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# EFL READING COMPREHENSION AND METACOGNITION: A QUASI-EXPERIMENTAL STUDY OF 11TH-GRADE STUDENTS IN BÍOBIO PROVINCE

Tesis presentada a la Escuela de Educación de la Universidad de Concepción para optar al grado académico de licenciado en educación y título profesional de profesor de inglés

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To everyone who believed in us,

even if we did not.

*Keep on moving, keep climbing*

*Keep the faith*

*It's all about the climb.*

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Quiero agradecer a mi familia, Yesica, Marcelo y Daniela, por ser quienes me han impulsado toda la vida. Me faltará tiempo para agradecer todo su apoyo y amor, ojalá pueda devolver todo el cariño de alguna manera. A mi pareja, Roque, por cuidarme y brindarme ánimos para seguir adelante incluso cuando ya no podía. A mis niñas, Toffie y Blanca, por ser una curita en el alma. A mis amigas, a quienes quisiera mencionar una por una. Infinitas gracias por todo el apoyo que me han dado durante estos años, saben que no habría llegado a este punto sin su amistad y cariño.

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*Camila Yamilet Vinet Rivas.*

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## ABSTRACT

English as a foreign language (EFL) in the Chilean educational context faces two interconnected challenges, which are a limited implementation of language learning strategies to foster learner autonomy and low reading comprehension performance. These gaps hinder students' academic development and their ability to connect with and participate in a globalized environment. This quasi-experimental study aims to identify the effects of two metacognitive reading strategies (global reading strategies) on EFL reading comprehension among 11th-grade students from a public high school and a private school in Biobío province. Participants included two classes per school: one class per school assigned as the experimental group and the other as the control group. Each group completed the PET for Schools exam and MARSI-R questionnaire as pre- and post-tests, while only the experimental groups received explicit strategy instruction for six modules. Collected data was analyzed using both descriptive and inferential statistics via RStudio to account for potential within-group statistics differences. Results demonstrated that explicit instruction in Global Reading strategies led to improved English reading comprehension in the public school, while there was not significant

improvement in the private school. The study concludes that metacognitive instruction benefits learners differently.

*Keywords*: Metacognitive reading strategies, reading comprehension, EFL education, education in Chile, 11th-grade.

# RESUMEN

El inglés como lengua extranjera en la educación chilena enfrenta dos desafíos interconectados: una implementación limitada de estrategias de aprendizaje del idioma para fomentar la autonomía y el bajo rendimiento en comprensión lectora. Estas brechas dificultan el desarrollo académico y la participación en contextos globalizados. Este estudio cuasi experimental busca identificar los efectos de dos estrategias metacognitivas de lectura (estrategias globales de lectura) en la comprensión lectora en inglés entre estudiantes de 3° medio de un liceo público y un colegio privado en la provincia del Biobío. Los participantes incluyeron dos cursos por establecimiento; un curso por escuela asignado como grupo experimental y el otro como grupo control. Cada grupo rindió el examen *PET for Schools* y el cuestionario *MARSI-R* como pre y post evaluación, mientras que solamente los grupos experimentales recibieron la instrucción explícita de estrategias en seis módulos. Los datos fueron analizados usando estadística descriptiva e inferencial en *RStudio*, para identificar diferencias estadísticas internas. Los resultados demostraron que los estudiantes del liceo público mejoraron su comprensión lectora tras la instrucción explicita de estrategias globales de

lectura, aunque en la escuela privada no se observaron mejoras significativas. En conclusión, la instrucción metacognitiva beneficia a los estudiantes de manera diferente.

*Palabras clave:* Estrategias metacognitivas de lectura, comprensión lectora, educación en Chile, educación de inglés como lengua extranjera, 3° medio.

# INTRODUCTION

Developing reading skills is a crucial part of acquiring a language (Castro et al., 2024), making the ability to comprehend written language essential for success in life (Butterfuss et al., 2020). Studies on reading comprehension in first language (L1) are vast and complex; however, this complexity is even greater in second language (L2) settings, as learners process the two languages simultaneously (Grabe & Stoller, 2019).

Among many factors that influence reading comprehension, there is one that plays a fundamental role: metacognition, in which readers are aware of their own knowledge and self-regulation regarding their understanding of a text (Mokhtari & Reichard, 2002). The authors emphasize this as a key factor in distinguishing skilled readers from less skilled ones. Building on this idea, Mokhtari and Reichard (2002) identified three categories of metacognitive strategies related to reading: global reading strategies, problem-solving strategies, and supporting strategies.

Nevertheless, there is little to no interest on promoting metacognitive strategies or useful alternatives to enhance English language learning in Latin American education (Martínez et al., 2016). Although English language

teaching (ELT) in Chile has been shaped under many social, cultural, and political influences, English national curriculum is viewed as unrealistic as it does not align with actual students' needs, leading teachers to adjust the curriculum often without success due to practical constraints (Veliz et al., 2024). There still exists a lack of development in metacognitive processes during instruction in Chile and a passive reproduction of contents (Yilorm, 2016). Therefore, it is crucial to move toward experimental research that investigates the impact of explicit metacognitive strategy instruction, especially in elementary and secondary education in Chile (Matamala & Muñoz, 2024).

English teachers should not only focus on teaching linguistic aspects but also strategies and independence to fulfill potential needs while learning a language (Haque, 2018). In response to this present gap, the present study aims to identify the influence of the instruction of two metacognitive strategies on reading comprehension in EFL 11th-grade students from a public high school and a private school in Chile, using a quasi-experimental design and the application of the self-report Metacognitive Awareness of Reading Strategies Revised and the B1 Preliminary for Schools reading test.

# CHAPTER 1. PROBLEM STATEMENT

## 1.1 Background

Given its role as a widely accepted language for cross-cultural communication, English is an essential skill to develop, particularly in settings where it is learned as a foreign language (Kurniawan, 2024; Lee, 2016). South America is no exception to this, where English Language Teaching has grown in importance, resulting in English becoming a compulsory foreign-language subject in most schools (Barahona, 2016).

Consequently, in the Chilean context, learning English is considered essential for granting access to information and engaging in a globalized society (Toledo & González, 2016). Hence, government programs have prioritized the teaching and learning of English nationwide (Barahona, 2016), with the EFL Curriculum in Chile aligning and emphasizing the development of the Communicative Competence (*Ministerio de Educación*, 2015). Subsequently, and with alignment with the Common European Framework of Reference (CEFR), the Chilean Ministry of Education (2019) states in the

Curricular Bases for 11th and 12th that students are expected to reach a B1 level by the end of their secondary education.

To oversee the English proficiency among students in Chile, the National English Study was implemented. The National English Study evaluates 11th-grade learners through standardized assessments as part of the *Sistema de Medición de la Calidad de la Educación* program (SIMCE) (*Ministerio de Educación*, 2010). The most recent study is the 2017 National English Study which focused solely on assessing reading and listening skills (*Agencia de la Calidad de la Educación*, 2018). The 2017 test revealed a significant gap between the assessed skills, with reading comprehension scoring particularly low at an average of 22 measured on a 100-point scale (*Agencia de Calidad de la Educación*, 2018). These reading comprehension results require an examination of potential improvement strategies.

Consequently, metacognitive reading strategies prove to be a promising solution, bridging the gap between curricular goals and student performance (Paris & Winograd, 1990a). According to Flavell (1979), metacognition involves solving problems during study and in future learning. Metacognition is defined as 'learning to learn', which its foundation in

mental regulation and knowledge integration is highlighted (Haque, 2018). For this reason, implementing metacognitive learning strategies fosters the independent learning that students need (Oxford, 1990), especially in systems where the use of English inside or outside the classroom might not be directed by a teacher. As outlined by Sanhueza (2012), metacognitive strategies address reading comprehension challenges by providing students with the necessary tools for self-regulated learning, fostering independence, and encouraging a more involved and self-sufficient approach to education.

Nonetheless, as Yilorm (2016) argues, there remains a significant lack of emphasis on developing metacognitive processes within students' instruction. The author suggests that educators in Chile have predominantly relied on traditional pedagogical approaches, prioritizing the direct transmission of content rather than promoting autonomous learning and the cultivation of critical thinking strategies among students.

## 1.2 Justification

Reading comprehension is a key component in English as a foreign language education, as it facilitates effective language use, thereby playing a fundamental role in both language development and communicative

competence (Castro et al., 2024). Despite the mentioned importance of reading skills, EFL students frequently face significant difficulties in reading comprehension and continue to struggle with it (Lestari et al., 2017).

Moreover, the 2017 English National Study reveals significant reading comprehension gaps between students from low and high socioeconomic backgrounds. In the 2017 SIMCE, 11th-grade students from low socioeconomic groups averaged 15 points, compared to 39 points among their higher socioeconomic peers (*Agencia de Calidad de la Educación*, 2018). Students from vulnerable backgrounds consistently score lowest on the SIMCE English test, whereas those meeting proficiency standards predominantly attend private schools (Glas, 2013, as cited in Yilorm & Acosta, 2016).

The lower reading comprehension results can be explained by the Programme for International Student Assessment (PISA) test, which Chilean students' results were categorized as "below average" in all competencies, concerning low levels in L1 reading comprehension (OECD, 2023). Similarly, Honorato-Errázuriz et al. (2025) state that this pattern also extends to English examinations, where reading and listening comprehension skills

in EFL are also below the expected proficiency levels. In line with this, Castro et al. (2024) emphasize that developing reading comprehension skills is an essential aspect of the English language acquisition. Targeted interventions are needed to reduce and bridge this gap in English reading comprehension, ensuring all students can develop comparable language competencies.

As emphasized by Pressley and Harris (2008), explicit strategy training is necessary for students to overcome comprehension challenges and enhance their reading proficiency. At this point, metacognition becomes central to the discussion. As Zhang (2018) highlights, the relationship between metacognition and reading comprehension has long been set in this field of research. Teng (2020) further reinforces this connection, explaining that English learners can enhance their reading proficiency by using metacognitive strategies that foster and deepen overall understanding relating to a text. Though these benefits are acknowledged, research on metacognitive strategies has largely focused on adult learners with established metacognitive habits (Chumaña et al., 2019; Valenzuela, 2018); however,

there is limited attention given to secondary students and specific metacognitive reading strategies in the Chilean educational context.

Moreover, there is a lack of research about the awareness learners hold regarding reading comprehension strategies in the Chilean context. The most related reference is the work by Matamala and Muñoz (2024) who showed in their study conducted in Chile that explicit instruction in cognitive and metacognitive learning strategies positively influences learners reading comprehension in the L2, although their focus was not on implementing training on metacognitive reading strategies as a complete set. As noted by Mokhtari and Reichard (2002), researchers have long emphasized the importance of monitoring reading comprehension, a key factor distinguishing proficient from less proficient readers. These authors categorized metacognitive reading strategies into three types: global reading strategies, problem solving strategies, and support strategies. However, there is one category that draws particular attention for its preference among different students from different contexts of language learning (e.g., Köse & Güneş, 2021). Global reading strategies aid the overall text comprehension, whereas other categories address specific information gaps and meaning-related

difficulties (Bilici & Subaşı, 2022). Instructing these strategies would be particularly valuable in the Chilean EFL context, where the Ministry of Education (2015) prioritizes communicative competence, defined by Savignon (2017), as conveying meaning in context overachieving perfect linguistic accuracy.

## 1.3 Research question

### *1.3.1 General research question*

What is the effect of explicit instruction of metacognitive strategies on EFL reading comprehension among 11th-grade students from a private school and a public high school in Chile?

### *1.3.2 Specific research question*

What is the initial and final level of metacognitive awareness and reading proficiency of students, as measured by the Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSI-R) and B1 Preliminary for Schools (PET for Schools), among 11th-grade students from a private school and a public high school in Chile?

## 1.4 Objectives

### *1.4.1 General objective*

To analyze the effects of two metacognitive strategies on EFL reading comprehension in 11th-grade students from schools in the Biobío province.

### *1.4.2 Specific objectives*

1. To determine the initial and final levels of metacognitive awareness of reading strategies through a self-report instrument, namely the MARSI-R, in both a public and a private school.

2. To determine the initial and final levels of reading comprehension in the English language using the PET for Schools exam in both a public and a private school.

3. To compare reading comprehension scores as measured by the standardized assessment instruments (PET for Schools) and the results of the self-report instrument (MARSI-R) among the experimental groups within each school's sample, employing statistical analysis methods alongside specialized software for analysis.

## 1.5 Hypothesis

The implementation of an explicit metacognitive strategy instruction program influences the EFL metacognitive reading strategy awareness and reading comprehension scores of 11th-grade students, with significant differences between a private school and a public high school.

## 1.6 Variables

### *1.6.1 Independent variable*

In this study, metacognitive reading strategy awareness is considered as the independent variable. Metacognitive reading strategies refer to the conscious processes that readers use to monitor, control, and assess their comprehension (Babayiğit, 2019). Developing awareness of these strategies enables students to take active control and evaluate their comprehension, effectiveness, and efficiency in reading processes (Pahrizal et al., 2025). According to Mokhtari et al. (2018), there are 15 metacognitive reading strategies grouped into three major categories or scales: Global, Problem-solving and Support strategies, each containing five specific strategies. However, due to time constraints, only two strategies from the Global reading strategies category were explicitly taught during the instruction process. In

this study, the awareness that students developed toward metacognitive reading strategies following the explicit instruction was measured with the MARSI-R questionnaire by Mokhtari et al. (2018).

### *1.6.2 Dependent variable*

The dependent variable is students' level of reading comprehension, as it is influenced by the instruction of metacognitive strategies. As stated by Goodman (1988), reading comprehension is the interaction between the language encoded by the writer and the meaning constructed by the reader. To measure comprehension, the reading section of the B1 Preliminary for Schools was used for students from a private school and a public high school. This decision was made based on the academic reality of the students in each school.

# CHAPTER 2. LITERATURE REVIEW

## 2.1 Reading comprehension

Reading and comprehending written language constitutes a complex process of human-exclusive cognitive traits (van de Broek & Espin, 2012). Goodman (1988) defines reading as "a receptive language process" (p. 12). Reading is a psycholinguistic process that inherently involves the interaction between the writer's encoded thought and the reader's construction of meaning (Goodman, 1988). Similarly, other authors define reading as an active, meaningful meaning-making process that demands comprehension (Grellet, 1981). According to Teng (2020), reading comprehension is a multifaceted construct, encompassing prior knowledge, vocabulary knowledge, active reading strategies, and critical thinking skills. Complementing this view, Smith (2004) conceptualizes comprehension by extracting the meaning of a text and "reduction of uncertainty" (p. 185), which gradually reduces the reader's initial ambiguities regarding the text.

It is essential to understand that behind the act of reading, there are several brain processes explained through various theoretical models (Buttefuss et al., 2020; Kendeou et al., 2014). The author divides cognitive

processes into two main categories: lower- and higher-level processes. Generally, in the context of reading comprehension, the lower-level processes include decoding, reading fluency, and vocabulary knowledge, whereas the higher-level processes involve inference-making, executive functions, and attention allocation (Kendeou et al., 2014). In the lower-level processes of reading comprehension mainly develop during early childhood and elementary levels (Kendeou et al., 2012), and readers who have not fully developed them are likely to experience difficulties with higher-level processes (Kendeou et al., 2014).

With respect to higher-level processes, each component of higher-level processes works in an integrated way (Kendeou et al., 2014). These sources involve inference-making that allow readers to make connections between the text and background knowledge —that is content knowledge and text structure; executive functions that regulate students doing tasks, including working memory and inhibition; and finally, attention allocation skills which refers to adjusting and distributing a person's focus and mental resources based on the assigned task. Difficulties on higher-level processes compromise the full comprehension of the text, such as identifying main

ideas, semantic connections between text units or connections with prior knowledge, and others (Helder et al., 2013; Kendeou et al., 2014).

In the context of second language education, a considerable amount of learners' knowledge of the L2 is provided through direct class instruction and indirect instructional tasks or reading (Grabe & Stoller, 2011). Researchers have emphasized linguistic and cognitive skills across a wide range of readers, making it difficult to generalize findings in both L1 and L2 (Grabe & Stoller, 2019). The authors consider that L2 settings are more complex because learners have a wider range of L2 language proficiency levels and also must broaden their linguistic knowledge, learn to use L2 resources, and other demands at the same time. Many students come up with the tacit knowledge of their L1 which can either transfer reading skills or interference since L2 reading relies on a two-language system –both languages work together (Grabe & Stoller, 2019).

According to Grabe and Stoller (2019), there are differences between L1 and L2 reading that can be divided into three domains: linguistic and processing, individual and experiential, and finally socio-cultural and institutional differences. Firstly, the authors mention that L2 reading often

does not follow the same patterns as L1; therefore, differing in linguistic and processing areas, contributing challenges in language transfer.

The second domain is in relation to individual differences and experiences that impact L2 reading, such as L1 proficiency, previous L2 experience, training in supporting resources, and learners' motivations and attitudes towards texts (Grabe & Stoller, 2019). Comprehension can be influenced by the variation in readers' skills (Butterfuss et al., 2020). Additionally, reading is significantly influenced by parental and community attitudes in both L1 and L2 contexts.

Despite their differences in reading comprehension, L1 and L2 reading share component skills (Nassaji, 2014; Verhoeven, 2017). Grabe and Stoller (2019) argue that readers' cognitive skills involved and advanced literacy strategies are shared across L1 and L2 contexts, and that the mechanisms in learning to read in both languages are similar. In addition to this, the reader becomes more skilled, and the reading processes are more similar.

Fundamentally, understanding reading comprehension as a complex cognitive process and considering its potential problems provide practical implications for designing materials and instructional interventions to alleviate readers' difficulties (Kendeou et al., 2014). The development of

reading comprehension is an essential feature for success throughout life (Butterfuss et al., 2020).

## 2.2 Language Learning Strategies

Research on Language Learning Strategies (LLS from now on) has gone through various phases since Rubin's studies on good language learners in 1975, which spurred further investigation into this area (Pawlak, 2019). Although LLS lack a single definition, many researchers recognize them as cognitive processes that support and regulate a second or foreign language learning as these deliberate procedures and actions help students to facilitate, improve, and manage the complexities of communication (Guapacha & Benavidez, 2017; John Peter & Hashim, 2023; Oxford and Crookall, 1989; Oxford, 2017). Learners consciously employ the LLS by selecting and implementing these complex and dynamic actions to manage the cognitive, emotional, and social aspects of their learning in specific contexts (Oxford & Amerstorfer, 2019). Language learners select strategies based on individual and contextual factors that influence their suitability and effectiveness, ultimately fostering greater learner autonomy (Oxford, 2017).

Through decades of research on LLS, a wide range of formal categorizations have emerged from various scholars (Pawlak, 2019). Due to the complex variables involved, LLS have been classified in various ways; nevertheless, certain classifications have gained significant acceptance among academics (Liu, 2023).

The first one is developed by O'Malley and Chamot (1990) and is called the Strategy Taxonomy Model. It has been widely utilized as it presents a clear division of strategies into three main categories: cognitive, metacognitive, and socio-affective (Huang & Zhang, 2022). O'Malley and Chamot (1990) describe cognitive and socio-affective strategies as the ones learners use to focus on processing and retaining new information, as well as addressing the social and emotional aspects of language learning. And in contrast, metacognitive strategies enable students to plan, monitor, and assess their learning, which makes it more intentional and reflective. A thorough explanation of Metacognitive strategies will be given in point 2.4.

According to Oxford's (1990) Learning Strategies System Model, there are two main types of strategies: direct and indirect. Direct strategies actively engage with the language and facilitate learning by tackling specific tasks or contexts associated with its use, these strategies comprise memory,

cognitive, and compensatory techniques, focusing on direct engagement with the language (Pawlak, 2019). Conversely, indirect strategies, such as metacognitive, affective, and social approaches, manage and direct the learning process, improving the efficient utilization of direct strategies (Oxford, 1990).

According to Griffiths (2014), LLS are not effective tools unless they are taught explicitly, as the instruction ensures that all learners gain access to useful tools while shaping their understanding of the language. Teng (2020) further argues that explicit LLS instruction is not optional but a necessity, since it equips students with the necessary tools to develop the language more successfully and contributes to more equitable classrooms. Griffiths (2014), reinforces this view by emphasizing that teachers should incorporate LLS instruction into their classroom practices, shifting from independent and incidental discoveries made by individual students to systematic training that offers equal opportunities to all learners.

## 2.3 Metacognition

Understanding how learners manage their learning requires examining the concept and significance of metacognition. The idea was initially presented by Flavell (1979), who defined metacognition as the recognition

and awareness of one's cognitive processes. Expanding on this foundational definition, modern viewpoints, such as the one presented by Fleur et al. (2021), define metacognition as the capacity to be aware of and manage one's thinking processes, emphasizing its vital importance in achieving academic success. This concept is strongly associated with cognitive theory, since it relates to how students perceive and reflect on their own comprehension and knowledge (Smith, 2021). As Haque (2018) describes, metacognition can be perceived as "learning to learn" since it is based on the management of the cognitive processes associated with the assimilation of knowledge.

Metacognition includes several components, with metacognitive knowledge and metacognitive regulation acknowledged for their unique functions in understanding and overseeing cognitive processes (Stanton et al., 2021). Flavell (1979) explains that metacognitive knowledge refers to what individuals know about their own thinking, including an understanding of effective strategies and the cognitive demands of different tasks. On the other hand, metacognitive regulation involves self-directed actions that students undertake to effectively control their learning, such as strategies (Schraw & Moshman, 1995).

In the field of language education, metacognition represents a pivotal element because, as Haque (2018) emphasizes, it is crucial for effective learning since it demonstrates a learner's capacity to participate in efficient and self-directed learning strategies. By consistently being aware of their learning development and actively assessing their understanding, students can make smart modifications and strategically direct their language learning process in real time, improving both effectiveness and long-lasting retention (Alhamdawee & Abbas, 2021). Therefore, incorporating metacognition into students' educational experiences is essential, as it fosters self-regulated learning by enhancing their self-awareness, deepening their understanding of tasks they encounter and refining the strategies they employ, promoting autonomous language learners (Rhodes, 2019). A network analysis conducted by Loaiza et al. (2023) provides strong evidence that metacognition is a key element in effective learning, and although the concept was established years ago, its growing relevance in educational research and its integration into instructional practice reinforce that explicit instruction in metacognition is both beneficial and essential.

## 2.4 Metacognitive reading strategies

Metacognition is applicable to learning in general and to reading in particular, as it assists learners in progressing and achieving better comprehension at different stages during the process (Kung & Aziz, 2020). This can be achieved through the use and awareness of metacognitive reading strategies (MRS), which are deliberate mental processes that enable readers to construct meaning from texts by actively monitoring, controlling and assessing their comprehension throughout the reading process (Babayiğit, 2019). These strategies can be understood as "devices for solving problems met during reading, while readers are deeply engaged with the text" (Villanueva, 2022, p.15). Furthermore, Nilforoushan et al. (2023) explain that MRS also allow learners to realize that effective reading demands more than language proficiency alone, as it requires conscious attention to the reading process in order to understand a text efficiently.

This study will focus on the strategy framework by Mokhtari and Reichard (2002), which identifies three groups: global reading strategies (GRS), problem-solving strategies (PSS), and support strategies (SRS). The three categories mentioned emerge from an analysis conducted by Mokhtari and Reichard (2002) during the development of the Metacognitive

Awareness of Reading Strategies Inventory (MARSI), a self-report instrument designed to assess students' metacognitive knowledge regarding the use of reading strategies in their tasks. Rather than being derived from an existing strategy taxonomy, these categories emerged through factor analysis of data on strategy use.

The authors of the MARSI questionnaire drew on theoretical foundations from Flavell's (1979) model of metacognition, which conceptualizes the skill as a system in which, metacognitive knowledge, metacognitive experiences, goals and actions, interact and highlight the role of strategic planning and strategic problem-solving. Relevant concepts from Paris and Winograd (1990b) are also incorporated into the authors' discussion, the distinctions between cognitive knowledge and cognitive regulation provide further insight into three regulatory processes –that were previously established in research– known as planning, monitoring and evaluating, which occur during the learning process and are directly connected to metacognition or self-management. This connection is reflected in "the plans that learners make before tackling a task, in the adjustments they make as they work at it, and in the revisions, they make afterwards" (Paris & Winograd, 1990b, p. 2).

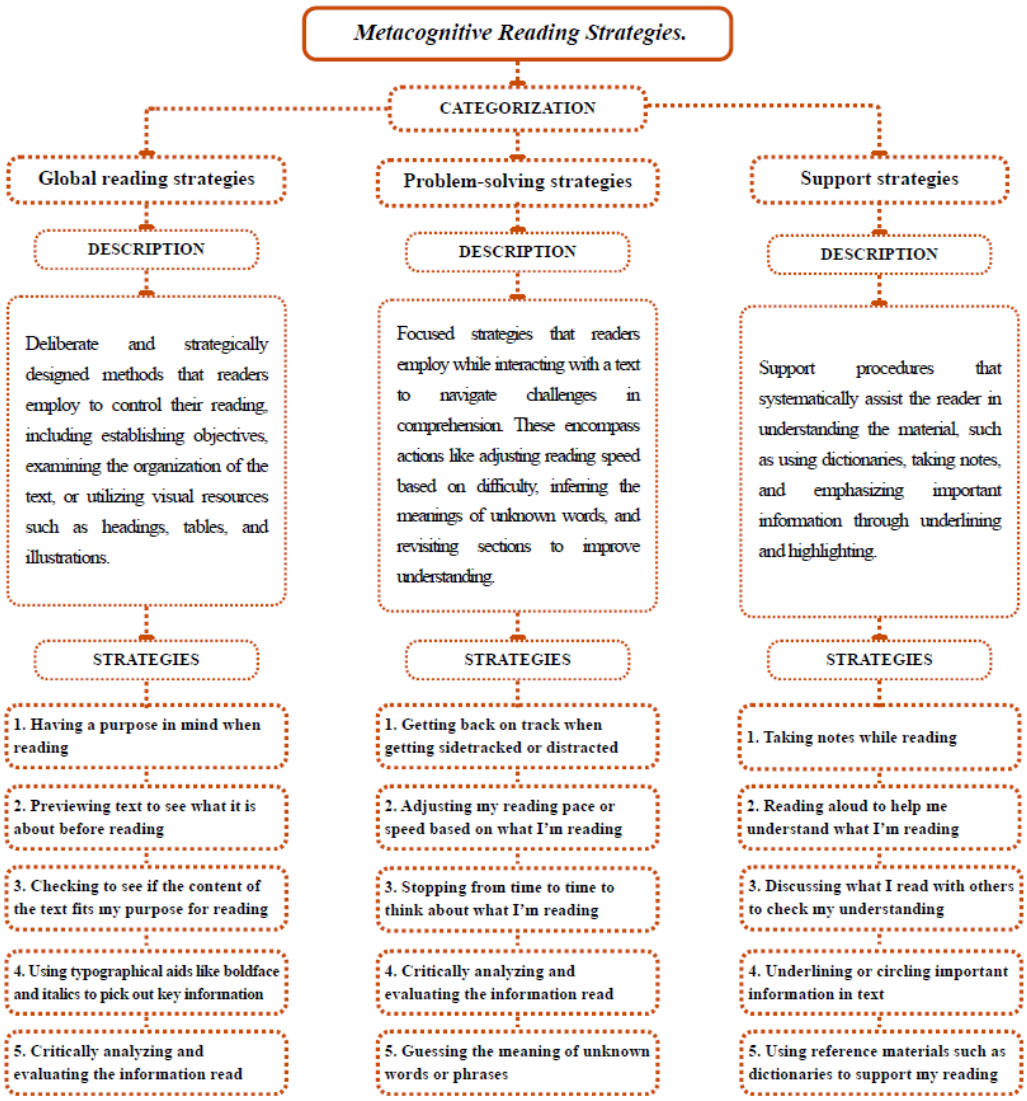
Regarding the reading processes and strategies that can be involved in it, Mokhtari and Reichard refer to several researchers; however, only a few will be addressed here, as their contributions significantly enriches the state of the art. According to Jacobs and Paris (1987), metacognition in reading involves not only knowing strategies but also when and why to use them. Another important notion drawn from their work is troubleshooting, by which learners identify comprehension problems during reading and select appropriate strategies to overcome them (Jacobs & Paris, 1987). According to Pereira-Laird and Deane (1997), metacognition is not limited to internal processes only; it includes the strategic use of external support mechanisms such as note-taking or dictionaries. Both types of strategies should be encouraged to be used in a balanced manner to regulate students' learning (Pereira-Laird & Deane, 1997).

Therefore, the three categories that are encompassed in the MARSI (Mokhtari and Reichard, 2002) and later incorporated into the revised and updated version, MARSI-R (Mokhtari et al., 2018), reflect the planning, monitoring and evaluating processes that characterize metacognitive reading behavior through strategies.

Originally, each category of the MARSI comprised ten strategies; yet as previously mentioned Mokhtari et al. (2018), conducted a revision of the instrument in 2018, with the aim of making the questionnaire shorter, psychometrically stronger and a more universally applicable instrument. However, one of the most important reasons was to ensure that the inventory accurately captured how language learners –native, ESL and EFL learners— plan, monitor, evaluate and use support strategies in reading across different linguistic contexts (Mokhtari et al., 2018). Therefore, the MARSI-R reduced the number of strategies to five per group. The following figure presents these strategies and definitions for clarity.

**Figure 1**

*Metacognitive Reading Strategies.*




*Note*. Adapted from Mokhtari and Reichard (2002) and Mokhtari et al. (2018) on metacognitive reading strategies. Own adaptation.

### *2.4.1 Global Reading Strategies*

The focus of MRS will be shift specifically to Global reading strategies (GRS), as their relevance to the present research will be addressed in subsequent chapters. Although reading is a complex process, it becomes a meaningful interaction between the reader and the text when comprehension is achieved (Villanueva, 2022). Global reading strategies refer to the deliberate techniques that students employ to plan and to monitor their reading, particularly during the pre-reading and while-reading stages (Naz et al., 2024). As noted by Habók et al. (2025), these strategies involve identifying the overall structure and main ideas of the text before and during reading in order to facilitate a better comprehension.

According to Mokhtari et al. (2018), this group of strategies comprises the following reading tools:

1. Having a purpose in mind when reading.
2. Previewing text to see what it is about before reading.
3. Checking to see if the content of the text fits my purpose for reading.
4. Using typographical aids like bold face and italics to pick out key information.

5. Critically analyzing and evaluating the information read.

GRS overall require the reader to engage in skimming, predicting, scanning, and previewing the content of text, as these processes activate prior knowledge that supports understanding the text's background, structure and organization, thus enhancing reading comprehension (Naz et al., 2024; Villanueva, 2022).

## 2.5 Evidence on Metacognitive Reading Strategies use and English Reading Outcomes

Several authors have explored the impact of students' metacognitive reading strategies on their reading proficiency. Pahrizal et al. (2025) states that employing metacognitive strategies often makes learners more skilled and strategic in their reading comprehension. Existing studies suggest a positive impact on students' academic achievement when emphasizing metacognitive reading skills (Al-khresheh & Al Basheer Ben Ali, 2023; Matamala & Muñoz, 2024; Mustopa et al. 2024; Tavakoli, 2014; Yulita & Napitupulu, 2023). This evidence is further reinforced by other authors who have applied training on metacognitive reading strategies to strengthen reading proficiency (Aghaie & Zhang, 2012; Matamala & Muñoz, 2024; Pahrizal et al., 2025).

Moreover, it is suggested that regardless of English competence, learners' metacognitive strategy awareness in reading may vary, for instance, low proficiency students can demonstrate high levels of MRS awareness (Yulita, 2019). While Villanueva (2022) utilized the Metacognitive Awareness Reading Inventory which showed that PSS was the most frequently reported, the author concludes that prior research has demonstrated higher levels of metacognitive awareness are related to improvement in reading. In addition to this, Tavakoli (2014) reported a positive correlation between metacognitive reading strategies and reading comprehension, in this study, the EFL learners were moderately aware of metacognitive strategies.

Studies such as Boulware-Gooden et al. (2007) have provided evidence that supports the use of metacognitive strategies to improve reading instruction and promote vocabulary learning in third grade students. The authors carried out lessons of 30 minutes for 25 days in both an intervention school and a comparison school; however, the lessons in the intervention school were focused on systematic and direct instruction of metacognitive strategies (Boulware et al., 2007). The results demonstrated that students

from the intervention school improved their vocabulary and achieved higher reading outcomes compared to the comparison school.

A study conducted by Teng (2020) examined the effects of metacognitive reading strategy instruction on 5th grade ESL students at an international school in Hong Kong. Research involved a control group and an experimental group. The process consisted of 10 lessons in which metacognitive strategies were presented explicitly. In the end, the results indicated that students benefited from metacognitive reading strategy instruction, enhancing their reading literacy, since the experimental group demonstrated statistically reliable results in the post-test ($p = .051$). Furthermore, in Kutluturk and Yumru's (2017) study, participants were also instructed in both cognition and metacognitive reading strategies the researchers considered learning needs throughout the research. Their findings indicated a high MRS score, however, this difference was not statistically significant.

Additionally, an action research was conducted by Kung and Aziz in 2020 in order to explore the influence of metacognitive strategy instruction for reading comprehension using MARSI-R questionnaire. The participants were students from a secondary school in Malaysia. The sessions consisted

of 50 minutes, where explicit explanation, modelled practice, and guided practice were provided. After the training, there was an increase in learners' awareness of MRS.

Regarding tertiary education, Babashamasi et al. (2022) led a quasi-experimental study in a university in Malaysia. This study demonstrated that explicit training of metacognitive strategies improved reading comprehension in a pandemic context. For data collection, Metacognitive Reading Awareness Strategy inventory, and semi-structured interviews were implemented. The authors also mentioned that teachers must consider students' individual differences and adapt tasks. In line with this, Alqahtani (2019) also studied the relation between the same two variables, ultimately showing a strong correlation between metacognitive approaches used and reading.

To conclude, the reviewed studies provide relevant and beneficial findings that enhance pedagogical practices, helping teachers and students identify and address potential shortcomings in reading comprehension.

# CHAPTER 3. METHODOLOGICAL FRAMEWORK

## 3.1 Methodology

The present study was conducted under the positivist paradigm, which, according to González (2003), assumes it as an objective reality that runs on fixed, discoverable laws. Furthermore, quantitative research was the selected approach for this research, as it allows testing objective theories by analyzing group comparison or variable relationships (Creswell & Creswell, 2022). In this case, the data was collected through the MARSI-R questionnaire, which quantifies participants' metacognitive awareness of reading strategies, and PET for Schools, which provides scoring based on the number of correct answers. This study showed that metacognitive reading strategies produced measurable effects on participants' reading. Moreover, descriptive and inferential statistics were used to examine overall performance patterns and explore the degree of relation between variables.

Specifically, this study proposed a correlational hypothesis that investigates the effects of metacognitive reading strategies that have an influence on English reading comprehension using quasi-experimental design. Quasi-experimental designs allow analysis of how the independent

variable affects a dependent variable (Hernández et al., 2014). Participants included a control group and an experimental group within each school, rather than across schools. The experimental groups received explicit instruction in two Global reading strategies (GRS): (1) Having a purpose in mind when reading and (2) previewing text to see what it is about before reading (Mokhtari et al., 2018). For this study, students' metacognitive awareness was measured through the MARSI-R, while students' reading proficiency was evaluated using PET for Schools. Additionally, due to time constraints, experimental groups were instructed only on two metacognitive global reading strategies.

## 3.2 Sampling

To select the most appropriate data sources for this study, the non-probabilistic convenience sampling was employed, as it allows the inclusion of participants based on accessibility and convenience to the researcher (Otzen & Manterola, 2017). This type of sampling was selected as it allows the researchers to focus on the individuals who take the English SIMCE, specifically 11$^{th}$ grade students, who are relevant for the implementation of

strategies to improve reading comprehension, which is assessed through the test.

The sample was drawn from two educational institutions from the Biobío province, based solely on the condition that the participants are 11th grade students. Within each school, two classes of 11th grade students were selected through coordination with the English department and with the direct approval of each class's head teachers.

The study focused on a sample of four intact classroom groups. An experimental group and a control group were selected, one from each school. The control group from the private school consists of 26 students, while the control group from the public school includes 28 students. The experimental group from the private school consists of 26 students, and the experimental group from the public school includes 42 students, resulting in a total sample size of 124 students. Details regarding the participating schools and their student populations are presented below.

## 3.3 Participants

The public high school located in Mulchén serves students from 7th grade to 12th grade. Currently, it has approximately 500 students enrolled,

distributed across 19 course sections, and serves a population with important levels of socioeconomic vulnerability. The school offers four professional technical specialties. This high school follows the National Curriculum established by the Ministry of Education; however, there is a team of technical-professional teachers assigned to support the programs.

Although the sample initially planned to include two intact classes (N = 70 students), 42 students from Class B as the experimental group and 28 students from Class C as the control group, the sample size decreased by the end of the implementation stage. This reduction was due to students' absence from the pre- or post-test, or in case of the experimental group, the lack of attendance on the modules (three modules or more). It is important to mention that these factors were also applied to the private school's sample. As a result, the final public high school sample consisted of 19 students in the control group and 31 students in the experimental group (N = 50).

The private school located in Los Ángeles promotes an educational approach that fosters human integrity and values useful for societal demands. The educational institution does not maintain a vulnerability index, as operates as a private school serving exclusively medium-to-upper income

students. This educational facility follows the national curriculum at all levels yet extends instructional hours and reinforces content understanding through additional materials and different workbooks to foster students' autonomy and content integration. English classes are in line with a communicative approach and high standards for students to develop in different areas, paying special attention to English. The institution admits students from playgroup level and pre-kindergarten through 12th grade, with an average enrollment of 760 students across its educational community.

The sample of this learning institution experienced the same reduction due to the absence factors described in the public school's sample. At the beginning, the sample was planned to comprise both 11th-grade classes from the school, with 26 students each (N = 52 total), where Class A was assigned as the control group, while Class B was the experimental group, receiving metacognitive strategy instruction. However, at the end of the implementation, both groups encompassed 22 students each (N = 44).

## 3.4 Instruments and materials

### *3.4.1 Metacognitive Awareness of Reading Strategies Inventory-Revised*

The instrument selected to assess students' metacognitive awareness regarding reading comprehension was the Metacognitive Awareness of Reading Strategies Inventory-Revised, also known as MARSI-R, developed by Mokhtari et al. (2018). MARSI-R is a self-report instrument designed to assess students' awareness and perceived use of reading strategies in academic contexts (Mokhtari et al., 2018). This instrument comprises 3 categories of strategies: Global Reading Strategies, Problem Solving Strategies, Support Reading Strategies, each consisting of 5 statements (Mokhtari et al., 2018). Furthermore, it uses a 5-point Likert scale to measure students' awareness and usage of reading strategies (Mokhtari et al., 2018).

MARSI-R is the revised version of MARSI, created by Mokhtari and Reichard in 2002 and widely used in research (Mokhtari et al., 2018). However, as mentioned earlier, the updated version reduces the strategy statements from 30 to 15, which enhances the comprehensibility of the statements and limits academic reading contexts rather than generalized

reading (Mokhtari et al., 2018). The MARSI-R has demonstrated reliability with a Cronbach's alpha coefficient of .850 (Mokhtari et al., 2018).

The questionnaire measures 15 strategies, divided into the three categories previously explained, and scored on a Likert scale from 1 to 5. Each student assigns a score for every strategy according to their level of awareness. As can be seen in Appendix 1, each number on the scale represents a specific descriptor. Items 01, 03, 05, 12, and 13 correspond to Global Reading Strategies; items 07, 09, 11, 14, and 15 correspond to Problem-Solving Reading Strategies; and items 02, 04, 06, 08, and 10 correspond to Support Reading Strategies

It is important to note that the MARSI-R was translated into Spanish or the purpose of the study to ensure participant's full comprehension of the instrument and explore the metacognitive strategies they commonly use rather than to assess students' level of English. This instrument, requiring about 15 minutes to complete, was administered to both the control and experimental groups before and after the metacognitive strategy instruction. The questionnaire applied and the validation process of the translation of this instrument are available in Appendix 2.

### *3.4.2 B1 Preliminary for Schools*

B1 Preliminary for Schools, commonly known as PET for Schools, is an exam that demonstrates a student has mastered the basics of English and effectively uses the language in everyday situations (Cambridge Assessment English, n.d.). It measures students' English proficiency according to the CEFR (Cambridge Assessment English, n.d.). Although the test comprises four language skills, only the reading component was assessed to maintain alignment with the study's purpose and objectives.

The reading section of PET for Schols test includes six parts, containing a total of thirty-two questions (Cambridge Assessment English, n.d.). The parts of this material encompass the following reading sections: multiple, matching, true or false, gapped text, multiple-choice cloze, and open cloze. For this research, PET for Schools was used both as pre- and post-test to measure students' English reading proficiency as students are expected to perform B1 level in 11th grade (*Ministerio de Educación*, 2019). In addition, in each class, a different section of the PET for Schools was covered to teach the two selected strategies and provide guided practice of the text format. All texts used in this study are available in Appendix 3.

## 3.5 Data analysis techniques

This study followed a quantitative approach. Quantitative variables were analyzed using both descriptive and inferential statistics to examine the possible relationship between metacognitive strategies and reading comprehension.

### *3.5.1 Descriptive Statistics*

The data collected from each quantitative variable, namely metacognitive strategies and reading comprehension, were described using descriptive statistics in RStudio Integrated Development Environment (IDE) to identify general tendencies. RStudio IDE, a free open-source software (Posit PBC, n.d.), was used not only to calculate measures of central tendency and dispersion to describe data's behavior variability, but also to generate graphical representations, such as boxplots, that present the distribution of the results.

### *3.5.2 Inferential Statistics*

In the first instance, the Shapiro–Wilk (S-W) test, available in RStudio IDE, was applied to assess whether the data from both the MARSI-R and PET tests follow a normal distribution. This test provides a reliable method designed to evaluate whether sample follows a specific distribution, using the

criterion that p-value is greater than .05 indicates normality, while p-value is less than or equal to .05 indicates non-normality (Okoye & Hosseini, 2024). The results showed that the data was non-parametric; therefore, an appropriate test was selected to determine whether the MARSI-R and PET scores obtained in the pre-test were significantly higher in the post-test for both the control and experimental groups. Given the non-parametric nature of the data, the Wilcoxon-signed-rank, also referred to as the Wilcoxon test, was used, as it is a non-parametric test commonly used as an alternative to the t-test (Rey & Neuhäuser, 2011). This test is recognized for comparing two dependent samples and determining the statistical significance of the median values differences between the two groups. (Okoye & Hosseini, 2024).

Since the data did not meet the assumptions of normality, the relationship between metacognitive strategy awareness and reading comprehension was analyzed using Spearman's rank correlation coefficient (Spearman's rho, or Spearman's correlation test) in RStudio. This is a non-parametric test that measures the dependence or degree of relationship between two sets of variables (Okoye & Hosseini, 2024).

## 3.6 Data Analysis

The data gathered from both instruments will be processed using RStudio IDE, due to the quantitative nature of this research. RStudio is an intuitive interface for statistical analysis, as it provides users with a clear view of data tables, graphs, source code, and output simultaneously, which makes it particularly suitable for the aims of this study (Okoye & Hosseini, 2024).

The results obtained from this instrument support the discussion by highlighting trends and variations in student performance relevant to the research objectives. Furthermore, the outcome of pre- and post-intervention in each school will be compared using the program. This comparison will help determine any variations in reading comprehension resulting from the implementation of metacognitive strategies.

## 3.7 Ethical considerations

To ensure this research aligns with principles of voluntariness and confidentiality, each student's legal guardian received a consent form outlining the research implementation process. This document clarified that no collected data was used to evaluate the student's academic performance.

Additionally, considering the underage status of the participants, students were provided with an informed assent form. This allowed them to ask questions and clarify concerns regarding the study. These documents were presented and discussed with each grade's head teacher to ensure full understanding and transparency throughout the research process before the implementation of the study. Furthermore, as recognition of participation, the research findings will be shared with participating schools and visible to students' legal guardians.

## 3.8 Instructional Procedure

The following chapter outlines the procedures that structured the instructional processes implemented in the participating public and private educational institutions.

In accordance with the requirements of the educational institutions, the implementation of this study was limited to one 45-minutes session per week. The intervention spanned eight weeks and was organized into three phases: a pre-test phase, in which the PET for Schools test and MARSI-R instruments were administered. Then, the instructional phase, during which the modules explicitly integrated the two Global reading strategies (GRS)

mentioned –having a purpose in mind when reading and previewing text to see what it is about before reading– into the reading practice of the experimental group. And finally, a post-test phase, where the instruments were completed once again by both control and experimental groups. Due to time constraints, the PET for Schools and MARSI-R were administered during an exclusive one-hour session at the pre- and post-test phases in both the experimental and control groups across institutions. To ensure clarity regarding the implementation of the phases and procedures, refer to Appendix 4, which outlines the original planned schedule and the variations that were required due to the institutions' tight scheduling.

The study, as mentioned earlier, included the explicit instruction of two out of the five global reading strategies from the Metacognitive Reading Strategies (MRS). These two strategies were distributed in modules of their explicit training and practice through six modules. The first module only encompassed the introduction of the term metacognition and the presentation of the first strategy mentioned –having a purpose in mind when reading– while the second module reinforced the notion of metacognition while also introducing the second strategy of the study –previewing text to see what it is about before reading–. The remaining four modules focused on the

integration of both strategies to ensure participants would include these into their reading processes; the presentations used in these modules can be found in Appendix 5. Wharton-McDonald and Swiger (2009, as cited in Gutiérrez & Ruiz, 2017) suggest that in order to enhance effectiveness of the instruction, explicit strategy should focus on teaching them separately at the early training stages and later integrate them in the instruction to strengthen their understanding.

The modules reflected regular classroom dynamics and followed a structured format, including prior knowledge activation, a brief explanation of the correspondent global strategy with guiding questions to better understanding, guided reading practice, and a closing activity integrating ICT tools. As Griffiths (2014) states, strategies should be instructed as an approach that enhances language learning and serves as a supportive element incorporated into regular classroom activities. The instructional procedure, detailed by phase and modules, can be found in Appendix 6 for further insight.

# CHAPTER 4. RESULTS

In this chapter, the outcomes of the study are presented from a quantitative, quasi-experimental design standpoint. The results are organized according to the variables derived from the study's hypothesis, which serve as a framework for presenting the findings based on the instruments applied to the student sample. Accordingly, the chapter begins with the MARSI-R questionnaire results, representing the independent variable, metacognitive reading strategy awareness, and then the PET for Schools reading test results, which correspond to the participants' reading comprehension level. Firstly, each instrument is reported by the results from the public high school, which included 50 students across the experimental and control group, followed by the results from the private school sample of 43 students, in order to facilitate a better understanding of the findings.

The results are presented using a consistent sequence. First, the pre- and post-test results of the control group are described in a brief manner. This is followed by descriptive statistics for the general scores obtained from each instrument for the experimental group where peeper reports are provided by different tables and figures. However, for the MARSI-R questionnaire,

additional detailed information is included, since the scoring differs slightly due to the metacognitive awareness scales of reading strategies assessed in the instrument and examined throughout the study.

## 4.1 Results of the MARSI-R Questionnaire

The MARSI-R self-report instrument is designed to measure students' awareness and perceived use of metacognitive reading strategies in academic texts (Mokhtari et al., 2018). The MARSI-R results will be reported in two distinct manners: the composite scores, which consider the overall performance of the sample, and the scale scores, in which each category is examined to determine the learners' level of awareness and use of the different groups of reading strategies (Mokhtari et al., 2018)

### *4.1.1 MARSI-R Results Public High School*

**Table 1**

*MARSI-R Questionnaire Descriptive Statistics – Control Group Public High School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| MARSI-R Pre-Test | 19 | 28 | 37 | 42 | 48 | 53 | 41.95 | 7.34 |
| MARSI-R Post-Test | 19 | 30 | 37.5 | 39 | 48 | 63 | 43.37 | 8.75 |

Table 1 shows a summary of the descriptive statistics for the control group MARSI-R results obtained during the pre- and post-stages, which include pre- and post-test samples, minimum and maximum values, quartiles, the median, the mean, and the standard deviation. The mentioned table presents MARSI-R scores obtained in both pre- and post-stages from the control group (N = 19) of the public high school. Both the minimum and maximum values, mean, and standard deviation had a slight increase. Moreover, the first quartile (Q1 ≈ 37) and third quartile (Q3 = 48) remained practically unchanged across both tests, however, the interquartile range

(IQR) mildly decreased from 42 to 39. The Wilcoxon signed-rank test for paired samples was utilized to obtain the p-value. According to this test, the results were not statistically significant (p = .20).

**Table 2**

*MARSI-R Questionnaire Descriptive Statistics – Experimental Group Public High School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| MARSI-R Pre-Test | 31 | 28 | 47 | 54 | 58.5 | 68 | 52.45 | 8.75 |
| MARSI-R Post-Test | 31 | 35 | 48 | 53 | 56.5 | 66 | 52.58 | 6.82 |

In table 2, MARSI-R pre-test scores (N = 31) ranged from 28 to 68, while post-test scores ranged from 35 to 66, indicating a higher minimum but a modestly lower maximum value. Additionally, the mean showed minimal variation, rising slightly from 52.45 to 52.58. Nevertheless, the standard deviation decreased from 8.75 to 6.62, reflecting a more homogenous distribution after the application of the intervention modules. The Wilcoxon signed rank test indicated that the variation in scores between both phases was not statistically significant (p = .39).

**Figure 2**

*MARSI-R Questionnaire Boxplot – Experimental Group Public High School*

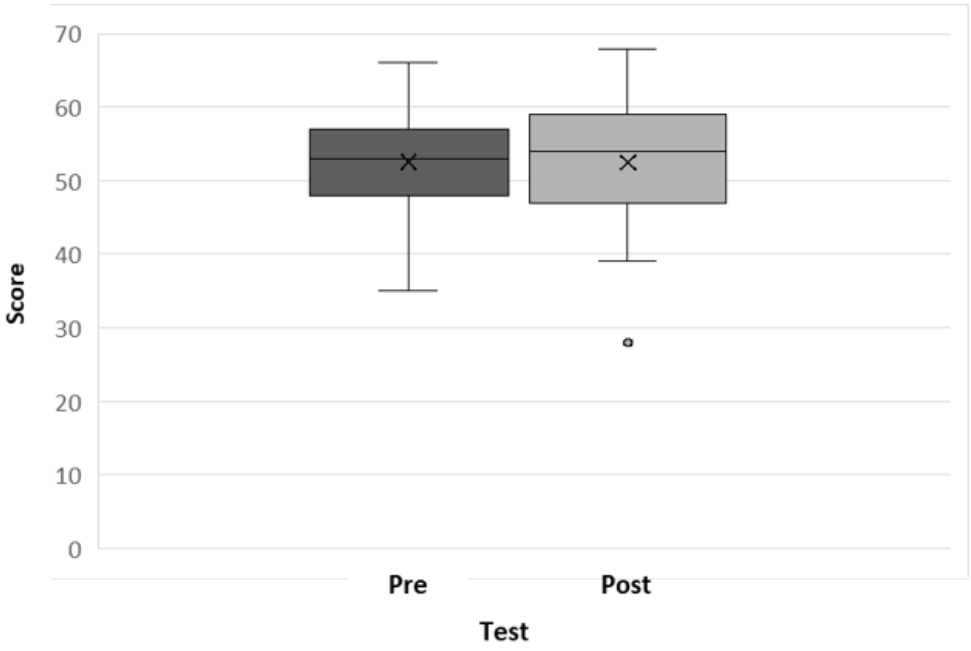



Figure 2 depicts the MARSI-R questionnaire scores from the Experimental group in both stages using a box plot (or box-and-whisker plot), which illustrates data distribution through quartiles. Regarding the distribution of the MARSI-R results, Q1 declined modestly from 48 to 47 points. However, both IQR and Q3 indicated a downward trend, decreasing from 54 to 53 and 58.5 to 56.5 points, respectively.

The whiskers of the boxplot ranged from 35 to 66 in the pre-test. While the box-plot whiskers showed an upward shift in the post-test, ranging from 39 to 68. In addition, there was an unexpected lower score of 28 in the post-test, therefore an outlier was detected.

**Table 3**

*MARSI-R Category Means – Experimental Group Public High School*

| | Mean Pre-Test | Mean Post-Test | Increase (%) | P-value |
|---|---|---|---|---|
| Final Score | 3.50 | 3.51 | 0% | 0.59 |
| Global Reading Strategies | 3.30 | 3.46 | 5% | 0.18 |
| Problem-Solving Strategies | 3.77 | 3.73 | -1% | 0.64 |
| Support Strategies | 3.41 | 3.33 | -2% | 0.83 |

Table 3 shows the mean scores for MARSI-R categories in the experimental group before and after the intervention. Overall, the results showed minimal variation across all strategy categories. The final score remained stable throughout the tests, reflecting 0% improvement and no statistical significance ($p = .59$).

Among all categories, GRS showed the most striking change, increasing 5% respecting the previous test, improving from 3.30 to 3.46, representing a medium level of MRS awareness.

Conversely, both PSS and SRS declined in the post-test, and neither change was statistically significant, with all p-values above .05 ($p = .64$ and $p = .83$, respectively). PSS decreased slightly from 3.77 to 3.73. Similarly, SRS followed the same downward trend, decreasing from 3.41 to 3.33, which reflects a 2% reduction.

### *4.1.2 MARSI-R Results Private School*

**Table 4**

MARSI-R Questionnaire Descriptive Statistics – Control Group Private School

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| MARSI-R Pre-Test | 22 | 41 | 46 | 55 | 61 | 74 | 55.09 | 9.20 |
| MARSI-R Post-Test | 22 | 40 | 51,25 | 57 | 64,75 | 75 | 57.50 | 10.09 |

Table 4 illustrates the MARSI-R score distribution for the control group of the private school (N = 22), comparing both pre- and post-test phases. In the pre-test, scores ranged from a minimum of 41 points to a maximum of 74, with a median of 55, while in the post-test the range shifted slightly from 40 to 75, with a median increased slightly to 57 points. This general upward trend is further reflected in the mean scores, which increased from 55.09 to 57.50. The pattern of improvement in score distribution is supported by the results of the Wilcoxon test, which indicated a p-value of .03.

**Table 5**

*MARSI-R Questionnaire Descriptive Statistics – Experimental Group Private School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| MARSI-R Pre-Test | 21 | 48 | 52 | 55 | 57 | 70 | 55.19 | 5.02 |
| MARSI-R Post-Test | 21 | 42 | 54 | 59 | 63 | 67 | 58.14 | 6.73 |

Table 5 presents descriptive measures for the MARSI-R questionnaire applied during the study to the experimental group (N = 21). These statistics

provide a general view of the data; however, complementing details will be provided in the following paragraphs. Overall, the mean for the experimental group increased from 55.19 to 58.14 of MARSI-R scores across the pre-test and post-test stages, reflecting a general shift upward in the students' metacognitive awareness of reading strategies. Regarding variability, the standard deviation increased from 5.02 in the pre-test to 6.73 in the post-test, indicating that scores became more dispersed after the intervention.

**Figure 3**

*MARSI-R Questionnaire Boxplot – Experimental Group Private School*

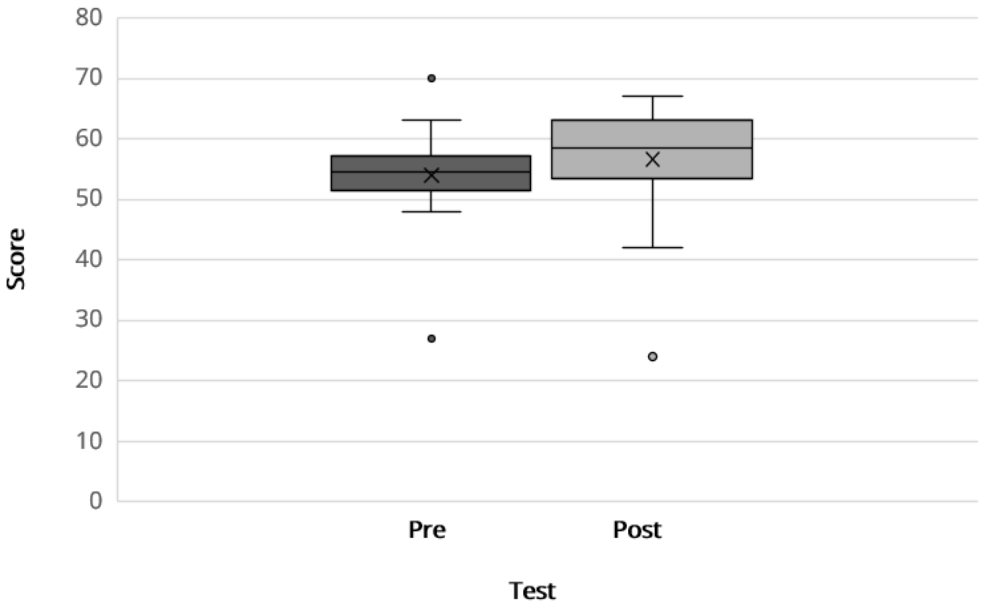


Figure 3 presents a box-and-whisker plot that visually displays the distribution and extreme values. Based on the figure, the pre-tests scores show a median of approximately 53, with the first quartile being 52 points and the third quartile around 56. The whiskers extended from 48 to 62 points, and two outliers are present at approximately 27 and 70. In contrast, the post-test scores display a higher median of about 57, with quartiles spanning from 53 (Q1) to 63 (Q3). The whiskers range from 42 to 67, and in comparison to the pre-test, it only shows one outlier near 24 points. Overall, the post-test distribution showed a slight upward shift in quartiles resulting in a widening of the interquartile range, from 5 to 9 points, suggesting a broader dispersion of typical scores in the post-test.

Finally, the Wilcoxon signed-rank test supports this interpretation by showing that, with 95% of confidence, the median MARSI scores are higher in the post test than in the pre-test ($p = .04$).

**Table 6**

*MARSI-R Category Means – Experimental Group Private School*

| | Mean Pre-Test | Mean Post-Test | Increase (%) | P-value |
|---|---|---|---|---|
| Final Score | 3.68 | 3.88 | 5% | 0.04 |
| Global Reading Strategies | 3.43 | 3.85 | 12% | 0.02 |
| Problem-Solving Strategies | 4.22 | 4,37 | 4% | 0.13 |
| Support Strategies | 3.39 | 3,41 | 1% | 0.43 |

Regarding the scale scores of the MARSI, which provide data regarding the three reading strategy categories as a group, Table 6 presents the mean scores for the experimental group for each category, the increase observed in each category, and whether this increase was statistically significant.

Overall, the experimental group began with a mean score of 3.68 as the composite but showcased an increase of approximately 5% in the post-test, ending with a mean of 3.88 for the group. This represents a statistically significant result ($p = .04$), as demonstrated in the data presented in previous figures and tables.

Specifically, regarding the three categories, the only notable change observed is the 12% increase in Global Reading Strategies (GRS), rising from

3.4 in the pre-test to 3.85 in the post-test. This change was supported by the Wilcoxon test, resulting in a p-value of .02, indicating a statistically significant change. Regarding the remaining two categories, a statistically significant difference is not perceivable. For instance, Problem-Solving Reading Strategies (PSS) only displayed a 4% increase, from 4.22 to 4.37 points in the pre-test and the post-test respectively, which does not indicate a statistically significant shift. The same situation is observed with the Support Reading Strategies (SRS), where the shift from 3.39 points in the pre-test to 3.41 points in the post-test is depicted in the 1% increase, and the $p = .43$ indicates that the change is not significant.

## 4.2 Results of the PET for Schools Test

The B1 Preliminary for Schools reading section was used in order to measure students' reading comprehension levels. It is important to note that the PET for Schools assesses students' English reading proficiency according to its own scoring scale of scores, which can be translated into CEFR standards, which will be reported in this section.

### *4.2.1 PET Results of the Public High School*

**Table 7**

*English Reading Test (PET) Descriptive Statistics – Control Group Public High School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| PET Pre-Test | 19 | 0 | 1.5 | 4 | 6 | 12 | 4.37 | 3.44 |
| PET Post-Test | 19 | 1 | 3 | 5 | 5.5 | 8 | 4.32 | 1.83 |

Table 7 displays the distribution of the control group's PET scores (N = 19) during the pre- and post-test. During both stages, no significant changes were observed overall in the distribution.

In the pretest, the students obtained a Q1 score of 1.5, an IQR of 4, and Q3 score of 6. Moreover, the mean was 4.37, and the data also showed a variability of 3.44 points relative to the mean. However, in the post-test, it can be seen that the most noticeable shift was the increase in Q1 and IQR, and a decrease in the standard deviation to 1.83. No statistically significant differences were observed ($p = .45$) according to the Wilcoxon signed-rank

test, indicating that there was no significant change in students' reading performance.

**Table 8**

*Students English Reading Comprehension Level – Control Group Public High School*

| CEFR Level | N° of Sample Pre-test | N° of Sample Pot-test |
|---|---|---|
| A1 | 19 | 19 |
| A2 | 0 | 0 |
| B1 | 0 | 0 |
| B2 | 0 | 0 |

PET for schools is an English language examination from Cambridge that assigns levels up to upper intermediate band. Table 8 presents participants' English reading comprehension levels obtained from 19 students, based on the PET reading section, according to the CEFR. Both reading tests outcomes from the control group indicated low performance, corresponding to a beginner level (A1).

**Table 9**

*English Reading Test (PET) Descriptive Statistics – Experimental Group Public High School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| PET Pre-Test | 31 | 1 | 4 | 7 | 9 | 13 | 6.84 | 3.34 |
| PET Post-Test | 31 | 1 | 6 | 12 | 20.5 | 29 | 13.52 | 8.48 |

Table 9 presents an overview regarding the results from pre- and post-stages of the PET exam. It provides a comprehensive summary of the distribution and variability of students' results, encompassing minimum and maximum values, quartiles, median, mean, and standard deviation.

In the pretest, the results ranged from 1 to 13 points. Afterwards, the distribution showed a change in the results: the minimum remained at 1, but the maximum score increased to 29. The mean doubled compared to the pre-test (13.52 after the intervention). Moreover, the standard deviation of 3.34 reflected moderate variability within the range; however, post-test variation became more dispersed and increased to 8.48.

Moreover, this improvement in students' reading proficiency is supported by the Wilcoxon test results, which demonstrated that the difference between the pre- and post-test is statistically significant (p = .00).

**Table 10**

*Students English Reading Comprehension Level – Experimental Group Public High School*

| CEFR Level | N° of Sample Pre-test | N° of Sample Post-test |
|---|---|---|
| A1 | 29 | 16 |
| A2 | 2 | 9 |
| B1 | 0 | 5 |
| B2 | 0 | 1 |

In table 10, students' scores were converted into CEFR levels to determine their English reading proficiency. As Table 10 illustrates, the majority of students achieved an A1 level in the pre-test, while only 2 participants of the sample reached an A2 level. However, an improvement in their performance can be observed; 16 students registered at A1 level, 9

students attained A2 level, 5 students reached an intermediate level (B1), and 1 student achieved an upper intermediate level (B2).

**Figure 4**

*English Reading Test (PET) Boxplot – Experimental Group Public High School*

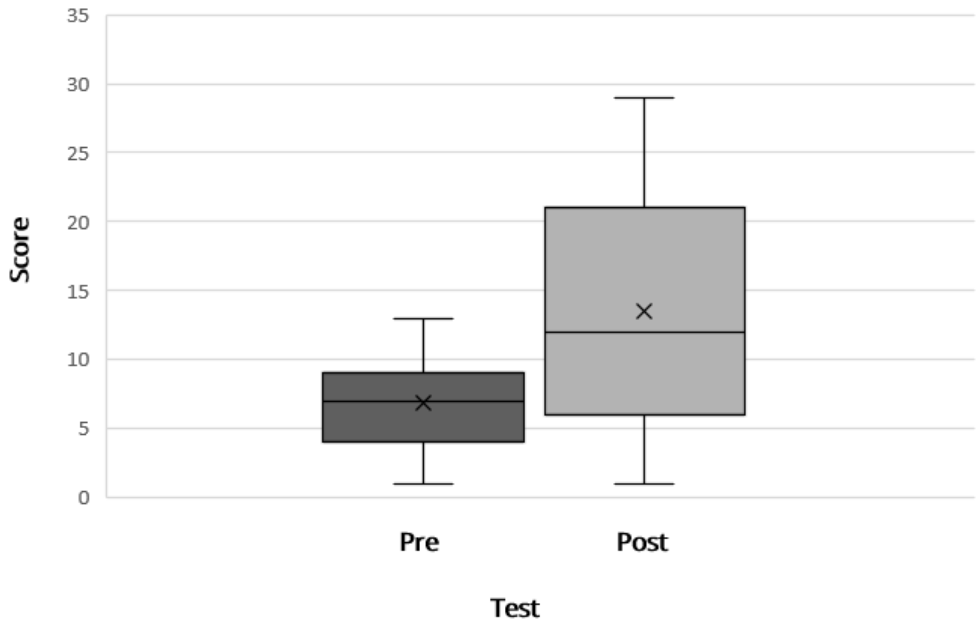



Figure 4 allows for the observation of changes between the pre- and post-tests from the Experimental group of the public high school. For this study, a box plot was utilized to allow observation of central tendency and extreme values. Overall, the present figure shows an improvement in

students' English reading proficiency. In the pretest, participants obtained 1.5 points in Q1, showing that 25% of the students scored below that number; nevertheless, after the metacognitive intervention modules, this score grew to 6 points. The improvement is also reflected in the IQR and 3 values, particularly in the Q3. The IQR showed an upward trend, increasing from 4 to 12 points. The most striking change occurred in Q3, where students raised their score from 6 to 20.5 points in the post-test.

In this case, the lower and upper whiskers coincide with the minimum and maximum values because outliers were not found. Thus, the lowest score in the group was 1 in both reading tests, whereas the highest score rose from 13 to 26, nearly twice the pre-test result.

### *4.2.2 PET Results of the Private School*

This subsection from the private school's outcomes presents the results of the control group, which did not receive any intervention during the study. This group was assessed only to establish a baseline for comparison with the Experimental group.

**Table 11**

*English Reading Test (PET) Descriptive Statistics – Control Group Private School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| PET Pre-Test | 22 | 3 | 7.5 | 10 | 14 | 30 | 11.68 | 6.74 |
| PET Post-Test | 22 | 2 | 7.25 | 10.5 | 14.5 | 26 | 12.00 | 6.28 |

Table 11 presents descriptive statistics for the pre- and post-test scores of the control group. In the pre-test, scores ranged from 3 to 30 with Q1 at 7.5, median at 10, Q3 at 14, a mean of 11.68, and a standard deviation of 6.75. Post-test scores ranged from 2 to 26 points, with Q1 at 7.25, median at 10.5, Q3 at 14.5, a mean of 12.00, and a standard deviation of 6.28.

According to the Wilcoxon signed-rank test, no statistically significant difference was found in students' reading comprehension levels ($p = .44$). This outcome is reflected in the following table, which presents the number of students who, based on CEFR criteria, achieved each proficiency level during the pre-test and post-test phases.

**Table 12**

*English Reading Test (PET) Descriptive Statistics – Experimental Group Private School*

| Test | N° of Sample | Minimum | First Quartile (Q1) | Median | Third Quartile (Q3) | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| PET Pre-Test | 22 | 3 | 6 | 10 | 26 | 30 | 14.55 | 10.66 |
| PET Post-Test | 22 | 3 | 6.25 | 18 | 25.75 | 31 | 16.68 | 10.22 |

Similar to the control group, table 12 provides a general overview of the descriptive statistics acquired across the application of the PET exam assessment for the experimental group from the private school, outlining the results more clearly; however, these will be presented in depth in the following graphs. In general, mean scores rose from 14.55 in the pre-test to 16.68 in the post test, showing a difference of 2.3 points. The minimum score remained at 3 in both stages, while the maximum changed from 30 to 31. The interquartile range stayed similar, with Q1 shifting from 6 to 6.25 and Q3 from 26 to 25.75.

These values present a broad perspective on the data and general trends, offering an initial overview of participants' performance on reading comprehension.

**Table 13**

*Student Distribution by CEFR Level Pre-test and Post-test – Control Group Private School*

| CEFR Level | N° of Sample Pre-test | N° of Sample Post-test |
|---|---|---|
| A1 | 13 | 13 |
| A2 | 7 | 6 |
| B1 | 1 | 3 |
| B2 | 1 | 0 |

*Note*. CEFR levels range from A1 (Beginner) to B2 (Upper intermediate). Values indicate the number of students who reached each CEFR level on the reading comprehension test.

**Figure 5**

*English Reading Test (PET) Boxplot – Experimental Group Private School*

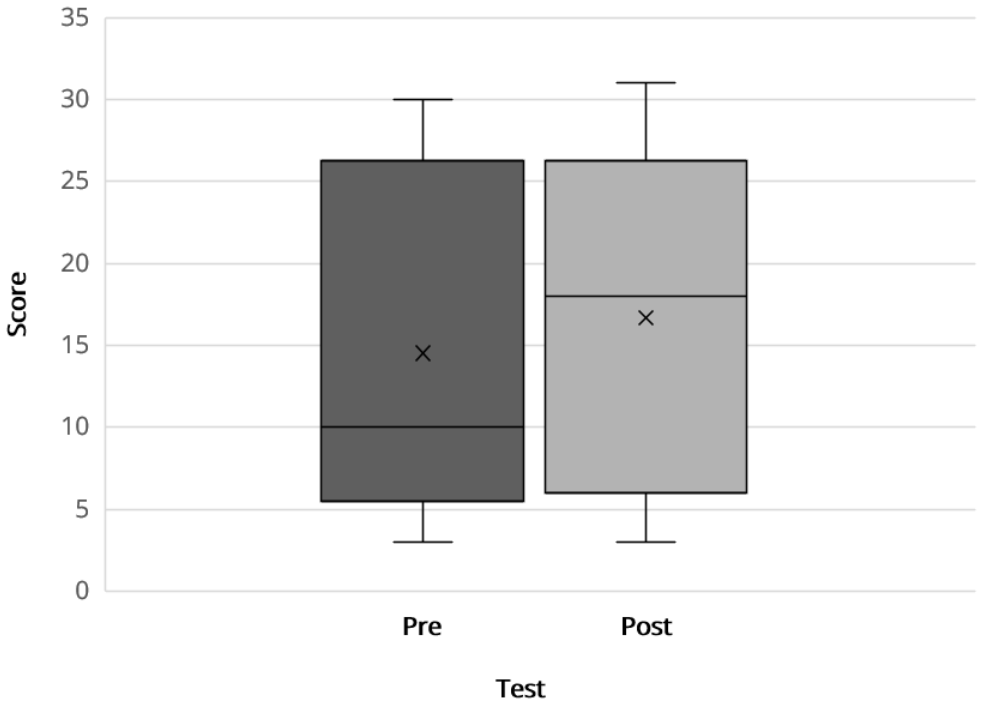



Figure 5 illustrates through a boxplot the data distribution of PET scores for the private school's experimental group before and after the instructional implementation stage of the study. In the pre-test, the minimum score was 3 and the maximum 30 and the median, or central tendency, remained at 10 points. The quartiles of this test were Q1 = 6 and Q3 = 26, which represent the lower and upper bounds of the middle 50% of the distribution. Based on these values, the interquartile range in the pre-test corresponded to 20 points, reflecting considerable variability within the group. Then, the post-test PET scores in this test phase show that minimum

values remain the same as the pre-test, at 3 points, and the maximum value slightly increased to 31, suggesting a small gain among top performers. The quartiles in this test remained similar to the pre-test (Q1 = 6.25 and Q3 = 25.75) while the measures of central tendency increased, with the median rising to 18 points, indicating a clear upward shift in the group's typical performance. The test portrayed a standard deviation of 10.22.

Overall, these values are sustained by the Wilcoxon signed-rank test, which showed no statistically significant difference in students' reading performance ($p = .06$). This result is supported in the following table, which reports the number of students who reached each CEFR proficiency in both the pre-test and post-test.

**Table 14**

*Student Distribution by CEFR Level Pre-test and Post-test – Experimental Group Private School*

| CEFR Level | N° of Sample Pre-test | N° of Sample Post-test |
|---|---|---|
| A1 | 12 | 10 |
| A2 | 2 | 1 |
| B1 | 5 | 7 |
| B2 | 3 | 4 |

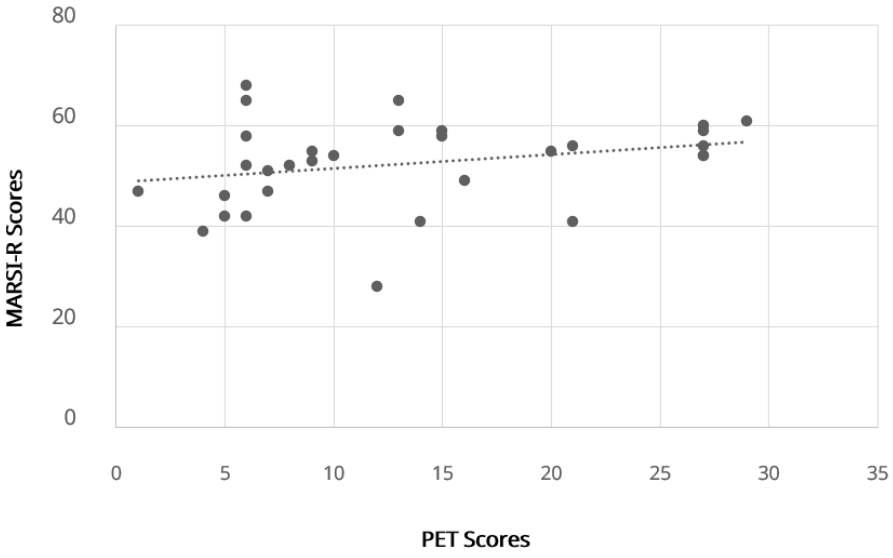
As Table 13 illustrates, the majority of students were at an A1 level in the pre-test, with 12 students, while only a few reached A2 or higher levels. In the post-test, the distribution changed slightly: 10 students remained at A1, 7 students reached B1 level, and the numbers at A2 decreased and in B2 increased 1 each.

## 4.3 Correlation between MARSI-R and PET Results

### *4.3.1 Correlation between MARSI-R and PET Results Public High School*

**Figure 6**

*Scatter Plot of PET and MARSI-R Scores – Public High School*



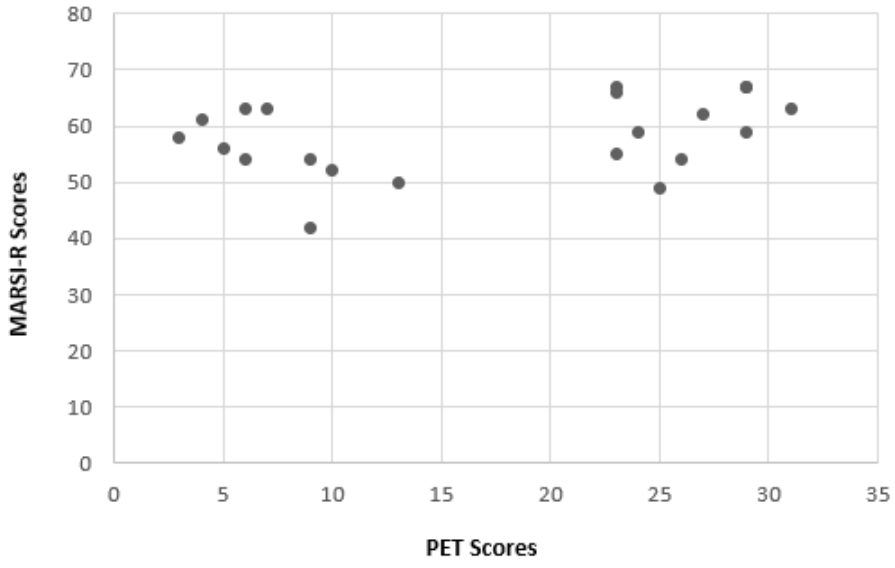

Lastly, the correlation between PET scores and MARSI-R results of the experimental group were examined after the intervention is shown in Figure 7. For this study, Spearman's correlation test was selected since the dataset did not meet assumptions of normality. The scatter plot above illustrates the relationship between the two variables, in which each dot represents a student and the upward line determines the trend according to

Spearman's correlation. The results from Spearman's rank correlation coefficient yielded a significant p-value of .043, demonstrating a mild positive correlation ($\rho = 0.36$) between the two variables. This suggests that a greater performance in one of the tests is associated with a slightly better performance on the other, indicating certain consistency between PET for Schools and MARSI-R questionnaire results regarding students' progress.

### *4.3.2 Correlation between MARSI-R and PET Results Private School*

**Figure 7**

*Scatter Plot of PET and MARSI-R Scores in the Experimental Group*



As a complementary analysis, the relationship between PET scores and MARSI-R scores were examined to determine whether higher reading values corresponded to higher levels of metacognitive awareness in regard to reading strategies following the intervention. The scatterplot shown in Figure 8 displays a dispersed distribution of points, with a slight increase indicated by the trend line, indicating a weak positive pattern between the two variables. However, the Spearman correlation test revealed no statistically significant association ($p = .121$) indicating that the apparent tendency mentioned does not represent a reliable statistical relationship between PET and MARSI-R scores in this sample. Overall, the statistical results do not provide sufficient evidence to conclude that improvements in reading proficiency are linked with changes in metacognitive awareness in the experimental group.

# CHAPTER 5. DISCUSSION

In this chapter, the results are examined in relation to the study's hypothesis, which proposed that implementing an explicit metacognitive strategy instruction program would influence the EFL metacognitive reading strategies awareness and reading comprehension scores of 11th-grade students, in which significant differences would emerge between a private school and those from a public high school. The MARSI-R results alone from the public high school were not statistically significant; however, the correlation between the MARSI-R and PET scores was significant. This was reflected in the upward shift in the results of the reading proficiency test (PET exam) of the post-intervention scores. Despite the presence of positive statistical evidence in the MARSI-R results for both the experimental and control groups from the private school, the results did not follow the same pattern observed in the public school's PET test outcomes.

The discussion is organized according to the variables derived from the hypothesis. First, the raw values of the MARSI-R questionnaire will be interpreted to address the independent variable, metacognitive reading strategies, assessed separately within the public and private school context.

Then, the PET tests results, which represent the dependent variable, reading comprehension, where the results will be analyzed separately. The interpretation will acknowledge contextual connections between the public and private school results; however, no direct comparisons between institutions will be drawn.

This approach is adopted to ensure a results examination that does not rely on direct cross institutional interpretations. The findings will be discussed in relation to existing literature, highlighting similarities and distinctions identified within each school context.

## 5.1 Metacognitive Reading Strategies Awareness

This subsection examines the results obtained from the MARSI-R questionnaire, acknowledging overall outcomes for the control and experimental group across a public high school and a private school in the Biobío region. This section seeks to address the first objective of the study: To determine the initial and final levels of reading comprehension in the English language using the PET for Schools exam. The findings indicated that the public school did not show statistically significant results while the private school demonstrated that both groups displayed improvement in

metacognitive reading strategy awareness. In particular, only the metacognitive reading strategies categories or subscales of the experimental group will be addressed, since they were the only group that received the metacognitive training modules. The findings are explored in the following paragraphs in relation to previous literature.

### *5.1.1 Public High School Metacognitive Reading Strategies Awareness*

The MARSI-R assessment results from both control and experimental groups in the public high school had minimal changes within each group between pre- and post-stages. Neither group achieved statistically significant results, with a p-value of .20 for the control group and a p-value of .39 for the experimental group, although both groups increased slightly their minimum and mean scores while also increasing overall consistency. Moreover, it is essential to highlight that only the experimental group received the 6-week intervention modules designed for this study. The control group only completed the questionnaires and did not receive metacognitive training from either the researchers or their English teacher.

The control group outcomes indicated that all students possess medium level awareness of metacognitive reading strategies, while the experimental group reached a higher level of awareness. A possible factor is that English teaching in Chile often emphasizes reproduction-based content rather than the development of metacognitive processes, with little to no promotion of these cognitive tools (Yilorm, 2016). Likewise, according to Martínez et al. (2017), this situation becomes a pattern that is commonly seen in Latin American contexts. Although students in both groups obtained low scores in their reading tests, participants from the experimental group were highly aware of metacognitive reading strategies. Similarly, a study by Yulita (2019) suggested that, regardless of low English competence, learners can show high levels of metacognitive reading strategies awareness. Additionally, another pattern is noted in a study by Kutluturk and Yumru (2017), in which learners obtained higher scores in the final test of the survey; however, this difference was not significant. In this research, participants were also instructed in cognition and metacognitive reading strategies, considering learners' needs when comprehending texts in English in order to adjust the instructional procedure (Kutluturk & Yumru, 2017).

In addition, students' outcomes may be explained by Grabe and Stoller (2011), who suggest that in many contexts, L2 learners develop linguistic awareness as a resource of reading, which may also contribute to the development of their metacognitive awareness in L2. While they may also approach L2 reading using many tacit resources from their L1, especially in foreign language contexts where learners begin to read in L2 after learning reading skills and content knowledge acquired in their L1 (Grabe & Stoller, 2011). In contrast, results from Kutluturk and Yumru (2017) research suggest that even though learners were trained with metacognitive strategies in their L1, they were not able to apply it in the L2; however, insights from learners' interviews indicated that they became more aware of using metacognitive strategies to assist their reading after the instruction and were more motivated to complete daily tasks.

Regarding the MARSI-R categories or subscales –global, problem-solving and supporting strategies–, only the data from the experimental group of the public high school will be explored, as they participated in the intervention modules on two specific metacognitive reading strategies. This section investigates the consistency and significance of the MRS category scores of the MRS categories in pre- and post-tests results, giving particular

attention to global strategies, as these were explicitly taught during the modules. Overall, the results indicated that in both stages of the experiment, students showed medium levels of awareness in global reading strategies and support strategies, while demonstrating higher levels of awareness of problem-solving strategies.

In the pre-test, global reading strategies were the least used by students. Participants' mean score for this strategy was 3.30; however, after the intervention, it increased by 5% to 3.51, showing an improvement in their level of awareness. Although there are no statistically significant results between the questionnaires ($p = .18$), global strategies had the greatest improvement compared with the other two. The mean remained consistent ($M \approx 52$). In addition, the maximum value declined slightly. However, the minimum score increased, indicating less dispersed responses.

Conversely, students' awareness of problem-solving strategies and support strategies decreased by 1% and 2%, respectively. Despite global strategies being the focus of the intervention, students attained high levels of awareness of problem-solving strategies (pre-test $M = 3.77$, post-test $M = 3.73$). A possible reason for this may be that less proficient learners, such as

the sample from this high school, do not effectively use MRS to their full potential (Yulita & Napitupulu, 2023). The authors also suggest that learners tend to focus more on support strategies and problem-solving strategies rather than global strategies. Since less proficient readers require reading strategies to compensate for their limited linguistic competence to solve reading breakdowns (Nilforoushan et al., 2023). The present research may aid in filling the gap in this area by targeting global strategies for low proficiency readers. In addition to this, Nilforoushan et al. (2023) suggest that reading comprehension in L2 demands more than linguistic competence and that metacognitive reading strategies may help learners.

### *5.1.2 Private School Metacognitive Reading Strategies Awareness*

In relation to the results from the private school on metacognitive reading strategies awareness, the data revealed a gradual improvement in both the experimental and control group. When considering the p-values for both groups, the experimental group obtained a p- value of .04, after actively engaging in six modules of explicit training on global reading strategies, whereas the control group also showed a statistically significant p-value of

.03. However, this group did not receive any form of metacognitive awareness instruction or explicit strategy training from the researchers.

Although both improved statistically, the patterns of their progress differ notably. Both test means began at similar levels, approximately 55 points each; however, the experimental group increased more in score to around 58 points, while the control group rose only to 57. The median for the experimental group also increased more sharply, moving from 53 points to 57, in contrast to the control group, whose median changed by only two additional points. Overall, these results indicate that while both groups improved, the experimental group displayed a pattern of change that suggests deeper changes and shifts, consistent with expected effects of explicit instruction. In contrast, control group scores showed a small yet steady increase, suggesting natural progression rather than the effects of targeted training.

There are many interpretations of these results and why both groups reflected improvement over the duration of the study. To begin with, it is important to consider that, according to the educational planning and the overall pedagogical focus of the school, students may have been exposed to

certain learning strategies implicitly. In other words, they may have incidentally acquired strategies or gotten the general sense of their use, even if these were not taught under explicit labels. Furthermore, a study conducted in Hungary by Habók et al. (2025), using the same set of strategies with a similar sample of secondary-level students but focusing on online reading, found that although some reading strategies developed in L1 can transfer to L2 reading, the transfer is neither automatic nor uniform, since learners often adapt or modify their strategies depending on proficiency levels, linguistic demands and task load.

However, it is important to note that although both groups demonstrated overall improvement, the experimental group reflected certain patterns of progress, suggesting that, beyond students' prior knowledge of metacognitive strategies, the explicit instruction contributed to strengthening their overall strategic awareness. First, the interquartile range and higher standard deviations suggest that students were actively experimenting with a wider range of strategies than just a specific category of strategies. At the same time, the reduction in outliers indicates increased consistency in how strategies were being used across the group. Furthermore, the greater increase in mean and median for the experimental group, compared to the control

group, indicates a more pronounced pattern of improvement that aligns with the explicit instruction.

Moreover, it is important to mention that the study of Babashamasi et al. (2022) reported comparable findings, showing significant improvement in the control and experimental group regarding the teaching of metacognitive strategies to develop critical thinking skills. In their study, the p-values ($p < .001$ experimental; $p = .005$ control) indicate a much stronger effect than in the present study, where the differences were much more modest ($p = .04$ experimental; $p = .03$ control). Moreover, this contrasts with the results reported by Matamala and Muñoz (2024), whose study was conducted in the Biobío region and focused on different but still metacognitive set of reading strategies, followed a more typical pattern the study did not show significant differences between the pre-test and post-test ($p = .586$) but the experimental groups demonstrated significant gains, with p-values below .05.

Even though research designs that directly compare a control group and an experimental in MRS explicit instruction are limited, there are several studies that sustain the effectiveness of developing metacognitive awareness through explicit instruction in metacognitive reading strategies (Köse &

Güneş, 2021; Pahrizal et al., 2025; Villanueva, 2022). In spite of the limited availability of comparable experimental studies, the available research demonstrates consistent improvements in learners' metacognitive awareness, which would suggest that the implementation in the present study aligns with these broader findings.

Now, turning to the scale means derived from the tests, only the experimental group will be analyzed, as this group received the explicit instruction in metacognitive strategies and therefore provides the appropriate basis for evaluating instructional impact. This section examines whether the changes observed in the pre- and post-test scores across global, problem-solving and support strategies were consistent and meaningful, and how these results contributed to the overall findings obtained from the private school sample.

Firstly, it is important to consider that, as reported in the results, the sample from the experimental group achieved an overall mean score of 3.68 that later progressed to 3.88. Although the p-value indicated statistically significant improvement, it is noteworthy that the group already started at a high level of metacognitive awareness, given that, according to the MARSI-

R interpretation table, which is available in the Appendix 7, the results fall within the “high awareness” category. Thus, even if the growth was statistically significant, the students had already demonstrated a strong metacognitive awareness of their reading processes prior to the intervention. As Mokhtari et al. (2018) explain, higher performance, in any subscale or the overall scale, reflects greater strategy awareness and perceived use of reading strategies during reading tasks.

Regarding the specific subscales, the mean results show notably different patterns across categories. For the experimental group, and with respect to the strategies that were explicitly taught, the Global strategies mean in the pre-test that was a 3.43, which, according to the interpretation scale, reflects a medium level of strategic awareness. In contrast, the post-test results indicate that this category was the only that increased substantially – by approximately 12%– reaching the mean of 3.85. These findings suggest that the explicit instruction of two strategies within this five-strategy category contributed directly to the observed increase in students’ perceived use and awareness of the global reading strategies. The study conducted by Bilici and Subaşı (2022) with university students in Turkey portrays similar results. It indicated a significant enhancement in the participants' metacognitive

awareness and their reported use of global reading strategies following the explicit instruction of the strategies. Similar results are also supported by other researchers who evidenced the growth of global reading strategies into high awareness levels after the instruction (Köse & Güneş, 2021; Kung & Aziz, 2020; Villanueva, 2022). Global reading strategies comprise several activities that assist learners in determining their purpose for reading and identifying useful and relevant information in a text (Habók et al., 2025). Therefore, high level of awareness on this category indicates that EFL readers are able to effectively manage and support their reading processes (Naz et al., 2024).

Regarding the second scale, Problem-solving strategies, which showed the highest mean score among all categories at the pre-test stage (M = 4.22), there was only a slight increase of approximately 4% to the post test, with the mean rising to 4.37 points. Although this difference was not statistically significant, Problem-solving strategies remained the highest scoring category in both measurements. This suggests that participants' awareness and use of these strategies in their reading processes and comprehension were already high before the intervention and continued to be high afterwards. Readers tend to apply Problem-solving strategies whenever they encounter challenges

in understanding a text (Naz et al., 2024). Consequently, this group of students demonstrates a high level of awareness regarding how to overcome the challenges during the comprehension of a text. This result can be further explained by Pahrizal et al. (2025), who argue that high awareness of problem-solving strategies is common among EFL learners, as these strategies are usually their first resource when reading comprehension problems arise.

Finally, regarding the Support strategies, students began the study with a mean score of 3.39 and showed only a minimal increase of 1% reaching a post-test mean of 3.41. It is relevant to point out that Support strategies were the only category that maintained the same overall level of awareness throughout the study. According to the interpretation scale, the group remained at a medium level of awareness regarding the use of these strategies, indicating a cautious but not fully conscious or strategic use of them. According to Naz et al. (2024), support strategies involve the use of supplementary materials such as dictionaries to enhance comprehension, as well as techniques like taking notes and highlighting key information. However, aligning with the medium levels of metacognitive awareness reported by Villanueva (2022), suggests that many students perceive

activities such as note taking or consulting using a dictionary while reading as potentially distracting, as these practices may become a source of distraction from the text and reduce overall comprehension.

## 5.2 Levels of Reading Comprehension

Following the interpretation of the MARSI-R results, this subsection focuses on the PET reading comprehension outcomes from the control and experimental group in both private and public educational intitutions and examines results considering connections grounded in previous research. According to the study's hypothesis, students' reading comprehension would be influenced after the intervention with the metacognitive reading strategies program; therefore, making it essential to beforehand determine students' initial and final levels of reading proficiency, corresponding to the second objective of the present study. The results of this research can be attributable to several reasons, discussed in the following paragraphs.

### *5.2.1 Public High School Reading Comprehension*

As presented in the previous chapter, overall, the public high school obtained low scores in reading comprehension during the pre-test in both the control and experimental groups, with most students achieving an A1 English level according to the CEFR and only a minority reaching A2. These outcomes align with the 2017 SIMCE results, in which students from low and medium-low socioeconomic backgrounds demonstrated limited performance, to a great extent scoring at the A1 level in English reading comprehension (*Agencia de Calidad de la Educación*, 2018). As noted in the theoretical framework, the English SIMCE test evaluates only receptive skills and, overall, 68% of students scored at A1, while the remaining achieved A2 or B1 levels. Furthermore, another reason could be that EFL learners often encounter difficulties when comprehending written texts (Al-khresheh & Al Basheer Ben Ali, 2023).

During the post-test, the control group from the public educational institution, which did not receive the metacognitive intervention between the two measurements, maintained at the A1 level and showed no significant differences between pre- and post-stages ($p = .45$). This outcome may be

explained by how the Chilean education system operates. Torrico-Ávila et al. (2021) alluded to the correlation between educational quality and the socioeconomic differences in Chilean schools, noting the influence of external factors common in Public education, such as reduced hours of English per week, large-sized class, scarce resources, and limited guardians' support in academic activities, that often constrain students' overall English performance.

The previous outcomes contrast with the experimental group, where more pronounced changes were evident. The experimental group from the same school obtained more varied results in the post-test and showed a statistically significant improvement after participating in the intervention modules ($p = .00$). While A1 still remained at the most predominant proficiency level, a considerable number of students moved to higher ones; more students reached A2 level, some attained B1 level and even one student achieved B2 level, demonstrating a clear improvement in reading performance among students who received the intervention. Overall, the distribution of English reading proficiency after the intervention in the experimental group could suggest that metacognitive reading strategies

enhanced participants' reading comprehension (Mokhtari & Sheorey, 2002; Teng, 2020).

These results may also be attributed to the effectiveness of the metacognitive instruction, aligning with other authors who have applied training on metacognitive reading strategies to strengthen reading proficiency (Aghaie & Zhang, 2012; Matamala & Muñoz, 2024; Pahrizal et al., 2025). Moreover, existing studies suggest a positive impact on students' academic achievement when emphasizing metacognitive reading skills (Al-khresheh & Al Basheer Ben Ali, 2023; Matamala & Muñoz, 2024; Mustopa et al., 2024). This will be further explained in the following subsection, where the correlation of MARSI-R and PET for Schools results are analyzed.

Both the control and experimental groups obtained low scores on the PET for Schools compared to what is expected from 11th-grade students in Chile. Nevertheless, the experimental group showed meaningful improvements and obtained higher scores in the final PET assessment, Nilforoushan et al. (2023) argued that awareness of strengths and limitations helps low proficiency readers to recognize how metacognitive strategies contribute to their reading and processing skills.

### *5.2.2 Private School Reading Comprehension*

On the other hand, in the private school, pre-test results regarding reading comprehension tests scores indicated that the control group and the experimental group showed no statistically significant difference in students' reading performance, and most of the results remained stable, considering the minimal gain in the median of each group.

However, we must consider that even though the results from the control group regarding the conversion of the scores to the CEFR remained almost unchanged, most students did not move between proficiency levels. The results suggest that the control group did not experience substantial progress across proficiency levels as they did not receive any additional instruction about metacognitive reading strategies.

Overall, the samples from the experimental group mostly did not vary; in the pre-test, the majority of students were placed at the A1 level with 12 students, with only a small number retaining A2 or higher proficiency levels. The initial distribution highlights the generally low starting proficiency of the group, which is in line with what the *Agencia de Calidad de la Educación* (2018) states regarding the low levels of reading comprehension among

medium- to high-income students –who are the same population that attends this educational institution–. After the intervention, the post-test results revealed a modest but meaningful shift. Although 10 students remained at A1, a notable change occurred at the higher levels, where A2 decreased to 1 learner; 7 students reached B1, meanwhile one additional student advanced to the B2 level, resulting in a total of 4 students.

This movement indicates that the intervention on metacognitive reading may have facilitated gains for learners from lower levels of proficiency (A1 and A2) to move to intermediate and high levels (B1 and B2) because of the explicit strategy instruction on metacognitive strategies. These results are supported by Matamala and Muñoz (2024) who emphasize that explicit instruction in metacognitive strategies supports L2 reading proficiency, as it helps learners monitor their comprehension and fosters more effective learning. Though the persistence of a large group at A1 underscores the challenges that students may face in achieving higher proficiency in reading, the fact that a similar number of learners showed no change from the pre-test to the post-test (from 12 students to 10 students) suggests that their initial level of English was not sufficient to understand the overall text, and consequently they may have not been able to apply reading

strategies effectively. As Wallace et al. (2021) explain, readers with insufficient linguistic resources struggle both to comprehend the text and to use strategies that would support their understanding. Any further intersection between the metacognitive awareness variable and reading comprehension will be made in the correlation section.

Even though there was not a statistically significant change according to the p-value, the comparison between the experimental and control group from this educational setting shows a slight increase in scores. This increase may not be substantial, but it still reflects a difference between the group that did not receive explicit training in metacognitive reading strategies from the one that did receive the instructional intervention. This outcome could be attributed to several contextual factors. Students in the private schools tend to receive greater exposure to English in the classroom, as the L2 is implemented continuously through the subject hours which are actually more than is mandatory, accordingly it is noteworthy to mention that students from higher socio-economic backgrounds, who commonly enroll in private schools, tend to achieve higher levels of English proficiency (*Agencia de Calidad de la Educación*, 2018; Barahona et al., 2024). This is demonstrated through the basic and intermediate levels achieved (A2 and B1) of reading

comprehension proficiency shown by the participants. However, it is relevant to mention that some students received focused preparation for English assessments such as the KET and PET in elective hours, which was implemented according to the institution's educational plan and emphasis on communicative English and language refinement, as part of preparing students for a certification process.

## 5.3 Correlation between Metacognitive Reading Strategies Awareness and Level of Reading Comprehension

This subsection is directly related to the specific objective number three, which focuses on comparing the reading comprehension scores with the results from the self-report instrument within the experimental of each educational institution. To examine the relationship between these two variables, a Spearman's correlation test was conducted. Overall, the public high school showed only a weak correlation, indicating the association between the metacognitive reading strategies awareness and level of reading comprehension performance was limited. In contrast, the private school displayed no correlation according to the Spearman test, suggesting that the

explicit implementation of metacognitive reading strategies did not translate into improvements in reading comprehension within this group.

### *5.3.1 Public high school's Correlation between Metacognitive Reading Strategies Awareness and Level of Reading Comprehension*

For the experimental groups, and as presented in the results chapter, to determine whether students' metacognitive reading strategy awareness was related to their reading comprehension performance, Spearman's correlation test was utilized. This test indicates the degree of correlation between the two variables and their statistical significance. The descriptive analysis showed statistically significant findings observed in the dataset ($p = .043$) and a mild positive correlation between MARSI-R and PET for Schools outcomes ($\rho = 0.36$).

The findings for this group align with prior studies suggesting a possible correlation and impact of the metacognitive strategy application for developing reading comprehension. As Mustopa et al. (2024) suggests, there is an existing positive correlation between students' metacognition and their reading comprehension skills. Similarly, other researchers have explored this

relationship. Alqahtani (2019) also investigated the relation between these two variables in tertiary education, ultimately showing a strong correlation between metacognitive approaches used and reading.

Tavakoli (2014) reported a significant positive correlation between variables, where EFL learners were moderately aware of metacognitive strategies. This pattern also occurs with the results of the experimental group, particularly regarding medium levels of awareness in global and support strategies. Although Tavakoli's (2014) study applied the Survey of Reading Strategies (Mokhtari & Sheorey, 2002), this survey categorizes metacognitive reading strategies in a way equivalent to the MARSI-R questionnaire, dividing it into global, problem-solving and support strategies. Moreover, the author suggests that skilled readers tend to use more strategies in comparison to less proficient readers, which would promote greater reading abilities in higher-proficient learners (Tavakoli, 2014).

The outcomes of the present research resemble a similar pattern to Pahrizal et al. (2025), where metacognitive reading strategies have a significant but weak effect on reading comprehension, resulting in small variability. The author suggests that regularly applying metacognitive

reading strategies can enhance reading performance as it makes learners more strategic and skilled in planning, monitoring, and evaluating their reading comprehension.

Therefore, it is essential for EFL and ESL teachers to explicitly teach and integrate metacognitive reading strategies into instruction (Yulita & Napitupulu, 2023). The pedagogical value of these strategies should be considered and included within the curricula (Yulita & Napitupulu, 2023).

### *5.3.2 Private school's Correlation between Metacognitive Reading Strategies Awareness and Level of Reading Comprehension*

Even though the private school students demonstrated high levels of metacognitive strategy awareness towards reading, and despite the significant gains reflected in the descriptive analysis made, the Spearman correlation test did not reveal a meaningful association between increases in reading proficiency and changes in metacognitive awareness in the experimental group ($p = .121$). This result contrasts with existing literature, which consistently reports that high levels of metacognitive awareness support readers in navigating and understanding challenging texts increasing their comprehension (Pahrizal et al., 2025). Moreover, previous studies have

shown that higher levels of metacognitive awareness are usually associated with measurable improvements in reading comprehension (Bilici & Subaşı, 2022; Habók et al., 2025; Kung & Aziz, 2020; Villanueva, 2022). In the present study, however, although MARSI-R scores indicated an increase in students' metacognitive awareness, it did not translate into corresponding gains in reading comprehension, which differs from the patterns commonly reported in literature.

According to the PET results reported in section 5.2.2, the variation in scores was not particularly noticeable, as the minimum and maximum values remained nearly identical between the pre-test and post-test. This suggests that both the lowest and highest performing students maintained similar levels of performance across the two testing stages. Although the experimental group showed an overall increase in metacognitive reading strategies, particularly in Global strategies, the lack of substantial change in PET scores can be explained by Nilforoushan et al. (2023), who argue that effective use of metacognitive strategies requires sufficient knowledge of the target language, meaning that lower proficiency English learners typically struggle to apply these strategies compared to high proficiency learners. Likewise, Wallace et al. (2023) reflects that lower proficiency learners may

attempt to use any available strategy to make sense of a text, often because they lack the linguistic resources needed to apply metacognitive strategies in a consistent manner.

On the other hand, Köse and Güneş (2021) signal that as reading achievements increase, so does students' use of global reading and problem-solving strategies. This might be similar to the current findings, though not statistically significant, and may help explain the number of students who moved from lower proficiency levels towards intermediate or higher levels. However, since this study did not include a direct comparison between metacognitive strategy use and proficiency level, just a correlation between them, these interpretations remain speculative. Nevertheless, Nilforoushan et al. (2023) note that students who make greater use of problem-solving and global strategies tend to become skilled readers, which is consistent with the fact that these were the most frequently used strategy categories in this group.

# CHAPTER 6. CONCLUSION

This chapter provides the conclusions obtained from the results, establishing their connection to the general objective, and examining the extent to which the specific objectives were achieved, concluding with a final reflection of the hypothesis.

The purpose of this study was to analyze the effects of two metacognitive strategies on EFL reading comprehension in 11th-grade students from schools in the Biobío province. As initially proposed in the hypothesis, major differences between the public high school and the private school were observed when examining the performance on both MARSI-R questionnaire and PET test. The student sample from the public school, showing no significant variation in their awareness of metacognitive strategies, demonstrated an improvement in the English reading comprehension after the explicit strategy instruction. On the other hand, students from the private school strengthened their high awareness of metacognitive strategies for reading, yet their reading proficiency did not show substantial change.

Regarding the first specific objective which encompassed assessing the initial and final levels of metacognitive reading strategy awareness using the MARSI-R in both public and private schools. The results showed different results from what is usual in literature, coming from the results from both schools. In the public sample, no statistically significant differences emerged between pre- and post-test results. Although GRS awareness increased after the explicit strategy instruction, the overall lack of change suggests that alternative forms of metacognitive strategy instruction may be needed to better address students' needs. On the other hand, in the private school sample, the experimental group demonstrated overall consistently high awareness in both test phases and showed a significant increase in GRS awareness following the explicit instruction. However, an irregularity was reported, as the control group also exhibited an increase in awareness levels from the initial test. This may be explained by the institutional emphasis on developing strategic learning skills to enhance students' overall proficiency.

The following specific objective, which sought to determine the initial and final levels of reading comprehension in the English language, was completed through the completion of the PET for Schools exam. Findings indicated that the majority of students in the public high school sample began

at the initial level of reading proficiency, according to the CEFR standards. Nonetheless, several students progressed beyond this, attaining A2, B1, and even B2 levels by the conclusion of the intervention. Conversely, the private school sample remained largely unchanged. Although a small number of students advanced from A1 and A2 to intermediate and high levels, variations were not statistically significant.

Lastly, the statistical correlation between the scores of the MARSI-R and PET test among the experimental groups was examined using a Spearman's correlation test applied to both test phases. In the public high school sample, Spearman's correlation revealed a mild positive relationship ($\rho = .36$, $p = .043$), suggesting that higher performance on the MARSI-R is modestly associated with better performance on the PET for Schools and therefore the participants' reading proficiency. Concerning the experimental sample from the private school, the results differ once again. The scatter graph indicated a dispersed distribution with a slight upward trend, but Spearman correlation was not statistically significant ($p = .121$), indicating no reliable relationship between the instruments in this group.

Overall, these findings support the hypothesis to different extents. The study proposed that explicit metacognitive strategy instruction would influence students' metacognitive reading strategy awareness and reading comprehension, with variations between the two school contexts. In the public high school, this influence was partial, as metacognitive awareness showed only slight variation while reading comprehension improved. In the private school, the instruction led to an increase in metacognitive awareness, particularly in GRS, although reading comprehension scores varied slightly and without statistical significance. Altogether, the findings support that the instructional program demonstrated an observable impact on both contexts, but its effects manifested differently depending on the characteristics of each educational setting.

## 6.1 Limitations

Like all research, this study is subject to certain limitations that shape how its findings should be understood. In the following subsection, we will structure these in the different types of limitations that were encountered.

Even though the overall sample size was sufficient to recognize certain patterns in the data, the limited number of participants in each group, along

with their withdrawal of the study, which further decreased the sample size, made it insufficiently representative.

Another limitation to consider would be the use of the self-reported instrument completed by the students. Although these instruments met the appropriate research validation standards, it cannot be assured that students answered the questionnaire truthfully or that their responses accurately reflected their actual awareness of metacognitive reading strategies.

Regarding the data collection conditions, several situations arose during the term in which the study was applied due to the different activities taking place in both institutions. These situations caused the students' completion of the instruments during the pre- and post-test to be interrupted multiple times during the assigned times, even requiring the rescheduling of these assessments to other days in order to complete them.

One of the major limitations encountered was the inconsistent engagement of the participants. Since this study was an addition to their regular school tasks, there were many instances where limited participation in the intervention or low levels of involvement with the instrument were observed. This could be attributed to the extra workload the study represented

inside the classroom or even to the characteristics of the age group, considering that the participants were 11th graders.

Another limitation encountered was the students' attendance, once again related to the various activities that emerged in the schools during the study period. Students often had to miss the modules or were not available to join because they were supporting or organizing school events. These activities interfered with the schedule established for the study, stretching the process further than anticipated. Refer to Appendix 4 for additional information.

Throughout the implementation of the modules and the administration of the instruments, countless constraints were faced within the school environment. In addition to the emerging activities and unpredictable disruptions that interrupted evaluation or intervention sessions, there were planned holidays and English-related events that resulted in the cancellation or delaying of modules, creating gaps in the intervention. Overall, the other major limitation was the time constraints faced during the scheduling of the study. A single weekly session of 45 minutes was the only viable option offered. Considering the many factors that intersect during a class and with a

sample of students who participate in many activities and have their own plans and tasks to fulfil, the actual time available to apply the instruments or carry out the interventions was considerably condensed.

Acknowledging these limitations enables the study to offer transparency regarding the circumstances that might have impacted the results. Although these constraints shaped the scope and depth of the intervention, the results still offer meaningful insights into the use of metacognitive strategies in EFL Chilean contexts.

## 6.2 Further Research

Metacognition has become a key element in learning processes, allowing learners to become aware of their thinking and to take an active role in monitoring and managing their own learning (Loaiza et al., 2023). However, it is the teacher's responsibility to provide appropriate guidance on how to integrate this skill into students' learning processes in a smooth yet explicit manner (*Ministerio de Educación*, 2021). This study underscores the importance of incorporating such tools into classrooms across different contexts, but most importantly giving guidance to students who are continuously developing their learning towards English language. Although

this study does not offer generalized answers, it does provide valuable insights into metacognitive reading strategies and the impact of their explicit training. These findings may contribute data for further research within the EFL Chilean context and in the broader field of strategies to improve reading comprehension. The following points offer several recommendations for future research that may help further develop the lines of inquiry explored in this study.

First and foremost, future research should incorporate a larger sample size to better analyze and compare potential changes resulting from the explicit instruction of metacognitive strategies. It is essential that these students come from diverse contextual backgrounds, allowing for a broader examination of how and whether such instruction may result in distinct outcomes depending on the context within the Chilean educational system. Additionally, including high school students from younger cohorts would be beneficial, particularly in anticipation of the reactivation of the national standardized English evaluation, as it would provide valuable insights and stronger evidence regarding improvements in reading performance.

In the second instance, the inclusion of the remaining three metacognitive global reading strategies in an explicit strategy-instruction intervention would allow researchers to examine whether a greater number of strategies would contribute to increased student awareness of metacognitive reading tools and as suggested by the findings, to improvements in reading proficiency. Additionally, shifting the focus from global reading strategies to the two remaining categories would be valuable for determining whether the positive outcomes observed with the global strategies can be transferred to these other types of strategies.

Finally, considering the time constraints encountered, it is advisable for further research to secure longer intervention periods, as forty-five minutes proves insufficient when conducting a study within a classroom setting, particularly including the personal factors of the students during the number of weeks involved and the administration of data-collection instruments. It is also recommended that future studies be scheduled during a period of the academic term that is not overloaded with school activities or interrupted by external holidays, as such factors can hinder the researcher's ability to fully supervise or adjust the intervention and may create gaps in the development and internalization of the explicitly taught strategies.

Additionally, future research could compare the MRS most commonly used by students with lower reading proficiency strategies to those employed by more proficient reader withing the Chilean context. Another possible line of research could involve qualitative studies interviewing educators or academic coordinators about the explicit and implicit strategy instruction practices implemented in different Chilean educational settings.

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# APPENDICES

## Appendix 1. Categorization of MRS Items in the MARSI-R

| Global Reading Strategies | Problem-Solving Strategies | Support Strategies |
|---|---|---|
| 1. Having a purpose in mind when I read. | 7. Getting back on track when getting sidetracked or distracted. | 2. Taking notes while reading. |
| 3. Previewing the text to see what it is about before reading it. | 9. Adjusting my reading pace or speed based on what I'm reading. | 4. Reading aloud to help me understand what I'm reading. |
| 5. Checking to see if the content of the text fits my purpose for reading. | 11. Stopping from time to time to think about what I'm reading. | 6. Discussing what I read with others to check my understanding. |
| 12. Using typographical aids like bold face and italics to pick out key information. | 14. Re-reading to make sure I understand what I'm reading. | 8. Underlining or circling important information in the text. |
| 13. Critically analyzing and evaluating the information read. | 15. Guessing the meaning of unknown words or phrases. | 10. Using reference materials such as dictionaries to support my reading. |

# Appendix 2. MARSI-R Instrument and Translation Validation Process

## Validated MARSI-R

**Inventario Revisado de Estrategias Metacognitivas de Lectura (MARSI-R)**

Nombre: _____ Edad: _____ Curso: _____

El siguiente cuestionario es el Inventario Revisado de Estrategias Metacognitivas de Lectura (o MARSI-R en inglés). Este cuestionario describe **15 estrategias** que los lectores usan al leer materiales académicos (como libros, artículos o cuentos).

**Pasos a seguir:**

- ***Paso 1:*** Lee cada estrategia y piensa si la conoces o la usas al leer.
- ***Paso 2:*** Evalúa cada estrategia usando esta escala:
  - **1** → Nunca había escuchado de esta estrategia.
  - **2** → La conozco de nombre, pero no sé cómo funciona.
  - **3** → Creo que entiendo en qué consiste.
  - **4** → Sé cómo y cuándo usarla.
  - **5** → La uso frecuentemente al leer.
- ***Paso 3:*** Marca con un número (1 al 5) en el espacio junto a cada estrategia, según tu experiencia.

***Tus respuestas son personales, no hay correctas ni incorrectas. El cuestionario toma 7 a 10 minutos completarlo.***

_____ 01. Tengo un propósito en mente mientras leo.

_____ 02. Tomo notas mientras leo.

_____ 03. Reviso el texto para ver de qué trata antes de leerlo.

_____ 04. Leo en voz alta para ayudarme a entender lo que estoy leyendo.

_____ 05. Verifico si el contenido del texto se ajusta al propósito de lectura.

_____ 06. Converso con otros lo que leo para verificar mi comprensión.

_____ 07. Retomo mi lectura cuando me distraigo.

_____ 08. Subrayo o encierro información importante en el texto.

_____ 09. Ajusto mi ritmo o velocidad de lectura según lo que estoy leyendo.

_____ 10. Uso herramientas como diccionarios para apoyar mi lectura.

_____ 11. Me detengo de vez en cuando para pensar sobre lo que estoy leyendo.

_____ 12. Uso elementos como negrita y cursiva para identificar información clave.

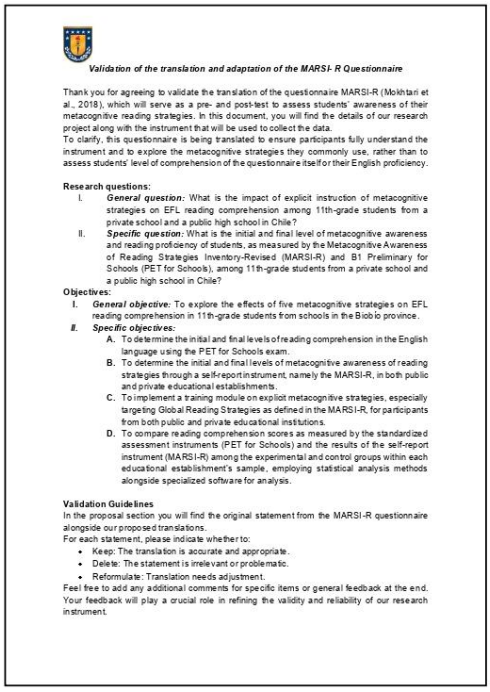
_____ 13. Analizo y evalúo críticamente la información leída.

_____ 14. Vuelvo a leer para asegurarme de que entiendo lo que estoy leyendo.

_____ 15. Infiero el significado de palabras o frases desconocidas.

# Translation Validation Process of the MARSI-R (Ordered by response order)

## PhD student Caterin Diaz Vargas.



*Validation of the translation and adaptation of the MARSI- R Questionnaire*

Thank you for agreeing to validate the translation of the questionnaire MARSI-R (Mokhtari et al., 2018), which will serve as a pre- and post-test to assess students' awareness of their metacognitive reading strategies. In this document, you will find the details of our research project along with the instrument that will be used to collect the data.
To clarify, this questionnaire is being translated to ensure participants fully understand the instrument and to explore the metacognitive strategies they commonly use, rather than to assess students' level of comprehension of the questionnaire itself or their English proficiency.

**Research questions:**

I. ***General question:*** What is the impact of explicit instruction of metacognitive strategies on EFL reading comprehension among 11th-grade students from a private school and a public high school in Chile?
II. ***Specific question:*** What is the initial and final level of metacognitive awareness and reading proficiency of students, as measured by the Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSI-R) and B1 Preliminary for Schools (PET for Schools), among 11th-grade students from a private school and a public high school in Chile?

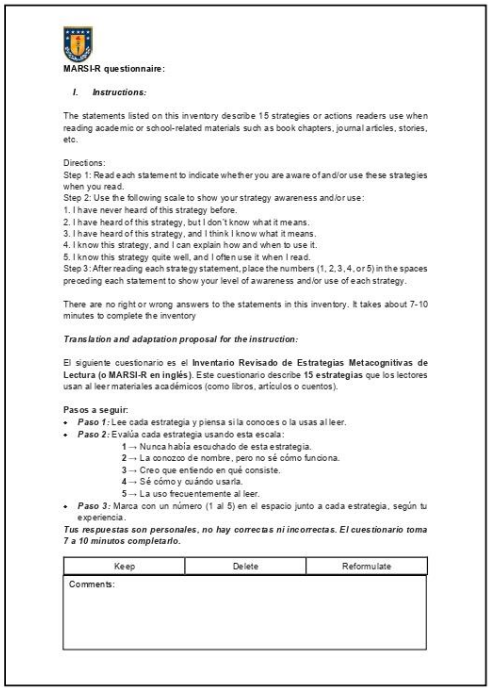
**Objectives:**

I. ***General objective:*** To explore the effects of five metacognitive strategies on EFL reading comprehension in 11th-grade students from schools in the Biobío province.
II. ***Specific objectives:***
   - **A.** To determine the initial and final levels of reading comprehension in the English language using the PET for Schools exam.
   - **B.** To determine the initial and final levels of metacognitive awareness of reading strategies through a self-report instrument, namely the MARSI-R, in both public and private educational establishments.
   - **C.** To implement a training module on explicit metacognitive strategies, especially targeting Global Reading Strategies as defined in the MARSI-R, for participants from both public and private educational institutions.
   - **D.** To compare reading comprehension scores as measured by the standardized assessment instruments (PET for Schools) and the results of the self-report instrument (MARSI-R) among the experimental and control groups within each educational establishment's sample, employing statistical analysis methods alongside specialized software for analysis.

**Validation Guidelines**
In the proposal section you will find the original statement from the MARSI-R questionnaire alongside our proposed translations.
For each statement, please indicate whether to:

- Keep: The translation is accurate and appropriate.
- Delete: The statement is irrelevant or problematic.
- Reformulate: Translation needs adjustment.

Feel free to add any additional comments for specific items or general feedback at the end. Your feedback will play a crucial role in refining the validity and reliability of our research instrument.



**MARSI-R questionnaire:**

***I. Instructions:***

The statements listed on this inventory describe 15 strategies or actions readers use when reading academic or school-related materials such as book chapters, journal articles, stories, etc.

Directions:
Step 1: Read each statement to indicate whether you are aware of and/or use these strategies when you read.
Step 2: Use the following scale to show your strategy awareness and/or use:
1. I have never heard of this strategy before.
2. I have heard of this strategy, but I don't know what it means.
3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
5. I know this strategy quite well, and I often use it when I read.
Step 3: After reading each strategy statement, place the numbers (1, 2, 3, 4, or 5) in the spaces preceding each statement to show your level of awareness and/or use of each strategy.

There are no right or wrong answers to the statements in this inventory. It takes about 7-10 minutes to complete the inventory

***Translation and adaptation proposal for the instruction:***

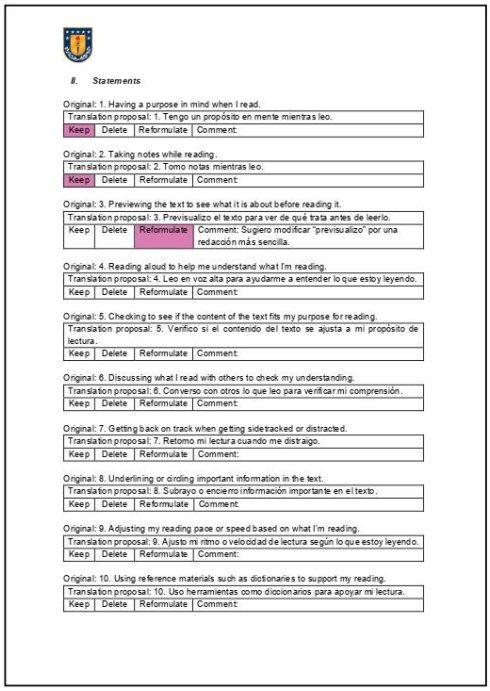
El siguiente cuestionario es el **Inventario Revisado de Estrategias Metacognitivas de Lectura (o MARSI-R en inglés)**. Este cuestionario describe **15 estrategias** que los lectores usan al leer materiales académicos (como libros, artículos o cuentos).

**Pasos a seguir:**

- ***Paso 1:*** Lee cada estrategia y piensa si la conoces o la usas al leer.
- ***Paso 2:*** Evalúa cada estrategia usando esta escala:
  1 → Nunca había escuchado de esta estrategia.
  2 → La conozco de nombre, pero no sé cómo funciona.
  3 → Creo que entiendo en qué consiste.
  4 → Sé cómo y cuándo usarla.
  5 → La uso frecuentemente al leer.
- ***Paso 3:*** Marca con un número (1 al 5) en el espacio junto a cada estrategia, según tu experiencia.

***Tus respuestas son personales, no hay correctas ni incorrectas. El cuestionario toma 7 a 10 minutos completarlo.***

| Keep | Delete | Reformulate |
|---|---|---|
| Comments: | | |



***II. Statements***

Original: 1. Having a purpose in mind when I read.

| Translation proposal: 1. Tengo un propósito en mente mientras leo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 2. Taking notes while reading.

| Translation proposal: 2. Tomo notas mientras leo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 3. Previewing the text to see what it is about before reading it.

| Translation proposal: 3. Previsualizo el texto para ver de qué trata antes de leerlo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: Sugiero modificar "previsualizo" por una redacción más sencilla. |

Original: 4. Reading aloud to help me understand what I'm reading.

| Translation proposal: 4. Leo en voz alta para ayudarme a entender lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 5. Checking to see if the content of the text fits my purpose for reading.

| Translation proposal: 5. Verifico si el contenido del texto se ajusta a mi propósito de lectura. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 6. Discussing what I read with others to check my understanding.

| Translation proposal: 6. Converso con otros lo que leo para verificar mi comprensión. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 7. Getting back on track when getting sidetracked or distracted.

| Translation proposal: 7. Retomo mi lectura cuando me distraigo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 8. Underlining or circling important information in the text.

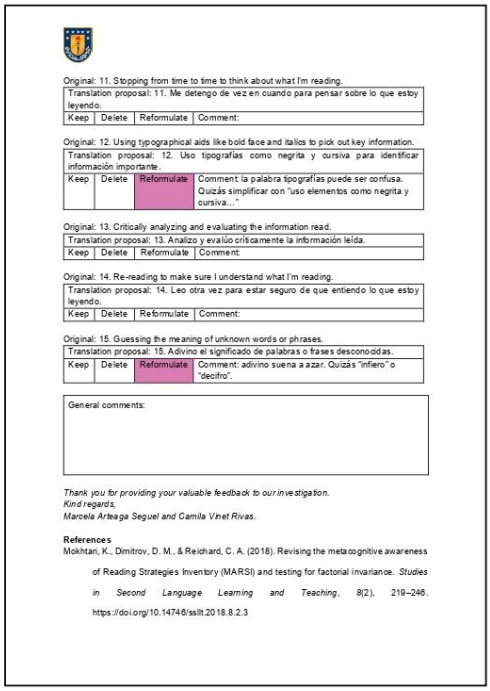
| Translation proposal: 8. Subrayo o encierro información importante en el texto. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 9. Adjusting my reading pace or speed based on what I'm reading.

| Translation proposal: 9. Ajusto mi ritmo o velocidad de lectura según lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 10. Using reference materials such as dictionaries to support my reading.

| Translation proposal: 10. Uso herramientas como diccionarios para apoyar mi lectura. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |



Original: 11. Stopping from time to time to think about what I'm reading.

| Translation proposal: 11. Me detengo de vez en cuando para pensar sobre lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 12. Using typographical aids like bold face and italics to pick out key information.

| Translation proposal: 12. Uso tipografías como negrita y cursiva para identificar información importante. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: la palabra tipografías puede ser confusa. Quizás simplificar con "uso elementos como negrita y cursiva…" |

Original: 13. Critically analyzing and evaluating the information read.

| Translation proposal: 13. Analizo y evalúo críticamente la información leída. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 14. Re-reading to make sure I understand what I'm reading.

| Translation proposal: 14. Leo otra vez para estar seguro de que entiendo lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 15. Guessing the meaning of unknown words or phrases.

| Translation proposal: 15. Adivino el significado de palabras o frases desconocidas. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: adivino suena a azar. Quizás "infiero" o "decifro". |

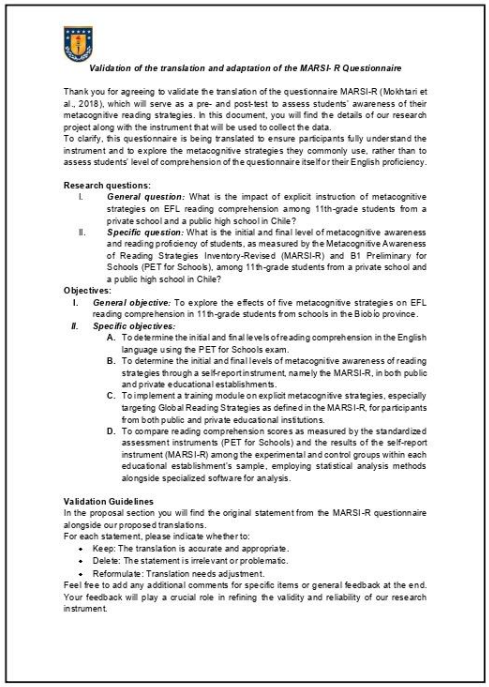
General comments:

*Thank you for providing your valuable feedback to our investigation.*
*Kind regards,*
*Marcela Arteaga Seguel and Camila Vinet Rivas.*

**References**

Mokhtari, K., Dimitrov, D. M., & Reichard, C. A. (2018). Revising the metacognitive awareness of Reading Strategies Inventory (MARSI) and testing for factorial invariance. *Studies in Second Language Learning and Teaching*, *8*(2), 219–246. https://doi.org/10.14746/ssllt.2018.8.2.3

**PhD student María José Cares Geoffroy.**



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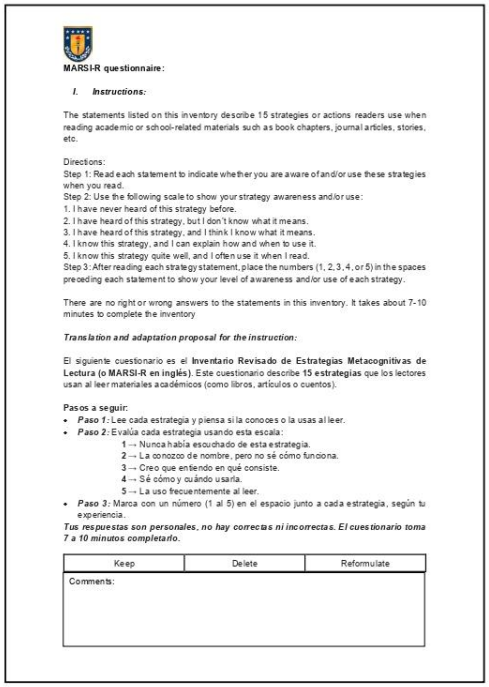

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3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
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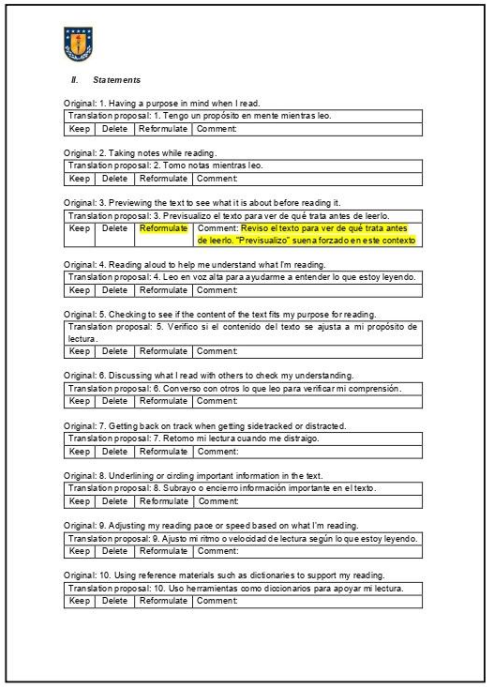
  **2** → La conozco de nombre, pero no sé cómo funciona.
  **3** → Creo que entiendo en qué consiste.
  **4** → Sé cómo y cuándo usarla.
  **5** → La uso frecuentemente al leer.
- ***Paso 3:*** Marca con un número (1 al 5) en el espacio junto a cada estrategia, según tu experiencia.

***Tus respuestas son personales, no hay correctas ni incorrectas. El cuestionario toma 7 a 10 minutos completarlo.***

| Keep | Delete | Reformulate |
|---|---|---|
| Comments: | | |



***II. Statements***

Original: 1. Having a purpose in mind when I read.

| Translation proposal: 1. Tengo un propósito en mente mientras leo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 2. Taking notes while reading.

| Translation proposal: 2. Tomo notas mientras leo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 3. Previewing the text to see what it is about before reading it.

| Translation proposal: 3. Previsualizo el texto para ver de qué trata antes de leerlo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: Reviso el texto para ver de qué trata antes de leerlo. "Previsualizo" suena forzado en este contexto |

Original: 4. Reading aloud to help me understand what I'm reading.

| Translation proposal: 4. Leo en voz alta para ayudarme a entender lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 5. Checking to see if the content of the text fits my purpose for reading.

| Translation proposal: 5. Verifico si el contenido del texto se ajusta a mi propósito de lectura. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 6. Discussing what I read with others to check my understanding.

| Translation proposal: 6. Converso con otros lo que leo para verificar mi comprensión. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 7. Getting back on track when getting sidetracked or distracted.

| Translation proposal: 7. Retomo mi lectura cuando me distraigo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 8. Underlining or circling important information in the text.

| Translation proposal: 8. Subrayo o encierro información importante en el texto. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

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| Keep | Delete | Reformulate | Comment: |

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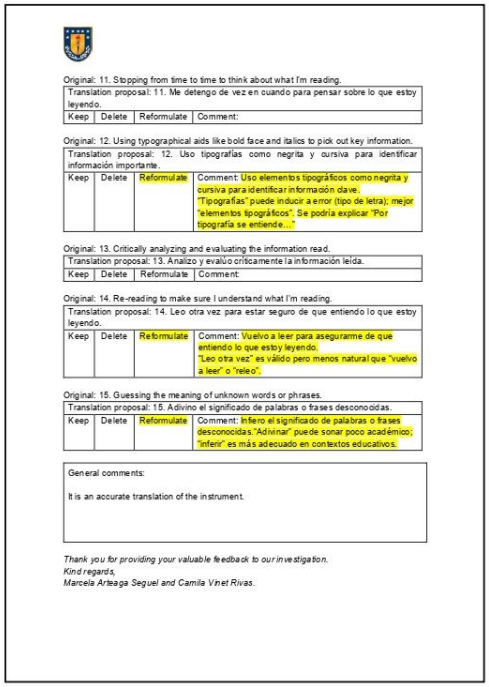
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |



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| Translation proposal: 11. Me detengo de vez en cuando para pensar sobre lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 12. Using typographical aids like bold face and italics to pick out key information.

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| Keep | Delete | Reformulate | Comment: |

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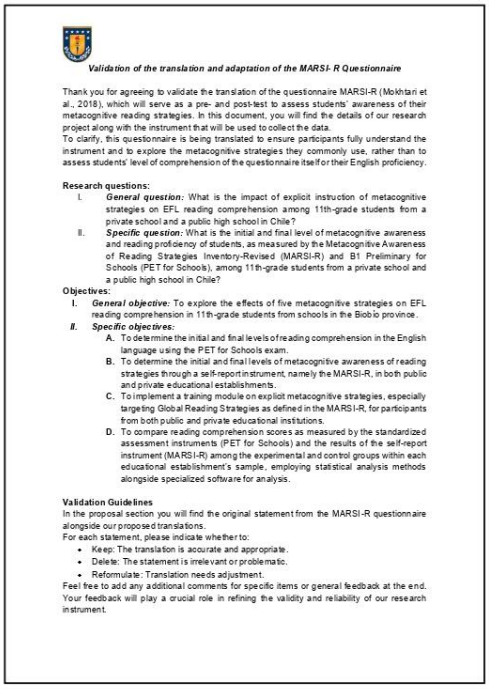
| General comments:<br><br>It is an accurate translation of the instrument. |
|---|

*Thank you for providing your valuable feedback to our investigation.*
*Kind regards,*
*Marcela Arteaga Seguel and Camila Vinet Rivas.*

# Mg. Paula Barra Fierro.



***Validation of the translation and adaptation of the MARSI- R Questionnaire***

Thank you for agreeing to validate the translation of the questionnaire MARSI-R (Mokhtari et al., 2018), which will serve as a pre- and post-test to assess students' awareness of their metacognitive reading strategies. In this document, you will find the details of our research project along with the instrument that will be used to collect the data.
To clarify, this questionnaire is being translated to ensure participants fully understand the instrument and to explore the metacognitive strategies they commonly use, rather than to assess students' level of comprehension of the questionnaire itself or their English proficiency.

**Research questions:**

I. ***General question:*** What is the impact of explicit instruction of metacognitive strategies on EFL reading comprehension among 11th-grade students from a private school and a public high school in Chile?
II. ***Specific question:*** What is the initial and final level of metacognitive awareness and reading proficiency of students, as measured by the Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSI-R) and B1 Preliminary for Schools (PET for Schools), among 11th-grade students from a private school and a public high school in Chile?

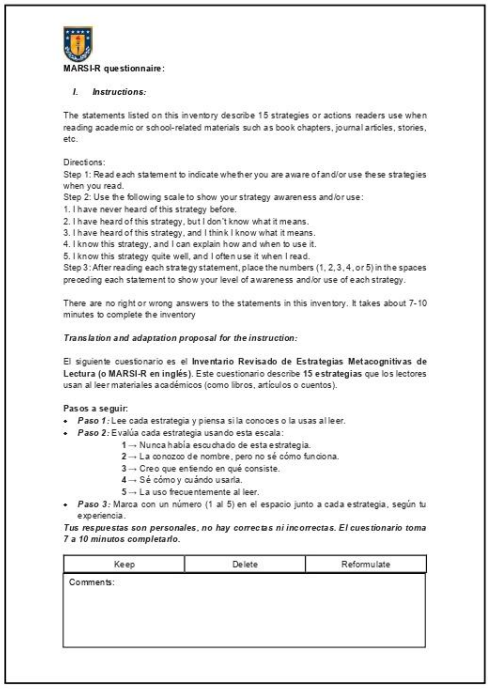
**Objectives:**

I. ***General objective:*** To explore the effects of five metacognitive strategies on EFL reading comprehension in 11th-grade students from schools in the Biobío province.
II. ***Specific objectives:***
   A. To determine the initial and final levels of reading comprehension in the English language using the PET for Schools exam.
   B. To determine the initial and final levels of metacognitive awareness of reading strategies through a self-report instrument, namely the MARSI-R, in both public and private educational establishments.
   C. To implement a training module on explicit metacognitive strategies, especially targeting Global Reading Strategies as defined in the MARSI-R, for participants from both public and private educational institutions.
   D. To compare reading comprehension scores as measured by the standardized assessment instruments (PET for Schools) and the results of the self-report instrument (MARSI-R) among the experimental and control groups within each educational establishment's sample, employing statistical analysis methods alongside specialized software for analysis.

**Validation Guidelines**
In the proposal section you will find the original statement from the MARSI-R questionnaire alongside our proposed translations.
For each statement, please indicate whether to:

- Keep: The translation is accurate and appropriate.
- Delete: The statement is irrelevant or problematic.
- Reformulate: Translation needs adjustment.

Feel free to add any additional comments for specific items or general feedback at the end. Your feedback will play a crucial role in refining the validity and reliability of our research instrument.



**MARSI-R questionnaire:**

***I. Instructions:***

The statements listed on this inventory describe 15 strategies or actions readers use when reading academic or school-related materials such as book chapters, journal articles, stories, etc.

Directions:
Step 1: Read each statement to indicate whether you are aware of and/or use these strategies when you read.
Step 2: Use the following scale to show your strategy awareness and/or use:
1. I have never heard of this strategy before.
2. I have heard of this strategy, but I don't know what it means.
3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
5. I know this strategy quite well, and I often use it when I read.
Step 3: After reading each strategy statement, place the numbers (1, 2, 3, 4, or 5) in the spaces preceding each statement to show your level of awareness and/or use of each strategy.

There are no right or wrong answers to the statements in this inventory. It takes about 7-10 minutes to complete the inventory

***Translation and adaptation proposal for the instruction:***

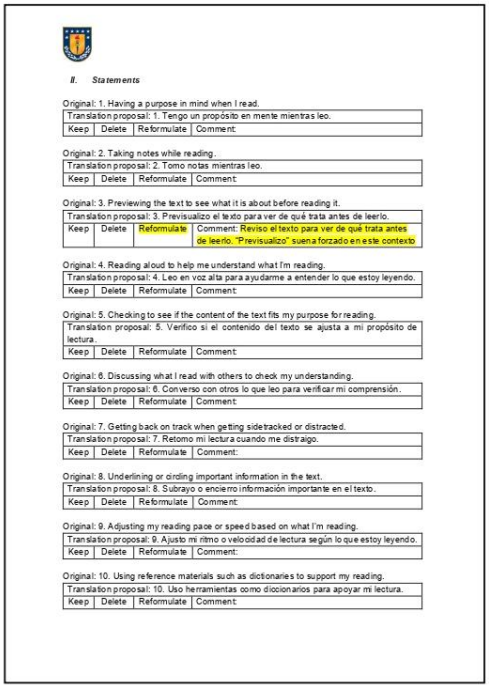
El siguiente cuestionario es el **Inventario Revisado de Estrategias Metacognitivas de Lectura (o MARSI-R en inglés)**. Este cuestionario describe **15 estrategias** que los lectores usan al leer materiales académicos (como libros, artículos o cuentos).

**Pasos a seguir:**

- ***Paso 1:*** Lee cada estrategia y piensa si la conoces o la usas al leer.
- ***Paso 2:*** Evalúa cada estrategia usando esta escala:
  **1** → Nunca había escuchado de esta estrategia.
  **2** → La conozco de nombre, pero no sé cómo funciona.
  **3** → Creo que entiendo en qué consiste.
  **4** → Sé cómo y cuándo usarla.
  **5** → La uso frecuentemente al leer.
- ***Paso 3:*** Marca con un número (1 al 5) en el espacio junto a cada estrategia, según tu experiencia.

***Tus respuestas son personales, no hay correctas ni incorrectas. El cuestionario toma 7 a 10 minutos completarlo.***

| Keep | Delete | Reformulate |
|---|---|---|
| Comments: | | |



***II. Statements***

Original: 1. Having a purpose in mind when I read.

| Translation proposal: 1. Tengo un propósito en mente mientras leo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 2. Taking notes while reading.

| Translation proposal: 2. Tomo notas mientras leo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 3. Previewing the text to see what it is about before reading it.

| Translation proposal: 3. Previsualizo el texto para ver de qué trata antes de leerlo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: Reviso el texto para ver de qué trata antes de leerlo. "Previsualizo" suena forzado en este contexto |

Original: 4. Reading aloud to help me understand what I'm reading.

| Translation proposal: 4. Leo en voz alta para ayudarme a entender lo que estoy leyendo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 5. Checking to see if the content of the text fits my purpose for reading.

| Translation proposal: 5. Verifico si el contenido del texto se ajusta a mi propósito de lectura. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 6. Discussing what I read with others to check my understanding.

| Translation proposal: 6. Converso con otros lo que leo para verificar mi comprensión. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 7. Getting back on track when getting sidetracked or distracted.

| Translation proposal: 7. Retomo mi lectura cuando me distraigo. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 8. Underlining or circling important information in the text.

| Translation proposal: 8. Subrayo o encierro información importante en el texto. | | | |
|---|---|---|---|
| Keep | Delete | Reformulate | Comment: |

Original: 9. Adjusting my reading pace or speed based on what I'm reading.

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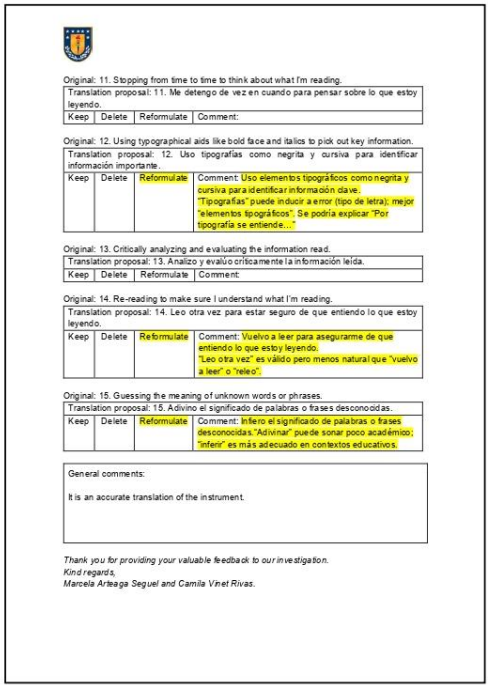

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| General comments: |
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| It is an accurate translation of the instrument. |

*Thank you for providing your valuable feedback to our investigation.*
*Kind regards,*
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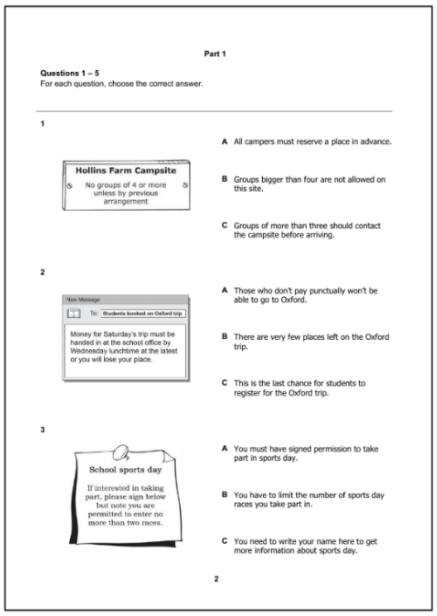
# Appendix 3. PET Test Reading Texts

## Pre-test



Part 1

Questions 1 – 5
For each question, choose the correct answer.

1




A All campers must reserve a place in advance.

B Groups bigger than four are not allowed on this site.

C Groups of more than three should contact the campsite before arriving.

2




A Those who don't pay punctually won't be able to go to Oxford.

B There are very few places left on the Oxford trip.

C This is the last chance for students to register for the Oxford trip.

3

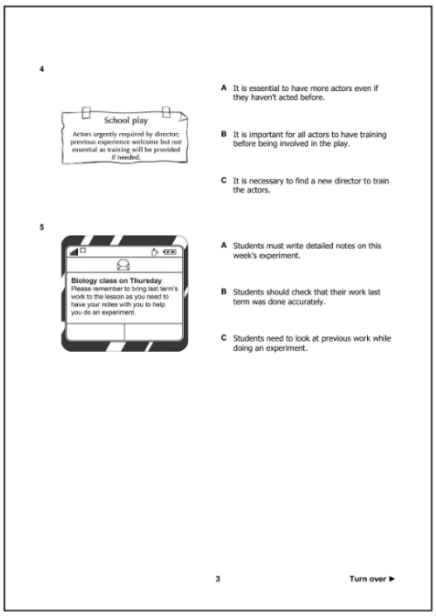



A You must have signed permission to take part in sports day.

B You have to limit the number of sports day races you take part in.

C You need to write your name here to get more information about sports day.

2



4




A It is essential to have more actors even if they haven't acted before.

B It is important for all actors to have training before being involved in the play.

C It is necessary to find a new director to train the actors.

5

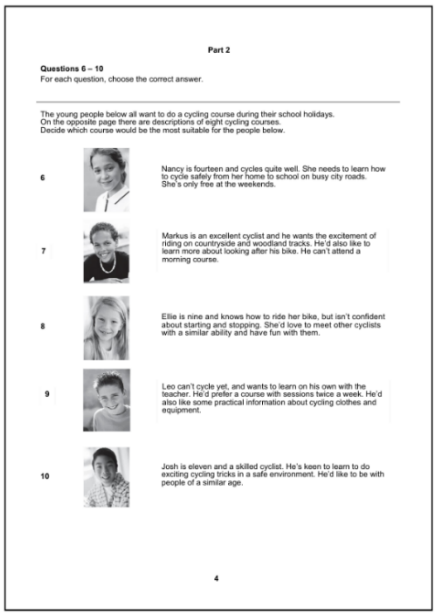



A Students must write detailed notes on this week's experiment.

B Students should check that their work last term was done accurately.

C Students need to look at previous work while doing an experiment.

3 Turn over ►



Part 2

Questions 6 – 10
For each question, choose the correct answer.

The young people below all want to do a cycling course during their school holidays.
On the opposite page there are descriptions of eight cycling courses.
Decide which course would be the most suitable for the people below.

6 

Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

7 

Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.

8 

Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.

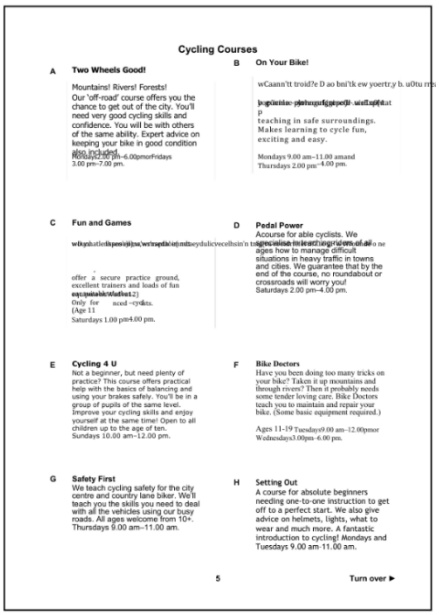
9 

Leo can't cycle yet, and wants to learn on his own with the teacher. He'd prefer a course with sessions twice a week. He'd also like some practical information about cycling clothes and equipment.

10 

Josh is eleven and a skilled cyclist. He's keen to learn to do exciting cycling tricks in a safe environment. He'd like to be with people of a similar age.

4



Cycling Courses

A **Two Wheels Good!**

Mountains! Rivers! Forests!
Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.
Mondays 6.00 pm–6.00pmorFridays 2.00 pm–7.00 pm.

B **On Your Bike!**

wCaana't troid?e D ao bni'tk ew yoertr.y b. u0tu rrs

[illegible]
p
teaching in safe surroundings.
Makes learning to cycle fun, exciting and easy.

Mondays 9.00 am–11.00 amand Thursdays 2.00 pm–4.00 pm.

C **Fun and Games**

[illegible]
offer a secure practice ground, excellent trainers and loads of fun [illegible]
Only for need –cyclts.
(Age 11
Saturdays 1.00 pm4.00 pm.

D **Pedal Power**

Acourse for able cyclists. We [illegible] ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you!
Saturdays 2.00 pm–4.00 pm.

E **Cycling 4 U**

Not a beginner, but need plenty of practice? This course offers practical help with the basics of balancing and using your brakes safely. You'll be in a group of pupils of the same level. Improve your cycling skills and enjoy yourself at the same time! Open to all children up to the age of ten.
Sundays 10.00 am–12.00 pm.

F **Bike Doctors**

Have you been doing too many tricks on your bike? Taken it up mountains and through rivers? Then it probably needs some tender loving care. Bike Doctors teach you to maintain and repair your bike. (Some basic equipment required.)

Ages 11-19 Tuesdays9.00 am–12.00pmor Wednesdays3.00pm–6.00 pm.

G **Safety First**

We teach cycling safety for the city centre and country lane biker. We'll teach you the skills you need to deal with all the vehicles using our busy roads. All ages welcome from 10+.
Thursdays 9.00 am–11.00 am.

H **Setting Out**

A course for absolute beginners needing one-to-one instruction to get off to a perfect start. We also give advice on helmets, lights, what to wear and much more. A fantastic introduction to cycling! Mondays and Tuesdays 9.00 am–11.00 am.

5 Turn over ►

**Part 3**

**Questions 11 – 15**
For each question, choose the correct answer.

## Play to win

*16-year-old HarryMoorewritesabout his hobby, tennis.*

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.



**11** Harry thinks he said that he was going to be a tennis champion in order to

**A** please his parents.
**B** get some attention.
**C** annoy his older brother.
**D** persuade people that he was serious.

**12** How did Harry feel after his first important competition?

**A** confused about his defeat.
**B** proud to be a member of the winning team.
**C** ashamed of the way he treated another player.
**D** amazed that he had got so far in the tournament.

**13** What does Harry try to remember when he's on the court?

**A** Don't let the other player surprise you.
**B** Follow your game plan.
**C** Respect the other player.
**D** Don't keep thinking about your mistakes.

**14** What does Harry say about his behaviour in tournaments?

**A** He broke his racket once when he was angry.
**B** He stays away from players who behave badly.
**C** He tries to keep calm during the game.
**D** He found it difficult to deal with one judge's decisions.

**15** What might a sports journalist write about Harry now?

**A** Harry needs to believe in his own abilities and stop depending on good luck when he plays.

**B** Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.

**C** Harry looked exhausted when he finished his last match so maybe he should think about working out.

**D** Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.



**Part 4**

**Questions 16 – 20**
Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

## Planting trees

*by Mark Rotheram, aged 13*

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy. **16** If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So our teacher suggested that we should look for trees that grew naturally in our part of the world. **17** They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example. **18** Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them. **19** And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school. **20** And that thought really cheered us up!



**A** So we tried to avoid areas where students were very active.

**B** However, our parents did offer to help with the digging!

**C** That could mean the tree had a disease.

**D** But we soon found that choosing trees was quite complicated.

**E** It can be quite good for young trees, though.

**F** We knew they'd get as much pleasure from them as we had.

**G** But at least we were doing it in the right season.

**H** That way, the trees would be used to local conditions.

Part 5

**Questions 21 – 26**
For each question, choose the correct answer.

**This car runs on chocolate!**

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is **(21)** ..... to show how car-making could **(22)** ..... environmentally friendly. The car meets all racing car **(23)** ..... apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not **(24)** ..... in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car **(25)** ..... a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its **(26)** ..... against that of normal racing cars.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 21 | A | intended | B | wished | C | decided | D | insisted |
| 22 | A | develop | B | move | C | become | D | arrive |
| 23 | A | levels | B | standards | C | grades | D | orders |
| 24 | A | allowed | B | let | C | ruled | D | agreed |
| 25 | A | store | B | involve | C | collect | D | contain |
| 26 | A | operation | B | performance | C | display | D | technique |

10

Part 6

**Questions 27 – 32**
For each question, write the correct answer.
Write **one** word for each gap.

**Our new skatepark!**
**by Jack Fletcher**

Is there a great skatepark in your town? We've now got the **(27)** ..... fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that **(28)** .....we had a better skatepark in our town, we'd use it. And teenagers might come **(29)** ..... other towns to join us, too.

So I set up an online questionnaire to find out **(30)** .....local people wanted. I asked them whether we should improve our old skatepark **(31)** .....build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It **(32)** ..... finally finished last month. So come and try it – you'll have a great time!

11

# Module 1

*Test 3*

**READING** (45 minutes)

**Part 1**

**Questions 1–5**

For each question, choose the correct answer.

1


**Jen is asking Tom to**

A choose one of her ideas for their project title.

B tell Mr Green which project title they have chosen.

C confirm that he can see her to discuss their project title.

2

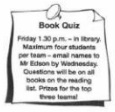

**What does the sign say?**

A A ticket is needed to see the art exhibition.

B Cameras must be left at the baggage desk.

C Only small bags can be taken into the exhibition.

3




A Students must be in teams of four to enter the competition.

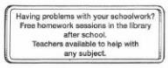
B Students have to enter this school competition in advance.

C Students get a prize if they read all the books on the reading list.

44

*Reading*

4




**The notice is for pupils who want**

A to help their classmates after school.

B some support with their homework.

C more independent study time at school.

5


**Ken is offering to**

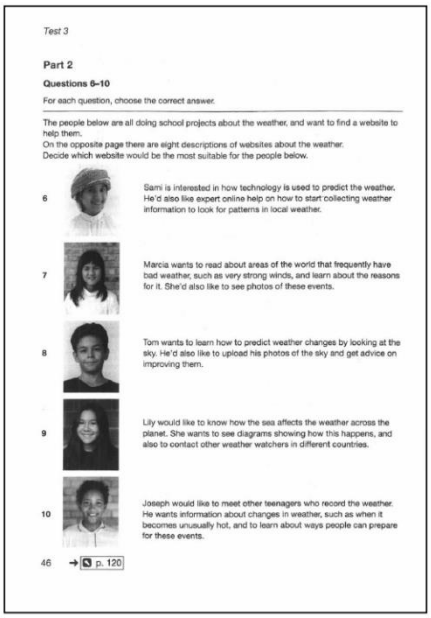
A help Jack find his tennis racket for Thursday's match.

B inform the coach whether Jack is available on Thursday.

C explain to the tennis coach why Jack is late.

→ p. 120 45

## Module 2



Test 3

**Part 2**

**Questions 6–10**

For each question, choose the correct answer.

The people below are all doing school projects about the weather, and want to find a website to help them.
On the opposite page there are eight descriptions of websites about the weather.
Decide which website would be the most suitable for the people below.

6 Sami is interested in how technology is used to predict the weather. He'd also like expert online help on how to start collecting weather information to look for patterns in local weather.

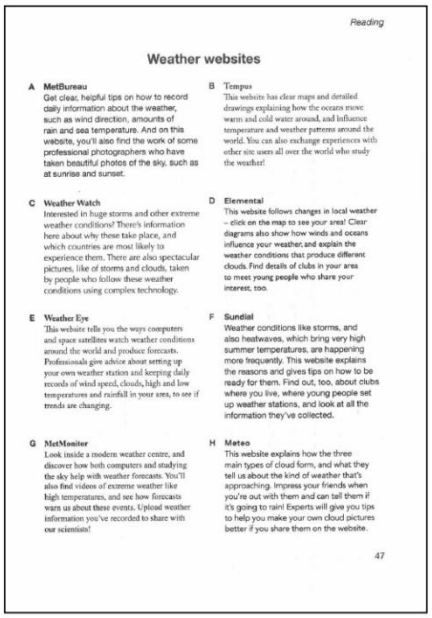
7 Marcia wants to read about areas of the world that frequently have bad weather, such as very strong winds, and learn about the reasons for it. She'd also like to see photos of these events.

8 Tom wants to learn how to predict weather changes by looking at the sky. He'd also like to upload his photos of the sky and get advice on improving them.

9 Lily would like to know how the sea affects the weather across the planet. She wants to see diagrams showing how this happens, and also to contact other weather watchers in different countries.

10 Joseph would like to meet other teenagers who record the weather. He wants information about changes in weather, such as when it becomes unusually hot, and to learn about ways people can prepare for these events.

46 → p. 120



Reading

**Weather websites**

**A MetBureau**
Get clear, helpful tips on how to record daily information about the weather, such as wind direction, amounts of rain and sea temperature. And on this website, you'll also find the work of some professional photographers who have taken beautiful photos of the sky, such as at sunrise and sunset.

**B Tempus**
This website has clear maps and detailed drawings explaining how the oceans move warm and cold water around, and influence temperature and weather patterns around the world. You can also exchange experiences with other site users all over the world who study the weather!

**C Weather Watch**
Interested in huge storms and other extreme weather conditions? There's information here about why these take place, and which countries are most likely to experience them. There are also spectacular pictures, like of storms and clouds, taken by people who follow these weather conditions using complex technology.

**D Elemental**
This website follows changes in local weather – click on the map to see your area! Clear diagrams also show how winds and oceans influence your weather, and explain the weather conditions that produce different clouds. Find details of clubs in your area to meet young people who share your interest, too.

**E Weather Eye**
This website tells you the ways computers and space satellites watch weather conditions around the world and produce forecasts. Professionals give advice about setting up your own weather station and keeping daily records of wind speed, clouds, high and low temperatures and rainfall in your area, to see if trends are changing.

**F Sundial**
Weather conditions like storms, and also heatwaves, which bring very high summer temperatures, are happening more frequently. This website explains the reasons and gives tips on how to be ready for them. Find out, too, about clubs where you live, where young people set up weather stations, and look at all the information they've collected.

**G MetMonitor**
Look inside a modern weather centre, and discover how both computers and studying the sky help with weather forecasts. You'll also find videos of extreme weather like high temperatures, and see how forecasts warn us about these events. Upload weather information you've recorded to share with our scientists!

**H Meteo**
This website explains how the three main types of cloud form, and what they tell us about the kind of weather that's approaching. Impress your friends when you're out with them and can tell them if it's going to rain! Experts will give you tips to help you make your own cloud pictures better if you share them on the website.

47

## Module 3

Test 3

**Part 3**

**Questions 11–15**

For each question, choose the correct answer.

**Football and me!**

*Sixteen-year-old Alicia Hughes looks back at how she started out in football.*

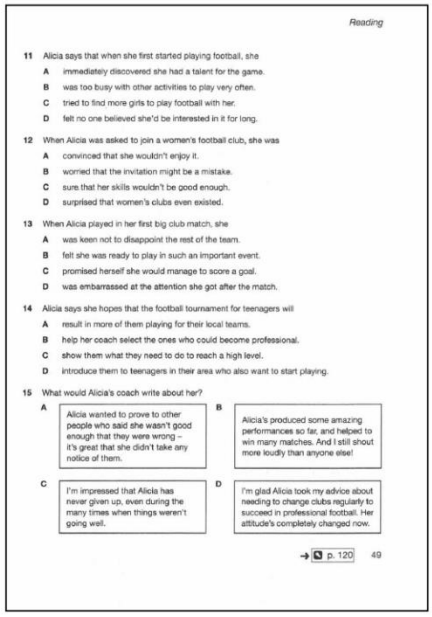
I started playing football when I was seven. I'd rush home from school to play with other boys and girls. I loved it, and after a while, I wasn't a bad player. However, my family knew I often became keen on new hobbies and then dropped them, so I'm sure they thought the same thing would happen with football. But it never did.

In fact, I was already dreaming of playing football professionally when I was older. And the opportunity came sooner than I'd hoped. I often played in local tournaments, and one of the referees noticed that I was a promising player, so he asked the manager of a professional women's club to watch me play. After that, she asked me to join her club. I didn't believe it at first – I thought they'd got my age wrong, and I had no idea that young girls could join women's clubs. But the manager was impressed, and I started regular training with a big club as a young 13-year-old.

After that, I improved enormously. Despite this, people still weren't sure I'd ever be a star player, which made me feel a bit upset. But the coach encouraged me to just be myself, and believe in myself – he even let me play in one of the club's championship matches, much earlier than I'd expected! I've never run so hard in my life – I didn't want the other players to blame me for losing. Then by pure luck, I got the winning goal. As usual, in spite of the large crowd, I could clearly hear my coach's voice cheering me on, and after the match, the team carried me round the pitch. I felt fantastic!

Since then, I've scored lots more winning goals! And next month, my coach and I are running a football tournament for teenagers in my area. The aim is to give them a chance to chat to the professional players in my club. It'll let them see the professional environment, and encourage them to feel they could play for a top team, if they're prepared to put in the work. But my advice to them will be the same as my coach gave me – you'll have good times, but be prepared for bad times, too. I've had very few of those, though – so I've been lucky!

48



Reading

11 Alicia says that when she first started playing football, she
- A immediately discovered she had a talent for the game.
- B was too busy with other activities to play very often.
- C tried to find more girls to play football with her.
- D felt no one believed she'd be interested in it for long.

12 When Alicia was asked to join a women's football club, she was
- A convinced that she wouldn't enjoy it.
- B worried that the invitation might be a mistake.
- C sure that her skills wouldn't be good enough.
- D surprised that women's clubs even existed.

13 When Alicia played in her first big club match, she
- A was keen not to disappoint the rest of the team.
- B felt she was ready to play in such an important event.
- C promised herself she would manage to score a goal.
- D was embarrassed at the attention she got after the match.

14 Alicia says she hopes that the football tournament for teenagers will
- A result in more of them playing for their local teams.
- B help her coach select the ones who could become professional.
- C show them what they need to do to reach a high level.
- D introduce them to teenagers in their area who also want to start playing.

15 What would Alicia's coach write about her?

A: Alicia wanted to prove to other people who said she wasn't good enough that they were wrong – it's great that she didn't take any notice of them.

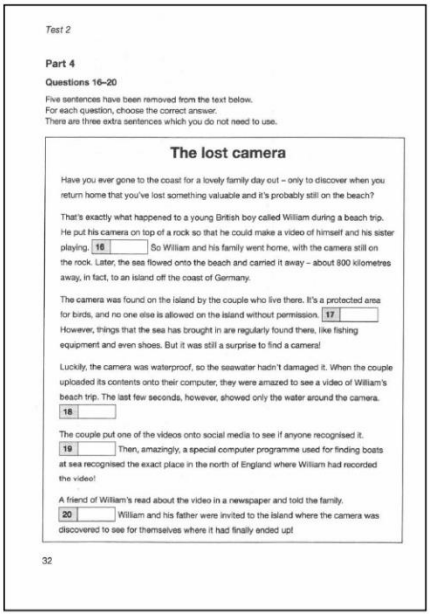
B: Alicia's produced some amazing performances so far, and helped to win many matches. And I still shout more loudly than anyone else!

C: I'm impressed that Alicia has never given up, even during the many times when things weren't going well.

D: I'm glad Alicia took my advice about needing to change clubs regularly to succeed in professional football. Her attitude's completely changed now.

→ p. 120 49

# Module 4



*Test 2*

**Part 4**

**Questions 16–20**

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

## The lost camera

Have you ever gone to the coast for a lovely family day out – only to discover when you return home that you've lost something valuable and it's probably still on the beach?

That's exactly what happened to a young British boy called William during a beach trip. He put his camera on top of a rock so that he could make a video of himself and his sister playing. **16** ____ So William and his family went home, with the camera still on the rock. Later, the sea flowed onto the beach and carried it away – about 800 kilometres away, in fact, to an island off the coast of Germany.

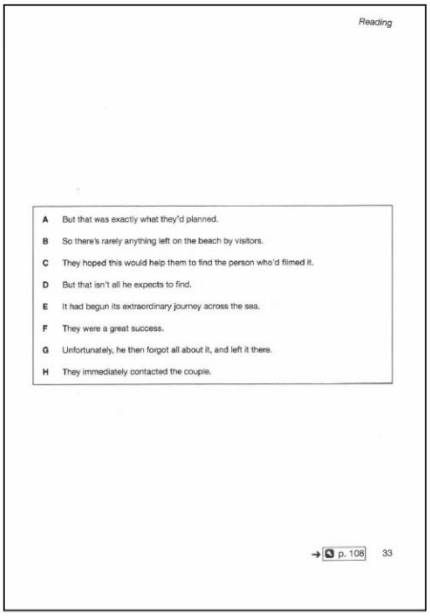
The camera was found on the island by the couple who live there. It's a protected area for birds, and no one else is allowed on the island without permission. **17** ____ However, things that the sea has brought in are regularly found there, like fishing equipment and even shoes. But it was still a surprise to find a camera!

Luckily, the camera was waterproof, so the seawater hadn't damaged it. When the couple uploaded its contents onto their computer, they were amazed to see a video of William's beach trip. The last few seconds, however, showed only the water around the camera. **18** ____

The couple put one of the videos onto social media to see if anyone recognised it. **19** ____ Then, amazingly, a special computer programme used for finding boats at sea recognised the exact place in the north of England where William had recorded the video!

A friend of William's read about the video in a newspaper and told the family. **20** ____ William and his father were invited to the island where the camera was discovered to see for themselves where it had finally ended up!

32



*Reading*

**A** But that was exactly what they'd planned.
**B** So there's rarely anything left on the beach by visitors.
**C** They hoped this would help them to find the person who'd filmed it.
**D** But that isn't all he expects to find.
**E** It had begun its extraordinary journey across the sea.
**F** They were a great success.
**G** Unfortunately, he then forgot all about it, and left it there.
**H** They immediately contacted the couple.

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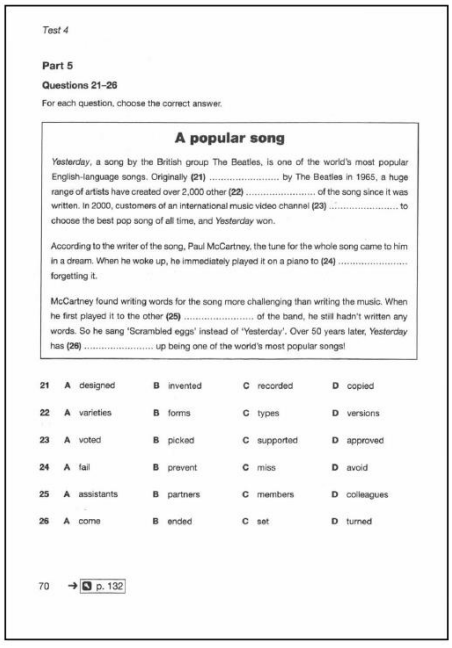
# Module 5



*Test 4*

**Part 5**

**Questions 21–26**

For each question, choose the correct answer.

## A popular song

*Yesterday*, a song by the British group The Beatles, is one of the world's most popular English-language songs. Originally **(21)** ..... by The Beatles in 1965, a huge range of artists have created over 2,000 other **(22)** ..... of the song since it was written. In 2000, customers of an international music video channel **(23)** ..... to choose the best pop song of all time, and *Yesterday* won.

According to the writer of the song, Paul McCartney, the tune for the whole song came to him in a dream. When he woke up, he immediately played it on a piano to **(24)** ..... forgetting it.

McCartney found writing words for the song more challenging than writing the music. When he first played it to the other **(25)** ..... of the band, he still hadn't written any words. So he sang 'Scrambled eggs' instead of 'Yesterday'. Over 50 years later, *Yesterday* has **(26)** ..... up being one of the world's most popular songs!

| | | | | |
|---|---|---|---|---|
| **21** | **A** designed | **B** invented | **C** recorded | **D** copied |
| **22** | **A** varieties | **B** forms | **C** types | **D** versions |
| **23** | **A** voted | **B** picked | **C** supported | **D** approved |
| **24** | **A** fail | **B** prevent | **C** miss | **D** avoid |
| **25** | **A** assistants | **B** partners | **C** members | **D** colleagues |
| **26** | **A** come | **B** ended | **C** set | **D** turned |

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## Module 6

*Reading*

**Part 6**

**Questions 27–32**

For each question, write the correct answer.
Write **one** word for each gap.

**Match report: National Schools Tournament**

*by William Jacobs, football captain*

Last Saturday, our school football team took part in the National Schools Tournament. It was a long day – we got to school very early as the bus **(27)** ..... would take us to the tournament had to leave by 7 a.m. **(28)** ..... an hour's drive we arrived at the City Stadium, where the competition was taking **(29)** ..... . Playing in such **(30)** ..... famous stadium was an experience we will never forget.

We played against some of the top teams from around the country, and we came first! This was amazing because the other teams were much stronger this year **(31)** ..... they were last year.

We were given our prize, a beautiful silver cup, and then we went on a tour around the stadium. We all agreed that it **(32)** ..... been an incredible day, and we hope to be able to return next year!

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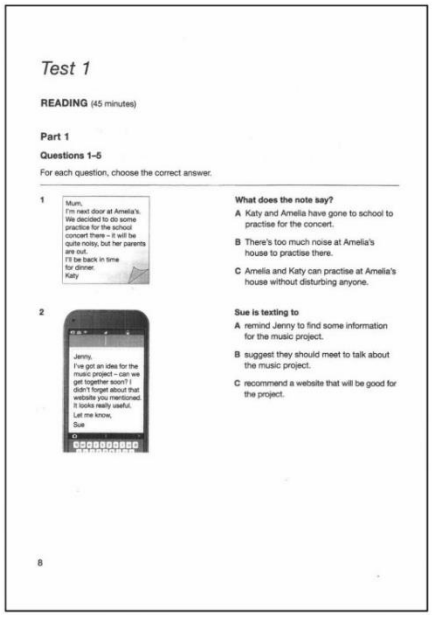
# CHAPTER 1.

## Post-test



*Test 1*

**READING** (45 minutes)

**Part 1**

**Questions 1–5**

For each question, choose the correct answer.

1

Mum,
I'm next door at Amelia's. We decided to do some practice for the school concert there – it will be quite noisy, but her parents are out.
I'll be back in time for dinner.
Katy

**What does the note say?**

**A** Katy and Amelia have gone to school to practise for the concert.

**B** There's too much noise at Amelia's house to practise there.

**C** Amelia and Katy can practise at Amelia's house without disturbing anyone.

2

Jenny,
I've got an idea for the music project – can we get together soon? I didn't forget about that website you mentioned. It looks really useful.
Let me know,
Sue

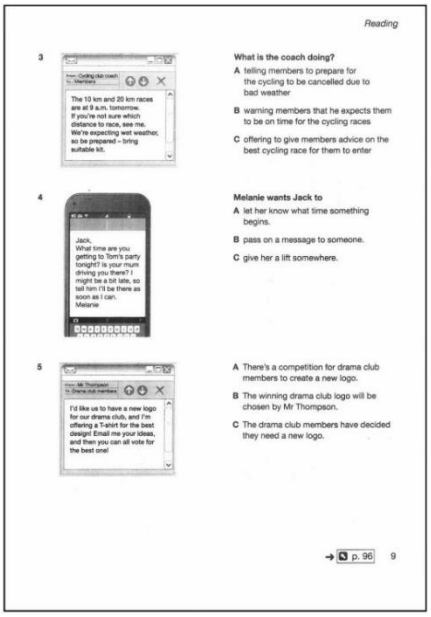
**Sue is texting to**

**A** remind Jenny to find some information for the music project.

**B** suggest they should meet to talk about the music project.

**C** recommend a website that will be good for the project.





*Reading*

3

The 10 km and 20 km races are at 9 a.m. tomorrow. If you're not sure which distance to race, see me. We're expecting wet weather, so be prepared – bring suitable kit.

**What is the coach doing?**

**A** telling members to prepare for the cycling to be cancelled due to bad weather

**B** warning members that he expects them to be on time for the cycling races

**C** offering to give members advice on the best cycling race for them to enter

4

Jack,
What time are you getting to Tom's party tonight? Is your mum driving you there? I might be a bit late, so tell him I'll be there as soon as I can.
Melanie

**Melanie wants Jack to**

**A** let her know what time something begins.

**B** pass on a message to someone.

**C** give her a lift somewhere.

5

I'd like us to have a new logo for our drama club, and I'm offering a T-shirt for the best design! Email me your ideas, and then you can all vote for the best one!

**A** There's a competition for drama club members to create a new logo.

**B** The winning drama club logo will be chosen by Mr Thompson.

**C** The drama club members have decided they need a new logo.

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## Part 2

**Questions 6–10**

For each question, choose the correct answer.

The people below all want to visit wildlife parks.
On the opposite page there are eight descriptions of wildlife parks.
Decide which wildlife park would be the most suitable for the people below.

6 

Philippe's family would like to see fish as well as land animals, and listen to talks about the animals. They want to travel there by train.

7 

Asha wants a wildlife park that gives discounts for visiting with lots of friends, and where visitors can have rides on some of the animals. She'd like to feed some animals, too.

8 

Chanming's family want a wildlife park with activities for Chanming's five-year-old brother. Chanming wants to know what it's like to work at the park, and be able to ask staff questions after his visit, too.

9 

Gabriella and her family want to see animals from all over the world, and be able to touch some of them. They'd like to have a guided tour while they're there.

10 

Kuba and his family want to stay overnight at the wildlife park. They'd like to be able to see some large animals and take home information on all of the animals there.

 → p. 96



## Eight great wildlife parks to visit

**A Hallmouth Wildlife Park**
Hallmouth's famous for its large open areas full of monkeys, giraffes and kangaroos! There's also a special play area for younger visitors. Listen to guides and other experts explaining what they do at the park – stay in touch with them by joining their weekly online chat on the park's website!

**B Greenway Wildlife Park**
At Greenway, you can go around some parts of the park on a horse or a camel! Visitors can also learn what monkeys eat, and even give them their lunch. The animals here are all from Africa and Europe. Cheaper tickets are available for groups of ten or more, and the park is just ten minutes from the train station.

**C Rainforest Fun**
The main attraction is a huge glass building containing plants from a rainforest, where animals and birds move around freely. Although there isn't really enough to entertain young children or adults for a whole day, it's still an interesting experience. Don't miss the sharks in the building next door, and the larger animals in the rest of the park!

**D Jumblehouse Wildlife Park**
At Jumblehouse, you'll see many species from around the world, including elephants and giraffes. The shop sells some great books, with details about everything you'll see at the wildlife park. There's so much to do here, you might need two days, so why not book a room at our hotel!

**E Naturatastic**
Driving up to Naturatastic, you'll see the beautiful 18th-century house and, beside it, the elephants and zebras. There are plenty of staff to show you around and tell you about their work. If you're lucky, you may also see some of the large fish in the lake.

**F Kingston Wildlife Park**
Just a short walk from the railway station, Kingston's a great place to watch wildlife from around the world, including sharks and many other sea creatures. Every hour, join other visitors in the Kingston Building to hear experts giving information about the amazing wildlife in the park. They can also answer any questions you may have.

**G Clifftop Wildlife Park**
With creatures from every continent, Clifftop is the biggest wildlife park in the area. It's great for younger visitors – staff will allow them to hold many of the small friendly animals. They take groups around the rest of the park too, and tell them about all the animals. The nearby hotel is great value.

**H Bridwell Cross Wildlife Park**
The perfect place for learning about animals – there are daily talks about many of the species here. The small farm, where you can feed the sheep and goats, also has rabbits that visitors can pick up. There's a wide range of books about animals available in the shop.





## Part 3

**Questions 11–15**

For each question, choose the correct answer.

I'm Tom, I'm 15 years old, and three years ago my family and I moved into a castle on a small island! It all started when my father was invited to be the castle's manager. He works for an organisation that looks after historical buildings and keeps them open to the public. He was pleased, as he felt he wouldn't be offered such a great chance again, and the rest of us knew this was true, but it was a while before we agreed he should take the job. We were just focused on what life on the island would be like – we knew the castle probably wouldn't be as comfortable as our cosy home just across the water, and there was no school.

Once we'd moved, though, we quickly got used to island life. The castle isn't particularly beautiful, but our apartment in it is comfortable. The island feels very sociable in summer as it attracts lots of visitors, and there are often parties on the beach. During the winter, we only see the other families who live on the island, and there aren't as many teenagers among them as I'd hoped. The adults all support each other, though, and help with repairs on the island, which often involves lots of hard work.

The biggest change for me was travelling by boat every day, back to my old school. I was looking forward to going on stormy days, when there are huge waves – but the ferries don't run then! And I've discovered that if I miss the bus to the harbour after school, I also miss the last ferry home, which is worrying. So when schoolmates come home to stay with me, I'm always telling them to hurry up!

We do get the most fantastic views. Visitors like watching the sun go down over the sea, but I love to see the sun come up. Some days, though, it's so foggy that you can't see a thing, then within minutes it's brilliant sunshine again – it still seems incredible when that happens, even after living here all this time. Of course, we do get awful storms, and I wonder sometimes if the castle's strong enough to avoid getting damaged. But then I remind myself it's been here for centuries – and it's still standing!





**11** When Tom's father was offered the job at the castle, his family
- **A** were delighted that he was going to be promoted.
- **B** needed time to decide whether it was a good idea.
- **C** didn't mind leaving their family home.
- **D** didn't realise what an unusual opportunity it was for him.

**12** What does Tom say about living on the island in the second paragraph?
- **A** He's disappointed there are so few people his age.
- **B** He's enjoying helping others when they need it.
- **C** He's less keen on the castle now than before they moved.
- **D** He's used to meeting new people all through the year.

**13** Tom feels that travelling to and from school by boat
- **A** is the most exciting part of his day.
- **B** means he can't invite friends back after school.
- **C** is still enjoyable even when the weather is bad.
- **D** makes him stressed about getting home.

**14** How does Tom feel about the views from the castle?
- **A** He's especially impressed by the evening sunsets.
- **B** He's sad when he sometimes can't see very far.
- **C** He's amazed at how the weather changes so quickly.
- **D** He's worried when he sees storms damaging the castle.

**15** What would be a suitable title for this article?
- **A** How we prepared for life in a castle
- **B** Living on an island – the good and the not so good!
- **C** A dream that finally came true
- **D** Do you want an easier life? Then move to an island!

→ p. 96 

**Part 4**

**Questions 16–20**

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

## Jamie Marshall – teenage magician!

Doing magic tricks is not something that only older people enjoy. I've just been in a competition for teenage magicians – and lots of people my age took part. But the best thing was – I won! I did a trick involving taking a ring from someone in the audience. **16** [ ] Both the audience and the judges were really impressed by that unusual way of ending the trick.

My interest in magic started with a child's magic set that I got for my birthday a few years ago. I began practising a lot, doing tricks whenever I had a spare moment. **17** [ ] But that never happened, and I went on to develop lots of new tricks.

My grandad loves magic, too. He was always doing things like producing coins from behind my ear – his way of giving me pocket money! **18** [ ] So he never showed me any of his secrets and I just had to find out for myself!

I also loved performing tricks for friends at school. And as I got better, I started performing at events like family weddings and parties. At first, I thought I'd be really nervous, but in fact, I've always been completely relaxed when I'm performing. **19** [ ]

What made the biggest difference to my routine, however, was taking up drama classes when I was 15. That really helped a lot. It would be great if I could work in the world of magic when I get older – and even become a famous magician! I'm not really sure what my future will hold, though. I might go into acting instead. **20** [ ] That would be cool! But whatever I end up doing, I know I'm going to really enjoy it!





| | |
|---|---|
| **A** | And I don't think I'd be so confident now without their help. |
| **B** | My parents probably thought I'd get bored with it after a while. |
| **C** | Actually, I'd love to be able to do both. |
| **D** | I still needed to do some more work on that, though. |
| **E** | It's surprising really, as I used to be quite shy! |
| **F** | The next time they saw it, it was inside a melon that I'd cut open. |
| **G** | It made me start thinking about all sorts of possibilities. |
| **H** | But of course, people who do magic tricks never tell you how they're done. |

→ p. 96





**Part 5**

**Questions 21–26**

For each question, choose the correct answer.

## Jane Goodall

Jane Goodall is well known for her research into animals called chimpanzees. From early childhood, she **(21)** ..... of going to see them in their natural environment in Africa.

In order to **(22)** ..... the journey, she did a variety of part-time jobs. When she was 23, she had enough money to visit a friend in Kenya. During her time there, Jane fell in love with the country. She was **(23)** ..... a job studying chimpanzees in a national park. At the time, she had no special training for working with animals. She was surprised to find that this **(24)** ..... helped her, as she had to **(25)** ..... her own way of watching and recording the chimpanzees' actions.

She discovered many new things about the animals, like the fact that they ate meat. Before that, scientists thought they only ate plants, but Jane **(26)** ..... that this was not true.

| | | | | |
|---|---|---|---|---|
| **21** | **A** imagined | **B** dreamed | **C** hoped | **D** wished |
| **22** | **A** afford | **B** pay | **C** spend | **D** earn |
| **23** | **A** applied | **B** provided | **C** offered | **D** accepted |
| **24** | **A** completely | **B** specially | **C** properly | **D** actually |
| **25** | **A** develop | **B** reach | **C** control | **D** gain |
| **26** | **A** persuaded | **B** agreed | **C** intended | **D** proved |

 → p. 96



**Part 6**

**Questions 27–32**

For each question, write the correct answer.
Write one word for each gap.

## Science-fiction film

Hi Sam,

Have you seen the new science-fiction film, *Rocket*? I was really interested in seeing it because it was based **(27)** ..... the book called *Spacemen*, which is **(28)** ..... of my favourite novels. To be honest, I always find **(29)** ..... difficult when something that I've read and enjoyed is turned into a film, because it's never exactly the same as I imagined! But **(30)** ..... time I really wasn't disappointed – the acting was great, and the main characters were very similar to how the author described them in the novel.

**(31)** ..... you haven't seen it yet, why don't you come round to my house and watch it online **(32)** ..... me? I know you love science fiction, so it would be great to hear what you think of the film!

Let me know!

Carys

→ p. 96

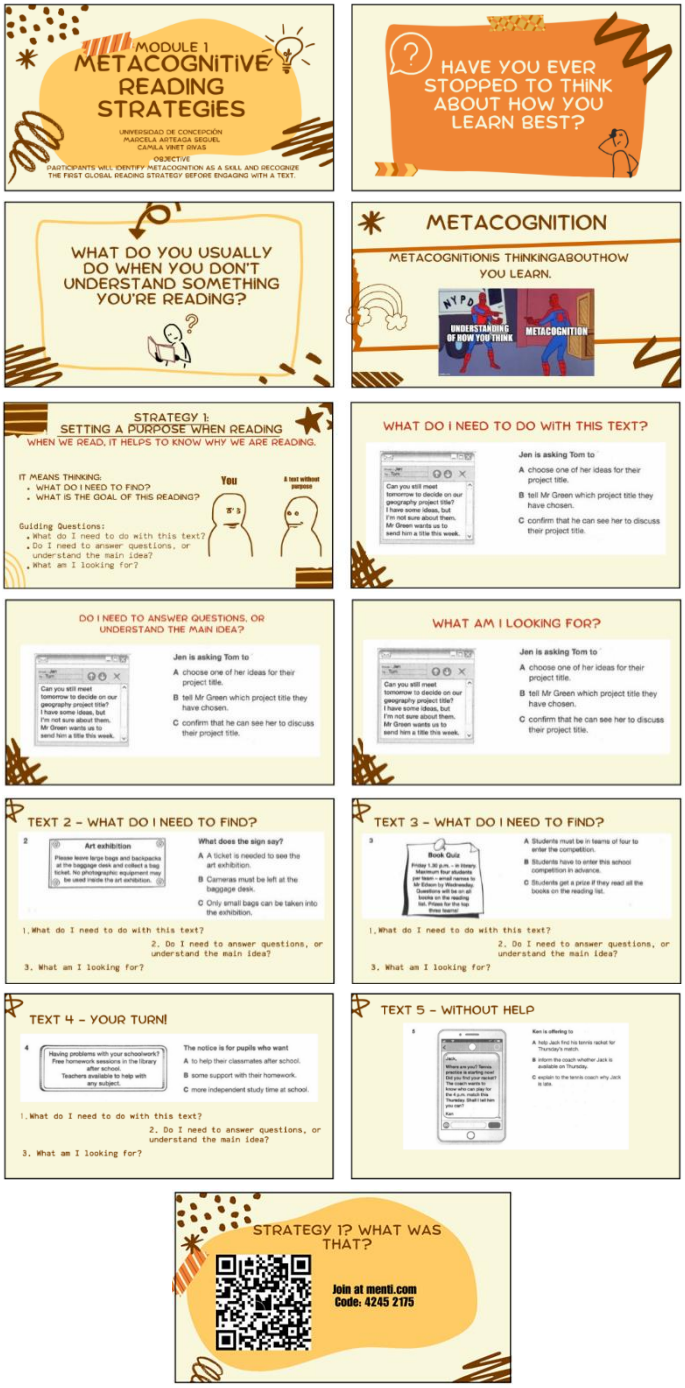
## Appendix 4. Schedule of the Instructional Procedure in Both Schools Compared to the Original

| | Months | July | | | | August | | | | September | | | | October | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Procedures | Weeks | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | Apply B1 Preliminary Test (PET) (Pre- test) | | | | | | | | | | | | | | | | |
| | Conduct MARSI-R survey. (Pre- test) | | | | | | | | | | | | | | | | |
| | Module 1 (GLOB strategy 1) | | | | | | | | | | | | | | | | |
| | Module 2 (GLOB strategy 2) | | | | | | | | | | | | | | | | |
| | Module 3 (GLOB Strategies Integration) | | | | | | | | | | | | | | | | |
| | Module 4 (GLOB Strategies Integration) | | | | | | | | | | | | | | | | |
| | Module 5 (GLOB Strategies Integration) | | | | | | | | | | | | | | | | |
| | Module 6 (GLOB Strategies Integration) | | | | | | | | | | | | | | | | |
| | Apply B1 Preliminary Test (PET) (Post- test) | | | | | | | | | | | | | | | | |
| | Conduct MARSI-R survey. (Post- test) | | | | | | | | | | | | | | | | |

Original Schedule  Public School's Implementation  Private School's Implementation

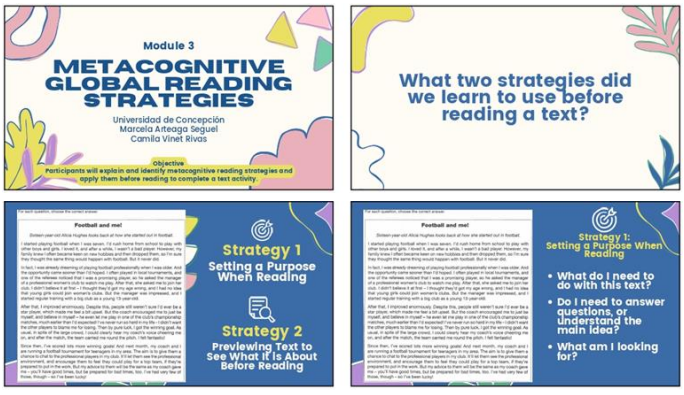
# Appendix 5. PPTs for Explicit Strategy Training per Module

## Module 1 Presentation

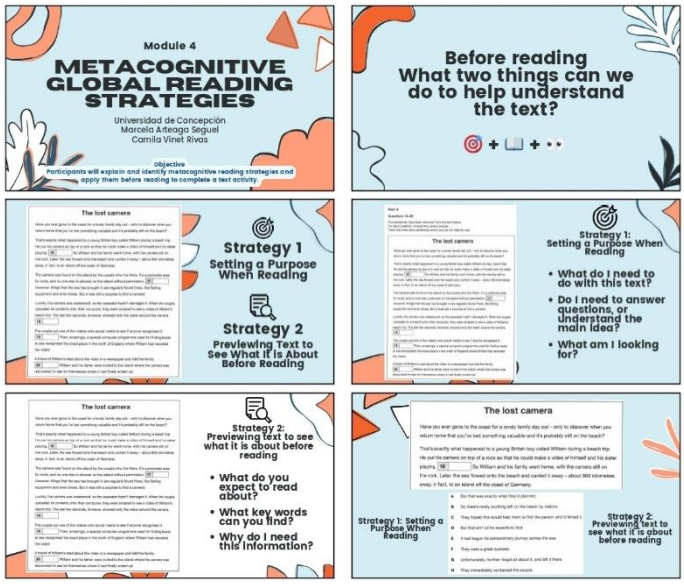


## Module 2 Presentation

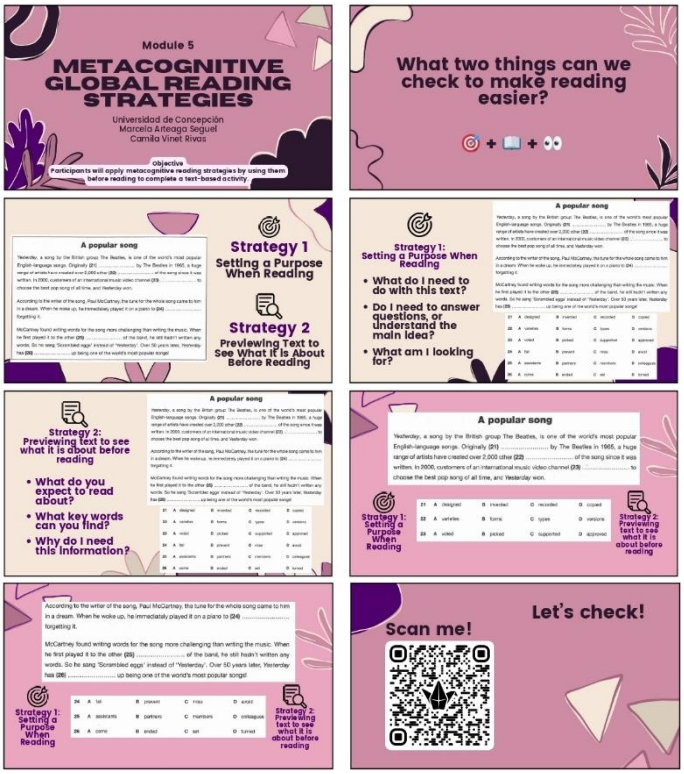

## Module 3 Presentation




## Module 4 Presentation




## Module 5 Presentation




## Module 6 Presentation


Strategy 1
Setting a Purpose When Reading
Strategy 2
Previewing Text to See What It Is About Before Reading
Strategy 1: Setting a Purpose When Reading
What do I need to do with this text?
Do I need to answer questions, or understand the main idea?
What am I looking for?
Strategy 2: Previewing text to see what it is about before reading
What do you expect to read about?
What key words can you find?
Why do I need this information?
Strategy 1: Setting a Purpose When Reading
Strategy 2: Previewing text to see what it is about before reading
Strategy 1:
Strategy 2:
Scan me!
Let's check!

## Appendix 6. Instructional Procedure Structure

| Stage of the Intervention | Time | Objective | Procedure | Assessment | Resources |
|---|---|---|---|---|---|
| Pre-Test | 60 minutes | To analyze the effects of two metacognitive strategies on EFL reading comprehension in 11th-grade students. | Students completed the PET test in 45 minutes to determine their reading proficiency level. Afterwards, they spent 15 minutes completing the MARSI-R questionnaire to measure their metacognitive awareness of reading strategies. | PET test<br><br>MARSI-R Questionnaire | PET test<br><br>MARSI-R Questionnaire |
| Module 1: Setting a Purpose When Reading | 45 minutes | Participants will identify metacognition as a skill and recognize the first global reading strategy before engaging with a text. | First, prior knowledge was elicited regarding metacognition as a learning skill. Then, a brief explanation of the first global reading strategy, supported by guided reading practice using Part 1 of the PET test. Finally, a closing activity using Mentimeter was completed to check overall understanding the concepts. | PET test activity<br><br>Mentimeter | Computer<br><br>Data projector<br><br>PPT<br><br>PET worksheet |

| Stage of the Intervention | Time | Objective | Procedure | Assessment | Resources |
|---|---|---|---|---|---|
| Module 2: Previewing text to see what it is about before reading | 45 minutes | Participants will recognize the second global reading strategy and its role in metacognition before engaging with a text. | First, prior knowledge was activated to check understanding of metacognition. Next, the second global reading strategy was explained and practiced with part 2 of the PET test. Finally, through a Mentimeter activity, the overall comprehension was assessed. | PET test activity<br>Mentimeter | Computer<br>Data projector<br>PPT<br>PET worksheet |
| Module 3: Integration of strategies: "Setting a purpose" and "Previewing the text" before reading. | 45 minutes | Participants will explain and identify metacognitive reading strategies and apply them before reading to complete a text activity. | Students' prior knowledge of the global strategies was refreshed by reviewing their icons to support recognition. Then, the strategies were applied through guided and independent practice with part 3 of the PET test. Finally, a Slido poll assessed overall understanding. | PET test activity<br>Slido.com | Computer<br>Data projector<br>PPT<br>PET worksheet |

| Stage of the Intervention | Time | Objective | Procedure | Assessment | Resources |
|---|---|---|---|---|---|
| Module 4: Integration of strategies: "Setting a purpose" and "Previewing the text" before reading. | 45 minutes | Participants will explain and identify metacognitive reading strategies and apply them before reading to complete a text activity. | First, prior knowledge of the previously taught global strategies was activated by revisiting their icons to support recall. Next, the reading strategies are applied through guided practice and then independently using PET Part 4. Finally, a Quizziz activity is used to evaluate student's comprehension. | PET test activity<br>Quizziz | Computer<br>Data projector<br>PPT<br>PET worksheet |
| Module 5: Integration of strategies: "Setting a purpose" and "Previewing the text" before reading. | 45 minutes | Participants will apply metacognitive reading strategies by using them before reading to complete a text-based activity. | As in previous modules, prior knowledge of the global strategies was activated by reviewing their icons and guiding questions. Students then applied the strategies with reduced support from the researcher through PET reading section 5. Finally, a Padlet entry collected their reflections on the strategies. | PET test activity<br>Padlet | Computer<br>Data projector<br>PPT<br>PET worksheet |

| Stage of the Intervention | Time | Objective | Procedure | Assessment | Resources |
|---|---|---|---|---|---|
| Module 6: Integration of strategies: "Setting a purpose" and "Previewing the text" before reading. | 45 minutes | Participants will apply metacognitive reading strategies by using them before reading to complete a text-based activity. | As in previous modules, the final session began by activating prior knowledge through a review of guiding questions. Students then applied the strategies with minimal support from the researchers using PET Reading Activity 6. The session ended with brief metacognitive questions due to time constraints. | PET test activity<br><br>Padlet | Computer<br><br>Data projector<br><br>PPT<br><br>PET worksheet |
| Post-Test | 60 minutes | To analyze the effects of two metacognitive strategies on EFL reading comprehension in 11th-grade students. | Students completed the PET test in 45 minutes to determine their reading proficiency level. Afterwards, they spent 15 minutes completing the MARSI-R questionnaire to measure their metacognitive awareness of reading strategies. | PET test<br><br>MARSI-R Questionnaire | PET test<br><br>MARSI-R Questionnaire |

## Appendix 7. MARSI-R Results Interpretation Scale (Mokhtari et al., 2018)

| Level of Awareness | Score Range | Interpretation |
|---|---|---|
| High | 3.5 or higher | Strong, consistent use of strategies |
| Medium | 2.5 – 3.4 | Occasional, moderate use of strategies |
| Low | 2.4 or lower | Minimal or inconsistent use of strategies |