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Topic of the Research : A study on the Efficacy of Metalinguistic Awareness Instruction For Enhancing Reading Comprehension Of Primary School Students
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ABSTRACT

The present study investigated the efficacy of metalinguistic awareness instruction for enhancing reading comprehension of primary school students. The objectives of the study were : 1) To compare the effectiveness of metalinguistic awareness instruction with traditional instruction in terms of reading comprehension mean scores of primary school students and 2) To analyze the efficacy of metalinguistic awareness instruction in enhancing reading comprehension of primary school students. In order to estimate the efficacy of metalinguistic awareness instruction a comparison between Metalinguistic awareness instruction and traditional instruction was made using a mixed method pre-test, post-test quasi experimental research design. The difference between the means of pre and post-tests (i.e. mean gain score) were tested for statistical significance. The sample of the study consisted of 114 students of class 5th studying in two different schools. Selection of classes to form the experimental and control group was done through random sampling. The data collection was done using the following tools developed by the researcher for the present study:

- A Reading ability test to ensure that the participants have basic word decoding skills necessary for the treatment.
- Two forms of Metalinguistic knowledge and awareness test as well as reading comprehension test to be used as pre and post-tests.
- A metalinguistic awareness instruction plan covering the syntactic, morphological and semantic aspects.
- An observation schedule, a semi-structured interview and a questionnaire.

The format for metalinguistic awareness instruction plan (presented in chapter 4) was designed using the conceptual framework of Weaver's word grouping strategy. The experimental group received a 7 week metalinguistic awareness instruction with three classes of 45 minutes duration each week. Using the direct explanation approach along with modeling and guided practice students were taught various ways for text comprehension as well as monitoring of one's comprehension.

The data was analyzed both qualitatively and quantitatively. Qualitative analysis was done for data obtained from observation, interview and questionnaire. The result from qualitative analysis of observation and interview was used for development of plan of instruction, while the analysis of data obtained from the questionnaire helped towards establishing the efficacy of the metalinguistic awareness instruction. Quantitative analysis was done using different statistical measures. The pre-test scores were analysed using independent sample t test and one way ANOVA, with groups as the Independent variable with four levels, i.e. E1, E2, C1, C2 and the scores as the dependent variable. The analysis of t value for both the tests revealed that the difference between means of experimental and control groups was statistically insignificant at the pre-test stage, ensuring the homogeneity of the groups. Post test analysis of T value reveals that there was significant difference between the means of both the groups. However the Cohen's D value for experimental group depicts large effect size than that for the control group. Paired sample t test was used for comparison and significance of mean reading comprehension and metalinguistic scores between pre and post-tests of Experimental group and similarly for Control group and the analysis showed significant difference between the pre and post test values for both the groups. The analysis of covariance also provided support to the evidence that there was a statistically significant difference between the groups in terms of post test score when the pre-test score was controlled.

Overall it can be said that the findings of the study bears important educational implications, suggesting that teaching children using metalinguistic awareness instruction enhances their reading comprehension and Metalinguistic awareness skills. Using multiple strategies for analysing, manipulating and monitoring the syntactic, morphological and semantic structures of a sentence helps towards the comprehension of the text.