UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés

Theme:

KNOW, WANT, LEARN (KWL) STRATEGY AND ORAL COMMUNICATION

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A. PRELIMINARY PAGES

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I, Cristina del Rocío Jordán Buenaño holder of the I.D N° 1804010500, in my capacity as supervisor of the Research Dissertation on the topic: **"KNOW, WANT, LEARN (KWL) STRATEGY AND ORAL COMMUNICATION"** investigated by Miss Erika Lissete Valencia Jácome with I.D N° 1804390308, confirm this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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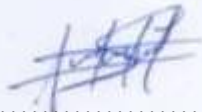
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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"KNOW, WANT, LEARN (KWL) STRATEGY AND ORAL COMMUNICATION"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

First of all, this dissertation is dedicated to God for the mercy and the grace he has been providing me in each step of my life. I also dedicate this research work to my parents and my sister for being my support in the best and worst moments. To my grandma, for being a wise woman who have been taking care of me since my childhood. Thank you for give your love, I hope God give me the opportunity to share more important moments by your side.

Erika

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To my celestial father for has never abandoned me even when I have failed.

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Erika

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CARRERA DE IDIOMAS

THEME: "Know, Want, Learn (KWL) Strategy and Oral Communication"

AUTHOR: Erika Lissete Valencia Jácome

TUTOR: Lcda. Mg. Cristina del Rocío Jordán Buenaño

ABSTRACT

The present work research was carried out to attempt at improving Oral Communication through the KWL (Know, Want, Learn) strategy. To develop this investigation a group of 30 students from Juan Montalvo Parish was used. This research sought was to analyze the influence of the KWL Strategy on the oral communication skills of the English Language. The study used a qualitative and quantitative approach. The qualitative approach interprets students' opinions and perceptions. The quantitative approach analyzes numerical data gathered from the tests. It was also pre-experimental research due to there was only 1 experimental group. The investigator used a pre-test, post-test, and survey as instruments to collect data. For the pre and post-test, a KET test from the Cambridge examination was applied. To analyzed the obtained data, the author used the SPSS Statistical Program. The hypothesis was verified using the t-student test. The results showed that the KWL strategy influenced positively students' oral communication.

Keywords: KWL strategy, Oral Communication, Grammar and Vocabulary, Pronunciation, Interactive Communication.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TEMA: "Know, Want, Learn (KWL) Strategy and Oral Communication"

AUTORA: Erika Lissete Valencia Jácome

TUTORA: Lcda. Mg. Cristina del Rocío Jordán Buenaño

RESUMEN

El presente trabajo de investigación se llevó a cabo para intentar mejorar la Comunicación Oral a través de la estrategia KWL (Know, Want, Learn). Para el desarrollo de esta investigación se utilizó un grupo de 30 alumnos de la Parroquia Juan Montalvo. Esta investigación buscó analizar la influencia de la estrategia KWL en las habilidades de comunicación oral del idioma inglés. Para este estudio se empleó un enfoque cualitativo y cuantitativo. El enfoque cualitativo interpreta las opiniones y percepciones de los estudiantes. Mientras que el enfoque cuantitativo analiza los datos numéricos recopilados de las pruebas. Es también una investigación pre-experimental debido a que solo se utilizó 1 grupo experimental. El investigador utilizó un pre-test, un post-test y una encuesta como instrumentos de recolección de datos. Para la el pre-test y post-test se utilizó una prueba KET de Cambridge. Para el análisis de datos, el autor utilizó el programa estadístico SPSS. La hipótesis se verificó mediante una prueba de t-student. Los resultados mostraron que la estrategia KWL influyó positivamente en la comunicación oral de los estudiantes.

Palabra clave: Estrategia KWL, comunicación oral, gramática y vocabulario, pronunciación, comunicación interactiva.

B. CONTENTS

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The following investigative work studies mentioned in this research serve as the basis for depth analysis of the Know - Want - Learn (KWL) Strategy and the development of oral communication. It is important to mention that the chosen researches contain crucial data to be taken into account in the development of this work. Some authors mentioned some suggestions for future investigations like the present work.

Nirwan (2020) in the work titled: Using KWL (Know - Want to know - Learned) strategy in improving students' reading comprehension, sought to investigate the effects of KWL Strategy in reading comprehension. The questions that lead this research work were to know the reactions of the students through the KWL strategy implementation and determine the effectiveness of the KWL Strategy in students' reading comprehension. The methodology applied in this study was a quasi-experimental design. The population was 120 students in the second semester at the English Department of Tarbiyah at an Indonesian University. They were divided into two groups: a control group and an experimental group. The tools used in this research were two: test and questionnaire. The pre-test was taken from the textbook "Panorama" and the post-test was a questionnaire adopted from the previous study. Then, the data from the pre-test were analyzed quantitatively using the t-test, meanwhile, the post-test was analyzed qualitatively using the Likers' scale. The findings of this study presented a favorable effect of the KWL strategy between pre-test and post-test. Another finding was that students activated their prior knowledge and were able to gain new knowledge.

The mentioned work contributed to the present research because it has positive results by the application of the KWL Strategy. The author also mentioned that interactive learning could happen while the development of this strategy. It conveys there will be social interaction between learners because KWL Strategy makes them increase the

curiosity. Finally, Nirwan mentioned KWL is a flexible strategy that may be applied in a variety of areas.

Another article developed by Syafi'i et al. (2020) titled: The effectiveness of Know-Want- Learned (KWL) Strategy in improving Reading Comprehension. It aimed to know learners' improvements using the Know-Want-Learn Strategy. The subject of this work was two groups of students (experimental and control group) from the eighth grade of Junior High School in Negeri, Malaysia. It was quasi-experimental research. The researchers applied a pre-test and post-test. They asked students to read a narrative test based on KWL Strategy. This work used quantitative research. The researchers collected the data through observation, interview, pre-test, treatment, and post-test. The data were analyzed by a t-test. The author also proved the hypothesis by statistical analysis. The results showed learners' improvements after the treatment (KWL Strategy).

This research demonstrated the positive effects of the Know, Want, Learn Strategy. The author also suggested to English teachers to use the KWL Strategy or another method, technique, or procedure to makes students interested in the material present at teaching time.

Sholeh et al. (2020) in the research work titled: The implementation of KWL (Know, Want to Know, and Learned) to improve students' reading comprehension. The main objective of this work was to enhance students' reading comprehension toward the implementation of the KWL Strategy. The researchers applied the Classroom Action Research design which contained five stages called: initial study, planning, implementing, observing, and reflecting. The population was eighth-grade students at Junior High School in Indonesia. The authors used three tools to collect data: a questionnaire and observation sheet (qualitative data) and a reading comprehension test (quantitative data). The questionnaire was given to students at the beginning of the study. Then, the researchers used the observation sheet during the teaching and learning process. In the end, the reading comprehension tests served as a post-test and the end of the treatment. The findings showed that students were able to express their ideas in front of the class and keep on listening to appreciate reading comprehension from their classmates.

This work research demonstrated using KWL Strategy makes students be brave to present orally their opinions in front of others. Also, learners listen to opinions from others which means they will have a real interaction. Besides, the observation points not focus just on reading, it also observed the way the students ask and answer questions.

The paper titled: The efficiency of using KWL Strategy in teaching Arabic for speakers of other languages developed by Al-wazzan (2020). The objective of this paper was to assess the efficiency of the KWL Strategy in improving learners' skills in reading comprehension. The research questions proposed for this work were to identify the impact of a training program using KWL Strategy and if there were differences between traditional methods and KWL Strategy. The author of this work applied an empirical method. The population was 65 students from the second level in the Language Center at Jordan University. This study lasted for three semesters. The tools used were a pre-test given before using the KWL Strategy and a post-test given at the end of the study. Then, the researcher used a program called Statistical Package for the Social Sciences (SPSS) and an Independent Sample test to analyze the quantitative data. Finally, the findings showed there was a significant difference in students' grades after the strategy application.

The mentioned article provided a noticeable contribution to the current work because the author carried out the study for speakers from other languages. Additionally, one of the suggestions of the researcher was to apply the KWL Strategy to determine the effects on learners' productive skills. As you know, productive skills are writing and speaking.

Mantra (2016) in his research work titled: Implementing KWL Strategy to improve the students' English speaking skills, stated the objective to improve speaking skills toward the application of the KWL Strategy. This study used CAR (Classroom, Action, Research) design in which the researcher developed two cycles in the strategy application. The population was a group of students from the third semester at the English Study Program in the Faculty of Teacher Training and Education in Indonesia. The research tools were an initial reflection as a pre-test, reflection as a post-test, and a questionnaire used in both tests. The mean scoreformula and success indicator

formula were the instruments to analyze the data. The results showed an improvement in the learners' speaking skills after applying the Know, Want, Learn Strategy.

The paper mentioned above made an important contribution to the present work because it demonstrated the improvement of the speaking skills of the students using the KWL Strategy. Furthermore, the CAR design using by the author contributed to getting positive results each time that the researcher repeated the cycles of the strategy application.

Mohammed et al. (2018) in their article titled: investigating English oral communication problems among Sudanese secondary school students aimed at the investigation of oral communication problems. The researcher applied a descriptive method. The population was two groups in a secondary school in Sudan. One of the groups was 70 teachers and the other group was 50 students. The research tools were two: a teachers' questionnaire and a students' oral test. The teachers' questionnaire had 18 questions while the students' oral test had 10 questions. The investigator used the Statistical Social Scientific Program and the chi-square to analyzed the data. The findings showed three main points: teachers do not use a modern method, do not give enough activities, and do not focus on listening and speaking activities to improve students' oral communication.

The previous article contributed to this work naming some factors that should be taken into account in the development of this investigation. The paper showed it is necessary to use KWL Strategy which is a modern method and provides activities based on listening and speaking to encourage students to practice their oral communication skills.

The research work titled: Factors influencing Sudanese University students' oral communication skills developed by Mohamed et al. (2020). The main objective was the students' weaknesses and problematics aspects of their English oral communication skills. The questions that lead this study were to identify the main students' problems and causes in oral communication and provide solutions and strategies to solve the problem. and This research applied two methods: descriptive and analytical. The population of this study was undergraduate students from the first, second, and third academic year and university instructors from Bakht-er-Ruda

University in Indonesia. The instruments to collect the data were a questionnaire and an interview. The questionnaire consisted of six questions and the interviews given to the lectures were evaluated by six experts in the field of English Language teaching. The results showed that the problems in students' oral communication involve factors like confidence, anxiety, shyness. Other findings mentioned lack of motivation, use of mother tongue, overcrowded classes, etc.

The mentioned research provided useful information for the present work. The article mentioned weak aspects like students' personality factors and limited access to the labs to be taken into account in the strategy application. Additionally, the researcher also suggested emphasizing psychological students' needs to improve students' oral communication and advised the instructors to encourage students to participate actively in a competitive language atmosphere using language labs and language societies.

Hanifa (2018) in the research work titled: Factors generating anxiety when learning EFL speaking skills. This study made a review of the speaking anxiety phenomenon in foreign language learning. This work mentioned three main themes: cognitive factors, affective factors, and performance factors. This paper tried to understand the nature and causes of anxiety to help teachers and learners deal with it. The author determined that the cognitive factors involve aspects like the familiarity of the topic, genres, interlocutors, and the process demands. Affective factors addressed learners' feelings and self-consciousness. And, performance factors are in charge of discourse planning, control, rehearsals, and environmental conditions. At the end of the article, the author suggested continuing to investigate foreign language anxiety (FLA).

This work contributed to this project because it mentioned three main factors that should be analyzed to avoid students' anxiety in speaking foreign languages like the English language. Also, the researcher provided information about the cognitive, affective, and performance factors to help teachers to think carefully about useful activities to make students having less anxiety.

Leong and Ahmadi (2016) in the research work titled: An analysis of factors influencing learners' English speaking skills. This main aim was to establish the need to focus on the factors affecting language learners' English speaking skills. This work

mentioned the definition of speaking, the performance of speaking, characteristics of speaking skills, speaking problems, factors affecting speaking skills. The findings of this study showed that learners with low-self-esteem, higher anxiety, and low motivation face difficulties in speaking skills. On the other hand, learners with higher motivation and low anxiety do not have those difficulties mentioned above, they can communicate effectively.

This research work made an important contribution to the present work. The article mentioned important factors that should be controlled in the investigation to avoid not getting positive results. The author also suggested teachers provide a friendly and cooperative environment to help them to overcome oral performance difficulties.

Sato and McNamara (2018) in the article titled: What counts in L2 oral communication ability? The perspective of linguistic laypersons. It investigated the perspectives of those persons in second language communication ability. The population was twenty-three linguistic laypersons, native and non-native English speakers that judged oral's performance of second language speakers. The study used two instruments: monologic performances on the College English Test-Spoken English Test (CET-SET) and paired interactions from the suite of Cambridge English Examinations. The collected data were analyzed with summary statements based on the reasons for the ratings, recall protocols, and interviewed data. The findings demonstrated that speakers do not focus only on the linguistics aspects but also on the features that applied linguistics less paid attention to.

The authors provided useful information about language testing and the development of tests. They also analyzed the tests provided to score speaking proficiency tests. The linguistics mentioned that the scores focused on the quality of the performance of the linguistic feature may give unclear judgments of the real-world interlocutors. It means that we need to pay attention to the real environment at the moment of scores students' oral performance to avoid misinterpreting.

In all of the investigations mentioned above, the KWL Strategies influenced positively the students' English skills. The KWL strategy helps students to develop independent and conscious learning. As Mantra (2016) mentioned in his paper, the KWL strategy makes students' improve their speaking skills that are an important part of oral

communication. This present research is different from the others mentioned before because it focuses on oral communication not just on speaking and listening separately. It is an original work considering that oral communication is the interaction between human beings, the process of receiving and giving information.

1.1.1 Technical - Scientific Foundation

Independent variable: KWL (Know, Want, Learn) Strategy

Language Learning

First of all, it is important to mention the difference between language learning and language acquisition. According to Harmer (2007), language acquisition is not a conscious action of getting knowledge from a second language. It is noticeable in children up to about six years because they are not worried about grammar rules or appropriate vocabulary. On the other hand, when they are getting older language acquisition becomes difficult due to conscious learning. Students start to learn the second language in school focusing on grammar. Harmer also agrees with Stephen Krashen to define language learning as a conscious process where learners study the language first and then they put it into practice.

Additionally, Brown (2000) cited by Harmer (2007) mentions some aspects that make learners struggle in second language learning. Students face interference with their mother tongue and have difficulties when learning a new language and culture. Despite those difficulties, people learn the English language to communicate their opinions, thoughts, and experiences with other people around the world. They have to involve physical, intellectual, and emotional areas to express and understand language effectively.

Language Strategies

The word strategy comes from the Greek term strategia. It conveys the planning and actions to achieve a goal. Now, it is important to define language strategies which are the means the speaker uses to communicate appropriately answering questions (The Common European Framework, 2001, cited by Corpas Orellano, 2017, p231). Besides, Corpas mentions Oxford (1990) who considers that language learning supports the development of communicative competence. It involves oral interaction

and a well understanding between speakers. Pawlak (2019) also defines language strategies as specific actions learners use to make language learning easier, faster, and transferable to real situations.

KWL (Know, Want, Learn) Strategy

K-W-L Strategy is a teaching model that helps the teacher to become more responsive to students' knowledge and interests. In the beginning, this strategy was developed to have an active reading of expository materials (Ogle, 1986). According to Usman et al. (2018), KWL Strategy was developed by Camille Blachowicz and Donna Ogle. They proposed a simple procedure that facilitates independent learners to understand reading texts. This strategy makes students activate their prior knowledge in reading.

They start to analyze texts in three steps using the KWL table. Starting with K that refers to what they know, then W which means what they want to learn more, and L that conveys what they have learned. Hence, KWL is also considered a metacognitive strategy because it allows learners to organize and gain knowledge of the language by themselves (Blachowicz & Oggle, 2008 cited by Usman et al.,2019). This strategy consists of a three-step procedure and a chart to fulfill during a lesson.

In the first step, the teacher begins the class by asking the question: What do you know about the topic? To make students brainstorm some ideas. All the ideas should be recorded. Students can write it down on a paper and then share those thoughts with the class. Then, in some cases, there are conflicts between some students. For instance, the teacher is talking about animals on a farm. Some students say that a lion lives on a farm and others do not agree with that.

The teacher may use those conflicts to make learners formulate questions like where does the lion live? Does the lion live on the farm? All of those questions and dudes that learners want to know and solve should be written in this step. Finally, after reading or listening, students write what they have already learned. For example, the lions do not live on a farm. In this step, learners reflect on the amount of learning that has occurred. This strategy is a process that may be carried out during a lesson.

The KWL strategy helps students to improve reading comprehension. However, some authors like Mantra (2016) mentions that it also enhances people's oral communication (speaking skills). He develops the research study by dividing lessons into three phases

pre-activity, whilst-activity, and post-activity. Mantra starts the class by asking some questions to make students answer with their previous knowledge. He develops speaking activities like discussions to makes students share opinions and suggestions with the other classmates.

According to Nirwan (2020), the use of the KWL strategy allows learners to gain interest in different classroom topics. Nirwan also mentions that during the study interactive learning occurred automatically. This strategy makes students be conscious of their prior knowledge and gain more of it through the development of the students' curiosity. Finally, the study suggests applying the strategy in different disciplines not just in English teaching to facilitate students' learning.

Sholeh et al. (2020) claim that the KWL strategy encourages learners to share their ideas and opinions in front of the rest of the students. Learners are also careful at listening to their classmates' opinions. It facilitates them to ask and answer questions to keep oral interaction and participate actively during the class.

Dependent variable: Oral communication

Language Teaching

Many educators are worried about what is the appropriate way to teach students and facilitate language learning. However, in language teaching, there are approaches, methods, strategies, techniques, etc., that help and support teachers. To set it in an organized way, Edward Anthony (1963) cited by Richards and Rodgers (2001), has identified three levels of conceptualization and organization, which are approach, method, and technique. The proposed organization implies that each technique is part of an approach that has theory and practice.

Richards and Rodgers (2001) mention the changes that language teaching has had throughout history. They mention methods and approaches in three parts: twentieth-century language teaching, alternative methods and approaches, and modern communicative approaches. Most of the changes focus on the need of developing students' oral communication through four English skills: reading, listening, writing, and speaking. Teachers vary methods or techniques to make sure the students are learning and satisfying their needs.

Douglas (2005) claims that teachers use an eclectic methodology which means the combination of methods and approaches. Hence, it facilitates teachers to develop activities that contribute to the increase of students' communicative interaction.

Communicative competence

Nastasiu (2018) mentions some authors' definitions of Competence. One of the authors defines competence as notions, aptitudes, and abilities which have the theory of communication as reference. Another author claims that competence is the way that people acquire skills, aptitudes, and abilities which is linked to performance efficiency. Nevins (2019) mentions Chomsky's distinction between competence and performance. Competence is an idealized knowledge that a speaker-hearer has about the language. It can be defined as a psychological or mental process.

On the other hand, performance is the production of utterances (spoken words). It means the demonstration of people's knowledge about language. Hymes (1974) proposes the term communicative competence as the sociolinguistic usage of the language. He also mentions that linguistic skills complete communicative skills allowing learners to have interaction inside and outside the classroom. Chomsky claims that linguistic competence can be modeled with grammar rules, language use, or communicative competence.

Linguistic competence is the mastery of foreign languages in the speaker's environment. Communicative competence is the speakers' interaction in front of specific situations. This competence involves the knowledge of the language and knows how, when, where, and why to use it appropriately. Teachers should use activities to enable learners to communicate effectively. These activities try to create real-life situations to prepare them for communicative situations. Communicative competence makes the speaker and hearer receive the information, understand it, and make a coherent response to keep the conversation fluently.

Oral communication

Oral communication is part of communicative competence. It is a complex process that gives the possibility of exchanging information between two or more people. Communication skills enable students to receive and produce the language. Sabina (2018) claims that communication skills consist of receptive and productive skills.

Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills convey that learners receive the information but it is not a need to produce the language to make the receptive process.

On the other hand, productive skills require the production of the language, for instance, a speech. Most of the time receptive and productive skills are correlated. They work together like reading-speaking, reading-writing, listening-writing, or listening-speaking. The relationship between receptive and productive skills is positively related because it is necessary to have someone who sends the message (productive skills) and another person who receives the message (receptive skills).

Oral communication skills are involved in most activities that people do throughout their lives. For instance, face-to-face conversation, telephone calls, airport announcements, etc. These types of interactions facilitate receiving and transmitting messages. However, it is difficult for learners to develop oral communication skills because some of them feel hesitant and shy to contribute to any oral discussion. They also feel that don't have enough language commands or control of the subject matter (Abdelshaheed, 2019).

Teachers should have into account some factors that affect oral communication performance. Mohamed et al. (2020) mention factors like motivation, self-esteem, anxiety, and overcrowded classes. Sreena and Ilankumaran (2018) claim that oral or verbal communication facilitates the listener to pick up body gestures or facial expressions to understand what the speaker wants to transmit. Aditionally, Costigan and Brink (2020) mention that there are three broad types of oral communication skills:

- Presenting
- Listening
- Conversing.

Presenting is also known as oral expression. It is when a person makes the action of sending a message. Listening or oral comprehension is the action of receiving a message aurally. Finally, conversing is the simultaneous interaction between presenting and listening. Costigan and Brink support (2020) the idea that oral communication is an interactive process between the listener and the speaker.

Costigan & Brink also affirm that keeping oral communication is necessary to say the right information, express well-using arguments and catch the audience's attention while the speaker is talking. They suggest voicing in clear, correct, and concise terms to facilitate the exchanging of information. Oral communication is considered a difficult skill to be assessed. Cambridge facilitates the assessment by creating rubrics and scales according to students' levels.

Based on the assessment scale for the KET test, students should be able to manage everyday situations by communicating clearly without hesitation. They should express using long utterances with no complex grammatical constructions except well-rehearsed utterances. Cambrige (2016) divided into three aspects to enable students' oral communication assessment, grammar and vocabulary, pronunciation, and interactive communication.

Grammar and vocabulary search that the foreign speakers show good control of grammatical forms. Learners also have to show appropriate use of vocabulary. It means that they have to use words and phrases according to the task required. Cambridge explains that it is the ability to consistently use grammar to convey the intended meaning. In KET English Exam, learners have the most control of the simplest structures than complex ones.

Furthermore, the range of the words the candidates use depends on their level. If they are higher, they will use complex structures, words, fixed phrases, collocation, and more lexical sets. The candidates demonstrate the ability to adapt the language, in some cases, they may reformulate or paraphrase sentences to avoid misunderstandings. In oral communication, there are often false starts, ellipsis, reformulation, etc. Those aspects are not penalized due to that is part of the way people communicate naturally.

Pronunciation consists of the way learners use phonological features to articulate words and communicate with others. They should have an intelligible pronunciation to be understood by the examiner even if they have a strong accent. People should take into account that phonological features include individual sounds, words and sentences stress, and intonation. Interactive communication means that speakers say more than expected to the other speaker or the examiner.

They have active participation in the conversation through giving suggestions, requesting extra details, expressing opinions, etc. The interlocutor is going to prompt repeating information or making gestures to encourage learners to make their contribution.

Benefits of developing good oral communication skills

Good oral communication skills allow learners to build interpersonal and intrapersonal relationships. Better construction of interpersonal relations helps learners to have a good rapport between teachers and students. The capacity for communicating appropriately enables people to have a successful academic and professional life (Zhu et al., 2019).

Having effective oral communication skills means the possibility of keeping interaction between the hearer and the speaker. Rani (2019) mentions some advantages of oral communication:

1. Ensure the personal attention of the hearer
2. Reduce costs and it is effective
3. Everybody can communicate orally even not educated people.
4. Confidential (There are no records of daily conversations.)
5. The feedback is not necessary; people make clear messages or emotions with some facial gestures.
6. Make the response faster than written answers.
7. It effective, appropriate, and better communicate orally at large groups like assemblies, meetings, competitions, etc.

1.2 Objectives

General Objective

- To analyze the influence of the KWL Strategy on oral communication skills of the English Language.

Specific Objectives

- To evaluate student's oral communication skills by applying a pre-test and a post-test.
- To apply the three-step procedure of the KWL Strategy to improve students' oral communication.
- To determine the benefits of applying the KWL in a lesson class.

1.2.1 Process of achieving the objectives

- To evaluate student's oral communication skills by applying a pre-test and a post-test.

To achieve the first objective, the investigator had to determine the students' oral communication before the application of the KWL Strategy using the pre-test. Furthermore, the researcher applied a post-test after the application of the strategy. It allowed to find out the improvement of oral communication.

- To apply the three-step procedure of the KWL Strategy to improve students' oral communication.

To carry out this objective, it was required to prepare some classes based on the KWL Strategy. Furthermore, the investigator considered previous lesson plans proposed by other researchers. These proposed activities had been modified to focus on the dependent and independent variables.

- To determine the benefits of applying the KWL in a lesson class.

To accomplish the last objective, the researcher numbered the positive effects of the KWL Strategy inside the classroom using a student' survey. The results of the survey helped the researcher to figure out the advantages of this strategy on students' oral communication.

CHAPTER II

METHODOLOGY

2.1 Resources

Human resources

- Researcher

- Tutor

- Children from Juan Montalvo parish

Office supplies

- Sheets of paper

- Pens

- Photocopies

Bibliographical Resources

- Books

- Journals

- Articles

Technological Resources

- Computer

- Internet

- Printer

- Cellphone

- Scanner

Economic Resources

To develop this research project I did not spend money on mobilization costs. However, I spent money on material for children due to the face-to-face hours in separated groups. It is estimated 100 dollars cost in terms of printing material and office supplies for children.

2.2 Methods
2.2.1 Basic method of research
2.2.1.1 Quantitative and qualitative approaches

The most used approach through investigation research history is quantitative. Investigators think that the quantitative approach helps to control the results by ignoring participants' perspectives which mean not taking into account subjective views (Ary et al., 2017). The quantitative approach is based on data collection using real numbers or quantities. A researcher should use standardized processes approved by a scientific community to measure the independent and dependent variables. This approach is objective to prove the proposed hypothesis (Hernandéz, 2010).

Unlike the quantitative approach, the qualitative approach is inductive because it surfaces new insights that can give new assumptions for a theory (Bansal et al., 2018). This approach focuses on social reality such as peoples' behaviors, experiences, feelings, views, and thoughts. After examining those social interactions, the researcher may develop a coherent theory using the observed data. The investigator carries out interviews to analyze the data and determine the conclusions (Hernandéz, 2010).

This current investigation used both qualitative and quantitative approaches to give a complete explanation of the study. Some authors called the mixed-method approach the use of qualitative and quantitative approaches. It was qualitative because the researcher used a survey to know students' perspectives about the use of the KWL strategy. On the other hand, it was a quantitative approach due to the test application to the participants. The investigator obtained numerical data from the pre and post-tests to allow the analysis of the students' level of oral communication (Ary et al., 2017).

2.2.2 Research modality

2.2.2.1 Bibliographical research

This study was bibliographical because the researcher used papers, scientific articles, and books to gather useful information about dependent and independent variables. Those bits of information helped the researcher had a clear vision about how the strategy was developed effectively to make learners improve their oral communication throughout the KWL strategy.

2.2.2.2 Field research

Field research implicates natural interactions that occur in daily life with first-hand observations from a particular subject. The study was field research because the subject was a group of 30 children from Juan Montalvo parish. It is located in a rural area of Ambato city, Tungurahua Province (Van de Ven & Poole, 2017).

2.2.2.3 Pre-experimental research

It was pre-experimental research because the study was developed using one group. Besides, the investigator used a pre-test before the application of the KWL strategy to determine the initial level of students' oral communication. Then, a post-test was applied to measure the students' improvements in oral communication after the treatment (Hernandéz, 2010).

2.2.2.4 Exploratory research

Exploratory research starts to investigate a group of variables, a community, an event, etc. This study was exploratory because none of the students at the Universidad Técnica de Ambato has investigated the KWL strategy and oral communication before. Besides, there were not previous investigations on the same group of people (Hernandéz, 2010).

2.2.2.5 Descriptive research

Descriptive research has to investigate the effect of the variables in the population sample. It was descriptive research because it described the positive effects of using the KWL strategy in a classroom setting. It also described the participants' views about the strategy at the end of the study (Hernandéz, 2010).

3. Population

The participants of this study were 30 children from Juan Montalvo parish. It is located in a rural area of Ambato city, the Tungurahua Province. The average age of the students was between 11 and 14 years old. This group of children is native speakers of the Spanish language with a low level of English language.

4. Instruments

The researcher used three instruments to collect and analyze the information. The first instrument was a pre-test based on the KET exam taken from the sample tests of Cambridge English Exams speaking part for A2 level. The evaluation consisted of two parts with two phases each. The investigator applied the evaluation tool using face-to-face interviews. Then, a post-test helped to determine the improvements in students' oral communication after the application of the treatment (KWL strategy). The post-test was the same applied in the pre-test. Finally, the researcher applied a survey to define the benefits that learners obtained after using the KWL strategy.

CHAPTER III
RESULTS AND DISCUSSIONS

3.1 Analysis and discussion of the results

In this chapter, there is an analysis and description of the collected data. The statistical graphs present the collected data from the experimental group using the researched tools. The following graphs present the percentage of the data to facilitate the interpretation of the results. It demonstrates the achievement of the objectives proposed at the beginning of this research work. It also facilitates the evaluation of the effectiveness of the KWL strategy on students' oral communication.

The application of the treatment was carried out in Juan Montalvo parish which is a rural area of Ambato city. Furthermore, the experimental group had 30 children. The average age of the students was between 11 and 14 years old. Most of the students had a low level of English.

Therefore, to evaluate the results after the treatment, the KET (Cambridge English Examination: Key English Test (KET), 2020) was used. The researcher used this tool before and after the intervention stage. This tool was evaluated with the Speaking Assessment Scale from the Cambridge English Examination. It tested three aspects: grammar and vocabulary, pronunciation, and interactive communication. Moreover, a survey was applied after the treatment to get to know the advantages obtained from the KWL Strategy.

3.1.1 Pre-test results from the experimental group
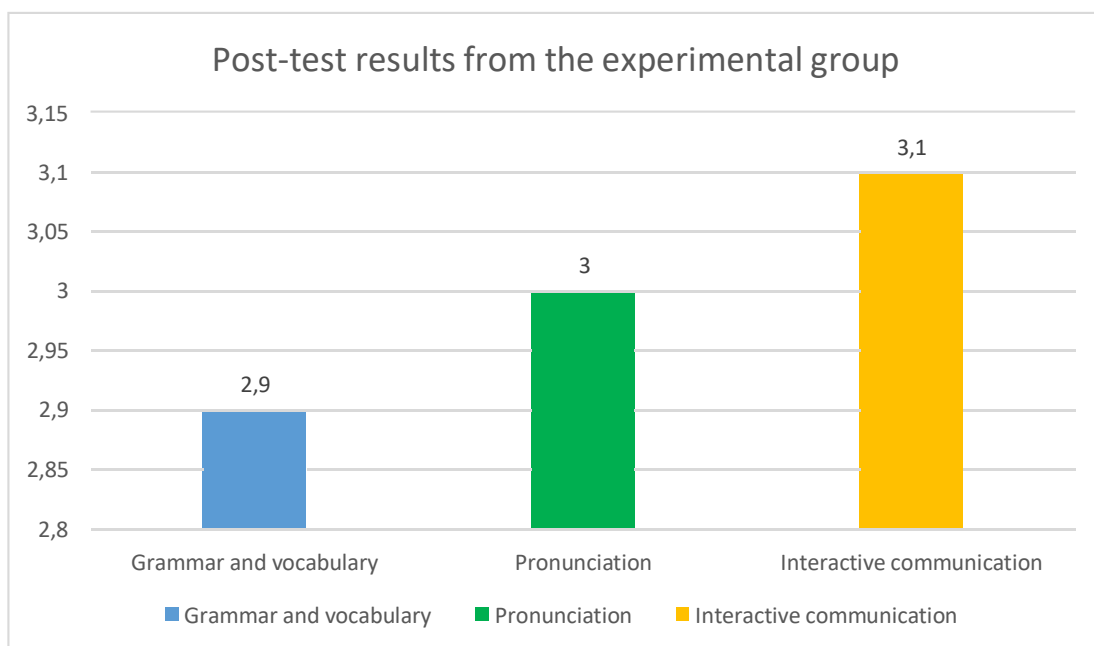
Table 1: Pre-test results from the experimental group

N°	Grammar and vocabulary	Pronunciation	Interactive communication	Total
1	2	1	1	3
2	0	1	0	1
3	3	2	3	8
4	1	1	0	2
5	3	2	1	6
6	3	2	2	7
7	2	1	1	4
8	1	1	1	3
9	1	1	1	3
10	1	2	2	5
11	2	2	2	6
12	1	1	1	3
13	2	1	1	4
14	1	1	1	3
15	2	1	2	5
16	2	1	1	4
17	2	1	2	5
18	1	1	1	3
19	1	1	2	4
20	3	2	2	7
21	3	1	2	6
22	3	2	3	8
23	1	1	1	3
24	1	1	2	4
25	1	1	1	3
26	3	2	2	7
27	2	2	2	6
28	1	1	2	4
29	1	1	1	3
30	1	1	1	3
Average	**1.7**	**1.3**	**1.5**	**4.5**

Source: Pre-test results from the experimental group

Author: Valencia, E. (2020)

Figure 1: Pre-test results from the experimental group
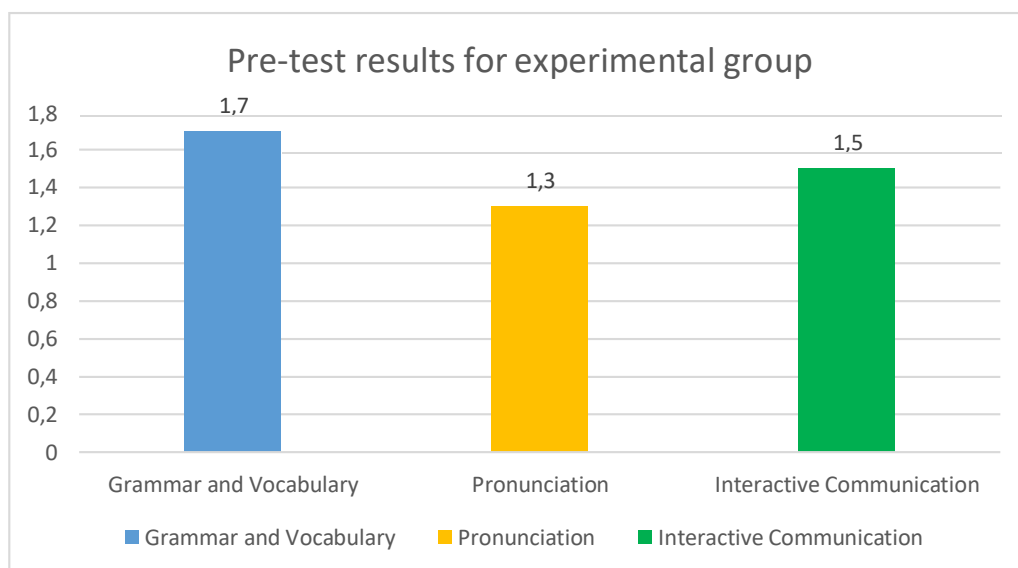
Source: Pre-test results from the experimental group
Author: Valencia, E. (2020)

Table 1 shows the students' performance before the treatment application. The first column of figure 1 shows the grammar and vocabulary aspects. The average of the scores was 1.7 out of 5 points. The second column shows the pronunciation part. In this section, the students got 1.3 out of 5 points which was the lowest average. The last column was about interactive communication. The average of the scores was 1.5 out of 5 points.

Based on the results from grammar and vocabulary, it demonstrated that most of the students had difficulties understanding basic familiar situations. They also used isolated words to answer the questions. Some of the students didn't know some words in English. Due to the lack of vocabulary, they used some Spanish words to give clear answers. Then, in the pronunciation part, it showed that learners had an unclear pronunciation and sometimes they doubted how the correct pronunciation of some words was. Finally, interactive communication conveyed students had difficulties exchanging information with a partner. Most of them tried to give answers but cannot formulate questions to require extra information.

3.1.2 Post-test results from the experimental group

Table 2: Post-test results from the experimental group

POST-TEST RESULTS				
N°	Grammar and vocabulary	Pronunciation	Interactive communication	Total
1	3	4	4	11
2	1	2	2	5
3	4	4	5	13
4	2	3	3	8
5	3	4	3	10
6	5	4	4	13
7	3	3	3	9
8	2	3	3	8
9	3	2	3	8
10	3	4	2	9
11	4	4	3	11
12	2	2	2	6
13	3	3	2	8
14	1	2	2	5
15	3	3	3	9
16	4	3	3	10
17	3	3	4	10
18	3	2	2	7
19	2	2	4	8
20	3	4	3	10
21	3	2	3	8
22	5	4	4	13
23	2	2	2	6
24	3	3	3	9
25	2	3	4	9
26	5	4	5	14
27	3	3	4	10
28	3	3	2	8
29	1	1	2	4
30	3	4	4	11
Average	2.9	3.0	3.1	9

Source: Post-test results from the experimental group

Author: Valencia, E. (2020)

Figure 2: Post-test results from the experimental group

Source: Post-test results from the experimental group
Author: Valencia, E. (2020)

Table 2 indicates the post-test results from the experimental group. The first column of figure 2 shows the grammar and vocabulary aspects. The average of the scores was 2.9 out of 5 points. The second column shows the pronunciation part. In this section, the students got 3 out of 5 points which was the lowest average. The last column was about interactive communication. The average of the scores was 3.1 out of 5 points.

Consequently, from the grammar and vocabulary aspect, students had a significant improvement after being taught with the KWL strategy. It meant that the activities developed help them to have conscious learning and increase their vocabulary. It also demonstrated that learners could control simple grammatical forms and used appropriate vocabulary words. Then, in the pronunciation part, learners also increased their pronunciation, so they had a clear pronunciation and facilitated the understanding of the words. In the last part, interactive communication, it can be seen that there was a relevant improvement. Learners could exchange information with their classmates and used appropriate expressions to add and require extra information.

3.1.3 Pre-test and post-test grammar and vocabulary

Table 3: Pre-Post-test – Grammar and Vocabulary

Grammar and Vocabulary		
Pre-test	Post-test	Expected Average
1.7	2.9	5

Source: Pre-test and Post-test scores – Grammar and Vocabulary
Author: Valencia, E. (2020)

Figure 3: Pre and Post-test - Grammar and Vocabulary
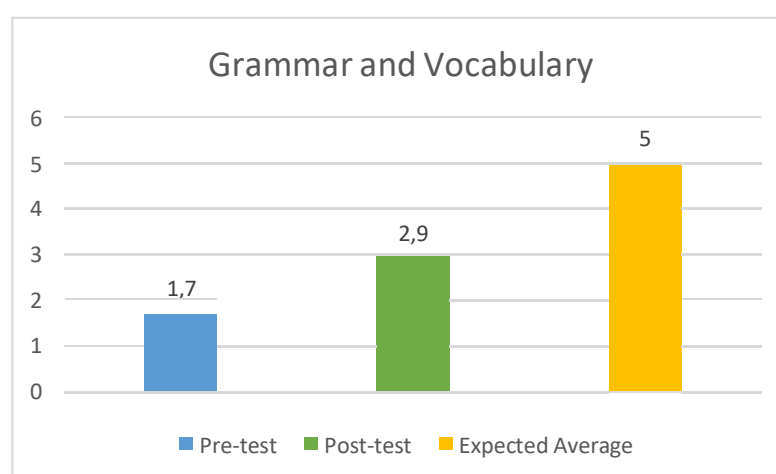
Source: Pre-test and Post-test scores – Grammar and Vocabulary
Author: Valencia, E. (2020)

Analysis and Interpretation

Table 3 summarizes the collected data on Grammar and Vocabulary as the first element of the KET test. The results in the experimental group can be seen in figure 3, learners got 1.7 in the pre-test and the graph shows an average of 2.9 in the post-test. It demonstrates that the KWL strategy and communicative activities used in the treatment worked efficiently. The KWL strategy has helped learners to get the appropriate vocabulary and facilitated the construction of grammatical sentence structure.

3.1.4 Pre-test and post-test - Pronunciation

Table 4: Pre and Post-test - Pronunciation

Pronunciation		
Pre-test	Post-test	Expected Average
1.3	3	5

Source: Pre-test and Post-test scores - Pronunciation

Author: Valencia, E. (2020)

Figure 4: Pre and Post-test – Pronunciation
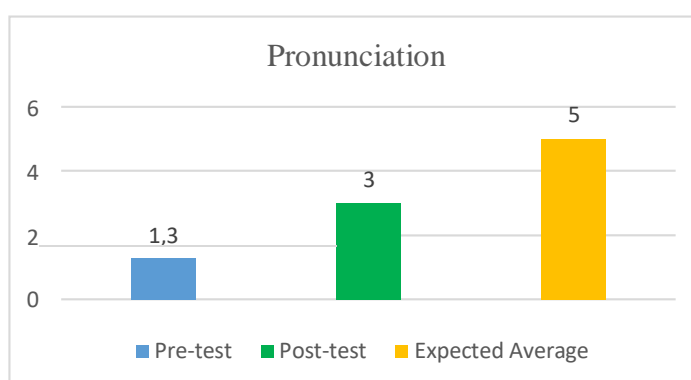
Source: Pre-test and Post-test scores - Pronunciation
Author: Valencia, E. (2020)

Analysis and Interpretation

Table 4 shows the gathered data on pronunciation as the second element of the KET Speaking test. In figure 4, the average of the experimental group was 1.3 out of 5 points in the pre-test. On the other hand, the average of the post-test was 3 out of 5 points. It conveys that after the researcher intervention, students improved their pronunciation. After, the treatment most of the students pronounced more English words than they did at the beginning.

3.1.5 Pre-test and Post-test Interactive Communication

Table 5: Pre and Post-test - Interactive Communication

Interactive Communication		
Pre-test	Post-test	Expected Average
1.5	3.1	5

Source: Pre-test and Post-test scores – Interactive Communication
Author: Valencia, E. (2020)

Figure 5: Pre and Post-test - Interactive Communication
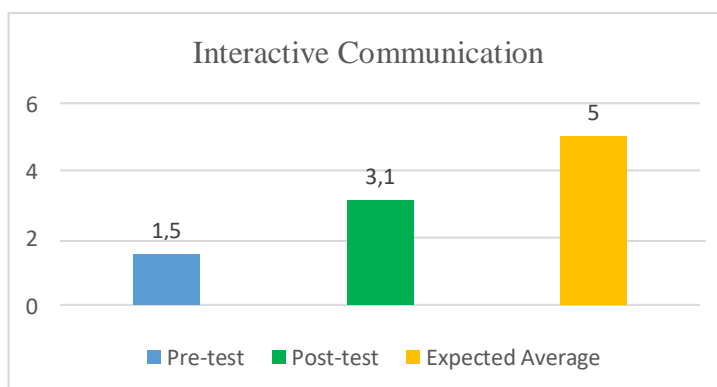
Source: Pre-test and Post-test scores – Interactive Communication
Author: Valencia, E. (2020)

Analysis and Interpretation

Table 5 shows the results obtained on the last element of the KET test. In the interactive communication part, students got 1.5 out of 5 points in the pre-test while they got 3.1 out of 5 points in the post-test. It means that the KWL strategy allowed students to interact actively with their partners. The students' oral performance after the treatment had a relevant improvement. They could keep a conversation using the appropriate expression to give opinions and require additional information. The KWL strategy helped them to be prepared for real-life situations.

3.1.6 Pre-test and Post-test - Final Results

Table 6: Pre and Post-test - Final Results

Interactive Communication		
Pre-test	Post-test	Expected Average
4.5	11	15

Source: Pre-test and Post-test Final Results
Author: Valencia, E. (2020)

Figure 6: Pre and Post-test - Final Results
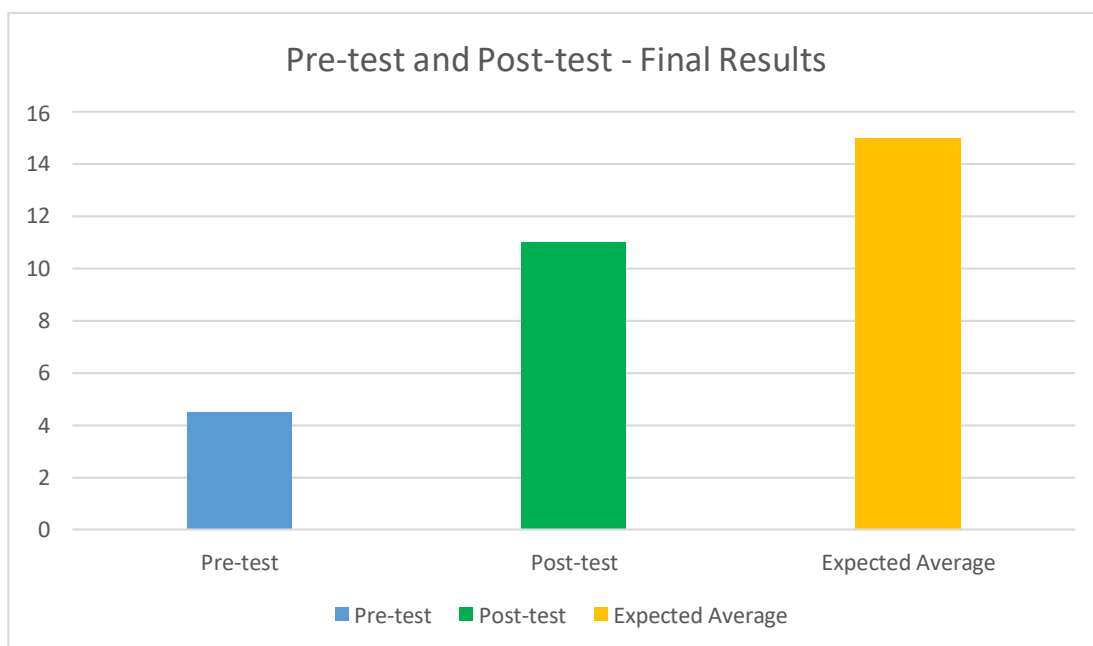
Source: Pre-test and Post-test - Final Results
Author: Valencia, E. (2020)

Analysis and Interpretation

Table 6 shows the final results obtained on the KET Cambridge test. In the pre-test overall average, students got 4.5 out of 15 while they got 11 out of 15 points in the post-test. It demonstrated that the KWL strategy had a positive influence on students' oral communication. It showed a significant improvement in the three elements of the Assessment Scales after the strategy application.

3.1.7 Survey - Question 1

Question 1: Do you consider communicating orally in English is difficult?

Table 7: Question 1 - Survey to Students

Alternatives	Frequency	Percentage
Yes	30	100 %
No	0	0 %
Total	30	100 %

Source: Question 1 – Survey to Students
Author: Valencia, E. (2020)

Figure 7: Question 1 - Survey to Students
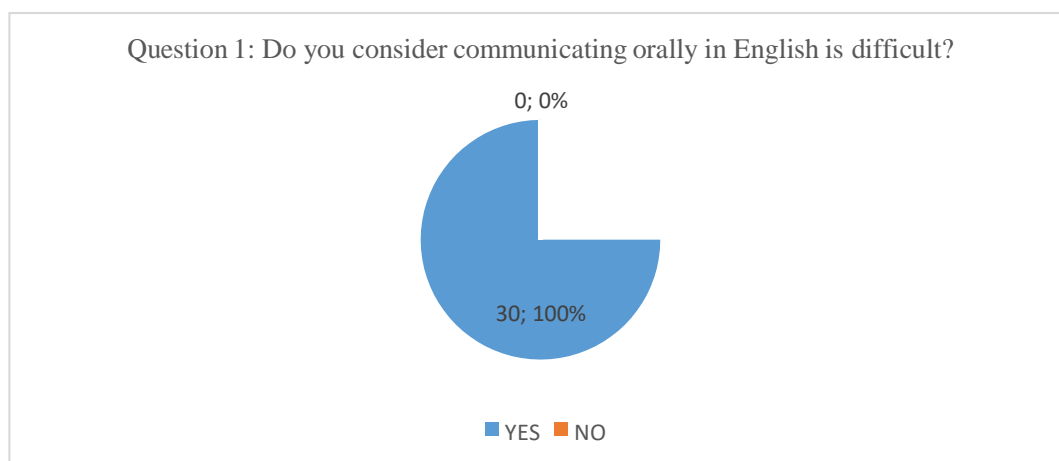
Question 1: Do you consider communicating orally in English is difficult?

0; 0%

30; 100%

■ YES ■ NO

Source: Question 1 – Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the data collected, 30 students which correspond to 100% considered that communicating orally in English was difficult. On the other hand, nobody considered that communicating orally in English was not difficult. The results showed that all of the students had difficulties communicating orally in English. It means that they need to practice their oral communicative skills to have fluent communication with others.

3.1.8 Survey - Question 2

Question 2: Has your teacher used the KWL strategy in the English lessons?

Table 8: Question 2 - Survey to Students

Alternatives	Frequency	Percentage
Yes	30	100 %
No	0	0 %
Total	30	100 %

Source: Question 2 - Survey to Students
Author: Valencia, E. (2020)

Figure 8: Question 2 - Survey to Students

Has your teacher used the KWL strategy in the English lessons?

0; 0%

30; 100%

■ YES ■ NO

Analysis and interpretation

According to the obtained data, 100% of the students which correspond to 30 students affirmed that the teacher used the KWL strategy in English lessons. On the contrary, nobody said that the teacher never used the KWL strategy in English lessons. The results demonstrated that the teacher used the KWL strategy during English Lessons. It conveyed that the teacher applied the three steps of the strategy, Know, Want, and Learn.

3.1.9 Survey - Question 3

Question 3: Do you consider the KWL strategy was easy to use?

Table 9: Question 3 - Survey to Students

Alternatives	Frequency	Percentage
Yes	28	93 %
No	2	7 %
Total	30	100 %

Figure 9: Question 3 - Survey to Students

Do you consider the KWL strategy was easy to use?

2; 7%

28; 93%

■ YES ■ NO
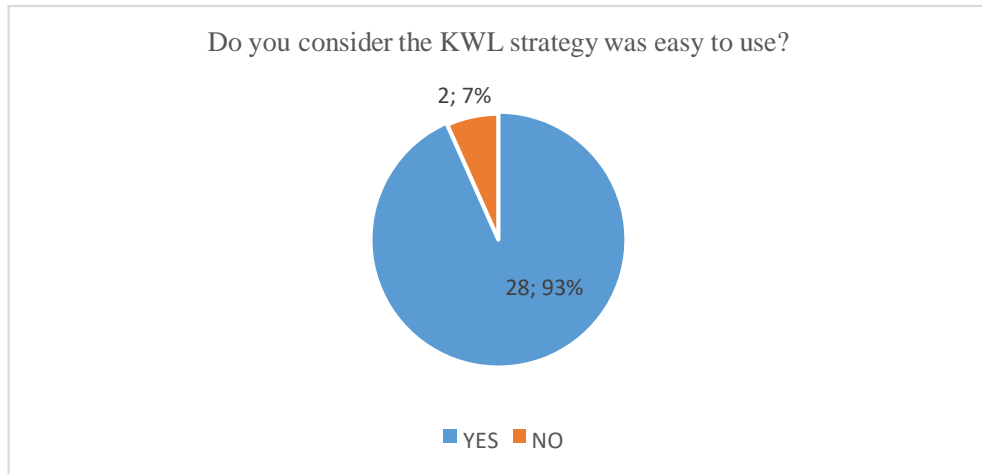
Source: Question 3 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the gathered data, 28 students which correspond to 93% considered that the KWL strategy was easy to use. However, 7% of the students which correspond to 2 learners considered that the use of the KWL strategy was not easy. The results showed that most of the students considered that completing the KWL chart was not difficult.

3.1.10 Survey - Question 4

Question 4: Has your teacher provided questions to help you brainstorm in previous topics?

Table 10: Question 4 - Survey to Students

Alternatives	Frequency	Percentage
Yes	30	100 %
No	0	0 %
Total	30	100 %

Source: Question 4 - Survey to Students
Author: Valencia, E. (2020)

Figure 10: Question 4 - Survey to Students
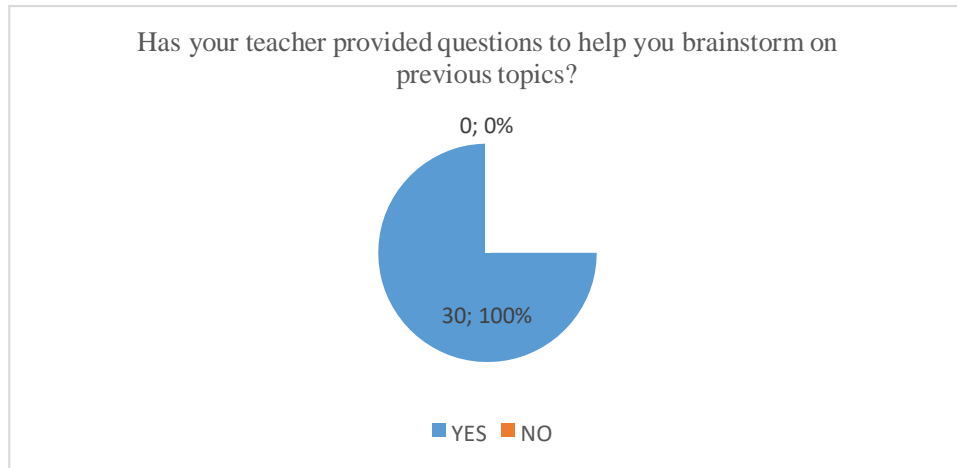
Has your teacher provided questions to help you brainstorm on previous topics?

0; 0%

30; 100%

■ YES ■ NO

Source: Question 4 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the collected data, 30 students which correspond to 100% affirmed that the teacher provided questions to help them to brainstorm on previous topics. On the other hand, none of the students said that the teacher did not provide questions to help them to brainstorm on previous topics The results showed that the teacher supplied questions in the first step of the KWL strategy to facilitate learners the brainstorming.

3.1.11 Survey - Question 5

Question 5: Has the teacher allowed you to ask questions to increase your curiosity about new topics?

Table 11: Question 5 - Survey to Students

Alternatives	Frequency	Percentage
Yes	30	100 %
No	0	0 %
Total	30	100 %

Source: Question 5 - Survey to Students
Author: Valencia, E. (2020)

Figure 11: Question 5 – Survey to Students
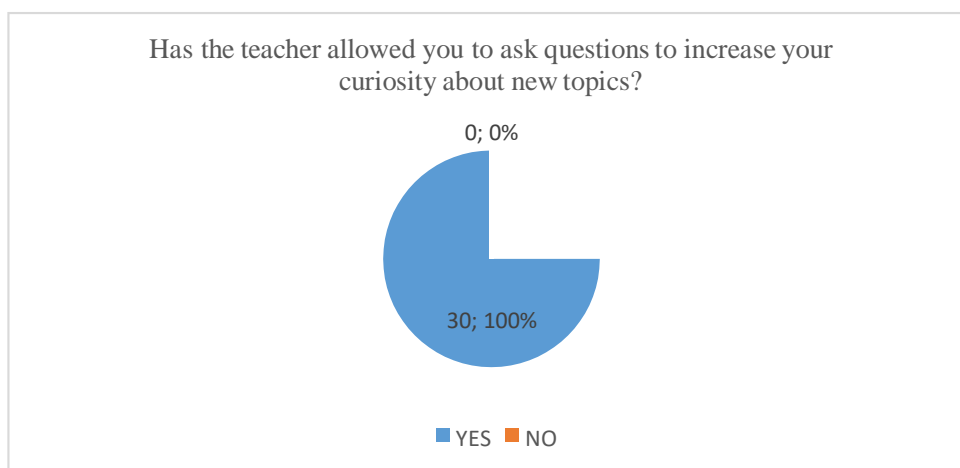
Has the teacher allowed you to ask questions to increase your curiosity about new topics?

0; 0%

30; 100%

■ YES ■ NO

Source: Question 5 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the collected data, 30 students which correspond to 100% affirmed that the teacher allowed them to ask questions to increase the curiosity about new topics. On the other hand, nobody said that the teacher did not allow students to ask questions to increase the curiosity about new topics. The results showed that the teacher enabled students to ask questions to get ideas about what they want to learn related to new topics.

3.1.12 Survey - Question 6

Question 6: Did the English teacher use oral communication activities?

Table 12: Question 6 - Survey to Students

Alternatives	Frequency	Percentage
Yes	30	100 %
No	0	0 %
Total	30	100 %

Source: Question 6 - Survey to Students
Author: Valencia, E. (2020)

Figure 12: Question 6 - Survey to Students
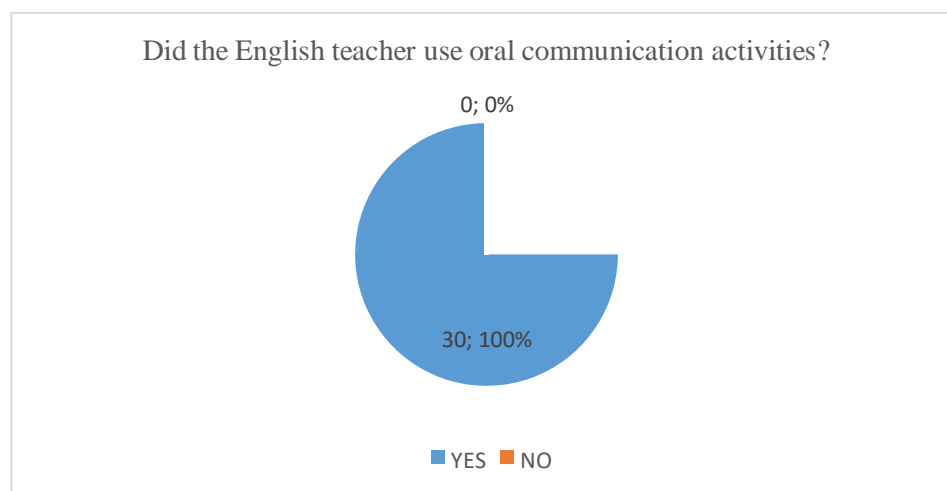
Did the English teacher use oral communication activities?

0; 0%

30; 100%

■ YES ■ NO

Source: Question 6 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the obtained data, 100% of students which correspond to 30 learners affirmed that the teacher used oral communication activities. However, none of the students said that the teacher did not use oral communication activities. The results showed that the teacher used oral communication activities in English lessons. It provided the students the opportunity to communicate actively during the classes.

3.1.13 Survey - Question 7

Question 7: Have you interacted communicatively with your classmates in English classes?

Table 13: Question 7 - Survey to Students

Alternatives	Frequency	Percentage
Yes	28	93 %
No	2	7 %
Total	30	100 %

Source: Question 7 - Survey to Students
Author: Valencia, E. (2020)

Figure 13: Question 7 - Survey to Students

Have you interacted communicatively with your classmates en English classess

2; 7%

28; 93%

■ YES ■ NO

Analysis and interpretation

According to table 7, 28 students which correspond to 93% claimed that they interacted communicatively with their classmates in English classes. However, 7% of the students which corresponds to 2 learners did not interact communicatively with their classmates in English classes. The results showed that most of the students had a better interaction with their classmates because of the KWL strategy. It conveys that they could exchange information during the English lessons.

3.1.14 Survey - Question 8

Question 8: Have you improved your English oral communication skills with the application of the KWL Strategy?

Table 14: Question 8 - Survey to Students

Alternatives	Frequency	Percentage
Yes	27	90 %
No	3	10%
Total	30	100 %

Figure 14: Question 8 - Survey to Students

Have you improved your English oral communication skills
with the application of the KWL strategy

3; 10%

27;
90%

■ YES ■ NO
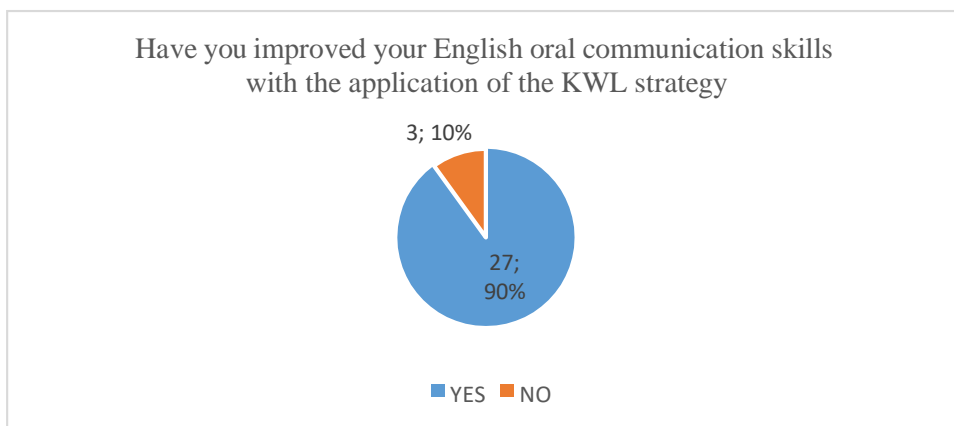
Source: Question 8 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the collected data, 27 students which correspond to 90% improved their English oral communication skills with the application of the KWL Strategy. However, 10% of the students which corresponds to 3 learners did not improve their English oral communication skills with the application of the KWL Strategy. The results showed that most of the students had a significant enhancement in their oral communication skills after the application of the KWL Strategy.

3.1.15 Survey - Question 9

Question 9: Is it easier for you now to understand when a person is talking in English?

Table 15: Question 9 - Survey to Students

Alternatives	Frequency	Percentage
Yes	24	80 %
No	6	20 %
Total	30	100 %

Source: Question 9 - Survey to Students
Author: Valencia, E. (2020)

Figure 15: Question 9 - Survey to Student
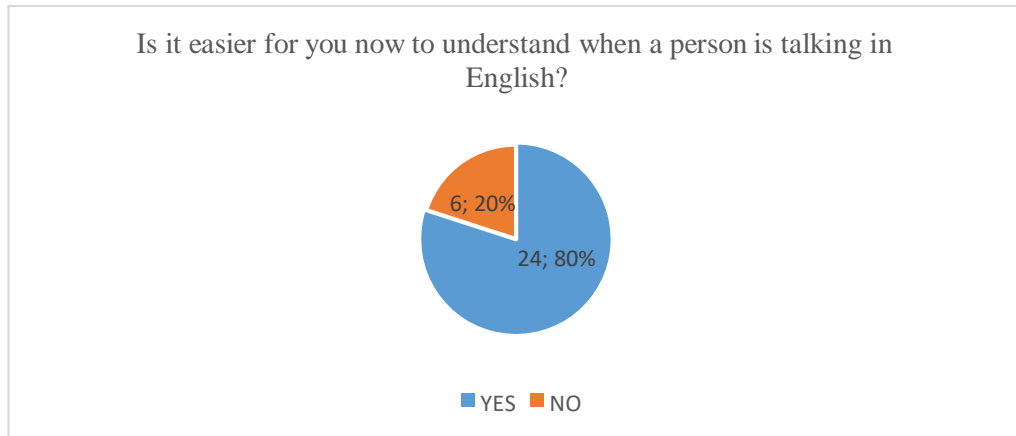
Is it easier for you now to understand when a person is talking in English?

6; 20%

24; 80%

■ YES ■ NO

Source: Question 9 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to table 9, 24 students which correspond to 80% affirmed that it was easier to understand when a person is talking in English. However, 20% of the students which correspond to 6 said that it was not easier to understand when a person is talking in English. The results showed that most of the students could understand the English language but there were still some students that considered it was difficult to understand the language.

3.1.16 Survey - Question 10

Question 10: Can you now answer coherently when someone asks you any question in English?

Table 16: Question 10 - Survey to Students

Alternatives	Frequency	Percentage
Yes	26	87 %
No	4	13 %
Total	30	100 %

Source: Question 10 - Survey to Students
Author: Valencia, E. (2020)

Figure 16: Question 10 - Survey to Students
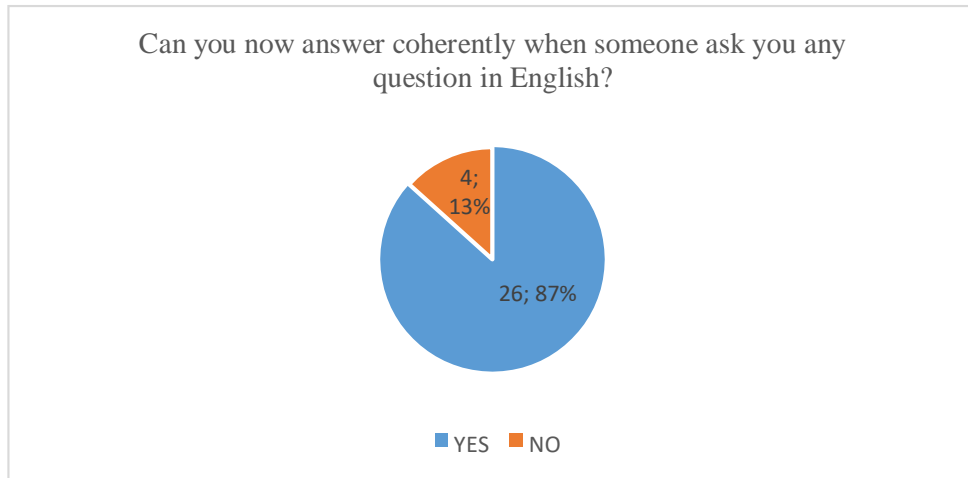
Source: Question 10 - Survey to Students
Author: Valencia, E. (2020)

Analysis and interpretation

According to the gathered data, 26 students which correspond to 87% could answer coherently when someone asks any question in English. On the other hand, 13% of the students which corresponds to 4 stated that they were not able to answer coherently when someone asks any question in English The results showed that most of the students could give an appropriate reply in English. However, some of them have difficulties answering coherently.

3.1.17 Test of normality

Table 17: Test of normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.220	30	.001	.925	30	.036
POSTTEST	.163	30	.040	.960	30	.306

Source: Test of normality
Author: Valencia, E. (2020)

The test of Normality helps to determine whether the information results come from a real sample group. Based on table 17, the p-value of the pre-test was 0.036 meanwhile the p-value of the post-test was 0.306.

Therefore, the gathered results of the pre-test and post-test had a normal distribution as both values were higher than 0.05.

3.2 Hypothesis verification

In this part, the author used the "T student" statistical test to analyze the collected results using the SPSS (Statistical Package for the Social Sciences) Statistical Program.

3.2.1 Hypothesis statements

3.2.1.1 Null Hypothesis (H$_o$)

The KWL strategy does not influence students' oral communication of the English Language in students from Juan Montalvo Parish of Ambato city.

3.2.1.2 Alternative Hypothesis (HI)

The KWL strategy influences students' oral communication of the English Language in students from Juan Montalvo Parish of Ambato city.

3.2.3 T- student test

Table 18: T- Student Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST POSTTEST	-1.5100	.5530	.1010	-1.7165	-1.3035	-14.957	29	.000

Source: T student test
Author: Valencia, E. (2020)

From table 18, it shows that the p-value from the pre-test and post-test was 0.000. As the p-value was lower than 0.05. Consequently, the null hypothesis was rejected and the alternative hypothesis was accepted. Hence, the KWL strategy influences students' oral communication.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After applying the treatment, analyzing the gathered results from the pre-test, post-test, and the survey, it can be concluded that:

- Due to the results gathered, a significant increase in students' oral communication can be seen. It is worthy to mention the experimental group obtained 4.5 points over 15 in the pre-test. Meanwhile, in the post-test, they got 11 points over 15. It evidence that the low level has improved after the application of the KWL Strategy. Consequently, the experimental group improved its oral communication results in the pre-test by 43.3%.

- Based on the results obtained from the students' survey, 100% affirmed that the teacher used the KWL strategy. The investigator applied the three steps of the KWL strategy and developed oral communication activities in English lessons like pair interviews and dialogues. In consequence, most students stopped using Spanish words to point out something. It demonstrated better performance of students. It meant that learners used vocabulary and grammar constructions appropriately. They also pronounced English words intelligible to facilitate communicative interaction.

- The gathered results from the students proved that the KWL strategy beneficiated learners. In questions #4 and #5, 100% of the students mentioned that the KWL strategy helped them to activate their previous knowledge and increase their curiosity. Furthermore, 90% of them said that they can understand when someone is speaking in English. It showed that the KWL enabled learners to interact orally with people. It conveys the exchanging information between them. Hence, learners received information, understood it, and provided an adequate reply.

- The results collected in the statistical analysis showed that more than 90% percent of students had a positive influence due to the KWL strategy application. According to question #8, 27 students out of 30 affirmed that they have improved their oral communication. It meant that students made the affirmative choice consciously. Also in question #10, 87% of students considered they can answer appropriately in everyday situations. It conveyed that students had a relevant improvement in the three aspects according to the assessment scale: grammar and vocabulary, pronunciation, and interactive communication.

4.2 Recommendations

If future researchers want to investigate more about the KWL strategy, they should take into account the following recommendations:

- The researcher should select the test appropriately to the students' level. If it is necessary the teacher can adapt or modify to make sure that all of the insvestigation aspects should be tested. Furthermore, if the investigation takes a long time the educator can apply thre times the test to evidence the students progress.
- The KWL strategy may be applied to different students' levels. The teacher should adapt the materials like lesson plans and activities according to the students' level. It would facilitate the improvement of the students in different skills like reading, speaking, writing, and listening. It also gets them to engage in classroom topics.
- The teacher should focus on understanding each step of the KWL strategy. If the students have difficulties developing any step, the teacher should reinforce the step and provide extra time to make sure the understanding.
- To get better results and more benefits, the students should be exposed to the KWL strategy regularly. As this strategy is not time-consuming, the teacher should implement it every day and if it is not possible twice a week. Future researchers may extend the time application and vary the classroom activities to observed students' behavior. They may use an observation sheet to get positive results.

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Annexes
Annex 1: Requirement to the GAD Juan Montalvo

Figure 17: Requirement to the GAD Juan Montalvo

Source: Researcher's requirements to apply the KWL strategy

Author: Valencia, E. (2020)

INSTRUMENT VALIDATION

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

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Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: Licenciado en Ciencias de la Educación, especialización Inglés. Institution: Universidad Técnica de Cotopaxi Year: 2003   Postgraduate: Linguistics applied to Bilingual Education in English – Spanish. Institution: Universidad Católica del Ecuador .SEDE IBARRA Year: 2015

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Edgar Guadia Encalada Trujillo, with ID N° 0501824171 certify that I conducted the expert judgment on this instrument designed by Erika Lissete Valencia Jácome, with ID. N° 1804390308 for the Final Degree Project Entitled "KNOW, WANT, LEARN (KWL) STRATEGY AND ORAL COMMUNICATION" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 1st, 2020

Sincerely

Lcdo. Mg. Edgar Guadia Encalada Trujillo
ID. 0501824171

Survey applied to students after the treatment (KWL Strategy)

Topic: Know, Want, Learn (KWL) Strategy and Oral Communication.
Objective: To determine the efficiency of the KWL (Know, Want, Learn) Strategy after the application of it in a group of children of Juan Montalvo Parish.

Name: _____ **Date:** _____

1. Do you consider communicating orally in English is difficult?

    Yes (   )   No ( )

2. Has your teacher used the KWL strategy in the English lessons?

    Yes (   )   No ( )

3. Do you consider the KWL strategy was easy to use?

    Yes (   )   No ( )

4. Has your teacher provided questions to help you brainstorm on previous topics?

    Yes (   )   No ( )

5. Has the teacher allowed you to ask questions to increase your curiosity about new topics?

    Yes (   )   No ( )

6. Did the English teacher use oral communication activities?

    Yes (   )   No ( )

7. Have you interacted communicatively with your classmates in English classes?

    Yes (   )   No ( )

8. Have you improved your English oral communication skills with the application of the KWL Strategy?

    Yes (   )   No ( )

9. Is it easier for you now to understand when a person is talking in English?

    Yes (   )   No ( )

10. Can you now answer coherently when someone asks you any question in English?

    Yes (   )   No ( )

Final Resolution:

Approved	✓	Disapproved	

Source: Valencia, E (2020).

INSTRUMENT VALIDATION

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Year: 2016

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Ximena Alexandra Calero Sánchez, with ID N°1802884062 certify that I conducted the expert judgment on this instrument designed by Erika Lissete Valencia Jácome, with ID. N° 1804390308 for the Final Degree Project Entitled "KNOW, WANT, LEARN (KWL) STRATEGY AND ORAL COMMUNICATION" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 1st, 2020

Sincerely

Lcda. Mg. Ximena Alexandra Calero Sánchez
ID. 1802884062

Survey applied to students after the treatment (KWL Strategy)

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Objective: To determine the efficiency of the KWL (Know, Want, Learn) Strategy after the application of it in a group of children of Juan Montalvo Parish.

Name: _____ **Date:** _____

1. Do you consider communicating orally in English is difficult?

   Yes (   )   No ( )

2. Has your teacher used the KWL strategy in the English lessons?

   Yes (   )   No ( )

3. Do you consider the KWL strategy was easy to use?

   Yes (   )   No ( )

4. Has your teacher provided questions to help you brainstorm on previous topics?

   Yes (   )   No ( )

5. Has the teacher allowed you to ask questions to increase your curiosity about new topics?

   Yes (   )   No ( )

6. Did the English teacher use oral communication activities?

   Yes (   )   No ( )

7. Have you interacted communicatively with your classmates in English classes?

   Yes (   )   No ( )

8. Have you improved your English oral communication skills with the application of the KWL Strategy?

   Yes (   )   No ( )

9. Is it easier for you now to understand when a person is talking in English?

   Yes (   )   No ( )

10. Can you now answer coherently when someone asks you any question in English?

   Yes (   )   No ( )

Final Resolution:

Approved	✓	Disapproved	

Source: Valencia, E (2020).

Annex 4: Survey applied students

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Survey applied to students after the treatment (KWL Strategy)

Topic: Know, Want, Learn (KWL) Strategy and Oral Communication.
Objective: To determine the efficiency of the KWL (Know, Want, Learn) Strategy after the application of it in a group of children of Juan Montalvo Parish.

Name:_____**Date:** _____

1. Do you consider communicating orally in English is difficult?

    Yes ( )   No ( )

2. Has your teacher used the KWL strategy in the English lessons?

    Yes ( )   No ( )

3. Do you consider the KWL strategy was easy to use?

    Yes ( )   No ( )

2. Has your teacher provided questions to help you brainstorm on previous topics?

    Yes ( )   No ( )

3. Has the teacher allowed you to ask questions to increase your curiosity about new topics?

    Yes ( )   No ( )

4. Did the English teacher use oral communication activities?

     Yes ( )   No ( )

5. Have you interacted communicatively with your classmates in English classes?

    Yes ( )   No ( )

6. Have you improved your English oral communication skills with the application of the KWL Strategy?

    Yes ( )   No ( )

7. Is it easier for you now to understand when a person is talking in English?

    Yes ( )   No ( )

8. Can you now answer coherently when someone asks you any question in English?

    Yes ( )   No ( )

Annex 5: KET Exam from Cambridge Examination applied to students

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
TRABAJO DE TITULACIÓN
KET EXAM

Figure 18: KET EXAM - Test 1: Part 1- Phase 1

Figure 19: KET EXAM - Test 1: Part 1 - Phase 2

Phase 2
Interlocutor

Now, let's talk about school.

	Back-up prompts
A, what subject do you like best?	Do you like maths?
What clothes do you wear to school?	Do you wear a uniform?
B, What time do you finish school?	Do you finish school at 4 o'clock?
What do you eat after school?	Do you eat snacks after school?

Extended Response
Now A, please tell me something about the homework you have to do.

Back-up questions
Do you get a lot of homework every day?
Did you do any homework yesterday?
Do you like homework? (Why?/Why not?)

Interlocutor

Now, let's talk about home.

	Back-up prompts
B, who do you live with?	Do you live with your family?
How many bedrooms are there in your house?	Are there three bedrooms in your house?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in your house?	Do you like your bedroom?

Extended Response
Now, B, please tell me what you like doing at home.

Back-up questions
Do you like cooking?
Do you play computer games?
Did you stay at home last weekend?

Figure 20: KET EXAM: Test 1: Part 2 - Phase 1

Author: Cambridge English Examination (2016)

Figure 21: Test 1: Part 2 - pictures hobbies

Do you like these different hobbies?

Annex 6: Scale to assess students' oral communication

Figure 22: Scale to assess students' oral communication

Source: Handbook for teachers for exams. Cambridge examination.

Developed by: Valencia, E. (2020)

Annex 7: Lesson Plan to be adapted for the application of KWL strategy on the group of children from the Juan Montalvo parish.

Figure 23: Lesson Plan for KWL strategy

Step	Time	Activities
		Pre-Activity: Train students to collect their schema and find out their lack of info
		K-W step: Acitvate students' schema relating to the topic of the text and find out what they don't know and want to know: Work in group.
		❏ Use 2 steps of 2 levels to access prior knowledge in step (K):
		- The first is the straightforward brainstorming of what the group knows about the topic for reading: to select a key concept for the brainstorming that is specific enough to generate the kind of information that will be pertinent to the reading.
		- The teacher's role is to record whatever the students volunteer about the topic on the board or an overhead projector.
		- The second part is eliciting what is already known.
		By:
		• Make some questions to relate students to the content of the text then students discuss the answer of the questions.
1	10 min	OR
		• Modeling 1 or 2 examples from the information that have already generated, then students begin to think of categories that can be added to the list.
		OR
		• Having students to read similar articles (help them to build a background knowledge).
		In order to help
		• Students find out what they don't know and what they want to know.
		- If not all students agree on the same pieces of information, some pieces of information is conflicting, some of the categories have had no particular information provided.
2	5	❏ Highlight their disagreements and gaps in information and help the students raise questions that focus their attention and energize their reading.
3	5	❏ Preview the article (Text) to discern the match between students' expectations and the actual construction of the article.
4	5	❏ Note difficult or unclear sections for students
		Main-Activity:
1	10 min	• Provide students some key words and some new grammar points to help them read the text to find out the answer for their questions then ask students to make some example using the new grammar points.
		• Students (work in groups) skim to find the structure of the text(number of paragraphs or parts) and the main idea of every paragraph or part (Work in groups).
2	10	• Let students do the word-matching exercise (match the words in column A with their definition in column B) or Gap-filling exercises.
		• Work in groups depending on the number of the parts in the text. After reading carefully follow the given questions, students in the
3	20	same group on the same piece of paper as much as possible what they remember about the text - part by part, relate them to their question and find out what are not related to their questions: the new things that are higher than their background knowledge. Then every group report to the whole class their summary or answer the given comprehension questions.
		Post-Activity
		• L Step: what I learned and still need to learn
		-The whole text summary and report
1	20	Students summarize the whole text (principle 4), then report to the class briefly. The class listen and a volunteer student report again more briefly in writing (not pay much attention to the grammatical correctness). After that the teacher corrects to make the more perfect summary.
2	5	-Adding more information: Teacher gives more information about the main features in the text.
		-Further Reading:
2	5	Having them check their questions to determine if the article dealt with their concerns. If not, suggest further reading to fulfill their desires to know. Give students some more names of book relating to the text for further reading & ask them to summarize briefly a book they like best.

Source: Paper Titled: Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students

Author: Thi Thanh Dieu (2015)

Annex 7: Lesson Plans for KWL strategy application

Figure 24: Lesson Plan for KWL - First week

FIRST WEEK - MONDAY		
Step	Time	Activities
	15 min	* The teacher tells her name and explains a game to hear students' names. * The teacher writes on the board: My name is……………… and I like to………………. * The teacher asks students to introduce themselves one by one using the prompt from the board.
	15 min	* The teacher gives a brief explanation about the KWL schema they will fill in during classes (handout 1).
K (what I know)	10 min	*K-W step: activate students' schema relating to the topic of the text and find out what they want to know.* * The teacher writes on the board the topic: routines. * The teacher asks students to think words related to the topic. * Students tell the words and write on the board.
W (want to know)	10 min	*K-W step: activate students' schema relating to the topic of the text and find out what they want to know.* * The teacher make a question: What do you want to know about routines? * The teacher gives some examples and makes sure students understand what they can write in this section. * The students write their questions (words, sights, sentences) and then share them with the whole class.
FIRST WEEK - WEDNESDAY		
Warm-up	10 min	Game: hot seat * The teacher divides the class into two teams (A and B) * The teacher writes verbs related to routines: wake up, get dress, take a shower, etc. * Students participate actively until getting a winner.
W (want to know)	15 min	*W step: use different activities to facilitate students learning.* * Teacher shows some pictures about routines (source 1). * The teacher pronounces the words and gives simple definitions. (Make gestures and mimics if it's necessary)
	20 min	* The teacher writes some prompts on the board: - I wake up at 6:00 am - I take a shower at …….. - I have breakfast ……….. - I ………………. * The teacher asks students to form pairs. * The teacher tells them to write some sentences about their routines.

	5 min	*Some pairs pass to the front and read what they have written about their routines.
FIRST WEEK – FRIDAY		
Warm-up	10 min	Game: Listing words * The teacher divides the class into four teams (A and B) * The groups stand up in a row. * Each member of the team has to run to the board and write words related to routines. * The group which has written more words during two minutes will be the winner.
W (want I to know)	20 min 5 min	* The teacher revise some information from the last class. * The teacher asks some students to help her to remember what they have learned. * The teacher gives students a handout to complete (reinforce the topic) (handout 2). *The students compare answers in pairs. *The teacher checks the answers and responds to students' questions.
L (what I have learned)	15 min	*L: what I learned and still to learn.* * The students divide into groups of three. * The teacher asks them to write about the topic they have learned during the first week. * Each student sticks the note on the K-W-L chart. * The teacher reads the notes and answer some questions.

Source: Researchers' plan to develop the KWL strategy

Author: Valencia, E. (2020)

Figure 25: Lesson Plan for KWL - Second week

SECOND WEEK - MONDAY		
Step	Time	Activities
Warm-up	10 min	Game: Throwing the ball *The teacher asks students to make a circle around the classroom. * She tells them that everyone has to catch the ball and say a word related to school. * The teacher starts saying "principal's office" and throws the ball. * The teacher makes sure that everybody participates.
K (what I know)	20 min	*K-W step: activate students' schema relating to the topic of the text and find out what they want to know.* * The teacher sticks on a board a picture. (school) * The teacher asks the question: What do you see here? * The students start to say some words like a school, a teacher, students, etc. * The teacher writes on the board the topic: school * The teacher asks the question: What subject do you like the most?

	5 min	* The students try to answer the question naming school subjects like maths, English, science, etc. * The teacher asks students to write all the words, they know about the topic. (K-column) * Students tell the words and pass to stick the note on the KWL chart.
	5 min	* The teacher starts asking the question: Do you how to say "pasillo" in English? * The students answer and start to think more questions. * The teacher asks students to write their questions about the topic (W-column).
	10 min	*The teacher write some words on the board and draw some pictures to make the students guess the meaning of the word. - book - pencilcase - eraser
SECOND WEEK - WEDNESDAY		
Lead-in	5 min	Game: Memorizing games * The teacher divides the class into small groups. * The teacher gives them some cards. * They have to order the cards in any way they want.
	5 min	* Each student should observe the cards and try to memorize where is the pair (picture - name). * The students have to face down the cards and try to find their pairs.
	5 min	* Everybody has a turn. * Students participate actively until getting a winner.
W (want to know)	10 min	*W step: use different activities to facilitate students learning.* * The teacher gives students a sheet with some pictures of vocabulary (source 2). * The teacher pronounces the words and gives simple definitions. * The students repeat each word to practice the pronunciation
	20 min	* The teacher divides the board into two parts and writes: - There is - There are * The teacher explains to students the usage of there is and there are. * The teacher gives them some examples. - There is a library. - There are too many books. * The teacher asks some students to form sentences using the grammar provided. * The teacher helps them to make correct sentences (try to explain what is the mistake if there is one).
	5 min	

		*The teacher asks students to write one sentence using there is and another using there are (work in pairs). * Soe pairs read the sentences aloud.
	SECOND WEEK – FRIDAY	
Lead-in	15 min	Game: Draw the picture * Each student should have a sheet. * The teacher describes a picture using the vocabulary and grammar provided in the previous class. - There is a desk in the center of the room. - There is a chair next to the desk. - There are three books on the desk. - There are…… * The students show the picture they have drawn. * The teacher draw the correct picture on the board.
W (want I to know)	20 min	* The teacher explains prepositions of place: on, in, under, next to, above. * The teacher repeats some examples of the last class complementing with the prepositions. - There are many books in the library. * The teacher gives students a handout to practice the grammar (handout 3). * The teacher checks the answers. (whole class works together) *The teacher checks the answers and responds to students' questions.
L (what I have learned)	15 min	*L: what I learned and still to learn.* * The teacher changes the activity * The teacher asks one student to pass to the board and draw the description that their partner will give. * The teacher revises vocabulary and grammar prompts about the topic.
	5 min	* The teacher asks them to write about the topic they have learned during the first week. * Each student sticks the note on the K-W-L chart. * The teacher reads the notes and answer some questions.

Source: Researchers' plan to develop the KWL strategy

Author: Valencia, E. (2020)

Figure 26: Lesson Plan for KWL - Third week

THIRD WEEK - MONDAY		
Step	Time	Activities
Warm-up	10 min	Game: Beach ball alphabet. *The teacher asks students to make two columns one in front of the other. * She tells them that everyone has to catch the ball and say a word that starts with each letter of the vocabulary. - Student A: **A**nimal - Student B: **B**ee - Student C: **C**lassroom * The teacher makes sure that everybody participates.
K (what I know)	15 min	*K-W step: activate students' schema relating to the topic of the text and find out what they want to know.* * The teacher asks the question: What do you do after class?/What do you do in your free time? * The students start to brainstorm about hobbies. * The students pronounce some words related to the topic while the teacher writes them on the board. * The teacher asks students to write all the words, they know about the topic. (K-column) * Students tell the words and pass to stick the note on the KWL chart.
	5 min	* The teacher sticks some pictures on the board. * The teacher asks a question: What can you infer about this picture? * The students give questions like: - They play sports. - He likes soccer
	5 min	* The teacher asks the question: What else do you want to know about these pictures? * The students answer and start to think more questions. * The teacher asks students to write their questions about the topic (W-column).
	15 min	* The teacher sticks some words next to the pictures on the board. * The teacher asks students to observe the board and try to paste the hobbies with the correct picture. * Some students pass to the front and try to join the words and the pictures. * The teacher checks the answers with the students.
THIRD WEEK - WEDNESDAY		
Lead-in	10 min	Game: Interviewing a friend * The teacher gives students a handout (handout 4). * The teacher asks students to interview some friends. * The students walk around the class and write down their classmates' answers.

W (want to know)	10 min	*W step: use different activities to facilitate students learning.* * The teacher explains to students about likes and dislikes. * The teacher makes examples about grammar. - I like to play soccer. - I like to swim - I don't like to read books. - I don't like to watch movies
	10 min	* The teacher asks students to read the answers from the previous activities - First time: students read using the first person I: I like to read
	10 min	- Second time: students report their classmates' answers using the third person he/she: He likes to watch movies.
	10 min	* The teacher asks students: How many times a week do you practice soccer? * The students start to answer: - Three times - Everyday * The teacher present adverbs of frequency: Always, usually, sometimes, often, never.
THIRD WEEK – FRIDAY		
Lead-in	15 min	Game: Guessing game * The teacher divides the class into two groups. * Each group has to choose a leader. * The leader of each group is going to read a hobby that the teacher writes down a paper. * The leader has to mimic the word while his/her team guess the word. * The team that guess more words will be the winner
W (want I to know)	20 min	* The teacher draws a chart on the board to explain the percentage of the frequencies. * The teacher gives examples using adverbs of frequencies. - I always play soccer after school. - I never go to the gym. * The teacher divides the class into groups of three people. * The teacher gives a handout to complete using adverbs of frequency (handout 5). * The teacher asks students to give the answers in front of the class.
L (what I have learned)	5 min	*L: what I learned and still to learn.* * The teacher revises vocabulary and grammar prompts about the topic. * The teacher asks the question: What is your favorite hobby?

		What do you practice most during the week?
		* The students recall information about the topic studied.
	5 min	* The teacher asks them to write about the topic they have learned during the first week.
		* Each student sticks the note on the L chart.
		* The teacher reads the notes aloud.

Source: Researchers' plan to develop the KWL strategy

Author: Valencia, E. (2020)

Figure 27:Lesson Plan for KWL - Fourth week

FOURTH WEEK - MONDAY		
Step	Time	Activities
Warm-up	10 min	Game: Hangman * The teacher divides the class into two groups *The teacher draws some lines to form a word on the board. * Each member of the group has to say one letter to guess the word before the hangman is completed. * The teacher makes sure that everybody participates.
Learning outcome	5 min	* The teacher asks students to get in pairs. * Teacher gives students a sheet to read a conversation * The teacher asks students to read the conversation part by part.
	15 min	* The teacher asks students to create a short dialogue using grammatical explanations and vocabulary revised during these three weeks. * The teacher gives students time to prepare the dialogue.
	20 min	* The students present the dialogues in front of the class.
FOURTH WEEK - WEDNESDAY		
Exam instructions	10 min	* The teacher explains that the final test will be the same as the beginning. * This test will help to notice the improvement in students' oral communication. * Students should make their best effort and express what they have already learned.
Post-test KET EXAM	40 min	* The students take the exam in pairs.
FOURTH WEEK – FRIDAY		

Post-test KET EXAM	15 min	* The students take the exam in pairs.
END OF THE APPLICATION		

Source: Researchers' plan to develop the KWL strategy

Author: Valencia, E. (2020)

Annex 8: Handout for the lesson plans

Figure 28: KWL chart for students (handout 1)

KWL STRATEGY		
K (What I know)	W (What I want to know)	L (what I have learned)
Student's name:		Date:

Source: Researcher's sources to develop the KWL strategy

Author: Valencia, E. (2020)

Figure 29: Daily routines – vocabulary pictures (source 1)
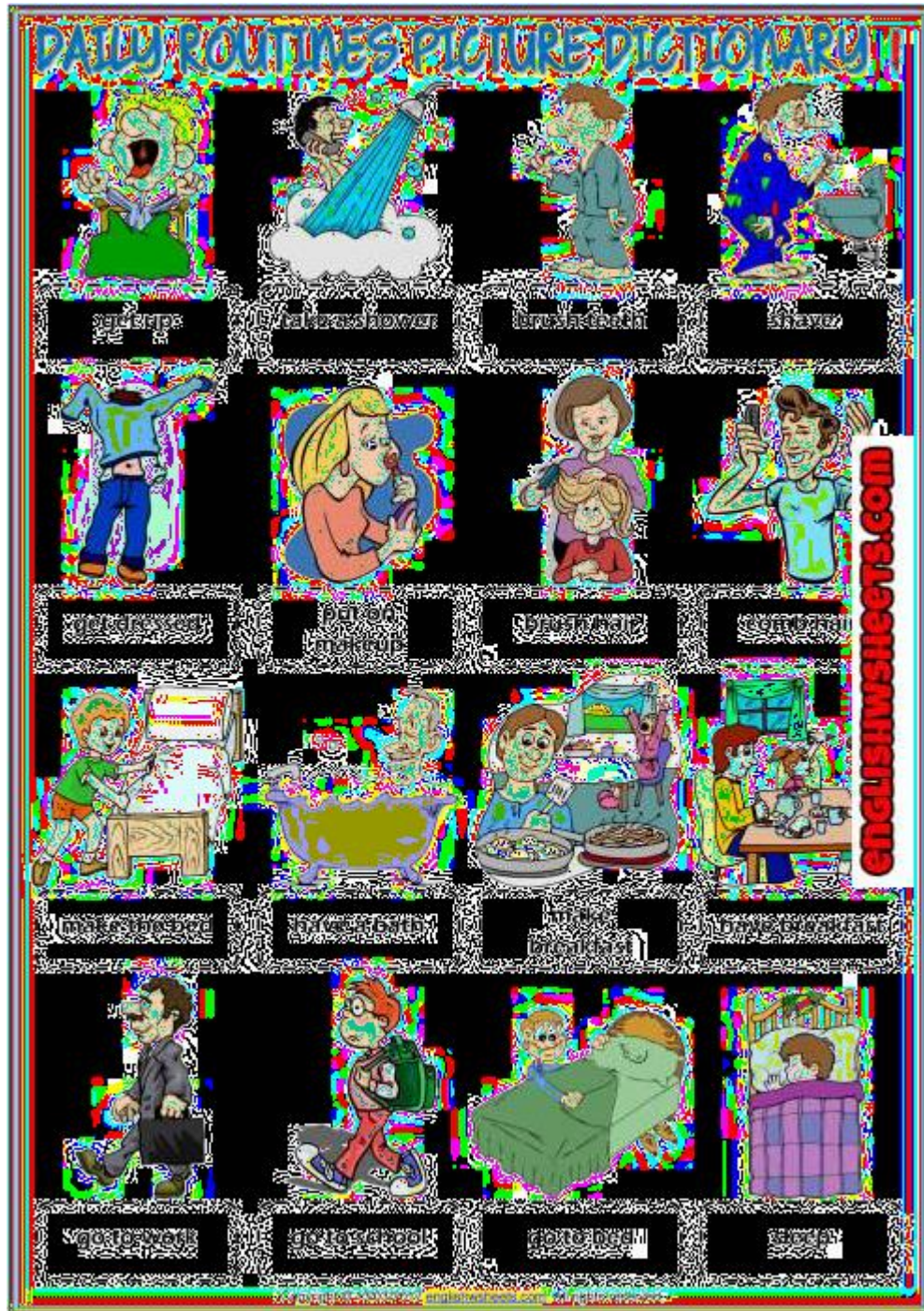
Figure 30: Daily routine activities (handout 2)

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Daily Routines

Match the words with the pictures by inserting the correct number into the circle :

1. go home
2. have lunch
3. have breakfast
4. have dinner
5. take a bath
6. wake up
7. wash
8. watch TV
9. go to bed
10. go to school
11. start school
12. do homework
13. get dressed
14. play soccer

Source: Kid-pages https://www.kids-pages.com

Author: Kid Pages (2018)

Figure 31: memorizing game – school supplies (warm-up)

BACKPACK	SCISSORS	CRAYONS	BOOK
RULER	PAPER	NOTEBOOK	PEN
SHARPENER	PENCIL	GLUE	ERASER
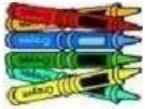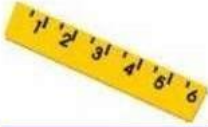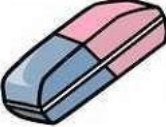
Source: English teacher resources: Tiny Tap. https://www.tinytap.it/activities/g2hwn/play/school-supplies

Author: Dueñas, Gerardo. (2017)

Figure 32: Pictures of school supplies (source 2)

Source: ESL printables

Author: Silloux Cynthia. (2018)

Figure 33: There is / there are activities (Handout 3)

SproutEnglish

There Is / There Are
with Nouns in a Series

Fill in the blanks with **There is** or **There are**.

1. .... a computer and a mouse pad on my desk.

2. .... two shirts and five sweaters on the shelf.

3. .... money and gum in my bag.

4. .... a giraffe, two hippos, and a lion at the zoo.

5. .... eight desks, two blackboards, and a TV in the classroom.

6. .... sand and rocks in my shoes.

7. .... a man, two boys, and four girls in that car.

8. .... a sign and two lights hanging from the ceiling.

9. .... three cans of Coke and two cans of Pepsi on the counter.

10. .... four large suitcases and one small bag in the trunk.

Now write your own sentences using **There is**
and **There are** followed by a series of nouns.

11. ....

12. ....

13. ....

14. ....

15. ....

1

Source: Sprout English.

Author: Trusler TanyaSilloux Cynthia. (2015)

Figure 34: Interview a friend – hobbies (handout 4)

Do you like .... ?	Classmates' names	Yes (X)	NO (X)
To play soccer			
To play chess			
To play guitar			
To watch a movie			
To swim			
To dance			
To sing			
To run			
To make exercises			
Does she like….?			
Does he like……?			

Source: Researcher's sources to develop the KWL strategy

Author: Valencia, E. (2020)

Figure 35: Adverbs of frequency – exercises (handout 5)

NAME:_____   DATE:_____

GRAMMAR WORKSHEET
ADVERBS of FREQUENCY

•	always	100%	•	I **always** watch TV at night.
•	almost always	95%	•	She **almost always** eats breakfast.
•	usually	75%	•	Mike **usually** gets up late.
•	often	50%	•	I **often** exercise in the morning.
•	sometimes	25%	•	They **sometimes** go to Starbucks.
•	seldom	5%	•	I **seldom** see him.
•	rarely	5%	•	I **rarely** see him.
•	hardly ever	5%	•	I **hardly ever** see him.
•	never	0%	•	We **never** come to class late.

● **Fill in the blanks below with the best adverbs of frequency (some sentences may have more than one answer).**

1. My brother is never sad. He's ___*always*___ happy.

2. I was late for work only one time last year. I'm _____ late.

3. Mary failed only one test in high school. She _____ passed her tests.

4. I always remember to do my homework. I _____ forget to do it.

5. Steven seldom goes to a cinema. He _____ sees movies.

6. Judy saw a doctor for the first time in three years. She _____ gets sick.

7. I get up at five o'clock seven days a week. I _____ get up early.

8. It's always hot and sunny where I live. That's why I _____ see snow.

9. A: Do you ever drink coffee?   B: Yes, but only _____, not often. Just a few times a week.

10. My sister almost never eats burgers and fries. She _____ eats healthy foods.

11. I _____ take a bus to class, maybe three or four days a week.

12. A: Do you ever watch action movies?   B: No, never. Well, I watched an action movie a few years ago, so I guess should say _____.

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Source: All things grammar worksheets

Author: Neil mait (2020)

Annex 9: Photographs of the KWL application

Figure 36: Pre-test Application

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 37: Post-test Application

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 38: Filing KWL chart 1

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 39: Filling KWL chart 2

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 40: Filling KWL chart 3

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 41: KWL filling chart 4

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 42: Filling KWL chart 5

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 43: Filling KWL chart 6

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 44: Filling KWL chart 7

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 45: Filling KWL chart 8

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 46: writing examples

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 47: filling handouts

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 48: comparing answers

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 49: interviewing a classmate

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 50: students' brainstorming

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 51: war-up activity

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Annex 10: Authorization

Figure 52: Authorization for taking photographs

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Figure 53: Authorization for taking photographs

MURUZUMBAY VILLACÍS JOSEEPH DANIEL	1804617326	
OÑATE ALDAS MATHÍAS ARIEL	1804490628	
OÑATE VILLACÍS DAFNE SOLANGE	180342362-1	
OÑATE VILLACÍS KERLY JAMILET	180316534-7	
PÉREZ VALENCIA MATHÍAS PATRICIO	1803687936	
PILCO LANDA SCARLET MONSERRATTE	180402790-0	
PILLAJO CUYAGUILLO HENRY EDUARDO	180427369-4	
PILLAJO LANDA LEYNER RICARDO	185100231?	
RAMOS OÑATE ANTHONY SEBASTIÁN	1803751930	
RAMOS OÑATE BRAYAN SANTIAGO	1803751930	
SACA CUYANGUILLO JOSUÉ SEBASTIÁN	180427369-4	
SANTIAGO LANDA LESLIE ALEJANDRA	180402790-0	
VALENCIA JIMENEZ JIMMY EFRAÍN	180492630-9	

Source: Group of children from Juan Montalvo Parish
Developed by: Valencia, E (2020)

Annex 11: Urkund

UrKUND

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ROCIO JORDAN
BUENANO

....

TUTOR

Lcda. Mg. Cristina del Rocío Jordán Buenaño