S.G. Toimetova[1], Zh.A. Akimisheva[1]
[1]Al-Farabi Kazakh National University, Almaty, 050040, Republic of Kazakhstan

THE DEVELOPMENT OF METALINGUISTIC SKILLS AS A PART OF TEACHING ENGLISH TO BILINGUAL STUDENTS

This article investigates the strategies of developing metalinguistic skills as a part of teaching English to bilingual students. The purpose of this study is to examine the relationship between the teaching techniques aimed to metalinguistic development in bilingual students. The approach includes a theoretical and methodological description of the metalanguage based on the results of theoretical sources and practical experiments of foreign scientists M. Ellis, M. Schleppergell, G. Cooper, S. Dita as well as a 4-week experiment held with 18 participants. Using data collected from a group of 18 3-rd year bachelor students of Kazakh National University, it was found that the formation and further development of metalinguistic skills is an important part of teaching bilingual students that leads not only to increase the level of metalinguistic awareness but also to improve the general knowledge of both languages which students speak. As a result, teachers should use a range of techniques, such as word recognition, syntactic understanding, and vocabulary recognition exercises. Theoretical and practical implications of the results were discussed.

Key words: metalinguistic skills, metalinguistic awareness, bilingualism, ESL, Russian-English bilingual students

MAIN PROVISIONS

At the moment, the methods of teaching a foreign language are developing so rapidly that the teaching methodology from year to year requires the introduction of new techniques and strategies that will not only contribute to the effective mastering of the language by a non-native speaker, but also push the student to full conscious control of the knowledge and skills that he receives in the lesson. It is awareness in relation to the language being studied, when the language in the student's head is not just a disparate field of facts and theoretical knowledge, namely the ability to correctly and accurately use the language in a particular practical situation, is the main factor in learning a foreign language, especially when it comes to intermediate and advanced levels of proficiency with your tongue.

This approach is known as the approach based on "metalinguistic awareness", in which a person is able to use language, while fully controlling the process and not putting any physical or mental effort into it. However, it is worth noting that this level of language proficiency is quite serious, and if most people have metalinguistic awareness, it is only within the framework of the first language, which, in fact, is only a natural process. A more difficult way is to master the second, third languages at the same level as the first, because in this case the process of skill development becomes more artificial, therefore much more complex. However, it is by overcoming such trials that a person will be able to achieve true bilingualism – a state in which two languages coexist in the head of one individual. This question has been worrying linguists and ESL (English as the second language) teachers for the second decade. The first to think about it were K. Johnson and H. Johnson in 1998. Other scientists, such as D. Crystal, M. Ellis, M. Schleppergell, G. Cooper, developed this idea to the present state, when the concepts of metalanguage and metalinguistic skills are no longer illusory fantasies, but real facts, on the basis of which scientists from many other countries conduct their research.

The only problem is that it is impossible to come up with an absolutely universal method of introducing methods for the development of metalanguage competence, since all parts of the world have their own conventions and boundaries due to the linguistic situation in the region. And even if we take as a basis the fact that English will always be the second language, the first language will

vary from country to country. The diversity of languages on our planet is great. Some languages are more similar to English, such as German, Frisian, Swedish, as they go back to one common Germanic language family, the second – such as Russian, Greek, Hindi - are much more distant, since they are representatives of Indo-European languages along with English, but languages like Kazakh, Chinese, Arabic, are completely different from English, because they do not share common systems and origins. Consequently, German-English bilingualism is very different from Greek-English bilingualism, and has nothing in common with Chinese-English bilingualism. Each case requires separate consideration.

The largest-scale studies were conducted in Western European countries, since all of the above scientists had close contact with the language environment of European countries. I would especially like to highlight M. Schleppergell, who focused his research on German-English bilingualism and made great strides, the results of which are still relied on by ESL specialists. Another significant contribution was made by the Filipino linguist S. Dita, whose research focused not so much on the development of metalinguistic competence as on the methods of its primary analysis. It was Dita who created a three-component test to determine the level of metalinguistic awareness of bilinguals, on the basis of which many modern researchers create their own versions of the questionnaire. At the moment, the most advanced studies have become German, Filipino and a number of other researchers, but this issue still remains unresolved within the framework of Russian-English bilingualism in our country.

The second significant problem is that Dita and Schleppergell studied bilinguals of preschool and primary school age. Unfortunately, most of the research on bilingualism is reduced to experiments on children's bilingualism, since it is generally known to be the most flexible and amenable to external factors. But many people, nevertheless, still become bilinguals already at a conscious age. The unique differences between children's thinking and adult thinking make it impossible to apply the concepts of children's bilingualism to adult students. In this case, both the methods of primary analysis and the strategies for the subsequent development of metalanguage awareness require more thorough research.

In addition, most of the research is focused on the so-called children's bilingualism, when the results of an experiment with bilingual children aged 4-10 years are taken as a basis. There is a relatively small number of studies that describe the methodology of teaching adult bilingual students. In the course of my research, I could not ignore this fact, so my experimental group consisted of undergraduate students who spoke Russian as their first language and English as their second.

The hypothesis of this study is to test the theory that metalanguage awareness has an exact correlation with the level of language proficiency. Moreover, if the development of metalanguage skills can positively affect the results of learning a second language, then in the future more educational and methodological complexes aimed at improving the metalanguage competence of students will be developed.

INTRODUCTION

Currently, with the development of new teaching methods, an increasing number of students and teachers are thinking about a conscious approach to language learning. This is especially noticeable in the field of teaching English to non-native speakers since the relevance and necessity of a foreign language contribute to the growth of requirements for a person studying this language. Now it is not enough just to know grammar and words, to be able to build sentences and recognize the speech of other speakers. To a large extent, the degree of mastering the English language comes down to whether a person has enough cognitive abilities and language skills to freely control a foreign language in the process of thinking and speaking as effectively and naturally as he does in his native language.

In order for a person to begin not only to use language, but also to understand the mechanisms by which he uses it, in the late 1990s, a teaching methodology began to be developed that proceeds

from the concept of "metalanguage" and, consequently, "metalanguage competence". The first to make such a discovery were K. Johnson and H. Johnson in 1998. Their research was based on the idea that a person who is strong enough in any language, at some point reaches a level at which he is able not only to use the language in the usual sense for us (to speak and understand speech), but is also able to control every element of the language, freely combining them with each other. The ability of a person to think about language and its processes, which formed the basis of the concept of "metalinguistic awareness", has become the object of research by many linguists, such as D. Crystal, M. Ellis, M. Schleppergell, G. Cooper. Further, already in the modern period, many scientists from other parts of the world continue to study this topic and apply it in their own countries.

Each country has its own unique set of languages, which gives rise to a variety of techniques and strategies for learning English as a second language. The first language has a huge impact on the path that a person uses to learn a second language. For example, it will be much easier for a European to learn English, since there will not be as many differences between his native language and the English being studied as with an Asian, who will need more skill and more perseverance to delve into the essence of the language, with the system of which he meets for the first time. Consequently, the methods of assessment, establishment and development of metalinguistic awareness of representatives of different language groups should differ in the same way as their first languages differ, which requires an individual approach of specialists competent in both languages.

The scientific novelty of this topic is that at the moment in the vastness of the Russian-English space, a very small number of studies have been conducted on the topic of certain tools that develop metalanguage skills and ways to use them in the methodology of teaching the first and second language.

Over the past 20 years, many researchers have rushed to study a new method and search for ways to introduce it into the methods of teaching foreign languages, primarily English, in their countries. The most famous representatives of this movement were M. Schleppergell and S. Dita, who conducted their research based on the linguistic environment of German-English and Filipino-English bilinguals. Moreover, Dita has developed a special questionnaire that determines the level of metalinguistic awareness of students, which plays a huge role in tracking the results of a new study. The only problem is that the original test is still focused on bilinguals who speak Filipino and English, respectively, which means that each new study in a territory other than the Philippines needs its own version of the questionnaire. In particular, there are only isolated small-scale studies that affect the Russian language, which means more new research in this direction is needed.

The cognitive significance of this study lies in the fact that bilingualism requires a certain approach to learning and, moreover, bilingual students have much more flexible cognitive cognition skills, which can be the key to the development of a metalanguage in the context of the second language being studied.

The relevance of this study is the fact that at the moment there is a very small number of studies on the study of teaching methods to adult bilingual students who speak Russian and English. A consistent and in-depth study of this issue provides a further perspective on the development of ESL for teachers who teach bilingual students.

Therefore, the purpose of this study was the need to test the above method on a group of local Russian-English adult bilinguals in order to check whether the methodology of developing metalanguage skills in learning English can really help students master a foreign language as a second language. To do this, an experiment was conducted, within the framework of which theoretical studies were carried out, such as the study of relevant material, as well as a practical part, which contained a thorough preliminary analysis, a practical experiment and verification of the results at the end.

From all the above it follows that **the subject** of the study is the techniques of developing metalanguage skills, and **the object** of the study is adult Russian–English bilingual students for whom English is a second language.

Following from all of the above, a hypothesis is created that there is a connection between the level of proficiency in the first and second languages and the level of metalinguistic awareness. In other words, if you teach a student to properly and accurately control metalinguistic processes, then in the future it will help him in more in-depth language acquisition.

MATERIALS AND METHODS

This study consists of two parts: the theoretical part, in which a comparative analysis of various sources is carried out, and the practical part, which consists of the embodiment of all accumulated knowledge in a real teaching experiment, as a result of which the hypothesis can be confirmed or refuted. At the same time, the theoretical and practical connections are interrelated since one follows from the other.

So, what is currently known about the existing studies affecting metalanguage awareness in the framework of bilingual foreign language teaching?2 Chemical

In the last couple of decades, the attention of researchers in the field of foreign language teaching methodology has been focused on the so-called phenomenon of metalanguage competence. In order to dive deeper into this topic, you need to decide what a "metalanguage" is.

In the scientific community, the root "meta" means a kind of "awareness", "control", "evaluation". This is a field of science that stands "above" science itself, in which science turns from a subject of research into an object of research. Despite the fact that many researchers have been dealing with the problems of metalanguage for decades, linguists have not yet come to a single definition of metalanguage.

So, according to K. Johnson and H. Johnson, "metalanguage" in the broad sense of its meaning is defined as "language about language" [1, 148].

D. Crystall gave a narrower definition, designating metalanguage as "a higher-level language for describing the object of research." [2, 135].

Summarizing all of the above, we can conclude that a metalanguage is any language (artificial or natural) that describes the language being studied.

The peculiarity of the metalanguage is that the metalanguage can coincide with the object language (if we talk about English in English itself), or differ (if we talk about English in Russian). According to M. Ellis, in the first case, we are dealing with a reflexive metalanguage, and in the second – with a non-reflexive one [3, 12].

Despite the fact that the idea of introducing a metalanguage as a separate aspect of language learning is a fairly new method, this practice has been present in the methodology of language teaching since its very foundation. The fact is that often the metalanguage actively used in teaching is a "hidden element" of the curriculum, that is, special emphasis is not placed on it, despite the fact that its active use is indisputable. For example, Russian-speaking students not only learn English itself but also use the metalanguage of English to understand and describe the processes taking place in the language.

Studies by the Mindanao State Institute, Philippines, have shown that students who speak several languages understand their native language better, and also have a greater inclination to a better and deeper analysis of the language, which together is understood as metalanguage awareness [4, 59-61].

However, for all the significance of the data, many teachers often do not find metalanguage awareness an important criterion of learning that requires special attention, since they do not recognize additional skills as useful in the context of all language learning.

M. Schleppergell reports on studies conducted in US schools with a focus on learning English, where teachers were supported in using the meta-language of systemic functional linguistics in the context of educational activities:

Bilingual students often receive specialized support in learning L2 only in the first months of learning in a new language context, and therefore they show a gap in academic performance compared to their native-speaking peers. The reason for this may be that the registers of various

disciplines that are valued in the context of school education are studied with an emphasis on a much longer perspective." [5, 153-170].

M. Schleppergell actively develops the idea that the use of language in the classroom "should be meaningful and "meaning-oriented". According to her research, bilingual students simply cannot memorize complex linguistic terminology without having an idea of what they are actually dealing with.

In this understanding, contextualization comes into play, i.e. the placement of terms and linguistic phenomena in the already familiar academic framework and life experience of each student. Of course, context is of great importance in understanding any field of knowledge, and foreign languages are no exception. For example, a much more effective way of presenting new material during teaching would be to draw an analogy with the already existing baggage of a bilingual student

Schleppergell supports his theory with his research of history teachers in the United States, the results of which showed that metalanguage successfully teaches "key disciplinary meanings, such as "activity" and "interpretation" [5, 153-170]

A group of researchers - Gebhard, Chen, and Britton - conducted a study using systemic functional linguistics (SFL) to improve bilingual students' understanding of the language about science and history. They conducted their research among Spanish-English bilingual elementary school students. The research method was the analysis of samples ofstudentst written works for one academic year. The aim of the study was to find an effective method of using the SFL metalanguage in helping L2 bilingual students to construct and deconstruct the meaning of new terms in certain fields of science [6, 395-396].

According to the results, students were able to successfully process and understand new words as they arrived, and then reproduce this language in their writing. Thus, it proved not only the effectiveness of expanding the abilities of students to recognize and use a specific metalanguage but also the positive impact of metalanguage awareness on reading comprehension and general language proficiency.

Research in this area has also been conducted in the older age group. Cooper, in his research on the peculiarities of pronunciation training, also touched on the topic of metalanguage. He studied the influence of metalanguage and critical listening skills in adults with a high level of language proficiency who had special difficulties with pronunciation [7, 312] [8, 197-212].

According to the results of his research, it was proved that metalanguage improves the ability of bilingual students to understand new terms and concepts. It was also found that critical listening affects only the perception abilities of bilingual students - they need to be used in combination with metalanguage in order to move on to productive skills — first of all, speaking.

A study by S. Dita conducted on a group of Filipino students of primary school age showed that absolute bilinguals, that is, students who are equally proficient in the first and second languages, demonstrated a higher level of metalinguistic awareness. [9, 96] For this purpose, a number of studies were conducted in which Dita divided a group of students into two categories: full bilinguals and partial bilinguals who knew the first language much more significantly than the second. Preliminary guesses about the connection of cognitive skills of metalanguage skills were confirmed. Moreover, it turned out that absolute bilinguals have a larger vocabulary in both languages, although it was initially assumed that partial bilinguals and monolithic bilinguals have deeper knowledge in their mother tongue.

Dita became the first researcher who invented a method for checking the level of metalanguage competence. For this purpose, a special three-component questionnaire was developed, consisting of three sections and which included a vocabulary test, language arbitrarity test, phonological awareness test in the first and second languages. Later, many researchers, such as I.Dalona, A.Dalona [10, 3-8], E. Bialystok, F. Peets, S. Moreno [11, 5-6] developed their own questionnaires based on its format.All of the founded studies cover the bilingualism of different first languages, but there are not many pieces of research based on studying the metalinguistic awareness of adult bilinguals. The only serious researches are D. Nshiwi, U.Jessner [12, 139], J.Torregrossa,

S. Eisenbeiss, C. Bongartz [13, 335-336], E.Navarro, Andrew R.A. [14, 76], but they do not consider adult bilinguals as well. As a Russian-English bilingual myself, I have wondered about the relationship between the teaching strategies and techniques aimed to develop metalinguistic skills and metalinguistic development in Russian-English bilingual students. After collecting and analyzing the relevant data, I started planning the practical part of the research.

A group of 18 3rd-year students of Kazakh National University participated in my experiment. It lasted 4 weeks in February-March 2022 during my teaching practice period. The whole experiment consisted of 3 parts: 1) the preview test, during which all the participants passed the test defining the level of their metalinguistic awareness; 2) the 3-week studying period, during which a number of metalinguistic-awareness-developing exercises were implemented into the lessons; 3) the review test, during which all the participants passed the test, similar to the one in the beginning, that showed the changes that were achieved. After that, the results of both tests were analyzed, compared, and structured. Then, the results of the study were done.

The purpose of the first test was to identify the level of metalinguistic awareness before the experiment. It is important to know at what level the students were in order to determine the exact changes at the end. The test consisted of three parts. Half an hour per student was given to complete all the tasks, but since it was a pair job, and students after passing the test of one of the parties changed roles, the total amount of time spent on the test took a little more than an hour, taking into account that the teacher should explain the process of completing the task before the test.

After the preview test, I started the main part of the experiment. During the study, students performed all sorts of exercises aimed at developing metalinguistic skills. The exercises were developed by me independently. When developing them, I based them on exercises from other studies, in particular on the scientific work of V. Unarova. Each of the exercises was created taking into account such principles as 1) the principle of taking into account interrelated language learning, 2) the principle of cognitive development, and 3) the principle of the development of linguistic intuition. As part of the development of a methodology for the interrelated formation of metalanguage skills, we pay special attention to cognitive technologies, methods and teaching techniques, such as observation (observation of language material containing the most common errors of various kinds: lexical, grammatical, speech, under the influence of interference, translation; observation followed by the identification of commonalities and features of linguistic phenomena, their characteristics); heuristic method, problem method (problem dialogue; discussion based on the results of observation of language material; heuristic conversation on various topics combined into a theme "Language and speech"; discussion of metalanguage statements), visualization technologies (visualization of educational material in the form of infographics, application of technological techniques for semanticizing the studied lexical unit (for example, color schemes, "fishbone", cluster technology, cinquain, "Bloom's Daisy", concept tree, "pyramid story", various algorithms) in a simplified and adapted form for the perception of younger schoolchildren), research method, project method, case method [15, 94-99] [15, 130-148].

Students performed exercises for 4 weeks 2 times a week for half an hour under the supervision of a teacher in case they needed the help of a teacher. The tasks remained the same, but the content of the exercises changed. If possible, the tasks were carried out in the format of pair or group work. The effectiveness and correctness of the students' performance of the task were not recorded in any way, since this was not initially the purpose of the study. However, at the end of each week, I asked for oral feedback from the participants in order to track the degree of interest in the experiment.

After 4 weeks, a control check was carried out. The format of the test was absolutely identical to the text that had previously been conducted in the first week. The differences were only in the content of the tasks. After passing the last test by the participants, calculations were carried out, during which the results of this study were revealed.

RESULTS

18 Kazakh National University students took part in the study. The experiment consisted of three stages: a preview test, the purpose of which was to assess the level of metalinguistic skills at the beginning of the experiment, the performance of tasks to improve metalinguistic skills, and a review test, the purpose of which was to assess the level of metalinguistic skills at the end of the experiment.

According to the results, the changes in all three types of tests were positive. On average, the average test result increased by 8.5% from 79% to 87.5%. The results of the English version of the test showed the greatest progress when the growth of the results of the Russian version turned out to be the most modest. The highest result – 11% belongs to the Test of language arbitrariness (English version), while the Phonological awareness test (Russian version) had a minimum increase of 4.5%. At the same time, it is worth noting that the Russian half of the tests initially had high results (90%, 93%, 89.5%) compared to the English version (64%, 62.5%, 75%, respectively). (see Table 1)

DISCUSSION

Nowadays, the problem of teaching bilinguals is becoming broader and more relevant, as all new teaching methods are being developed and implemented. One of these methods, which I turned my attention to, was the use of metalanguage as a tool with which you can bring the methodology of language teaching to a new, conscious level. There is a relatively small number of studies of Russian-English adult bilingual students. Based on this fact, I started my research.

In the course of the study, it turned out that there is a strong connection between the levels of language proficiency and metalanguage skills. Moreover, exercises aimed at improving metalanguage awareness not only perform their primary function – the development of metalanguage competence, but also have a generally positive effect on the level of language proficiency. A student who is aware of what constitutes a "metalanguage", "metalanguage skills", "metalanguage awareness" has a great chance of successfully implementing metalanguage competence within the framework of the first and second languages. For bilingualism as such, the value of metalinguistic competence is that only in this way is a student able to achieve a truly advanced level of language proficiency, the closest to the level that native speakers usually demonstrate.

What is the relationship between good language proficiency and metalanguage skills? Judging by the many studies of many linguists, it is not enough for a person who wants to advance in the study of any language to simply memorize patterns, words and grammatical constructions. A very important aspect in language acquisition is an absolute and deep understanding of the mechanisms behind the processes that occur in the speaker's mind during thinking, listening, and speaking actions in a given language. If a person has achieved unconsciously complete control over a language, it means that he has finally laid the foundation of metalanguage awareness in this language. Since many of us have metalanguage competence in the first language, the main task of any bilingual becomes the ability to equalize the metalanguage of the first and second languages. If during the teaching of English as a second language, the teacher pays sufficient attention to the metalanguage skills of students, then after a certain time the result will be that students will begin to understand the second language better and deeper, which will bring English closer to the first language – to Russian. I believe that my expectations about the results of the study have been met. Thus, the hypothesis that if you teach a student to correctly and accurately control metalanguage processes, then in the future it will help him in deeper language acquisition, has been fully confirmed. Moreover, the results of this study are confirmed by other studies done earlier, such as D. Crystal, M. Ellis, M. Schleppergell, G. Cooper, S. Dita. During the research process, all the works I studied earlier turned out to be very useful, since I was already prepared by the beginning of the experiment. Some of the results were also unexpected for me, although they were discussed in the study of S. Dita. We are talking about the relationship between the level of knowledge of the

first and second languages and the student's ability to metalinguistic activity. In the experimental group, bilingualism was heterogeneous. All the students had a fairly good level of Russian, but the level of knowledge of English varied greatly from participant to participant. So, the best student had a confirmed B2 level, while a few weak students were on the threshold of A2 and B1. However, this diversity eventually led me to the conclusion that students with a lower level of second language require more attention from the teacher and time to complete tasks that are aimed at developing metalinguistic awareness. I even assume that perhaps students of different levels require different approaches to learning, however, since this was not the purpose of my research, I did not consider it necessary to delve into this aspect. Nevertheless, I believe that this issue requires further research.

However, I faced several problems during the studies, connected to an issue I hadn't considered before the experiment started. After the first stage of my experiment – the first test – I found out, that the group of students, I worked with included people who were bilingual in different ways. Almost 2/3 of them (11 students) were Russian-English bilinguals, who could use both languages freely on the same level, but the rest of the group didn't know English as well as Russian. Moreover, there were 2 students who considered Kazakh as their first language, Russian – as their second, and English – as their third. By the way, all of the students were native or closely native Russian speakers, and the average level of English was B1-B2. That's why I made the English versions of the test easier, but I never changed the format. Moreover, despite the fact, that the level of languages of the students wasn't perfectly equal, all 18 students demonstrated the wish and readiness to take part in my experiment. Thanks to these limitations, by the end of the experiment, I found unexpected results defining the connection between the level of bilingualism and the metalinguistic abilities of students. The students, who showed lower results in the first test, had lower progress in contrast to students, who had a higher level of metalinguistic awareness from the very beginning. By the way, both cases showed a positive tendency. The difference in results can only prove that students, who are not completely bilingual, should be treated more attentively and need more time to get metalinguistic awareness. Moreover, bilinguals have more benefits in both developing metalinguistic skills and mastering the languages they know.

In general, I believe that the study is a success, since all the goals and objectives have been achieved. I believe that the topic of this study is quite relevant and relevant. Moreover, since this topic is not as developed in the Russian-speaking space as in the countries of Western Europe and Southeast Asia, I recommend this topic for further research, namely the teaching methodology and the development of new techniques that contribute to the development of metalanguage skills.

CONCLUSION

To sum up, since the teaching methods of bilingual students do not always take into account the internal process of language awareness, there are a significant number of problems when a bilingual cannot master the first and second languages at an equally good level. In this situation, the teaching methodology based on the influence of metalanguage awareness in the context of the second language being studied is a perfect and modern answer to the question posed. While foreign researchers have been actively studying and applying this technique for the second decade, this movement is just emerging in our country and there are still no large and reliable studies on the relationship of metalanguage competence and its development in Russian-English bilinguals. This study was conducted in order to find out whether the research of foreign scientists is really applicable in the context of local education. As a result, the hypothesis of this study was confirmed.

The evidence is clear: after 4 weeks of specific training, in which students performed a series of exercises designed to develop metalanguage skills, students showed an improvement in test results compared to a similar test conducted in the first week of the experiment. Moreover, the study participants noted that this technique not only gave them pleasure as permanent parts of regular lessons, but also raised their level of awareness in relation to both the first and second languages.

Deeper research into the development of metalinguistic skills in the context of teaching bilingual students has great potential in the field of ESL and linguistics. The relevance of this field

of research will only increase in the future, as bilingualism becomes a global trend from year to year.

REFERENCES

1 Johnson K., Johnson H. The Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching - Oxford: Blackwell, 1998. – p. 148.

2 Crystal D. A Dictionary of Linguistics and Phonetics (6th edn) - Oxford: Blackwell, 2008. – p. 135.

3 Ellis M. Metalanguage as a component of the communicative classroom - Accents Asia, 2016. – p. 12.

4 Lowe R. J. Promoting L2 Metalanguage in the ESL Classroom // Bulletin of the Human Culture Research Institute – 2019 - Vol. 14, No. 2. – 59-61.

5 Schleppegrell M.J. The Role of Metalanguage in Supporting Academic Language Development // Language Learning. A Journal of Research in Language Studies - 2013. - 63, no. 1. – 153-170.

6 Gebhard M., Chen I., Britton L. Miss, nominalization is a nominalization: English language learners' use of SFL metalanguage and their literacy practices // Linguistics and Education 2014 – 26 (1). – 395-396.

7 Couper G. Teachers' cognitions of corrective feedback on pronunciation: Their knowledge, theories and practices // System. – 2019. – 84 (2). – p. 312.

8 Couper G, What makes pronunciation teaching work? Testing for the effect of two variables: Socially constructed metalanguage and critical listening // Language Awareness. – 2011. – V.20. – 197-212.

9 Dita S. The metalinguistic awareness of Filipino bilingual children // The Philippine ESL Journal – 2009 – vol. 3. – p. 96.

10 Fernandez-Dalona I.M., Dalona A. Metalinguistic Awareness of Multilingual First Graders: An Exploratory Study // English Language Teaching Educational Journal (ELTEJ) – 2019. - Vol. 2, No 3. – 3-8.

11 Bialystok E., Kathleen F. Peets, Moreno S. Producing bilinguals through immersion education: Development of metalinguistic awareness // Appl Psycholinguist – 2014. - 35(1). – 5-6.

12 Nshiwi D., Jessner U. The Effect of Metalinguistic Awareness and the Previously Learned Foreign Languages on Fourth Language Acquisition by Adult Learners // Filipi et al - 2021. – 41 (3). – p. 139.

13 Torregrossa J., Eisenbeiss S., Bongartz C. Boosting bilingual metalinguistic awareness under dual language activation: Some implications for bilingual education // Institute for Romance Languages and Literatures – 2022. - 41 (3). – p. 335-336.

14 Navarro E., Cornway R.A. Adult Bilinguals Outperform Monolinguals in Theory of Mind // Exp Psychol (Hove) – 2020. - 74(11). – p. 76.

15 Unarova V.Y. Vzaimosvyazannoe formirovanie metayazykovyh umenij u detej-bilingvov na osnove izucheniya gornogo (yakutskogo), russkogo i innostrannogo yazykov. PhD diss. [Interrelated formation of metalanguage skills in bilingual children based on the study of mountain (Yakut), Russian and foreign languages] – Moscow Pedagogical State University, 2021. – 94-99, 130-148.

APPENDIX

Table 1. Results of 2 tests before and after the experiment

	Preview test results (accuracy in per cent)	Review test results (accuracy in per cent)	Changes
Test of language arbitrariness (English version)	64%	75%	>11%
Test of language arbitrariness	90%	98%	>8%

(Russian version)			
Phonological awareness test (English version)	62.5%	71.5%	>9%
Phonological awareness test (Russian version)	93%	97.5%	>4.5%
Vocabulary test (English version)	75%	85%	>10%
Vocabulary test (Russian version)	89.5%	98%	>8.5%
Overall	79%	87.5%	>8.5%

Билингв-студенттерге ағылшын тілін оқытудың бөлігі ретіндегі металингвистикалық дағдыларды дамытуы

С.Г.Тойметова[1], Ж.А.Акимишева[1]
[1]Казахский национальный университет имени аль-Фараби, Алматы, 050040, Республика Казахстан

Бұл мақалада билингв-студенттерге ағылшын тілін үйрету шеңберінде метатілдік дағдыларды дамыту стратегиялары зерттеледі. Бұл зерттеудің мақсаты билингв-оқушыларда метатілдік дамуға бағытталған оқыту әдістері арасындағы байланысты зерттеу болып табылады. Бұл тәсіл шетелдік ғалымдар М.Эллис, М. Шлеппергелл, Г. Купер, С. Дитаның теориялық көздері мен практикалық эксперименттерінің нәтижелеріне негізделген метатілдің теориялық және әдіснамалық сипаттамасын, сондай-ақ 18 қатысушының қатысуымен жүргізілген 4 апталық экспериментті қамтиды. Қазақ Ұлттық Университеті бакалаврларының 3-курс тобынан жиналған деректерді пайдалана отырып, метатілдік дағдыларды қалыптастыру және одан әрі дамыту билингв-студенттерді оқытудың маңызды бөлігі болып табылатыны анықталды, бұл метатілдік хабардарлық деңгейінің жоғарылауына ғана емес, сонымен қатар екі тілде де жалпы білімнің жақсаруына әкеледі.студенттер сөйлейді. Нәтижесінде мұғалімдер сөздерді тану, синтаксистік түсіну және сөздік қорын тану жаттығулары сияқты бірқатар әдістерді қолдануы керек. Қорытындылай келе, метатілдің шет тілін оқытудың бір бөлігі болуы керек екендігі қосымша зерттеулердің болашағын ашады, бұл мақаланың өзектілігін білдіреді. Алынған нәтижелердің теориялық және практикалық қорытындылары талқыланды.

Кілт сөздер: метатілдік дағдылар, метатілдік хабардарлық, билингвизм, ағылшын тілі екінші тіл ретінде, орыс-ағылшын билингв-студенттер

Развитие метаязыковых навыков как часть преподавания английского языка студентам-билингвам

С.Г.Тойметова[1], Ж.А.Акимишева[1]
[1]Казахский национальный университет имени аль-Фараби, Алматы, 050040, Республика Казахстан

В данной статье исследуются стратегии развития метаязыковых навыков в рамках обучения студентов-билингвов английскому языку. Целью данного исследования является изучение взаимосвязи между методами обучения, направленными на метаязыковое

развитие у двуязычных учащихся. Подход включает теоретическое и методологическое описание метаязыка, основанное на результатах теоретических источников и практических экспериментов зарубежных ученых М. Эллиса, М. Шлеппергелла, Г. Купера, С. Дита, а также 4-недельного эксперимента, проведенного с участием 18 участников. Используя данные, собранные у группы 3-го курса бакалавров Казахского Национального Университета, было выявлено, что формирование и дальнейшее развитие метаязыковых навыков является важной частью обучения двуязычных студентов, что приводит не только к повышению уровня метаязыковой осведомленности, но и к улучшению общих знаний обоих языков на котором говорят студенты. В результате учителя должны использовать целый ряд методов, таких как распознавание слов, синтаксическое понимание и упражнения по распознаванию словарного запаса. В заключение можно сказать, что тот факт, что метаязык должен стать частью преподавания иностранного языка, открывает перспективу дальнейших исследований, что также представляет актуальность статьи. Были обсуждены теоретические и практические выводы полученных результатов.

Ключевые слова: метаязыковые навыки, метаязыковая осведомленность, двуязычие, английский как второй язык, русско-английские студенты-билингвы.