This type of design permits an experiment to be conducted by a teacher in his own classroom without assistance.

Since the same group and same teacher are involved, it seems to make a fair attempt at equating the factors of the ability and background of the subjects and the general characteristics of the experimental situation.

No part of the difference in the results can be attributed to the variability of the subjects or the teachers.

Limitations

This design does not necessarily establish experimental control.

1. It fails to control many non-experimental variables.

2. It is difficult to ascertain whether the difference between the pretest and posttest scores results from the influence of the independent variable or from other variables.

3. The students will be less enthusiastic or more fatigued when they took the second test.

4. The difference is a product of the extra effort that pupils exerted because they were proud of participating in the experiment.

Thus the one group of experimentation is relatively inadequate except for purposes of crude experimentation. Unless it is handled with care, the
experimenter may easily give causing changes and overlook other conditions that actually account for the results obtained.

This design may found satisfactory when the independent variable produces a relatively drastic effect, making the influence of non-experimental factors practically negligible, also where the experiment is of brief duration, thus minimizing the action of irrelevant factors.

6.14. MEASURING META COGNITION

The review of related literature reveals the difficulty involved in the measurement of Meta Cognition. Moreover measuring or assessing what one thinks or the mind is very difficult to state or measure. The researchers have to rely upon only on their subjects' opinion. Many tools were used to measure Meta Cognition like Meta Cognitive inventory, interviews, questionnaire etc. However, the psychometric soundness and the validity of these instruments have not always been evaluated.

Swanson, Christie and rubadeau (1993) used interview style questionnaire to measure Meta Cognition. Meta Cognitive skill was measured by using protocol analysis, a method of analyzing verbal data by Muchilinski, Thomas.E (1996). The protocol analysis used a checklist of 17 behaviours and each behaviour was marked as being present or absent for each student.

Rasnak, Mary Ann (1995) made use of Questionnaire and Interview responses. The tools were analysed and Meta Cognitive knowledge about what has been learned was quantified by a tally of the number of accurate

This information adds to the body of knowledge for the development of an improved instrument designed to measure Meta Cognition. Hence the investigator developed a tool to assess the level of Meta Cognition of the subjects. The major dimensions of Meta Cognition are identified and a questionnaire was prepared which covers all the important dimensions of Meta Cognition.

Pre-Assessment Tool of Meta Cognition (PATMC): The pre-assessment of the level of Meta Cognition of the DIET students is assessed through a questionnaire (ANNEXTURE: 1) which contains Twenty five items (25) under three major headings viz, Planning, Monitoring and Evaluation. This tool is divided into three major divisions, Planning, Monitoring and Evaluation. There are ten responses in the planning, another ten in the monitoring and five in the evaluation.
The presence and absence of the behaviour are marked in the form of 'yes' or 'no'. The score for the presence is '1' and the absence is '0'. This questionnaire helps to identify the presence of the Meta cognitive behaviour among the subjects.

**Progressive-Assessment Tool of Meta Cognition (PROATMC):** Out of the many dimensions of Meta Cognition, twenty dimensions (20) were selected. These dimensions help to frame a questionnaire (ANNEXTURE: 2) which is measured at three point scale. The presence and the degree of presence are analyzed in terms of 'greater extent', 'some extent' and 'not at all'.

The progressive assessment tool of Meta Cognition consists of twenty statements (20). Each dimension of Meta Cognition is formulated into a
statement. These twenty dimensions are important principles of Meta Cognition identified in the various models, theories and researches of Meta Cognition. They are,

<table>
<thead>
<tr>
<th>1. Goal setting</th>
<th>2. Analysis of Previous learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Anticipation</td>
<td>4. knowing strengths and weakness</td>
</tr>
<tr>
<td>5. Self interest</td>
<td>6. Advance preparation</td>
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<tr>
<td>7. Help seeking</td>
<td>8. Self talk</td>
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<tr>
<td>11. Memory strategies</td>
<td>12. Summarizing</td>
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<tr>
<td>15. Delaying the response</td>
<td>16. Error detection</td>
</tr>
<tr>
<td>17. Debugging</td>
<td>18. Self appreciation</td>
</tr>
<tr>
<td>19. Self criticism</td>
<td>20. Self review</td>
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Out of the twenty dimensions the first six strategies can be applied before the learning process starts, i.e, Planning and the next nine can be applying during the learning process, i.e Monitoring and the last five strategies can be applied after the learning process i.e Evaluation.
POST ASSESSMENT TOOL OF METACOGNITION (POATMC)

To assess the level of Meta Cognition of the subjects after the treatment, the 'self report' (ANNEXTURE: 3) of the subjects is used as the tool. The subjects are requested to give a self report about how they learn and to what extent they made use of the Meta Cognitive principles while learning. The subjects are asked to write freely how they made use of the twenty dimensions of Meta Cognition while learning.

From their self-report the presence and the degree of usage of the Meta Cognitive behaviour and absence of the behaviour are measured using the three point scale 'great extent', 'some extent' and 'not at all' with scores of '2', '1' and '0'.

6.15. TOOL TO MEASURE MEDIATED LEARNING EXPERIENCE

Another tool Mediated Learning Experience Scale (MLES) was prepared by the investigator to assess the Mediated Learning Experience that the subjects receive before and after the treatment. M.Jensen and R.Reuven Feuerstein (1987) developed a scale (ANNEXTURE: 4) to assess the Mediated Learning Experience, which consists of ten criteria of Mediated Learning Experience which enhance the cognitive development.

Ten important dimensions of Mediated Learning Experience (MLE) as formulated by Reuven Feurstein which are relevant in achieving the Communicative Competence are identified. Each dimension is represented by a statement and a questionnaire was developed which consists of ten
statements. The degree of the presence of the behaviour in each statement is measured using three point scale, 'great extent', 'some extent' and 'not at all'. The scores are respectively are '2', '1' and '0'.

This scale measures the presence and the absence of the important dimensions of Mediated Learning Experience and also the degree of presence of the dimensions. The same tool is administered thrice, Pre Assessment of Mediated Learning Experience, Progressive Assessment of Mediated Learning Experience and Post Assessment of Mediated Learning Experience.

6.16. TOOL TO ASSESS THE COMMUNICATIVE COMPETENCE

Achievement tests are the tools to measure the Communicative Competence of the subjects as the DIET students have to undergo examination in the English Language Education. A Pre Test (ANNEXURE: 5) was conducted to measure the Communicative Competence of the students at the beginning, three (3) Progressive Tests (ANNEXURE: 6-9) to measure Communicative Competence during the experimentation and a Post Test to measure Communicative Competence after the experimentation were conducted to measure Communicative Competence. As the skills selected for the experimentation are from the major skills of Speaking and Listening, more marks are allotted for oral tests than the written test. Totally fifty marks for each test, thirty marks (30) for oral test and twenty marks (20) for written part.
6.17. CONSTRUCTION AND VALIDATION OF THE TOOL

The present study involves measuring the effect of Meta Cognition and Mediated Learning Experience on enhancing the Communicative Competence of the DIET students. Hence tools to be used to measure Communicative Competence which is the dependent variable and Meta Cognition and Mediated Learning Experience which are the independent variables in the study.

When a researcher sets out to construct a tool, there are several factors to be borne in mind. The factors include the area, the age group and the grade for which the test to be developed. The following are the important factors.

Planning

The construction of a tool must start by considering the limitations under which the tool has to be developed. This includes the purpose of the tool, time, nature of the population, cost and resources at the disposal of the researcher etc.

Preliminary draft

Tools like tests, questionnaire, opinionnaire etc. preliminary draft should be prepared. They are helpful in constructing the items for the test. The preliminary draft should contain more than double of the items needed. The items should be edited. A small group try-out helps the researcher to get the indices of the difficulty and discrimination quickly for selecting good items for the final test.
Item analysis

The item analysis is important for the improvement of the total score reliability of total score validity or both. The final draft should be prepared and the selected items are included which will be administered to large sample.

While constructing the tool, the purpose of the tool, the language and the length of the tool should also be taken care of.

Considering the above points, the following tools are constructed,

- Questionnaire to assess Meta Cognitive level of the students.
- A Scale to assess Mediated Learning Experience (MLES) of the Students.
- Achievement tests to assess the Communicative Competence of the students.

The content validity of the tools are ensured by getting suggestions and criticism from the subject experts, professors and educationists.

6.18. RELIABILITY OF THE TOOLS

Reliability of the questionnaire to measure Meta Cognition is 0.65 and the reliability of the scale to measure Mediated Learning Experience is 0.71. The reliability of the achievement test to assess the Communicative Competence of the subjects was established by test-retest method which was found to be 0.83.
6.19. EXPERIMENTATION IN PHASES

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6.20. DATA COLLECTION

MEASURING COMMUNICATIVE COMPETENCE

A Pre Test (Y11) was conducted to assess the level of Communicative Competence subjects among the ten (10) skills selected for experimentation.

The Pre Test score was fifty (50) marks.
PROGRESSIVE TESTS

After conducting the Pre Test the first two skills were taught to the subjects. After teaching two skills, Progressive Test I (Y12) was conducted. The Progressive test II (Y13) was conducted after teaching the next two skills after one week. At the end of the fourth week after teaching seven skills another Progressive III (Y14) was conducted and the scores were recorded.

POST TEST

After teaching all the skills a Post Test (Y15) was conducted to measure the Communicative Competence of the subjects totally.

6.21. SCHME OF DATA ANALYSIS

The relevant data obtained from the pre assessments, progressive assessments and post assessments of all the three variables Communicative Competence, Meta Cognition and Mediated Learning Experience was analysed using the following techniques.

a) Descriptive Analysis
b) Correlational Analysis
c) Differential Analysis
d) Regression Analysis

6.22. FINDINGS

- The performance of the subjects in Communicative Competence is enhanced in the progressive and the post tests.
• The level of Meta Cognition of the subjects is increased in the progressive and post assessments than the pre assessment.

• The Mediated Learning Experience that the subjects received has also improved in the progressive assessment and the post assessment.

• Boys performed well than the Girls in the pre and the progressive tests of Communicative Competence.

• The performance of boys and Girls is equal in the progressive test I of Communicative Competence.

• Girls performed better than boys in the progressive test III and in the post test of Communicative Competence.

• In Mediated Learning Experience, Girls possess high level than the Boys in the pre and progressive assessments whereas in the post assessment boy’s level is greater than Girls.

• There is correlation between the scores of Meta Cognition and Mediated Learning Experience in all the pre, progressive and post assessments.

• The performance of the subjects in Communicative Competence is enhanced in the progressive test I than the pre test.

• The performance of the subjects in Communicative Competence is enhanced in the progressive test II than the pre test.
- The performance of the subjects in Communicative Competence is enhanced in the progressive test III than the pre test.

- The performance of the subjects in Communicative Competence is enhanced in the post test than the pre test.

- The level of Meta Cognition of subjects is increased in the progressive assessment than the pre assessment.

- The level of Meta Cognition of subjects is increased in the post assessment than the pre assessment.

- The level of Mediated Learning Experience of subjects is increased in the progressive assessment than the pre assessment.

- The level of Mediated Learning Experience of subjects is increased in the post assessment than the pre assessment.

- Both independent variables Meta Cognition and Mediated Learning Experience have contributed on enhancing the Communicative Competence of the subjects.

- The contribution of Mediated Learning Experience is stronger on enhancing the Communicative Competence of the subjects in the progressive tests I and III.

- The contribution of Meta Cognition is stronger on enhancing the Communicative Competence of the subjects in the progressive test II and post test.
6.23. DISCUSSION

- The Communicative Competence of the subjects is enhanced during and after the treatment.

- There is 23% increase in mean scores of Communicative Competence from pre test to progressive test I, 37% increase in the mean scores from pre test to progressive test II, III and 42% increase in the mean scores from pre test to post test.

- The level of Meta Cognition of the subjects is increased. There is 11% increase in the mean scores from pre assessment to progressive assessment and 28% increase in the mean scores from pre assessment to post assessment.

- The level of Mediated Learning Experience is increased after the treatment. There is 46% increase in the mean scores from pre assessment to progressive assessment, 14% increase in the mean score from progressive assessment to post assessment and 60% increase in the mean scores from pre assessment to post assessment.

- The 'F' value among the various tests of all the variables Communicative Competence, Meta Cognition and Mediated Learning Experience reveals that there is significant difference among the various tests and assessments of all the three variables.

- All the 't' values between the pre, progressive and post tests of Communicative Competence are significant at 0.05 level except the 't'
values between the progressive tests I and II, and progressive tests II and III. This shows the enhancement in the level of Communicative Competence of the subjects from pre test to post test through progressive tests.

- All the ‘t’ values between the pre, progressive and post assessments of Meta Cognition are significant at 0.05 level. This shows the increase in the level of Meta Cognition of the subjects from pre assessment to post assessment.

- All the ‘t’ values between the pre, progressive and post assessments of Mediated Learning Experience are significant at 0.05 level. This shows the increase in the level of Mediated Learning Experience of the subjects from pre assessment to post assessment.

- The Stepwise Multiple Regression analysis reveals the contribution of both the independent variables on enhancing the Communicative Competence at different levels. The contribution of Mediated Learning Experience is greater on enhancing the Communicative Competence of the subjects in the progressive tests I and III. The contribution of Meta Cognition is greater on enhancing the Communicative Competence in the progressive test III and the post test. This reveals the effectiveness of both the independent variables Meta Cognition and Mediated Learning Experience on enhancing the Communicative Competence of the subjects.
• The findings was supported by similar findings of the studies in Meta Cognition carried out by Eidson, Caroline Cunningham (2000), Darabie, Mohamed Youness, (2000), Strange, Nicole Yvette (2001), Cleary (2001), Sehakel, Sharon Kreun (2001), Ferguton, Jean Clarke (2001), Gill, Barbara (2001), Dolak, Grace Anne Terasa (2000), Dresser, Rocío (2000).

• The studies on Mediated Learning Experience by Seng, SeokHoon (1997), Sisco, Linda Joyce (1992), Ares, Nancy; Gorrell, Jeffrey (1997), Skuy, Mervyn (2002), Yosef (2002) supported the findings of the present study.

6.24. EDUCATIONAL IMPLICATIONS

Researches have proved that Meta Cognition is an important component of intelligence and academic success. A higher level of Meta Cognition can compensate for a lower level of intelligence. Meta Cognition and a knowledge of self-awareness play a significant role in the students’ success. Students who considered their options and reflected on their strengths in relation to their goals achieved success.

The achievement level of the learners can be enhanced with the help of Meta Cognitive strategies. Meta Cognition reminds the role of the teachers to help their students to know how to learn. Students’ involvement and interest will be more if they set their own learning goals/ objectives, strength and
weakness etc. By making the students to realize their own self / or the self awareness the thinking skills will be developed.

Mediated Learning Experience has been successfully employed to a wide range of populations with specific learning difficulties, including gifted under achievements and dyslectic children in mainstream school. It is very helpful in teaching article thinking skill ML – address the ‘how’ of learning. The focus of these methods is on developing cognitive skills required for effective thought and problem solving behaviors.

Builds a positive approach both among the teachers and learners. Aims to develop creative of insight among the learners so that they are equipped to solve problem in an optimistic and proactive manner. Increase motivation, self esteem and feeling of competence.

By enhancing the Communicative Competence of the teachers trainees the primary students will be benefited. As English is a foreign language lot of exposure in the communicative skill, stress, Intonation is needed to make the pre-strike students as communicatively competent.

6.25. SUGGESTIONS FOR THE FURTHER RESEARCH

• The present study was conducted to II year DIET students, Pudukkottai. The study may be conducted to I year DIET students at the beginning of the Diploma Course.

• The present study was confined to enhancing the ten skills of Communicative Competence which are included in the syllabus of the
English Language Education of the DIET students. The presented study can be extended to other subjects also.

- In the study the sub skills of speaking and listening are selected. This can be extended to other two major skills Reading and Writing also.

- The study is confined to the DIET students who are the future primary teachers. This study may be conducted among the B.Ed teacher trainees also.

- The study may also be conducted in the DIETs of various districts.

6.26. CONCLUSION

The present reveals that the Communicative Competence of the students can be enhanced with the help of Meta Cognition and Mediated Learning Experience. Many researches proved the efficacy of Meta Cognition and Mediated Learning Experience on enhancing the achievement of the learners. Instead of focusing on the content of the subjects, suggesting the means and ways of learning will be more helpful to the learners. This will make the learners to become self-dependent and goal oriented achievers.

Hence the educational planners, administrators and curriculum designers should pay increased attention in teaching the students Meta Cognitive strategies. The study also highlighted the role of teachers as efficient mediator. The ultimate aim of the study, enhancing the Communicative Competence of DIET students stresses the importance of developing speaking and listening skills.