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Metacognitive

One simple definition of a learning opportunity is ‘a specific cognitive or metacognitive activity that a learner can engage in that is likely to lead to learning (Crabbe, 2007: 118). Starting with the founder of metacognitive Flavell (1979:906) who defined metacognitive knowledge as “that segment of your (a child’s, an adult’s) stored world knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions, and experiences”.

In this operation we deal with human being, use different skills consciously or unconsciously , for example in situation when a person walk, hears and watch unlimited sources that stored in their minds. They can ask and receive answers to understand. This cognitive ability and psychological behavior enable a learner to control, mange as long as possible their interaction speaking ability but in reading the situation can be in different side .

According to Yang (2009) Learning a foreign language or second language can be more enjoyable, more effective ,faster and easier by using learning strategies. Therefore metacognitive learning strategies are considered as definite actions done by learners to facilitate the process of learning. Also Swicegood (1994) indicated using metacognitive strategies in teaching English language improved students' knowledge of vocabulary in general with words, language acquisition, and reinforces

student confidence and in particular helps students to express what is going on inside him as ideas and opinions, which reflected in their writing skills.

metacognitive has been proved its effectiveness in the developing of second language learning and teaching. In general, metacognitive strategy is beneficial not only in learning but also in daily life because it develops metacognitive awareness and improved stronger skills and deeper processing (Wang, 2014).

The metacognitive ability is based on select and use particular strategies in a given context for a specific purpose that means the learner/student can think and make conscious decisions about the learning process. Learners/students should be taught not only about learning strategies but also about when to use them and how to use them. Students/learners should be instructed on how to choose the best and most appropriate strategy in a given situation (Kalosa,2017).

Moreover, Danuwong (2006) pointed that teachers who use metacognitive strategies can positively influence students who have learning disabilities by helping them to grow an appropriate strategy for learning information, which can be memorized and eventually routine. As students/learners become aware of how they learn, they will use these processes to

efficiently acquire new information, and consequently, become more of an independent thinker.

Students should be clearly taught that once they have selected and begun to use the specific strategies, they need to check periodically whether or not those strategies are effective and being used as intended. For example, when reading, they can use context to guess the meaning of some unknown vocabulary items. To monitor their use of this strategy, they should pause and check to see if the meaning they guessed makes sense in the text and if not, go back and modify or change their strategy. (Kalosa,2017).

The component of metacognitive:

1. Knowledge about the world.
2. Special knowledge of the person that includes individual's affective and cognitive process and states.
3. Knowledge about strategies Knowledge about strategies or strategic knowledge (Kalosa,2017).

These three component according to Oxford (1990) helping students to manage themselves as learners, controlling the general learning process and managing specific learning tasks while Schraw and Dennison (1994) extended their vision to involve individuals with high level of metacognitive strategies and excelling learners in new classroom activities such as

planning, managing information, monitoring, debugging, and evaluating.