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TEACHING

AUTHORS: Bilginer ONAN

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METALINGUISTIC UNITS AND PARALINGUISTIC INDICATORS USED IN LANGUAGE TEACHING[1]

Bilginer ONAN
Mustafa Kemal Üniversitesi, Eğitim Fakültesi,
bilgineronan@gmail.com

Abstract
Consisting of four main chapters, this study aims to determine the functions of the meta-linguistic units and para-linguistic indicators in language teaching. The first chapter presents the theoretical framework and describes the concepts of meta-linguistic unit and para-linguistic indicators. These two concepts are analysed according to their visual (light) substance and phonic substance. This chapter also focuses on the basic characteristics that differentiate meta-linguistic units and para-linguistic indicators from the linguistic units. In the second chapter of the study, the prosodic phenomena such as stress, intonation, tone, pause, and speed, defined as meta-linguistic units and para-linguistic indicators, are analysed in terms of their functions in the development of basic language skills. In these analyses, the potential effects of these prosodic phenomena for basic language skills development are evaluated on the basis of reading, writing, listening and speaking education. In the fourth and the final chapter, with an aim to locate these meta-linguistic units and para-linguistic indicators within the process of teaching Turkish as a native language, the distribution ratios of the learning outcomes in the Turkish Language Curricula were determined for the first and second stages of the primary education. As a result of these analyses, it is concluded that learning outcomes in the Turkish Language Curricula for the first and second stages of the primary education should be revised primarily in speaking skill as well as writing, listening and reading skills by taking into account the meta-linguistic units and para-linguistic indicators. Furthermore, it is revealed that Turkish Language course books have significant deficiencies regarding educational functions of the prosodic phenomena.
Key words: *Meta-linguistic Unit, Para-linguistic Indicator, Stress, Language Teaching, Language Skill*

DİL ÖĞRETİMİNDE KULLANILAN DİL ÖTESİ BİRİMLER VE DİL DIŞI GÖSTERGELER

Özet
Dil ötesi birimlerin ve dil dışı göstergelerin dil öğretimindeki işlevlerini tespit etmeyi amaçlayan bu çalışma, dört ana bölümden meydana gelmektedir. Kuramsal çerçevenin yer aldığı birinci bölümde, dil ötesi birim ve dil dışı gösterge kavramlarına yer verilmiştir. Dil ötesi birim ve dil dışı gösterge kavramlarını dil birimlerinden ayıran özellikler üzerinde durulmuştur.

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Çalışmanın ikinci bölümünde, dil dışı gösterge olarak tanımlanan görsel göstergelerin dil öğretimindeki işlevleri incelenmiştir. Dil ötesi birimlerin dil öğretimindeki işlevlerinin analiz edildiği üçüncü bölümde, dilbilim ötesi veya dil ötesi birim olarak tanımlanan vurgu, ezgi, ton, hız ve durak gibi bürün olgularına yer verilmiştir. Çalışmanın dördüncü ve son bölümünde, dil ötesi birimlerin ve dil dışı göstergelerin Türkçe programlarındaki yerini tespit etmek amacıyla, birinci ve ikinci kademe Türkçe programlarındaki kazanımlar analiz edilmiştir. Bu değerlendirmeler sonucunda, ikinci kademe Türkçe programındaki kazanımların başta konuşma öğrenme alanı olmak üzere yazma, okuma ve dinleme öğrenme alanlarında daha da geliştirilmesi gerektiği sonucuna varılmıştır.

Anahtar Kelimeler: *Dil Ötesi Birim, Dil Dışı Gösterge, Vurgu, Dil Öğretimi, Dil Becerisi*

1. Theoretical Framework

This section discusses the concepts of meta-linguistic unit and para-linguistic indicators.

1.1. Meta-Linguistic Units

The term meta-linguistic unit is used more often in the field of communication than in language teaching. Meta-linguistic phenomena indicate the non-linguistic elements in a conversation. They exhibit themselves with spoken language, affect each other and form the communication system together. They don't have to continuously parallel the words used in the conversation. They can be scattered between words as well as follow or precede them. However, they are considered as a whole since they are argued to complete the linguistic interaction. The area of meta-linguistic behaviour is part of the conversation. To qualify as a meta-linguistic unit, a unit has to be controlled by the interlocutors volitionally (Gürses, Taşkın; 2001: 6 reporting Abercrombe). Furthermore, both interlocutors should control the unit. However, some unit may be specific to a language and they may be expressed with linguistic elements in other languages. The frustration we express with gestures or with the tone of our voice is expressed by some conjunctions in an American indigenous language spoken in Dakota. These conjunctions have phonetic structures and are not exclamations (Gürses, Taşkın; 2001: 11 reporting Abercrombe).

Meta-linguistic elements are different from linguistic elements. The difference is due to the process of turning such meta-linguistic units as stress, intonation and tone from substance to form. These units do not turn from substance to form completely. Before going to further detail, we need to discuss the prosodic meta-linguistic units.

Prosodic meta-linguistic units are also called supra-segmental units. In order to better understand the concept, we need to analyse them together with segmental units. The word 'write' has five segmental units. Two segmental units cannot overlap as phonemes take up space and have to be linear. Supra-segmental units, on the other hand, do not take up space. They live on the segmental units and carry distinctive features (Büker, 1991: 56-57). Prosodic supra-segmental units affect the form using the substance of sound. At this point, we need to mention what substance is.

The notion of substance was first brought up by Ferdinand De Saussure in Linguistics. Saussure explains substance and form as what follows: "Language is not substance, not substance. As water takes the form of the glass it is in, para-linguistic reality, i.e. substance, takes the form of languages. Take for example a big piece of marble. This piece is substance without form or structure. In other words, it is shapeless and unchanged. It can turn into any object. A sculptor can give it a form (Kıran, 2006: 129). The substance sound may have different forms in the individual uses of language. The sound that is still substance is not a linguistic unit. It only becomes a linguistic unit after it is given a form and it becomes conventional. The substance of sound turns into a form and becomes conventional. Only then is it parole. Based on the substance of sound, meta-linguistic units are defined as the conventional form of the substance of sound that supports communication. They go hand-in-hand with the speech and determine the direction and quality of the communication. The effect of the substance of sound on speech has various names, such as stress, tone and intonation.

To summarise, stress, tone and intonation are neither substance nor form. They are meta-linguistic items that affect the utterance as they turn into form from substance.

1.2. Para-linguistic signs

Para-linguistic signs are studied by the subfield of linguistics called semiology. "Semiology deals with all meaningful signs in the framework of signification and has its own instruments as analytical tools. The field initially studied linguistic signs in written texts. Later, the tools devised to analyse the linguistics signs were used to analyse the signification of para-linguistic sign. The products of painting, photography, caricature, cartoon, cinema and architecture were regarded as plastic signs and analysed from the viewpoint of semiology (İşeri, 2002: 73). Semiology covered para-linguistic signs as well as linguistic sign. Visual signs will be treated in this paper as a form of para-linguistic signs. What makes these signs useful in language teaching is that they use the same analytical methods as the linguistic signs. Visual signs can be analysed using the fundamental instruments of semiology. Öztokat (1999:256) summarizes these studies as follows: "Visual language comprises cohesion (paradigmatic and syntagmatic) and relationships (contrast and similarity), as natural language systems do. During the analysis, the visual text is divided into sections. The division can be based on narration, description, thematic and passionate as well as colour, line and main

surface. The first set of criteria applies to descriptive illustrations while the second set applies to abstract illustrations. We can later focus on each section and determine the fundamental layers comprising the meaning. Our initial observation may focus on the surface structure of the utterance, leading us to isotopy in the deep structure.

As discussed above, para-linguistic signs have visual qualities regarding their communicational and educational functions. The physical appearance of the object is the underlying quality of the visual units. Visual signs are conventional visual elements used purposefully in the transmission of thoughts and emotions and they use the substance of the object. The object itself is the substance. It turns into form with the context it appears in and its association with the other objects. It becomes an para-linguistic sign as it turns from an object to form. At this point, the supra-segmental units of the image take effect. Light and motion considerably affects the meaning of the image since they are the supra-segmental units and form the context the object appears in. The unit light is particularly important. As an artist says "light interprets the object". Let us look at mimics which are elements of body language in order to understand the visual para-linguistic units better. Facial muscles represent the object, the substance of the image. In specific contexts, under the effect of such supra-segmental units as light and colour, these muscle sets take some specific forms and affect the psychological states of the interlocutors. The same phenomenon also applies to the other body language elements.

As an para-linguistic unit, visual sign is an instrument transmitting thoughts and emotions. It supports a text formed with linguistic signs and conveyed with the substance of sounds with the substance of the object. Since the substances of sound and object are used in combination in visual signs, I estimate that they will be more effective in reading comprehension. Furthermore, visual signs also change the dimensions a text is comprehended. For example, since Turkish script is written from left to right, the surface structure of the text is from left to right, too. But it is different with visual signs. They are not linear, but multi-dimensional. They require holistic perception. Although painters paint the parts of their painting in an order, the viewer perceive them as a whole. They don't follow the steps of the painter. With linguistic units, this is mono-dimensional.

In summary, linguistic signs, meta-linguistic units and para-linguistic signs form the communication system and determine the quality of listening, speaking, reading and writing. Therefore, these skills should be studied in the context of meta-linguistic items and para-linguistic signs.

1.3. Meta-Linguistic Units And Para-Linguistic Signs In The Context Of Fundamental Language Skills

There are three elements affecting the development of fundamental language skills. These are:

1. Linguistic signs
2. Meta-linguistic units
3. Para-linguistic signs

Although this paper is limited to meta-linguistic units and para-linguistic signs, we need to discuss them along with linguistic signs in order to show their functions in the development of fundamental language skills.

The signifiers of linguistics signs are linear. Phonemes have to follow each other. They are realized on time-based sequences. Textual perception is linear, too. We try to perceive a text in the order the author wrote it. Coherence and cohesion enable us to perceive the text in a linear way. Cause and effect perception in a text is linear. Chronological perception is linear. With respect to linguistic and para-linguistic signs, human brain is capable of both linear and dynamic perception. During reading and listening processes, brain simultaneously merges the linear (single dimensional) and dynamic (multi-dimensional) stimuli. During speaking, meta-linguistic units and para-linguistic signs are merged. Hence we can conclude that:

1. Speaking is a fundamental skills which consists of linguistics signs that turned from the substance of sound into form, meta-linguistic units and para-linguistic signs. These three elements should be taken into consideration in practices of speaking. *Speaking: linguistic signs + meta-linguistic units + para-linguistic signs*

2. Listening is a fundamental skills which consists of linguistics signs that turned from the substance of sound into form, meta-linguistic units and para-linguistic signs. These three elements should be taken into consideration in practices of listening. *Listening: linguistic signs + meta-linguistic units + para-linguistic signs*

3. Writing is a fundamental skills which consists of linguistics signs that turned from the substance of sound into form, meta-linguistic units and para-linguistic signs. These three elements should be taken into consideration in practices of writing. *Writing: linguistic signs + meta-linguistic units + para-linguistic signs*

4. Reading is a fundamental skills which consists of linguistics signs that turned from the substance of sound into form, meta-linguistic units and para-linguistic signs. These three elements should be taken into consideration in practices of reading. *Reading: linguistic signs + meta-linguistic units + para-linguistic signs*

As is seen, meta-linguistic units and para-linguistic signs are needed in four skills teaching as well as linguistic signs. Especially, meta-linguistic units and para-linguistic signs dominate all processes of speaking, listening and reading. Their application is, however, limited in writing. The functions of meta-linguistic units and para-linguistic signs are needed in encoding and decoding processes of interpretation.

2. Para-Linguistic Signs And Their Role In Language Teaching

In this section, I discuss visual signs and body language, which are classifies as para-linguistic signs. Illustrations, caricatures, graphics, diagrams and body language can be a visual sign. Visual signs are functional in language teaching in the stages of visual reading and visual representation. Similarly, visual signs are used in the preparation stage of learning process. However, before we can move on to an analysis of para-linguistic signs, we need to mention visual reading and visual literacy.

The notion of visual reading was first adapted to the first-fifth grade Turkish programme under the constructivist approach. "Visual literacy requires the ability to analyse visual images and their contents. To do this, the reader should be able to internalise visuality and interpret what they read. An individual who is equipped with visual literacy skills can discern visual images, construct meaning using them, form new images, interpret the images formed by others and form new images in their mind. A visually literate person can comprehend the subjects of visuals, comprehend the images formed by other images, analyses the visual images in the cultural context they appear in and constructs meaning via this analysis. They can analyse the images regarding their composition and style, evaluate their aesthetic value and try to understand the communicational style the image represents" (Akyol, 2007: 165-166). Students are educated for comprehending and interpreting para-linguistic signs in the visual reading practices. According to Güneş (2013: 186), visual reading is the process of reading, comprehending, interpreting and visualising the nature and the social phenomena using visual images such as illustrations, sketches, diagrams, symbols, figures and colours. It is easier to form visual images via by using real images. To read an image, the reader should first spot and perceive the image. In other words, they have to transform an external image to an internal image and a concept."

The secondary function of para-linguistic signs in language teaching takes effect in visual representation. "Students use visual images to express their thoughts and feelings and to communicate a piece of knowledge verbally or in written. To reinforce their verbal and written expressions, they use visual documents, theatrical representations and various types of images. Doing presentation with various images helps improve verbal and written communication. Students can use diagrams, illustrations, photographs, patterns, video clips etc. or they can role-play" (Güneş, 2013: 200).

The most frequently used images in the visual reading and visual presentations are:

Photographs and illustrations

Caricatures

Figures

Colours

Body language

These will be separately discussed under para-linguistic signs.

Illustrations are particularly important in language teaching. "Illustrations make it easier to learn the subject, comprehend the symbols, memorise and visualise the outlines. It also delay forgetting. The illustrations in the textbooks should not interfere with the students' perception and be real-like" (Güneş, 2007: 252-253). *Photographs* are the best example of real-like images. The distinctive feature of photographs is that they reflect the details as they are. The vivid colours of photographs also contribute to the effectiveness they have. These two features make photographs special in language teaching. The more photographs are compatible with the content of the text and represent the details the more effective they will be in preparation and comprehension. Illustrations can be used where photographs cannot be used. These illustrations should be as close to real as possible. Also the illustration used should parallel the content of the text. The illustrations and photographs should match the cognitive levels of the students. The abstraction skills of the students should be taken into consideration. This is especially important in choosing a caricature. The most important functions of illustrations and photographs is that they enrich a text constructed with auditory code by transforming it to a text constructed visually. This also makes the stimuli of the text multi-dimensional. Especially, the para-linguistic signs used in the preparation stage greatly motivate the students. The images used in the preparation stage stimulate the semantic and episodic information the students store in their minds. Therefore, the preparation stages should include illustrations and photographs that can prepare the students for the text.

Currently, it is argued that *caricatures* play an important role in language teaching. They symbolise the content of the text. Caricature is described as the representation of a person, an object or an event in a funny and thought-stimulating way. It is the art of expressing a humane situation, emotion, idea or design in a way that stimulates the perceiver (the person interacting with the caricature). There are lines, symbols and a message in every caricature. Communication should be accurate and effective and caricature plays an important role in effective communication" (Sever, 2007: 18-19). Caricatures can be used in certain stages of teaching and learning of teaching Turkish. Especially, caricatures without any written text can be use dot stimulate the background knowledge of the students in the preparation stage. Another distinctive feature of caricatures is that they have metaphoric expressions which stimulates the students' abstract thinking capabilities. They also help students improve their mental skills such as analysing, synthesising, critical thinking, decision making and reasoning. Especially with caricatures without a written text, the students have contemplate on the literal, figurative meanings of each element of the message and their associations. Only then can they perform the mental operations necessary to construct the message of the image. The message of caricatures are comprehended after a series of multi-dimensional operations. They also motivate the students, so that they can be used in the mental preparing stage to divert the students' minds to the subject. Similarly, caricatures can be used in the speaking and writing classes. This is

especially true for creative writing and creative thinking. Caricature is a re-expression of an idea already written with language and a caricature can stimulates tens of different ideas, creating a visual content that supports the content of the text.

Graphs and figures play an important role in presenting information in a regular and systematic way. "Any kind of drawing, illustration, graph and map is called a figure. Studies on the educational effects of figures show that they are perceived easier than a text and that they are more permanent" (Güneş, 2013: 203). Graphs and figures are different from pictures, photographs and caricatures since positioning of knowledge, thought and emotion is more systematic than the other para-linguistic sign. Graphs and figures are mono-dimensional, unlike the other para-linguistic signs. Interpretation of these images requires using a systemic and objective approach. The other para-linguistic signs, on the other hand, prompt the students to subjective thinking. Graphs and figures can make complicated and abstract notions concrete and easy to understand. For instance, a story map can make a long story shorter and the students can glance through the story as they wish. Presently, it is relatively easy to have access to such material.

Graphs and figures can also be used in vocabulary and concept teaching. At this point, I should mention the Frayer model, known as a graphic regulator. "Developed in 1969 by Frayer, Fredrick and Klausmeer, the Frayer model is used in the teaching of complex abstract words of any content and helps students' conceptual development. It is graphic regulator which enables long-term storage of words that meaningfully represent graphic or visual images. Graphic regulators are two-dimensional visual representatives which enable storage of information in different forms in language (semantic) and out of language (image) and show the relationship between contexts. Students can graphically show the main features of a word by using the Frayer model. First, they try to recall the prior knowledge of the word and establish logical connections using this knowledge, eventually finding out the synonyms and antonyms of the word. Then they draw a map showing the links the synonyms and antonyms and express, verbally or in written, the properties of the word by speaking out real example and imaginary examples." (İlter, 2014:760-761). Graphs are frequently used in vocabulary and concept teaching in other models as well as in the Frayer model.

Another para-linguistic sign used in language teaching is colours. Colours are the supra-segmental units of para-linguistic signs. They greatly affect speaking, reading, writing and listening. However, colours have not been pedagogically classified on the basis of age. Such a classification would be quite beneficial in for the images in text books and children's books.

For a complete analysis of visual signs, we should also mention body language. "Body language emerged as a subfield of behaviour sciences. The first scientific approach to body language was developed by Charles Darwin in his book entitled "The expression of emotions in man and animals" published in 1872." (Baltaş, 1992: 46). Non-verbal elements of communication are divided into three:

paralinguistic factors, kinaesthetic and proxemics. Body language includes gestures, mimics, posture, eye contact, looks, personal space, dressing, choice of colours etc. These elements of communication are in effect along with the message conveyed" (Onan 2003: 38). Body language was adapted to Turkish teaching by the constructivist system. As a matter of fact, it is the centre of the communicational model of the constructivist system. It determines the quality of learning starting from beginning the teaching and learning process. The teacher should use body language carefully in the teaching situations where they are actively teaching. "Use of body language makes the class visually enriched and helps direct the students' attention to the teacher. The teacher should be able to use body language and have their own style" (Özbay, 2008: 131). The elements of body language are remarkably important in interpretation. Role-play exercises help students improve their social and personal behaviours. The characters in the text books should use body language effectively and support this process. Linguistic units and prosody should be in harmony with the body language of the characters. If they are not in harmony body language may lose its effectiveness in interpretation.

The following sections will discuss the functions of the paralinguistic units on language teaching.

3. Meta-Linguistic Units And Their Functions In Language Teaching

First views on the meta-linguistic units which are also called as supra-segmental units and prosodic phenomena in the linguistics were put forth by the Prague School, also known as the functionalists, at the beginning of the 20th Century. Although these units which are often deemed within the scope of the linguistic studies are of utmost importance in mother tongue teaching, particularly in teaching speaking and listening skills, they have not been studied sufficiently. "It is vitally important to establish a sound relationship between phonology and syntax in order to reflex the emotions and thoughts accurately in the speech. Formulated within the framework of the rule of the language, the syntax, in width and in depth, is comprised of words and phrases transferring the emotions and thoughts. In formulation of the syntax, the correct articulation in line with the meaning of the syntax makes the syntax differ from an ordinary one. In order to articulate the syntax correctly and to make it possible to feel the intonation of the utterance, it is necessary to perceive and product supra-segmental units such as stress, tone and pause." (Coşkun, 2009: 42). Phonological items accompanying the syntax in comprehension and narration processes are the supra-segmental units. "Supra-segmental phonemes are the units such as stress, tone, intonation, duration, limit, pause, etc., which emerge in connection with the acoustic features of the phoneme such as duration, volume, frequency, etc. which are correlated with the linguistic units such as syllables, words, sentences, etc." (Çetin, 2008:8).

The functions of these units in language teaching should be identified by correlating them with the speaking, listening, reading and writing skills.

As one of the meta-linguistic items, stress can be defined as saying a syllable in a word or a phrase in a more obvious or emphasized manner compared

to the other syllables, or sometimes as delivering a new meaning" (İmer, Kocaman, Özsoy, 2011; 258). As a supra-segmental unit, stress has a function to determine and highlight the meaning of the word. From this aspect, stress can be used in teaching vocabulary because it has a distinctive characteristic. "In addition to creating differences in the meanings of words, stress underlines the words or phrases that are deemed as important by the speaker, and so the speaker wants the audience to attach importance to. Stress, both, ensures the accuracy of the message the speaker wants to deliver; and also enables the audience to understand the delivered message accurately. In this regard, the stress is a key element enabling accurate communication between the speaker and the listener" (Coşkun, 2009: 44). Stress can also be used in teaching homonym pairs. For example, the word of 'Bodrum' which is the name of a city, and 'Bodrum' which means a cellar can differ from each other with the stress in their articulation. In the first word, which is a city name, depending on the vibration number of the vocal folds, the frequency height is on the first syllables stress. However, in the second word, which refers to a cellar, the frequency height is on the second syllable 'rum'. These two words having the same surface structure differ from each other with the change in the location of frequency height. And this differentiation is provided by the stress. The stress should not only be regarded for the speaking and listening skills which directly use vocal substance, but also for the reading and writing skills. In reading and listening, particularly the sentence stress can have an influence on the meaning. The sentence stress is related to the new information to be delivered. In other words, "The information unit includes both a segment that has already been given and includes information that can be inferred from the context, as well as the segment including novel information. For instance, in the sentence of '*Okul dün açıldı*', "okul ... açıldı" refers to the known information that has already been mentioned or can be inferred from the context, while 'dün' represents the novel information. In the segment representing the new information, the word, in which one syllable is stressed primarily, and which carries the tone change, is the focus of the information. All information units have just one focus point" (Demircan, 2001: 151). As seen, one of the elements determining the stress within the scope of the sentence stress is the information structure. "The sentences can consist of one or more information units. From this point of view, sentence stress is always concentrated on the new information. Furthermore, depending on the stress, information units in a sentence acquire status of a novel information unit or an information unit that has already been delivered" (Onan, 2014: 209). In the syntactic structure, location, distribution and features of the information units are determined by the stress. This is directly related to the comprehension during reading and to the creation of a meaning during writing. In mother tongue education, efforts to determine the information, to identify its features and to place it into the syntactical structure by means of the stress will make contribution to developing reading and writing skills.

Tone is one of the other meta-linguistic units that are effective in language teaching. Tone has a distinctive function. "Tone is composed of the sum of the stresses in syllabi and words, i.e. combination of the stresses in a sequence constitutes the tone" (Coşkun, 2000: 127). Differently from the stress, the tone has an emotional and psychological effect on the meaning received and transferred. Aggregation of the stresses with different frequencies in a way to enhance the emotional and psychological effect also makes the characteristics of the tone different from each other. In this respect, gradual decrease in the frequency of the stresses coming together creates falling tone, while its gradual increase creates a rising tone, and equal course of the frequency creates a neutral tone" (Coşkun, 2009: 46). As a meta-linguistic unit, the tone puts forth the emotions lying behind the lexical meanings through the vocal substances during the communication process. From this aspect, it is possible to say that tone is the element determining the actual meaning of the meaning in the communication environment. When evaluated in terms of the basic language skills, it is seen that it is of utmost importance for the speaking and listening skills. In the reading and writing process, on the other hand, impact of the tone is determined according to the conjunctions, partially to the punctuations and intuitions of the individual. The open-ended status of the tone in the reading and writing processes emerge as an obstacle to be overcome. In order to remove this obstacle, during their university education, prospective teachers should be endowed with the necessary knowledge and skills for using meta-linguistic units at the same level as the basic language skills. In reading and writing education, coursebooks also play an important role in enabling students to obtain necessary knowledge and skills for the use of prosodic elements. Particularly, it will be very beneficial to set up special texts demonstrating phonology – syntax cohesion in the listening texts via phonetic drawings. In another words, emotional maps of the text should be drawn by means of phonetic drawings. The determinative element in comprehension and narration is not reading and writing; it is to know how to write and read. The question of 'How' is one of the most ignored aspects of the mother tongue education in developing basic language skills. However, "in the western countries, speech sounds can be examined by means of technical devices in the phonetic laboratories in terms of their formation and acoustic features; and supra-segmental units can be determined profoundly on the basis of visual detection. As the learning will be faster and longer lasting in the vision-based studies; it provides crucial opportunities in enabling students to obtain skills for producing supra-segmental units to be able to make supra-segmental units visible and consequently to determine the elements such as stress and tone accurately, and to identify comparatively whether or not the determined elements are in cohesion with the lexical and phrasal meanings (Coşkun, 2009: 47). These opportunities should be benefitted from at the highest level in teaching Turkish as a mother tongue.

Intonation is "all of the tone changes including syllabi, suffixes and words in a speech chain. As this prosodic element, which is deemed as a supra-segmental

phoneme and related to the sentence and utterance, puts forth the physiological status of the speaker; it is very difficult to formulate clear-cut rules about it. Therefore, it has been studied less compared to the other phonemes" (Ergenç, 1989: 52). Compared to the other meta-linguistic items, the intonation has a cultural aspect, and thereby it has a historical continuity. In this respect, the intonation can be defined as the linguistic melody created in line with the common agreements of the community using that language. Melody created for the syntactical structure through intonation gains a distinctive function. This function makes intonation related to the mother tongue teaching. In this regard, the following studies can be conducted in order to expand the functional scope of the intonation in the mother tongue teaching:

In the analyses made at the syntactical level, it is possible to benefit from the intonation. In this regard, the students can be asked to determine the meaning and the emotion reflected by the sentence by using prosodic lines. Before these studies, students should be asked to perform many tasks on the texts formulated with the prosodic lines. During such studies, particularly poems and theatre scripts should be used because in these texts, the meaning is mainly put forth through meta-linguistic items.

Activities can be prepared for formulating prosodic drawings to reflect different emotions over a certain syntactical structure. In this task, a sentence is chosen and some words referring to different emotions are located across the sentence. And students can be asked to make prosodic drawings of that sentence according to these emotions.

Some tasks should be prepared to create an insight for the relationship between punctuation and the intonation. Tasks for the prosodic features of the punctuation marks and their use in the text are of utmost importance for developing reading and writing skills in the mother tongue education. Particularly, students can work on some tasks including both meta-linguistic units and the punctuation marks such as period, comma, semi colon, exclamation mark and question mark, which have an impact on the sound.

It is possible to conduct studies with an aim to make students have an insight of the impact of the prosodic units on the meaning. To this end, teachers can read a poem loud in the class like a prose without paying attention to the phonetic features of the poem. When s/he reads the poem for the second time, s/he says that students should pay attention to the phonetic features of the poem. After teacher finishes his/her reading by paying attention to the phonetic features, s/he asks students to explain the differences between two versions of reading. During these explanations, teacher should draw attention of students to the differences in meaning and emotions resulting from the phonological changes" (Özbay, Çetin, 2011:166). Such studies are of utmost importance to raise prosodic awareness among the students.

Pause is one of the other meta-linguistic units that need to be reviewed in terms of its function in language teaching. Pause is a prosodic unit which has great

effect on the borders of meaning to show the purpose and content of a message. "Meaning units in a sentence are separated with short pauses to be given. Pauses are used to help the audience to perceive the emotions and thoughts intended to deliver by the speaker in the most effective and comprehensible manner, and they have such a crucial and distinctive function in our language that when they are not used properly they can cause misunderstandings" (Ergenç, 1989: 38-39). As a punctuation mark, comma plays an important role in pointing out the places for pause during the comprehension and narration processes in the mother tongue education. "Although it is deemed as important in development of reading and writing skills, the impact of the comma on the meaning of the sentence mainly results from its coordination with the prosodic phenomena. In written language, the comma is a prosodic marker controlling information flow and concentration by guiding course of the supra-segmental units of the language in the sentence. In written language, the comma is the correspondence of a half-pause in oral language. Half-pauses create a continuous intonation over the syntactical structure during reading process, and provide a prosodic integrity particularly for the compound sentences during the comprehension process" (Onan, 2006: 152). In addition to the comma; the period, the semi-colon, and the exclamation and question marks can also be deemed effective on the intonation.

The concept of speed which is also included in the meta-linguistic units can be explained directly through the fluency. Fluency is related to the speed and quality of the speech. Fluency can be defined as speaking at a speed which will not create difficulty for the audience to understand, in a mellifluous tone, without making intonation errors, and without mixing words each other and swallowing them, and in a way to be easily understood by the others. This concept is a catch-all term that encompasses the meta-linguistic units such as stress, tone, intonation and pauses. Fluency is not solely related to the speaking; it also applies to the reading, writing and listening skills. Apart from the speaking skills, it is particularly important for teaching reading and writing skills. Students should be informed about the functions of the punctuation during the studies on the fluent language use.

Studies on the use of stress, tone, intonation, pause and speed, which are collectively defined as the meta-linguistic units, in mother tongue education should be handled gradually and separately. These studies should not only be evaluated for the speaking and listening skills but also for teaching reading and writing skills. In teaching reading and writing skills, it is beneficial and necessary to use texts set up with the prosodic drawings which serve as a guide especially for the intonation studies at the level of syntax.

4. Analysis Of The Learning Outcomes In The Turkish Language Curricula In Terms Of Meta-Linguistic Units And Para-Linguistic Signs

Within this section, learning outcomes in the Turkish Language Curricula for the first and second stages of the primary education will be analysed in terms of

meta-linguistic items and para-linguistic signs. The analyses will be based on the learning domains included in the curricula.

4.1. The Analysis Of The Learning Outcomes In The First Stage Of The Primary Education In Terms Of Meta-Linguistic Units And Para-Linguistic Signs

Distribution of the learning outcomes related to the meta-linguistic units defined in the Turkish Language Curriculum for the First Stage of the Primary Education according to the learning domains is as follows:

Listening:

In the learning domains of the listening, the learning outcomes related to the meta-linguistic units are as follows:

S/he distinguished the sounds s/he hears.

While listening, s/he pays attention to the stress, tone and pronunciation.

S/he distinguishes the emotional and exaggerated words in the audio texts s/he listens to.

Speaker declares his/her thoughts about the speaking environment and content of the speech.

In the learning domain of listening, 4 learning outcomes were determined to be related to the meta-linguistic units. These learning outcomes make reference to the concepts of stress and tone as the meta-linguistic units, while they do not mention from the concepts of intonation and speed.

Speaking:

In the learning domain of speaking, learning outcomes related to the meta-linguistic units are as follows:

S/he speaks at an audible tone of voice.

S/he speaks fluently.

S/he adds tone of emotion to his/her voice.

In his/her speech, s/he emphasizes the information s/he attaches importance to.

S/he evaluates his/her speech, content of the speech and speaking environment.

In the learning domain of speaking, 5 learning outcomes were determined to be related to the meta-linguistic items. These learning outcomes include speed, which is related to the fluency, stress, and tone as the meta-linguistic units. It is possible to see that intonation which is one of the meta-linguistic units is not mentioned within the scope of the learning domain of speaking.

Reading:

In the learning domain of reading, the learning outcomes related to the meta-linguistic units are as follows:

S/he reads by paying attention to the punctuation.

S/he reads at an audible tone of voice.

S/he pays attention to the stress and tones while reading loud.

S/he reads fluently.

S/he distinguishes the meanings of the heteronyms.

While reading, s/he highlights the parts s/he deems important.

In the learning domain of reading, 6 learning outcomes were determined to be related to the meta-linguistic units. These learning outcomes include the concepts of stress, tone and speed as the meta-linguistic units. Although it is of utmost importance for reading skills, the intonation is also not mentioned in this learning domain. As punctuation is effective for the fluency of reading, they can be considered as the indirect meta-linguistic units mentioned in the learning outcomes.

Writing:

In the learning domain of writing, the learning outcomes related to the meta-linguistic units are as follows:

S/he uses punctuation marks in his/her writing correctly and properly.

S/he writes differently the words and sentences s/he wants to emphasize.

In the learning domain of writing, 2 learning outcomes were determined to be related to the meta-linguistic units. One of these learning outcomes includes punctuation marks without relating them to the meta-linguistic items. The other learning outcome is for the sentence and word stress. Among the learning outcomes of the first stage, the learning domain of writing includes the least references to the meta-linguistic units. Moreover, in the Turkish Language Curriculum for the First Stage of Primary Education, 17 learning outcomes are related to the meta-linguistic units.

In the analysis of the learning outcomes of the first stage of the primary education within the framework of the abovementioned determinations, the following findings are revealed:

The stress and tone come into prominence as the meta-linguistic units in the learning outcomes, while the intonation is not mentioned at all.

The learning outcomes that are related to the stress and tone are detailed as required.

Fluency is used in relation to the speed.

When the determined learning outcomes are reviewed, it is possible to see that they do not follow an inclusive approach to include all the meta-linguistic units thoroughly.

In the Turkish Language Curriculum for the First Stage of the Primary School, para-linguistic signs are represented in the visual reading and visual presentation learning domains totally by 26 learning outcomes including 15 learning outcomes for visual reading and 11 outcomes for visual presentation. Visual reading learning domain is formulated through the following contents for the learning outcomes: "to know the meanings of shapes, symbols and marks; to question the messages delivered through the advertisements; to interpret the pictures and photographs; to perceive the message given in the caricatures; to question the messages delivered by the mass media; to interpret the body language; to make sense of the social events occurring around him/her; to

recognize and make sense of the colours; to create sentences and texts on the basis of the visuals; to interpret information given by a graph and table; to read maps and sketches; to collect information by making use of the information technologies; to comprehend the traffic signs; and to interpret the information, events and thoughts presented by the visuals" (MEB, 2005: 139). Considering the coverage of the para-linguistic signs, learning outcomes in the visual reading domain remain very limited. Today, when the visuality has gained that much importance, the curriculum should include more detailed learning outcomes. Particularly, it is necessary to integrate that domain with the media literacy learning domain and to formulate these detailed learning outcomes.

4.2. The Analysis Of The Learning Outcomes In The Second Stage Of The Primary Education In Terms Of Meta-Linguistic Units And Para-Linguistic Signs

Distribution of the learning outcomes related to the meta-linguistic units defined in the Turkish Language Curriculum for the Second Stage of the Primary Education according to the learning domains is as follows:

Listening:

In the learning domain of the listening, the learning outcomes related to the meta-linguistic units are as follows:

S/he recognizes the distinctive language of the poetry.

S/he evaluates people s/he watches/ listens to in terms of their voices and their use of body language.

In the Turkish Language Curriculum for the Second Stage, 2 learning outcomes were determined to be related to the meta-linguistic units in the learning domain of listening. In these outcomes, meta-linguistic units are emphasized indirectly. Meta-linguistic units are one of the elements making poetry language distinct. One of the basic characteristics that make poetry different from prose is the intensive use of vocal substances.

Speaking:

In the learning domain of speaking, learning outcomes related to the meta-linguistic units are as follows:

S/he speaks fluently at a speed to be easily understood by the listener.

S/he controls his/her breath while speaking.

S/he applies stress, tone and pause where necessary.

S/he evaluates his/her speech in terms of his/her voice and body language use.

In the Turkish Language Curriculum for the Second Stage, 4 learning outcomes were determined to be related to the meta-linguistic units in the learning domain of speaking. In these learning outcomes, especially the concepts of stress, tone and fluency in relation to the speed of the speech are mentioned. The intonation is not mentioned.

Reading:

In the learning domain of reading, the learning outcomes related to the meta-linguistic units are as follows:

S/he uses his/her voice and body language effectively.

S/he reads fluently.

S/he reads by paying attention to the intonation of utterance.

S/he recognizes the distinctness of the poetry language.

In the Turkish Language Curriculum for the Second Stage, 4 learning outcomes were determined to be related to the meta-linguistic units in the learning domain of reading. The intonation is mentioned for the first time in the learning domain of reading. The stress and tone are not mentioned.

Writing:

In the learning domain of writing, the learning outcomes related to the meta-linguistic units are as follows:

S/he follows the spelling and punctuation rules.

S/he evaluates her writing in terms of its conformity to the spelling and punctuation rules.

S/he uses the punctuation marks in accordance with their functions.

In the Turkish Language Curriculum for the Second Stage, 3 learning outcomes were determined to be related to the meta-linguistic units in the learning domain of writing. These outcomes are related to the punctuation marks which are the meta-linguistic units functioning in writing.

Grammar:

In the learning domain of grammar, the learning outcomes related to the meta-linguistic units are as follows:

S/he determines the phrase intended to be emphasized in a sentence.

In the Turkish Language Curriculum for the Second Stage, 1 learning outcome was determined to be related to the meta-linguistic units in the learning domain of grammar. Except for that learning outcome related to the stress, the learning domain of grammar does not include any learning outcomes in relation to the meta-linguistic units such as stress, tone, intonation, etc.

The Turkish Language Curriculum for the Second Stage of Primary Education does not include a special learning domain for the para-linguistic signs. Issues for the visual reading and visual presentation are distributed among the learning domains of reading, writing, speaking and listening. These learning outcomes are as follows:

S/he correlates the visual/audio elements with what s/he listens to. (Listening)

S/he evaluates the people s/he watches/listens to in terms of effective use of their voice and body language. (Listening)

S/he pays attention to the cohesion between his/her words, and gestures and facial expressions. (Speaking)

S/he makes an eye contact to the audience. (Speaking)

S/he uses audio-visual materials and various means of communication while presenting his/her speech. (Speaking)

S/he evaluates his/her speech in terms of presentation technique. (Speaking)

S/he evaluates his/her speech in terms of use of his/her voice and body language (Speaking).

S/he uses his/her voice and body language effectively. (Reading)

S/he interprets visual elements related to the text. (Reading)

S/he supports the text s/he writes through visual materials (Writing).

As seen above, the para-linguistic signs are represented with 10 learning outcomes in the learning domains of the second stage of the primary education. Given the total number of the learning outcomes, this figure is not sufficient; however it should be noted that visual reading activities also take place in the comprehension studies performed during the teaching-learning processes. In the Turkish Language Curriculum for the Second Stage of the Primary Education, the para-linguistic signs are represented with 2 learning outcomes in the learning domain of listening, 5 in speaking, 2 in reading, 1 in writing. Consequently, it is possible to say that in the Turkish Language Curriculum of the second stage, the para-linguistic signs are emphasized in the learning domain of speaking at most.

5. Conclusion and Discussion

The findings and suggestions revealed as a result of this study on the meta-linguistic units and para-linguistic signs in language teaching are listed below.

Although it is not expressed theoretically, mother tongue education is built on three basic elements. They are linguistic units, meta-linguistic units and para-linguistic signs. Studies on them should be handled in an interactive way with the language education and should be applied with a spiral point of view.

Meta-linguistic units are related to the stress, intonation, tone, pause and speed characteristics of the language. In the literature, they are referred as prosodic phenomena and supra-segmental units. As they have a distinctive function in the language, they are closely related to the reading, writing, speaking and listening education.

Para-linguistic signs are an overarching term used for visuals used in language education. In this regard; pictures, photographs, caricatures, maps, graphs, charts, symbols, and body language are all an para-linguistic sign. Para-linguistic signs end the unidimensionality of the information, and therefore aid the comprehension process. Furthermore, they accelerate the learning that occurs in the short-term memory.

In the Turkish Language Curriculum for the first stage, 17 learning outcomes are related to the meta-linguistic units. Considering all of the learning outcomes in the learning domains of reading, writing, speaking and listening, this number remains relatively limited. In this regard, the Turkish Language Curriculum for the first stage should be revised in terms of the meta-linguistic units; and in the coursebooks, relevant studies should be intensified. The meta-linguistic units

should be deemed as a constant stage applied to all the texts in the learning-teaching process.

In the Turkish Language Curriculum for the first stage, visual reading and visual presentation, which are related to the para-linguistic signs, are set up as a separate learning domain from the basic language skills. The curriculum includes 26 learning outcomes for these two domains. When the learning domains are reviewed, it is possible to see that they are not sufficient for enabling students to acquire visual perception and visual expression skills which expand to a wider area nowadays. On the other hand, inclusion of the visual reading and visual presentation into the classroom environment as a stage of the learning and teaching process should be regarded as a positive characteristic of the curriculum.

In the Turkish Language Curriculum for the second stage, 14 learning outcomes are related to the meta-linguistic units. Considering all of the learning outcomes in the learning domains of reading, writing, speaking and listening, this number remains relatively limited. The intonation as a meta-linguistic unit is only mentioned in the reading learning domain of the Turkish Language Curriculum for the second stage. In order to enhance the knowledge and skills on the meta-linguistic units, the coursebooks for the second stage should include texts set-up with the prosodic lines.

In the Turkish Language Curriculum for the second stage, visual reading and visual presentation, which are related to the para-linguistic signs, are not structured as separate learning domains but are distributed among the learning domains through a spiral approach. In this regard, 10 learning outcomes were determined to be related to the para-linguistic signs. Considering all the learning outcomes in the learning domains, it can be easily seen that it is not possible to reflect para-linguistic signs on the curriculum sufficiently with those existing learning outcomes.

As a conclusion, in Turkish Language teaching in which the social constructivism approach is adopted, para-linguistic signs and meta-linguistic units are widely needed in teaching basic language skills. These should be provided to the students at the skills level through practical studies.

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