UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION

Author: Crespo Catota Magaly Elizabeth

Tutor: Lic. Mg. Vera de la Torre Ana Jazmina

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2022

I

SUPERVISOR APPROVAL

CERTIFY:

I, Lic. Mg. Ana Jazmina Vera de la Torre, holder of the I.D No. 1801249341, in my capacity as supervisor of the Research dissertation on the topic: "**KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION"** investigated by Miss Crespo Catota Magaly Elizabeth, with I.D No. 0550320451, confirm that 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.

…………………………………
Lic. Ana Jazmina Vera de la Torre, Mg.
C.C. 1801249341
SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION" 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.

……………………………………….
Crespo Catota Magaly Elizabeth
I.D: 0550320451

AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION" which is held by Crespo Catota Magaly Elizabeth undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021 – March 2022 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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IV

DEDICATION

TO:

God for the blessings and for giving me the necessary strength to continue my studies. Similarly, I dedicated this work to my family and friends, who supported me throughout this process. Especially to my brothers Bryan and Fernando.

Magaly

AKNOWLEDGEMENTS

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABSTRACT

TITLE: "KWL (Know, Want to Know, Learned) strategy and Reading comprehension"

AUTHOR: Magaly Elizabeth Crespo Catota

TUTOR: Lic. Mg. Ana Jazmina Vera de la Torre

KWL (Know, Want to Know, Learned) strategy and Reading comprehension

The present research focused on the development of reading comprehension skills using a strategy like the KWL (Know, Want to Know, Learned) strategy. The main objective of this study was to investigate the effects of using the KWL (Know, Want to know, learned) strategy in the improvement of students' reading comprehension of fourth semester A of Universidad Técnica de Ambato. Additionally, the researcher looked for knowing the students' attitudes towards the use of the KWL strategy in the development of reading comprehension. The investigation used a quasi-experimental approach with a pre-test and post-test retrieved from Cambridge. The experiment was conducted on a sample of 45 students of Fourth Semester A. In the first meeting, the researcher administered a pre-test to obtain information about students' reading comprehension. The application consisted of four treatments using the KWL strategy that also incorporated four reading passages appropriate for the English level of students. At the end of the treatment, the researcher administered the post-test to collect data that measured students' reading comprehension after the treatment. Furthermore, students answered a survey. The results gathered from the pre-test and post-test demonstrated that using the KWL (Know, Want to Know, Learned) strategy had positive effects on students' reading comprehension. In fact, Students improved their initial average of 13. 04 to 16.22 which was the final average. Finally, the survey showed positive attitudes of students to the KWL strategy.

Keywords: KWL strategy, reading comprehension, active learning

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KWL (Know, Want to Know, Learned) strategy and Reading comprehension

La presente investigación se enfocó en el desarrollo de las habilidades de comprensión lectora utilizando la estrategia KWL (Know, Want to Know, Learned). El objetivo principal del estudio fue investigar los efectos del uso de la estrategia KWL (Know, Want to know, Learned) en el mejoramiento de la comprensión lectora de los estudiantes de cuarto semestre A de la Universidad Técnica de Ambato. Además, la investigadora buscaba conocer las actitudes de los estudiantes hacia el uso de la estrategia KWL en el desarrollo de su comprensión lectora. La investigación tuvo un enfoque cuasi-experimental usando un pre-test y post-test tomados de Cambridge. El experimento se realizó sobre una muestra de 45 estudiantes de Cuarto semestre A. En el primer encuentro, la investigadora aplico un pre-test para obtener información sobre la comprensión lectora de los estudiantes. La aplicación consistió en cuatro tratamientos usando la estrategia KWL que además incluyo cuatro pasajes de lectura adecuados al nivel de inglés de los estudiantes. Al final del tratamiento, la investigadora administró el post-test para recoger datos que midieron la comprensión lectora de los estudiantes después del tratamiento. También, los estudiantes respondieron una encuesta. Los resultados recogidos en el pre-test y el post-test demostraron que el uso de la estrategia KWL (Know, Want to Know, Learned) tuvo efectos positivos en la comprensión lectora de los estudiantes. De hecho, los estudiantes mejoraron su media inicial de 13. 04 a 16.22 que fue la media final. Por último, la encuesta demostró que los estudiantes tenían actitudes positivas hacia la estrategia KWL.

Palabras claves: La estrategia KWL, comprensión lectora, aprendizaje activo

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

Ifah Rahman (2019), in the research entitled "The use of Prezi with KWL strategy to enhance students' reading comprehension" developed in the SMA 2 Enrekang, investigated whether using Prezi with the KWL strategy can improve students' reading comprehension and students' interest in using the strategy. The research applied a quasi-experimental design. The participants were students from the first grades at SMA 2 Enrekangi academy. The researcher employed the cluster sampling technique. The instruments used to collect data were a reading test with multiple-choice questions and a questionnaire. During six meetings, the researcher applied the treatment to the experimental group using the KWL strategy. At the same time, the control group had no treatment. The researcher concluded that after applying Prezi with the KWL strategy, students reading comprehension of the experimental group improved. Furthermore, students showed a positive attitude and interest to learn English using the KWL strategy with Prezi. This investigation is useful to the development of the research because it demonstrated that the KWL strategy can be combined with ICT tools like Prezi and give positive results like the improvement of students' reading comprehension. It also showed that the KWL strategy was an attractive strategy that engages students to learn English.

Mertosono, Nisa, and Maf'ullah (2019) in their research " Improving reading comprehension through KWL(know – want – learn) strategy" conducted in SMA Negeri 1 Tinombo Selata, aimed to discover the effects of using the KWL strategy in the improvement of students' reading comprehension. This study had a quasi-experimental research design. Students XIPA 2 and XIPA 1 of SMA Negeri 1 Tinombo Selatan were participants of this research as the control and experimental groups. The researcher selected the sample using the sampling technique. The XIPA 1 was the control group and XIPA 2 was the experimental group. The instruments used to collect data were the pre-test and post-test. The researcher applied the treatment using the KWL strategy to the experimental group during eight meetings. However, before the treatment, the researcher participated in three meetings to meet students and introduce them to the KWL strategy. The researcher concluded that the KWL strategy improved students' reading comprehension and helped the researcher find a lack of

vocabulary. The present research is relevant for the development of this study because it showed the steps to follow to apply the KWL strategy. Furthermore, it allows us to know that previous knowledge like vocabulary is essential during the reading process.

Syafi'i, Nurdin, and Fitriningsih (2020) lead research entitled "The effectiveness of Know-Want-Learned (KWL) strategy in improving reading comprehension of the eighth-grade students of SMP Negeri 14 Palu". They investigated the effectiveness of the Know, want, and learn (KWL) strategy to improve students' reading comprehension. The research was a quasi-experimental study. The experimental group was students of the Hassanudin class, and the control group was students of the Panjaitan class. The researchers used a test to collect data and a t-test to analyze data. The first step to start the study was to apply the pretest to experimental and control groups. Later, the researchers intervened in the experimental group using the KWL strategy and narrative texts. At the same time, the control group did not use any strategy to work with narrative texts. After the treatment, the researchers concluded that the use of the KWL strategy helped students to improve their reading comprehension skills. The research contributed to the development of the study as it found that the strategy improved students' reading comprehension. Furthermore, the researcher mentioned that the KWL strategy is practical to teach English.

Sholeh, Rosalina, and Weganova (2020) conducted a study entitled "The implementation of KWL (Know, Want to know, and Learned) to improve students' reading comprehension" in MTs Jawharot Al Muzakky Sukosari Gondanglegi. They aimed to investigate the improvement of secondary students' reading comprehension using the KWL. Furthermore, they researched students' impressions of the KWL strategy. The study used a Classroom Action Research design as a method, which collected qualitative and quantitative data. The researchers used a questionnaire, observations, pretest, and posttest. The participants for the research were 22 students from the eighth grade class of MTs Jawharot secondary. The investigators observed and collected data during a cycle, following five stages: initial study, planning, implementing, observation, and reflecting. As part of the investigation, students used the KWL strategy to work in reading activities. Before the cycle ended, the researcher applied a posttest, which consisted of a comprehension test and a questionnaire. The researcher concluded that the KWL strategy had positive effects on students' learning

because their motivation to participate and interact increased. Furthermore, the reading comprehension of the experimental group improved. This investigation contributed to the present study because it indicated convenient results after using the KWL strategy. The results showed the improvement of students' reading comprehension and also the active participation and motivation of students during the treatment.

Irfan (2020) developed research entitled "The use of KWL (know, want to know, learned) strategy to improve students' reading comprehension on academic reading in the first semester of English education department at UIN Alauddin" in Alauddin Makassar. The objective of this research was to identify the difference between using the KWL strategy and the DRTA method in students' reading comprehension. Furthermore, they investigate students' attitudes toward the KWL Strategy. The design of the experiment was quasi-experimental. The researcher used the simple random technique to select the sample. The instruments used to collect data were a reading test and a questionnaire. During six meetings, the researcher applied the KWL strategy as a treatment in the experimental group. From the investigation, the researcher concluded that the KWL strategy improved students' reading comprehension. Furthermore, he found out that students showed positive attitudes towards using the KWL strategy. This study is relevant for the present research. It demonstrated that the KWL strategy is better than the DRTA method in teaching reading comprehension in a context that is similar to this research. The study also showed that the KWL strategy is a practical guide to prevent students from getting confused during the reading process.

To sum up, the studies presented showed that using the KWL strategy, the reading comprehension skills improved. In chronological order, it is possible to emphasize the effectiveness of the KWL strategy over time. The investigations developed in different educational contexts got similar results, where the KWL strategy is appropriate to enhance reading comprehension skills. The simplicity of the strategy allowed researchers to use it. Nevertheless, the researchers considered that students need to have previous knowledge of the reading topics. Regarding the place where these investigations took place, most of them were done in Asia. However, this research was developed in the Ecuadorian context with a population from university.

1.2 Theoretical framework

Independent Variable Theoretical Support

Active learning

Active learning has its origins in the Socratic method, which was a teaching method of Socrative (Seel, 2011). The Socratic method is an old teaching methodology. It has been adapted to new methods like active learning. The Socratic method is an exercise of critical thinking with a problem and the act of searching for solutions (Moeller & Moeller, 2013). This method is developed by asking prepared questions to students about the presented problem. Then, students develop some possible answers to achieve a solution. It allows students to develop their critical thinking, comprehension, and discussion.

Blaz (2018) mentions that active learning is a method that involves different teaching methods that motivate students to be active participants during the leaner process. It means students participate in discussions individually or in groups. After the argument, students have a moment of reflection, peer feedback, and teacher's feedback. In this method, students have the role of active and engaged learners. Moreover, teachers have the position of mentors that guide students. Active participation means students use the language to communicate and involve; talking and listening, writing, reading, and reflecting.

Students' motivation on solving problems through reading, writing, and discussing increases with active learning. Active learning replaces traditional teaching, where students are passive learners. Students develop activities and think about what they are doing. According to Bonwell and Eison (1991), a definition for active learning is difficult to precise, but it has some general characteristics:

- More emphasis on the development of students' skills.
- Students develop skills like evaluation, synthesis and analysis.
- Engage students in activities like reading, writing, discussing, listening, and speaking.
- Students' exploration of their attitudes and values.

An essential part of active learning is to move students to the center of their education. Teachers share the responsibility with students to control their learning process. Since teachers have as much to learn from the students as they have from the teachers(Baldwin and Williams, 1988). It is a positive aspect of active learning because students get more independence for learning. Students have some contributions to their education like their experience and knowledge. Teachers are only the facilitators during the learning process. Active learning promotes that students change their state of recipient to active participants.

Learning strategies

Learning strategies are tactics or specific actions that learners or teachers use to achieve a learning objective. According to Nisbet and Shucksmith (2017), learning strategies are more than simple tools or manuals to follow, they are goal-oriented sequences of lengthy or rapid execution which students develop at a conscious level. In other words, learning strategies involve a plan for studying and monitoring learning to achieve. This process is intentional; therefore, students examine their learning and choose the correct strategy to lead efficient education.

Successful learners learn skills and gain knowledge for a specific field they want to be experts in. Learning strategies are the particular set of skills that motivate students to have effective and efficient learning and let them change their strategies if these do not work (Seli and Dembo, 2020). Learners cannot become experts in a subject without practice and effort, so they spend considerable time acquiring knowledge and using strategies to learn the new material. Reading and listening are not enough to master knowledge. In consequence, an appropriate strategy can have a positive result in the learning process in less time.

Learning implies strategies adjusted to suit an educational context. These follow a sequence of activities like planning, monitoring performance, identifying problems, checking, and making self-evaluations (Nisbet and Shucksmith, 2018). Students select an adequate strategy to gain knowledge and be conscious of the learning process. They have control and the responsibility of their learning. Learning strategies assist students allowing them to solve problems, use their prior knowledge, and select the tools to work.

Language learning strategies

Language learners select and employ strategies that help them learn or use language skills efficiently. According to White (2008), language learning strategies are operations that learners adopt consciously to develop a language task or learn the target language. Different from learning strategies, language learning strategies have a direct relation with language learners. What distinguishes a language learning strategy from other processes is that students are conscious of their selection (Cohen, 2011). Autonomy is another fact that some strategies provide students.

To achieve high competence in the English language, students use language learning strategies. In this case, the strategies used by language learners focus on mastering English language skills. They search to improve their writing, reading, listening, and speaking skills. Oxford and Amerstorfer (2018) mention that language learning strategies have some characteristics that are useful for foreign language students and second acquisition learners:

- Language learning strategies are complex and dynamic.
- They are used in specific sociocultural contexts.
- Learners can discuss the terms of functions of strategies.
- Learners can relate them with their needs and the favorable results they offer.
- These strategies allow students to develop self-regulation, complete the tasks, and achieve the proficiency learners want.
- Language learning strategies can be taught.

The flexibility of the strategies allows teachers to apply them in a virtual environment. So, as a response to the pandemic, the government imposed the usage of technology and the internet. The new context moved teachers to synchronous and asynchronous teaching, limiting the social interaction that is necessary for language learning (Cortijo and Martines, 2021). Consequently, teachers adjust their language learning strategies to work in an online environment. Developing activities using social networks, platforms, and apps.

Reading strategies

Reading is a complex process that involves the understanding of letters, words, sentences, connections between sentences, and understanding the meaning of a whole reading text. In that case, proficient readers identify different types of texts, layouts, kinds of language, and the length of the reading text (Spratt, Pulverness, and Williams, 2011). All those characteristics of good quality of reading go along with strategies that serve readers as a guide to improve their reading.

Reading strategies are a necessary part of comprehension. They teach learners to read to learn. According to the reading variation, learners combine and organize reading strategies in three stages; before you read, as you are reading, during reading, and after reading (Duffy, 2009). Graphics organizers are useful strategies to organize information during learners' reading. Walch (2002) mentions some kinds of graphic organizers that are effective in reading:

1. **KWL (Know, Want to know, Learned) graphic organizer.**

   Table 1

   KWL (Know, Want to know, Learned)

K **What do I already know?**	W **What do I want to know?**	L **What did I learn from the reading?**
Previous knowledge of the reading topic.	Questions about what I want to learn from the topic.	What I learn from the reading.

   Note. Taken from *Content-area Reading Strategies For Social Studies* (p. 25), by Walch, W., 2002,Walch Publishing. Copyright 2002 by Walch Publishing.

   This table has three sections: first, what I already know about the reading; second, what I want to know about the reading; and third, what I learned from the reading.

2. **SQR3 (Survey, question, read, recall, reflect) graphic organizer.**

Table 2

SQR3 (Survey, question, read, recall, reflect)

S Survey	Q Question	R Read	R Recall	R Reflect
Preview the reading.	Ask questions making predictions.	Read the text while taking notes.	Recall the more important points from the reading taking your time.	Reflect on the meaning of what you have learned.

Note. Taken from *Content-area Reading Strategies For Social Studies* (p. 28), by Walch, W., 2002,Walch Publishing. Copyright 2002 by Walch Publishing.

This table has five sections: first, Survey (S); second, question (Q); third, read (R), fourth, recall (R), and fifth, reflect (R).

3. **Semantic web graphic**

Graphic 1

Semantic web

This graphic resembles a spider's web and can take different forms; however, the main idea is in the central circle. The rest of the braches with circles are the supporting ideas.

4. **Outline**

Graphic 2.

Outline

I.   Main idea
A. Supporting idea
       1.   Details
B. Supporting idea
       1.   Details

It is considered the most linear graphic. An outline is a type of structure that presents the main ideas and supporting ideas in themes and sub-themes. The outline graphic works in a step-by-step manner.

5. **Structure note graphic organizer**

Graphic 3.

Structure notes

A

Main idea

Detail   Detail   Detail
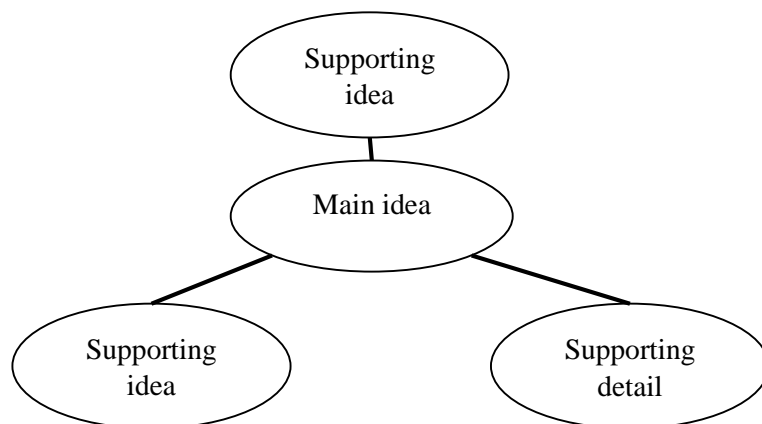
B

Causes   **Effects**
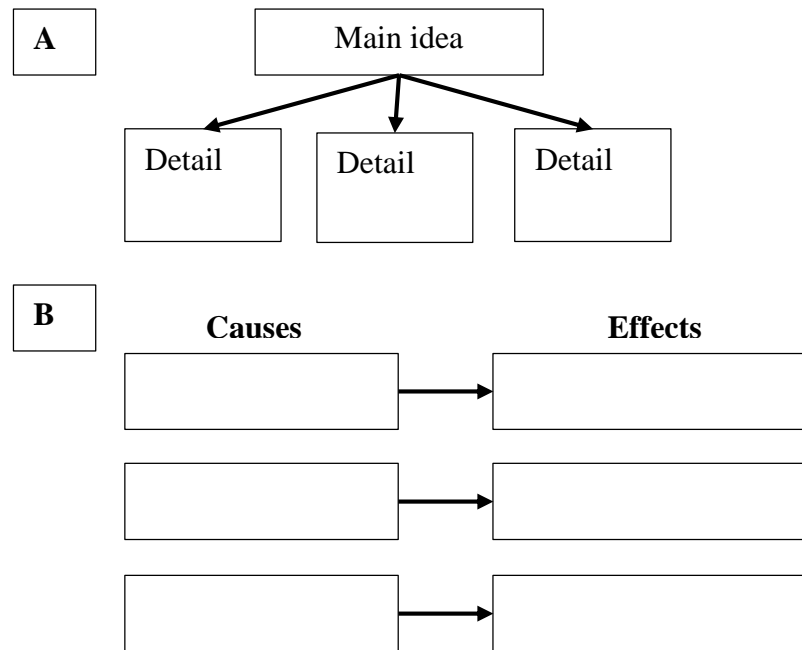
Note. Taken from *Content-area Reading Strategies For Social Studies* (p. 41), by Walch, W., 2002,Walch Publishing. Copyright 2002 by Walch Publishing.

These graphics, as the semantic web, can take different forms. The objective of this graphic is to present information logically and systematically. This is according to the structure of the reading.

Know-Want to know-learned (KWL) strategy

Donna Ogle mentioned for the first time the Know-want to Know-Learned (KWL) strategy in 1986. After a reading selection, the KWL strategy is used as a responding process that encourages students to answer three questions (Swartz, 2021). The KWL chart is a reading strategy that involves the three stages of reading comprehension. Using this strategy, students work alone or in small groups. This kind of strategy can motivate students.

The KWL strategy activates students' prior knowledge when they answer the following questions: What I know (K), what I want to learn (W), and what I learned (L) (Strickland and Mandel, 2000). The KWL strategy uses a three-column chart to

organize and answer three previous questions. The K goes to the first column, then the W in the second column, and finally the L in the last column. Students follow three steps to write ideas in each column, answering the questions raised in the heading's row. It involves the reading process from pre-reading, during reading, until after reading.

Ogle and Blachowicz (2008)) states that the key to engaging readers and good comprehenders is the strategies they used during the three reading stages; before, during, and after reading. These strategies engage readers consciously or unconsciously. Ogle also mentions that strategies engage students to be active and constructive readers that get and use information. Good readers have total control during the reading process. They can construct their knowledge through reading, using their comprehension. Readers know the written language, and strategies help them understand this material.

Background knowledge or schema is a factor that KWL strategy prioritizes. Ogle (1992) mentions that students need strategies to construct their meaning linking prior knowledge to new information. The KWL strategy help students to be active constructors of meaning. Past learning and experiences help students build new knowledge. It means students support their understanding with previous information acquired. Students have the knowledge learned in the previous course that affects how they interpret and filter the new information (Ambrose et al., 2010). Background knowledge influences how students assimilate their learning.

Marzano (2004) says that students acquire background knowledge through their ability to process and store information and the number and frequency of their academic-oriented experiences. The ability to process and store experiences and past learning permits students to retain information in their memory. The frequency that students interact with academic knowledge influences their opportunities to process information and produce academic background knowledge. Students' ability of information-processing defines their access to academic knowledge and affects their academic achievement.

The KWL strategy prepares students' brains to learn new information, connecting prior knowledge to generate new ideas and making connections between this and new

information (Carter, 2014). What students already know of the topic is the most important indicator of how students are going to learn. For that reason, the first stage of the KWL strategy is to pose students what they know and then link information. During the development of the KWL strategy, students construct their knowledge as they brainstorm, categorize, classify, and locate information from the reading passage**.**

Implementation of KWL strategy

According to Perez (2008), this is the process that teachers should follow to implement the KWL strategy in the classroom:

First of all, teachers need to select the topic and reading material to generate the KWL chart before the lesson.

Pre-reading stage

1. Ask students to draw the chart on their notebooks or give them an impressed chart.
2. Explain to students how they have to use the chart. In this step, teachers use the brainstorming technique to help students remember what they know about the topic.
3. Show students the topic of the reading and ask, "What do you know about...?". Then, students write down their responses in the K (know) column.
4. Ask students to categorize their answers if it is possible.
5. Ask students, "What do you want to know about...?" and discuss the possible answers based on the previous ideas of the first column.
6. Write down the answers in the second column.
7. Explain to students that these questions are the purpose of reading and keep them focused.

During reading stage

1. Tell students to follow the questions and read the material selected.

After reading stage

1. Optional: Students brainstorm ideas that they remember from the reading.

2. Students write the answers to questions listed in the W column in the last column L.

3. Discuss with students if they have acquired additional knowledge from the topic.

Guide reflection

1. Students match in groups to share their learned list from the KWL chart. They discuss what item is important concerning the reading topic (Bellanca, 2007).

Benefits and limitations of using KWL strategy

The KWL strategy helps the teachers engage students during the learning process, activating their previous knowledge related to reading. The KWL strategy motivates learners to take initiative in acquiring knowledge and use it to direct their learning (Thurman and Fiorello, 2008). Connecting students' prior understanding of the subject works as a guide for them during the reading process. According to Bellanca (2007), there are three main benefits of using the KWL strategy.

First, it helps students' brains link their knowledge of the reading topic with the new one. Second, this strategy arouses the students' interest, making questions related to the topic. A good reader makes questions. The last benefit is that the KWL strategy allows teachers and students to look back and assess the learning. The three steps of the KWL strategy have a specific function during the reading stages. Firstly, students recall what they already know. Later, they ask themselves what they would be interested in knowing to write questions. Finally, students review what they learned and motivate themselves to investigate the answers that they do not find in the reading passage.

Thurman and Fiorello (2014) state that the main benefit of the KWL strategy is that students take the initiative of using their past learning and their understanding to acquire and guide their learning. When using the KWL strategy, students commit to learning something about the new topic. So, students develop questions like what they need to learn, and then unconsciously, they create a plan to achieve the commitment. Consequently, students focus their attention on specific pieces of information from the passage. Although the KWL strategy gives students the freedom to guide their

learning, teachers are also able to guide students without encroaching too much during the students' learning process.

On the other hand, Kirch and Amoroso (2016) present some limitations of the KWL strategy, which are not related to the strategy itself but in how teachers integrate it into their lessons. For instance, the questions of the KWL strategy are presented as a matching game, viewing the past learning as a static object in the students' Knowledge. In fact, students match the answers found in their reading passage with the questions they wrote in the "What do you already know". Teachers look for the students to answer all the questions raised. Otherwise, the activity will be considered ineffective. Furthermore, teachers do not review the K (Know) step. They assume that students wrote something related to the topic. All in all, it is usual that students do not understand what is the point of using the KWL strategy.

KWL strategy and its variations

KWL strategy can be used for other disciplines such as mathematics, social studies, language, foreign languages, etc. (Keeley, 2008). This strategy is flexible in its application, but it can also have variations in the design of its content. According to Hathaway (2014), the teacher can add other categories to the chart:

- How to find out (H): with this category, the chart becomes a KWHL chart. This third step involves students writing how they are going to answer the questions of the W column. The teacher uses this extension to analyze research documents.
- Still want to learn (S): this category engages students to explore more about the topic. Adding this category, students create a KWLS chart. This extension is useful to work with language art topics. Students search for information independently.

The variations presented above are not the only ones that the KWL strategy offers. Some examples of modifications of the KWL strategy are the KWF(know, want to, and find out), KTL (known, think, and learned), KTF (Known, think, and find out), and OWL (observed, wonder, and learned)(Keeley, 2008). As it is possible to see, the KWL modifies its questions based on the reading material and the subject to be taught.

Dependent Variable Theoretical Support

English language learning

English is the language of science, diplomacy, and foreign communication, and that is why it is known as the lingua franca and global language. The importance of learning English has led many countries to take it as a second language or to be taught as a foreign language in schools. Students learn English for different purposes such as academic needs (preparing for a career), occupational needs (working at the hospital, restaurant, hospital, etc.), communication (interacting with foreign people) (Laurence, 2018). Based on that, what students learned influences what they learn, such as business English, academic English, or standard English. The Common European Framework of Reference (CEFR) measures language knowledge through its standards.

Learning a language involves learning its grammar, vocabulary, pronunciation, forms and meanings, and parts of the speech. These variables are grouped into four skills: listening, reading, writing, and speaking. Students must master these skills to become proficient speakers. According to Tewfik (1994), the first skill learned is listening, followed by speaking, and then students learn reading, and writing is the last skill learned.. Usually, students first learn receptive skills such as listening and reading, and then they learn productive skills such as speaking and writing. Learners follow this process in language acquisition and language learning.

Receptive skills: reading and listening

Successful communication occurs when a speaker transmits a spoken or written message, and for that process, it is necessary to encode and decode the message. Listening and reading are receptive skills since they focus on developing skills like understanding writing and spoken texts, decoding images, and connecting speech or text with pictures (Surkamp and Viebrock, 2018). In other words, readers and listeners take the information and interpret it with their knowledge of language to answer.

Communicate efficiently, the receptive and productive skills work together. Receptive skills receive the message and decode it, then an answer for that message is encoded by productive skills. Listening is an aural skill that works along with speaking for efficient communication (Shastri, 2009). Learners need first to understand the meaning of words through listening before producing oral communication. Likewise, reading is

a receptive skill that works along with writing. Learners need to interpret symbols and understand the meaning of words from writing texts before they write.

The support of technology has allowed students and professors to continue with distance learning within online education. As online education continues, teachers adapted the receptive skills to the new modality. For example, in some universities and colleges, professors combine video programs, printed material, and original readings that support the classes (Miller, Ives, and Moore, 2020). As it is possible to see in the example, virtual modality combines receptive skills and productive skills for an efficient education. Educators use both receptive and productive skills with synchronous and asynchronous classes.

Reading skills

Learners need to learn four language skills to be proficient speakers. These skills are listening, speaking, reading, and writing. Nevertheless, reading is the most important skill to learn a language. This skill plays a relevant role during English language learning because of the effective exposure to the language that reading offers (Shastri, 2009). Students learn grammar and vocabulary through the written language. Reading improves students' language acquisition since students improve their spelling, writing and increase their vocabulary knowledge (Harmer, 2010). According to Harmer (2001), these are some of the reading skills that students develop:

1. Identify the topic
2. Guessing and predicting
3. Skimming
4. Scanning
5. Reading for detail
6. Interpreting passages

The restrictions that the pandemic has generated permit students to have more access to technology. This change has benefits as students use innovative technological tools to develop their reading skills. During the epidemic, teachers try to keep the level of reading skills. According to Kuhfeld et al. (2020) cited in Cheong et al., (2021), during school shutdown because of coronavirus, teachers focus on the development of math

and reading skills. Reading skills are fundamental at any moment, even when students are reading to spend the time.

Reading sub-skills

Skimming and scanning are also reading sub-skills. Skimming is part of the pre-reading stage, where students quickly read the text to get the main idea about it (Brown, 2019). Learners focus on looking for the main ideas of the text, so they purposely skip the details of the reading. Most of the time, students only read the first sentences of each paragraph to get the main ideas in a short time. On the other hand, scanning means students read the text looking for specific information such as dates, names, or numbers (Harmer, 2010). When readers are scanning a passage, they make it with a specific question in their mind. They read the words that help them answer the questions.

Top-down and bottom-up

Top-down and bottom-up are processes that readers use to comprehend written texts. In bottom-up processing, readers recognize and understand linguistic signals such as letters, morphemes, words, and phrases (Brown, 2019). During this process, readers begin by recognizing symbols in written text, then identifying phonemes, combining phonemes to create syllables, combining syllables to create words, using words to write phrases, etc. In other words, readers identify and process elements of the written text.

On the other hand, the top-down process is the strategies, knowledge, context, and experiences that learners use to understand information (Phillips and Phillips, 2017). This process starts with understanding the context and general meaning of the written passage and ends with understanding the semantic and syntactic features. Both processes, top-down and bottom-up, are necessary for students to become effective readers.

Reading comprehension

The term comprehension derives from the Latin term comprenhendere, which means "to take in the mind or seize" (Ferlazzo and Hull, 2018). Reading comprehension is the students' level of understanding of written texts. They process the text inside their

minds to understand the meaning of the reading passage. Reading comprehension requires that readers comprehend individual words and sentences they form, decoding information until they have a meaningful understanding (Oakhill, Cain, and Elbro, 2015). Reading comprehension and reading strategies work together.

 The objective of comprehension is to take information from the text, and reading strategies such as the KWL that help learners achieve it. According to Brown (2001), there are ten strategies for developing good reading comprehension:

1. Identify the purpose of the reading.
2. Use graphic rules and patterns.
3. Use the silent reading technique for rapid comprehension.
4. Skim a reading passage looking for the main ideas.
5. Scan a reading passage looking for specific information.
6. Use mapping or clustering
7. Guess the meaning of a word, grammatical relationships, and content messages.
8. Analyze vocabulary
9. Differentiate literal and implied meaning.
10. Understand discourse markers to process relationships.

The dairy use of strategies like graphic organizers, inductive learning, vocabulary, and activating prior knowledge develop reading comprehension (Ferlazzo and Hull, 2018). These strategies increase students' understanding of the reading passages. As part of the comprehension development, language learners should be aware of their strengths and weaknesses. Understanding them, students can think in a strategy to compensate and improve weaknesses. Furthermore, learners can develop their comprehension by answering a set of speaking and writing prompts after reading.

Reading comprehension skills

Reading comprehension, as well as reading, has skills that the language learner has to achieve. The comprehension needs the knowledge of context, situation, and background to understand the reading. According to Shastri (2009), there are five skills in reading comprehension:

1. **Global comprehension:** The readers understand the organization of the text. It implies the theme, sub-themes, paragraph structures, and their relationship.

2. **Local comprehension:** The readers understand individual points. They are present in an explicit way in the reading. These individual points include characters, peculiarities, events, cause, and effect, and compare and contrast information.

3. **Referential comprehension:** The readers get factual information from the reading. It concerns the different parts of the text, such as anaphora and cataphora.

4. **Inferential comprehension:** The readers infer from the facts that they read in the passage. The facts are explicit in the reading, and to understand them, the reader needs to have a high level of cognitive skill.

5. **Evaluative comprehension:** The readers make judgments about the author's attitudes based on the textual evidence.

Reading stages

Teachers guide students through three stages. These stages are pre-reading, reading, and post-reading, giving students instructions and activities to develop them**.** Argentar, Gillies, and Rubenstein, Wise (2020), mention some characteristics of these three stages:

During the pre-reading stage, teachers establish reading purpose, activate students' prior knowledge, and give them the information and vocabulary necessary for comprehension. Furthermore, teachers motivate students and build their confidence in reading. It is during this stage that students choose a strategy.

During the reading stage, teachers guide students during the reading to facilitate their comprehension. Through reading, students connect information with what they already know providing the opportunity to develop fluency. Learners use strategies during this stage.

The last stage, also known as post-reading, allows teachers to check students' reading comprehension and consolidate learning. Likewise, students summarize, evaluate, integrate and apply the reading passage.

Students develop specific activities during each stage. In the first stage, students are aware of the purpose of the reading. They activate their prior knowledge since they read the topic. During the reading stage, students use their prior knowledge while reading to increase it. They make connections between what they are reading and what they already know for a better understanding. Finally, students complete the activities based on the reading such as summarizing, evaluating, or synthesizing information.

Reading genders

There are different types of reading texts with their features that people use in their daily life on the basis of their context and purposes. Gender is part of the reading material with which readers are in contact. Gender gives readers a brief idea of what the reading is about. According to Brown (2019), the genres of reading have three main types:

1. **Academic reading:** general articles, reports, professional journals, reference material, textbooks, essays, opinion writing, papers, and theses.
2. **Job-related reading:** directions, memos, phone messages, project reports, emails, manuals, schedules, and announcements.
3. **Personal reading:** comics, letters, advertisements, magazines, short stories, novels, invitations, e-mails, and questionnaires.

1.3 Objectives

General Objective

- To investigate the effects of using the KWL (Know, Want to know, learned) Strategy in the improvement of students' reading comprehension of fourth semester A of Universidad Técnica de Ambato.

Specific Objectives

- To state theoretically the benefits of using the KWL (Know, Want to know, learned) Strategy.

- To analyze the students' reading comprehension results after applying the KWL strategy.

- To determine the students' attitudes toward the KWL strategy in the improvement of the reading comprehension.

CHAPTER II. METHODOLOGY

2.1 Resources

The present research used human and technological resources. The human resources were 45 students of fourth semester A of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato. Students consisted of 11 men and 34 women. It was expected that the 45 students to have B1 English level. Technological resources were necessary for the investigation because the process was developed during the virtual modality. So, the researcher used mobile devices, the internet, a computer to gather data and analyze it. Additionally, the researcher used platforms to collect information like Google Classroom and Google forms.

2.2 Basic Method of Research

Quantitative and qualitative approaches

The present study had a mixed approach. According to Hernández, Fernández, and Baptista (2010), a mixed approach is the combination of the characteristics of the quantitative and qualitative approaches. It was quantitative since the research focuses on testing a hypothesis, making an experiment with treatment on an experimental group. The experiment gave numerical data to analyze. Furthermore, the study was qualitative because the researcher administered a survey to collect information about students' perceptions of the KWL strategy.

Bibliographic research

The project was bibliographic since the researcher gathered information from previous research. Bibliographic research consisted of gathering the required information from published materials like books, magazines, journals, and reports, which are found online (Allen, 2017). It was necessary to make bibliographic research to support the study and have more information about the variables involved in this investigation: the KWL strategy (Independent variable) and the reading comprehension (dependent variable).

Field research

The field research allowed the researcher to collect information concerning the study from the natural environment where the experiment was applied. The researcher was involved during the research and had direct contact with students from the fourth

semester A of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Quasi-experimental

The quasi-experimental design applied a treatment to an experimental group that was not assigned randomly (Best and Kahn, 2006). This research had a quasi-experimental design since the group for the experiment was not be chosen randomly, so there was only a pre-designed group to judge the effects of the treatment. Students from the fourth semester A took a pre-test to measure the dependent variable (reading comprehension). Then, the researcher introduced a treatment (the KWL strategy). Finally, students took the post-test to measure the dependent variable (reading comprehension) after the treatment. The results of the pre-test and post-test were compared to determine the effects of the treatment in the experimental group.

First, the researcher used the "PET" (Preliminary English Test) retrieved from "Cambridge" for the experimental research of this study. The tests were administered to 45 students from fourth semester A. It has 25 questions, so the results of each test were evaluated on 25 points. After administering the test, the researcher made and apply a set of lesson plans during the treatment. The treatment lasted four weeks. During this time, students used the KWL strategy to improve their reading comprehension. Finally, students took a post-test that collected information to compare dates between the pre-test and post-test.

2.3 Type of research

Exploratory research

Exploratory research was used when the objective or theme of investigation has not been studied or there was little research on this (Hernández, Fernández, and Baptista, 2010). The KWL strategy had been studied in other educational contexts abroad. Though some investigations in Ecuador about the KWL strategy, there was no research exclusively about the KWL strategy in reading comprehension.

Population and sample

The present research was developed in Pedagogía de los Idiomas Nacionales y Extranjeors major from Universidad Técnica de Ambato. The sample used in the experiment were 45 students of fourth semester A, 34 of them were women and 11 were men.

Table 3

Population

Population	Experimental group	Total	Percentage
Male	11	11	24%
Female	34	34	76%
Total	**45**	**45**	**100%**

Note. This table shows the population used for the experiment. The experimental group had 45 students of fourth semester A from PINE major.

2.4 Techniques and instruments

The techniques applied to the present research were the test technique and survey. The test technique used as instruments two tests called PET (Preliminary English Test) taken from Cambridge. As the research focused on reading comprehension, the researcher took the reading paper from the PET. The test focused on looking for the main idea, scanning for specific information, reading comprehension, and reading for detail. Furthermore, the PET has 25 questions divided into four parts, and it lasted 40 minutes. Additionally, the researcher customized the test according to the requirements of the reading comprehension skills. In consequence, the section of vocabulary was not part of the final test used. On the other hand, the survey technique used a questionnaire as an instrument. The questionnaire had seven questions. The survey aimed to collect information about students' attitudes towards the KWL strategy. It was relevant to apply it, because the researcher wanted to know whether the strategy, according to students' point of view, was useful for them or not. The instrument was validated by two professors. The survey lasted 5 minutes. All things considered, the data collected in the pre and post-test allowed the researcher to compare results and draw conclusions.

Furthermore, the experiment lasted four weeks. Students received six meetings with four treatments. The researcher administered the pre-test during the first session. Next, she created four lesson plans according to the KWL strategy. For that reason, the researcher used the lesson plan for the ordinary strategy. It has three sections, which are pre-activity, main activity, and post-activity. This lesson plan template was taken from an article entitled "Trying K-W-L Strategy on Teaching Reading Comprehension

to Passive Students in Vietnam" that used the same strategy as the present study. The template was presented as a "Lesson plan for Ordinary strategy", designed by the researcher Tran Dieu (2015). Although the lesson plan had a specific process to follow, it did not have a section to write the objectives and additional information. For that case, the researcher customized the lesson by adding more parts like objective, teachers' name, level, number of students, and date. The treatments were applied once or twice per week with a duration of 60 minutes. Due to the pandemic, the classes were through the zoom platform. As a result, all the activities were developed virtually using Google classroom.

During the pre-activity, the teacher provided students with some key ideas of the reading topic using brainstorming. The students brainstormed using platforms like Google Jamboard, Wooclap, and Mentimeter. They wrote one idea related to the topic. Then, the students developed the K (Know) and W (What) steps in the link to the Google Form provided by the teacher. First, students wrote "what do you know?". Second, they listed at least four questions in the W step. Next, students read the passage and answer five reading comprehension questions in the main activity section. Then, the teacher and students together reviewed the answers to the questions. Last, they developed the L (Learned) step. Students looked for answers to the question they wrote in the W step. All these stages used readings, google classroom, platforms like quizzes, quizalize, and Quizlet. After the treatment, the researcher administered a post-test and survey.

2.5 Hypotheses

Null hypothesis (H_0)

The KWL (Know, Want to Know, Learned) strategy does not influence on Reading comprehension skills of students of fourth semester A from "Pedagogía de Los Idiomas Nacionales y Extranjeros".

Alternative hypothesis (H_1)

The KWL (Know, Want to Know, Learned) strategy influences on Reading comprehension skills of students of fourth semester A from "Pedagogía de Los Idiomas Nacionales y Extranjeros".

Variable identification

The KWL (Know, Want to Know, Learned) strategy (Independent Variable)

Reading comprehension (Dependent variable)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter discussed and analyzed the data collected from the pre-test, post-test and survey used to develop the research study. First, the results obtained from the application of the pre-test and post-test PET (Preliminary English Test) taken from Cambridge were analyzed through tables, graphics, and interpretation of data. In that way, the pre-test and post-test measured the ability if students are able to read for the main idea, reading for specific information and detailed comprehension, scanning for specific information, and reading for detail comprehension. Subsequently, both results of the pre-test and post-test were analyzed together to make a comparison of the final average between them. Second, the researcher presented the seven questions in the survey. The survey aimed to know the students' attitudes toward the KWL strategy. Next, the hypothesis was tested to show whether the KWL strategy influenced students' reading comprehension skills using SPSS Software. In consequence, the researcher used the T-Student. In conclusion, this section collected information on 45 students who were exposed to the treatment using the KWL as a strategy to improve their reading comprehension.

3.1.1   Pre-test results

Table 4

*Reading comprehension skills Pre-test results*

Part	Skills	Pre-test	Percentage	Expected Average
1	Reading for main idea.	3.38	26%	5
2	Reading for specific information and detailed comprehension.	0.78	6%	5
3	Scanning for specific information.	6.38	49%	10
4	Reading for detailed comprehension, reading for gist, inference, and global meaning.	2.51	19%	5
	Total	**13.04**	**100%**	**25**

Source: Students of fourth A from Universidad Técnica de Ambato
Author: Crespo, M. (2022)

Figure 1

Reading Comprehension Skills Pre-test results
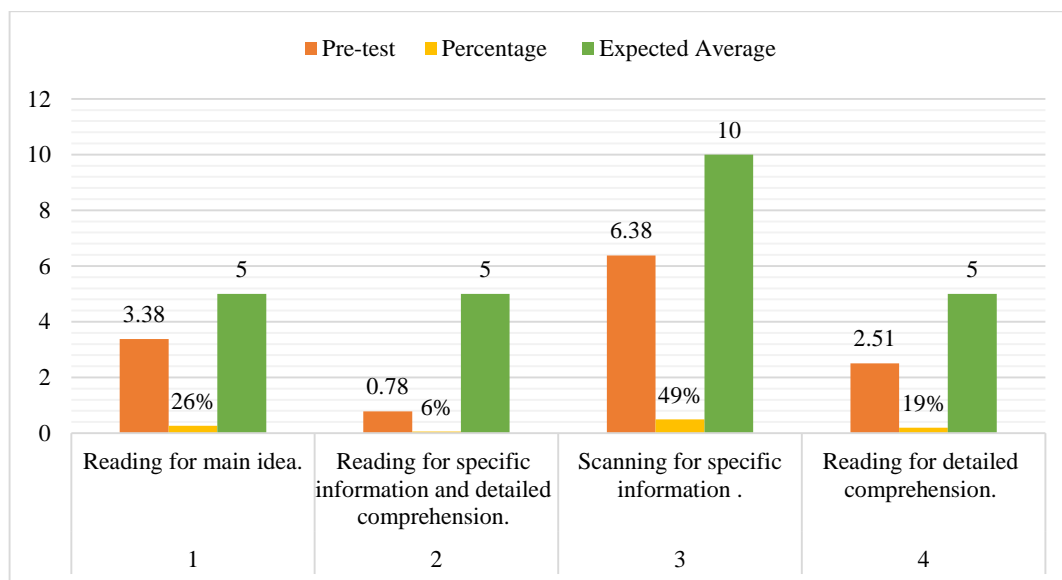
Note. Results obtained after the application of the pre-test, PET exam, taken from Cambridge.

Analysis and interpretation

Table 4 and its graphic present the results of the pre-test that was administered to students of fourth semester A before the treatment. The test used was a standardized test taken from Cambridge. This test evaluated whether students were able to read for the main idea, read for specific information and detailed comprehension, scan for specific information, read for gist, inference, and global meaning. The expected average from the pre-test was 25. However, the final average was 13.01. It is 11.99 points below the expected average. Consequently, the results from table 2 showed a lower average in comparison with the expected.

In the graphic is possible to observe a general average of the results that the 45 students from the fourth semester A were expected to reach in each section. The first part tested reading for the main idea, and its expected average was 5. Students achieved a total of 3. 30 points, which are 26% of the total. Meanwhile, the second part evaluated reading for specific information and detailed comprehension, and its expected average was 5. Students reached a total of 0.70, which is 6%, and it was considered the lowest punctuation from the graphic. Furthermore, the third part tested scanning for specific information, and its expected average was 10. In this part, students reached a score of 6.38, which is 49%. Finally, the fourth part of the pre-test measured reading for detailed comprehension, gist, inference, and global meaning. The expected average for this part was 5. Students got a total of 2.51, which is the 19%.

These results showed that students have difficulties developing activities that include reading comprehension and its skills. In fact, students had more problems in the second part of the pre-test. This part evaluated students' skills in reading for specific information and detailed comprehension. With this in mind, it is possible to suggest that students lack reading comprehension skills to solve reading comprehension questions. This problem was possible to observe also in the fourth part of the test, where students' final average is lower. Although the results are not enough to be considered good, students had an acceptable average on reading for the main idea section.

3.1.2 Post-test results

Table 5

*Reading comprehension skills Post-test results*

Part	Skills	Post-test	Percentage	Expected Average
1	Reading for main idea.	3.73	23%	5
2	Reading for specific information and detailed comprehension.	2.93	18%	5
3	Scanning for specific information.	7.02	43%	10
4	Reading for detailed comprehension, reading for gist, inference, and global meaning.	2.53	16%	5
	Total	**16.19**	**100%**	**25**

Source: Students of fourth A from Universidad Técnica de Ambato
Author: Crespo, M. (2022)

Figure 2

Reading Comprehension Skills Post-test results
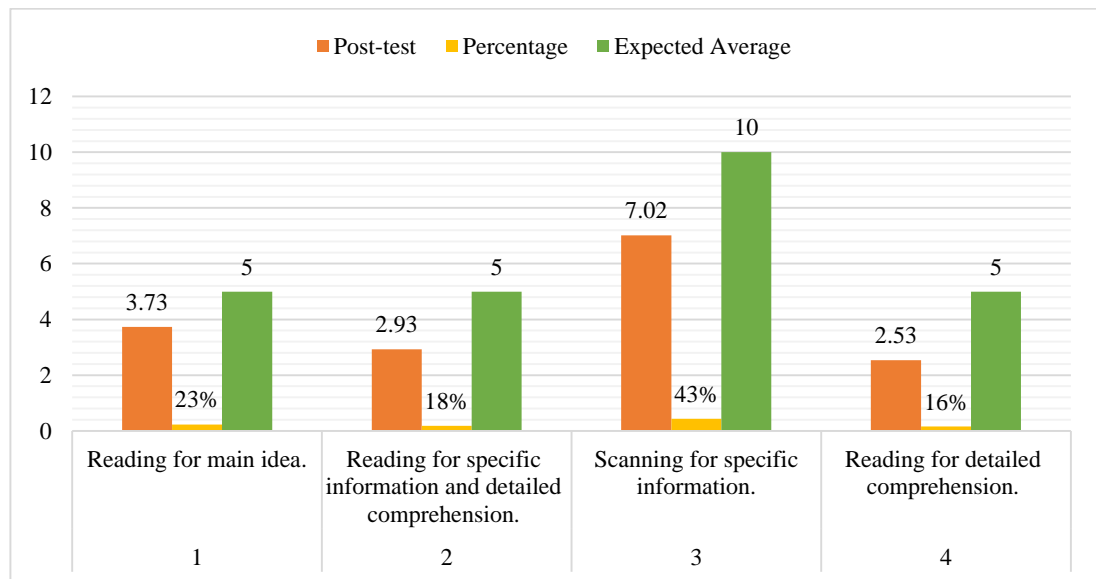
Note. Results obtained after the application of the post-test, PET exam, taken from Cambridge.

Analysis and interpretation

Table and graphic 5 demonstrate the results obtained from the post-test administered to the experimental group. The post-test was applied after the treatment, and their results showed whether the KWL strategy had affected students reading comprehension. As well as the pre-test, the post-test was taken from Cambridge, and it was a standardized test. Consequently, the same skills of reading comprehension were evaluated. The test had four parts, and each one had its average. The final score after adding the results was 16.19 over 25 points.

The first skill evaluated was reading for the main idea. Based on the table and graphic, students got an average of 3.73, which is 23% over 5, which was the average expected. Meanwhile, the second part tested students' skills in reading for specific information and detailed comprehension. The grade that students obtained in this part are 2.93, which is 18% over 5 points. On the other hand, the third part that measured students' skills on scanning for specific information has an average of 7.02, which is the 43% over 10 points. Finally, the third part of the test tested students' ability to read for detailed comprehension. In this last section, the average score was 2.53, which is 16% over 5 points.

The results demonstrated that the KWL strategy affected the students' reading comprehension. Although the first and the fourth part of the exam keep almost the same average, the averages of the second and third sections showed improvement. With this in mind, results showed that students are able to read for specific information, detailed comprehension, and scan for specific information. So, students were able to identify keywords or the answer they look for after giving a quick look to the reading passage. Additionally, students were able to answer reading comprehension questions that asked them to understand the writer's purpose and opinion. Similarly, students improved their ability to connect ideas and details from the reading passage.

3.1.3 Pre-test and Post-test results

Table 6
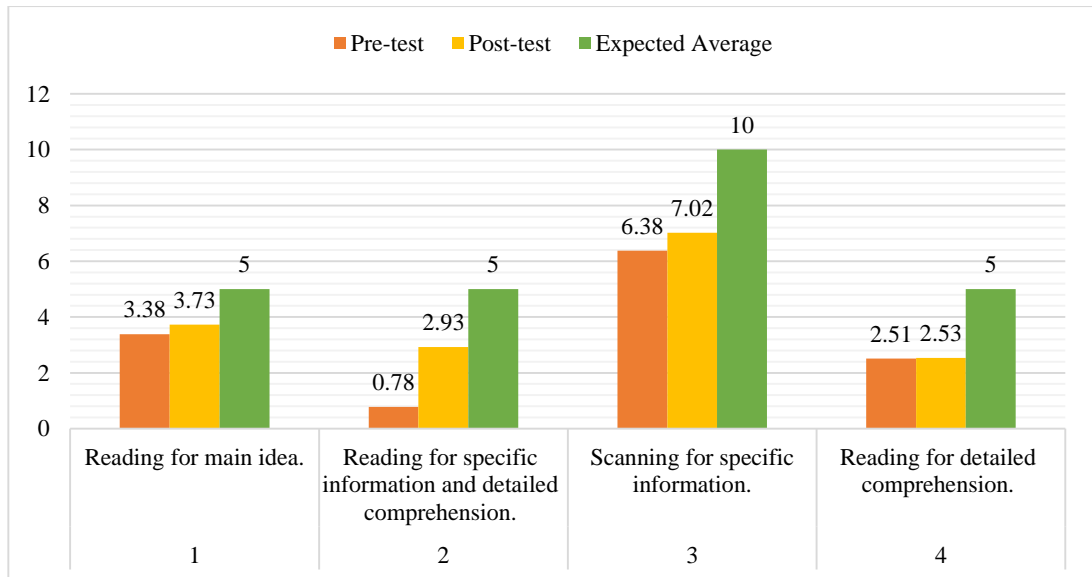
Pre-test and post-test results

Part	Skills	Pre-test	Percentage	Post-test	Percentage	Expected Average
1	Reading for main idea.	3.38	26%	3.73	23%	5
2	Reading for specific information and detailed comprehension.	0.78	6%	2.93	18%	5
3	Scanning for specific information.	6.38	49%	7.02	43%	10
4	Reading for detailed comprehension.	2.51	19%	2.53	16%	5
	Total	**13.04**	**100%**	**16.22**	**100%**	**25**

Source: Students of fourth A from Universidad Técnica de Ambato
Author: Crespo, M. (2022)

Figure 3

Pre-test and post-test results

Note. Comparison of the results obtained after the application of the pre-test and post-test, PET exam, taken from Cambridge.

Analysis and interpretation

This section showed a comparative analysis between the pre-test and post-test results. Based on the previous table, it was possible to observe that the use of the KWL (Know, Want to Know, Learned) strategy had an impact on the development of the students' reading comprehension skills. Especially, reading for specific information and detailed comprehension, and scanning for specific information.

According to the table, the first part of the test "reading for main idea" showed that students obtained an average of 3.38 in the pre-test and an average of 3.73 over 5 points. The difference between both scores is 0.35. Meanwhile, in the second part "reading for specific information and detailed comprehension", the result of the pre-test was 0.78, and the post-test was 2.93. The difference between both averages is 2,15. On the other hand, in the section that evaluated "scanning for specific information", students obtained an average of 6.38 during the pre-test and an average of 7.2 during the post-test with a difference of 0.82. Furthermore, in the last section that focused on tested reading for detailed comprehension, students obtained an initial average of 2.41 and a final average of 2.53. It means that the averages have a difference of 0.02. After applying the KWL strategy to improve students' reading comprehension skills, students obtained final averages of 13.04 and 16.22 with a difference of 3.18 points.

In conclusion, the second section that evaluated reading for specific information and detailed comprehension had more impact on the KWL strategy than the rest of the sections of the test. It showed that students improved by 2.15 points. In the pre-test, the second part had the lowest average of the test with 0.78. However, the post-test showed an average of 2.15 points. In other words, during the pre-test, students obtained a lower average than was less than 1 point. Parts 1, 2, and 4 also improved their averages. Nevertheless, section 4 was the one with the least impact. The students almost keep the same average, since the difference between both averages is 0.04.

3.1.4 Pre-test and Post-test average

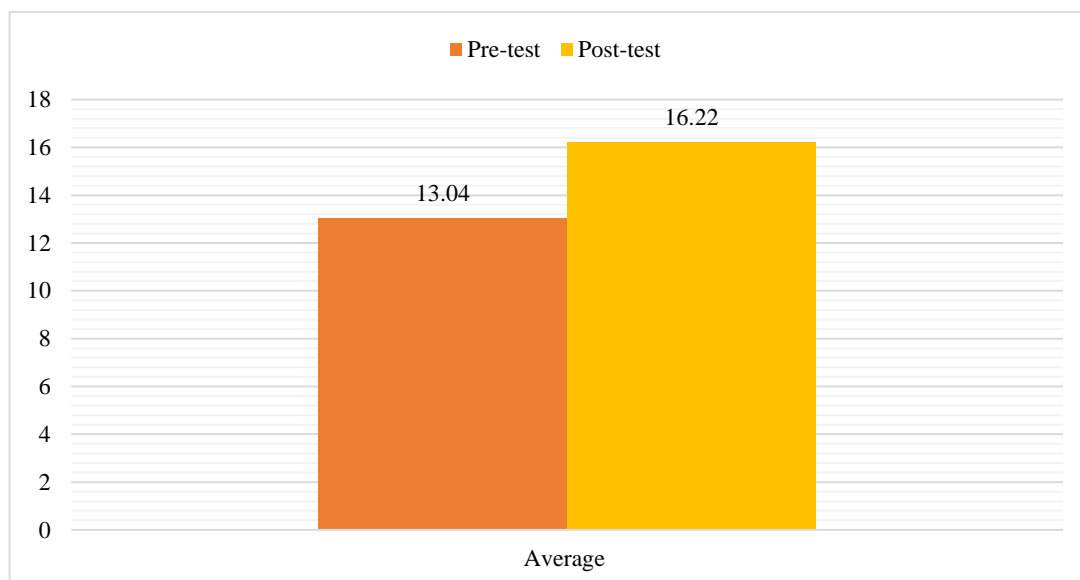**Table 7**

Pre-test and post-test average

Results	Pre-test	Post-test	Difference	Expected Average
Average	13.04	16.22	3.18	25

Source: Students of fourth A from Universidad Técnica de Ambato
Author Crespo, M. (2022)

Figure 4

Pre-test and post-test average

Note. Comparison of the final averages of the results obtained after the application of the pre-test and post-test.

Analysis and interpretation

According to the table and graph, the final average of the pre-test is 13.01 over 25 points, and the final average achieved in the post-test is 16.19 over 25 points. As a result of the application, it is possible to observe an increase of 3.18 points. This demonstrated that the KWL strategy as a strategy to improve the students' reading comprehension skills worked. Consequently, students who were exposed to the strategy were able to improve their abilities through activities that involved brainstorming, linking previous knowledge, writing questions, and answering

questions about the reading passage. In conclusion, the use of the KWL strategy had a positive impact on the development of students reading comprehension skills.

3.1.5 Survey

Table 8

Student's attitude towards the KWL strategy

	Statements	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
						Frequency							
1	The KWL strategy helps you to organize your ideas according to the stage you were in (pre-reading, reading, and post-reading).	18	40%	23	51%	4	9%	0	0%	0	0%	45	100%
2	The KWL strategy motivates you to participate actively during the reading process.	18	40%	23	51%	2	4%	2	4%	0	0%	45	100%
3	Brainstorming was useful to understand the reading passage.	20	44%	23	51%	2	4%	0	0%	0	0%	45	100%
4	The KWL strategy helps you to activate your background knowledge.	16	36%	26	58%	2	4%	1	2%	0	0%	45	100%
5	The KWL strategy allows you to link your past learning with the new information from the reading passage.	17	38%	22	49%	4	9%	2	4%	0	0%	45	100%
6	Your level of understanding and process information improved through using the KWL strategy.	16	36%	23	51%	6	13%	0	0%	0	0%	45	100%
7	You are interested in using the KWL strategy.	11	24%	27	60%	7	16%	0	0%	0	0%	45	100%

Note. Results obtained after the application of the questionnaire.

Analysis and interpretation

Table 8 showed the results from the survey with seven statements. Each statement has five options, which are strongly agreed, agree, undecided, disagree, and strongly disagree. So, students selected the best option according to their opinion. The first sentence states that the KWL strategy helped students to organize their ideas according to the stage they were in (pre-reading, reading, and post-reading). Of 45 students 18

which corresponds to 40% strongly agree with the statement. Meanwhile, 23 students, which is 51%, agree with the idea. Additionally, 4 students, which corresponds to the 9%, were undecided about the idea. Finally, none of the students disagree or strongly disagree with the statement.

On the other hand, the second sentence states that "the KWL strategy motivates students to participate actively. Of 45 students, 18 students that correspond to 40% strongly agree with the statement. Meanwhile, 23 students that represent 51%, agree with the idea. Furthermore, 2 students, which correspond to 4% answered undecided. As well as the previous results, 2 students, which is 4%, disagree with the statement. Finally, no one of the students strongly disagrees with the idea.

Following the table, 23 students which represent 51% agree with the idea that brainstorming was useful to understand the reading passage. Furthermore, 20 students, which correspond 44% strongly agree with the previous statement. Additionally, 2 students or the 4% were undecided about whether brainstorming was useful. Finally, none of the students disagree or strongly disagree with the statement.

The fourth statement claims that the KWL strategy helps students to activate their background knowledge. In this section, the majority of the students agree with 26 students which represent 58% of the total. Additionally, 16 students, which corresponds to 36% strongly agree. Furthermore, 2 students or 4% of the total selected the undecided option. Moreover, 1 student, which represents 2% disagreed with the statement. Finally, nobody chose the last option that strongly disagrees.

The fifth statement states that the KWL strategy allowed students to link their past learning with the new information from the reading passage. Of 45 students 17 which corresponds to 38% strongly agree with the statement. Meanwhile, 22 students, which is 49%, agree with the idea. Additionally, 4 students, which correspond to the 9% were undecided about the statement. Furthermore, 2 students which represent 4% disagree. Finally, none of the students strongly disagree with the statement.

Regarding the sixth statement that refers to the level of understanding and process information improved using the KWL strategy, 16 students, which represent 36%, strongly agree. Meanwhile, 23 students that represent 51%, agree with the idea.

Furthermore, 6 students, which correspond to 13%, answered undecided. Finally, no one of the students disagrees and strongly disagrees with the idea.

The seventh statement claims that students are interested in using the KWL strategy. In this section, the majority of the students agree with 27 students which represent 60% of the total. Additionally, 11 students which correspond to 24% strongly agree. Furthermore, 7 students, or 16% of the total selected the undecided option. Finally, none of the students disagree or strongly disagree with the statement.

Based on the results of the table, most of the students agree with the statements of the survey. Students agree that the KWL strategy helped them to brainstorm and organize ideas according to the stage they were in. In fact, each stage of the KWL strategy is developed during pre-reading, reading, and post-reading. In consequence, students' level of understanding improved after following the process of the KWL strategy. Although most of the answers selected remain in strongly agree and agree, a small group of students disagree with some statements. For instance, 5 students thought that the strategy did not motivate and help them to link their background knowledge with the new information from the reading. Additionally, 8 students were undecided about whether the strategy engaged them and allowed students to link their previous knowledge with the new. However, the rest of the students, who were more than half, agree with the idea. Students participated actively when the teacher used the KWL strategy. Finally, 38 students strongly agree and agree that they were interested in using the KWL strategy. So, it is possible to assume that some of them use the strategy during their learning process.

3.2 Verification of hypotheses

The verification of the hypothesis is carried out to test whether the null hypothesis is rejected or accepted. This process is done using the SPSS Statistical Software and the results obtained from the pre-test and post-test.

Null hypothesis (H_0)

The KWL (Know, Want to Know, Learned) strategy does not influence on Reading comprehension skills of students of fourth semester A from "Pedagogía de Los Idiomas Nacionales y Extranjeros" (PINE).

Alternative hypothesis (H_1)

The KWL (Know, Want to Know, Learned) strategy influences on Reading comprehension skills of students of fourth semester A from "Pedagogía de Los Idiomas Nacionales y Extranjeros" (PINE).

Table 9

Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,117	45	,140	,972	45	,344
Post-test	,127	45	,067	,958	45	,103

a. Lilliefors Significance Correction

Note. Results obtained from SPSS software.

The test of normality is used to determine the normality of the test, which means to know whether the sample is regular or the opposite. The sample of the experiment is < 50, for that reason, the researcher used the Shapiro-Wilk. The Shapiro-Wilk stands that if the p-value is > 0.05 the sample is regular. However, whether the p-value is < 0.05 the sample is not regular. In this case, the p-value of the pre-test is 0.344 and the p-value is 0.103. In consequence, the sample of this study is regular.

Table 10

T-Student test – Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples Statistics					
Pair 1	Pre-test	13,0444	45	3,55448	,52987
	Post-test	16,2222	45	5,04024	,75135

Note. Results obtained from SPSS software.

Regarding table 10, it helps readers to understand the difference between the means of the pre-test and the post-test- The mean of the pre-test is 13,0444 and the mean of the post-test is 16,2222. With that in mind, the post-test has a significant mean score in comparison with the pre-test.

Table 11

T-Student test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-test-Post-test	-3,17778	4,98310	,74284	-4,67487	-1,68069	-4,278	44	<,001	<,001

Note. Results obtained from SPSS software.

Table 11 reveals the difference between the pre-test and post-test is 3.17778. In consequence, this result allows determining whether the hypotheses null or alternative are rejected or accepted. A hypothesis is rejected when the p-value is > 0.05, and it is accepted when the p-value is > 0.05. The p-value in the table is <,001. As a consequence, it is possible to affirm that the null hypothesis is rejected and the alternative hypothesis is accepted. All in all, the use of the KWL (Know, Want to Know, Learned) strategy influences on Reading comprehension skills of students of fourth semester A from "Pedagogía de Los Idiomas Nacionales y Extranjeros".

3.3 Discussion

The results gathered during the experiment reveal that the use of the KWL strategy developed the reading comprehension skills of students of fourth semester A of PINE. In fact, the results demonstrate that students improved their abilities in reading comprehension like reading for specific information, main idea, detailed comprehension, gist, inference, global meaning, and scanning for specific information. A similar study of the KWL strategy on reading comprehension developed by Suhaimi (2020) found a significant improvement after using the strategy. However, Suhaimi's focused on analytical exposition texts, while the present research used no-fictional texts. Furthermore, the present research was developed in a virtual environment that is different from the research of Suhaimi. In consequence, students worked in a virtual environment that affects the teaching process and change the materials used during the treatments for virtual tools and platforms. Although the learning environments and forms of interaction were different in these investigations, the results obtained are similar. This shows that the strategy is flexible and works for both virtual and face-to-face environments.

Regarding the results, the researcher found that through the use of brainstorming, students agree that the KWL strategy helps them to activate previous knowledge to gain new knowledge. Furthermore, the strategy motivated students to participate actively. It is in line with the findings of Retriansyah, Ivone, and Tresnadewi (2020) that also reported that the KWL strategy is appropriate for activating students' previous knowledge and encouraging students and teachers to interact. However, the sample of the experimental group is different, 45 and 30 students respectively. The number of the sample affects the result, since the smaller the number of students, the more likely it is that everyone will be able to participate. Furthermore, the results of this research are more up-to-date than those presented in the other one. Finally, it is relevant to mention that the findings of the research of Retriansyah, Ivone, and Tresnadewi as well as the present investigation found that the KWL strategy is effective in improving the students' reading comprehension.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the implementation of the KWL strategy as a treatment, the researcher collected and analyzed data. The data obtained came from students of fourth semester A from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. As the result of the previous research, in this section the conclusions are presented:

- After the research, it was possible to demonstrate the effects of the KWL strategy on the improvement of students' reading comprehension of fourth semester A of Pedagogía de Los Idiomas Nacionales y Extranjeros major. This was proved after the analysis of the results of the experiment and the verification of the hypothesis. The results of the experiment showed that students improve from 13.04 to 16.22 points over 25. Additionally, the null hypothesis was rejected allowing us to verify that the alternative hypothesis was true. Consequently, the KWL (Know, Want to Know, Learned) strategy had a strong influence on the development of reading comprehension skills during the teaching process.

- After the theoretical research, it is possible to conclude that there are three main benefits of using the KWL (Know, Want to Know, Learned) strategy. First, students are able to link their prior knowledge with the new information, focusing students' attention on the activity. Second, students guide their learning, taking the initiative to look for the knowledge they need to learn. Third, this strategy allows also teachers to be guides during the learning process. They can evaluate and give feedback to students after the activity and discuss knowledge during the barnstorming step.

- The results collected after the application of the KWL (Know, Want to Know, Learned) strategy showed an improvement in students reading comprehension. The post-test gathered the information, which is 16.22 points over 25. The difference between those averages is 8,78, which is lower than the difference of the pre-test. Students demonstrated an important improvement in the second part of the test because the initial score is 0.78, and the final average after the

treatment is 2. 93. The results evidenced a significant improvement in students' reading comprehension.

- The survey applied to know students' attitudes toward the KWL strategy indicate positive answers from the majority of students. They strongly agree that the brainstorming step of the strategy was useful to understand the passage. Furthermore, it helps them to organize their information during the reading stages. Additionally, the WKL strategy permits students to link their prior knowledge with the new information from the reading passage. Finally, the most important fact is that students agree that they are interested in using the KWL strategy.

4.2 Recommendations

- For improving the effects of using the KWL (Know, Want to Know, Learned) strategy on students' reading comprehension during the English language, it is recommended to apply this strategy frequently. The teacher could adapt and implement the strategy for a lesson that students learn reading or develop reading activities. Since the strategy allows students to link new information with their background, facilitating their learning.

- Teachers should take into consideration the benefits of using the KWL strategy during their lessons. The strategy is useful for students to brainstorm and discuss their learned knowledge. Furthermore, it gives students more autonomy to guide their learning and allows teachers to assess and give feedback to students.

- Teachers should analyze the results obtained after the application of the KWL strategy. This allows them to know the effectiveness of the strategy. With this in mind, teachers could know whether they can continue using the same strategy or if it needs adaptations and changes to improve the students' learning process.

- It is necessary to apply a survey or ask students if they like the strategy the teacher is using for their learning. This allows teachers to know whether the strategy is not only useful but also appropriate for student learning.

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Annexes

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18 de octubre del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION" propuesto por la estudiante Crespo Catota Magaly Elizabeth portadora de la Cédula de Ciudadanía 0550320451, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

SARAH
JACQUELINE
IZA PAZMINO

Lic. Sarah Iza Pazmiño, Mg.
C.I 0501741060
0984060528
sj.iza@uta.edu.ec

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Annex 2: Pre-test and Post-test

<div align="center">

PRE TEST

</div>

Theme: KWL (Know, Want to know, Learned) strategy and Reading comprehension

Objective:

- The objective of the post-test is to measure the reading comprehension skills of students from fourth A before applying the KWL (Know, Want to know, Learned) strategy.

Source of the pre-test:

The present test was adapted from the Practice test of Preliminary English Test (PET) by Louise Hashemi and Barbara Thomas, 2010. This test is part of the Cambridge standardized tests.

Level to evaluate:

The test aims to evaluate students' B1 level according to the Common European Framework of Reference (CEFR).

Instructions

The test has four parts that add a total of 25 multiple-choice questions.

 Each answer worth one mark. The test is graded over 25 points.
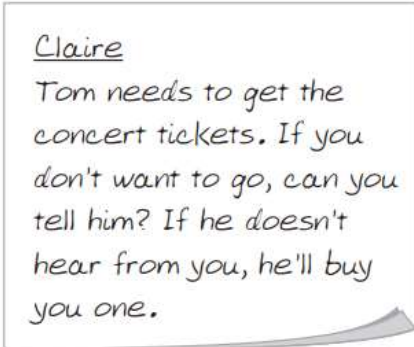
You have 40 minutes to complete the it.

Read carefully each questions and answer it. Don't cheat, this test measures your reading comprehension.

<div align="center">

PART 1

</div>
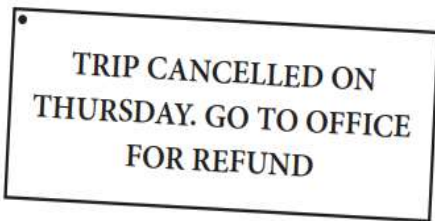
Questions 1–5

Look at the text in each question. What does it say? Select the correct letter A, B or C. (/5 marks)

(/1 mark)

1

Claire

Tom needs to get the concert tickets. If you don't want to go, can you tell him? If he doesn't hear from you, he'll buy you one.
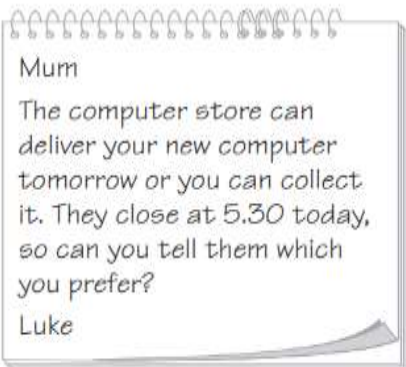
A.   Tom wants Claire to get a concert ticket for him.

B.   Tom can't go to the concert and wants Claire to use his ticket.

C.   Tom will get Claire a ticket unless she tells him not to.

(/1 mark)

2

TRIP CANCELLED ON THURSDAY. GO TO OFFICE FOR REFUND
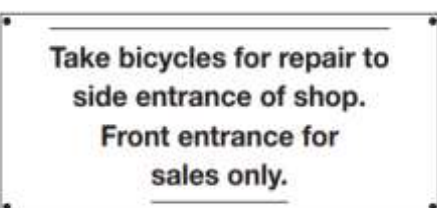
A.   You can get the money you paid for Thursday's trip from the office.

B.   If you haven't paid for Thursday's trip, you should go to the office.

C.   The trip which was cancelled will now take place on Thursday.

(/1 mark)

3

Mum

The computer store can deliver your new computer tomorrow or you can collect it. They close at 5.30 today, so can you tell them which you prefer?

Luke

A.   Luke is offering to collect the computer from the shop for his mother.

B.   Luke's mother needs to collect her computer from the shop by 5.30 today.

C.   Luke's mother should decide today if she can fetch her computer from the shop.

(/1 mark)

4

Take bicycles for repair to side entrance of shop. Front entrance for sales only.

A.   Use either entrance if you want to buy a bicycle.

B.   Use the side entrance if your bicycle needs mending.

C. Use the side entrance if the front entrance is closed.

Bella thinks

(/1 mark)

5

Stefan
I can't find my hat. It's a bit like yours so maybe you picked it up by mistake when we were doing our homework together last night.
Bella
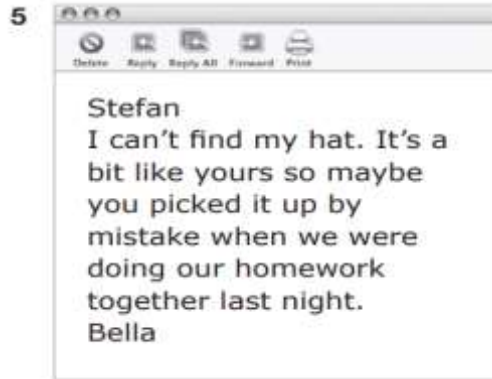
A.   she has found Stefan's hat.

B.   Stefan has taken her hat.

C.   Stefan has lost his homework.

PART 2

Questions 6–10

The people below all want to watch a TV programme. Read the descriptions of the eight TV programmes. Decide which programme would be the most suitable for the following people.

For questions 6–10, select the correct letter (A–H). (/5 marks)

(/1 mark)

6 Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.

(/1 mark)

7 Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another.

(/1 mark)

8 Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music.

(/1 mark)

9 Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.

(/1 mark)

10 William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.

A. Find out about the life of jazz musician, Bert Randall, in this hourlong documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.

B. This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flannagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.

C. Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story.

D. Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.

E. There are three half-hour episodes of the popular soap South Street on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.

F. Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.

G. On the Way is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem.

H. Joel and Charlie return for another series of The Shop. They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.

Questions 11–20

Look at the sentences below about a hotel.

Read the text to decide if each sentence is correct or incorrect. (/10 marks)

THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990 the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjärvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjärvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.

Inside the hotel, the temperature is never colder than –5 °C to –8 °C, however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woollen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woollen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in.

The hotel is in the village of Jukkasjärvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the ICEHOTEL.

11. During the 1980s, few tourists used to go to the Arctic in summer. **(/1 mark)**

    A. Correct

    B. Incorrect

12. People came in large numbers to Jukkasjärvi to see the Arctic Hall. **(/1 mark)**

    A. Correct

    B. Incorrect

13. The artist encouraged people to sleep in the Arctic Hall. **(/1 mark)**

    A. Correct

    B. Incorrect

14. Each winter, guests come and sleep in the hotel before it is finished. **(/1 mark)**

    A. Correct

    B. Incorrect

15. Progress when building the hotel is influenced by the weather. **(/1 mark)**

    A. Correct

    B. Incorrect

16. The temperature inside the hotel changes according to the temperature outside. **(/1 mark)**

    A. Correct

    B. Incorrect

17. Some clothes are provided by the hotel. **(/1 mark)**

    A. Correct

    B. Incorrect

18. Guests should buy boots which fit as tightly as possible. **(/1 mark)**

    A. Correct

    B. Incorrect

19. Items ordered through the ICEHOTEL shop will be delivered to your home. **(/1 mark)**

    A. Correct

    B. Incorrect

20. It is possible to take a train from the airport to the IceHotel.   (/1 mark)

    A. Correct

    B. Incorrect

PART 4

Questions 21–25

Read the text and questions below.

For each question, select the correct letter A, B, C or D.   (/5 marks)

Moonshine

The band Moonshine released their third CD last week. 'Here again' is a follow-up to 'The Waves'. There have been a few changes since the last CD, with Tom Wilcott on bass guitar replacing Simon McVee, who left the band last year, and the arrival of Tom Simpson on drums.

It is clear from the first song on the CD, which is a dance tune, that the band is no longer going to concentrate on slow songs. The second tune is also a dance tune and is even louder and heavier. Most later tracks are in the band's more usual slow style. These two tracks will certainly come as a surprise to many fans. Either of them could easily become a hit single though, because they are excellent.

Singer Rob Letchford gets a chance to really show how good he is, reaching each note perfectly. Fans should be grateful he recorded the songs for the album before he had trouble with his throat. This has resulted in the band having to cancel their next tour. (Anyone who has bought tickets need not worry as all the concerts will be rearranged as soon as Rob has recovered.)

On this CD, Moonshine show they can produce perfect music in a variety of styles, from the slow ones we are familiar with to the ones that will keep your feet tapping. I did feel, though, that they put their best songs at the beginning and the last few tracks were not of quite the same quality. Despite this, 'Here again' is certain to be a big hit and bring more success to this band.

21. What is the writer trying to do?   (/1 mark)

    A. make suggestions about how a band could improve.

    B. offer his opinion of a band's new CD

    C. give information about the members of a band

    D. explain why a CD has been so successful

22. What does the writer say about the two songs at the beginning of the CD?   (/1 mark)

    A. They are unlike the songs the band normally performs.

    B. They are similar to other songs on the CD.

    C. They may not be enjoyed as much as other songs on the CD.

D. They are too loud and heavy.

23. What does the writer tell us about Rob Letchford?   (/1 mark)

    A. He was not at his best when he recorded the CD.

    B. He is unable to do any more performances.

    C. He has become unwell since making the CD.

    D. He will not appear at some performances with the band.

24. What conclusion does the writer come to about the CD?   (/1 mark)

    A. He enjoyed the slow songs in particular.

    B. He prefers some of their earlier CDs.

    C. He thinks some of the songs may become annoying.

    D. He feels the songs at the end are less good

25. Which of the following did a fan say about the CD?   (/1 mark)

    A. I'm so pleased the band have made a CD with all their best hits. I love their
        music, so I know all these songs and can sing along to them.

    B. This CD is better than the last one because it's got some dance tunes on it as
        well as some lovely slow tunes.

    C. I saw the band perform this CD recently at a concert so I went and bought it
        immediately.

    D. The members of this band haven't changed since they started and this CD
        shows how they have learnt to produce an amazing sound together.

Answer key

PART 1

1 C   2 A   3 C   4 B   5 B

PART 2

6 C   7 H   8 D   9 F   10 B

PART 3

11 B   12 A   13 B   14 A   15 A   16 B   17 A   18 B   19 B   20 B

PART 4

21 B   22 A   23 C   24 D   25 B

Note. Adapted from *Objective PET* (p. 3), by Hashemi, L,. and Thomas, B., 2010, Cambridge, United Kingdom: Cambridge University Press. Copyright 2010 by Cambridge University Press.

Theme: KWL (Know, Want to know, Learned) strategy and Reading comprehension

Objective:

- The objective of the pre-test is to measure the reading comprehension students of students from fourth A after applying the KWL (Know, Want to know, Learned) strategy.

Source of the pre-test:

The present test was adapted from the Cambridge Preliminary English Test 4 by Cambridge University, 2003. This test is part of the Cambridge standardized tests.

Level to evaluate:

The test aims to evaluate students' B1 level according to the Common European Framework of Reference (CEFR).

Instructions

The test has four parts that add a total of 25 multiple-choice questions.

 Each answer worth one mark. The test is graded over 25 points.

You have 40 minutes to complete the test.

Read carefully each questions and answer. Don't cheat, this test measures your reading comprehension.

PART 1

Questions 1-5

Look at the text in each question.

What does it say?

Mark the letter next to the correct explanation A, B, or C.   (/5 marks)

(/1 mark)

1

CYCLISTS
When this entrance is
locked use side gate

A.   Lock your cycle near this gate before entering.

B.   Cyclists should use a different entrance.

C.   If the side gate is locked, go through the cycle entrance.

(/1 mark)

2

**£25
RESERVES ANY
PICTURE
IN THE GALLERY**

A.   We will keep any picture for you if you give us $25.

B.   Some of the pictures in the gallery are reserved.

C.   It costs $25 to show your picture.

(/1 mark)

3

It's raining in Manchester, so am visiting museums. Here for the day with Ellen, who's at a college interview right now. Driving home together tonight.
                    Love Annette
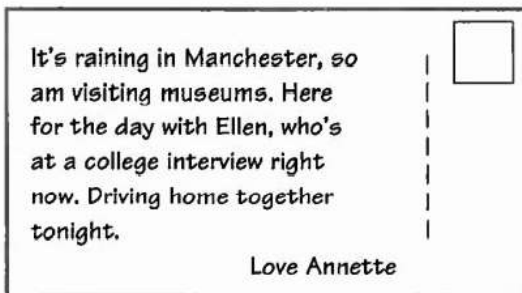
A. Ellen and Annette are spending the day together sightseeing.

B. Annette is writing this card while Ellen attends an interview.

C. Ellen is staying overnight in Manchester, but Annette isn't.

4

SPORTS HALL

Final five minutes of bookings must be used to put equipment away

A. Bookings now include an extra five minutes for equipment to be put away.

B. You have five minutes after bookings have finished to return any sports equipment used.

C. The hall must be cleared of equipment in the five minutes before bookings end.

John wants Helga to

5

To: Helga   From: John

Wolfgang's coming over next weekend so we're hiring a river boat. Why not join us? We need you to translate and you could help cook!

A. Find a boat for hire on the river.

B. Do all the cooking on the holiday.

C. Help those on board to communicate.

PART 2

Questions 6-10

The people bellow all want to move to a new home.

On the opposite page there are descriptions of eight different homes.

Decide which home (letters A-H) would be the most suitable for each of the following people (numbers 6-10).

For each of these numbers mark the correct letter.   **(/5 marks)**

(/1 mark)

6   Anna is 18 and she wants to do computer studies so that she can work in an office. She would like to study in London but is worried about finding accommodation.

(/1 mark)

7   Peter is 19 and wants to be a sports teacher. He is very good at sport, especially running. He wants to go to a college outside London.

(/1 mark)

8   Maria used to teach in a secondary school but now wants to teach at primary level. She wants to do a part-time course in London.

(/1 mark)

9   Stephen works in the computer industry and wants to go back to college for a year to do a diploma in advanced computer studies. He lives in London and wants to study there.

(/1 mark)

10   Ali wants to do computer studies in London. He would like to do a full-time course which includes some time working in industry. In his spare time he plays football.

65

Looking for a new home?

A. Tidmarsh- This six-bedroom, nineteenth-century house, just outside the village of Tidmarsh, is a very pleasant family home with two sitting rooms and a dining room. There is a garage and a garden with a swimming pool. Quick sale wanted.

B. Brettisham- This elegant one-bedroom house near the river consists of an unusually large living room, bright kitchen and bathroom. It has gas central heating, a small garden which is easy to look after, and a garage. Reasonable monthly rent for a town centre property.

C. Lower Farleigh- For sale: this newly-built one-bedroom town house has a large lounge, kitchen bathroom, garage and a private garden at the back that needs some work. It is very close to the shopping centre and within five minutes' walk of the bus station with connections to London and Birmingham.

D. Corbridge- A lovely, furnished apartment away from the noise of the city centre, with a balcony looking down on beautiful lawns, flowers and, beyond them, the River Thames. The accommodation includes two bedrooms, a living room and a kitchen/dining room. Cars may be parked in the road. Available to rent immediately.

E. Dinton- A beautiful small cottage for sale in a pretty village with lovely views over farms and hills. The accommodation includes two bedrooms, kitchen, living, room and study/office. Enjoy the quiet of the countryside and still benefit from good connections with all major cities as the railway station is very close.

F. Winchcombe- For sale: an interesting old country farmhouse with two reception rooms, comfortable kitchen and three bedrooms. Next to the house there are some old buildings which could be used to store equipment or keep animals, and a field which could be turned into a garden with tennis court or swimming.

G. Saxford- A spacious new two-bedroom apartment will become available for rent when the owner moves abroad in three months' time. It has views of the park and canal although it is only one street away from the main shopping area. No private parking facilities are included but there is usually space to park in the street outside.

H. Beckington- For immediate rent: an attractive, large nineteenth-century town house with ten bedrooms. At the end of the garden, there is an old building, originally used for horses, which could be used as a garage or turned into office accommodation.

PART 3

Questions 11-20

Look at the sentences below about the island of Petulia.

Read the text and decide if each sentence is correct or incorrect. (/10 marks)

If it is correct, select A. If it is not correct, select B.

THE ISLAND OF PETULIA

Geography
Petulia Island is only 5.5 kilometres long and 1.5 kilometres at its widest point. It lies in the middle of Lake Donika, and is 3,900 metres above sea level. Petulia has had a small number of inhabitants for over four centuries. It now has a population of 1,500 people. It has no roads, no cars or bicycles, and no electricity. The sun is extremely hot during the day but temperatures at night regularly fall well below freezing. The water of Lake Donika is 10 degrees Celsius all year round.

The past
Until recently, the island was separate from the outside world. Before the introduction of motorboats in the 1970s, travelling from Petulia to the nearest port could take over 20 hours. This journey was therefore made only once a year in order to buy salt. Motorboats have now cut the journey time to three hours, bringing new trade and tourists to Petulia.

Farming
Petulia is divided into six farming areas. Each farmer owns one piece of land in each of the six areas and grows vegetables, potatoes and cereal. Every year, farmers leave a different piece of land unplanted to allow the earth to rest. Cows and sheep are kept here during this time to improve the soil. The food grown by each farmer is shared by everyone: none is for sale. Petulia's farming year is divided into wet and dry seasons. The wet season is the busiest time. All land is dug by hand, using spades. In the dry season between July and August, the islanders have time to build new houses, repair stone walls and make clothes. Men knit traditional clothes from wool that is prepared by the women.

Education
Petulia has a well-equipped primary and secondary school. There is a good-sized sports field, but instead of playing football the boys usually choose to knit, like their fathers, while the girls make wool. Walking along the rough tracks of the island, tourists often see small children on their way to and from school.

Visitors
Petulia has a tourist industry but the people have kept their traditional customs. They recently voted against a hotel development plan, so there will be no hotels on the island. Instead, tourists are placed with a family as guests. The money earned by each family is, like all money on the island, equally divided. During the dry season, many islanders entertain tourists late into the cold nights with pipe music and dances.

11. People have lived on the island for more than 400 years.   (/1 mark)

    A. Correct

    B. Incorrect

12. There is a big difference between day-time and night-time temperatures on   (/1 mark)
the islanders the island.

    A. Correct

    B. Incorrect

13. The islanders have sold their salt to other countries since the 1970s.   (/1 mark)

    A. Correct

    B. Incorrect

14. It takes three hours to reach Petulia from the nearest port.   (/1 mark)

    A. Correct

    B. Incorrect

15. Some farmers have more pieces of land to look after others.   (/1 mark)

    A. Correct

    B. Incorrect

16. The animals are moved onto different land every year.   (/1 mark)

    A. Correct

    B. Incorrect

17. Boys often play football on the school field.   (/1 mark)

    A. Correct

    B. Incorrect

18. Both adults and children help to make the islanders' clothes.   (/1 mark)

    A. Correct

    B. Incorrect

19. It is likely that there will be a tourist hotel on the island soon.   (/1 mark)

    A. Correct

B.   Incorrect

20. Tourists pay to stay with families.

A.   Correct

B.   Incorrect

PART 4

Questions 21-25

Read the text and questions bellow.

For each question, select the letter next to the correct answer A, B, C or D.   (/5 marks)

The shoemaker

Bill Bird is a shoemaker who cannot make shoes fast enough for his growing number of customers – and he charges more than £300 for a pair! Customers travel hundreds of kilometres to his London shoe clinic or to his workshop in the countryside to have their feet measured. He makes shoes for people with feet of unusual sizes: very large, very small, very broad or very narrow. The shoes are at least as fashionable as those found in ordinary shops.

Mr Bird says: 'My problem is that I cannot find skilled workers. Young people all seem to prefer to work with computers these days. We will lose the necessary skills soon because there are fewer and fewer shoemakers nowadays. I am 45, and now I want to teach young people everything I know about making shoes. It's a good job, and a lot of people want to buy beautiful shoes specially made for them.'

He started in the business 19 years ago and now he employs three other people. His customers pay about £500 for their first pair of shoes. He says: 'Our customers come because they want comfortable shoes which are exactly the right size.' Extra pairs of shoes cost between £320 and £450, as it takes one employee a whole week to make just one shoe.

---

21. What is the writer trying to do in the text?   (/1 mark)

A.   Describe where Mr. Bird finds his staff

B.   Encourage people to wear comfortable shoes

C.   Advertise a job selling expensive shoes

D. Show Mr. Bird's worries about his trade

22. What readers find out from this text? **(/1 mark)**

  A. How many customers Mr. Bird has
  B. How to make shoes like Mr. Bird
  C. How to get to Mr. Bird's London shop
  D. How much Mr. Bird's shoes cost

23. What is Mr. Bird's opinion of young people? **(/1 mark)**

  A. They want too much money.
  B. They are difficult to train.
  C. They prefer other jobs.
  D. They don't work hard enough.

24. Which advertisement would Mr. Bird put in a newspaper? **(/1 mark)**

  A. Wanted-experienced shoemakers to work in large shoe company in London. Good rates of pay.
  B. Wanted-young people to train as shoemakers. Must be able to use a computer.
  C. Wanted-young people to train as shoemakers. Good job with small company.
  D. Wanted-country workshop needs people for unskilled jobs working with shoes.

Answer Key

PART 1

1B   2A   3B   4C 5C

PART 2

6D 7B 8A   9E   10F

PART 3

11A   12A   13B   14A   15B   16A   17B   18A   19B   20A

PART 4

21D   22D   23C   24B   25C

Note. Adapted from *Cambridge Preliminary English Test 4* (p. 26), by Cambridge, 2003, Cambridge, United Kingdom: Cambridge University Press. Copyright 2003 by Cambridge University Press.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND
READING COMPREHENSION

CONTENT VALIDITY INSTRUMENT

AUTHOR: Crespo Catota Magaly Elizabeth
C.I: 055032045-1

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EXTRANJEROS

Dear Dra. Mayorie Chimbo

I am writing to you to request a review of the survey to collect data for the research study: **KWL (Know, Want to know, Learned) strategy and Reading comprehension**, which will help to determine its validity. It is a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés.

Your participation is essential since it will consist of analyzing and evaluating the relevance of each item of the survey. This is doing to judge the aspects and their concordance with the objectives, variables, dimensions, and indicators of the research study. Any suggestion or modification that you consider necessary will be welcome for its validity.

Cordially,

_____

Crespo Catota Magaly Elizabeth
C.I. 0502923147

Dear Mg. Dorys Cumbe

I am writing to you to request a review of the survey to collect data for the research study: **KWL (Know, Want to know, Learned) strategy and Reading comprehension**, which will help to determine its validity. It is a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés.

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GENERAL INSTRUCTIONS FOR THE EXPERT.

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variables.

- ✓ There is an evaluation table in which you can express your opinion about each of the items that make up the instrument.

- ✓ There is a general evaluation of the instrument, where you can point out all those aspects that you consider important to improve the content.

- ✓ Make all pertinent observations based on the objectives to be achieved.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EXPERT'S GENERAL INFORMATION:

Full Name: Elsa Mayorie Chimbo Caceres
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: Licenciada en Ciencias de la Educación, en la especialidad de inglés Institution: Universidad Técnica de Ambato Year: 1998   Postgraduate: Máster Universitario en Educación Bilingüe Institution: Universidad Internacional de la Rioja Year: 2018

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EXPERT'S GENERAL INFORMATION:

Full Name: Dorys Maribel Cumbe Coraizaca
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: Licenciada en Ciencias de la Educación mención Inglés Institution: UNIVERSIDAD TECNICA DE AMBATO Year: 2005   Postgraduate: Magíster en Ciencias de la Educación Institution: PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR Year: 2015

<h1 style="text-align:center">GENERAL INFORMATION OF THE RESEARCH WORK</h1>

THEME: KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION.

THE PROBLEM:

The problem to be addressed through this study is the lack of reading comprehension skills since students do not read frequently.

GENERAL OBJECTIVE

To investigate the effects of using the KWL (Know, Want to know, learned) Strategy in the improvement of students' reading comprehension of fourth semester A of Universidad Técnica de Ambato.

SPECIFIC OBJECTIVES

- To evaluate students' initial level of reading comprehension skills.
- To analyze the students' reading comprehension results after applying the KWL strategy.
- To determine the students' attitudes toward the KWL strategy in the improvement of reading comprehension.

GENERAL OBJECTIVE OF THE SURVEY

To collect information concerning to the attitudes of fourth semester A toward the KWL strategy in the reading comprehension development at Universidad Técnica de Ambato.

VARIABLES

Independent: The KWL (Know, Want to know, Learned) strategy
Dependent: Reading comprehension

POPULATION AND SAMPLE:

The population of the research is the students from Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Técnica de Ambato. The sample is students from the fourth semester A.

TECHNIQUES TO COLLECT DATA:

The present research will apply the test and survey techniques to collect data. The questionnaire for the survey has seven questions to know the students' attitudes towards the KWL strategy in improving the reading comprehension skills after applying it.

INSTRUMENT OPERATIONALIZATION MATRIX

INDEPENDENT VARIABLE: The KWL (Know, Want to know, Learned) strategy

Variable	Definition	Dimensions	Indicators	Items	Techniques and Instruments
The KWL (Know, Want to know, Learned) strategy	The KWL strategy is a three-responding process that is used after a reading selection and it motivates learners to answer questions (Swartz, 2021). The KWL chart is a reading strategy that involves the three **reading stages** of reading comprehension. Using this strategy, students work alone or in small groups. This kind of strategy can motivate students. The KWL strategy activates **students' prior knowledge** while they are answering the following questions: What I know (K), what I want to learn (W), and what I learned (L) (Strickland and Mandel, 2000).	**Reading stages** **Students' prior knowledge**	Reading process Pre-reading Reading Post-reading Link information Information-processing Past learning Background knowledge Brainstorming	The KWL strategy was helpful to organize your ideas according to the stage you were in (pre-reading, reading, and post-reading). The KWL strategy motivates you to participate actively during the reading process. The KWL strategy helps you to activate your background knowledge. Brainstorming was useful to understand the reading passage. The KWL strategy helps you to link past learning with new information from the reading passage. You are interested in using the KWL strategy.	Technique: survey

DEPENDENT VARIABLE: Reading comprehension

Variables	Definition	Dimensions	Indicators	Items	Techniques and Instruments
Reading comprehension	The term comprehension derives from the Latin term comprenhendere that means "to take in the mind or seize" (Ferlazzo and Hull, 2018). **Reading comprehension** is known as the students' level of understanding of written texts. They are able to process the text inside of their minds to understand the meaning of the reading passage. Reading comprehension requires that readers comprehend individual words and sentences they form, **decoding** information until they have a meaningful understanding (Oakhill, Cain, and Elbro, 2015).	**Reading comprehension**	Level of understanding Process information Skills Identify the main idea	Your level of understanding and process information improved through using the KWL strategy.	Technique: survey
		Decoding	Interpret Understand	You think the KWL strategy is an interesting strategy that was useful to interpret and understand a reading passage.	

SURVEY

VALIDATION CHART

THEME: KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND
READING COMPREHENSION.

Instructions: Select the option that you consider pertinent to each item

> **SA:** Strongly Agree
> **A:** Agree
> **U:** Undecided
> **D:** Disagree
> **SD:** Strongly Disagree

ITEM	TA	A	U	D	SD
1. The KWL strategy helps you to organize your ideas according to the stage you were in (pre-reading, reading, and post-reading).					
2. The KWL strategy motivates you to participate actively during the reading process.					
3. Brainstorming was useful to understand the reading passage.					
4. The KWL strategy helps you to activate your background knowledge.					
5. The KWL strategy allows you to link your past learning with the new information from the reading passage.					
6. Your level of understanding and process information improved through using the KWL strategy.					
7. You are interested in using the KWL strategy.					

THANK YOU FOR YOUR VALUABLE COLLABORATION

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EXTRANJEROS
INSTRUMENT VALIDATION

Theme: KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION.

Objective: To collect information concerning to the attitudes of fourth semester A toward the KWL strategy in the reading comprehension development at Universidad Técnica de Ambato.

Instructions: Please select the answer you consider appropriate for each item.

> **R:** Relevant
>
> **NR:** Not Relevant

EXPERT'S NAME: Dra. Elsa Mayorie Chimbo Caceres

ITEM	Objective R	Objective NR	Variable R	Variable NR	Dimension R	Dimension NR	Indicator R	Indicator NR	Drafting R	Drafting NR	OBSERVATION
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		

Source: Crespo, M. (2021).

Final Resolution:

Approved	✓	Disapproved	

Source: Crespo, M. (2021).

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EXTRANJEROS
INSTRUMENT VALIDATION

Theme: KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY AND READING COMPREHENSION.

Objective: To collect information concerning to the attitudes of fourth semester A toward the KWL strategy in the reading comprehension development at Universidad Técnica de Ambato.

Instructions: Please select the answer you consider appropriate for each item.

> **R:** Relevant

> **NR:** Not Relevant

EXPERT'S NAME: Mg. Dorys Maribel Cumbe Coraizaca

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		

Source: Crespo, M. (2021).

Final Resolution:

Approved	✓	Disapproved	

Source: Crespo, M. (2021).

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

I, Dra. Elsa Mayorie Chimbo Caceres with identity card number: 1802696458, certify that I make the expert judgment of this instrument designed by the Student: Crespo Catota Magaly Elizabeth, with identity card number: 055032045-1 for undergraduate research titled "The KWL (Know, Want to know, Learned) Strategy and Reading Comprehension", a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

Ecuador, December 21th, 2021.

Sincerely,

Firmado electrónicamente por:
**ELSA MAYORIE
CHIMBO CACERES**

_____

Dra. Elsa Mayorie Chimbo Cáceres, Mg.

I.D. 1802696458

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

I, Mg. Dorys Maribel Cumbe Coraizaca with identity card number: 1803694569, certify that I make the expert judgment of this instrument designed by the Student: Crespo Catota Magaly Elizabeth, with identity card number: 055032045-1 for undergraduate research titled "The KWL (Know, Want to know, Learned) Strategy and Reading Comprehension", a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

Ecuador, Diciembre 16, 2021

Sincerely,

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Lic. Dorys Cumbe, Mg.

I.D. 1803694569

Annex 4: Lesson Plans

<table>
<tr><td colspan="5" align="center">**Lesson plan 1 for KWL strategy**</td></tr>
<tr><td colspan="2">**Teacher's name:** Crespo Magaly</td><td colspan="2">**Date:** December 17th, 2021</td><td>**Course:** 4th semester A</td><td>**No. of students:** 45</td></tr>
</table>

<table>
<tr>
<td colspan="3">**Learning objective:**

Students will be able to make inferences or predictions about the content of newspaper and magazines articles from headings, titles, or headlines.</td>
<td colspan="2">**Topic:**

Read about Sherlock Holmes.</td>
</tr>
<tr>
<td>**Step**</td>
<td>**Time**</td>
<td colspan="1">**Teacher instructions**</td>
<td colspan="2">**Students activities**</td>
</tr>
<tr>
<td>Introduction</td>
<td>2 min

3 min</td>
<td>- The teacher asks students to join Google classroom.
- The teacher explains to students how the google classroom is going to be used.
- The teacher asks students to write a short presentation in the google classroom.</td>
<td colspan="2">- Students click on the link and join Google classroom.
- Students ask questions or solve doubts.
- Students write a short presentation of themselves in the google classroom. They should include their name, age, place where they live, and one expectation for the class.</td>
</tr>
<tr>
<td>Pre-Activity</td>
<td>

2 min

2 min</td>
<td>**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know.
- The teacher asks students to look at the pictures and title of the reading "Fictional Detective & Real forensics" on page 72 of the book.</td>
<td colspan="2">**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know.

- Students brainstorming. They look at the pictures and title of the reading "Fictional Detective & Real forensics" on page 72 of the book.</td>
</tr>
</table>

		- The teacher asks students to access the link of Wooclap and read the question.	- Students access the link of Wooclap and read the question.
	2 min		
		- The teacher asks students to write their name and an idea, answering the question.	- Students write their name and an idea, answering the question.
		- The teacher allows students to discuss their ideas and write them individually in a google form, answering the question "What I already know about "Fictional Detective & Real forensics"?	- Students discuss their ideas and write them individually in a google form, answering the question "What I already know about "Fictional Detective & Real forensics"?
	4 min		
	1 min	- The teacher asks students to list at least 4 questions about what they want to know from the text.	- Students write at least 4 questions about what they want to know from the text.
		- The teacher asks students to copy or save the questions they write.	- Students copy the questions and paste them into a word document or save it in any place.
Main-Activity	5 min	- The teacher asks students to read the text in silence.	- Students read the text in silence.
	7 min	- The teacher asks students to answer the reading comprehension questions in Quizizz.	- Students answer the reading comprehension questions based on the text in Quizizz.
	2 min	- The teacher asks for help if there is a problem with the platform.	- Students ask for help if there is a problem with the platform.
	3 min	- The teacher asks students to go back to the article and identify two examples of Sherlock Holmes	- Students go back to the article and identify two examples of Sherlock Holmes being ahead of his time and one example of his influence on forensic scientists.

		being ahead of his time and one example of his influence on forensic scientists.	
Post-Activity	10 min	**L step:** What students learn from the reading. - The teacher asks students to write the answers for the questions in the "What I want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.	**L step:** What students learn from the reading. - Students are going to write the answers for the questions in the "What I want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.
	1 min	- Teacher asks students to check the vocabulary for the next reading in Quizlet.	- Students check the vocabulary for the next reading in Quizlet.
Materials		**Google classroom link:** https://classroom.google.com/c/MzA0NzY1MzAxNjI4?cjc=2kebg34 Code: 2kebg34 **Wooclap:** https://app.wooclap.com/events/XEPOLC/questions/61a833571224f811f3577018 **Quizizz:**https://quizizz.com/admin/quiz/61a012344e43b6001e01b99e **Quizlet:** https://quizlet.com/_apn4mr?x=1qqt&i=1mi0ou	

Google Classroom

Instruction: Please, open the link and use the code to access to the platform.

Link to the platform:

https://classroom.google.com/c/MzA0NzY1MzAxNjI4?cjc=2kebg34

Source: Google classroom
Author: Crespo, M. (2022)

Pre-activity

Activity 1: Brainstorming

Instruction: Read the question posted in Wooclap "What do I already know about fictional detectives or real forensics? ". Then select one of the two available options for which you have more information. Write at least one idea. Don't forget to write your first and last name before writing your idea.

Link of the activity:
https://app.wooclap.com/events/XEPOLC/questions/61a833571224f811f3577018

Source: Wooclap
Author: Crespo, M. (2022)

Activity 2: KWL Strategy-K step and W step

Instructions: Read the following questions, then, following the steps of KWL strategy answer the questions. When you complete all the questions send your answers.

Link of the activity: https://forms.gle/85MFDBe3s7zyWm5k6

Main-activity

Activity 3: Fictional Detective & Real forensics

Instructions: Read the following text.

Link of the activity:

https://drive.google.com/file/d/1eSxOqjdxBe8Tu8w85cZKNOYyOmVgQiqO/view?
usp=sharing

A Fictional Detective & REAL FORENSICS

A woman walks into a detective's office. The detective takes one look at her and says, "I see that you work at the factory in Smithfield." The woman is amazed as he explains that he has figured it out from the mud on her shoe and the color of her dress. But we in the audience aren't surprised. The detective is Sherlock Holmes, and his remarkable skills have been entertaining us since 1892, first in the books by Sir Arthur Conan Doyle, and in movies and television shows ever since. Everybody loves Sherlock Holmes. But what you may not realize is that even though he is a fictional character, he played a big role in the real history of forensic science.

Back when Conan Doyle started writing, criminals were usually arrested because they were caught red-handed or because they were accused by a witness. But because cities were getting busier and more crowded, crime was increasing. Conan Doyle studied medicine, and he believed that applying rigorous scientific methods to solving crimes could help authorities identify more criminals. So he wrote stories in which his Sherlock Holmes character used the latest techniques. And in some areas, Conan Doyle was way ahead of his time.

One way that Conan Doyle predicted real forensics was in his character's use of fingerprints. At that time, some police departments used a method for identifying criminals that involved measuring twelve characteristics of the body, like the length of the arm or the distance between the mouth and nose. Other departments used fingerprinting. Conan Doyle had Sherlock use fingerprint analysis in the story *The Sign of the Four* in 1890, and he made the right choice. London's police force began using fingerprint identification in 1901.

Conan Doyle was also ahead of his time when it came to typewriter analysis. In the 1891 story *A Case of Identity*, Sherlock Holmes solves a case because he is able to identify the specific machine that a typewritten letter came from. The amazing thing is that Conan Doyle wrote this story three years before the first time that typewriter analysis was used in court—and around forty years before the FBI began using it officially.

Sherlock Holmes and his creator didn't just predict new developments; they actually influenced forensic scientists. The French detective Edmond Locard, who started the first forensics lab in the 1900s, was such a big fan that he asked his police science students to read the stories to understand the importance of preserving a crime scene.

>>

72 UNIT 6

> Much of what Sherlock Holmes could do was not realistic—even the best detectives can't just look at a person and guess what he or she ate for breakfast. But Conan Doyle and his hero predicted forensics in surprising ways. And all you have to do is turn on the TV to see that our fascination with Sherlock Holmes, and with forensic science in general, is still going strong more than 100 years later.

Source: StartUp 5 (2019)
Author: Person Education (2019)

Activity 4: Quizizz

Instruction: Open the link to Quizizz. Then, read each reading comprehension question carefully to select or write the answer that you think is correct.

Link to the activity:

https://quizizz.com/admin/quiz/61a012344e43b6001e01b99e

Source: Quizizz
Author: Crespo, M. (2022)

Post-activity

Activity 5: KWL Strategy-L step

Instructions: After you have finished your reading activities, review the questions in the "What do you want to know?" section. Next, look in your reading passage for the answers to these questions and write them in the "What did you learn from the text titled Fictional Detective & Real forensics?" section. Write only the answers you find in the reading passage. If you cannot find answers to some questions, leave the questions unanswered.

Link to the activity: https://forms.gle/iw3CPY9hSiWf3fvZ6

Fictional Detective & Real forensics: L stage

Read the following question, then, answer the question. When you complete all the questions send the your answers.

Acceder a Google para guardar el progreso. Más información

*Obligatorio

Name *

Tu respuesta

L: What did you learn from the text titled Fictional Detective & Real forensics? *

Tu respuesta

Enviar   Borrar formulario

Source: Google classroom
Author: Crespo, M. (2022)

Activity 6: Quizlet

Instructions: Hi! Here is the link to vocabulary for the next class. Check the vocabulary.

Link to the activity: https://quizlet.com/_apn4mr?x=1qqt&i=1mi0ou

Source: Quizlet
Author: Crespo, M. (2022)

Lesson plan 2 for KWL strategy				
Teacher's name: Crespo Magaly		**Date:** December 23rd, 2021	**Course:** 4th semester	**No. of students:** 45
Learning objective: Students will be able to identify types of supporting details in a simple academic text, in order to answer specific questions.			**Topic:** Read about a fashion designer.	
Step	**Time**	**Teachers' instructions**	**Students activities**	
Pre-Activity	2 min 3 min 3 min	**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know. - The teacher asks students to look at the pictures and title of the reading "A day in the life of a fashion designer" on page 84 of the book. - The teacher asks students to access the link of Google Jam Board and answers the question "How do you think she spends her day?". - The teacher asks students to write their names on a stick note with an idea about this topic and put it on the Jam Board. - The teacher asks students to discuss their ideas and write them individually in a google form,	**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know. - Students brainstorming. Students look at the pictures and title of the reading "A day in the life of a fashion designer" on page 84 of the book. - Students enter the link of Google Jam Board and answer the teacher's question "How do you think she spends her day?". - Students write their names on a stick note with an idea about this topic and put it on the Jam Board. - Students discuss their ideas and write them individually in a google form, answering the question "What I already know about "A day in the life of a fashion designer"	

	4 min	answering the question "What I already know about "A day in the life of a fashion designer"? - The teacher asks students to list at least 4 questions about what they want to know from the text.	- Students list at least 4 questions about what they want to know from the text.
Main-Activity	5 min 5 min 6 min	- The teacher asks students to read the text in silence. - The teacher asks students to answer the reading comprehension questions based on the text in Quizalize. - The teacher allows students to ask for help or if there is a problem with the platform. - The teacher and students check the answers to the questions.	- Students read the text in silence. - Students answer the reading comprehension questions based on the text in Quizalize. - Students ask for help or if there is a problem with the platform. - Students with the help of the teacher check the answers to the questions.
Post-Activity	 10 min 1 min	**L step:** What students learn from the reading. - The teacher asks students to write the answers for the questions in the "What I want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.	**L step:** What students learn from the reading. - Students are going to write the answers for the questions in the "What I want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.

		- The teacher asks students to check the vocabulary for the next reading in Quizlet.	- Students to check the vocabulary for the next reading in Quizlet.
Materials	**Jam board:** https://jamboard.google.com/d/1K2SxUv6AU8OoqOV2S3cWfbU1QrHlQGdkX-z2vJ5gchA/edit?usp=sharing **Quizalize:** https://app.quizalize.com/view/quiz/a-day-in-the-life-of-a-fashion-designer-4d0e98e7-ab30-4f7e-91ea-056750f10916 **Quizlet:** https://quizlet.com/_ao5dxl?x=1qqt&i=1mi0ou		

Source: Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam (2015)
Author: Crespo, M. (2022)

Pre-activity

Activity 1: Brainstorming

Instruction: Hi guys! Today we're going to work on the new reading activity. As you know, the first step is brainstorming. So, open the link to Google Jam Board. Then, write your name on a stick note and proceed to write an idea answering the question "How do you think she spends her day?". Finally, put the stick note on the Board.

Link of the activity:

https://jamboard.google.com/d/1K2SxUv6AU8OoqOV2S3cWfbU1QrHlQGdkX-z2vJ5gchA/edit?usp=sharing
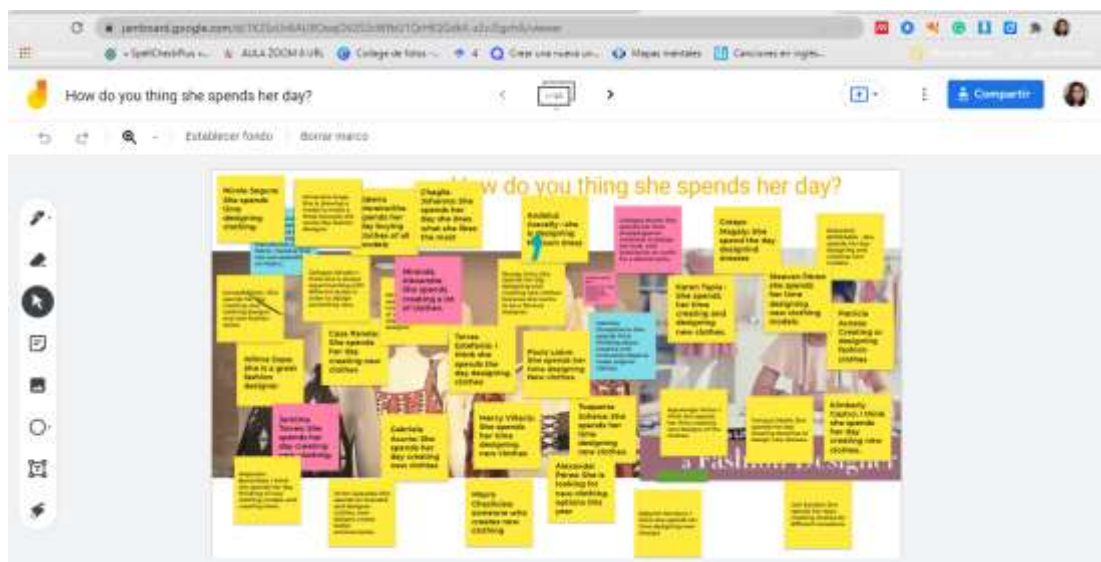
Source: Google Jam Board
Author: Crespo, M. (2022)

Activity 2: KWL strategy-K step and W step

Instructions: Let's continue with the following activity. Open the link to Google Forms and read the questions. Next, listen to your teacher and follow her instructions.

Note: In this class, we're going to work only with one Google form, so be careful and don't close the link until the class has finished and you have sent me your answers.

Link of the activity: https://forms.gle/dDuRUx5RUEPfxp147

A day in the life of a fashion designer

Read the following questions, then, following the steps of KWL strategy answer the questions. When you complete all the questions, send the your answers.

Correo electrónico *

Tu dirección de correo electrónico

First and last name *

Tu respuesta

Source: Google forms
Author: Crespo, M. (2022)

Main-activity

Activity 3: A day in the life of a fashion designer.

Instructions: Read the following text.

Link of the activity:

https://drive.google.com/file/d/16HQhXA6W2inEDklt4UQfUXB-HDJ715o4/view?usp=sharing

A Day in the Life of a Fashion Designer

Clarissa Chen grew up in Hong Kong, the child of a talented dressmaker and a businessman, and she absorbed both of her parents' interests. After receiving her master's degree in fashion design in London, she worked for a design house for a few years but soon decided that she wanted to open a business of her own. Now she owns a shop in London where women go to have bridal gowns and other special-event dresses designed and made. We asked Clarissa what a day is like for someone with such an unusual profession.

8:00 AM I start the day at my desk, drinking coffee and going through my email. Then I wander through the shop to make sure that everything is ready for the day. I look over the fabric room and check the sewing machines—it's a kind of starting-the-day ritual for me.

9:00 The three tailors come in. They all operate the sewing machines, but I have one tailor who specializes in hand sewing, and she does most of the decorative needlework on the dresses.

9:30 My front desk manager, Kayla, comes in. She opens the shop and takes care of fabric orders and, most importantly, answers the phone. When they schedule an appointment, the clients tell Kayla about what they want and how soon they'll need it. This helps me prepare for meeting them.

10:00 My first client comes into my office, and we talk about the style, color, and fabric for her dress. I really enjoy this process. Helping clients turn their ideas into a design is the most creative part of my job. I make a rough sketch, and then we go into the fitting room and I take measurements. I usually see two or three clients in the morning.

12:00 PM The shop closes, and everyone goes to lunch. I eat at my desk and talk to clients.

1:00 I spend an hour or two sewing after lunch every day. It was my love of sewing that got me into this profession in the first place, so I make sure I still make time for it.

3:00 In the afternoon, I see three or four more clients. Then Kayla and I work on the calendar to arrange work schedules for the next week.

6:00 Kayla closes up the shop and she and the tailors go home.

7:30 I go home, eat dinner, watch a little TV, and go to bed. I'm tired after a long day, but I spend my time being creative, making beautiful things, and working with people. I wouldn't trade this life for anything!

Activity 4: Quizalize

Instruction: After reading the passage, open the link to Quizalize and answer the reading comprehension activities.

Link to the activity:

https://app.quizalize.com/view/quiz/a-day-in-the-life-of-a-fashion-designer-4d0e98e7-ab30-4f7e-91ea-056750f10916

Source: Quizalize
Author: Crespo, M. (2022)

Post-activity

Activity 5: KWL Strategy-L step

Instructions: Let's continue with the following activity. Open the link to Google Forms and read the questions. Next, listen to your teacher and follow her instructions.

Note: In this class, we're going to work only with one Google form, so be careful and don't close the link until the class has finished and you have sent me your answers.

Link of the activity: https://forms.gle/dDuRUx5RUEPfxp147

Source: Google forms
Author: Crespo, M. (2022)

Activity 6: Quizlet

Instructions: Hi! Here is the link to vocabulary for the next class. Check the vocabulary.

Link to the activity: https://quizlet.com/_ao5dxl?x=1qqt&i=1mi0ou

Source: Quizlet
Author: Crespo, M. (2022)

Lesson plan 3 for KWL strategy				
Teacher's name: Crespo Magaly		**Date:** December 23rd, 2021	**Course:** 4th semester A	**No. of students:** 45
Learning objective: Students will be able to identify the main idea of paragraphs.			**Topic:** Sweet Love	
Step	**Time**	**Teachers' instructions**	**Students activities**	
Pre-Activity	7 min 7 min	**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know. - The teacher asks students to look at the picture and title of the reading "Why do we love sugar so much?". - The teacher asks students to access the link of Mentimenter and write at least one idea about the reading topic. - The teacher asks students to discuss their ideas and write them individually in a google form, answering the question "What I already know about sugar?" - The teacher asks students to list at least 4 questions about what they want to know from the reading.	**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know. - Students brainstorming. Students look at the pictures and title of the reading "Why do we love sugar so much?". - Students enter to the link of Mentimenter and write ideas about "Why do we love sugar so much?". - Students discuss their ideas and write them individually in a google form, answering the question "What I already know about "A day in the life of a fashion designer"? - Students write at least 4 questions about what they want to know from the reading.	
Main-Activity	5 min	- The teacher asks students to read the text in silence.	- Students read the text in silence.	

	5 min 10 min	- The teacher asks students to answer the reading comprehension questions based on the text in Quizalize. - The teacher allows students to ask for help or if there is a problem with the platform. - The teacher and students check the answers of the questions.	- Students answer the reading comprehension questions based on the text in Quizalize. - Students ask for help or if there is a problem with the platform. - Students with the help of the teacher check the answers of the questions.
Post-Activity	10 min	**L step:** What students learned from the reading. - The teacher asks students to write the answers for the questions in the "What I want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.	**L step:** What students learned from the reading. - Students are going to write the answers for the questions in the "What do you want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.
Materials	**Mentimenter:** https://www.menti.com/ef36zwcsdr Code: 5125 7699 **Google forms:** https://forms.gle/fkXkvrGRHbUJdmH9A **Reading:** https://drive.google.com/file/d/1Do80NoDDseOQGvX1-Wcd-kQ9c5SPwGt-/view?usp=sharing **Quizalize:** https://app.quizalize.com/view/quiz/why-do-we-love-sugar-so-much-5bbff808-f8e6-4dbe-b9ef-dc1778d25251 **Quizlet:** https://quizlet.com/_aujqwp?x=1qqt&i=1mi0ou		

Source: Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam (2015)
Author: Crespo, M. (2022)

Pre-activity

Activity 1: Brainstorming

Instruction: Hi guys! Today we're going to work on the new reading activity. As you know, the first step is brainstorming. So, open the link to Memtimenter. Then, write your name and proceed to write at least an idea answering the question "Why do we love sugar so much?".

Link of the activity: https://www.menti.com/ef36zwcsdr

Source: Mentimeter
Author: Crespo, M. (2022)

Activity 2: KWL Strategy-K step and W step

Instructions: Let's continue with the following activity. Open the link to Google Forms and read the questions. Next, listen to your teacher and follow her instructions.

Note: In this class, we're going to work only with one Google form, so be careful and don't close the link until the class has finished and you have sent me your answers.

Link of the activity: https://forms.gle/4de9nhBvxzkR4F7n6

Source: Google forms
Author: Crespo, M. (2022)

Main-activity

Activity 3: Why do we love sugar so much?

Instructions: Read the following text.

Link of the activity:

https://drive.google.com/file/d/1Do80NoDDseOQGvX1-Wcd-kQ9c5SPwGt-/view?usp=sharing

Why do we love sugar so much?

Many scientists believe our love of sugar may actually be an **addiction**. When we eat or drink sugary foods, the sugar enters
5   our blood and affects parts of our brain that make us feel good. Then the good feeling goes away, leaving us wanting more. All tasty foods do this, but sugar has a particularly strong effect. In this way,
10   it is in fact an addictive **drug**, one that doctors **recommend** we all **cut down on**.

"It seems like every time I study an illness and trace a path to the first cause, I find my way back to sugar," says scientist Richard Johnson. One-third
15   of adults worldwide have high blood pressure,[1] and up to 347 million have diabetes.[2] Why? "Sugar, we believe, is one of the culprits, if not the major culprit," says Johnson.

Our bodies are designed to survive on very little sugar. Early humans often had very little food, so our bodies learned to be very **efficient**
20   in **storing** sugar as fat. In this way, we had energy stored for when there was no food. But today, most people have more than enough. So the very thing that once saved us may now be killing us.

So what is the solution? It's **obvious** that we need to eat less sugar. The trouble is, in today's world, it's extremely difficult to avoid. From
25   breakfast cereals to after-dinner desserts, our foods are increasingly filled with it. Some manufacturers even use sugar to replace taste in foods that are **advertised** as low in fat.

But there are those who are fighting back against sugar. Many schools are replacing sugary desserts with healthier options like fruit.
30   Other schools are growing their own food in gardens, or building **facilities** like walking tracks so students and others in the community can exercise. The **battle** has not yet been lost.

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1 A person with **high blood pressure** has blood flowing through his or her body at higher than normal pressure, which can lead to a number of diseases.

2 **Diabetes** is a medical condition in which someone has too much sugar in his or her blood.

Many believe the lollipop was first invented in the Middle Ages. The largest lollipop created in modern times weighed 3,176 kilograms.

Activity 4: Quizalize

Instruction: After reading the passage, open the link to Quizalize and answer the reading comprehension questions.

Link to the activity:

https://app.quizalize.com/view/quiz/why-do-we-love-sugar-so-much-5bbff808-f8e6-4dbe-b9ef-dc1778d25251

Source: Quizalize
Author: Crespo, M. (2022)

Post-activity

Activity 5: KWL Strategy-L step

Instructions: Open the link. Then read the questions. Next, listen to your teacher and follow her instructions. When you complete both steps, copy the questions you listed in step W and save them.

Link of the activity: https://forms.gle/4de9nhBvxzkR4F7n6
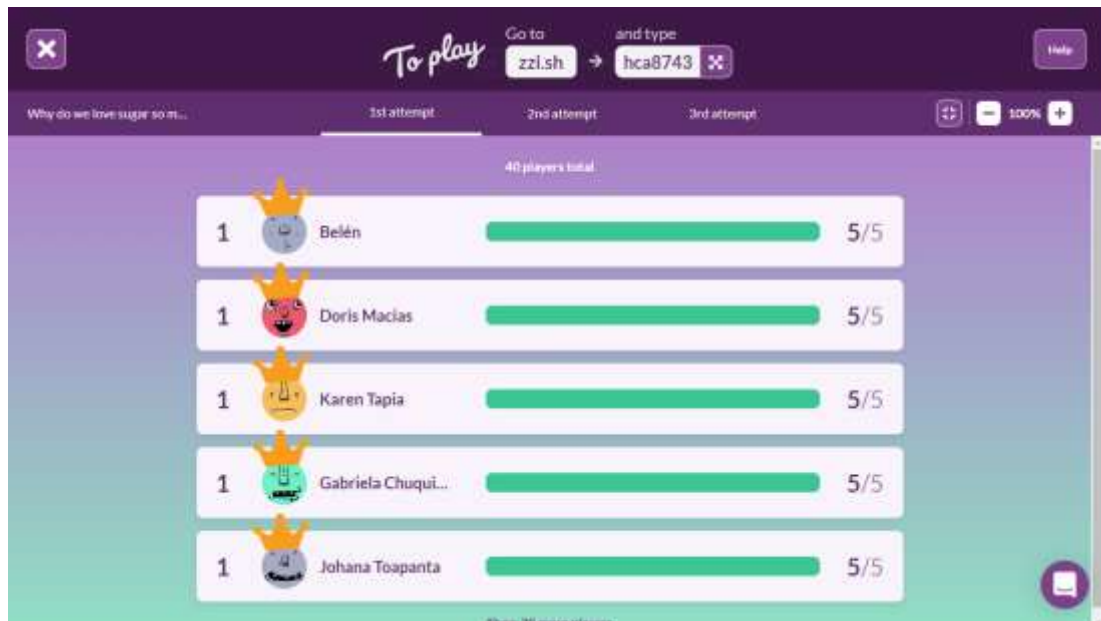
Why do we love sugar so much?

Read the questions and answer them.
1. Answer what do you know about why do we love sugar?.
2. Write 4 questions about what do you want to know from the reading.
3. Write what you learned from the text. In this last question, write the answers for the questions you listed in the "what do you want to know?" section. It doesn't matter if you didn't find answers to all the questions. Just write the answers you found.

Correo electrónico *

Tu dirección de correo electrónico

First and last name *

Tu respuesta

Source: Google forms
Author: Crespo, M. (2022)

Activity 6: Quizlet

Instructions: Hi! Here is the link to vocabulary for the next class. Check the vocabulary.

Link to the activity: https://quizlet.com/_aujqwp?x=1qqt&i=1mi0ou

Source: Quizlet
Author: Crespo, M. (2022)

Lesson plan 4 for KWL strategy				
Teacher's name: Crespo Magaly		**Date:** January 7th, 2022	**Course:** 4th semester	**No. of students:** 45
Learning objective: Students will be able to identify key information in an extended text or article.			**Topic:** Read about the a high-tech city.	
Step	**Time**	**Teachers' instructions**	**Students activities**	
Pre-Activity	 2 min 3 min 3 min	**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know. - The teacher asks students to look at the pictures and title of the reading "City of tomorrow" on page 96 of the book. - The teacher asks students to access the link of Wooclap and answer the question "What do you think the "city of tomorrow" is like?". - The teacher asks students to share their ideas and write them individually in a google form, answering the question "What I already know about City of Tomorrow?" - The teacher asks students to list at least 4 questions about what they want to know from the reading.	**KW step:** Activate students' background knowledge relating to the topic and discover what they know and what to know. - Students brainstorming. Students look at the pictures and title of the reading "City of tomorrow" on page 96 of the book. - Students enter the link of Wooclap am Board and answer the teacher's question "What do you think the "city of tomorrow" is like?" - Students write one idea that answers the question. - Students share their ideas and write them individually in a google form, answering the question "What I already know about City of Tomorrow?" - Students list at least 4 questions about what they want to know from the text.	

Main-Activity	5 min 7 min 5 min	- The teacher asks students read the text. - The teacher asks students to answer the reading comprehension questions based on the text in Quizizz. - The teacher tells students to ask for help or if there is a problem with the platform. - The teacher and students check the answers of the questions.	- Students read the text in silence. - Students answer the reading comprehension questions based on the text in Quizizz. - Students ask for help or if there is a problem with the platform. - Students with the help of the teacher check the answers of the questions.
Post-Activity	10 min	**L step:** What students learn from the reading. - The teacher asks students to write the answers for the questions in the "What I want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.	**L step:** What students learned from the reading. - Students are going to write the answers for the questions in the "What do you want to know?" section in the "What I have learned?" section. They write the answers only for the questions they find an answer to. I there is no answer, they leave the questions without an answer.
Materials	**Wooclap:** www.wooclap.com/**NSHGEA** **Quizizz:** https://quizizz.com/admin/quiz/61d0ecd753d905001de2e435/city-of-tomorrow		

Source: Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam (2015)
Author: Crespo, M. (2022)

Pre-activity

Activity 1: Brainstorming

Instruction: Hi guys! Today we're going to work on the new reading activity. As you know, the first step is brainstorming. So, open the link to Wooclap. Then, write your name and proceed to write one idea answering the question "What do you think the "city of tomorrow" is like? ". Finally, send your answer.

Link of the activity: www.wooclap.com/**NSHGEA**
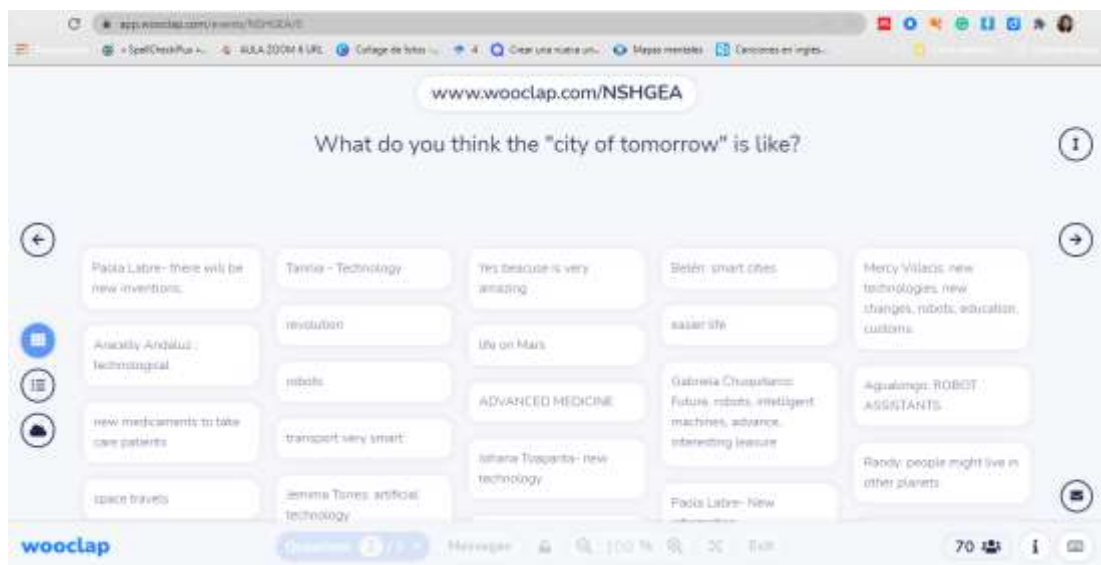
Source: Wooclap
Author: Crespo, M. (2022)

Activity 2: KWL strategy-K step and W step

Instructions: Let's continue with the following activity. Open the link to Google Forms and read the questions. Next, listen to your teacher and follow her instructions to answer the three questions of the KWL strategy.

Link of the activity: https://forms.gle/ncq1rENEYCPoz9ED8

City of tomorrow.

Read the following questions, then, following the steps of KWL strategy answer the questions. When you complete all the questions, send your answers.
1. Answer what do you know about why do we love sugar?.
2. Write 4 questions about what do you want to know from the reading.
3. Write what you learned from the text. In this last question, write the answers for the questions you listed in the "what do you want to know?" section. It doesn't matter if you didn't find answers to all the questions. Just write the answers you found.

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Tu dirección de correo electrónico

First and last name *

Tu respuesta

Source: Google forms
Author: Crespo, M. (2022)

Main-activity

Activity 3: City of tomorrow.

Instructions: Read the following text.

Link of the activity:

https://drive.google.com/file/d/1r9eie6ReFlnlJQNa_7Yj-WoukFtuIEhP/view?usp=sharing

City of Tomorrow

Greenville is not a place you want to walk at night. Few people live there, nobody shops there, and it's full of empty apartment buildings and factories. But if
5 technology giant CITtech gets its way, all of that will be changing very soon.

The first part of CITtech's plan is to replace most of the existing structures with new housing, commercial buildings, and streets, and to build a revolutionary
10 new transportation system.

As you would expect, all of the new buildings will be high tech and energy efficient. They will also be modular. That means that each building will be constructed from pre-made sections, similar to building blocks. This
15 revolutionary approach means that if more space is needed, it will be easy to add another room.

The city's residents will share a large group of self-driving vehicles, so fewer people will have to own their own cars. And, as a cheaper alternative to the cars, driverless buses
20 will run on all of the main streets. There will also be a large network of tunnels beneath the city used by robots to remove and sort trash and deliver mail and packages. This will keep service and delivery vehicles off the city streets, making traffic lighter. CITtech believes that the efficient traffi
25 c system will allow the streets to be narrower and the sidewalks wider, making the city better for pedestrians.

Creating an efficient city requires more than buildings and roads. The real key to Greenville's success will be the sensors built into every structure. These sensors will
30 gather data that can be used to improve services. For example, sensors will monitor how much waste people are producing, and how much water and electricity they use, which means that the city will always know when and where more service is needed. For example, the trash
35 collectors won't waste time picking up empty bins and will go where the most trash is found. For residents, this will mean no waiting for services.

>>

> The streets and sidewalks will also have sensors and cameras that will monitor car and pedestrian traffic. Imagine that a large group of people gathers at a bus stop. That information will be gathered
40 by the system so additional buses can be added. And when the traffic sensors detect heavy traffic, the city's driverless cars will automatically take a different route.

A lot of cities are employing smart technologies these days, but Greenville will be unique because of its efficient traffic system and the large amount of data about the residents. This plan is designed for growth, and there's no doubt that CITtech will come up with more exciting ideas for improving the
45 lives of residents. Keep your eye on Greenville—you may want to move there pretty soon.

Source: StartUp 5 (2019)
Author: Person Education (2019)

Activity 4: Quizizz

Instruction: After reading the passage, open the link to Quizalize and answer the reading comprehension questions.

Link to the activity:

https://quizizz.com/admin/quiz/61d0ecd753d905001de2e435

Source: Quizizz
Author: Crespo, M. (2022)

Post-activity

Activity 5: KWL Strategy-L step

Instructions: Open the link. Then read the questions. Next, listen to your teacher and follow her instructions. When you complete both steps, copy the questions you listed in step W and save them.

Link of the activity: https://forms.gle/ncq1rENEYCPoz9ED8

City of tomorrow.

Read the following questions, then, following the steps of KWL strategy answer the questions. When you complete all the questions, send your answers.

1. Answer what do you know about why do we love sugar?.
2. Write 4 questions about what do you want to know from the reading.
3. Write what you learned from the text. In this last question, write the answers for the questions you listed in the "what do you want to know?" section. It doesn't matter if you didn't find answers to all the questions. Just write the answers you found.

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