The purposes of this study were to develop and compare the effectiveness of Direct and Embedded Metacognitive Learning Strategy Training Models in English Reading Comprehension for upper secondary school students. The first step of the research procedure was to develop the training models and the second one was to compare their effectiveness.

The results of the study derived two metacognitive learning strategy training models, direct and embedded, which both aimed to train students three important metacognitive learning strategies in English reading comprehension; planning, monitoring and self-evaluation. In comparing their effectiveness, both models were complemented to train two groups of mathayom suksa five students; 42 students in the first group and 40 students in the second one. The metacognitive learning strategy in English reading comprehension awareness mean score before training of both groups were equal and the English reading comprehension mean score before training of both groups were not significantly different. After training, it was found that the matacognitive learning strategy in English reading comprehension awareness and the English reading comprehension mean scores of both groups were higher than the three criteria being set which were 1) both mean scores after training were higher than those before training at least 15 percent by the full score 2) both mean scores after training were at least 60 percent by the full score and 3) both mean scores after training were significantly higher than those before training. Besides, the metacognitive learning strategy in English reading comprehension awareness mean scores of both groups were not significantly different while the English reading comprehension mean scores of both groups were different at the .01 statistical significant level which indicated that the scores of the population trained by the direct model were higher than those of the population trained by the embedded model.