CHAPTER - II

REVIEW OF RELATED LITERATURE
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Human knowledge works at two levels. At the primary level it functions as the basis of useful human activities, as when a teacher solves mathematical problems for the students. At the secondary level knowledge is employed to obtain or gain more facts or information on the existing knowledge. The activity that produces this knowledge is 'research study'. All research is an advance on existing frontiers of knowledge. This function of a research is both breaking fresh ground and improving upon existing knowledge.

The need for a review of related study in the concerned topic.

"Meta-linguistic awareness and reading comprehension" arises due to the following aspects.

1. To develop a critical base for the study

2. To become familiar with the work which has been already done in the area of research.

3. To acquire up-to-date information about what has been thought and done in the particular area. The research has to be built upon the accumulated and recorded knowledge of the past.

4. Review of related studies is needed to compare data and to be
aware of the methods and techniques used in the past.

5. It is needed to know about the past study undertaken to avoid any pointless repetition of research.

6. To suggest and make way for future studies in the related field.

the literature pertaining to the research problems are reviewed and classified under suitable headings in the following pages.
PART - 1

2.1 LANGUAGES AND A LANGUAGE

The term "language" is used in the singular as though languages is a single unitary phenomenon. Yet, languages have common properties, from the point of view of their uses. It is the difference that count. People do not speak 'languages in an abstraction' but a particular language, from a practical prospector, the most salient feature is that these languages are mutually in comprehensible.

According to Guy Cook when we hear an unknown language, we cannot even make boundaries between words. Reading is no better because even if it use familiar symbols we do not know what the words mean and even if we painstakingly track down each word in a dictionary.

We would still not understand the way they continue, or change in form and meaning with different context.

Research studies done on languages indicate that there are important differences between acquiring a first language, a process that happen naturally to any child who is not linguistically deprived - and learning a second language. The use of 'acquiring' in one case and learning in the other is not accidental.

Donna Jo Napoli has written a book Title 'Language matters' in
which he concludes.

1. Anyone who is learning a second language has already acquired a first language, so the language mechanism in the brain already has had certain linguistic parameters, making the task quite different. What needs to be learned are the specific rules of learning a second language.

2. The first language acquisition takes place in early childhood, but second language learning especially in a classroom setting, proceeds more quickly with adults and adolescents than with younger children.

3. First language acquisition happen without conscious teaching, but second language learning generally is conscious learning.

4. The complexity of input affects second language learning but not first language acquisition.

5. Practice is important for second language learning but not so much for 1st language acquisition. Even very quiet children, who are reluctant to talk acquire the 1st language at the ordinary rate.

CASE HISTORY

There have been studies in adolescence in complete linguistic deprivation. There is a well documented case about a child the ‘Wild Boy’
of Averyon. In 1799 a federal boy was found lying in the woods of Averyon in the south of France. He used to make noises which resembled animal sounds. All indications were that he had been raised by wild animals. Dr. Jean-Marc-Itard, an educator put years of work into trying to teach his human language, were acquired more than a small vocabulary with no sign of a system of rules for putting there words together into sentences.

Linguists have been insisting that there is a language mechanism in the brain, an actual physical mechanism which is responsible for all aspects of language, including learning, processing and production. Evidence for the existence of the language mechanism comes from data on linguistic damage and language pathologies. It's commonly known that strokes can result in sine language less in a person where intelligence is otherwise left intact.

2.2. FIRST AND SECOND LANGUAGE LEARNING

Many educationists have undertaken research work on 1st and second language learning. First language learning and acquisition is a unique process in human development. It takes place under conditions that cannot be replicated later in life. The child is motivated for it by a cognitive device use of second language depends on pupils cognitive and communicative abilities.

Language teachers and applied linguists have regularly used smiles
'Learning a language is like learning how to ride a bicycle' is one such observation. Language teachers also say that 'learning a second language is like learning a first language. For eg French Scholar Gowin was fascinated to watch his nephew, a three year old, and no scholar at all, learning french as a first language without any intellectual effort. He seemed to be doing it by a direct link between experiences and words used to describe them.

This led Gouir, along with others, to a series of the direct method, is which that same direct linking of experienced words were captured. It was concluded that it is justified of any second language teaching method to say that it is based on insights on which second language are learned.

So long the first language has similarity with second language, there is a positive contribution, otherwise the contribution will be negative. The study of second language acquisition has always displaced the influence of first language acquisition studies.

According to Chomsky are all possessed of an LAD(Language Acquisition Device) which equips us for first language learning. The aspect of this LAD which is important here is that it is language - specific that is it works for the acquisition of language and not other skills. 'Language is unique and uniquely acquired'. This view of language strongly suggests two things relevant to us. The fist is that if applied linguistics is to seek any parallel to all second language learning it should be with first language learning. The second is that any comparison
between language learning and the learning of other behaviours is inappropriate, because language is unique. According to Parody Pope: 'the proper study of language is indeed language learning itself.'

2.3. LINGUISTIC AWARENESS AND SECOND LANGUAGE ACQUISITION

Research studies undertaken in the past in the area of language acquisition has proposed the need for further studies which led to the faster expanding branch of knowledge which is called - 'Linguistics' - the systematic study of language.

Linguists also try to answer the basic question such as:

1. What is language?
2. How does language work?
3. What do all languages have in common?
4. To what extent are social class difference reflected in language?

Language according to them is the heart of human life. Its working is a national phenomenon beyond conscious control otherwise we will be thinking every time we open our mouth before uttering a word. All languages have one thing in common - that is to understand the other person, and make the other person understand. English which is the focus of our study, is the language of many different actives and the conventions governing its one vary accordingly.
Linguists also try to answer the questions as

1. What does it mean to say we know a language.
2. How does that knowledge arrive in the mind of the speaker?
3. How it is acquired?

These questions have given way to further study and emphasis have been laid as the relationship between formal linguistics and second language acquisition.

Cook (1998, 1993), Epstein, Flynn and Martohandjano (1996), Light bown & white (1987, 483) wrote that formal linguistics theories have an essential but not exclusive role to play in studies of language acquisition.

Research studies in formal linguistics has created on evolving methodology for evaluating second language grammar, questions in formal linguistics have led to the development of materials used in empherical studies in classroom studies of second language acquisition. (Trakey and White 1993).

Linguistic awareness and second language acquisition are interrelated. This statement can be justified by the fact that some children acquire the language in this study 'English' faster than others. The ways in which children move from are rule to another has shown that languages acquisition is not as uniform as was once thought. Different children use different strategies for acquiring the language. It is the linguistic
awareness which enables them to apply their skills (possessed or acquired) to learn the language of English.

**Thought and Language acquisition**

Research studies have proved that thought is independent of linguistic structure but it is the learning a language which involves linguistic awareness.

**Studies of Genie**

Genie a young girl who was discovered in 1970 in Angeles, living in captive isolation that limited both her physical activity and linguistic input. Several researchers worked for years to teach Genie language, but she never progressed beyond on unsystematic stringing together of a few words. In middle age, she stopped talking altogether and researches gave up.

**Meta-Linguistic awareness**

Meta - (referring to a change or transformation of language or thinking) According to Van Kleech (1984) it is this skill by which a child becomes aware of languages forms, meaning and use of languages and also helps a child verbalize specific linguistic skill.

Silliman (1984) Gives his views on meta linguistic as follows: As preschooler the youngsters speak automatically to satisfy their wants and
needs. They evaluate their needs only in terms of obtaining the desired outcomes resulting from the communication effort. If particular words are not known the child tries to substitute other words use gestures point or modulate the tone of voice. The child's focus of attention is on what is being said or understood.

Between the ages of 4 and 8 they begin to realize that the string of sounds emerging from a speaker's mouth are in fact divided into words. They also became aware of which sentences wake sure, which words could only be uttered by a body and which words and sounds are alike. This conscious awareness of language which allows the child to control and make changes in utterances is known as meta linguistic awareness.

Meta linguistic knowledge allows the child to observe, analyse describe and manipulate a language.

According to educationist Omers (1988) after the age of seven or eight a child can concentrate on both linguistic correctness and the message meaning simultaneously, children gradually learn to divide spoken sentences into words, words into segments or syllables and syllables into their separate sounds. They become aware of which sounds corresponds to specific letters or symbols. They also become conscious of the arbitrary nature of words. for eg. the English word 'Star' is called by other names in different languages. This word can also have more than are meaning such as an object in the sky or a person of celebrity states. Then children develop a greater knowledge of word meanings as well as
structure. Investigation was done by Deepthi Kannan and Bruc D.Hand as on particular aspect that influence meta-linguistic awareness namely their under reading of the concept of word and name. The traditional view on this issue is that children begin as nominal realists (Piaget 1951) that is, they believe that the name for a object is apart of the object named. According to this view, it is only through general cognitive development that children becomes Nona lists, that is, they come to see that the name is not part of the object but a particular symbolic or semiotic entity. Recent research suggests that this is far from a linear or mino directional process.

2.4. META - LINGUISTIC AWARENESS AND READING COMPREHENSION

The goals of all language learning include the ability to produce original sentences and by the same rules to understand other pupils utterances in the language. This ability is what is called linguistic competence.

'Meta' Impact on Education

Van Kleeck 1984 'Meta' (referring to a change or transformation of language or thinking) has imparted educational practices for children with language disability. By making a child aware of language forms, meaning and use and by helping the child verbalize about specific linguistic situations, the educator can determine language breakdown and facilitate better language learning.
2.5. READING A COGNITIVE PROCESS

Reading can be defined simply as the ability to derive understanding from written text. If we have reading for general understanding as a goal it can therefore be best understood as a combination of skills and abilities that individuals bring to bear as they begin to read.

The language - cognitive debate is a highly complex one and conclusions are difficult to reach. According to Karmil Off Smith (1992) Languages may start off as separate from cognition, but does not end up so.

Research in the field of cognition and language has given this to following question.

1. How do we go from a communicative intention to articulation in language production?

2. How do we go from auditory or visual input to message interpreter in terms of the psycholinguistic process involved.

3. What specific mechanisms are needed to deal with more than are language.

To sum up the cognitive skill which are needed in a second language reading
1. To anticipate both the form and the content
2. To identify the main idea(s)
3. To recognize the specific details
4. To recognize the relationship between the main ideas and their expansion.
5. To follow a sequence
6. To infer from the text
7. To draw conclusions
8. To recognize the writer's purpose attitude

According to Piaget (1951) it is only through general cognitive development that children become nominalists that is, they come to see that the name is not part of the object but a particular symbolic entity.

Ferreiror and Vernon (1992) supports this view. In one of their experiments they asked children to identify the names of objects and also asked them "what is a word"? The author found that children associated both terms with writing when shown a bottle and asked "what is the name of this?" children would point to writing on the bottom of the bottle. Similarly, when asked what award was, most of the children said that is was something you write.

The vocabulary of a metalanguage is to a great extent determined by previously. Stated conditions under which a definition of with will be considered materially adequate. This deflection as we recall has to imply all equivalence of the form T.
T x is true if and only if P.

The definition itself and all the equivalences implied but are to the formulated in the metalanguage, on the other hand the symbol 'P' in (T) stands for an arbitrary sentence of our object language. Hence it follows that every sentence which occurs in the object language must also occur in the metalanguage in other words the metalanguage must contain the object language as a part. This is at any rate necessary for the proof of the adequacy of the definition even though the definition itself can sometimes be formulated in a less comprehensive metalanguage which does not satisfy this requirement.

The requirement in question can be something modified, for it suffices to assume that the object language can be translated into the metalanguage. This necessitates a certain change in the interpretation of the symbol 'P' in (T). In all that follows shall ignore the payability for this modification.

In the description of metalanguage not to contain any undersigned terms such as one involved explicitly or implicitly in the remarks above i.e., terms of the object language and need in building names of there expression and term of logic; In particular we desire semantic terms (referring to the object languages) to be introduced into the metalanguage only be definition. For if this positivity is satisfied, the definition of truth or of any other semantic concept, will fulfill what we in intuitively expect from every definition that is it will explain the meaning of the term
defined in terms where meaning appears to be completely clear unequivocal. And moreover we have then a kind of situation that involve is in any contradictions.

We have no further requisition to the formal structure of the object language and the metalanguage. We assume that it is similar to that of other formalized language known at the present time. In particular we assume are observed that the usual formal rules of definition are observed in the metalanguage. Condition for a positive solution of the main problem.

Now we have already a clear idea both of the conduction of material adequacy to which the defimction of which is subjected, and of the formal structure of the language in which this definition is to be constructed under there circumstances, the problem of the default of truth acquire, the character of a definite problem of a primarily deductive nature.

USING A LANGUAGE AND MENTIONING A LANGUAGE

The use of mention & distinction can be generalized in a certain way to distinguish between using a language and mentioning a language. This is the distinction between metalanguage and object language. Most area of science and philosophy use language to talk about non linguistic phenomena. Linguistics and philosophy of language are unusual in that language is used to talk about language. We can distinguish then between
the language used to express the science or philosophy and the language that is being studied since the language being studied is the object of study, it is called the object language since the language used to express the study is in a sense outside or higher "than the language being studied, it is called the metalanguage. The metalanguage of a linguistic researcher will typically be his native language. English speaking linguists typically use English as their metalanguage to talk about language if Latin is the object of study, then, Latin is the object language when the metalanguage and object language are different there is relatively little risk of confusion. It is not difficult to understand what is meant by : Fiat lux" is being uttered. Yet a linguist may take his native languages as his object of study. An English speaking linguistic researcher might take English as his object of study, in which case English is both the metalanguage, and the object language.

Meta-linguistics is the study of metalanguage, in general sense.

The term meta-linguistics has a more specific sense within linguistics, where some linguistics have used it. Especially in the (1905) to refer to the overall relation of the linguistics system to the other systems of behaviour in the associated culture.

In this view, only such a total account will constitute the full statement of the meaning of the linguistic forms.

According to, Carlisle & stone (2002), explicit instruction is
needed for developing vocabulary meaning, understand up of sentences, paragraphs. According to, Banister Nagy et al, (2003) explicit instruction directs students conscious attention to implicit linguistic knowledge in order to develop both.

(a) automatic word reading and fluent and oral reading of passages.

(b) Non-automatic application of strategies and construction of meaning.

(c) Hurford, Dancw, Educurds, Hawertan, Mote, Scauf & Coffey (1993), Mann (1993) views the presence of phonological awareness is a hall mark characteristic of good readers while its absence is a consistent characteristic of poor reading.


Results from phonological processing research indicate that deficits in processing the phonological features of language explain a significant proportion of beginners reading of beginnings reading problems and correlated difficulties in reading comprehension, background knowledge memory vocabulary difference Liberman & Shankweiler (1985), Mannr Brady (1988), Rach, Snawing & Olsan

In short according to these researches, difficulties with awareness, coding and retrieval of verbal sounds some powerful and long reading effect in reading. However the most encouraging lives of research give strong evidence that significant gives phonological awareness can be achieved with teaching and that the gain in phonological awareness directly affect the case of reading acquisition and subsequent reading achievement.
PART - II

SUMMARY OF REVIEW OF RELATED LITERATURE

Research studies conducted on languages indicate that there are important differences between acquiring a first language of a person that happen a native child who is not linguistically deprived and learning a second language.

According to Donna So Napoli in the book titled ‘Language matters’ iners that, any one who is learning a second language has already acquired a first language what needs to be learned are the specific rules of learning a second language. Further according to the author, the first language acquisition happens without conscious teaching but second language learning generally is conscious learning.

According to some researcher so long the first language has similarity with second language there is a positive contribution, otherwise contribution will be negative, The study of second language acquisition has always displaced the influence of language one acquisition.

According to Chomsky the aspect of LAD (language acquisition device) that equips as for langauage are learning. It is language specific that works for the acquisition of language. He also insist that the language
is unique and unequally acquired.

Parody pope strongly recommends that “the proper study of language is indeed language learning itself.

Several researches have worked an acquisition and awareness theories. According to Cook, Epstein, flynn and martohandia no, Light Brown and white, linguistics theories have an essential but not exclusive role to play in studies of language acquisition.

According to Trakey and white questions in formal linguistics have led to the development of materials used in emphirical studies in classroom.

2.1 Studies on Meta-linguistic Awareness

Research studies have proved that thought is independent of linguistic structure but it is the learning of a language which involves meta-linguistic awareness.

According to Vankleech Meta-linguistic awareness allows the child to be aware of language forms, meaning and use of language and also helps a child verbalize specific linguistic skills. Silliman (1984) says that as pre schoolers, the youngsters speak automatically to satisfy their wants and needs. The childs focus of attention is on what is being said or understood. Between the ages of 4 and 8 they begin to realize that the string of sounds emerging from a speakers mouth are in fact divided into
words. This conscious awareness of language which allows the child to control and make changes in utterances is known as Meta linguistic awareness.

According to researcher to even after the age of seven or eight children can concentrate both on linguistic correctness and message meaning simultaneously. They became aware of which sounds correspond to specific letters and symbols.

Studies in the concerned topic reveals that meta-linguistic awareness is associated with success in early reading, yet the development of metalinguistic knowledge varies among children.

2.2 Studies on reading comprehension

Many research studies are conducted to establish that reading is a cognitive process. According to Karmil off smith (1992) languages may start off as separate from cognition but does not end so. According to Tuffs and having tan (1995, 1996) comprehension process is an application of continuous syntactic process.

According to Piaget (1951) it is only through general cognitive development that the children came to see that name is not part of the object but a particular symbolic enabling Ferreior and Vernan (1992) supports this view.

According to Wallach and Kogan (1965) children who are high in
intelligence and low in creativity still perform well in most school structures.

Suran and Rizzo found forty two percent had learnt to read print using low vision grids.

Gagne defines learning as a “change in human disposition and capability while Smith defines reading is a common process in which the reader play an active role. Everelt, lower a sing master attempted to investigate whether phonological codes contribute to second language reading.

Everect, Lawrra sing master attempted to investigate whether phonological codes contribute to second language reading and if so whether there are implication of the second language readers non-nature phonological system.

Croodman (1968) concluded that the reader in able to decode directly the meaning of the text.

According to Renon, Janet. M (1998) there is a positive relationship between Meta Linguistic Awareness and second language proficiency.

According to many researchers the presence of phonological awareness is a hall mark characteristic of good readers while its absence is a consistent characteristics of poor readers.
According to Adam, Liberman & Sharkwei ler, Mann & Brady the students who enter first grade with little phonological awareness experience less success in reading than peers who enter school with a conscious awareness of structure of words.

According to Carlisle and Stone explicit instruction in needed for developing vocabulary, meaning, and understanding of sentences. According to Bennjar Nagjet al. Explicit instruction directs students conscious attention to implicit linguistic knowledge in order to develop authentic word reading and non-automatic application of strategies and construction of meaning.

According to Hurford, Edwards, Hawerton, More and Mann, the presence of phonological awareness is a hallmark characteristic of good readers and its absence is a characteristic of poor readers.

Cowan and Aransan - Berman found that syntax caused serious comprehension errors in intermediate Foreign Language reading.

According to Blachman to construct the launch between the sounds of speech and the signs of print, the child must understand that speech can be segmented into phonemic units that represent words in print.

Lashley (1950) pointed art behaviourists inadequacies in dealing with complexities of language.
Huey (1908) shows that “careful introspection, of actual reading” is needed. His findings suggested that remembering involved in shaping information not merely net retrieving it.

According to Carlisle & Stone, explicit instruction is needed for developing vocabulary, meaning, understanding of sentences, paragraphs. According to Pearson and Johnson, interest itself is a variable in reading comprehension. According to Guthrie (1981), children comprehend high interest material better simply because they know more about the topic.

As per Asnech (1980), view sex difference does play its role an interest. According to him, boys are more influenced by topic interest than gives.

Culture concluded in a synopsis that children probably comprehend higher interest material better simply because they know more about that topic.

According to Monika Nehr’s study, the potential limits to the intellectual qualities that an individual could develop are probably decided at conception, the actual extent to which they are developed and became usable is much influenced by his own opportunities and experiences.

According to Nilacupta Ahrens and Niibold, the freeing language
readers rely on syntax, but meaning experience lexical difficulties.

According to Rudd C. there is a direct relationship between comprehension and speed of reading.

According to Language1 Researchers simultaneously listening & reading does not always improve Language2 comprehension.

Renon, Janet M (1998) observes that there is a positive relationship between Meta-linguistic awareness and second language proficiency. Many researchers acknowledge the presence of phonological awareness in successful reading activity and attributes the failure in reading to lack of it. Adam, Liberman & Sharweilerg Mann and Brady supports this view. Bennjar Najjatel is of opinion explicit instruction due its students conscious attention. Rudd C. is of view that there is a direct relationship between comprehension and speed of reading. Richand and Marjorie Baudcums (1989) have found that getting students to write their own questions solves the problem of motivation and guarantees the exercises at the right level for the individual learner.

Clark says that it is not sufficient to listen for whether the child's reading is correct or not. It is equally important to listen to what he says when he is wrong and to ascertain the extent to which he is developing powders of self-correction which allured to him errors.

Allen, cyndy stone found that there are many factors that affect
both the students score and the interpretation of the score.

Gee, Eric Ferald (1997) compared subjects strategies knowledge and content knowledge. Wallach and Kogan (1965) concluded that children who are high in intelligence and low in creativity fit in well in most school situations as they regard success in school is as important. One the other hand children who are high in creativity, low in intelligence have great difficulty in fitting into the conventional school situation. Suran and Rizzo (1979) found forty two percent had learnt to read print using low vision aids. Partially sighted children’s reading efficiency is increased using special teaching aids rather than depending on Braille. Gagne (1977) defines learning as a “change in human disposition or capability” which persists over a time, and which is not simply ascribable to processes of growth. Smith (1971) defines “reading is a common process in which the reader plays an active role and all aspects of reading from the identification of individual letters or words to the comprehension of entire passages, involve the reduction of uncertainty.” Everett, Laura Singmaster (1998) attempted to investigate whether phonological codes contribute to second language reading and if so, whether there are implications of the second language reader’s non-native phonological system. The subjects were native Thai, advanced second language readers of English. A comparison group of native English readers was also included. In the first task, subjects judged whether stimuli were correct exemplars of a category (eg-an animal). The native Thai subjects made more errors to homophone foils (eg-bare)
in comparison to yoked orthographic control foils (eg-belt) demonstrating that phonological codes contributing to the activation of semantic codes in word comprehension. In the second task subjects judged whether sentences were sensible. The native Thai subjects made more errors to anomalous sentences containing homophone foils (eg- He guest who she was) than to sentences containing yoked orthographic control foils (eg-He guessed who she was) demonstrating the phonological codes contribute to sentence comprehension. Next the study investigated whether phonological codes in second language reading may contain neutralisations of English phonemic distinctions. The first task included interlanguage (IC) homophone foils (eg. code) and IL pseudohomophones foils (eg. Skirt) which may sound like correct examplers of the category (eg. clothing) following for final stop consonants in English. The native Thai subjects made more errors to IL homophones in comparison to yoked orthographic control foils demonstrating that phonemic neutralizations affect word comprehension processes. In the second task errors to sentences containing IL homophones (eg. She hit me on my nose) were elevated but not significantly different from orthographic controls after adjusting for spelling knowledge.

Finally the study investigated whether phonological neutralizations may result in increased processing times in word, sentence, and passage reading. Response times to a passage laden with
IL homophones were higher than to a control passage.

Goodman (1968) experimented with 108 German native speakers on audio lingual behaviour in learning to read foreign languages and proposed three proficiency levels of reading. Level 1 requires two recording stages (aural and oral), level 2 requires one (oral) recoding stage whereas level 3 has no recoding activity, i.e. the reader is able to decode directly the meaning of a written text.

He says that reading at level 3 is a silent reader, an oral and less fluent reader at level 2 and at an early stage of reading is at level 1. The purpose of the research was to study learning to read foreign languages and the question was to what extent this learning process is bound to audio lingual activity in the foreign language. The assumption was that in order to become a silent reader in second language the learner must not go through different recording stages.

Renon, Janet, M. (1998) did a study on the “Effect of grammaticality judgements on the relationship between meta-linguistic awareness and second language proficiency” and found that there is a positive relationship between Meta Linguistic Awareness and second language proficiency. When analysis are run for the entire sample, but that once learners are grouped according to learning methods that positive relationship no longer existed for communicative approach learners. Tasks which made similar demands did not always correlate significant differences depending upon whether the tasks required high
levels of analysed knowledge, control or both and depending upon the type of learning method.

Rudd C. (1969) found that there is a direct relationship between comprehension and the speed of reading. Wilga M. Rivers (1968) found that in order to attain speed and comprehension the reader must know what signals to look for and what signals to assume because of expectancy habits which he has developed in the new language. He states that teachers must learn not to become too concerned that the students have the exact meaning of what they are reading. They should be encouraged to make intelligent guesses.

Li, Rongchang (1988) did an experiment to study the effects of simultaneous listening and reading on second language learning. This study found that simultaneous listening and reading does not always improve second language comprehension. Under some conditions, multichannel input cause interference which lowers student's comprehension. Slowing down the speed and reducing the number of channels of input can sometimes be effective ways to improve second language comprehension.

Nayar (1999) reported that "Researchers on teacher characteristics and behaviours and classroom interactions had their peak period in the sixties and seventies; the focus then shifted to optimal facilitative interventions and guidance and learner responsibility. These led to strategies and programmes for compensation, remediation and
enrichment aimed at strengthening particular components and dimensions of development especially cognitive development, language development, and social – emotional (personal-social) maturity development”.

Richard and Marjorie Baudains (1989) have found that getting students to write their own questions solves the problem of motivation and guarantees the exercise at the right level for the individual learner.

Clark notes (1976) says that it is not sufficient to listen for whether the child’s reading is correct or not; nor to correct him when he is wrong. It is equally important to listen to what he says when he is wrong and to ascertain the extent to which he is developing powders of self-correction when altered to his errors. Some errors (or miscues) form part of development towards skilled reading—indeed some may be the result of intelligent anticipation, not yet quite precise enough, but nevertheless the beginning of an awareness that print carries a message, that it is a communication in writing.

Allen, Cyndy Stone (1998) did a study to explore student’s reading behaviours and reasoning processes at the third grade level using a portion of the reading comprehension sub test of the Stanford Achievement Test. He found that there are many factors that affect both the students score and the interpretation of the score. These factors included reading inaccuracy, personal opinion, life experiences, question type and inaccurate comprehension. He suggested that a correct or
incorrect answer did not necessarily reveal the students knowledge or ability. These findings raise the issues about standardized testing and support the need for more qualitative methods assessment.

Gee, Eric Jerald (1997) compared subject's strategic knowledge and content knowledge. Results showed a decrease, in the post test means and no differences among the four experimental groups. Lack of findings was attributed to several factors, including lack of interest in the reading material on the comprehension tests and brevity of intervention.

Butterfield, Wambald and Belmont (1973) found out that typical learners vary greatly in which memory strategies they use and in when and how they use them. Glasser, Barbara Joan Calcagn (1998) in a more specific way concluded that 'Inclusive strategies instructional model' promoted reading comprehension achievement for students with reading disabilities and normally achieving students. Students failure and achievement were not statistically significant.

Kavale (1981) found out that children make greater gains when they receive prescriptive, structured, individualized interventions. These language programmes stimulate children's receptive reasoning and expressive language in several ways. They build vocabulary, model the construction of syntactically accurate sentences, encourage problem solving and generation of information through dialogues, analyse sentence structure, and train such skill as description, classification, logical reasoning facility with opposites, synonyms, analogies,
absurdities and ability to describe functional relationship.

Reading interest and study habits of neo-literates caught the attention of Indira, K. (1992). Her survey (employing t-test and ANOVA) identified interest in three areas (entertainment, social, mythological and religion) at 3 levels of popularity and gave indications of quantum, frequency, timing etc.

According to Pearson and Johnson (1978) interest itself is a variable in Reading Comprehension. Asher, (1980), Fader and McNeil, (1968), Paulk, (1973) found that children’s interest and attitudes toward written materials influence their comprehension. Niles, Baldwin and Wood (1984) found out that students read materials which appeal to them. Asher, Hymel and Wigfield (1978), Belloni and Jongma (1978), Bernstein, (1955), Cecil (1984), Estes and Vaughan (1973), Stevens (1980) found out that children have better comprehension when they read material on topics which are highly interesting to them.

According to Guthrie (1981) children comprehend high interest material better simply because they know more about the topic. Prior knowledge and topic interest are highly correlated and prior knowledge is the causal element. Weber (1980) and Entin (1981) concluded that interest and prior knowledge were correlated and that the two factors had an additive effect on comprehension.

As per Asher’s (1980) view, sex difference does play its role on
interest. Asher and Markell (1974), Bernstein (1955), Stanchfield (1967), Walker at al (1979) supported the above finding. Johnson and Greenbawn (1982) found out that the impact of interest on Reading comprehension does not vary by sex. Asher and Markell (1974) used picture rating technique to fifth graders and found out that children read corresponding to their high and low interests. And added that boys reading comprehension scores were higher on high interest materials while girls close scores did not fluctuate with changes in levels of interest. Scott. R. Bladwin, Ziva Peleg – Bruckner and Ann H.Mcclingtock (1985) found that children have better comprehension when they read material on topics which are highly interesting to them. Their findings revealed that boys were more influenced by topic interest that girls.

Guthrie (1981) concluded in a synopsis of the literature on interest and reading comprehension that children probably comprehend high interest material better simply because they know more about the topic. His assumption appears to be that prior knowledge and topic interest are highly correlated and that prior knowledge is the causal element. In contrast Pearson and Johnson (1978) speculate that interest itself is a variable in reading comprehension. Weber (1980) and Entin (1981) concluded that interest and prior knowledge were correlated and that two factors had an additive effect on comprehension.

The study of Nilagupta (1978) for English read by Thai-students
and the one by Ahrens (1981) for German read by South-African students, as well as the evaluation of difficulties encountered by German students in English reading (Niibold, 1980) all for academic texts, suggest that FL readers rely on syntax, but mainly experience lexical difficulties.

Cowan (1976) and Aronson – Berman (1980) found that syntax caused serious comprehension errors in intermediate FL reading. Chall, (1987) found that without the lower level reading skills, that is word recognition skills, the higher cognitive skills cannot function. A reader who must exert a great deal of effort to recognize words has little processing capacity remaining for comprehension.

Blachman (1987) found that to construct the link between the sounds of speech and the signs of print, the child must understand that speech can be segmented into phonemic units that represent words in print. Liberman (1987), Blachman (1987) found that children who recognize that speech is made up of sound units and are proficient at segmenting spoken language into phonemes at an early age, learn to read with ease and become better readers.

2.2.3 THINKING ALOUD AND READING COMPREHENSION

Lashley (1950) pointed out behaviourist’s inadequacies in dealing with complexities of language. Chomsky demonstrated the powder of his theory of grammar to make sense of linguistic transformations (Gradner,
1985). Miller (1956) described the constraints of human memory. Burner, Goodnow and Austin (1956) characterized the kinds of strategies people use to capitalize on the cognitive resources they have. Broadbent (1958) developed a human information processing to account for the intake, use and storage of information. Newell and Simon’s (1972) analysis of think aloud protocols that demonstrated how the pieces needed to fill in the cognitive puzzle’s vast and empty interior could be found.

Huey (1908) in ‘The Psychology of Pedagogy of Reading’ reported on his own and others “Careful introspection of actual reading” to describe what readers did. Henderson (1903) attempted to make inferences about processing during reading by analyzing what readers remembered after reading. His findings suggested that remembering involved reshaping information, not merely retrieving it.

The above summary clearly indicates that not much work has been undertaken to emphasize as the “impact of meta-linguistic awareness and reading comprehension”. The investigator through this research study intends to throw much light upon the concept and develop a program to enhance the reading comprehension based on meta-linguistic principles.
PART III

OVERVIEW

On the basis of the analysis of the studies conducted on Meta-linguistic Awareness and Reading Comprehension, it was found that Meta-linguistic awareness was being given importance in the recent years. Studies have been conducted on areas like, motivation, perception, listening comprehension etc. The effect of meta-linguistic awareness on reading comprehension is a new problem and suitable methodology and strategies are to be carefully designed.

The investigator infer from the overall analysis on the related literature that the goal of a reading programme should be to develop fluent independent readers who set their own goals and strategies for learning. Students learn aspects of learning process through reading.

The inferences drawn from the review of literature directed the researcher to apply meta-linguistic principles for enhancement of reading comprehension among primary school entrants. The conceptualization of Meta-linguistic principles and reading comprehension are dealt in the following chapter.