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The Effect of Using Meta-Knowledge Strategies on Text Analysis among First Year Students in Iraqi Universities

A B S T R A C T

Intelligence is considered as the strongest predictor of scholastic achievement. Research aimed to identify the impact of the use of supra-cognitive thinking analysis strategies in the of texts for first year students at Mosul University in Iraq . The researcher used the questionnaire as a tool to collect information about cognitive.-supra

This study aimed to identify the impact of the use of supra-cognitive thinking ategies in the analysis of texts for first str .year students at Mosul University in IraqTo achieve the goals of the study, the researcher used the a questionnaire as a tool data collection instrument for the study, and. The study was applied to 10 Iraqi university lecturers to take their views cognitive -on the effect of using suprathinking strategies in teaching on students' ability toanalyze.

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أثر استخدام استراتيجيات المعرفة الفوقية على تحليل النص لطلاب السنة الأولى في الجامعات العراقية

رجاء حامد صالح/ وزارة التربية المديرية العامة لتربية الانبار

الخلاصة:

يعتبر الذكاء أقوى منبه للتحصيل الدراسي. يهدف هذا البحث إلى التعرف على تأثير استخدام استراتيجيات التفكير فوق المعرفي من خلال تحليل النصوص لطلاب السنة الأولى في جامعة الموصل في العراق. استخدم الباحث مقياس كأداة لجمع المعلومات عن التفكير الفوق معرفي. هدفت هذه الدراسة إلى الوقوف على أثر استخدام استراتيجيات التفكير الفوق معرفي لتحليل النصوص

لطلاب السنة الأولى في جامعة الموصل. أستخدم الباحث استبانة من أجل الوصول لأهداف الدراسة. لقد تم تطبيق هذه الدراسة على 10 محاضرين العاملين في الجامعة بقسم التفكير الفوق معرفي وذلك لأخذ وجهات نظرهم حول أثر استخدام استراتيجيات التفكير الفوق معرفي على التعليم من حيث قدرة الطلاب على تحليل النصوص.

Introduction .1

The world tends to develop thinking in various scientific theories, and there is interest in this type of thinking, which aims to include students an increasing in the cognitive and mental process. Thus, it has become necessary to motivate students to think positively and to keep abreast of the rapid development taking place in various aspects of life and to face the ever-changing challenge.

The development of thinking is one of the most important goals of the theory of knowledge, which was proposed by the world Falafel in the year 1970, where nking and the processes he his indicated that the individual envisions his thi uses in various educational situations, so that students can monitor their thinking and the ability to control it, which It is easy to build knowledge for them, in addition and to carry out the to using students' abilities to direct that knowledge process of organizing, planning and amending it. (Belet & Guven 2011, Shaheen and Rayyan 2011).

Various terms have been used for cognitive intellectual thinking, in addition to d awareness of thinking knowledge, thinking at the heart of thinking, an-meta are posters and synonyms of "intellectual awareness", which means that the individual is fully aware of cognitive processes and different mental activities, as ed learning that are us-well as different techniques in control and self In understanding, planning, fluency and solving different problems. (Ersozlu and Arslan 2009).

The various terms “conscious thinking” supernatural knowledge was used in addition to careful thinking in thinking as terms and synonyms for lacimonortsa“perception.” This means that the individual is aware of the activities he performs in all cognitive and mental processes, as techniques for learning and self-control that students use in the process of understanding, learning and planning to solve various problems. (Ersozlu and Arslan 2009).

These procedures will enable students to remember and work on formulating useful and meaningful sentences, and to analyze and correct the

information he various required of them. Therefore, students will be able to solve t problems they encounter in everyday life, as these processes are known as meta-knowledge ,strategies (Henson and Eller 1999Seung 2002). The writer Shaheen concluded knowledge are intellectual skills -in (2011) that the strategies of meta are thatcomplex and form the components of intelligent behavior that battle processes information with them. On the one hand, these skills become more developed as the individual increases in age, and on the other hand by meeting the requirements of thinking and directing all the acquired ideas to solve different problems.

Thus, the importance of knowledge strategies lies by developing positive attitudes of students. As students become aware of the information they .needness of the weaknesses or mental strengths Students also have a full aware that they have and which they have gained in organizing knowledge. As students become able to listen to their thinking and talk about contemplative thinking random understanding processes that go beyond the limit of superficial or of things. All of this enabled students to obtain knowledge self-management, which is the most important moleculein meta-knowledge, which aims primarily to help or students increase their learning awareness by controlling their behavi and attitudes.

In order to enable students to gain access to descriptive knowledge, these students need to go through many procedures and processes in the first, and some scholars such as Stenberg (1986), Jacobs and Paris (1987) have identified wledge strategies that fall under three main skills:kno

A. Planning: Planning relates to the ability of students to choose goals accurately, in addition to identifying the appropriate strategy to achieve the goal, and and to identify errors that can occur ,arranging actions to achieve the goalsand how to solve these errors, as it allows to predict the goals set in advance and the possibility of achieving them.

B - Control and Mongering: where monitoring and control can be achieved by -imary goal, in addition to maintaining the goals and submaintaining the pr procedures, the timing of the move from one step to the next, in addition to knowing the circle that surrounds the obstacles and errors, and identifying all les , And modification of behavior ways to overcome both errors and obstac if necessary to eliminate it.

C. Evaluation: Where evaluation can be applied by knowing whether the goals were achieved or not, and judging the accuracy of the results issued and evaluation of the technique used, in addition to a statement and evaluation of

how to address various issues, and finally an evaluation of the effectiveness of the plan and ways to achieve it.

Research Problem 1.1

In line with the continuing needs of the educational field, this study aimed to build learning strategies that have the potential to equip students with different strategies. As this becomes more urgent, the call continues around the world to train students to think in the right ways while integrating students' different skills in the curriculum. Because a student knowledge of thinking -must incorporate meta in an educational curriculum where there is great difficulty that the student faces by using his ability to the ,think Meditative during the educational stage. Therefore researcher found that it became necessary to design an advanced educational program knowledge of its strategies-based on meta in addition to measuring its .efficiency in developing reflective thinking among students.

Research Objectives 1.2

The research aims to use the Meta-Knowledge strategies that he can do to enhance the student's ability to analyze English language texts in addition to developing the student's contemplative thinking skills and how to use contemplative thinking skills during the educational stage. In addition to knowledge strategies on-identifying the effects of using metacontemplative thinking and the advantages of using meta-knowledge strategies.

Research Questions 1.3

This study have a questions as follow:

1. meta knowledge strategy promote students' deductive Does understanding of reading text?
2. Can meta knowledge strategy enhance students' critical understanding of text?
3. Can meta knowledge strategy enhance students' ability of creative thinking while reading text?

Significance of the Study 1.3

This study is of importance to both students and teachers for the valuable information it provides and finding regarding the effectiveness of -applying metacomprehension knowledge strategies in improving general reading skills and text analysis in particular among university students for use by teachers and other lecturers as well.

Literature Review .2

Historical perspective of the concept of knowledge2.1

The concept of thinking in the beginning of the 1970s was introduced to add a new dimension to cognitive psychology and to open up a wide range of empirical studies and theoretical discussions on the subjects of intelligence, thinking, memory, comprehension and learning skills[7].

Interest in this concept developed in the 1980s and continues to receive much attention as a new way of teaching thinking. When we think about our thinking, we become aware of how we can modify it in a deliberate way. emphasized [31]that there is a positive correlation between students awareness of what they are doing and using meta knowledge strategies, their understanding of and assimilation of information and data obtained, and their ability to use it in different learning situations [33].

The importance of strategies beyond knowledge2.2

The metacognition strategy is one of the strategies to teach yourself how to go of the learner, learn, and it is based on exploiting the previous knowledge and asking questions about what the student knows about a specific subject, meaning that it is an introductory strategy that provides the student with remembering what he knows about a particular subject, and it is the best strategy to get to know the learners. And on their educational needs and what they learned during their educational situations, and we take a base for it after that through knowing how the learner learned[5].

This learning strategy is attributed to Dietrich Graham, who presented a set of teaching strategies based on structural theory that trace its origins to the psychologist[10,30]. Interest in the field of cognitive psychology has evolved, this concept in the eighties. From the twentieth century to and opened with add a broad perspective and new and empirical studies and theoretical discussions in the topics of intelligence, thinking, memory, comprehension and problem-solving. It has received a lot of attention due to its link with strategies [8]and still receives learning theories, and this concept has become the subject of many research and research. It has been on both theoretical and applied[25].

Meta knowledge is one of the highest levels of thinking, as it is described as a complicated level of thinking, related to the individual's observation of his mental use and perception of metacognition, i.e. the individual's ability to monitor,

[control and regulate his thinking[12,17that meta knowledge is divided into two d areas:broa

The first area is self-evaluation of knowledge, and metacognitive awareness order thinking skills that include active control of -refers to higher cognitive processes involved in learning, and Flavell has divided awareness of three types: metacognition into

1. Informative knowledge: It relates to the learner's knowledge of a specific content, and it consists largely of facts and concepts involved in the subject of learning.
2. Procedural knowled ge: It means the learner's knowledge of how to use different educational strategies.
3. Conditional knowledge: It includes the learner's awareness of the conditions that affect learning, knowing the reason for which a particular strategy was used, and knowing the appropriate time to use it in the learning situation used.

The second area: is the self-awareness of knowledge or self-management of knowledge, which aims to help the learner to increase his awareness of learning through processes of self-control and self-control of behavior (Yore & et al, and inclu:(587 :1998des the following elements:

A) Planning: It includes the multiple choice of specific strategies to achieve specific goals, and includes several main tasks:

1. Determine the goal to be achieved accurately.
2. implementation strategy appropri Choose theiarte to the task to be performed.
3. Arranging the sequence of steps or processes.
4. Determining potential obstacles and mistakes.
5. Determine the methods for dealing with difficulties.
6. Predicting the desired results.

B) Monitoring and control: The process of controlling and monitoring the -implementation of the predetermined plan, which includes:

1. Keep the goal in the focus.
2. Maintaining the sequence of steps.
3. goal.-Knowing when to achieve a sub
4. Cho ose the appropriate process.
5. Discovering obstacles and mistakes
6. Knowing how to overcome obstacles and get rid of mistakes.

C) Evaluation: The process of ascertaining the extent to which predetermined cognitive goals have been achieved, or is the process of comparing the results achieved with previously prepared goals, and includes:

-

1. A statement of the extent to which the goals have been achieved
2. Test and confirm the accuracy of the results and the efficiency of these results.
3. T est whether the methods used are good or not.
4. Explain how to use errors and obstacles.
5. Error evaluation or strategy effectiveness [40].

Requirements Learning beyond Knowledge

The requirements learning beyond knowledge are: [9,18,20,37]

1. Knowledge: It includes the learner's knowledge of the nature of learning, its processes and goals, and knowledge of effective learning strategies and when to use them.

2. Awareness: It means the learner's awareness of the procedures that must be taken to achieve a specific result, and it includes three dimensions:
 - a. Awareness of personality changes
 - b) B. Awareness of changes in the educational situation
 - c) T. Awareness of appropriate strategy variables.
3. Control: It refers to the nature of informed decisions made by the learner based on his knowledge and awareness.

Need for extra knowledge Strategies in Education:

The learner's use of strategies beyond knowledge can lead to the development of his ability to think about what he learns and increase his ability to control this learning because it contribute to the following: [12,16]

1. Increased attention to the learner's ability to plan and monitor.
2. Moving the learner from the level of quantitative learning and extension to the level of learning.
3. studies that have conducted metacognitive strategies The findings of
 - Improving learners' acquisition of learning processes, and their uploading.
 - There is a relationship between you and the learners' knowledge of their thinking.
 - examine everything that approves Increase the ability of learners to its affairs and criticism.
 - Make learners able to face difficulties while learning.
 - ni noitapicitrapsih gnirud elor evitisop a yalp ot renrael eht gnipleH●the learning process.
 - The growth of a number of human capabilities.
 - Increase learners' control as they gain concepts, and generate new ideas.
 - Increasing the adequacy of learners to solve their problem.

2.3 Knowledge Skills:

1. Planning skill: includes the test of the course of objectives and the procedure followed by the preparation and planning of the tasks of thinking, and these questions include the specific skill put forward by the learner for example, What is important? What is my goal? How much time would it take? What materials do I need?
2. control and step –ill of Observation: It concerns the self The Sktaken by the individual to achieve the goal, and include the following questions: Do I have a clear understanding of what I do? Is the task that I perform a task? Should I make changes?

3. The Skill of the Calendar: It concerns the assessment of the achievement of the individual self and reviews the elements of strength and weakness in the thinking of the individual, and includes the following questions: Did you achieved? What did achieve my goal? What have you not happen? Will I do my work next time differently? [3]

Previous Studies

The use of meta-knowledge strategies, the development of thinking skills in general, and systemic thinking in particular have been of particular interest to some researchers at the international and regional levels.

strategi-Explicit teaching of meta c knowledge in authentic classroom situations

The Knowledge Strategy (MSK) is a sub-component of metacognition, which knowledge about thinking is defined as general and comprehensive .strategiesThe study focused on how to control the variables in the strategy. In a previous study [41,42], which showed that there are significant effects beyond o explore if metacognition on laboratory status, where this study attempted t the effects were preserved in classroom situations. A total of 119 class 6 students homogeneous school. Where a list was prepared for -participated in a non students who achieve low or high results in a random manner, and the results of this study show that students 'strategic thinking develops after the teaching process. Thetreatment effect of the tests is preserved and transferred late. It also showed that frank and explicit education of metacognition had a strong impact on the decline in student achievement level. And discuss the implications of the educational method.

The effect of using some of the strategies of thinking beyond the cognitive on confidence among the students of the -level of critical thinking and self university of Shaqra.

This study aimed to identify how to use strategic cognitive thinking in the level of critical thinking and self-confidence among university students. The study sample included50 students from the second level in psychology, the study used the experimental method, and the data was analyzed on the statistical program SPSS) [10].)

The results of the study indicated that there are statistically significant in the subsequent application of $\alpha = 0.01$) differences at the level of criteria for critical thinking and self-confidence; between experimental groups;

average (28.1) for critical thinking and (21.275) for self-confidence and control; (30.325) for confidence, in favor of the -critical thinking and (23000) Self experimental group This indicates the effectiveness of thinking strategies beyond the cognitive level of intellectual criticism and self-confidence among students of Shqra University .[10]]

2.4Methodology:

A systematic literature search was conducted using survey questionnaire & The method of survey is being considered an easy research approach and is also a -very wellknown and common procedure used in the researches related same this study [10]. Relevant studies were located through a comprehensive search of publicly available literature published from 1995 through July 2019.18 Searches of dissertations were limited to those published from 2005 through July 2008 to allow researchers to use meta-knowledge of thinking in an educational curriculum .With method of questionnaire provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical..

2.4.1The Sampling Proces

The sampling is selection procedure of enough elements from population, so characteristics of sample, the that with the help of studying features and features of the sample can be generalized to the feature of the elements of population. In accordance to Churchill (1999), the procedure of six steps can be used in any introduction of (study for the purpose of sampling process like: 1 (population, 2recognize the frame of sampling, 3) selection of sampling process, the sa (4mple size is determined, 5) selection of elements of a sample, 6) data gathering from the elements designed.

The sample in this research will be chosen by a group of students in three Iraqi universities, where it will be distributed questionnaire on university professors to knowledge on the educational curriculum.-assess the impact of meta

Procedures of the study 2.5

Based on the research problem, and after reviewing the literature on teaching in general, and on comprehension skills for reading in particular, 10 participants in this poll were randomly selected from the lecturers at Iraqi universities. A questionnaire was sent to them after receiving approval. Whereas, the questionnaire was sent to them over the phone. 4 of those chosen chose not to answer the questionnaire because they did not have the time to answer them.

The data for each main question was filled out on a sheet alone. It was as follows:

Table 1: data analyses related to question 1 (deductive understanding)

Deductive understanding Participants

1 Participants

2 Participants

3 Participants

4 Participants

5 Participants

6 Participants

7 Participants

8 Participants

9 Participants

Inferring main ideas / / / / / / / / ×
×

Inferring of ideas sequence / / / / / / / /
× ×

Inferring and effect relationship / / / / / / / /
× ×

Answering questions / / / / / / / / ×
×

Recognition of supporting details / / / / / / / /
/ × ×

Inferring comparison	/	/	/	/	/	/	/	/	×
	×								

Table 2: data analyses related to question 2 (critical understanding)

Critical understanding	Participants								
1	Participants								
2	Participants								
3	Participants								
4	Participants								
5	Participants								
6	Participants								
7	Participants								
8	Participants								
9	Participants								
10									
Judgment of appropriateness	/	/	/	×	×	×	×	/	
	/	/							
Judgment of fact or opinion	/	/	/	×	×	×	×	/	
	/	/							
Judgment ,worthdesirability acceptability	/	/	/	×	×	×			
	×	/	/	/					

Table 3: data analyses related to question 3 (Creative understanding)

Creative understanding	Participants
1	Participants
2	Participants

- 3 Participants
- 4 Participants
- 5 Participants
- 6 Participants
- 7 Participants
- 8 Participants
- 9 Participants

10

Reformulation of sentences / / / / / / / /
/ /

Developing new ideas / / / / / / / /
/

Using ideas on similar situation / / / / / / / /
/ / /

Result 3

As shown in Table 1, the responses of the participants showed a positive attitude towards the application of the knowledge strategy achieved in improving the deductive comprehension of the students. Teaching with a college-aged strategy can help improve his inferential descriptive knowledge and understanding of the text. The ability to understand English texts is a very desirable trait. It is clear that the Met Knowledge strategies have a great influence on students' inferential understanding of a text. Participants attributed their understanding of a text to children's increased ability to understand the text in the descriptive knowledge strategies used by the lecturers.

Helping students think optimally and critically about the text they read does but increases for universities or even societies, not benefit them as a whole. Students play an important role in contributing significantly to sustainable national development, and it is imperative that students acquire good

reading successful future thinking is one of the skills. Focusing on successful and most important skills for building personality that contributes to the development and progress of societies.

Table 2 illustrates that although the responses did not demonstrate the strategies play in giving students the qualities important role metacognitive of critical thinking, all participants reflected that their students preferred critical thinking. However, it appears that there is still a relationship between the Met .istics of critical thinkingKnowledge strategy and the characte

Respondents 'answers showed that descriptive knowledge strategy has to do with students' critical thinking.

A result from Table 3 showed that creative thinking can result from applying a teaching English. Seven of the descriptive knowledge strategy in respondents stated that their students have the ability to think critically when a student begins college. Other participants demonstrated that their students have the ability by applying a descriptive knowledge strategy.

Conclusion .4

Many students do not use effective thinking in text analysis during the knowledge has been used-undergraduate level. Metato help students creative thinking and analyze English language texts in an effective and fast .mannerfrom participant have shown positive attitude towards applying Responses met knowledge strategy in improving students deductive understanding. Teaching using met knowledge strategy at university age can help improve his deductive understanding of text. The ability to understand English texts is a highly desirable trait. The study also showed that students tend to think critically, but there is still a relationship between the Meta knowledge strategy and the characteristics of critical thinking. The study also showed that students have the ability to think critically when a student starts college. Other participants indicated that theirstudents do indeed have the ability to do.

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