

## The Role of Experience, Gender, and University Degree in Teachers' Metacognitive Awareness

Hasan Haggani Zadeh<sup>1</sup>, Parviz Behroozi<sup>2\*</sup>

<sup>1</sup>Iran Education Ministry, North Khorasan Province, Hasheminejad Vocational College, Iran

<sup>2</sup>Tehran Markaz Azad University, Tehran, Iran

\*Corresponding Author: Parviz Behroozi, Tehran Markaz Azad University, Tehran, Iran

### ABSTRACT

The present study investigated the effect of three variables namely experience, gender, and university degree on Iranian EFL teachers' Metacognitive Awareness (MA). In fact, the study was an attempt to find out how the mentioned variables might make the teachers different concerning their MA. To this end, 100 Iranian EFL teachers, who were teaching English at private language institutes, were selected to take part in the present study. They were of different gender, years of teaching experience, and university degrees. The teachers selected completed a Metacognitive Awareness Inventory (MAI) which aimed at measuring individuals' MA. Analyzing the collected data, it was revealed that experienced teachers were more metacognitive than novice teachers. Furthermore, female teachers were found to be more metacognitive than male ones. Finally, it was indicated that there was not a difference between BA and MA teachers, while Ph.D. teachers outperformed both groups. The findings of the present study can broaden our understanding of teachers' MA and help language teachers and teacher trainers.

**Keywords:** Metacognitive Awareness, Gender, University Degree, Experience, Novice

### INTRODUCTION

Experience is a part of human life, particularly in occupational settings. Teachers are not apart from this concept as they constantly face with various situations, students, and social events. All exposures a teacher has during his occupational and personal life can improve his knowledge, self-concepts, and experience. The findings of the previous research have indicated that experienced and novice teachers were not the same in their knowledge, skills, teaching, and beliefs (Rodriguez & McKay, 2010). What makes this difference in Rodriguez & McKay's (2010) terms is experience which is not gained through direct instruction, but is achieved implicitly in ones' lifespan. The teacher is the heart of classroom instruction (Galabawa, 2001). For Rogan (2004) and Mosha (2004), the effective teaching that a teacher performs in the class depends on different issues such as his/her competence (academically and pedagogically), efficiency (ability, work load, and commitment), teaching and learning resources and methods, and support from education administrators and stakeholders. Teacher professional development programs seem to provide opportunities for teachers to look for new roles, develop new

instructional techniques, and improve themselves both as educators and as individuals.

Metacognitive knowledge is the knowledge about person, task, and strategies. Knowledge of person is one's belief about what one can do, what one cannot do, and awareness of one's progress. In other words, it includes individuals' knowledge of their affective states, including self-efficacy. Knowledge about task refers to awareness of purpose and demand of the task. Knowledge of strategy is the understanding of which strategies should be used for different situations. Metacognitive in general is defined as the ability to monitor and control ones' cognition. Additionally, it can be defined as what we know about our cognitive processes and how we use these processes in order to learn and remember (Ormrod, 2004). Metacognitive is also known as thinking about thinking. It helps people take charge of their cognition and control their learning. In fact, metacognition is a collection of strategies which individuals employ it to learn or learn more (Ellery, 2008). It enables individuals to set back and observe their learning to see how they have performed, learned materials, and also to detect their weaknesses. Flavell (1979) defined metacognition as "knowledge and cognition

about cognitive phenomena” (p. 906). In Hartman's (1998) terms, metacognition is vital since it influences efficiency of learning, problem solving, and critical thinking.

### LITERATURE REVIEW

According to Byram and Hu (2013, p. 655), experience is defined as “knowledge or skill acquired over time”. There is a shared opinion about experience in almost all of different fields which argues that experience will undoubtedly bring about a better, more effective and efficient deed. Richards (2011, p. 1) proposed some questions as follows:

In order to become effective practitioners and skillful language professionals what do language teachers have to know? How can they acquire this knowledge and skill? And how does it change as the time passes?

Regarding English language teaching as a specialized profession, Richards (2011, p. 37) answers these questions in this way:

It is a mistaken belief that anyone who can speak English can teach it appropriately and efficiently. It is a profession which is acquired through academic education and it requires specialized knowledge which can be obtained by means of both academic study and practical experience. To become a member of teachers' community some requirements and standards are necessary.

With regard to knowledge, there are two basic factors which should be paid attention to at the beginning of each language course. They are skills and experiences of language teachers. Although Tsui (2009) considers the nature of teacher experience as a culturally-based issue, experience is able to be defined generally. To obtain a reasonable repertoire of teaching skills, it is necessary for a person to teach in different contexts, to different language learners with different cultural backgrounds, and also to teach different curriculums. These experiences will gradually be transformed to routines and teachers will apply them automatically and fluently (Tsui, 2009; Borg, 2006). Hence, the more the language teachers promote their experience and knowledge, the more flexible they become in their teaching. There is also a list of characteristics of an experienced language teacher proposed by Borg (2006, 2009) as follows:

- They want to have their own methods and solutions and they are more willing to step

out of defined frameworks and perform without advance preparation.

- They are good at classroom management which helps them to apply the management routines properly and focus on the content automatically.
- They can take advantage of the wide range of routines and strategies they have.
- They step out of their comfort zone and improvise more easily than inexperienced teachers and also they perform better at making interactive decision on the spur of the moment.
- They are ready to deal with unprecedented problems and find solutions for them.
- Unlike inexperienced teachers who are always worried about classroom management, they observe their performance language-wise since they are good at classroom management.
- They always have carefully planned scheme for their teaching process and they base their teaching and decision-making on it.
- They put the required stages and action into practice more efficiently so that they can save more time.
- They deal with things and problems which happen during the class in a wider context instead of relating them to a particular lesson.
- They are aware of the differences between important and unimportant issues which arise during the teaching process.

According to Freeman (2001) inexperienced teachers are the ones who have experience of three years or less and experienced teachers are the ones who have experience of five years or more. The differences between experienced and novice teachers have been the subject of study for many scholars. They conduct these studies to find any slight differences in their job from various viewpoints (Artzt & Armour-Thomas, 2001; Borko & Livingston, 1989; Byra & Sherman, 1991). The focus of these studies is on teachers' attitudes and beliefs and considering language teaching, their pedagogical and professional background, and their teaching processes in this regard.

Differences between experienced and novice teachers are of an utmost importance and they have been examined with regard to the classroom management issue which is one of the

prominent concerns that language teachers have as they embark on their teaching course. Researchers have proved that classroom management is a problematic area which challenges most of inexperienced teachers (Daloğlu, 2002; Freiberg, 2002; Martin & Baldwin, 1996; Mastrilli & Sardo-Brown, 2002). Freiberg (2002) argues that some *organizing strategies* such as designing a lesson plan and extra work and management of time and classroom challenge novice teachers during language courses. In line with his claim, Daloğlu (2002) states that experienced teachers are able to handle these things with less or even no difficulties. Another challenging area for inexperienced language teachers is to bring order in their classroom. According to Martin and Baldwin (1996), contrary to experienced teachers, inexperienced teachers are willing to apply direct strategies to bring order into the classroom. They believe that it may be on account of inexperienced teachers' low knowledge in classroom management strategies.

Experienced and inexperienced teachers have different policies toward students who have difficulties in learning (Tan et al., 1994). Scholars believe that these different policies are relevant to language teachers' independent effectiveness. Inexperienced teachers usually relate students' failure in language classrooms to some external factors such as home conditions, previous weak studies, etc. while experienced teachers try to resolve the problems of learning which shows that they have enough self-confidence to deal with their students' learning problems in language classrooms. Experienced and inexperienced teachers are also different in making decisions.

Experienced teachers are able to make more bright decisions since they have a better command of teaching skills than inexperienced teachers. They are also skilled in preceding critical moment during teaching and finding a solution for it (Housner & Griffey, 1985, Taheri, 1982, Sherman, 1983).

Another issue which has appealed to many scholars is the issue of teachers' pedagogical knowledge base (Gatbonton, 1999, Mullock, 2006). Gatbonton (1999) focused on the pedagogic thought that experienced teachers utilize. The author used stimulated recall technique and proposed a list of 21 pedagogic thoughts utilized by experienced teachers. Regarding this list, language management was the most frequent one utilized by experienced

teachers. The result of replicated study of Gatbonton (1999) by Mullock (2006) was almost the same with some slight differences. Examining the pattern of pedagogical thought of experienced and inexperienced teachers, Mullock found interesting results. Regarding the range and quantity of thought patterns, there were not meaningful differences between experienced and inexperienced teachers. It was also found that both experienced and inexperienced teachers were equal in paying attention to knowledge of students.

There have been many studies which focused on the role of teachers' and learners' metacognitive awareness in language teaching and learning (e.g. Gatbonton, 2008; Mullock, 2006; Richards, Li, & Tang, 1998), but less attention has been paid to the factors and variables which might affect the teachers' MA. It sounds necessary to find out the sources of MA and what determines the differences in its degree. Unlike other personality characteristics, experience has not received due attention within linguistics. Experience is an inseparable part of human life which might affect the teachers' performance in their professional occupation. Thus, the present study mainly focused on EFL teachers' experiences and its effect on MA. The present study was an attempt to answer the following questions:

- Is there any statistically significant difference between novice and experienced Iranian EFL teachers' metacognitive awareness?
- Is there any statistically significant difference between male and female Iranian EFL teachers' metacognitive awareness?
- Is there any statistically significant difference among BA, MA, and Ph.D. Iranian EFL teachers' metacognitive awareness?

### Method

The present study enjoyed an ex-post facto design in which the effect of Iranian EFL teachers' experience, gender, and university degrees on teachers' metacognitive awareness was examined.

### Participants

The present study selected a group of 100 Iranian male and female EFL teachers who held BA, MA, or Ph.D. degrees. In order to achieve the study's purposes, both novice and experienced teachers were incorporated in the study. Novice teachers were defined as teachers

who had three or less years of experiences in teaching English and experienced teachers were those who had more than three years experiences in teaching English (Freeman, 2001). There were 35 novice teachers and 65 experienced teachers in the present study. The sample was drawn from the teachers who

worked in private language institutes in Tehran, Iran. English is taught as a compulsory course in public schools, while private institutes hold language classes for voluntary learners in Iran. the participants' demographic information were presented in Table 1.

**Table1.** Teachers' demographic information

	Gender		University degree			Experience	
	male	female	BA	MA	Ph.D.	novice	experienced
teachers	43	57	26	56	18	35	65
total	100		100			100	

**Instruments**

In order to measure the Iranian EFL teachers' metacognitive awareness, Metacognitive Awareness Inventory (MAI) designed by Schraw and Dennison (1994) was used. It consisted of 52 yes/no items in which the participants were expected to accept a statement about themselves or not. As an example, one item asked the participants to confirm the statement: *I ask myself periodically if I am meeting my goals.* It included four categories, namely procedural knowledge, declarative knowledge, procedural knowledge, and conditional knowledge for the first component. The second component which was regulation of cognition which contained knowledge about cognition and five categories, namely information management strategies, debugging strategies, planning, comprehension monitoring, evaluation for the second component. According to Schraw and Dennison (1994), the reliability of MAI was estimated .90 and it was consistent with other metacognition scales. Thus, the reliability and validity of the inventory was acceptable.

**Procedure**

First of all, 100 Iranian EFL teachers who were from different ages, genders, and university degrees were selected. The sample included 26 BA, 56 MA, and 18 Ph.D. teachers. Because main focus of the study focused on teachers' experience, the researcher tried to incorporate an equal number of novice and experienced teachers in the sample of the study. Nonetheless,

it was not possible since the number of novice teachers is way lower than the number of experienced ones according to Freeman's (2001) definition. Novice teachers have three or less years of experience in teaching which means their number is reasonably lower than experienced teachers. Thus, 35 novice teachers and 65 experienced ones were incorporated in the sample. The selected teachers took MAI.

**Data Analysis**

First of all, normality of the collected data was checked running Kolmogorov-Simonov (KS) test. The results of KS test confirmed normal distribution of the collected data. Second, the difference between novice and experienced teachers was scrutinized conducting an independent samples *t*-test. Third, the difference between male and female teachers was analyzed conducting independent *t*-test. Fourth, the difference among BA, MA, Ph.D. EFL teachers was analyzed conduction a one-way ANOVA.

**RESULTS**

**Difference between Novice and Experienced Teachers**

The first research question intended to find out the difference between novice and experienced EFL teachers. Confirming normal distribution of the collected data, and other assumptions such a variable with two levels, an independent samples *t*-test was conducted in order to see how novice and experienced groups were different.

**Table2.** Independent Samples T-Test for Pretest

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Novice	28.08	3.72	.63	6.45	98	.000
Experienced	35.47	6.18	.76			

Conducting an independent samples *t*-tests showed that there was a statistically significant difference in scores for novice group ( $M=28.08$ ,  $SD= 3.72$ ) and experienced group ( $M=35.47$ ,

$SD=6.18$ ;  $t(98)= 6.45$ ,  $P= 0.000<0.05$  two-tailed). Therefore, it was concluded that experienced teachers had a higher degree of



WM in comparison to novice teachers. More information can be seen in Figure 2.

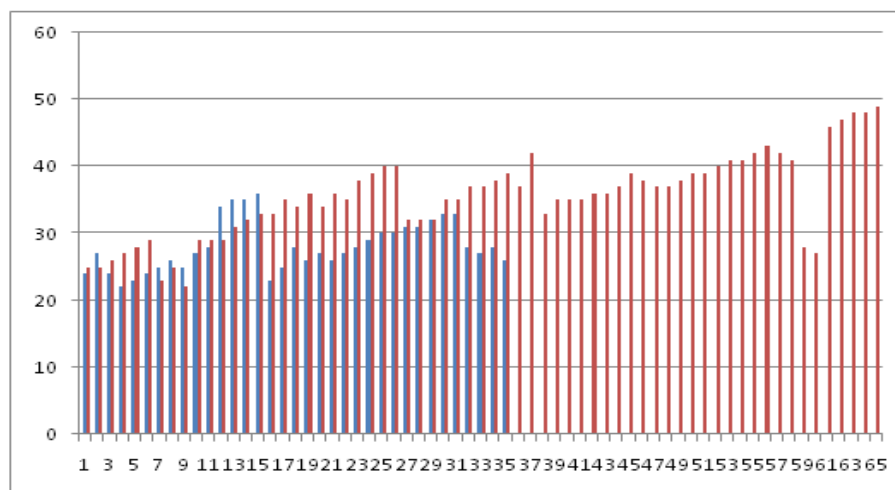


Figure1. Novice and Experienced teacher's performance in MAI

Blue bars are the novice teachers' performances in MAI and red ones show the experienced teachers' performances in MAI. It can be seen that the experienced teacher outperformed novice teachers. Majority of the experienced teachers got higher scores than those novice teachers got on the MAI. However, there were some novice teachers who got higher scores than what some experienced teachers achieved, but their mean score was significantly lower than the other group.

It was concluded that experienced teachers had a higher degree of MA than novice teachers. There was a difference between them and it was found to be meaningful.

**Difference between Male and Female Teachers**

The second research question aimed to discover the difference between male and female language learners regarding their MA. Thus, an independent samples *t*-test was conducted.

Table3. Independent Samples T-Test for Male and Female Teachers

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Male	29.18	5.63	.85	4.58	98	.000
Female	34.36	6.43	.85			

The result of the independent samples *t*-test was presented in Table 3 in which a statistically meaningful difference could be found as the difference for male group ( $M=29.18, SD= 5.63$ ) and female group ( $M=34.36, SD=6.43; t(98) =$

$4.58, P= 0.000<0.05$  two-tailed). Therefore, it was concluded that female EFL teachers had a higher degree of WM in comparison to male teachers. More information can be seen in Figure 2.

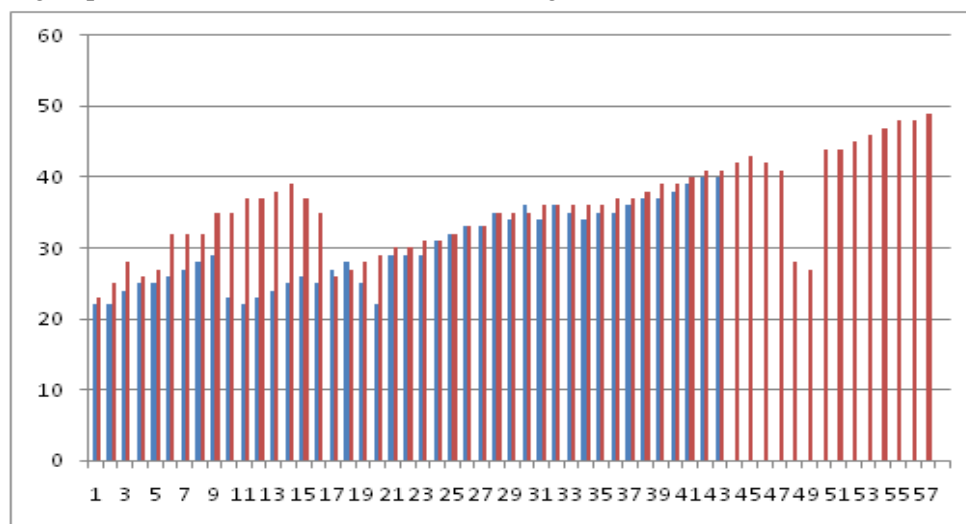


Figure2. Male and Female teacher's performance in MAI

## The Role of Experience, Gender, and University Degree in Teachers' Metacognitive Awareness

A comparison between blue bars (male teacher's performance in MAI) and red ones (Female teachers' performance in MAI) showed that female teachers outperformed male teachers. According to Figure 2, in some cases, male teachers performed better than female ones. Nonetheless, female teachers generally got higher scores than male teachers which was

found to be significant conducting an independent samples *t*-test.

### Difference among BA, MA, and PHD Teachers

The third research question targeted at finding the probable difference between the EFL teachers who held BA, MA, or Ph.D. degrees. A one-way ANOVA was conducted to find out the probable differences among the groups.

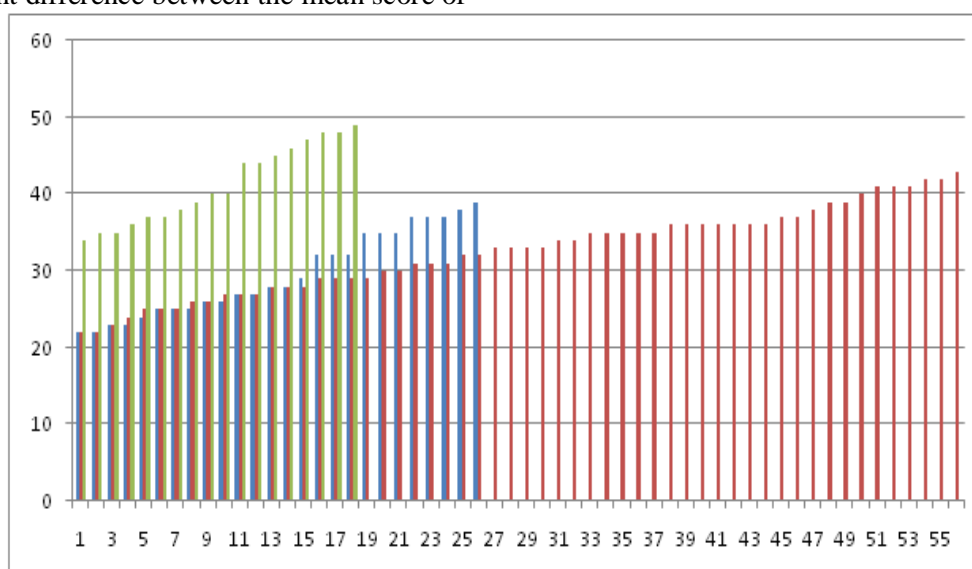
**Table4.** ANOVA Test for University Degree

(I) DEGREE	(J) DEGREE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Bonferroni	BA	MA	-2.97665	1.30146	.073	-6.1473	.1940
		PhD	-11.64530*	1.68154	.000	-15.7419	-7.5487
	MA	BA	2.97665	1.30146	.073	-.1940	6.1473
		PhD	-8.66865*	1.48590	.000	-12.2886	-5.0487
	PhD	BA	11.64530*	1.68154	.000	7.5487	15.7419
		MA	8.66865*	1.48590	.000	5.0487	12.2886
Tamhane	BA	MA	-2.97665	1.31772	.083	-6.2345	.2812
		PhD	-11.64530*	1.62875	.000	-15.7109	-7.5797
	MA	BA	2.97665	1.31772	.083	-.2812	6.2345
		PhD	-8.66865*	1.42089	.000	-12.2557	-5.0816
	PhD	BA	11.64530*	1.62875	.000	7.5797	15.7109
		MA	8.66865*	1.42089	.000	5.0816	12.2557

The results of ANOVA test in Table 3 indicated that the mean score of BA group (M= 29.57, SD= 5.55) was significantly different from Ph.D. group (M= 41.22, SD= 5.13) at the  $p < .05$  level in university degree. Significant level (.000) was less than probability level (.05). Additionally, Post-hoc comparisons using Bonferroni adjustment made known that the mean score of MA group (M= 32.55, SD= 5.55) was significantly different from the score of Ph.D. group (M= 41.22, SD= 5.13). Significant level (.000) was less than probability level (.05). However, it was revealed that there was no significant difference between the mean score of

MA group (M= 32.55, SD= 5.55) and the mean score of BA group (M= 29.57, SD= 5.55). The significant level (.07) was more than probability level (.05).

It was concluded that Ph.D. teachers had a higher degree of metacognitive awareness, while there was no significant difference between BA and MA teachers. Although the mean score of MA teachers was more than the mean score of BA teachers, it was not found significant according to the results of a one-way ANOVA. The individuals' differences can be seen in figure



**Figure3.** The Difference of Teachers with Different University Degrees (BA: Blue, MA: Red, and Ph.D.: Green)

According to figure 3, Ph.D. EFL teachers outperformed both BA and MA teachers. It can be seen that green bars are higher than red and blue ones. However, there was a difference between blue and red bars. Red bars were higher than blue ones, whereas the results of ANOVA test did not find it to be meaningful.

### DISCUSSION

The results of data analysis, in which independent samples *t*-test was conducted, showed that there was a significant difference between novice and experienced teachers. In fact, experienced teachers had a higher degree of MA. There are some rationales that can account for the results of the first research question. Pedagogical thinking of experienced and novice teachers might be a reason for the findings. Experienced teachers focus on both teaching and learning. Experienced language teachers have taught for many years and know that teaching and learning are complementary. In fact, the purpose of teaching is learning, but not teaching per se. Thus, they help learners know how to study, and they know weaknesses and strengths of learning. On the other hand, novice teachers concentrate upon teaching rather than learning. They try to manage the classroom and go through the textbooks or materials. Angell, Greenwood, and Miller (2005) also support this finding. They found that experienced language teachers were more metacognitive than novice one. The next one is that experienced teachers show sustained concern for students learning compared to novice ones who are more concerned with self-image and classroom management (Gibbons & Jones, 1994; Watzke, 2007). The findings of these studies indicated that novice teachers paid more attention to class management and controlling the students than helping them learn well. It appears that novice teachers, who have not enough confidence in their ability to manage the classroom in their first years of teaching, are too worried and preoccupied about classroom management and discipline problems that cannot focus as much on student learning as experienced teachers do. Research generally supports the notion that teachers' concern about discipline diminishes as they gain experience and become more secure in the role of teacher (Fuller & brown, 1975). Many researchers have studied the developmental patterns of student teachers' concern, noting that they pass through a stage of self-survival concern, a stage of teacher or task concern, and finally become more student oriented (Guillaume & Rudeney,

1992; Gipe & Richards 1992; Wedman, Martin, & Mahlios, 1990). The important point is that the literature concurred with the notion that teachers can centered upon their learners and the learners' learning processes right when they achieved basic stages in their pedagogical development in which they develop an image of themselves as the teacher and authority figure within the classroom. And novice teachers of this study were of no exception. In this case, they stick to the books and materials they have studied at university. They go through disciplines and do not dare be a thinker or a reflective which are among a metacognitive teacher.

Additionally, Borg (2006, 2009) claims that experienced instructors are able to put the needed theories and approaches into practice more efficiently so that they can save more time and unlike novice instructors who are totally confused with classroom management, they observe their performance language-wise since they are good at classroom management. Taking Borg's (2006, 2009) claim into account, it was not easy for novice teachers to move beyond their comfort zone and improvise easily due to the fact that they were more concerned with time and classroom management rather than involving the students in the teaching process.

The other rationale might be lack of proficiency in teaching strategies on the behalf of novice teachers. Novice teachers are not so much aware of the teaching strategies and the factors affecting teacher efficacy (Zarei & Afshari Sharifadad, 2012). Different language institutes and public schools hold teacher training course for their teachers periodically. In some cases, these courses are obligatory for teachers. On the other hand, some knowledgeable professors and experts teach to teachers during the courses. Accordingly, it is reasonable that experienced teachers become more metacognitive aware since reflective teachers and metacognitive strategies are among the materials which are taught in teacher training courses.

Age can be addressed as another feasible component which may also have added about such findings. It may be supposed that instructors with higher age had extra life experiences in contrast to those with lower age. Metacognitive focus is local and global. Individuals have metacognitive attention in some precise areas such as a teacher who is metacognitive in teaching, and he/she has a low metacognitive in social life. As humans get

older, they become greater metacognitive because of leaning and experiencing. Experienced instructors are oftentimes older than beginner ones. Thus, it is practical that they have had more social experience, have encountered distinctive situations, and have had extra trial and error conditions. As a result, they have learned how to manipulate themselves, how to think, reflect, and learn.

The results of data analysis also indicated that female language learners were significantly different from male language teacher concerning MA. Female language teachers obtained greater scores on MAI. The findings of the present study were in line with Gay (2001). Two terms are used in sociology when talking about males and females which are *gender* and *sex*. Sex refers to biological issues, whereas gender deals with social, cultural, and religious issues (Coates, 2013). All restriction and freedom that male and female people encounter in their society or world affect their personality, identity, and their worldviews, and make them different in their lifespan. Apart from some biological and physical differences that males and females have, the most of differences are social that are the results of social life and interactions with the world and what is in the world. In fact, sex is a personal issue and gender is a plural one. This means that all women are equal regarding sex, whereas different from society to society, and culture to culture regarding gender. Thus, it is reasonable to find that male and female language teachers performed differently in MAI because of basic differences between them both biologically and socially.

There might be some other reasons besides the biological and social differences between male and female EFL teachers. First, women have been proved to be more strict and concise (Coates, 2013). They are strict about their teaching. They like to be organized and purposeful when go to work. Thus, they prepare lesson plans, set goals, and manage their time. It is very important for them to make assure that learners achieve the material. These are among metacognitive aware feature. The results is that they become more metacognitive aware in their work.

Second, women are called to be more patient. This feature makes them to be more conscious about the language learners. Thus, they care about their teaching, about learners, think about their behavior, and their teaching as well. Being

patience means to be ready for repetition, more questions and some misunderstandings. As a result, they know how to manage difficult situation and their work.

Additionally, women are different from men in selecting topics to think about or engaged in. In social interaction, men and women have different interests in choosing their topics. When men are talking, they are more likely to choose the topics of politics, economy, stocks, sports, and current news, while women have more interest in talking about family affairs, such as the education of children, clothes, cooking, and fashion (Spender, 1988). These aspects of difference which is rooted in their ideology and thinking affect their metacognition especially in teaching because they care about education and family more than men.

In line with differences between men and women in language use, Coates (1996, 1997) maintained that there was a difference between men and women's MA as men seek for separateness and women seek for solidarity and connection. Moreover, Johnstone (1993) mentioned that men mostly select the topics that focus on their success and self-achievements, whereas women talk about social issues and the importance of community. However, both genders think about daily life and events, while men's are more personal, and women's are about making relationship with others (Holmes, 1997). Women try to interact with students by using integrative sentences and asking them for cooperation, and men are more confident, take the floor, and take up longer roles in constructing relations (Kalcik, 1975). The women characteristics mostly are close to MA which means they will obtain score on MAI.

Finally, the results of data analysis showed that there was a significant difference between Ph.D. teachers and BA and MA teachers, whereas there was no significant difference between MA and BA teachers concerning MA. In fact, Ph.D. teacher had a greater degree of MA than Both MA and BA teachers. There are some reasons that Ph.D. teachers outperformed both MA and BA teachers in MAI. As university degree are a continuum which means that Ph.D. is gotten after MA degree, the teachers who held Ph.D. become more experienced than teachers who held MA. Besides, Ph.D. students simultaneously teach when they are involved in their Ph.D. thus, they become more knowledgeable and experienced concurrently. The metacognitive awareness requires instructors to think about their own metacognitive processes, what kinds of strategies they use to



monitor and access their own learning; of the declarative, procedural, or conditional knowledge which one is more proficient, or more inefficient; of planning, information management, monitoring, debugging, or evaluation strategies which one is more proficient or more inefficient. These strategies are taught at university, the teachers focus on and, implement them when teaching.

### CONCLUSION

The present study was an attempt to detect the role of experience in Iranian EFL teachers' MA. Additionally, it examined the role of gender and university degree in English teachers' MA. There were 100 EFL teachers who participated in the presented study and were selected according to convenient sampling principles. Although many studies have focused on the importance of MA in language learning and teaching, less attention has been put on the role of teachers' MA and factors affecting it. Thus, the present study focused on the role of experiences, gender and university degree on the teachers' MA. To this end, the selected teachers completed Metacognitive Awareness Inventory (MAI) designed by Schraw and Dennison (1994). The findings of the study indicated that experienced teachers were more metacognitive than novice ones. Female teachers were also more metacognitive than male ones. Besides, it was revealed that there was no difference between BA and MA teachers, whereas PhD teachers outperformed both groups. The findings of the present study might be useful for language teachers and teacher trainers as they try to help teachers to become more efficient. Additionally, it can pave the way for more new research with emphasis on teachers' cognition and infidel differences.

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### APPENDIX: METACOGNITIVE AWARENESS INVENTORY

Answer Yes or No to the following items.

- I ask myself periodically if I am meeting my goals.
- I consider several alternatives to a problem before I answer.

## The Role of Experience, Gender, and University Degree in Teachers' Metacognitive Awareness

- I try to use strategies that have worked in the past.
- I pace myself while learning in order to have enough time.
- I understand my intellectual strengths and weaknesses.
- I think about what I really need to learn before I begin a task
- I know how well I did once I finish a test.
- I set specific goals before I begin a task.
- I slow down when I encounter important information.
- I know what kind of information is most important to learn.
- I ask myself if I have considered all options when solving a problem.
- I am good at organizing information.
- I consciously focus my attention on important information.
- I have a specific purpose for each strategy I use.
- I learn best when I know something about the topic.
- I know what the teacher expects me to learn.
- I am good at remembering information.
- I use different learning strategies depending on the situation.
- I ask myself if there was an easier way to do things after I finish a task.
- I have control over how well I learn.
- I periodically review to help me understand important relationships.
- I ask myself questions about the material before I begin.
- I think of several ways to solve a problem and choose the best one.
- I summarize what I've learned after I finish.
- I ask others for help when I don't understand something.
- I can motivate myself to learn when I need to
- I am aware of what strategies I use when I study.
- I find myself analyzing the usefulness of strategies while I study.
- I use my intellectual strengths to compensate for my weaknesses.
- I focus on the meaning and significance of new information.
- I create my own examples to make information more meaningful.
- I am a good judge of how well I understand something.
- I find myself using helpful learning strategies automatically.
- I find myself pausing regularly to check my comprehension.
- I know when each strategy I use will be most effective.
- I ask myself how well I accomplish my goals once I'm finished.
- I draw pictures or diagrams to help me understand while learning.
- I ask myself if I have considered all options after I solve a problem.
- I try to translate new information into my own words.
- I change strategies when I fail to understand.
- I use the organizational structure of the text to help me learn.
- I read instructions carefully before I begin a task.
- I ask myself if what I'm reading is related to what I already know.
- I reevaluate my assumptions when I get confused.
- I organize my time to best accomplish my goals.
- I learn more when I am interested in the topic.
- I try to break studying down into smaller steps.
- I focus on overall meaning rather than specifics.
- I ask myself questions about how well I am doing while I am learning something new.
- I ask myself if I learned as much as I could have once I finish a task.
- I stop and go back over new information that is not clear.
- I stop and reread when I get confused.

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