

EFFICIENT FEATURES OF K-W-L IN TEACHING READING OF STUDENTS

Эффективные функции K-W-L стратегии в обучении чтению студентов K-W-L стратегиясынын студенттерге окууну үйрөтүүдө эффективдүүлүгү

***Abstract:** This article considers reading strategy a K-W-L chart as one of the efficient features of teaching reading and checking comprehension of the students. In addition, the author shares the structure of a K-W-L chart and instruction of it.*

***Аннотация:** В этой статье стратегия чтения K-W-L диаграммы рассматривается как одна из эффективных функций обучения чтению и проверки понимания учащимися. Кроме того, автор делится структурой диаграммы K-W-L и инструкциями по ней.*

***Аннотация:** Төмөндөгү макалада окуунун стратегиясы K-W-L диаграммасын колдонууда бирден бир окууга үйрөтүүнүн жана аны түшүнгөнүн текшерүүнүн эффективдүү функцияларынын бири катары каралат. Андан сырткары автор K-W-L диаграммасынын түзүлүшү жөнүндө бөлүшөт.*

***Ключевые слова:** обучение чтению; диаграмма K-W-L; графические организаторы; отзывы студентов; инструкция.*

***Урунттуу сөздөр:** окууга үйрөтүү; диаграмма K-W-L; графикалык организатор; студенттердин жооптору; көрсөтмө.*

***Key words:** teaching reading; a K-W-L chart; graphic organizers; students' responses; instruction.*

The reason of teaching reading is a hugely complicated task. It is well known from time to time. There are so many reasons of reading as to comprehend the instructions and follow them, filling in gaps understandingly, find jobs, respond to different letters, develop the mind, discover new things, and develop creation and imagination. If we think over, we can list so many reasons for that. For the English teacher is vital to know how to improve reading skills and check comprehension of the students. One of the well-known strategy of reading is a K-W-L chart. We decided to examine this possibility for students.

The K-W-L chart was formed by Donna Ogle in 1986. A K-W-L chart is used for all subjects in a whole group or small group atmosphere. The chart is a comprehension strategy used to activate background knowledge prior to reading and is completely student centered. The teacher divides a piece of chart paper into three columns. The first column, 'K', is for what the students already know about a topic. This step is to be completed before the reading. The next column, 'W', is for students to list what they want to learn about the topic during the reading. This step is also to be completed before the reading. The third column, 'L', is for what the students learned from the reading.

K-W-L charts are graphic organizers that aid students unite information before, during, and after a unit or a lesson. They can be used to involve students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning. There are three steps in the K-W-L process (Ogle, 1986):

What do you Know about the topic?	What do you Want to know?	What did you Learn?

Work on Column 1: At the very beginning of the activity, have students reply to the first prompt in column 1: What do you Know about this topic? Students can do this individually or in small groups. Often, teachers generate appropriate list of all students' responses. Teachers usually face some challenges how to address misconceptions students share. Sometimes it is relevant to correct false information at this point in the process. In some cases, you might want to leave the misconceptions so that students can correct them on their own as they learn new material.

Work on Column 2: In this stage, have students respond to the prompt in column 2: What do you Want to know about this topic? Most of the students may not know how to start if they do not have much background knowledge on the topic. Therefore, it is helpful to assign six questions on the board as prompts (Who? What? Where? When? Why? How?). We suggest that students' responses and questions be used to direct the course of study. As students share what they want to learn, this step provides an opportunity for teachers to present what they expect students will learn in the unit.

Work on Column 3 and Revise Columns 1 and 2: Throughout the unit, students can review their K-W-L charts by adding to column 3: What did you Learn? Some teachers have students add to their charts at the end of each lesson, while others have students add to their charts at the end of the week or the end of the unit. As students record what they have learned, they can review the questions in column 2, checking off any questions they can respond. They can also add new questions. Students should also review Column 1 so they can identify any misconceptions they may have held before beginning the unit. After all, of the students have read the text, the teacher leads a discussion of the questions and answers.

Materials for the students can differ depending on the classroom activity the teacher plans to conduct. For a particular topic, the teacher can have one paper with KWL chart per group if the teacher divides the class for a classroom activity. Nevertheless, if the teacher wants each student to brainstorm on the given topic then every individual will have his or her own student KWL paper. In the 'K' column, the teacher has to make sure that she or he has all the questions ready for the students to brainstorm on the particular idea in that class. The questions help the students to think over in designated directions that will lead them to collect their background information on a definite theme. In addition, teacher can clarify the reason of students' answers, and let them associate with what they knew. If the teacher ask students to make inferences, they may try to express their own thoughts and will be ready to continue the topic with much interest.

In the 'W' column, "what would you like to learn more about this idea?" can help them to dissect and think more. The teacher here prepares her/his own list of questions that will connect the students' questions to the idea in the text. This stage will be so inquiring for students, because they "send enquiry" for the teacher to make familiar with, and students will wait for this idea.

In the last column 'L', benefit the students to share with their own creative ideas and analysis. This stage is proper for distinguishing thoughts which was shared by the teacher and student. Teacher can share with other resources where students can find as many interesting ideas as they identified. A K-W-L chart can be used to drive instruction in the classroom. The teacher can create lesson plans based upon the interests and inquiries of the students and their needs. Using this strategy can increase motivation and attention by activating the students' prior knowledge. This allows the teacher to understand the students' prior knowledge and the students' interests in the topic.

As an example to this K-W-L chart, we made an experiment in the higher educational establishment in Bishkek. Students came from different parts of the country where there is no native speaker around them. As you know, grassroots' students suffer reading skills and they are lack of understanding reading texts. That is why we decided to help them to check their comprehension using K-W-L chart. Those students used to read the text and translate it into their respected native language and vice versa without full comprehension of the text. We made an experiment in our teaching practice and coded names of the students. There were 10 students involved in the experiment. The topic was "Are celebrities bad for you?" We used KW-L chart in learning students' opinion using KWL chart.

K-W-L chart with students' learning outcome

Name of the student	What do you Know about the topic?	What do you Want to know?	What did you Learn?
Student 1	Celebrities are models for me.	If they are harmful for the next generation.	A study in the USA tried to measure narcissism or extreme self-centredness, when feelings of worthlessness and invisibility are compensated for by turning into the opposite: excessive showing off.
Student 2	They are incentive for many people to achieve their goals.	How many percent are incentive for people?	About 15% of young people have an 'entertainment-social' interest.
Student 3	I have no idea of them.	About their lifestyle.	A study in the USA tried to measure narcissism or extreme self-centredness, when feelings of
			worthlessness and invisibility are compensated for by turning into the opposite: excessive showing off.
Student 4	I don't care about celebrities.	About their negative deeds.	"Intense-personal" fans are more at risk from depression and anxiety
Student 5	They are wealthy people. I hope to be in future.	Their impact on human beings.	'borderlinepathological' interest people are in most danger of being seriously disturbed.

Student 6	They are corrupted people.	If celebrities are corrupted or not.	As was expected, the celebrities were significantly more narcissistic than the MBAs and both groups were a lot more narcissistic than the general population.
Student 7	They have illegal businesses.	If there are types of celebrities.	Four kinds of celebrity: reality TV shows; comedians; actors; musicians
Student 8	They are hard working people.	They do not waste money.	One interesting result was that there was no connection between narcissism and the length of time the celebrity had been famous. This means that becoming famous probably did not make the celebrities narcissistic – they already were beforehand.
Student 9	I strive to be so called people.	How many percent of people are celebrities?	Researchers looked at 200 celebrities, 200
			young adults with Masters in Business Administration (a group known for being narcissistic) and a nationally representative sample using the same questionnaire.
Student 10	I guess they do not have any negative impact on youth.	If the next generation will be harmed by celebrities.	“Entertainment social” interest. They love chatting about their favourite celebrities with friends and this does not appear to do any harm.

We came to the conclusion that there are many reasons for using KWL charts in the classroom. First, a KWL chart stimulates students' prior knowledge of the text or topic to be considered. Teacher starts asking students what they already know, students are thinking about background knowledge about the topic. Next, KWL charts establish a purpose for the unit. Students are able to add their effort to the topic by asking them what they want to know. Students then have a purpose for contributing and involving in

the topic. Also, using a KWL chart allows students to enlarge their ideas except the text used in the classroom. After learning students' interests, the teacher tends to create assignments that the students will like. A KWL chart is a tool that can be used to deal with instruction as well as monitor student learning process. KWL charts are used by elementary teachers to higher school in all spheres of science.

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