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Thesis Title	Metacognitive Awareness of Reading Strategies at Al Kindy College of Medicine Baghdad University 3rd & 5 year medical students
Year	2015
Abstract	<p>Background: Medical sciences in Iraq are taught using foreign language (English) other than native or mother tongue (Arabic). That issue raises significant questions related to the strategies of reading process applied by Iraqi medical students to cope with this situation.</p> <p>Objectives: 1. Determine the overall tendency of metacognitive awareness of reading strategy used as reported by medical students at Al-Kindy College of Medicine. 2. Find out the development in metacognitive awareness of reading strategies between two different years of study (3rd and 5th) for medical students. 3. Figure out the relation between using of reading strategies and student's last year grade.</p> <p>Method: The study was conducted at Al-Kindy medical college on academic year (2014-2015). A cross-sectional study design using questionnaire form adapted from Journal of Developmental Education has been distributed to medical students of 3rd. and 5th. Year consisting of (30) items relevant to students reading strategies used on when reading their academic materials. Result: 61.1% of respondents are classified as medium use for reading strategies and 38.9% as high use. Overall reading strategy mean was medium use for all participants while it was developed from medium in year three up to high in year five. Level of awareness of using these reading strategies is significantly correlated to students' grade at his/her last year. The students' preference to subscale of reading strategies was PROB followed by SUP and then GLOB.</p> <p>Conclusion: Medical students have medium level of metacognitive awareness of using reading strategies, but they significantly developed this level to high as they progress through their academic years of study and show less dependency on using some strategies like reading a loud, adjust reading speed and using dictionary. Their prime preference of using subscale of reading strategies is the same with different study year as they preferred using problem solving strategies more than other two types. High level of using reading strategies may be one of the factors affecting students' grade at the end of the year in a positive way. It is strongly recommended to orient medical students regarding concepts and principles of applying reading strategies at the commencement of the first academic year through short lectures or so.</p> <p>Keywords: Metacognitive, Reading strategies, Global reading strategies, Problem solving reading strategies, Supportive reading strategies.</p>