

Birtan Baytar

Department of Foreign Languages
Kastamonu University
Turkey
bbaytar@kastamonu.edu.tr

UDK [378-057.875:81]:81'246

DOI: 10.4312/vestnik.14.147-176

Izvirni znanstveni članek



İsmail Çakır

English Translation and Interpretation
Ankara Yıldırım Beyazıt University
Turkey
icakir@ybu.edu.tr

A COMPARISON OF MONOLINGUAL AND SEQUENTIAL BILINGUAL TERTIARY LEVEL STUDENTS ON THE RELATIONSHIP BETWEEN ANALYTIC LANGUAGE KNOWLEDGE AND METALINGUISTIC AWARENESS*

1 INTRODUCTION¹

The relationship between metalinguistic awareness and previous language knowledge has been a topic of research. Nevertheless, the effects of language knowledge based on explicit formal language knowledge have not been studied in detail. Moreover, research on bilinguals has had some controversial outcomes, especially that carried out in an immigrant context.

Specifically, some studies found negative results for bilinguals, and it was thought that being bilingual had detrimental consequences for the cognitive development of children, and thus was not favoured among experts in this field (Hakuta & Garcia, 1989). However, these studies did not reflect the reality well, as the instruments used and variables such as the socio-economic backgrounds of the subjects were not taken into consideration (Barac & Bialystok, 2011; Hakuta, 1986; Hakuta & Garcia, 1989; Hakuta & Suben, 1985).

Analytic language knowledge and metalinguistic awareness have also been discussed with regard to whether they have any effects on each other, although this relationship has not been studied in depth among Turkish tertiary level students. Monolinguals and bilinguals have their advantages and disadvantages in different tasks. However, how they perform in tasks requiring metalinguistic awareness remains unanswered, which thus forms the main issue examined in the present study.

¹ This manuscript is based on the first author's master thesis, which was written under the supervision of the second author.

In line with the situation outlined above, the relationship between the level of metalinguistic awareness of the students and analytic language knowledge was measured using a test adapted from Ter Kuile et al. (2011), in which there were 15 questions written in Indonesian (i.e., a language that was not known by any of the participants in the study). The students were from the departments of *History and Philosophy*, *Turkish Language and Literature*, and *English Language Teaching and English Language and Literature*. Demographic data was first gathered, followed by the students taking the metalinguistic awareness test, with the whole process implemented by the researcher and taking around 15 minutes in total. The gender, age, exact length of language learning, the period of language learning, attending a preparatory class, and the proficiency level of the participants were asked, as well as any languages known by the students other than Turkish and English. The answers to the demographic questionnaire were also analysed to investigate if there were any relationships among the variables, and if so which variable had an effect on the others. Overall, this study aims to find answers to the following questions; Is there a relationship between metalinguistic awareness and analytic language knowledge? What is this relationship for students from the departments of History, Philosophy, Turkish Language and Literature, English Language Teaching and English Language and Literature? Do gender, age, age of starting language learning, previous years of language learning, preparatory class, proficiency level and knowing any languages other than Turkish or English have an effect on metalinguistic awareness levels of the participants?

2 LITERATURE REVIEW

Multilingualism is becoming more common due to globalization, and thus the next section explains the concepts of monolingualism, bilingualism, multilingualism, sequential bilingualism, metalinguistic knowledge, metalinguistic ability, metalinguistic awareness and the threshold level hypothesis, which will be frequently encountered throughout the current work.

2.1 Monolingualism, Bilingualism, Multilingualism

In general terms, being monolingual means knowing only one language, but according to Romaine (2013) and Paradis (2004), today most people speak more than one language, and thus they are bilingual, and speak two languages, or multilingual, and speak three or more. Therefore, bilinguals and multilinguals can be considered as the majority, rather than the minority.

2.2 Sequential Bilingualism

Sequential bilingualism, as implied by the study's title, is a central concept in the current work. Sequential bilingualism means that there is an order in the acquisition of languages.

After one of the languages is learnt completely, learning of a second language starts. The first language here is basically the mother tongue, meaning that it is the language spoken at home and acquired as a child in a natural way, whereas the second language may be acquired as a result of a formal education at school or in a natural way again, as a result of migration, adoption etc. (Berken et al., 2017).

2.3 Metalinguistic Knowledge

The understanding of grammar, form, and structure is referred to as metalinguistic knowledge. Bialystok (2003) states that metalinguistic knowledge should include information about canonical word order and productive morphological patterns. Understanding these abstract concepts is different to understanding a specific language, and metalinguistic features have a great influence on language (Kopečková, 2018; Mertz & Yovel, 2009). Falk, Lindqvist and Bardel (2013) carried out a study in order to observe the effects of metalinguistic knowledge of the mother tongue on third language oral production, and found a positive correlation between metalinguistic abilities and various tests applied during the study.

2.4 Metalinguistic Ability

The terms metalinguistic knowledge and ability are closely related to each other, and in fact refer to the same issue from different perspectives. Bialystok (2003) describes metalinguistic ability as a reward that comes to those who have earned it, by being, for example, multilingual, more educated and intelligent. Moreover, metalinguistic skills are linked to cognitive development, with a positive relationship between them. Therefore, in order to deal with metalinguistic problems and solve tasks requiring metalinguistic abilities, learners should aim to improve their cognitive skills (Bialystok & Bouchard, 1985).

2.5 Metalinguistic Awareness

Metalinguistic awareness means specific attention that is focused on the language being used at the time of speaking (Bialystok, 2003). Adult learners have an advantage in terms of metalinguistic awareness when compared to younger learners. This is because adult learners are cognitively developed and can use advanced analytic problem-solving abilities that broadly pave the way for metalinguistic knowledge (Roehr, 2007).

Additionally, there is a strong connection between metalanguage and metalinguistic knowledge. While metalanguage refers to all the terms used to explain language, metalinguistic knowledge refers to explicit understanding about language (Hu, 2011), and these two terms are interdependent.

2.6 The Threshold Level Hypothesis

Cummins (1976) examines why studies concerning the effects of bilingualism on cognitive and linguistic skills revealed different results, and proposes “the threshold level hypothesis”, saying that bilinguals should achieve a certain level of proficiency in both languages to get the advantages of being bilingual, otherwise knowing two languages might not affect – or may even adversely affect – the cognitive development and linguistic skills of the learners. Moreover, this work explains that learners should achieve this threshold level not just to enjoy the advantages of knowing at least two languages and thus find additional language acquisition easier, but also to avoid any possible cognitive problems, as there might be negative effects of bilingualism as well as positive ones unless the threshold was attained (Cummins, 1976). The threshold level can tell us about the cognitive functioning and language abilities of bilinguals, and *vice versa* (Cummins, 1979; Hakuta, 1987). Cenoz (2003) presents the importance of the place of languages in bilingualism, and states that when L1 is not replaced by the second language, positive effects can be expected. Gonzalves (2020) also points out that L1 literacy affects metalinguistic awareness in the second language. Therefore, Cenoz (2003) favours the threshold level hypothesis and its subdivisions, namely the upper and lower thresholds, with the former referring to balanced bilinguals, with positive effects expected for the cognitive and linguistic development of learners, whereas the latter refers to a low level of proficiency and no or even negative effects on the learners.

3 METHODOLOGY

Two different instruments were used in order to gather the data, a metalinguistic awareness test and demographic questionnaire. Descriptive statistics, one-way ANOVA and Kruskal-Wallis tests were used to analyse the data. The participants were all tertiary level students from three different Turkish state universities.

3.1 Research Design

Quantitative research was adopted in this study in order to gain the information needed to better understand the relationships among various factors and the participants’ metalinguistic awareness (Brown & Rodgers, 2003; Mackey & Gass, 2005). The descriptive statistics of the items, one-way ANOVA and Kruskal-Wallis test results were all evaluated using IBM SPSS 22. The reliability of the study, item discrimination and item difficulty were analysed using the necessary formulas in Microsoft Excel (Atılgan, Kan & Doğan, 2007). The study was carried out with 210 tertiary level students studying in three different state universities in Turkey.

3.2 Data Collection Tools

3.2.1 Metalinguistic Awareness Test

An Indonesian Language Test (ILT) adapted from Ter Kuile et al. (2011) was used as a tool to evaluate the metalinguistic levels of the students, in which there was a short reading text (183 words) in Indonesian (see appendix). Indonesian was chosen because none of the participants knew this language, and the test's questions are simple and based on analytical skills. The reason for choosing an unknown language was to eliminate the risk of answering the questions in the metalinguistic awareness test without using any metalinguistic skills. The students were asked to answer 15 questions about the story told in the text, the questions were about meaning, grammar, and vocabulary. The given words included key terms for the text. The questions could all be answered with the help of the students' previous language learning knowledge and experience (if possible). There are some difficult questions as well as relatively easy ones, and the difficulty level of the questions and their level of discrimination are analysed in the item analysis section.

3.2.2 Demographic Questionnaire

Along with a consent form stating that each subject engaged voluntarily in the study, the students received a questionnaire requesting some background information.

3.3 Participants and Setting

A total of 210 tertiary level students from three public universities and five different departments participated in this study voluntarily. While the participants were selected randomly in their specific majors, the majors were selected on purpose to draw a parallel between the groups and participants. As two participants were found to be outliers in the analysis section, they were excluded from the study. Therefore, 208 students participated in the actual study, 162 of whom were female and 46 were male. Moreover, the students were from the departments of *History, Philosophy, Turkish Language and Literature, English Language Teaching* and *English Language and Literature*. Although the participants are from five different departments, they are divided into three subgroups (*History and Philosophy*, non-analytical language study group; *Turkish Language and Literature*, monolingual group with analytic language knowledge; *English Language Teaching, English Language and Literature*, bilingual group with analytic language knowledge) in terms of their fields of interest in language. The number of the participants was sufficient to be able to generalize the results, with 64, 67 and 77 subjects in each subgroup, respectively, making 208 in totals.

Regarding the participants' ages, they were all roughly the same age and mostly in the third year of university. A total of 175 participants were aged 20 to 22, the typical age of Turkish third-year students. Twenty-four participants ranged in age from 23 to 25,

six individuals were over 26, and three participants were between the ages of 17 and 19, typical of first-year students.

3.4 Data Analysis

The data obtained from the questionnaire and test was examined using IBM's Statistical Package for the Social Sciences (SPSS) 22. Item analysis of the questions and the reliability of the test were examined by using essential the related formulas in Microsoft Excel. The descriptive statistics of all the items, Kruskal-Wallis Test and one-way ANOVA were carried out using IBM SPSS 22.

3.4.1 The Validity of the Test

3.4.1.1 Item Analysis

Two hundred and ten participants were ranked from the highest to lowest test scores on the Indonesian test and then divided into two groups. One hundred and five subjects were placed into each group, namely the upper and lower groups, with the former including the participants with higher grades and the latter those with lower grades. The total number of correct answers to each question is shown below.

Table 1: The number of correct answers by both groups for each item

	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15
Total	166	92	153	156	46	118	48	95	63	93	45	39	90	23	104
Upper group	98	58	86	101	41	88	45	73	59	76	38	39	76	23	86
Lower group	68	34	67	55	5	30	3	22	4	17	7	0	14	0	18

As shown in the table above, the upper group answered the fourth item (i.e., What was the advertisement for that Edo sees? Pay attention to the word "*pertandingan*" (line 6.)) correctly 101 times and answered the 14th item (i.e., The last word of the text is *sekolah*, what is the meaning of this word?) wrongly 23 times. These are the extreme values for the upper group. As for lower group, they answered the first item (i.e., Who is the main character?) correctly 68 times and could not answer the 12th (i.e., Guru Bahasa Indonesia **masuk** ke kelas. Translate this sentence into Turkish (lines 14 and 15).) and 14th items (i.e., The last word of the text is *sekolah*, what is the meaning of this word?) correctly at all.

3.4.1.2 Item Difficulty

The difficulty of each item in the test was calculated, and the results are presented below.

Table 2: The difficulty of the items

I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15
0.79	0.44	0.73	0.74	0.22	0.56	0.23	0.45	0.30	0.44	0.21	0.18	0.43	0.11	0.49

The numbers above indicate that item one i.e. “Who is the main character?” is the easiest item in the test, with a value of .79, and item 14, i.e. “The last word of the text is *sekolah*, what is the meaning of this word?” is the most difficult question with a value of .11. The remaining 13 items’ values can also be seen in the table.

3.4.1.3 Item Discrimination

The discrimination of each question was calculated by using point-biserial correlation, with the results shown below.

Table 3: The discrimination of the items

I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15
0.43	0.33	0.34	0.56	0.56	0.62	0.59	0.53	0.62	0.62	0.52	0.66	0.66	0.56	0.70

From the results above, it can be concluded that the point-biserial correlation coefficients of the items were between 0.33 and 0.70, which means they have high discrimination. Items with values between 0.30 and 0.40 can be used, although some changes may also be made. Items with values higher than 0.40 are highly distinctive and can be directly used, and this is the case with 13 items in the test. The second item in the test i.e. “A lot of names are mentioned in the text, explain what kind of relationship these people have with each other”, is the least distinctive, with a value of 0.33, while the 15th item i.e., “Indonesian texts often have a strong moralizing message, the writer wants to make some point. What do you think is the moral to this story?”, is the most distinctive in the test. The overall values indicate that all the items in this text are highly distinctive.

3.4.2 The Reliability of the Test

Cronbach’s alpha was used in order to evaluate the reliability of the test, and with a value of 0.84 the result shows that the test has a high level of reliability.

3.4.3 Checking Assumptions

Certain criteria need to be met before the gathered data is analysed, namely the control of the outliers and the test of normality, as explained below.

3.4.3.1 The Control of the Outliers

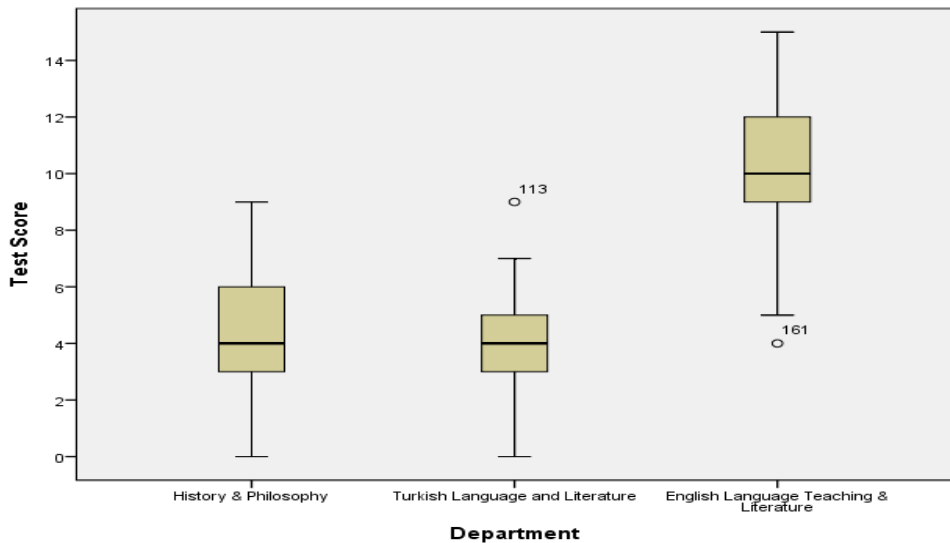


Figure 1: The control of the outliers

From the data in Figure 1, it is evident that two participants from the departments of *Turkish Language and Literature* and *English Language Teaching and Literature*, respectively, were identified as outliers (113 and 161), and for that reason were both excluded from the study.

The one-way analysis of variance (ANOVA) was used to determine whether there were any significant differences between the means of two or more independent groups, and for this reason one-way ANOVA was used as an analysis technique (Field, 2009). Two assumptions must be met in order to use one-way ANOVA, which were the normal distribution of the data and the homogeneity of the variances.

3.4.3.2 The Test of Normality

The homogeneity of variances needed to be tested for the normal distribution of the data. Skewness and Kurtosis values were all calculated for each department in order to make sure the homogeneity of variances was warranted or not, and values that were between -1.96 and +1.96 were accepted as part of the normal distribution, as seen in the table below.

Table 4: Skewness and kurtosis values

	History & Philosophy	Turkish Language and Literature	English Language Teaching & English Language and Literature
Skewness	-0.123	-1.266	0.682
Kurtosis	-0.862	-0.432	-1.086

The table above shows that all of the values are acceptable, indicating that a normal distribution is derived.

The number of the subjects in each department was over than 50, and thus the *Kolmogorov-Smirnov* test of normality was used. With this the values must be lower than 0.001, meaning that the expected values and observed values are equal. The values from the *Kolmogorov-Smirnov* test of normality can be seen in the table below.

Table 5: Test of normality

	Department	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Test Score	History & Philosophy	.154	64	.001
	Turkish Language and Literature	.140	67	.001
	English Language Teaching & English Language and Literature	.142	77	.001

As shown in the table above, the values are all acceptable ($p = .001$) for the use of one-way ANOVA, and the results related to these statistics are examined in the following section.

4 RESULTS

To determine whether there are any statistically significant differences between the means of the three study groups, one-way ANOVA and the Kruskal-Wallis test were performed. The results of one-way ANOVA are described and analysed below only if the value of homogeneity was higher than 0.05, which means the homogeneity is at an acceptable level and the one-way ANOVA test can be applied. Otherwise, the Kruskal-Wallis Test was carried out as a non-parametric test.

4.1 The Effect of Being Sequential Bilingual on Metalinguistic Awareness

Table 6: Descriptive statistics about students' departments and test scores

	Test Score					
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
History & Philosophy	64	4.28	2.257	.282	0	9
Turkish Language and Literature	67	3.72	1.765	.216	0	7
English Language Teaching & English Language and Literature	77	10.32	2.250	.256	5	15
Total	208	6.34	3.721	.258	0	15

It can be seen in the table above that the participants from *History & Philosophy* and *Turkish Language and Literature* had the lowest scores on the test of 0 and highest scores of 9 and 7, respectively, which are close to each other. However, the participants from *English Language Teaching & English Language and Literature* had the lowest score of 5 and highest score of 15 (i.e., some participants answered all the questions correctly). Students from English Language departments were regarded as sequential bilinguals, and their superiority over the other two groups is obvious in terms of test scores. For example, no participant from the other two groups could answer all the questions correctly, while no student with an English language background answered all the questions incorrectly.

Table 7: Test of homogeneity of variances (among departments)

Test Score			
Levene Statistic	df1	df2	Sig.
2.197	2	205	.114

The test of homogeneity of variances was not significant. The results revealed that the assumption of equal variances was met ($p = .114$), so the results of the one-way ANOVA can be analysed and discussed, with the results shown in the following table.

Table 8: One-way ANOVA (among departments)

	Test Score				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1955.010	2	977.505	219.861	.000
Within Groups	911.433	205	4.446		
Total	2866.442	207			

As shown in the table above, the f-value is calculated as 219.861, the significance level is .000 (< 0.05), and there is a significant difference between the groups. However, the results show that the effects of the groups cannot be seen among each other, and in order to evaluate the relationships within the groups a multiple comparisons test (i.e., Tukey HSD) is carried out, with the results shown below.

Table 9: Multiple comparisons (among departments)

Dependent Variable: Test Score				
Tukey HSD				
(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.
History & Philosophy	Turkish Language and Literature	.565	.369	.278
	English Language Teaching & Literature	-6.043*	.357	.000
Turkish Language and Literature	History & Philosophy	-.565	.369	.278
	English Language Teaching & Literature	-6.608*	.352	.000
English Language Teaching & Literature	History & Philosophy	6.043*	.357	.000
	Turkish Language and Literature	6.608*	.352	.000

*The mean difference is significant at the 0.05 level.

As the table shows, the participants from *English Language Teaching & English Language and Literature* performed significantly better when compared to those from *History & Philosophy* and *Turkish Language and Literature* ($p = .000$) on the ILT. This finding also answered the question raised by this study with regard to sequential bilinguals and monolinguals, with the former group performing better. There was no significant difference between the students from the *History & Philosophy* and *Turkish Language and*

Literature departments. The students from the *Turkish Language and Literature* department also studied a language, but it was their mother tongue not a foreign language. This may explain why they did not perform better than the *History & Philosophy* students on the metalinguistic awareness test.

4.2 The Importance of Gender and its Effect on Metalinguistic Awareness

As indicated below, the number of the female participants was 162, while there were 46 male participants.

Table 10: Gender of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	162	77.9	77.9	77.9
	male	46	22.1	22.1	100.0
	Total	208	100.0	100.0	

As for the effects of gender, there was no significant difference between male and female participants, as shown in the tables below. The first table shows the Levene's Test statistics, and the second table shows the results of one-way ANOVA.

Table 11: Test of homogeneity of variances (gender)

Test Score			
Levene Statistic	df1	df2	Sig.
.141	1	206	.708

The test of homogeneity of variances was not significant. The significance value for Levene's Test statistics ($p = .708$) meets the criteria for one-way ANOVA (i.e., the homogeneity of variances was ensured by the test), as shown in the table below.

Table 12: One-way ANOVA (gender)

Test Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33,185	1	33,185	2,413	,122
Within Groups	2833,257	206	13,754		
Total	2866,442	207			

The F-value is calculated as 2.413 and the significance value is .112, meaning that there is no significant difference between the male and female participants in the study. It can be inferred from this that gender did not have a role in the level of metalinguistic awareness of the participants.

4.3 The Effect of Age on Metalinguistic Awareness

The age range of the participants and their test scores in these groups are shown in the table below.

Table 13: Descriptive statistics about students' ages and test scores

	Test Score					
	N	Mean	Std.Deviation	Std. Error	Minimum	Maximum
17-19	3	10.33	5.508	3.180	4	14
20-22	175	6.35	3.752	.284	0	15
23-25	24	6.00	3.176	.648	1	13
26-30	6	5.17	3.601	1.470	1	9
Total	208	6.34	3.721	.258	0	15

Most of the students were in 20-22 age range, and this group had a highest score of 15, but also a lowest score of 0. The students in the 17-19 age range had the highest mean value of 10.33, with three participants, while the 26-30 age range had the lowest mean value of 5.17, with six subjects.

Table 14: Test of homogeneity of variances for the age of the participants

Test Score			
Levene Statistic	df1	df2	Sig.
1.327	3	204	.267

The test of the homogeneity of variances was not significant, with the results showing equal variances ($p = .267$), and the one-way ANOVA results shown in the following table.

Table 15: One-way ANOVA (age)

	Test Score				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58.908	3	19.636	1.427	.236
Within Groups	2807.534	204	13.762		
Total	2866.442	207			

From the results shown in the table above, it can be inferred that the age of the participants had no influence on the results of the metalinguistic awareness test ($p = .236$).

4.4 The Effect of the Age Students Started Language Learning on Metalinguistic Awareness

Statistical data with regard to the age the students started language learning and their test scores are shown in the table below.

Table 16: Descriptive statistics about students' language learning starting age

Test Score						
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
0-6	14	4.43	3.975	1.062	0	14
7-13	154	6.79	3.715	.299	0	15
14-18	33	5.58	3.437	.598	1	13
19-24	4	4.00	2.449	1.225	1	6
Total	205	6.38	3.729	.260	0	15

As shown in the table above, most of the subjects started language learning between the ages of 7 and 13, and they had the highest mean score of 6.79. Only four participants stated that they started language learning between 19 and 24, they also had the lowest mean score of 4.00.

Table 17: Test of homogeneity of variances about students' language learning starting age

Test Score			
Levene Statistic	df1	df2	Sig.
.822	3	201	.483

The test of homogeneity test of variances was not significant, and the results showed that the assumption of equal variances was met ($p = .483$), with the one-way ANOVA results presented in the following table.

Table 18: One-way ANOVA for students' language learning starting age

	Test Score				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	123.482	3	41.161	3.050	.030
Within Groups	2712.840	201	13.497		
Total	2836.322	204			

Although the table above shows an important relationship in terms of students' language learning starting age, the multiple comparisons shown in the table below do not indicate a significant relationship within the groups. The F test examines whether all four means are equal, and the alternative that is frequently used – that at least one pair of means differs – is not quite accurate. The better alternative is that there is a linear contrast among the four means that is significantly different from zero. A pairwise difference is one example of a linear contrast, but there are other linear contrasts that the Tukey test does not look at. For example, it might be that the first mean does not differ significantly from the third mean, and the second mean does not differ significantly from the fourth mean, but maybe an average of the first and second means differs significantly from an average of the third and fourth means. Or maybe the fourth mean is slightly smaller than the other means, but not enough to be statistically significant for any pair.

Table 19: Multiple comparisons about students' language learning starting age

Dependent Variable: Test Score				
Tukey HSD				
(I) At what age did you start learning English?	(J) At what age did you start learning English?	Mean Difference (I-J)	Std. Error	Sig.
0-6	7-13	-2.364	1.026	.100
	14-18	-1.147	1.172	.762
	19-24	.429	2.083	.997
7-13	0-6	2.364	1.026	.100
	14-18	1.216	.705	.313
	19-24	2.792	1.861	.439

(I) At what age did you start learning English?	(J) At what age did you start learning English?	Mean Difference (I-J)	Std. Error	Sig.
14-18	0-6	1.147	1.172	.762
	7-13	-1.216	.705	.313
	19-24	1.576	1.945	.850
19-24	0-6	-.429	2.083	.997
	7-13	-2.792	1.861	.439
	14-18	-1.576	1.945	.850

The previous table (i.e., table 18) showed some significant results, but no significant relationship can be observed in table 19 for the reasons mentioned above, i.e. that the significance can be about the mean of different groups, not just that of one specific group.

4.5 The Effect of the Length of Language Learning on Metalinguistic Awareness

The table below shows the statistics about students' language learning backgrounds in terms of years, and this will be compared to their test scores.

Table 20: Descriptive statistics about the length of language learning

	Test Score					
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
0-2	4	5.25	2.217	1.109	3	8
3-5	16	3.44	2.732	.683	1	12
6-8	44	5.27	2.748	.414	0	12
9-11	72	6.03	3.685	.434	0	14
12-14	62	8.40	3.835	.487	0	15
15-17	2	8.50	.707	.500	8	9
Total	200	6.40	3.739	.264	0	15

The table indicates that the students with 15-17 years of language learning background had the highest mean of 8.50, and the 3-5 years of language learning background group had the lowest mean score, 3.44.

Table 21: Test of homogeneity of variances about the length of language learning

Test Score			
Levene Statistic	df1	df2	Sig.
2.848	5	194	.017

The result of the homogeneity test of variances was significant ($p = .017$), and did not confirm the assumption of equal variances, and thus the one-way ANOVA test was not used. In contrast, the independent samples Kruskal-Wallis test was applied, since it is a non-parametric test, and the results are shown below.

Table 22: Summary of hypothesis testing about the length of language learning

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of test scores is the same across categories of responses to "For how long have you been learning English?"	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
Asymptotic significances are shown. The significance level is .05.				

As shown in the table above, the null hypothesis is rejected, meaning that there is a significant relationship among the items ($p = .000$). The table below indicates the relationship among items and compares them with each other.

Table 23: Multiple comparisons about the length of language learning

Dependent Variable: Test Score				
Tukey HSD				
(I) For how long have you been learning English?	(J) For how long have you been learning English?	Mean Difference (I-J)	Std. Error	Sig.
0-2	3-5	1.813	1.930	.936
	6-8	-.023	1.803	1.000
	9-11	-.778	1.774	.998
	12-14	-3.153	1.781	.487
	15-17	-3.250	2.990	.886

(I) For how long have you been learning English?	(J) For how long have you been learning English?	Mean Difference (I-J)	Std. Error	Sig.
3-5	0-2	-1.813	1.930	.936
	6-8	-1.835	1.008	.455
	9-11	-2.590	.954	.077
	12-14	-4.966*	.968	.000
	15-17	-5.063	2.590	.372
6-8	0-2	.023	1.803	1.000
	3-5	1.835	1.008	.455
	9-11	-.755	.661	.863
	12-14	-3.130*	.681	.000
	15-17	-3.227	2.496	.789
9-11	0-2	.778	1.774	.998
	3-5	2.590	.954	.077
	6-8	.755	.661	.863
	12-14	-2.375*	.598	.001
	15-17	-2.472	2.475	.918
12-14	0-2	3.153	1.781	.487
	3-5	4.966*	.968	.000
	6-8	3.130*	.681	.000
	9-11	2.375*	.598	.001
	15-17	-.097	2.481	1.000
15-17	0-2	3.250	2.990	.886
	3-5	5.063	2.590	.372
	6-8	3.227	2.496	.789
	9-11	2.472	2.475	.918
	12-14	.097	2.481	1.000

* The mean difference is significant at the 0.05 level.

The table above shows that participants who had been learning English language for 12-14 years performed significantly better than those who had been doing so for 3-5 years, 6-8 years, or 9-11 years. Having a longer language learning background thus had positive effects the results of the on metalinguistic awareness test. No significant relationship was found among the other groups.

4.6 The Effect of a Preparatory Class of English on Metalinguistic Awareness

The following table shows the number of the participants who had taken a preparatory class in English and their means, standard deviations, minimum and maximum scores.

Table 24: Descriptive statistics for a preparatory class of English

	Test Score					
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
High School	9	4.78	2.774	.925	0	9
University	45	10.29	2.677	.399	2	15
None	154	5.27	3.224	.260	0	14
Total	208	6.34	3.721	.258	0	15

There were 45 subjects who had taken a preparatory English class at university level, while nine had done so in high school. The other 154 participants, the majority in this study, stated that they had no preparatory English classes in their backgrounds.

Table 25: Test of homogeneity of variances with regard to preparatory English classes

Test Score			
Levene Statistic	df1	df2	Sig.
1,135	2	205	.323

The result of the test of homogeneity test of variances was not significant, and confirmed that the criteria of equal variances was met ($p = .323$). The results of the subsequent one-way ANOVA test are shown below.

Table 26: One-way ANOVA with regard to preparatory English classes

	Test Score				
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	899.097	2	449.548	46.844	.000
Within Groups	1967.345	205	9.597		
Total	2866.442	207			

The results of one-way ANOVA are statistically significant ($p = .000$ level), and the Tukey HSD was thus applied as a *post hoc* test in order to find out between which groups there is a significant difference, with the results analysed below.

Table 27: Multiple comparisons with regard to a preparatory English class

Dependent Variable: Test Score				
Tukey HSD				
(I) Have you studied at a preparatory school of English?	(J) Have you studied at a preparatory school of English?	Mean Difference (I-J)	Std. Error	Sig.
High School	University	-5.511*	1.131	.000
	None	-.495	1.062	.887
University	High School	5.511*	1.131	.000
	None	5.016*	.525	.000
None	High School	.495	1.062	.887
	University	-5.016*	.525	.000

*. The mean difference is significant at the 0.05 level.

As can be seen in the table, the participants who had a preparatory English class at university performed significantly better than both the participants who had such a class at high school and those who had never taken a preparatory class ($p = .000$). It can thus be deduced that taking a preparatory English class at university enhances learners' metalinguistic awareness skills.

4.7 The Effect of the Proficiency Level of the Students on Metalinguistic Awareness

The self-reported proficiency level of the participants was also asked, and their answers can be seen in the table below.

Table 28: Descriptive statistics for the proficiency level of the participants

	Test Score					
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Very poor	25	3.28	2.031	.406	0	7
Poor	54	4.17	2.196	.299	0	9
Acceptable	52	5.38	2.911	.404	0	13
Good	62	9.74	3.002	.381	2	15
Very good	11	9.00	4.195	1.265	0	15
Total	204	6.32	3.743	.262	0	15

Four participants did not state their proficiency levels, while the answers of the remaining 204 participants, and their mean, standard deviation, minimum and maximum values, are shown in the table above.

Table 29: Test of homogeneity of variances about the proficiency levels of the participants

Test Score			
Levene Statistic	df1	df2	Sig.
2,319	4	199	.058

As shown in the table above, the result of the test of homogeneity of variances was not significant ($p = .058$), and thus the assumption of equal variances was met and one-way ANOVA could be applied, with the results shown in the table below.

Table 30: One-way ANOVA about the proficiency levels of the participants

	Test Score				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1331,928	4	332,982	43,804	,000
Within Groups	1512,719	199	7,602		
Total	2844,647	203			

The table above shows that there is a significant difference between groups in terms of language proficiency ($p = .000$). Tukey HSD is thus carried out so as to understand the relationships among the groups, with the results shown below.

Table 31: Multiple comparisons about the proficiency levels of the participants

Dependent Variable: Test Score				
Tukey HSD				
(I) What is your English language proficiency?	(J) What is your English language proficiency?	Mean Difference (I-J)	Std. Error	Sig.
Very poor	Poor	-.887	.667	.673
	Acceptable	-2.105*	.671	.017
	Good	-6.462*	.653	.000
	Very good	-5.720*	.998	.000

(I) What is your English language proficiency?	(J) What is your English language proficiency?	Mean Difference (I-J)	Std. Error	Sig.
Poor	Very poor	.887	.667	.673
	Acceptable	-1.218	.536	.158
	Good	-5.575*	.513	.000
	Very good	-4.833*	.912	.000
Acceptable	Very poor	2.105*	.671	.017
	Poor	1.218	.536	.158
	Good	-4.357*	.518	.000
	Very good	-3.615*	.915	.001
Good	Very poor	6.462*	.653	.000
	Poor	5.575*	.513	.000
	Acceptable	4.357*	.518	.000
	Very good	.742	.902	.923
Very good	Very poor	5.720*	.998	.000
	Poor	4.833*	.912	.000
	Acceptable	3.615*	.915	.001
	Good	-.742	.902	.923

* The mean difference is significant at the 0.05 level.

According to Table 31, the participants who stated their proficiency as “good” and “very good” performed significantly better than those who declared their proficiency as “very poor”, “poor”, and “acceptable” ($p = .000$ and $p = .001$). There is no significant difference with regard to the effect of the proficiency level of the participants who stated their levels “good” and “very good” in terms of metalinguistic awareness.

4.8 The Effect of Languages Being Spoken Other than Turkish or English on Metalinguistic Awareness

Languages other than Turkish or English are spoken by some of the participants, as shown in the following table.

Table 32: Descriptive statistics for speaking a language other than Turkish and English

	Test Score					
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
No	190	6.38	3.632	.263	0	15
Yes	18	5.89	4.664	1.099	0	14
Total	208	6.34	3.721	.258	0	15

As shown in the table above, only 18 participants said “Yes” to this item, but a test of homogeneity and one-way ANOVA were also carried out, as shown in the tables below.

Table 33: Test of homogeneity of variances about languages spoken other Turkish and English

Test Score			
Levene Statistic	df1	df2	Sig.
1,344	1	206	.248

The table above indicates that the test of homogeneity of variances was not significant, and confirmed the assumption of equal variances ($p= .248$).

As for the research questions examined in this study, the first question was about the relationship between metalinguistic awareness and analytic language knowledge. The results show that analytic language knowledge – especially if it belongs to a second language (i.e., not the mother tongue) – has a significant effect on metalinguistic awareness. The second question focused on the departments of the students, and the results showed that the students from *English Language History*, *Philosophy* and *Turkish Language and Literature*. These last two groups *Teaching* and *English Language and Literature* departments performed significantly better than those from the departments of had no significant differences in terms of metalinguistic awareness. The third research question dealt with the information gathered from the demographic questionnaire. As the primary objective of the study was to find out the possible relationship between analytic language knowledge and metalinguistic awareness, the effects of gender, age, starting age of language learning, previous years of language learning, English preparatory classes, proficiency level and speaking languages other than Turkish or English were analysed. Among these variables, attending English preparatory classes, proficiency level, and the length of language learning all had significant effects on the results of the metalinguistic awareness test. Students with preparatory English classes (at university), a higher proficiency level (i.e., as “very good” and “good” depending on the participants’ perception and when compared to the lower proficiency levels of “very poor”, “poor”, and “acceptable”), and having at least 12-14 years of language learning background (i.e., when compared to 3-5, 6-8, and 9-11 years) performed significantly better than the other group or groups in each section.

5 DISCUSSION AND CONCLUSION

The primary objective of this study was to clarify the relationship between analytic language knowledge and metalinguistic awareness. For this reason, three groups of students were chosen from the *Turkish Language and Literature*, *History and Philosophy*, *English Language Teaching* and *English Language and Literature* departments. The subjects from

English language departments were regarded as sequential bilinguals, as they did not learn English at an early age. The participants from the Turkish Language Department were mostly monolinguals studying the language in detail. The students of the *History and Philosophy* departments did not study any language in detail, and they were selected to clarify whether any group had superiority over the others in the metalinguistic awareness task.

The results showed that being able to speak a language other than one's mother tongue had a significant effect on the process of learning new languages and on metalinguistic awareness tests. To put it another way, the results of this study proved that the level of metalinguistic awareness and the number of the languages that one knows are significantly related to each other. The students from *English Language Teaching* and *English Language and Literature* departments outperformed the other two groups at a significant level ($p = .000$) on the metalinguistic awareness test, and thus sequential bilinguals were better than the other groups. This result supports the idea that being able to speak at least two languages at a high proficiency level has a significant impact on learning new languages (Ricciardelli, 1992).

Turning to the results of similar studies, in parallel with the findings of this study Cummins (1978) reported that bilingual students performed significantly better than monolinguals in tasks related to the awareness of arbitrary nature of the word referent relationship. Moreover, Lauchlan, Parisi and Fadda (2012) also found similar results, as bilinguals scored better on cognitive control, problem-solving tasks, metalinguistic awareness and working memory tests, as in the current study. However, there was no significant relationship between *Turkish Language and Literature* students and *History and Philosophy* students, although the latter scored better than the former. Therefore, as it clearly seen in this study, balanced bilinguals had a significant advantage over their monolingual counterparts, and bilinguals can benefit whether they are consciously aware of these advantages or not.

Moreover, it was also found out that attending a preparatory English class and a student's proficiency level were the other two variables that yielded significant relationships, because those students that had a preparatory class scored significantly better than those that did not ($p = .000$). As for proficiency levels, the students stating that they had "good" or "very good" English performed significantly better than all the other groups ($p = .000$ and $p = .001$). However, it should also be kept in mind that the reason for the significant results in those two groups might be due to the fact that most of the students in those groups were from the *English Language Teaching* and *English Language and Literature* departments. Moreover, students who had preparatory English classes also stated that they had a high level of English proficiency. On the other hand, there was no significant relationship between the students from the *History, Philosophy* and *Turkish Language and Literature* departments.

Demographic data was also gathered, including age and gender, but the overall results showed that the department of the participants and the test scores were the most important variables, as no significant differences were found among the other variables.

Finally, as the present findings empirically suggest that sequential bilinguals have higher levels of metalinguistic awareness at the tertiary level, different curricula for different departments should be used in terms of additional language courses. For instance, the students from English language backgrounds can have additional language courses that take their metalinguistic abilities into account. Moreover, the lessons can be presented in a more explicit way, since such analytic knowledge helps to improve language learning skills and so accelerate the process (Woll, 2019).

Last but not the least, it is hoped that the findings of this study will contribute to the growing literature on the relationship between analytic language knowledge and metalinguistic awareness while learning a new language, and that foreign language teachers and researchers in the field will benefit from the results in terms of the effects of that analytic language knowledge has on metalinguistic awareness.

BIBLIOGRAPHY

- ATILGAN, Hakan/Adnan KAN/Nuri DOĞAN (2007) *Eğitimde Ölçme ve Değerlendirme*. (H. Atılgan, Ed.). Ankara, Turkey: Anı Yayıncılık.
- BARAC, Raluca/Ellen BIALYSTOK (2011) Cognitive development of bilingual children. *Language Teaching*, 44(01), 36–54. <http://doi.org/10.1017/S0261444810000339>
- BERKEN, Jonathan A./Vincent L. GRACCO/Denise KLEIN (2017) Early bilingualism, language attainment, and brain development. *Neuropsychologia*, 98, 220–227. <https://doi.org/10.1016/j.neuropsychologia.2016.08.031>
- BIALYSTOK, Ellen/Ellen B. RYAN (1985) Toward a definition of metalinguistic skill. *Merrill-Palmer Quarterly*, 31(3), 229–251.
- BIALYSTOK, Ellen (2003) *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge: Cambridge University Press.
- BROWN, James D./Theodore S. RODGERS (2003) *Doing Second Language Research*. Oxford, UK: Oxford University Press.
- CENOZ, Jasone (2003) The additive effect of bilingualism on third language acquisition: A review. *International Journal of Bilingualism*, 7(1), 71–87. <http://doi.org/10.1177/13670069030070010501>
- CUMMINS, James (1976) The influence of bilingualism on cognitive growth: A synthesis of research findings and explanatory hypotheses. *Working Papers on Bilingualism*, (9), 121–129.
- CUMMINS, James (1978) Bilingualism and the Development of Metalinguistic Awareness. *Journal of Cross-Cultural Psychology*, 9(2), 131–149. <http://doi.org/10.1177/002202217892001>
- CUMMINS, James (1979) Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222–251. <http://doi.org/10.3102/00346543049002222>

- FALK, Ylva/Christina LINDQVIST/Camilla BARDEL (2013) The role of L1 explicit metalinguistic knowledge in L3 oral production at the initial state. *Bilingualism: Language and Cognition*, 18(2), 1–9. <http://doi.org/10.1017/S1366728913000552>
- GONZALVES, Lisa (2020) Development and demonstration of metalinguistic awareness in adult ESL learners with emergent literacy. *Language Awareness*, 30(2), 134–151. <https://doi.org/10.1080/09658416.2020.1776721>
- HAKUTA, Kenji/Judith SUBEN (1985) Bilingualism and cognitive development. *Annual Review of Applied Linguistics*, 6, 35–45.
- HAKUTA, Kenji (1986) Bilingualism and intelligence. In *MIRROR OF LANGUAGE The Debate on Bilingualism* (pp. 14–44). New York: Basic Books.
- HAKUTA, Kenji (1987) Degree of bilingualism and cognitive ability in mainland Puerto Rican children. *Child Development*, 58(5), 1372–1388. <http://doi.org/10.1111/1467-8624.ep8591435>
- HAKUTA, Kenji/Eugene E. GARCIA (1989) Bilingualism and education. *American Psychologist*, 44(2), 374–379. <http://doi.org/10.1037//0003-066X.44.2.374>
- HU, Guangwei (2011) Metalinguistic knowledge, metalanguage, and their relationship in L2 learners. *System*, 39(1), 63–77. <http://doi.org/10.1016/j.system.2011.01.011>
- KOPEČKOVÁ, Romana (2018) Exploring metalinguistic awareness in L3 phonological acquisition: the case of young instructed learners of Spanish in Germany. *Language Awareness*, 27(1-2), 153–166. <https://doi.org/10.1080/09658416.2018.1432629>
- LAUHLAN, Fraser/Marinella PARISI/Roberta FADDA (2012) Bilingualism in Sardinia and Scotland: Exploring the cognitive benefits of speaking a “minority” language. *International Journal of Bilingualism*, 17(1), 43–56. <http://doi.org/10.1177/1367006911429622>
- MACKEY, Alison/Susan M. GASS (2005) *Second Language Research: Methodology and Design*. New Jersey: Lawrence Erlbaum Associates.
- MERTZ, Elizabeth/Jonathan YOVEL (2009) Metalinguistic Awareness. In *Cognition and Pragmatics* (pp. 250–271). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- PARADIS, Michel (2004) *A Neurolinguistic Theory of Bilingualism*. Amsterdam/Philadelphia: John Benjamins Publishing Company. <http://doi.org/10.1075/sibil.18>
- RICCIARDELLI, Lina A. (1992) Bilingualism and cognitive development in relation to threshold theory. *Journal of Psycholinguistic Research*, 21(4), 301–316. <http://doi.org/10.1007/BF01067515>
- ROEHR, Karen (2007) Metalinguistic knowledge and language ability in university-level L2 learners. *Applied Linguistics*, 29(2), 173–199. <http://doi.org/10.1093/applin/amm037>
- ROMAINE, Suzanne (2013) The bilingual and multilingual community. In Bhatia, T. K./W. C. Ritchie (Eds.), *The Handbook of Bilingualism and Multilingualism* (2nd ed., pp. 445–465). Wiley-Blackwell.

- TER KUILE, Hagar/Michiel VELDHUIS/Suzanne C. VAN VEEN/Jelte M. WICHERTS (2011) Bilingual education, metalinguistic awareness, and the understanding of an unknown language. *Bilingualism: Language and Cognition*, 14(02), 233–242. <http://doi.org/10.1017/S1366728910000258>
- WOLL, Nina (2019) How French speakers reflect on their language: A critical look at the concept of metalinguistic awareness. *Language Awareness*, 28(1), 49-73. <https://doi.org/10.1080/09658416.2019.1567743>

POVZETEK

PRIMERJAVA RAZMERJA MED ANALITIČNIM JEZIKOVNIM ZNANJEM IN METAJEZIKOVNIM ZAVEDANJEM PRI ENOJEZIČNIH IN ZAPOREDNO DVOJEZIČNIH ŠTUDENTIH

Analitično jezikovno znanje je pogosto predmet strokovnih razprav, njegov morebitni vpliv na metajezikovno zavedanje pa vzbuja veliko zanimanja med raziskovalci. Namen naše raziskave je bil proučiti povezavo med analitičnim jezikovnim znanjem in metajezikovnim zavedanjem. V raziskavo smo vključili 210 študentov treh javnih univerz v Turčiji, ki obiskujejo eno od naslednjih smeri študija: zgodovina in filozofija (enojezični študenti brez analitičnega jezikovnega znanja), turški jezik in književnost (enojezični študenti, ki študirajo oz. analitično proučujejo turščino, svoj materni jezik) ter poučevanje angleščine, angleški jezik in književnost (zaporedno dvojezični študenti, ki študirajo oz. analitično proučujejo angleščino, svoj drugi jezik). Sodelujoči v raziskavi so morali izpolniti vprašalnik o preteklih jezikovnih izkušnjah in opraviti test (prirejen po Ter Kuile et al., 2011), napisan v indonezijskem jeziku, da bi ocenili raven svojega metajezikovnega zavedanja. Z vprašalniki pridobljene podatke smo analizirali s pomočjo programa IBM SPSS 22, nato pa smo primerjali rezultate študentov različnih študijskih smeri. Analiza je pokazala, da so se študenti pedagoške smeri angleščine in smeri angleški jezika in književnost odrezali bistveno bolje od študentov drugih dveh študijskih smeri. Med študenti zgodovine in filozofije ter študenti turškega jezika in književnosti nismo zaznali večjih razlik. Rezultati empirične raziskave kažejo, da imajo zaporedno dvojezični posamezniki višjo stopnjo metajezikovnega zavedanja, zato bi bilo učne načrte različnih študijskih smeri smiselno prenoviti in v njih predvideti dodatne jezikovne tečaje. Večjezičnim študentom bi ob upoštevanju njihovih metajezikovnih zmožnosti lahko omogočili obiskovanje dodatnih jezikovnih izobraževanj.

Ključne besede: metajezikovno zavedanje, zaporedno dvojezični posamezniki, analitično jezikovno znanje

ABSTRACT

A COMPARISON OF MONOLINGUAL AND SEQUENTIAL BILINGUAL TERTIARY LEVEL STUDENTS ON THE RELATIONSHIP BETWEEN ANALYTIC LANGUAGE KNOWLEDGE AND METALINGUISTIC AWARENESS*

Analytic language knowledge has often been highlighted among experts in the field, and its potential effects on metalinguistic awareness have been of great interest to researchers. This study aims to find the relationship between analytic language knowledge and its potential effect on metalinguistic awareness. A total of 210 tertiary level students from three different public universities in Turkey participated the study. The subjects were studying in three different departments: *History and Philosophy* (i.e., with no analytic language abilities and monolinguals), *Turkish Language and Literature* (i.e., studying Turkish, their mother tongue, analytically and monolinguals), and *English Language Teaching* and *English Language and Literature* (i.e., studying English, their second language, analytically and sequential bilinguals). The participants were asked to complete a demographic questionnaire and a test (adapted from Ter Kuile et al., 2011) written in Indonesian in order to evaluate their metalinguistic awareness, and the results were compared among the departments. The data gathered through the questionnaires were analysed using IBM SPSS 22. The results show that the participants from *English Language Teaching* and *English Language and Literature* performed significantly better than the other two groups. No significant difference was found between the *History, Philosophy* and *Turkish Language and Literature* departments. The present findings empirically revealed that sequential bilinguals have a greater degree of metalinguistic awareness, and thus alternative curricula for different departments may be adopted in terms of supplementary language courses, and this is one of the implications of this study for future research. Students who have a background in multiple languages, for instance, may be able to enrol in additional language lessons under a plan that is developed by taking metalinguistic abilities into account.

Keywords: metalinguistic awareness, sequential bilinguals, analytic language knowledge

APPENDIX

METALINGUISTIC AWARENESS TEST

Endonezya Dili Testi**Açıklama**

Bu test, Endonezya dilinde yazılmış 18 satırlık bir parça içermektedir. Parçadaki bazı kelimeler Türkçe karşılıkları ile verilmiştir ve yine parça ile ilgili 15 soru bulunmaktadır. Sorular, Türkçe karşılıkları verilen kelimeler ve daha önceden bildiğiniz dil ya da dillerdeki bilgilerinize dayanarak elinizden geldiğince cevaplamaya çalışın. Parçayı anlamak kolay değil ama Türkçe karşılıkları verilen kelimelerle bu imkansız da değil. Sorular üzerinde düşünmek için çok acele etmeyin ama süre sınırlamasını da aklınızda bulundurun. Testi tamamlamak için 15 dakikanız var. Başarılar!

HUKUMAN BUAT EDO

Edo, Miko, Rima, Lala, dan Dimas **berjanji** akan **belajar** bersama di rumah Lala.

Kakak Lala yang kuliah di Bandung mau **membantu** mereka mengerjakan **tugas**

Bahasa Indonesia.

Sepulang sekolah, Edo, Rima, dan Lala **pulang** bersama karena rumah mereka satu (1)

5 arah. di tengah perjalanan, Edo melihat **pengumuman**.

“**Sore** ini ada pertandingan **sepak bola** di lapangan kelurahan. Aku harus **menontonnya!**” kata Edo.

Lala **mengingatkan** bahwa sore itu mereka harus belajar bersama di rumahnya.

“Aku tidak ikut belajar bersama karena pertandingan ini **lebih menarik!**” kata Edo.

10 Sore harinya, Miko, Rima, Lala, dan Dimas belajar bersama **sedangkan** Edo sedang **bersorak-sorak** menonton pertandingan sepak bola. Hati Edo sangat **senang** karena **regu** idolanya mendaji **pemenang**. Sampai di **rumah**, Edo merasa lelah. Ketika jam menunjukkan jam delapan malam, Edo sudah **tertidur** pulas.

Esok harinya, Edo datang tepat pada saat **bel berbunyi**. Guru bahasa Indonesia

15 **masuk** ke kelas. Edo ingat kalau ia **belum mengerjakan** tugas. Edo pun mendapat Hukuman. Edo harus **berdiri** di depan kelas **sampai** pelajaran Bahasa Indonesia **selesai**. Dalam hati Edo berjanji akan berdisiplin. Edo **tidak** akan pernah **lupa** lagi mengerjakan tugas sekolah.

HUKUMAN BUAT EDO – EDO İÇİN CEZA

berjanji	söz vermek	bersorak-sorak	neşçelendirmek
belajar	ders çalışmak	regu	takım
Kakak	büyük kardeş	rumah	ev
membantu	yardım etmek	pemenang	galip, kazanan
tugas	görev, ödev	tertudur	uyumak
Pulang	eve gitmek	Esok harinya	ertesi gün
Pengumuman	reklam	bel berbunyi	zil çaldı
Sore	öğleden sonra, ikinci	masuk	içeri gelmek
sepak bola	futbol	belum mengerjakan	henüz yapmadı
menontonnya	görmek	berdiri	ayakta durmak
mengingatkan	(i)hatırlamak (ii)uyarmak	sampai	-e kadar
lebih menarik	daha ilginç	selesai	bitmiş
sedangkan	-iken, sırasında	tidak	değil (olumsuzluk eki)
senang	mutlu	lupa	unutmak

“Edo için ceza” parçası hakkındaki sorular

1. Ana karakter kimdir?
2. Parçada pek çok isimden bahsedilmektedir, bu kişilerin birbirleri ile olan ilişkilerini açıklayınız.
3. Kimin evinde ders çalışmak istediler?
4. Belirli bir noktada Edo bir reklam görüyor. Bu reklam ne içindir? *Pertandingan* (satr 6) kelimesine dikkat ediniz.
5. 9. Satırda Edo, Lala'ya tepki gösteriyor, bu cümledeki özneyi ve fiili bulunuz, *aku tidak (...)* *belajar bersama*.
6. **Senang** (satr 11) kelimesi mutlu olmak anlamına gelmektedir, niçin Edo mutludur?
7. *Lelah* (satr 12) kelimesi bir ruh halini simgelemektedir, bu ruh hali nedir?
8. **Esok harinya** (satr 14) *ertesi gün* anlamına gelmektedir, ve bu parçada bir dönüm noktasına işaret etmektedir. Edo ertesi gün nerededir?
9. 14. Satırda Edo bir şey hatırlamaktadır (*Inga*), Edo neyi hatırlamaktadır. Birinci paragrafta bunu belirten kelimeyi bulunuz.
10. “*Sore harinya (...)* *sepak bola*” (satr 10 ve 11) cümlesindeki tüm fiilleri belirtiniz.
11. “*Hati Edo (...)* *menjadi pemenang*” (satr 11, 12) cümlesi bir temel cümleden ve bir yan cümleden oluşmaktadır. Hangi kelime bu iki cümleyi birbirine bağlamaktadır.
12. *Guru bahasa Indonesia masuk ke kelas*. (satr 14, 15) bu cümleyi Türkçe'ye çeviriniz.
13. Parçanın başlığı olan **hukuman buat Edo, Edo için ceza** anlamına gelmektedir, Edo'nun cezası nedir?
14. *Sekolah* parçanın son kelimesidir, bu kelime ne anlama gelmektedir?
15. Endonezya dilinde yazılan parçalarda genellikle sosyal ve ahlaki değerler üzerine mesajlar bulunmaktadır, yazar burada da bir noktaya vurgu yapmak istemektedir. Size göre bu parçadaki sosyal mesaj nedir?