



THE 2ND
CONFERENCE ON
INTERDISCIPLINARY
APPROACHES TO
LANGUAGE TEACHING,
LITERATURE &
TRANSLATION STUDIES



Ferdowsi University
of Mashhad

Dr. Shariati's
Faculty of Letters
and Humanities

Submission Code: 318
Subject: Letter of Acceptance
Date: June 01, 2015

Dear Masoumeh Hassanpour, Behzad Ghonsooly, Mehdi Jabbari Nooghabi
and Mohammad Naser Shafiee,

We are pleased to inform you that your paper entitled, "Relationship between metacognitive strategy training and willingness to read English medical texts", is accepted by the scientific committee for presentation as **oral communication** at the 2nd Conference on Interdisciplinary Approaches to Language Teaching, Literature & Translation Studies (LTLTS2-IA).

The conference is organized by the Department of English Language and Literature and will be held in the Faculty of Letters and Humanities of Ferdowsi University of Mashhad, Mashhad, Iran on October 6 and 7, 2015. Please, visit the conference website at <http://ltlts2.um.ac.ir> for details and updates.

Please do not hesitate to contact us at ltlts2@um.ac.ir for any possible inquiries. We look forward to seeing you at Ferdowsi University of Mashhad.

Sincerely,
LTLTS2-IA Conference Office

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Relationship between Metacognitive Strategy Training and Willingness to Read English Medical Texts

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This quasi-experimental study examined the relationship between students' metacognitive awareness and willingness to read English texts. So, a model was proposed and tested using structural equation modeling (SEM) with R software. Participants included 98 medical students of two classes, a control group and an experimental group. At first, both groups were asked to complete the two questionnaires of the study. Students of the experimental group were provided with some reading strategies, including reading for main ideas and reading for organization. At the end of the semester, all participants again completed the two questionnaires, and took a final examination achievement test. The proposed model demonstrated the significant effect for metacognitive awareness before the intervention (MA1) on metacognitive awareness after the intervention (MA2), willingness to read before the intervention (WTR1) on willingness to read after the intervention (WTR2), and MA1 on WTR2. It also indicated a mutual significant effect of MA1 and WTR1, and also MA2 and WTR2. However, no significant effect of WTR1 on MA2 was observed. Also, in the experimental group, the metacognitive strategy training significantly affected MA2. Thus, the proposed model reached the appropriate fit thresholds for all indices.

Keywords: metacognitive awareness, willingness to read in English, reading strategy, structural equation modeling (SEM), R software



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ENGLISH EDUCATIONAL GROUP



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حامیان همایش

خاتسفی
گروه آموزشی زبان انگلیسی



چکیده مقالات

دومین همایش

رویکرده‌های میان رشته‌ای به

آموزش زبان، ادبیات و مطالعات ترجمه



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