

## Facilitating Active Reading Strategies through Caps Chart to Foster Elementary EFL Learners' Reading Skills and Reading Competency

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**Abstract :** Reading comprehension is crucial for acquiring information, analyzing critically, and achieving academic proficiency. However, there is a lack of growth in reading comprehension skills beyond fourth grade. The developmental shift from "learning to read" to "reading to learn" occurs around this stage. Factual knowledge and diverse views in articles enhance reading comprehension abilities. Nevertheless, some face difficulties due to evolving textual requirements, such as expanding vocabulary and using longer, more complex terminology. Most research on reading strategies has been conducted at the tertiary and secondary levels, while few have focused on the elementary levels. Furthermore, the use of character, ask, problem, solution (CAPS) charts in teaching reading has also been hardly explored. Thus, the researcher decided to explore the facilitation of active reading strategies through the CAPS chart and address the following research questions: a) What differences existed in elementary EFL learners' reading competency among those who engaged in active reading strategies and those who did not? b) What are the learners' metacognitive skills of those who engage in active reading strategies and those who do not, and what are their effects on their reading competency? c) For those participants who engage in active reading activities, what are their perceptions about incorporating active reading activities into their English classroom learning? Two groups of elementary EFL learners, each with 18 students of the same level of English proficiency, participated in this study. Group A served as the control group, while Group B served as the experimental group. Two teachers also participated in this research; one of them was the researcher who handled the experimental group. The treatment lasts for one whole semester or seventeen weeks. In addition to the CAPS chart, the researcher also used the metacognitive awareness of reading strategy inventory (MARSIR) and a ten-item, five-point Likert scale survey.

**Keywords :** active reading, EFL learners, metacognitive skills, reading competency, student's perception

**Conference Title :** ICLLL 2024 : International Conference on Languages, Literature and Linguistics

**Conference Location :** Kuala Lumpur, Malaysia

**Conference Dates :** February 05-06, 2024