Clarification of the Relationship between Hidden Curriculum Metacognition Dimension and Reading Skills of Bilingual Students

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ABSTRACT

The aim of the present research is clarifying the relationship between hidden curriculum metacognition dimension and reading skills of bilingual fourth-grade students of primary schools in Ardebil city. In this research, educating metacognition techniques for strengthening student's reading skills have been realized. Under consideration community, includes all girl students of 4th grade primary schools of Ardebil city in 2010-2011. According to scientific principles, 100 students were randomly selected as sample size and using Perlz method (2001and 2005) for evaluating the literacy informative and literature texts, they were evaluated during fourteen 45-minute sessions. This semi-experimental research is of pretest-post-test type with control group. In order to analyze the data, descriptive statistics (frequency, mean, and percentage) was used. Through analyzing, covariance and even-t-test were identified in results: 1- in case of informative texts, using metacognitive techniques education for hidden curriculum has positive effect on bilingual students. 2- in case of literature texts, reading skill, using the education of met cognitive techniques for hidden curriculum has positive effect on bilingual students. Metacognitive techniques education for hidden curriculum on reading skills of bilingual students during the time passage bears appropriate stability.

KEY WORDS: hidden curriculum, dimensions of hidden curriculum, reading skill, bilingualism

INTRODUCTION

The message of The Compassionate and Knowing God began with "READ". At the time when darkness of ignorance had casted a shadow on humanness heart, by the first word of divine message HE said to the prophet of Islam, "Read". HE named Koran a "readable thing". In this way, "reading" became a highway for becoming more humane, more responsible, to understand more and to be freer. Ability to comprehend, interpretation and conclusion from textbooks and other curriculum make students familiar with new thoughts and information and help them "think better" and "live better"; in other words, in its comprehensive and scientific meaning, literacy to "read" is a means through which one can gain endless reserves of human experience. As it comes from fundamental and theoretical framework of "literacy", "reading" depends on comprehending the written material and understanding values, meanings of words, phrases, sentences the writer has created by using discourse symbols (Karimi, 2005:26). Language is the main tool for thinking and thinking is based on Language and without language it is impossible to fly within the realm of imagination and thought. In most cases, "thinking" involves using language and the way language is used is effective in the way of thinking (Outokilain berg, 2001, quoted by Namdari, 2011: 42). In fact, learning the skill for reading, is the key to all learning; because most of curriculum learning take place in this way. Curriculum is the teacher's "road map" in the classroom. Hidden curriculum is a way for internalizing the beliefs and values. People do not choose their way of lives by their own knowledge. Their skills and capabilities also do not create any changes in their lives. What is effective in both, leading a life and changing the viewpoint to it and its issues as well as choosing the direction to live, is some kind of obligation and being responsible to acquired knowledge and learned skills. Nothing will be changed in one's life unless s/he makes herself/himself committed to what s/he knows and is able not to do it (Glover; quoted by Eskandari, 2008: 25). Each of the experts has mentioned different dimensions of hidden curriculum from their own points of views and they have studied and analyzed them. As noted, despite the great importance of the effects created by hidden curriculum on real learning and academic achievement of students there are few researches to work on this subject. Ayezner et al.(1979; quoted by Bayanfar 2011: 74) refer to preferential rate for different subjects and topics as one aspect of the hidden curriculum for schools. For example, compared with subject matters such as mathematics and experimental sciences, students consider subject matters such as Art and Physical education less valuable and give secondary importance to their evaluation, while Ayezner emphasized the preferential rate for the materials and different subjects.

Bloom ,1989: Mayelz&Anderion, 2001; Fizrou, 2007; Chayking, 2008; Doghany, 2009 emphasized on social dimension of the program. These experts believed that hidden curriculum supervises the student's learned

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materials from her/his relationship with other students, teachers, and the school authorities. These lessons that are influenced by values and expectations of both teachers and society are covered and hidden about each student and they affect the quality of learning, learning time and how to do assignments. Ascirox(2000) in coordination with these authorities also refers to the social aspect of this program. He considers the hidden curriculum as the body of the knowledge that has been digested by students through attending the class and school and forms the learning environment. He believes that learners should be able to recognize this program and show appropriate response toward it for the purpose of being able to stabilize their own positions in educational institution. Mayerz and Anderion (2001) also concentrated on social aspect of hidden curriculum and considered learning strategies and play rules in class as the secret of success in each classroom. Some other researchers concentrated on cognition aspect of the hidden curriculum and the studied the effects of this program on contents and pictures of textbooks. They believed that contents and pictures of textbooks contain hidden and implicit messages that are sometimes even against the objectives of official curriculum and educational system, such as cliché conflicts, race and sex discrimination (Margolis, 2000; BergeneGouwen, 2009; Redish, 2009; Stiphensen, 2009; ShariphehSoraiya, 2010. Some other experts such as Smith and Montegmery that paid attention to the cognition aspect of the program, showed in their researches that attitudes of students toward different subjects are influenced by rating by values given to these subjects by school authorities. For example, lessons such as mathematics, experimental sciences, and technology, important subjects on the view of school authorities, are also considered more important by students (Bayanfar; 2011).

Finally, another group of specialists in curriculum realm such as Brendaball (1997), Margolis (2001), Veber (2009), and Fritter (2009) paid attention to the physical aspect of this program. In their study, these researchers studied the effect of school environment on academic success of students and showed that classrooms that are completely beautiful, decorated, full of light and provided by enough possibilities and facilities for teaching, are among the success factors of education. In the present research, taking the fact into account that different dimensions o Ahoola hidden curriculum with research subject have been considered in continuing the research it will be described. Ahoola breaks the concept of a few layer of hidden curriculum into four fundamental dimensions that are: learning the occupation, learning specialty, learning how to learn, and learning to play. In this research, from among the four mentioned dimensions, the first one because of its relation with research subject, that is, learning how to learn (metacognition) is considered by us. Surprisingly, we usually expect learners to learn; But rarely it happens for us to teach them the way of learning; we expect students to solve the problems by themselves; but rarely teach them the way of solving the problem. In this way we expect learners to remember more information, but we don't mention them the way of mentioning. Now, it is time to remove such a defect. It's time to us to teach learning method and learning how to learn, how to solve the problem and how to remind. (pariss quoted by Aghazadeh2007: 119). The word "metacognition" in concise dictionary of psychology has been defined as "Knowledge or Awareness of Individual toward Herself/himself cognitional process" or thinking about thinking. Astatt (1997, Seif,2005), Tommas(2005), Pantirich (2002), Moshman&Scarow (1995) have reported "the knowledge of each person on herself/himself" as the first metacognition knowledge. In recent years educational experts, regarding the lingual needs of primary school students, have come to the conclusion that children's achievements in most affairs depend on their lingual skill. Bilingual student who is less dominant in educational language, encounters more difficulties as s/he steps towards higher level of studies (Piterson, 1991). According to Lotfabadi (1986), quoted by Karimi (2005) "research findings in America and England are indicatives of the fact that if children don't progress in reading skills during the first days of education, they will rapidly lag behind in future and in case of learning other lessons they will also encounter some problems. Reading is a process that perhaps all of us consider it as a common thing but, in fact, it is a complex and high process that contains many different parts (Glover, 1998; translated by Kharazi, 2007: 171). Nowadays, reading and studying is not merely specific for special occupations. It is not merely scientists, professors and teachers who should study, but requirements created from the philosophy of new method of training have caused reading non-textbooks and allocating the time for studying to be considered among the main and inevitable tools for leading a life in case of all people (Nooshad, 2008). It is clear that, in order to develop reading process in a society, it is necessary to teach the correct way of reading as well as study methods to students from the very beginning of primary school periods and strength the habit of studying among them.

Explaining the Problem

Since more than half of the students in our country are non-Persian speaking ones and they speak Turkish, Kordish, Bloochi, and so on, and from among the languages spoken in the country, Turkish because of its dependence to Altaeelanguage bears great difference from Indo-European languages, it enjoys a unique situation (Kamali, 2007). According to reports to the first and second gatherings on teaching bilingualism, and also weak results of Iran in international Perlz study, it can be concluded that bilingual children in Iran also experience weakness in subject matters, especially in literacy (Karimi, 2005).Without language, a necessary condition for training, there won't be any training. Without training, it is impossible to transfer the culture, civilization,

science and knowledge to future generations. Presence of language as a tool is a necessary condition in this regard; but choosing a language for education without taking the lingual background of individual who should take part in education and without knowledge on linguistic, psychological, and sociological characteristics they will be of no use. Our education in relation to all Iranian children, with Persian being their mother tongue or not, enjoy the experience the same lingual interferences. In public education system we assume that all children, have been able to acquire discourse skills for Persian during pre-elementary school years and are able to produce and understand it in a good manner and that, at the school age, it is time for them to be taught reading and writing in Persian. We ignore the fact that learners at this age-level are children with different capabilities concerning the formal language and each group of them need to be taught under curriculum and educational way specialized for them; furthermore, upon attending the school environment and rules governing the environment change completely. It is an event for a child to attend the school, because concerning the form and content, school is different from family and environment around him/her. And now, if school language of the child is also much different, then the dimensions of this event will be wider and its negative effects in educational life of the students will be increased. At the time when a child attends a primary school, language for her/him bears merely a "practical" value. S/he prefers to make use of it as much as possible and if necessary to use her/his mother tongue for being in relation with friends and attracting co-players. Therefore, the child's motive in using the language is to create relationship and become integrated with her/his co-players. The response for this behavior is establishing a direct relation with relational field of the child. If this field(communicational background) is of the type of quarrelsome, then this motive will encounter the problem and will cause communicational difficulties and consequently, will create an obstacle on the way of educational progress and social and emotional growth of students (Kamali, 2005: 51-55). From psychological point of view, education using mother tongue will cause the educational contents to be well understood and it will provide cognition of advancement among the children. From Sociological point of view, this will cause the child to be attracted easily in her/his social environment and as a main cultural element, will give place for her/him in relation with her/his own cultural background. From emotional point of view, using mother tongue in educating the students will cause continuity in using the linguistic symbols, will prevent them emotionally being torn from their mother tongue due to not using it, will cause improvement in quality and quantity of interschool and inter-classroom communications and in this way, they will enjoy the main tool for thinking, that is, communication (Kamali, 2005).

Upon attending the school for the first time, non-Persian speaking students don't find their mother tongue that they have learned during a complex process and being in direct relation with their own environments because organizing the content and transferring the curriculum to students takes place using Persian language which is not in any connection with concepts that have been acquired on the basis of previous experiments of the students using their mother tongue that is also emotionally important for them, and while, informal relationship within the school may be established outside of the official relational channel using mother tongue. Such a separation between school language and mother tongue of the students causes the relations on the basis of individualistic motivation to be faced with difficulty. Conflict between relational orbit of social, family environment and formal relational orbit school environment is considered the student's greatest problem in educational system (Kamali, 1384: 36). Language learning is acquiring lingual skills for speaking, listening, comprehending, reading and writing. Speaking and listening have been quoted as "oral lingual skills". All healthy children who are trained naturally, become acquainted with sounds, syntax, meaning, and application of their mother tongue and in fact, they learn these skills; however, their growth requires education. Educational activities of oral communication, causes the child to be familiar with communicational roles and the ways of communication establishment. In this way s/he will be able to use appropriate words and phrases in proportional with the situations, speak clearly while producing appropriate sounds, select suitable words to express her/his experiences and thoughts, and by organizing her/his thoughts strengthen the main objective of discourse be less engaged in details, and finally speak in a way that audience understand him. Different factors involve the reading skills of students but in this regard, hidden curriculum dimensions, especially its metacognition aspect may be most effective in linguistic abilities and reading skills of bilingual students. According to the study of results from previous researches, it can be concluded that in case of controlling factors such as age and economic-social states, similarity of the two language to each other and educational conditions, not only bilingualism and mother tongue will not intermix with each other, but education using each one of them will cause growth in learning the other one. Therefore, this shortage will be covered in this research.

The main question of the research:
"Is metacognitive aspect of hidden curriculum positively effective in reading skills of bilingual girl students of Ardebil city?"

Research objectives:
Explaining the cognitive aspect relation of hidden curriculum with reading skill in bilingualism

Research assumptions:
1. Using techniques of metacognitive aspect of hidden curriculum in bilingual reading skills in case of informative texts bears positive relation.

2. Using techniques of metacognitive aspect of hidden curriculum in bilingual reading skills in case of literary texts bears positive relation.
3. Using techniques of metacognitive aspect of hidden curriculum in bilingual reading skills in case of informative and literary texts during the passage of time bears appropriate stability.

Research background:

Gaij and Beckberd (2010) studied the 6 factors of Cyprus conference information about Perlz 2001 results on the function rate of Cyprus students' literacy that were effective in improving the reading skills progress and the effect of teaching Dutch and English synchronically on learning reading skill using the two languages and concluded that results from this research support the assumption that says: synchronically teaching in two languages has positive effects on learning the second language (English) and mother tongue (Dutch). Any language makes " thinking" easy in some way and makes it difficult in other way, and this is the cause for effectiveness of language in thinking. In an experiment, English speaking and Chinese speaking people were asked to explain about a single observation. Results from this experiment showed that artistic description was special to English speaking people. According to Antong (2002), our understanding about the world is influenced by the language we use to think with. Learning is the product of thinking and thinking is the product of the two acts of cognition and metacognition. As it was mentioned above, language is considered as the main tools for thinking. In a research, Papanastazio (2008) identified " recognizing factors of the most and least effectiveness of schools in literacy progress". They were as follows:

The first factor: activities taken place before attending the classroom for reading in classroom

The second and the most important factor: reading outside of the school

The third factor: time spent for doing homework

The fourth factor: home, attitude toward the reading

The fifth and sixth factors: activities taken place during education, and presence of school conditions

RESEARCH METHOD

Considering the way of doing, this research has been done using quantitative method (semi-experimental), and cause- effect relation. Statistical universe of the research includes Turkish speaking primary schools fourth grade girl students of Ardebil city in academic year 2010-2011.

Since, statistical size was almost 1200 students, sample selection was randomly taken place using multi-stage sampling method. In the present study the researcher has tried to use the metacognitive aspect of hidden curriculum with reading skill in bilingualism through quantitative method for analyzing the data. Pretest and post-test plan with control group, has been formed by two groups that should be tested. Both groups are measured twice. In this research, Perlz tests (2001 and 2006) concerning the literacy were used in case of literary texts and informative texts and IEA (International Education Assessment) had given permission to the countries to publish them (Karimi 2005). The test for evaluating the literacy has been used for functional assessment of reading skill and includes three tests: pretest, post-test, and follow-up test that took place before metacognitive test, after metacognitive test, and one month after the post-test, respectively. Also, the program for educating metacognition strategies of reading skill tests has been used for data gathering, and the program for educating metacognitive strategies was used to facilitate the metacognitive education process.

Aspects of students' literacy in Perlz Test:

Perlz study is concentrated on three aspects of students' literacy:

Reading comprehension, reading objectives, and the types of behaviors and attitudes toward reading. Reading comprehension and reading objective processes are the basis of Perlz written assessment on Reading comprehension.

Table 1. Percentages dedicated to reading and comprehension objectives in evaluating the literacy – Perlz, 2006(quoted by Karimi, 2005: 55)

Reading Objectives	
Literary Experience	50%
Information Gathering and Making use of It	50%
Comprehension Processes	
Focus on and Retrieve Explicitly Stated Information	20%
Straight Inferences	30%
Interpretation and Integration of Ideas and Information	30%
Examining and Evaluating the Content, Language, and Textual Elements	20%

Literacy test has been used to measure the literacy function and includes three tests: pretest that is taken be the metacognition test, post-test that is taken after metacognition test and follow up test taken one month after post-test. Pretest was used to assess the testable literacies and included two texts, a narrative text bearing the title "a little piece of clay" and an informative text bearing the title "The Route of the Road". Narrative text together with 13 questions bore total scores 17 (6 multiple choice questions and 7 response mechanism

questions). Informative text together with 11 questions bore total scores 18 (3 multiple choice questions and 8 response mechanism ones.

Literacy post-test had been prepared to assess the ability for literacy function after teaching of metacognitive strategies. This test included all characteristics of pretest; and only in order for preventing the effect of pretest, the contents of the texts and questions were changed and other texts were selected. Literary text of pretest titled by " Hare Gives Notice about the Earthquake" together with 11 questions (5 multiple-choice and 6 response-mechanism questions) bore the total scores 16. Informative text of post-test titled by "Being acquainted with South Pole" together with 11 questions (4 multiple-choice and 6 response mechanism questions) bore the total scores 16. Follow-up test included one literary and one informative text. Follow-up test with literary text titled by "Reversed Mice" together with 14 questions (7 multiple choice and 7 response mechanism questions) had total scores of 17. Informative text titled by "In Search for Food" together with 15questions (5 multiple choice and 7 response mechanism questions, bore the total score of 16. Diverse nature of texts (literary and informative) has led to interpret the four comprehension processes in varied forms, too. For example, in a literary text with strong characterization, interpreting and integrating the attitudes and information offer question that engages with characteristic and motivation. But, on the other hand, in informative piece, questions related to this process mostly require combination and integration of information from different sections of the text. Designing the questions take place on the basis of the text characteristics as well as considering the Perlz strategies (Karimi, 2005: 19)

Education of metacognitive strategies: The purpose of this program is to develop the consciously acquired skills of students on their own metacognitive processes. Until the time when the learner is able to design, lead, supervise, evaluate and if necessary correct her/his own learning and metacognitive activities, the order of teaching the strategies, is also so that all metacognitive strategies from beginning to the end include one cognitive action. Strategies that form the content of this curriculum are respectively as follows: identifying the objective and curriculum, recognizing the key and important points in the context, supervising and evaluation, organizing and correcting the errors. This is the order in which every cognitive action is implemented (Seif, 2009). The teaching method was derived from metacognitive way of studying the (Palinksars, 1984; Theories of Social Learning, Albert Bondora, 1977; quoted by Seif, 2005: 514) bilateral teaching method –information processing. It contained a procedure in which offering the required descriptions for the researcher of model display was began by it. In parallel with education progress, teacher's role in modeling the strategies is gradually reduced and in turn, more responsibilities in applying these strategies are given to the student. (Teaching in 5E method (Engaging, Exploring, Explanation, Elaboration, and Evaluation)). In all stages of education, after presenting a brief explanation on the way of using the strategy, its uses and usefulness, the experimenter herself/himself actually used the technique.

Findings
Section one: Descriptive findings
    1. The Status of reading skill of students in informative texts
  a.The stage before using the education of hidden curriculum metacognitive strategies

Table 2. Statistical characteristics of reading skill concerning the informative texts of bilingual students of evidence and experimental groups, at pretest stage (before training)

Group	Experimental Group Students		Evidence Group Students	
Index	Standard deviation	average	Standard deviation	Average
Focus and retrieve	1.05	1.72	1.08	1.75
Straight inference	0.89	1.85	0.85	1.89
Interpretation and integration of ideas	1.17	1.62	1.29	1.44
Evaluation of language and contextual elements	1.12	2.20	1.06	2.35

Results from table (2) show that there isn't many differences between the average of processes of comprehension of reading skill in informative texts among the students of control and experiment group at the stage before using the strategies for education of metacognitive hidden curriculum and they are almost close to each other.

         b. The stage after using the strategies of metacognitive hidden curriculum
Table 3 shows the statistical characteristics, average, and standard deviation of processes of reading skill comprehension in informative texts among the students of control and experiment group at the stage after using the strategies for educating metacognitive hidden curriculum. Results from table 3 are indicatives of the fact that there are some differences among the averages of processes of reading skill comprehension in informative texts between the students of experiment and control group at the stage after using the education strategies for metacognitive hidden curriculum. And in all processes of informative texts reading comprehension, the average of scores of experiment group is more than those of control group.

Table 3. Statistical characteristic of reading skill concerning informative text aspects of bilingual students of experimental and evidence groups, in after-training step

Group Index	Experimental group students		Evidence group students	
Comprehension process	Standard deviation	Average	Standard deviation	Average
Concentration and retrieving	0.97	3.89	1.45	2.84
Straight inferences	0.85	3.13	1	2.17
Interpretation and integration of ideas	0.98	2.02	1	1.44
Language and contextual elements evaluation	0.97	1.04	0.58	078

Table (4) shows the frequency and percentage of experiment and control group students who have acquired more than 50 percent of the score in processes of reading skill comprehension in informative texts at the stage after using the strategies for educational strategies of hidden curriculum. Results from table 4 are indicatives of the fact that there are some differences between frequency distribution and percentage of control and experiment group students on the basis of the scores more than 50 percent in processes of reading skill comprehension in informative texts at the stage after using educational strategies for metacognitive hidden curriculum. And in all aspects relating to informative texts the number and percentage of experiment group students who have acquired scores above 50 percent relating to each component, are more and higher than those of control group.

Table 4. Frequency distribution and percentages of experiment and evidence group students on the basis of greater than and less than 50% in reading comprehension processes in informative texts at after technique trainings stage

Group Index Comprehension process		Experiment group students		Evidence group students	
		Frequency	Percent	Frequency	percent
Concentration on and retrieving the informative text	Less than 5% score	8	16.0	15	30.0
	More than 5% score	42	84.0	35	70.0
	Total	50	100.0	50	100.0
Straight inference of informative text	Less than 5% score	7	14/0	12	24/0
	More than 5% score	42	86/0	38	76/0
	Total	50	100/0	50	100/0
Interpretation and integration of informative text	Less than 5% score	20	40/0	35	70/0
	More than 5% score	30	60/0	15	30/0
	Total	50	100/0	50	100/0
Evaluating the language and textual elements of informative text	Less than 5% score	22	44/0	32	64/0
	More than 5% score	28	0.56	18	36/0
	Total	50	100/0	50	100/0

Results from table (5) and figure (1) show that the total average of reading skill in informative texts of experiment group students at the stage after using the educational strategies for metacognitive hidden curriculum has been increased by 2. 69.

Table 5. Statistical characteristics of reading skills in informative texts of experiment group at the stages of before and after technique trainings

Index Group	Variable-stage	Number	Average	Standard deviation
Experiment	Pretest informative texts	50	7/39	1/84
Experiment	After test informative texts	50	10/08	0/84
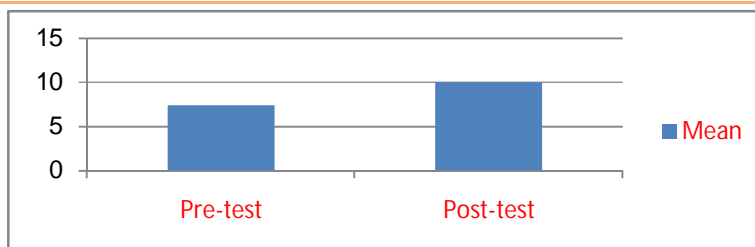
Figure 1. Comparing reading skill average in informative texts of experiment group students at before and after training stages

Results from table 6 and figure 2 show that in the total average of reading skill in informative texts of control group students who have not experienced the educational strategies of metacognitive hidden curriculum there isn't many observable differences.

Table 6. Statistical characteristics of reading skill in informative texts of evidence group students at before and after stages of not using the training

Index Group	Variable-stage	Number	Average	Standard deviation
evidence	Pretest informative texts	50	7/43	1/23
Evidence	After test informative texts	50	7/23	1/06

Figure 2. Comparing the average of being able to read informative texts of evidence group students at before and after training stages

A: Stage before using educational strategies for metacognitive hidden curriculum

Table (7) shows the statistical characteristics of average and standard deviation of processes of control and experiment group students at the stage before using educational strategies for metacognitive hidden curriculum.

Results from the above mentioned table show that there isn't many differences between the average of processes of reading skill comprehension in literary texts among the control and experiment group students at the stage before using the strategies for metacognitive hidden curriculum, and they are almost close to each other.

Table 7. Statistical characteristics of reading skill in literary texts of bilingual students of experiment and evidence group at before training stage (pretest)

Group Index Comprehension process	Experiment group students		Evidence group students	
	average	Standard deviation	Average	Standard deviation
Concentration and retrieving	1/89	0/96	1/95	1/02
Straight inferences	3/13	1/28	3/36	1/21
Interpretation and integration of ideas	2/25	1/34	2/30	1/38
Evaluation of language and textual elements	0/52	0/48	0/51	0/48

Results from table (8) show that there isn't many differences between frequency distribution and percentage of control and experiment group students on the basis of scores higher than 50 percent in processes of reading skill comprehension in literary texts at the stage before using educational strategies for metacognitive hidden curriculum and that, they are almost close to each other.

Table 8. Frequency distribution and percentage of students of experiment and evidence group on the basis of greater than 50% and less than 50% in reading comprehension processes in literary texts at before training stage

Index / Comprehension process		Experiment group students		Evidence group students	
		Frequency	Percent	Frequency	Percent
Concentration on and retrieving literary text	Less than 50% score	26	52/0	27	54/0
	More than 50% score	24	48/0	23	46/0
	Total	50	100/0	50	100/0
Straight inferences of literary text	Less than 50% score	30	60/0	23	64/0
	More than 50% score	20	40/0	18	36/0
	Total	50	100/0	50	100/0
Interpretation and integration of literary text ideas	Less than 50% score	40	80/0	38	46/0
	More than 50% score	10	20/0	12	24/0
	Total	50	100/0	50	100/0
Evaluating the language and contextual elements of literary text	Less than 50% score	27	54/0	25	50/0
	More than 50% score	23	46/0	25	50/0
	Total	50	100/0	50	100/0

B: Stage after using educational strategies for metacognitive hidden curriculum

Table (9) shows the statistical characteristics of average and standard deviation of processes of reading skill comprehension in literary texts of control and experiment group students, at the stage after using the educational strategies for metacognitive hidden curriculum.

Results from the above mentioned table are indicatives of the fact that there are some differences between average of processes of reading skill comprehension in literary texts of control and experiment group students at the stage after using the educational strategies for metacognitive hidden curriculum and that, to some extent, in all processes of the above said reading comprehension, the average of scores of experiment group students is higher than those of control group students.

Table 9. Statistical characteristics of reading skill in literary texts of bilingual students of experiment and evidence groups at after training stage

Group / Index / Comprehension process	Experiment group students		Evident group students	
	Average	Standard deviation	Average	Standard deviation
Concentration on and retrieving	2/74	0/50	1/92	0/94
Straight inferences	3/38	0/54	3/43	1/14
Interpretation and integration of ideas	4/91	1/19	2/34	1/12
Evaluation of language and contextual elements	1/12	0/82	0/48	0/55

Table (10) shows the frequency and percentage of control and experiment group students who have acquired more than 50 percent of the score in processes of reading skill comprehension in literary texts at the stage after using the educational strategies for metacognitive hidden curriculum.

Results from the above said table are indicatives of the fact that there are some differences between frequency distribution and percentage of control and experiment group students on the basis of scores higher than 50 percent in processes of reading skill comprehension in literary texts at the stage after using the educational strategies for metacognitive hidden curriculum; and that, in all components of literary texts the number and percentage of experiment group students who have acquired scores above 50 percent is more than those of control group.

Table 10. Frequency distribution and percentage of experiment and evidence groups on the basis of greater than 50% in comprehending the ability to read literary texts after technical trainings of metacognition of hidden curriculum

Group		Experiment group students		Evidence group students	
Index		Frequency	Percent	Frequency	Percent
Comprehension process					
Concentration on and retrieving literary text	Less than 50% score	9	18/0	21	42/0
	More than 50% score	41	82/0	29	85/0
	Total	50	100/0	50	100/0
Straight inferences of literary text	Less than 50% score	11	22/0	30	60/0
	More than 50% score	39	78/0	20	40/0
	Total	50	100/0	50	100/0
Interpretation and integration of literary text ideas	Less than 50% score	18	36/0	35	70/0
	More than 50% score	32	64/0	15	30/0
	Total	50	100/0	50	100/0
Evaluating the language and contextual elements of literary text	Less than 50% score	11	22/0	22	44/0
	More than 50% score	39	78/0	28	56/0
	Total	50	100/0	50	100/0

In table (11) the amount of effectiveness of educational strategies for metacognitive hidden curriculum in processes of reading skill comprehension in literary texts, percentage and frequency of scores higher than 50 percent in experiment group at the stage before and after using the educational strategies for metacognitive hidden curriculum have been compared.

This study indicative of the fact that there are some differences between frequency distribution and percentage of experiment group students on the basis of scores above 50 percent in processes of reading skill comprehension in literary texts at stages before and after using educational strategies for hidden curriculum, and that in all components, the number and percentage of experiment group students who have achieved scores over 50 percent relating to each component, compared with the stage before using educational strategies of metacognition, are more and higher.

In table (11) results from the effect of educational strategies for metacognition hidden curriculum on reading skill comprehension in literary texts among the experiment group students, after summing the average of their scores have been shown in order to identify the changes in total score in literary texts. Results from table (11) and Diagram (3) show that the total average of reading skill in literary texts of experiment group students at the stage after using educational strategies for metacognition hidden curriculum has been increase to 4.09.

Table 11. Statistical characteristics of reading skill in literary texts of experiment group students at before and after training stages of metacognition techniques of hidden curriculum

Index Group	Variable – stage	Number	average	Standard deviation
Experiment	Literary texts Pretest	50	8/06	2/81
experiment	Literary texts After test	50	12/15	1/88

Diagram 3. Comparing the average of reading skill in literary texts of experiment group students at before and after training stages

Results from table (12) and diagram (4) show that in the total average of reading skill in literary texts of control group students who have not experienced educational strategies for metacognitive hidden curriculum, considerable difference has not been realized.

Table 12. Statistical characteristics of reading skill in literary texts of evidence group students at before and after stages without using training

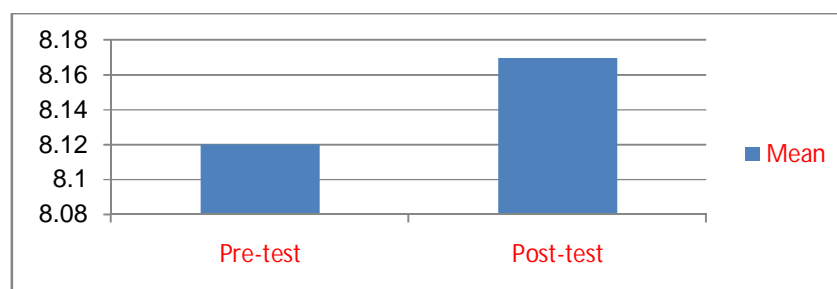| Index Group	Variable – stage	Number	average	Standard deviation
evidence	Literary texts Pretest	50	8/12	2/17
evidence	Literary texts After test	50	8/17	2/61

Diagram 4. Comparing the average of being able to read literary texts of evidence group students at before and after training stages

In order to study the positive relation of educational strategies of metacognitive hidden curriculum on bilingual students' reading skill, intergroup covariance analysis test was used, and results from it have been shown in table (15). On the basis of information resulted from the mentioned table it can be concluded that using educational strategies for metacognition hidden curriculum has positive effects on bilingual students' reading skill in informative texts.

The amount of the corrected effect equals to 0.581. This amount, according to the measures of Kohen is above the average limit. Taking the above conditions into account it can, with 95% confidence, be concluded that using educational strategies for metacognitive hidden curriculum in informative texts has positive effect on bilingual students' reading skill.

The Second Section: Testing the Assumptions
1. **Studying the first assumption: Using the strategies for metacognition hidden curriculum for bilingual students' reading skill in informative texts has positive relation.**

In order to study the positive relation of educational strategies for metacognition hidden curriculum on bilingual students' reading skill, the intergroup covariance analysis test was used and the results have been shown in table 13. According to information from the above said table it is concluded that using educational strategies for metacognitive hidden curriculum has positive effect on bilingual students' reading skills. The amount of this corrected effect equals to 0.581. According to Kohen measures, this amount is above the average limit. Regarding the abovementioned conditions, with 95% confidence it can be concluded that using educational strategies for metacognitive hidden curriculum has positive effect on bilingual students' reading skills.

Table 13. Analyzing the covariance of intergroup effects of the effect of training the hidden curriculum metacognition techniques on reading skill in informative texts of students

Index of resource of Changes	SS	dF	Average of squares	F	Significance level	Effect size
Corrected Model	1071/641	2	535/820	205/201	0/001	0/734
Intercept	767/819	1	767/819	209/504	0/001	0/171
Pretest of informative texts	72/141	1	72/141	29/595	0/001	0/162
Group	874/241	1	784/241	334/211	0/001	0/1581
Error	281/561	47	2/018			
total	14660/000	50				

Studying the second assumption: Using strategies for metacognitive hidden curriculum has positive relation with bilingual students' reading skills in literary texts.

In order to study the positive relation of educational strategies for metacognitive hidden curriculum with bilingual students' reading skills, intergroup covariance analysis test was used. Results have been shown in table 14. According to information from the abovementioned table it is concluded that using educational strategies for metacognitive hidden curriculum has positive effect on bilingual students' reading skills in literary texts. The amount of this corrected effect is 0.563. This amount, according to Kohen's measures, is above the average limit. Considering the above conditions it can, with 95% confidence, be concluded that using educational strategies for metacognitive hidden curriculum has positive effect on bilingual students' reading skills.

Table 14. Analyzing the covariance of intergroup effects of the effect of training the hidden curriculum metacognition techniques on reading skill in literary texts of students

Index of resource of Changes	SS	dF	Average of squares	F	Significance level	Effect size
Corrected Model	1054/224	2	522/114	103/516	0/001	0/571
Intercept	582/217	1	582/217	114/573	0/001	0/451
Pretest of informative texts	285/111	1	285/111	54/006	0/001	0/241
Group	684/219	1	684/219	131/112	0/001	0/563
Error	773/019	47	4/117			
total	14614/000	50				

Studying the third assumption: Using strategies for metacognitive hidden curriculum has positive relation with bilingual students' reading skills (informative and literary texts) concerning the passage of time.

In order to test this assumption, dependent statistical t-test was used. Table (18) shows the result from this statistical test that was taken using the scores of post-test and follow-up of experiment group students.

In the above said table, since the amount of t resulted t is less than the amount of t in table and observed significance level is also greater than $\alpha = 0.5$ (p>0.05), so it is concluded that using strategies for metacognitive hidden curriculum has positive effect on bilingual students' reading skills in informative and literary texts considering the passage of time.

Table 15. Correlated t-test between after-test scores and follow-up scores in literary and informative texts of experiment group students

Index variable	Stage	average	Number	Standard deviation	Standard error	t	df	P
Literary texts	Follow up	11/98	50	1/781	0/211	1/438	49	0/121
	After test	12/15	50	2/172	0/219			
Informative texts	Follow up	10/00	50	1/971	0/241	0/834	49	0/342
	After test	10/08	50	1/781	0/219			

Conclusion and propositions:

The objective of metacognitive hidden curriculum in bilingualism reading skill, is training an independent learner, systematic and methodological study, and emphasis on learning process and learning method and different mental resource management. The mentioned objectives are among the high level objectives of metacognition that are related with high processes of the mind. Educating the strategies of metacognition allows an individual to make use of available mental resources as well as other ones as much as possible, and in fact, increase her/his mental enjoyment and since reading process is directly dependent on the cognition structure and metacognition in bilingual individuals can explain the structure of cognition – which is different from education (Tamoor, 2009) – in the present research the researcher has shown the effect of education for metacognitive hidden curriculum on reading skills of Turkish primary school 4th grade girl students, in a better manner.

In this research it became clear that educating the metacognition skills is effective in literacy in informative and literary texts and also, during the passage of time, it enjoys appropriate stability as well. Making the students equipped with metacognitive strategies and skills enables them to meet the wants and frequent expectations of situations or conditions of education. Although some students naturally make use of skills and metacognitive strategies, most students can be taught to use metacognitive strategies and skills in a conscious manner. Obtained information shows that using metacognitive strategies for hidden curriculum causes the level of bilingual students' functions to be improved in all comprehension processes, especially in interpreting and integrating the ideas present in the content. The most increase in function due to education of strategies of metacognitive curriculum relates to the comprehension, interpretation and integration of ideas and using these strategies removes the considerable amounts of difficulties due to deeply and correctly understanding of the text, and also in Perlz results we talked about them. The first assumption is in accordance with foreign results and researches (Senn, 2009; Tummer et.al, 2009; Lowe, 2009; Alen and Hankook, 2008). Another assumption, is in parallel and in accordance with results and findings of foreign researchers (Pinto, 2009; Sen, 2009; Tamoor et. al., 2009; Alen and Hankook, 2008). In comparative analogy of findings and

results from the present research, it should be mentioned that since the main objective of the research is studying the effect of educating the metacognitive strategies on literacy in informative and literary texts of students, and also showing the relative stability of this effect during the passage of time, the last assumption had dealt with studying the stability of educations during the passage of time. This assumption is in parallel and accordance with results from findings of researcher such as Hotvin and Viendgroft (2007); Azimi, Adel (2005), Malki; Bahram (2005); Moradi, Hooshang (2003); Mesrabadi, Javad (2001). As a general conclusion from the researches that have been done using different methods of learning, thinking, and cognitive and metacognitive strategies, it can be said that being aware and using these strategies causes to learn how to be learned and this, due to positive effect on reading and comprehension, changes the student into an independent and active learner. These strategies can be taught and directly teaching them leads to increase in learning. Results from the conducted researches show that together with growth in students' age, their metacognitive skills, and consequently their comprehension are improved. Although most children lack required metacognitive skills for effective learning, the curriculum for bilingual institution can be corrected in the way that these skills can be taught to them. This means that the teachers can – independently or together with other lessons – can teach learning skills to their own students. Another point to be mentioned is that, students who voluntarily use these strategies, experience the positive effects in their own learning and progress.

This research is different from other similar researches in some cases that are as follows:

Content and way of education: the content of used metacognitive education is so that includes the main strategies involved in a cognitive action from the beginning to the end. These strategies are planning and determining the objective, supervising and evaluating, organizing. Education of these strategies took place in the same order as it takes place on a cognitive action; that is, at first objective identification and other strategies were educated in the same order as mentioned before. Also, the way of education in each session, was so that teaching process was changed from teacher-oriented into education in group and finally into independent learning and teaching by the student herself/himself from and to herself/himself (learning how to learn).

Proposals:

Research proposal: Studying the effect of other aspects of the hidden curriculum on skills such as conversations taken place by bilingual students – Studying this educational subject in other bilingual regions of the country.

Applied Proposal: Suggesting the policymakers according to researches of this study: implementation of activities for the purpose of increasing the awareness on importance of development and use of education on the basis of mother tongue. Encouraging the development of mother tongue for the purpose of accomplishing educational activities using mother tongue. – According to findings from the research it is proposed to authorities of education system and senior managers to hold professional courses in order to teach the teachers different teaching methods and learning and educational strategies as well as evaluation methods in a practical way during the retraining courses.

– Considering the positive and influential effect of teaching the strategies for metacognitive hidden curriculum on learning rate and literacy rate of bilingual students, more news to be communicated among the students concerning the useful and fruitful effects of these skills. In this way, useful effects of these skills will more than ever be sensible for the students, Studying or controlling mental processes by the learner herself/himself is also a valuable aim for education. The most important and effective factors in practical learning and educational progress of students is of the types of non-classified, non-sensible, unintentional, and non-predicted learning. Since students learning are not in accordance with the wills and desires of education system it is necessary to take the appropriate actions to prevent them. – instead of concentration on the volume of students' learning and expecting them to learn , the methods for learning and learning how to learn, problem solving ways and reminding to be taught. It is better for teachers to try to consider a position for students in the content of curriculum for primary school courses and pay attention to different aspects of hidden curriculum.

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