

Validating a Japanese Version of the Metacognitive Awareness of Reading Strategies Inventory (MARSII): A PLS-SEM Repeated Indicator Analysis

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The main objective of the current study was to find the appropriate factor structure for the English reading strategies employed by Japanese university students by using a version of the Metacognitive Awareness of Reading Strategies Inventory (MARSII), a well-validated instrument commonly used in various contexts and languages, which was adapted by translating the survey items into Japanese. Finding the appropriate factor structure for reading strategies allows any correlation between the many variables offered in the MARSII to be easily measured and determined. Data for the study were collected from 72 first-year undergraduate students at a university in Japan. For data analysis, descriptive tests were computed with SPSS 22; for the validity of the instrument, the partial least squares structural equation modeling (PLS-SEM) repeated indicator approach was employed, and measurement and structural models were obtained through the SmartPLS software. Results show that for Japanese EFL students, problem-solving reading strategies evoked the highest response. Moreover, 13 MARSII items were found to be valid after data analysis. The pedagogical implications for this research impact a number of disciplines, including syllabus designers, material developers, and lesson planners in reading activities in English teaching contexts. Theoretically, students themselves can also use the knowledge from this research to apply more metacognitive approaches to their reading.