

Review of: "Operations of the Cognitive-Metacognitive System in Promoting Learning: a Brief Theoretical Analysis"

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Overall, this article is a good effort however, it is an elaboration of the existing concepts of cognition and metacognition. That cognition is regulated by metacognition is a concept, which has already been widely embraced so in terms of novelty, there does not seem much offered. Nevertheless, the approach through examples may clarify the existing concepts. Furthermore, the authors need to reconsider which evidence he can provide to support his argument that cognition first operates alone and later metacognition accesses it; it is still unclear because it is a complex monitoring so we cannot 'claim', as a final word, how these cognitive processes take place. Also, rechecking certain grammatical uses with greatly enhance the quality (e.g., the usage 'reach to?'). On the whole, the article is publishable after modifications (by removing any high claims about the operations of cog-metacog, vocabulary such as 'it CLEARLY defines'; and proposing a 'new' model etc.). Hope this review helps to improve the stance.