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 llts2@um.ac.ir for any possible inquiries. We look forward to seeing you at Ferdowsi University of Mashhad.

Sincerely,
LTLTS2-IA Conference Office
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
Book of Abstracts of 2nd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies

6 - 7 October 2015
Ferdowsi University of Mashhad

Edited by Masood Khoshsaligheh