CHAPTER - VI

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Language is a complex process. It is the essential component in the social, emotional, and academic development of a child. Language learning is an acquisition of the ability to participate in the dynamic and creative process of communication. It is not just an acquisition of separate isolated units of language it is a subconscious process that results from the active use of the language, whereas language learning is a conscious process of rule learning.

The Meta-linguistic knowledge allows a child to observe, analyze, describe and manipulate a language. It is the meta-linguistic awareness which helps a learner to use the skills of reading for a successful reading activity language, from the stage of acquisition of a language to learning of a language.

Teaching a language successfully means making the learning of a language meaningful to the learner.

The researcher undertook this study in order to facilitate reading comprehension among the primary group of children. The designed programme forms a foundation of meta-linguistic strategies to make reading comprehension a successful task. Hence the investigator focused on the
learned center criteria, the role of linguistic and Meta linguistic in language learning and reading comprehension.

The researcher looked into the theories of language learning with respect to comprehension and suggested meta linguistic principles to be incorporate in teaching. The investigator grasped the study under

1. Application of meta linguistic principles.

2. Principles of reading comprehension

Observing the fifth standard students to see the intervener and influence of meta linguistic principles an developing reading comprehension.

6.1 INFERENCES DRAWN FROM THE REVIEW

Review (inferences)

On the basis of the analysis of the studies conducted on Meta-linguistic awareness and reading comprehension, it was found that Meta-linguistic awareness is being given importance in the educational field in the recent time. Studies on other fields such as perception, motivation, learning difficulties etc. have been conducted extensively. However the development in the field of Meta-linguistic awareness and its impact on reading comprehension is minimum. Hence the investigator felt the need to study the area, extensively form strategies, to make an interactive study of
Meta-linguistic awareness and reading comprehension. The result of the study should help the students and teachers in application of the Meta-linguistic principles for an enhancement of reading comprehension at the primary level.

6.2 NEED FOR THE STUDY

The researcher understood that there was a dire need for improving the comprehension level of primary entrants at V\textsuperscript{th} standard level. This was the outcome of the pre assessment test and after the observation of the classes and discussion with the teaching faculty. It was understood that the application of Meta-linguistic principles will enhance the reading level. The importance of student's knowing of their knowing was realized. The researcher supposed that the application of the Meta-linguistic principles by the teachers, with the application of Meta-linguistic skills by the student will enhance reading comprehension at the primary level. The investigator selected class V students for the research study to identify the effectiveness of Meta-linguistic principles and strategies on developing reading comprehension.

In most classroom situation it was noticed that "Comprehension was tested and seldom taught" It was understood that the application of Meta-Linguistic principle will help the students to comprehend well. Moreover the importance of students knowing that they posses this skill was realized.
The researches supposed that the application of the meta-linguistic principles by the teacher in teaching, with the intervention of application of meta-linguistic skills by the students will enhance reading comprehension. Class V was selected for the research study to identify the effectiveness of meta-linguistic strategies and principles on developing reading comprehension. The net outcome of the present study may help both the teacher and students in the teaching–learning process.

6.3 Scope of the study:

The aim of the study is to develop reading comprehension among upper primary school entrants. Its focus is on an interactive study on meta-linguistic awareness and reading comprehension. The whole reading comprehension an enjoyable activity.

6.4 Objectives:

The following are the objectives of the research investigation:

1. To assess the reading comprehension level of students.

2. To assess the level of Meta-linguistic awareness of students.

3. To see if there is any difference between the boys and girls with respect to reading comprehension and Meta-linguistic awareness.
4. To see if there is any difference between the students belonging to government schools and private schools with respect to reading comprehension and Meta-linguistic awareness.

5. To observe the difference between the students following the British Schools and Kenyan Schools with respect to reading comprehension and Meta-linguistic awareness.

6. To identify if there is any difference at teaching level of teachers belonging to government and private schools with respect to reading comprehension and Meta-linguistic awareness.

7. To identify if there is any difference between male and female teachers with respect to reading comprehension and Meta-linguistic awareness.

8. To identify if there is any difference between the teachers following the British Schools and Kenyan Schools with respect to reading comprehension and Meta-linguistic awareness.

6.5 Operational definitions:

Linguistics – can be defined as the systematic study of a language. It is a discipline which describes language in all its aspects and formulates theories as to how it works.
Meta linguistic Skill:

Children around the age of five are aware of language as something that can be turned around as itself. This skill is known as meta linguistic Skill. These refer to the ability to analyse and reflect on language itself.

Meta linguistic awareness:

The conscious awareness of a language which allows the child to control and make changes in utterances is known as meta-linguistic Awareness. This skill and awareness of the skill helps a child to manipulate a language.

Meta—the term means beyond. It means to look beyond language. When one learns a second language from first language. While learning a second language he has to keep in mind the rules of the second language. A gradual shift from his linguistic skill which is inherent in him to learn what new rules are to be followed while learning ‘English’ is to be made.

Reading:

Reading as an act by which a teacher relates the content of things that she or he already knows and understands. It is also said to be a linguistic process. In this process one claims understanding and new
meaning as he/she interacts with the text information by means of linguistic process.

**Comprehension:**

It means understanding grasping of the facts presented.

**Reading comprehension:**

Reading comprehension is a process where a message intended by the writer is recognized by the reader against the background of information already stored in a reader’s memory. It is described in simple terms as the ability to desire understanding from the written text.

### 6.5 Hypotheses

1. There is significant relationship between the reading Comprehension and meta-linguistic awareness.

2. There will be significant variation in the post test scores on Reading Comprehension because of the intervention of Meta-linguistic principles.

3. There is significant correlation between Meta-linguistic awareness (Pre and Post) and Reading comprehension (Pre, Progressive and Post test) of the students.

4. There is significant correlation between Meta-linguistic awareness (Pre and Post) and Reading comprehension of the Teachers.
Sample selection:

The sample of students intended for studying was collected from the following schools in Kenya.

1. Shiners Academy, (Nakura)
2. Nairobi Academy, (Nairobi)
3. Mugaiga Primary School, (Nairobi)
4. Mugaiga Primary School (Lavington)
5. Aryavedic School for primary children, (Nairobi)

The number of students chosen for study were 125. There were 25 children from each school in the same class. The above sample were chosen from different demographic backgrounds. There were white children whose mother tongue is English. European children who speak other language, native Kenyan exposed to English speaking at home. Gujarati children who lack the background of English at home.

The schools were both from private and Government organisations. Two schools were following British Schools and three schools were following Kenyan Schools.

There were 72 boys and 53 girls. 50 students were taken from 2 schools following the British Schools. 75 students belong to schools
following Kenyan Schools. Three schools were private schools and two schools belong to Government Organizations.

For the purpose of assessing teachers competency in understanding the concept of interaction of meta-linguistic awareness and reading comprehension, 25 teachers were selected. There were 10 male and 15 female teachers. Out of this 9 teachers belonged to government schools and 16 belong to private schools. Teachers belonging to schools following British Schools were 10 and teachers following Kenyan Schools were 15.

6.7 Method of Research:

Experimentation is the most scientific way of assessing a situation. Hence this method was chosen, as the problem was related to day to day classroom situation.

6.8 Single group pre test, post test design:

The researcher selected a single group for study so that the reliability and validity of the test is justified. Moreover during the phases of experiment it was easy to handle a single group.

The procedure in this study was as follows:

1. Testing the group
2. Introducing the intervention
Introducing the intervention

Testing again

Evaluating the outcome.

**Interaction between Meta-linguistic awareness and reading comprehension**

In the present study meta linguistic awareness is the independent variable and reading comprehension is the dependent variable. Both the variables were assessed before the treatment.

**Description of Tools**

**Pre assessment tool on Meta-linguistic Awareness of students.**

a) Observation

b) Interviews

**Pre assessment Tools**

1. Task prepared to test the basic skills on Meta-linguistic Awareness.
The tool was constructed based on the basic regarding skills, live vocabulary, word context, context clues.

3. Assessment of Teaching Skill
   a. questionnaire was prepared based on factors of language learning pertaining to reading.
   b. A tool was prepared to assess the teachers level of Meta-linguistic Awareness strategies.

4. A test was given to students to assess the level of reading comprehension. This was done while treatment was being implemented.

5. Teachers perception on reading comprehension was tested with the help of a tool.

6. Post test for students on reading comprehension and Meta-linguistic Awareness was implemented.

7. Post test for teachers on Meta-linguistic Awareness was implemented.
Data collection

Data was collected and Analysis of the data was carried out in the following manner.

1. Descriptive Analysis
2. Differential Analysis
3. Correlational Analysis

Findings:

- There is a significant difference between the mean scores of students in the pre and post test of Meta-linguistic awareness.

- There is a significant difference between the mean scores of Govt. School students in the pre and post test of Meta-linguistic awareness.

- There is a significant difference between the mean scores of Private Schools students in the pre and post test of Meta-linguistic awareness.

- There is a significant difference between the mean scores of Kenyan Schools students in the pre and post test of Meta-linguistic awareness.
There is a significant difference between the mean scores of British Schools students in the pre and post test of Meta-linguistic awareness.

There is a significant difference between the mean scores of Students in the pre, Progressive and post test of Reading Comprehension.

There is a significant difference between the mean scores of Govt. School students in the pre, Progressive and post test of Reading Comprehension.

There is a significant difference between the mean scores of Private School students in the pre, Progressive and post test of Reading Comprehension.

There is a significant difference between the mean scores of Kenyan School students in the pre, Progressive and post test of Reading Comprehension.

There is a significant difference between the mean scores of British Schools in the pre, Progressive and post test of Reading Comprehension.

There is a significant difference between the mean scores of teachers in the pre-test, and post test scores in Meta-linguistic Awareness.
➢ There is a significant difference between the mean scores of the scores of Govt. School teachers in the pre-test, and post test scores in Meta-linguistic Awareness.

➢ There is a significant difference between the mean scores of Private Schools teachers in the pre-test, and post test scores in Meta-linguistic Awareness.

➢ There is a significant difference between the mean scores of Kenyan School teachers in the pre-test, and post test scores in Meta-linguistic Awareness.

➢ There is a significant difference between the mean scores of British School teachers in the pre-test, and post test scores in Meta-linguistic Awareness.

➢ There is a significant mean difference between male and female teachers in the reading comprehension test.

➢ There is a significant difference between the mean scores of Govt. school teachers in the reading comprehension test.

➢ There is a significant mean difference between the scores of Private school teachers in the reading comprehension test.
➢ There is a significant mean difference between the scores of Kenyan school teachers in the reading comprehension of test.

➢ There is a significant mean difference between the scores of British school teachers in the test of reading comprehension teachers.

➢ Correlation between the Pre test and post test scores of girls on Meta linguistic awareness and pre, progressive and post test on reading comprehension are significant at 0.05 level.

➢ Correlation between the Pre and Post test of girls on Meta – linguistic awareness and pre, progressive and post test on reading comprehension are significant at 0.05 level.

➢ Correlation between the Pre and Post test scores on Meta linguistic awareness and Pre, Progressive and Post test scores on Reading comprehension of Schools following the British Schools are significant 0.05 level.

➢ Correlation between the Pre and post test scores on Meta linguistic awareness and Pre, Progressive and Post test scores on reading comprehension of Schools
following the Kenyan Schools are significant at 0.05 level.

➢ Correlation between the Pre and Post tests scores on Meta linguistic awareness and Pre, Progressive and Post test scores on reading comprehension of the students studying in Govt. Schools are significant at 0.05 level.

➢ Correlation between the Pre and Post tests scores on Meta linguistic awareness and Pre, Progressive and Post test scores on reading comprehension of the students studying in Private Schools are significant at 0.05 level.

➢ Correlation between the Post test scores on meta-linguistic awareness and reading comprehension test of Male teachers is significant at 0.05 level.

➢ Correlation between the post test scores on Meta-linguistic awareness and reading comprehension test of Female teachers are significant at 0.05 level.

➢ Correlation between the pre test scores on Meta-linguistic awareness and reading comprehension between the post test scores on Meta-linguistic
awareness and reading comprehension test of British school teachers are significant at 0.05 level.

- Correlation between the post test scores on meta-linguistic awareness and reading comprehension test of Kenyan school teachers are significant at 0.05 level.

- There is significant mean difference between the pre and post test on meta-linguistic awareness based on nature of school.

- There is significant difference between pre progressive and post tests on reading comprehension of students based on nature of school.

- There is significant difference in the post test of meta-linguistic awareness between teachers based on the nature of schools.

- There is significant difference in the test on reading comprehension between Govt. and Private school teachers.

The findings of this research study are in consonance with many of the international research findings which highlights the importance of meta-linguistic awareness on developing reading comprehension even at the primary level students.
Educational Implications:

In this research study the Investigator throw lights on various aspects of meta linguistic awareness and reading comprehension which were not given importance earlier. The purpose of this study is to share the experiences of the Investigator which could be of greater help to "to be Teachers" to the existing teacher and to the student in general.

Various aspect were bothering the researcher as an English Teacher over the Years. A third grade child in Kenya actually pin pointed the 'problem' in her own manner. The child was "the teacher writes on the board and we write answer only" it hit hard the investigator at same time this was an eye opener.

Thus it was observed that comprehending was real problem of children at different levels at primary schools.

The investigator attempted to find out the factors which were really influencing the comprehension level.

Five schools of different demographic backgrounds was taken as sample for the study. There were children whose mother tongue was English, children whose
Mother tongue was other European language. The children differed with respect to the type of curriculum which were basically British and Kenyan. There were difference between private and government organization in the complementation of curriculum.

After several interviews with teacher of the schools and students, it was noticed that there were a basic problems in the area of Reading comprehension.

In the government schools and the private school following the Kenyan curriculum the magnitude of the problem was greater than their counterparts. It was also noticed that the in the case of Gujarathi children in the private school following Kenyan curriculum, their mother tongue was influencing negatively in their reading areas.

In the British schools, he investigator observed basically there was a positive trend in ‘reading’ but comprehending was found to be lacking

Reading comprehension is a constructive process in which the individual has to decode figuratively and phonologically.

The investigator identified the vacuum in this process hence framed decoding skill as the first step in the reading comprehension development programme.

A pre test to assess the meta-linguistic awareness level of students was constructed keeping in mind factors influencing it. The test was given
to students of the five schools selected for the purpose of study, an orientation course was held before the administration of the test.

The finding of the test made the investigator analyse the factors that could be highlighted to teachers which might be of significance.

1. The influence of mother tongue
2. The children are not able to grasp the main idea.
3. There was a problem especially in the linguistic area in transferring the learning process from Gujarati to English.

The investigator at this stage wanted to assess meta linguistic awareness of the teachers. The response from the teacher unanimously revealed that basic meta linguistic awareness components mere not being realized by the teacher and students point of view also.

A test given to students also revealed that basic problem were in the areas decoding, context clues, conceptualization, and pronunciation.

During the training programme the investigator selected phonic methodologically in the reading comprehension.

Once the students learned to break the code they found that the decoding was no more a difficult task. The investigator hence suggested that this method could be followed by teachers.

During the treatment there was a considerable improvement in all the schools in both the reading comprehension in children. The percentage of
students accruing the basic skills of the reading comprehension such skills was as the increases. Been encouraged by the overall awareness, the investigator focused on the enhancement of reading comprehension. The investigator tried to insist on grouping system., that is a given passage students were asked group the sentences.

The investigator undertook the study with the objects of enhancing the reading comprehension. It is envisaged that the findings otherwise so made available to the teachers so that they can view it from their view point and students point of view. The investigator felt the need to suggest certain technical approaches both in the teaching and learning areas.

To the teachers;

1. A multi-disciplinary attempt could be made after identifying the area of difficulties of students.
2. The underlying factor of comprehension that is a transfer from known to unknown should be emphasized.
3. The decoding practices and regular vocabulary drill to be continued.

To the students’

1. Openly discuss with teachers when they come across difficult areas.
2. Practice vocabulary
3. Take part in oral and reading activities
4. Try and speak only in English while in school

6.15 Suggestions for Future Research:

Though the investigator made a sincere attempt for a successful study still some vacuum can be filled up by future research work.

1. A multi disciplinary approach could be attempted to identify the effect of thinking strategies on developing reading comprehension.

2. Studies can be done to emphasize on the fact that comprehension is a transfer from known to unknown.

3. As reading needs listening a study could be on “Effect of listening skill on reading comprehension”.

4. A study could be on “the role of personal involvement of students / teachers on reading comprehension”.

5. An attempt could be made on “individual differences in Metalinguistic awareness and their interrelation towards R. C.

6. A study could be on, “Neurophysiological capacity and age for learning a language”.
Conclusion

The present study is an endeavor in learner centered Programme. As comprehension is essential for every individual, students should be trained to process, reflect and transfer their learning to a new situation. The present study revealed that there are two factors which really affect the comprehension.

1. Inadequate Vocabulary

2. Inadequate Comprehension

The investigator concludes that if an interactive model of reading comprehension and meta linguistic awareness is adopted by the teachers and students activity will be a enjoyable one.