



**THE USE OF KWL PLUS AND VIDEO IN READING  
COMPREHENSION SKILLS OF GRADE 6  
BHUTANESE ESL STUDENTS**

**BY  
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### Abstract

This mixed method study was conducted to compare the learning achievement of grade 6 students before and after the use of KWL Plus and Video and to find students' satisfaction towards the use of KWL Plus and Video in reading stories in English. The study was conducted in one of the schools in Bhutan with 31 students over the period of four weeks. The quantitative data was collected through learning achievement tests (pretest and posttest). The qualitative data was collected from semi-structured interview.

The analysis of the pretest and posttest scores showed 100% students' improvement in their scores in posttest as compared to pretest. The mean ( $\bar{x}$ ) difference of 8.65 between posttest ( $\bar{x}$  27.65) and pretest ( $\bar{x}$  19) indicated that the use of KWL Plus and Video improved the learning achievement of students. Likewise, the data collected from interview showed that the students were satisfied with the use of KWL Plus and Video in reading stories in English. The findings from interviews revealed that students were motivated and satisfied to use KWL Plus and Video to read stories in English. It had also developed their interest towards reading. Thus, this study recommends using KWL Plus and Video as one of the learning strategies to improve the reading comprehension skills of students.

(Total 139 pages)

Keywords: KWL Plus, Video, Reading Comprehension Skills, Grade 6 Students, ESL

Student's Signature.....Thesis Advisor's Signature.....

## TABLE OF CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>	<b>i</b>
<b>ABSTRACTS</b>	<b>ii</b>
<b>TABLE OF CONTENTS</b>	<b>iii</b>
<b>LIST OF TABLES</b>	<b>vi</b>
<b>LIST OF FIGURES</b>	<b>vii</b>
<b>ABBREVIATIONS</b>	<b>viii</b>
<b>CHAPTER 1</b>	
<b>INTRODUCTION</b>	<b>1</b>
1.1 Background and Rationale	1
1.2 Research Objectives	10
1.3 Research Questions	11
1.4 Research Hypothesis	11
1.5 Scope of the Study	11
1.6 Conceptual Framework of the Study	15
1.7 Limitation of the Study	15
1.8 Operational Definitions	16
1.9 Significance of the Study	17
<b>CHAPTER 2</b>	
<b>LITERATURE REVIEW</b>	<b>18</b>
2.1 Modern Education System in Bhutan	18
2.2 English Curriculum in Bhutan	19
2.3 Definition of KWL Plus	28
2.4 Steps for using KWL Plus in Reading	29
2.5 Benefits of KWL Plus in Reading	31
2.6 Using Story to Improve Reading Skills	33
2.7 Digital Story and Digital Literary Skills	34
2.8 Theories of Learning	36
2.9 Related Research	39

## TABLE OF CONTENTS (CONT.)

		<b>Page</b>
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>44</b>
	3.1 Research Design	44
	3.2 Population and Sample of the Study	45
	3.3 Research Instruments	46
	3.4 Validity and Reliability	48
	3.5 Data Collection Procedures	50
	3.6 Data Collection Steps	51
	3.7 Data Analysis	53
<b>CHAPTER 4</b>	<b>RESULTS AND DATA ANALYSIS</b>	<b>55</b>
	4.1 Result of Quantitative Data	55
	4.2 Result of Qualitative Data	60
<b>CHAPTER 5</b>	<b>CONCLUSION, DISCUSSION AND RECOMMENDATION</b>	<b>65</b>
	5.1 Conclusion	65
	5.2 Discussion	67
	5.3 Recommendations	72
<b>REFERENCES</b>		<b>74</b>

**TABLE OF CONTENTS (CONT.)**

	<b>Page</b>
<b>APPENDICES</b>	<b>90</b>
<b>Appendix A</b> Lesson Plan	91
<b>Appendix B</b> Reading Comprehension Test for Pretest	96
<b>Appendix C</b> Reading Comprehension Test for Posttest	108
<b>Appendix D</b> Semi-Structured Interview Questions	122
<b>Appendix E</b> Reliability Test Scores of Research Instruments	124
<b>Appendix F</b> Experts Who Validated the instruments	126
<b>Appendix G</b> IOC Ratings for Different Instruments	128
<b>Appendix H</b> Letter of Approval	132
<b>Appendix I</b> Consent Letters	136
<b>BIOGRAPHY</b>	<b>139</b>



## LIST OF TABLES

	<b>Page</b>
<b>Tables</b>	
1.1 Content of the Study	12
1.2 Timetable for the entire study	15
2.1 Example of KWL chart	30
3.1 Demographic Details of the Participants	46
3.2 Co-relation between Research Objectives and Research Instruments	46
4.1 Marks Scored: Pretest and Posttest	56
4.2 Paired T-Test Analysis	57
4.3 Increased Percentages in the Posttest scores	59





## LIST OF FIGURES

	<b>Page</b>
<b>Figures</b>	
1.1 Independent and Dependent Variables	15
2.1 Story Map	31
3.1 Research Design	41
4.1 Pretest and Posttest Mean Score Comparison	58
4.2 Comparison between Pretest and Posttest Scores	60



## ABBREVIATIONS

<b>Abbreviation</b>	<b>Meaning</b>
REC	Royal Education Council
NAPE	New Approach to Primary Education
MoE	Ministry of Education
BCSE	Bhutan Certificate for Secondary Examination
RUB	Royal University of Bhutan
CAPSD	Curriculum and Assessment Professional Support Division
SD	Standard Deviation
ESL	English as a Second Language
IOC	Item Objective Congruence
MoE	Ministry of Education
KWL	Know Want Learned
ECCD	Early Childhood Care and Development



# CHAPTER 1

## INTRODUCTION

The study's background and rationale, research objectives, research questions, research hypotheses, scope and limitations are all presented in this chapter. It also provides the conceptual framework, definition of terms, and finally the significance of this study.

### 1.1 BACKGROUND AND RATIONALE OF THE STUDY

English language is the Lingua Franca (Tomlinson, 2016; Ali, Javed, & Shabbir, 2017; Leon, 2018; Anyonova, 2019) of the world. It is so because English today has become the medium of communication for many people around the world. Starting from business, newspaper publishing, writing books, international telecommunications, scientific publishing, mass entertainment, diplomacy and education, English remains as the dominant language of communication (Deniz, Ozkan, & Bayyurt, 2016; Sriprabha & Sankar, 2016). Not only has English become a common spoken language for millions of people; it is also the language of the internet (Sriprabha & Sankar, 2016). Maybe because of these facts, English is used more widely today than in the past (Meitz, 2016; Moses, & Mohamad, 2019) and English is one common language that is mostly known to the people of the world (Sesha, 2014). According to Duffin (2020) there were roughly 1.27 billion individuals speaking English as their first or second in 2019, which was the most in 2019. Over the years English language has gained momentum around the education systems of the world (Fang, 2017). Owing to all these reasons, importance of English throughout the world today is unprecedented.

Learning of English as a Second Language has become very imperative today because of the fact that English has become the lingua franca and language of international communication (Anyonova, 2019). In the field of education, many

countries around the world are teaching and encouraging children to learn English as a second language (Sriprabha & Sankar, 2016, p.249). English is increasingly becoming the medium of instructions globally because students have to learn many subjects as they progress in their education in English (Doiz & Lasagabaster, 2018). In this globalised world, a country needs to interact with outside world more than ever before, this entail that quality of teaching and learning of English must be improved (Rahman & Pandian, 2018).

English plays an important role in Bhutan as well (Dorji, 2017). In Bhutan, English is the language used in offices along with the national language Dzongkha. It is also the language used for international communication. English in Bhutan has the status of second language (L2) because Tshering (2020) has found 100% English usage in banking and communication with the outside world. On top of that he also confirms that 90-100% usage of English in e-communication. This also validates the fact that English indeed is also the language of administration. Besides these, English has remained medium of instruction in Bhutanese schools ever since the advent of modern education in early 1960s (Bidha & Thinley, 2010, p.11). As English is the medium of instruction, all subjects are taught using it except the national language. Furthermore, English is one of the major and compulsory subjects (Dendup, 2019; Dendup, 2020; Dorji, 2017) taught across the schools in Bhutan. It is fair enough to conclude that English as a second language plays a crucial role in day to day lives of the Bhutanese people.

Bhutanese English curriculum comprises of four strands: Reading and Literature, Listening and Speaking, Writing and Language and Grammar (REC, 2017). This is in line to theories of Moffit (1983) which propounds the four ways people learn a language in *Teaching the Universe of Discourse* (REC, 2019). The new English curriculum which was introduced in 2006 focused in use of English in all four strands; reading, writing, listening and speaking and language and grammar (Choeda et al., 2020). To achieve the learning objectives for these four strands, careful considerations were done in selection of teaching learning materials. Considerations such as the texts having the best ideas written in the best language possible, respecting gender

sensitivity, having examples of classical and modern language, having the balance of Bhutanese and international writing in English, and age-appropriate texts which are appealing to the learners are being considered. So, excellent samples of poetry, short stories, essays and plays from varied cultures are put in the main text and as well as in the supplementary reading materials to be delivered through a learner-centered program (REC, 2019). It is emphasized that advancement in four strands requires mastering the four skills.

To cater to the needs of each strand and fulfill the set objectives, preselected texts inclusive of various activities are included. Each strand is also allocated its own quota of time which varies for different grades or levels. Out of 180 assumed teaching days for grade IV to VI English a year, the lion's share of 60 days is allocated for reading strand, while 40 days each are kept for listening and speaking, writing and language strands respectively (REC, 2017, p. 181). It is very obvious that reading and literature strand in English language taught in Bhutan is given priority as students progress from lower to higher grades.

In spite of a well intended and revised English curriculum, there are recent findings from researches, educationists and media about the dwindling performance in English and in particular reading of Bhutanese students affecting other areas. It is stated that English subject being Second Language for Bhutanese students, is considered the most difficult subject by the students (Wangchuk & Chalermnirudorn, 2019). According to Bhutan PISA-D national report, poor reading affected the performance in Mathematics and Science (BCSEA, 2019). Furthermore, students in Bhutan are reported reading the content without inferring the meaning of the text. This is attributed to the poor reading comprehension skills in students (Rinzin, 2019) and thus the low performance.

It is reported that reading culture is dwindling in Bhutan because people are choosing to read online, browse net and watch television (Choezom, 2020). As per the news report of, *Kuensel*, the national newspaper, 79 percent of those who are studying use internet, 57 percent for social networking and 29 percent for gaming respectively

(Lhamo, 2018, para. 10). The only national library of Bhutan, the Jigme Dorji Wangchuck National Library has also seen declining in the numbers of members over the years (Choezom, 2020).

During the board examination for grade X in 2016, students' average score was just 55.42 percent in English, which is the lowest in comparison to other subjects like Economics, Mathematics, History and Geography and Science (MoE, 2017). Further, analysis of students' score in competency in four strands showed: 32.73 percent in reading, 35.83 percent in writing, 35.73 percent in listening and 33.66 in speaking respectively (BCSEA, 2017).

In an ESL classroom setting, helping students to equip with reading skills is one of the crucial academic skill and also difficult area of teaching and learning (Sridharan & Said, 2020). Reading comprehension skill is one of the essential factors that influence the students' performance in examination. From the evidences gathered above regarding the Bhutanese students' reading skills, it is fair enough to conclude that the low performance in academic and other areas were the direct consequences of that.

Students not performing well academically and in examinations could be attributed to many factors and one of the most important one is obviously reading strategies used by the students. If students are not aware of reading comprehension strategies, this can have negative impact in reading comprehension tests (Nadeem & Omar, 2018). Among many other skills required for academic success, reading is one of the most important (Fletcher, Martohardjono, & Chodorow, 2019; Kim, Lee, & Zuilkowski, 2020).

Some of the school leaders, and teachers in Bhutan still believed in teacher-centered classroom where the teacher is the sole controller of knowledge and information (Dorji, Tshering, Wangcjuk, & Jatsho, 2020 p. 65). In such teaching and learning situation teachers do all the works and students remain inactive recipient of information (Kassem, 2019). That is happening even in the reading activities where



the teacher reads the text and explains the content to students. This is what happened in most of the schools across the country; beginning from the primary to higher secondary schools. This entails that there is less chance for the students to hone their reading comprehension skills.

Reading strategies used in teaching reading in English in Bhutan are mostly teacher-centered. Teachers use reading strategies like read aloud by the teacher, eco reading, choral reading and independent students reading (REC, 2016, as cited in Wangchuk, 2019). In such reading activities carried out in Bhutanese schools, it is found that the teacher is more active most of the time than the students who remain passive. The students simply repeat what is being read out to them without any comprehension of the materials they are reading. Students are also found sitting quietly without sharing their opinions. They do not ask questions to the teachers and friends. This essentially translates to a lack of interest in reading. As a result, one of the most basic symptoms of a reading comprehension problem is the avoidance of reading and writing (Ben-Aharon, 2020).

Often, when the teachers ask the questions to the students after reading activities, students do not respond. They simply stare at the ceiling or gaze at the floor. Even if they respond, the answers are not satisfactory. On top of that, after the reading activities, students are found facing difficulty in retelling the stories or content of the text in their own words (Ben-Aharon, 2020).

ESL students of Bhutan are also asked to carry out independent reading by the teachers as it is one of the reading strategies prescribed by the Royal Education Council of Bhutan (REC, 2016). In the case of independent reading activities, students simply read the words and sentences without understanding the meaning. Students are mostly seen practicing what researchers call *mindless reading* during individual reading activities, zoning out while gazing at the written text (Schooler, Reichle, & Helpert, 2004).

Learners are also found without enthusiasm when they are reading on their own. They do not have fun while reading. When students are asked to read texts on their own, they perceive it as boring and unproductive (Sari, 2017, p.2). It means that reading is hard for them. It is so because they don't have reading strategies (Seberson, 2016). Thus, there is no way for the students to comprehend what they are reading.

Furthermore, it is also found that teachers in Bhutan use lecture method in teaching English, where students are just passive listeners (LA Prairie, 2013, as cited in Dorji, 2017, Wangchuk, 2019). Students are found not to be active participants in the reading activities. Often when teachers are the sole controller of the reading activities, students do not enjoy the reading activities. In such case as this, students are deprived of the opportunity to use reading strategies.

Researchers have found out that methods of teaching used by teachers do have impact on the reading comprehension of the students (Ooi, Choo, Kok, Malaysia, & Ahmad, 2018; Yusmalinda, & Astuti, 2020). McEwan (n.d.) says that when reading strategies are directly taught to and explained, the readers who are struggling, the students reading comprehension and retention improve. "Activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing" are some of the tactics McEwan offers. Similarly, activating and utilizing background information, creating, inferring, predicting, summarizing, visualizing and comprehension monitoring are all helpful tactics for improving reading comprehension skill (Sabouri, 2016, as cited in Farha and Rohani, 2019).

An advance organizer is a tool that teachers can use for supporting students in improving their reading comprehension skills. In his book "Assimilation Theory of Meaningful Learning", published in 1960, an American psychologist named Ausubel proposed advance organizer as a metacognitive technique (Mei, 2018). The advance organizer is a tool for presenting the lesson's topic and demonstrating the link between what students will learn and their past knowledge on the issue. It helps the students to make connections between concepts (Chen, 2014). When students use an advance organizer to make connections between new information with the old, the new



information can be retained with ease. An advance organizer serves three purposes: it directs students' attention to what's important in the forthcoming lesson, it highlights the connections between topic that will be presented, and it reminds students of the knowledge they already know (Long-Crowell, n.d.). Besides these, it also helps structure students' thoughts about a topic, and it can be helpful not only to students with organization and attention issues but to all (Osewalt, n.d.). One of the advance organizers is the KWL Plus.

Similarly, graphic organizers are also effective tools that can be used in improving reading skills. It provides a visual display that arranges ideas and shows the relationships between concepts. Graphic organizers help the students learn facts, concepts, information, ideas and new words easily (Kurniaman & Zufriady, 2019). Students can utilize visual organizers to arrange, compare, and connect material for greater understanding (Lopez & Campoverde, 2018). Graphic organizers are instructional tools that help students to make the complex information in to simplified version. It can be used at practically every level of the learning process, from brainstorming to presenting discoveries in the classroom, both individually and in groups (Zani, Mokhtar, & Nawawi, 2010). Hanley (2018) says that construction of graphic organizers facilitate interaction among students and teachers. It is also found that graphic organizers improved students' motivation to learn and academic performance (Yunianti, 2014). Graphic organizers incorporate both text and visuals. It is scientifically proven to be effective tools of teaching and learning. Integration of them into the teaching and learning process could be extremely beneficial to both teachers and learners because it makes lessons more engaging and easily comprehensible (Athuraliya, 2021). One of the very important and popular graphic organizers is KWL Plus.

Out of many strategies to improve reading comprehension skill, KWL (Know, Want, Learned) strategy is one of them (Le & Nguyen, 2020; Sridharan & Said, 2020). KWL is one of the many strategies used in teaching and learning especially informational texts. First step while implementing this strategy is to present the topic after which students brainstorm and list down what they already know about the topic

in the “Know” column. After that the students will discuss and note what new, ideas, concepts and things they want to know from the topic under “Want” column. To finish, the teacher will ask the students to read the text and when they are done with reading, the teacher ask them to fill the “Learned” column of what they have learned and even crosscheck whether what they wanted to learn were achieved or not (Hamid, Rahman, & Atmowardoyo, 2016; Le, & Nguyen, 2020; Sridharan & Said, 2020). By adding the term “Plus” to the fourth component, Ogle was able to integrate the writing part, in which students use concept maps and writing of summary of the text. Completing the “Plus” component requires students to write a summary of the material in their own words. The “Plus” encourages students to deduce meaning from the text on their own, assisting them in becoming independent readers (Hussein, 2014).

“KWL-Plus as presented by Ogle (1987) is one of the reading meta-cognitive strategies that prompt the reader to think critically while interacting with the reading text” (Hussein, 2014). The KWL Plus strategy has specific steps to be followed while carrying out reading activities in an English classroom. Teacher may either wish to use it as an individual or group activity. First step in integration of the KWL Plus strategy is the introduction of the reading lesson where teacher asks questions to activate the students’ prior knowledge of the topic they are going to read. In the second step, the teacher asks the students to write few sentences about what they want to learn from the text. After that, the teacher asks the students to read the text. Finally, the teacher asks the students to write down the ideas in a specially designed worksheet. After that the main ideas from the worksheet will be used for writing a summary. This way the teacher can carry out assessment of the students’ comprehension output from what they have written about the text (Hussein, 2014).

Previous studies have shown that KWL Plus strategy have been very effective in improving the reading comprehension skills of the students (Lou & Xu, 2016). The use of KWL Plus strategy has also helped learners to be self-directed and independent learners (Hussein, 2014, Usman, Fata, & Pratiwi, 2018; Rahmawati, 2018; Ningsih, 2020). KWL Plus strategy is very effective in reading texts which are narrative, expository and descriptive in nature. It gives a good reading engagement thus

stimulating the students' prior knowledge and help in connecting them with what they will learn. It can also meaningfully engage students in group work (Usman et al., 2018).

When KWL Plus strategy is used, teacher's role is minimal to that of a guide while students are empowered own their learning by being active participants (Sridharan & Said, 2020 p.51). Le and Nguyen, (2020) have also mentioned that KWL Plus strategy can not only help find the purpose of reading that particular text, it can also aid students in keeping track of their reading and conduct self-assessment of their learning. Students also derive satisfaction since they have something concrete accomplished at the end of the reading. Ogle (1986, as cited in Hamid et al., 2016) mentions that KWL Plus strategy helps students "read silently with comprehension".

It has become necessary today to blend the learning with technology because of the unprecedented technological advancement. Among myriad technological tools and materials, video has become part and parcel of people's day to day life. It has also aided and made the teaching and learning experience especially of English as a second language both inside and outside the classroom more effective (Bajrami & Ismaili, 2016). It is found that the use of video in the ESL classroom not only motivates students to learn English, it also makes the students confident, extrovert and not afraid of practicing English speaking (Irawati, 2016). Information Communication and Technology has significant impact on the education in respect of teaching English as a Second Language (ESL) (Mansor & Rahim, 2017).

It has been more than three decades since the introduction of KWL and KWL Plus strategies. Not much modification has been done to the strategies. To make the strategies uptodate and usable and to cater to the contemporary needs of the learners, integrating the strategies with technology has become imperative today. Efficacy of the combination has already been attempted by researchers and the findings are very positive and encouraging. For instance, combination of KWL with Prezi (Hamid et al., 2016) and integration of KWL Plus with internet-based language laboratory (IBILL) (Lou & Xu, 2016) have shown positive impact on the reading comprehension skills of

the students. Most importantly, the researchers have reported the enhanced satisfaction, interest and motivation in students towards reading when Prezi and IBILL were combined with KWL and KWL Plus. Since this researcher taught stories in English using KWL Plus and the plus activities included story mapping, summary writing and roleplay, this researcher found including the production of video of the roleplay very apt as post reading activity to scaffold the KWL Plus and boost student's engagement, motivation, interest and satisfaction in reading.

The use of KWL strategy to improve reading comprehension skill in other subjects like History, has been attempted but the use of KWL Plus in teaching reading narrative text to ESL students is something of a new in Bhutan. No prior studies have been done to test its effectiveness in Bhutanese ESL classroom especially in primary schools. On top of that, the use of video as a scaffolding activity to enhance learning satisfaction derived through the use of KWL Plus strategy has never been attempted. Thus, this research study wants to examine the effectiveness of the use of KWL Plus strategy to improve reading comprehension skills and use of video to support the learning engagement and satisfaction of sixth grade Bhutanese ESL students. This study, which was never attempted before may come as a respite for those students who have struggled in reading and reading comprehension activities.

## **1.2 RESEARCH OBJECTIVES**

1.2.1 To examine the effectiveness of KWL Plus and Video in improving the English reading comprehension skills of Grade 6 Bhutanese ESL students.

1.2.2 To determine the learning satisfaction of Grade 6 Bhutanese ESL students on the use of KWL Plus and Video in improving the English reading comprehension.

### **1.3 RESEARCH QUESTIONS**

1.3.1 Would the use of KWL Plus and Video help to improve the English reading comprehension skills in grade 6 Bhutanese ESL students?

1.3.2 Would the grade 6 Bhutanese ESL students be satisfied by using KWL Plus and Video in English reading comprehension activity?

### **1.4 RESEARCH HYPOTHESES**

1.4.1 The students' English reading comprehension skills of grade 6 Bhutanese would be improved by the use of KWL Plus and Video.

1.4.2 The satisfaction of grade 6 Bhutanese ESL students would be improved by the use of KWL Plus and Video.

### **1.5 SCOPE OF THE STUDY**

#### **1.5.1 Location of the Study**

The study was carried out in one of the primary schools in Chhukha district in the western part of Bhutan. The school had grades from Pre-primary to 6.

#### **1.5.2 Research Population**

The population of the study consisted of 31 grade 6 ESL Students studying in one of the primary schools in Chhukha district in the Western part of Bhutan. The students were within the age range of 12-14 years.

### 1.5.3 Sample

The researcher used a simple random sampling involving one section of 31 grade 6 students (13 males and 18 females). The students were within the age range of 12-14 years old with mixed abilities of English language.

### 1.5.4 Content of the Study

The researcher conducted two classes in a week for a period of one month, which comprised of the eight sessions. The lessons began from the first week of March and conclude in the fourth week of March. The four lesson plans were designed to administer KWL Plus and Video in teaching reading comprehension skills to the sample group of students. The reading comprehension activities were developed using the four short stories as prescribed in the Grade 6 English textbook.

Table 1.1 Content of the Study

Lesson Plans	Topics	Timeline
(Pretest)	Pretest for story 1, 2, 3, and 4 will be administered.	Week 0
Lesson Plans 1 and 2	<p>Each group were asked to discuss and fill in 'K' and 'W' column before reading the story "The People Who Hugged the Trees" from the Class VI English text book.</p> <p>After that they read the story and then filled 'L' column.</p> <p>They completed filling the story map.</p> <p>Then the students wrote a summary of the story.</p> <p>Shot a 2 minutes video of the role play of the story using mobile phone in groups.</p> <p>Posttest of story 1 (10 questions)</p>	Week 1



Table 1.1 Content of the Study (Cont.)

<p>Lesson Plans 3 and 4</p>	<p>Each group was asked to discuss and fill in ‘K’ and ‘W’ column before reading the story “Belle’s Journey” from the Class VI English text book. After that they read the story and then filled ‘L’ column.</p> <p>They filled the story map.</p> <p>Then they wrote a summary of the story.</p> <p>Shot a 2 minutes video of the role play of the story using mobile phone in groups.</p> <p>Posttest of story 2 (10 questions)</p>	
<p>Lesson Plans 5 and 6</p>	<p>Each group were asked to discuss and fill in ‘K’ and ‘W’ column before reading the story “The Orphan Boy” from the Class VI English text book. After that they read the story and then filled ‘L’ column.</p> <p>They filled the story map.</p> <p>Then the students wrote a summary of the story.</p> <p>Shot a 2 minutes video of the role play of the story using mobile phone in groups.</p> <p>Posttest of story 3 (10 questions)</p>	

Table 1.1 Content of the Study (Cont.)

Lesson Plans 7 and 8	<p>Each group was asked to discuss and fill in ‘K’ and ‘W’ column before reading the story “The Never-Ending Greenness” from the Class VI English text book. After that they read the story and then filled ‘L’ column.</p> <p>They filled the story map.</p> <p>Then students wrote a summary the story.</p> <p>Shot a 2 minutes video of the role play of the story using mobile phone in groups.</p> <p>Posttest of story 4 (10 questions)</p>	Week 4
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The four stories were chosen from Grade 6 English text book to meet the reading objectives aligned with the major themes in English: Reading & Literature, Grade VI (REC, 2019).

#### 1.5.5 Time Frame

The study was conducted in the period of one month from the first week of March to the fourth week of March in the Academic Year 2021.



Table 1.2 Timeline for the entire study

Activity	Time Frame
Literature Review	May – December 2020
Research Proposal	January 2021
Data Collection	March 2021
Data Analysis	April 2021
Report Writing	April 2021
Final Defense	May 2021

## 1.6 CONCEPTUAL FRAMEWORK OF THE STUDY

This study consisted of two variables; independent and dependent variables. The independent variable was KWL Plus and Video and dependent variables were reading comprehension skills and students' learning satisfaction.

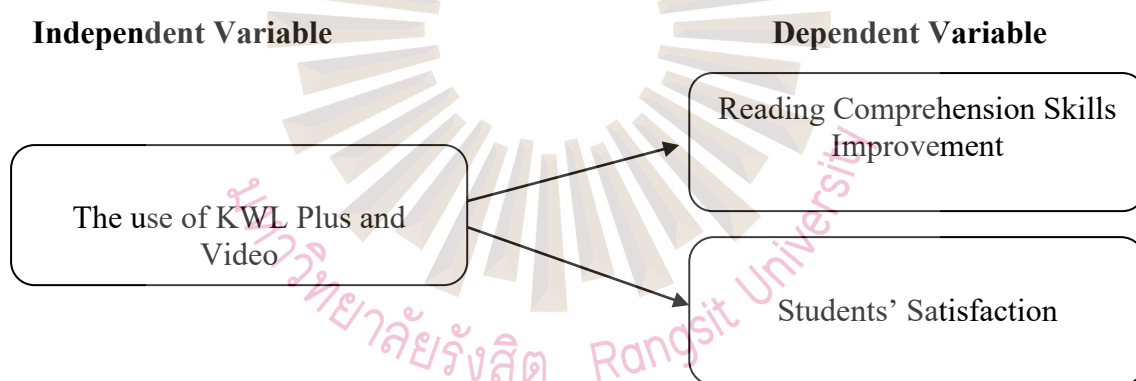


Figure 1.1 Independent and dependent variables

## 1.7 LIMITATION OF THE STUDY

1.7.1 The study was carried out only in one section of Grade 6 Bhutanese ESL Students in one of the primary schools in Bhutan. Therefore, the finding cannot be generalized to all the Grade 6 Bhutanese ESL Students.

1.7.2 The research may yield different data if it is carried out for an extended period of time or with the students in different levels.

## 1.8 OPERATIONAL DEFINITIONS

**KWL Plus** is a reading instruction approach that helps students navigate through a text. Students begin by listing everything they **Know** about a topic in a brainstorming session. The K column of a KWL chart is used to capture this information. The students next consider what they **Want** to learn about the issue and write it down in the W column as questions. Then, students record what they have **Learned** from the topic after reading in the L column. After that the students complete a story map and write a summary as **Plus**: an extension of KWL chart.

**Reading Comprehension skill** refers to the ability of the learners to find the main ideas of the stories, write a summary of the story, find the details in the story, answer the questions in relation to the stories, retell the story, and roleplay the stories with the help of KWL Plus and Video.

**Learning Satisfaction** in the current study means level of satisfaction derived by students after using KWL Plus and Video in the reading comprehension activities. The data in this regard was collected via a semi-structured interview.

**Learning Achievement** in this study refers to the increase of scores in the posttest compared to pretest of grade 6 students after using KWL Plus and Video in reading stories. This was assessed by the achievement test scores of reading comprehension skill including pre-test and post-test.

**Video** refers to the production of 2-minute video clips by the students using the teacher's smartphone of the roleplays. Each group will be allowed to use the teacher's smartphone to shoot the video of their roleplay of the story.

**Grade 6 Students** are the research participants of this study, studying in Grade 6 at the research school in the academic year, 2021. In total 31 students took part in the research. They were taught four short stories from English curriculum using KWL Plus and Video over the period of four weeks.

**ESL** refers to English as a Second Language. It is the medium of instruction in Bhutanese schools and English is second language to the Bhutanese students.

## **1.9 SIGNIFICANCE OF THE STUDY**

1.9.1 The study would give more information related to KWL Plus and Video and the benefits of using KWL Plus and Video on the reading comprehension skills.

1.9.2 The study would give more information on how to use KWL Plus and Video in lessons.

1.9.3 The result of this study may help the teachers to integrate KWL Plus and Video in their lessons to teach reading comprehension through stories.

1.9.4 This study offers basics in using KWL Plus and Video and also provides more information for future researchers interested on the areas of the research with different methodologies.

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

Some of the most important themes like history of modern education in Bhutan, English curriculum in Bhutan, KWL Plus and Video, benefits of the strategy, learning theories, and related studies have led to the search for the literature review in this chapter.

#### **2.1 MODERN EDUCATION SYSTEM IN BHUTAN**

Bhutanese education system was predominantly monastic type prior to the advent of the modern education (Dukpa, 2016; Sapam, Singh, & Ratna, 2019). Historically, the start of modern education is marked in the year 1913 when the first King of Bhutan established the first school in Haa, one of the districts in western Bhutan (Dorji, 2016; Schuelka & Maxwell, 2016). Medium of instructions for most of the schools privately owned and public before 1960s were Dzongkha, Choekey, Hindi, and Nepali. Full expansion of modern education with English as the medium of instructions began with the introduction of First Five Year Plan in 1961 (Hirayama, 2015; Gyeltshen & Zangmo, 2020). English in Bhutanese schools is used as the medium of instruction starting from pre-primary to the tertiary level (Thinley, 2016, p. 20). Apart from being one of the major subjects taught in Bhutan, English is also the medium of instructions for all other subjects except Dzongkha (Dendup, 2020, p.84).

Even in the Early Childhood Care and Development (ECCD) centers, English is the medium of instruction now. ECCD centers which provides early childhood care and education development is one of the latest educational initiatives. It is considered the foundation for education system to prepare the children of age 3 to 5 for formal schooling (Dem, 2019).

Nationalization of school curriculum in the 1970s focused on more of injecting Bhutanese values, culture and ideas. This reform was carried out to make the curriculum suitable for Bhutanese students. New Approach to Primary Education (NAPE), another reform in the mid-eighties was intended in improving the quality of teaching and learning (Kado, Dem, & Yonten, 2020, p.126). “NAPE combines new curriculum materials with teaching methods that emphasize understanding and creative interpretation rather than memorization and regurgitation” (Bray & Chhoeda, 2017).

Bhutan made the right decision to revise all curricula recently to cope up with the changes brought about by unprecedented globalization. To keep all Bhutanese at par with the people of the world and sail together in terms of educational and socio-economic development was another reason for Bhutan to revise and update the curricula.

## **2.2 ENGLISH CURRICULUM IN BHUTAN**

Bhutan did not have her own curriculum when an organized system of schooling began in 1961. The curriculum including the physical text books and teachers all belonged to India. Initially, expatriate teachers taught in Hindi and then in English, which became the medium of instructions after 1964 (Polsky, 2018, p. 59; Thinley, 2016, p. 25). The teachers and the materials used all came from India and so did the teaching and learning styles in the schools. Rote learning; where students repeated what teachers said dominated the class and it did not encourage critical thinking and questioning (Polsky, 2018, p. 59). Bhutanese classrooms were predominantly a teacher-centered classroom where teachers used lecture method of teaching (Dendup, 2020). Teachers were the sole owners of the information and the students were passive recipients of it.

Revised English curriculum in Bhutan today is focused in child-centered learning. Unlike traditional teacher-centered classroom, Bhutanese English curriculum

today is gender sensitive and student-centered. Teacher's role has completely shifted from sole controller of class and learning to that of a guide and a facilitator. Learners take a centre stage and take greater responsibility in their own learning (Royal Education Council, 2017).

English curriculum of Bhutan is thematic in nature. Thematic approach is a wholesome approach which helps in meeting the emotional, social, physical, and academic and language needs of a learner (Royal Education Council, 2017).

### **2.2.1 Teaching and Learning Reading in English as a Second Language (ESL)**

Reading is very essential in learning second language says UKEssays (2018). Teaching reading in an English as a Second Language classroom requires complex process and needs lot of time and energy from the teachers. Furthermore, teaching reading is considered difficult and time consuming because the teachers have to use many strategies (Ali & Razali, 2019; Hartshorn, Evans, Egbert, & Johnson, 2017; Solikha, 2018). In spite of teaching reading being a complex process and difficult, it has to be taught anyway because reading is considered crucial for learning the English language (Solikha, 2018). Because of this fact teachers must invest sufficient time and efforts in teaching reading to the students.

Unlike in the past, Dendup (2020) has found that there has been a positive development in the teaching of English curriculum in Bhutan. Teachers are abreast with the latest development in the area of teaching language and are adopting more of student-centered teaching and learning approaches. He further mentions that after the latest revision of English curriculum, teachers are better equipped with appropriate pedagogy to deliver English lesson with availability of curriculum materials.

Over the years, Bhutanese English curriculum has shifted its method of teaching from top teacher-centered to bottom learner-centered learning approach (Tamang & Chayanuvat, 2020, p.24).



It is very important for English language learners of ESL to be able to read well in order to learn the language (Ali & Razali, 2019). It has a significant impact on the students' process of getting the required information while learning language (Rosyida & Ghufron, 2018, p.604). Therefore, teaching and learning reading in English remains prominent in learning language in ESL classroom.

### **2.2.2 Framework for Teaching Reading**

Teaching reading requires certain standard framework to be followed by the teachers. In this study the researcher considered using the most widely accepted framework called Pre-During-Post or PDP. Teachers can use this lesson framework to design and execute an effective reading session. Additionally, the framework ensures that learners are motivated, engaged, and active before, during, and after reading a text.

Following are the three stages involved in the PDP framework (Algeria TESOL, n.d.; Compos, 2020):

#### **Pre-Reading**

Students consider the title and explain what they know or have experienced about the reading topic. In this research the students will fill up the 'K' (Know) column of the KWL chart. Next the students will make predictions about what the text is about and what they want to know more from it. Then they will fill the 'W' (Want) column with their questions related to what they want to know from the text.

#### **During Reading**

In this stage, students will read the text and do assignments that will gradually enhance and improve their understanding of the content. In this case, students may add questions and look for answers for their questions. They will complete 'L' (Learned) column and write down what they have learned.

## Post Reading

Students will use Plus activities to extend and integrate their understanding and information obtained from reading the text. The students will firstly complete the story map which requires them to identify and write down main ideas and features of short story. After that, students write a summary of the story. Finally, the students will use the information and knowledge gained from reading, filling up KWL chart, completing story map, and summary writing to perform roleplay and shoot a 2-minute video of it.

### 2.2.3 Dale's Cone of Learning

Dale's learning cone is a theory that is primarily concerned with instructional design and learning process. It explains the relationship between the learning input and retention ability and learning outcomes of the students. In the adapted Dale's cone of learning, it is asserted that learners recall 10% of what they have read, 20% of what they have heard, 30% of what they have seen, 50% of what they seen and heard, 70% of what they said and wrote and 90% of what they did respectively (peopelmatters, n.d.).

While implementing the instructional plan using KWL Plus and video in this study, students obviously get the opportunity to read own their own. The activities in the lesson also demands students to listen to their friends when they share about what they have read and learned. They also get chance to see the roleplay presented by their friends and most importantly they get involved in writing what they say. Furthermore, since the activities are designed to facilitate collaborative learning, students are at the center-stage during the activities. Thus, KWL Plus and Video is in consonance with the Dale's Cone of learning.



#### 2.2.4 Importance of Reading

Reading is an integral part of people's lives and one cannot stay away from it even for a day. Reading has many definitions. Reading is going through a written text to decode messages and infer meaning. According to UKEssays (2018) reading is when people look into materials which have written text and then understand the meaning of the information presented in linguistic message. Reading as per Cambridge Dictionary (n.d.) is "the skill or activity of getting information from written words".

To be a successful reader, it is must for an individual to have reading skills. Successes and failures in examinations to a large extent are determined by reading skills which has direct implications to comprehension says Kaya (2015).

Albiladi (2019) reiterates the beliefs of many second language teachers that reading is the most important skill a student must have to help enhance other skills. It is critical for English language learners to have good reading skills for acquiring the language (Ali & Razali, 2019). Reading is not simply inferring meaning of the text, reading requires meaningful engagement of both mental and physical aspect of the learners (Rosyida & Ghufon, 2018, p.604).

Reading is basically done for two main reasons; pleasure and to get information (Kaya, 2015). Reading skill is also very important to gain knowledge (Ameyaw & Anto, 2018, p.1). The main objective of reading in English as a second language (ESL) class is to enhance the skill so as to make students easily read the literatures written in the English language (Albiladi, 2019). Reading is therefore very important in helping students acquire other skills like speaking and writing.

In English as Second Language learning, reading has a vital function in language acquirement (Ibrahim, Sarudin, & Muhamad, 2016). Students have to read a lot of different types of texts to acquire vocabularies and decipher the meanings of the text. The more a student reads the more language acquisition takes place.

Reading is not an easy process for the learners. It involves many types of reading strategies to understand and infer meaning of a written text (Ali & Razali, 2019). Reading requires a reader to interact with the text using the cognitive and meta-cognitive information so it is therefore a sort of self-discovery process (Nejadihassan & Arabmofrad, 2016).

The main reason one reads is not simply to make sounds, it is to get the crucial information, lesson, and understand stories and debates (Rutzler, 2020). There is always a purpose in reading.

Not only reading ability vital for learners' performance in educational and social settings, but it is also one of the most critical criteria that determines learners' success in academic areas too (Nejadihassan & Arabmofrad, 2016, p.839; Salem, 2017; Usman et al., 2018).

Reading skills play an important role in fostering comprehension (Kaya, 2015). Reading and reading comprehension is inherently linked together. If only a learner can read then comprehension takes place so comprehension of text is influenced by how well a learner reads. In this study students actively engaged in active and meaningful reading of short stories from their prescribed curriculum textbooks. Learners were engaged through three steps while reading: before reading, during reading and after reading. This way student got opportunity to think, plan and look for answers from the text they read.

### **2.2.5 Reading Collaboratively**

Reading collaboratively is a technique where students learn reading comprehension while working in a small cooperative group. This technique can be used with both expository and narrative texts (Abuhasnah, 2015). One such teaching strategy which promotes collaborative reading is collaborative strategic reading. Reading collaborative as a technique can be used in upper grades in primary schools. Collaborative reading technique is very effective for students who are having

difficulty in reading comprehension and those students who are learning English language (MacDonald, 2016).

Researchers like Anggeraini, Novarita, and Afifah (2018) have found that collaborative reading strategy helps students in summarizing and answering questions of narrative text. On top of that it also helps in making students critical thinkers. Reading collaboratively not only improves reading comprehension, it also builds students' cooperative skills and enhance overall performance and achievement in subjects (Abuhasnah, 2015).

### **2.2.6 Reading Comprehension**

Reading comprehension is said to be a very intricate behavior that people engage in daily (Catts & Kamhi, 2017). Many researchers have defined reading comprehension as “the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency”, (Ahmadi, 2017, p.3; Mulida & Gani, 2016). Furthermore, reading comprehension is the fusion of identification and interpretation skills (Rosyida & Ghufon, 2018, p.604). As the reader identifies word meanings through the word knowledge, that is identification, the reader also constructs meanings and interprets it using the interpretation skills (Mulida & Gani, 2016).

Capability to read and understand the meaning of what is read is in short, the definition of reading comprehension. It is also the ability to decipher the meanings and ideas behind the written words and sentences. Above all reading comprehension is the ability to know the words, sentences and paragraphs and interpret the general meaning (Oxfordlearning, 2018; Rutzler, 2020). According to Ahmadi (2017) reading comprehension is “communicating procedures in which readers interact with the text as their background knowledge is activated”. Readers keep on making connection with the previous knowledge on the particular topic to construct meaning out of the reading.

However, most of the time students struggle in reading comprehension because students have tough time in extracting the required information from the reading materials. In this case students can read word by word but do not comprehend the meaning (Usman et al., 2018).

Learners especially of ESL are often faced with numerous challenges in reading comprehension. When the learners are faced with comprehension problems it creates problems in learning language and hampers their academic performance. Reading comprehension is an intricate process as already mentioned in the preceding paragraphs and learners require number of skills to successfully understand what they are reading. Many skills are identified in literatures for enhancing the reading comprehension skills. Lee (as cited in Wangchuk, 2018) has listed six important skills required for reading comprehension as below:

1) Decoding: It is the ability of the readers to decode the written text clearly is essential in understanding the text. Without this skill, readers cannot comprehend the text easily.

2) Fluency: It is the reader's ability to read at a good pace, accurately with expression. Reading fluency is crucial for good reading comprehension. If the reader lacks fluency, the comprehension of the text meaning will be affected, resulting in poor comprehension skills.

3) Vocabulary: Good reading comprehension means knowing the meaning of almost all the vocabularies used in the text. Without knowing the contextual meaning of the vocabularies used, the readers will encounter comprehension barriers. Vocabulary knowledge is an essential skill of reading comprehension.

4) Sentence Construction and Cohesion: It means knowing how sentences were constructed and ideas were connected within the sentence. The ability of the reader to connect one idea with other ideas to develop an overall idea of what the text is trying to say is another important skill of reading comprehension.

5) Reasoning and Background Knowledge: Frequently, most readers relate their reading to what they already know. So, reader's ability to relate

their contextual reading ideas to their prior knowledge related to the current reading aids in comprehension of the text. Readers need to “read between the lines”.

6) Working memory and attention: The reader’s attention while reading allows them to grasp the information from the text. Working memory helps to hold that information and use it to construct meaning from what they read. Together they are considered imperative in reading comprehension.

Thus, when readers acquire these six important skills for comprehension, they will be able to comprehend what they read with ease and without the help of teachers and others. Apart from the six comprehension skills discussed above, readers also must use comprehension strategies to be able to comprehend the text they are reading. Heinemann Publishing (2016) presents the summarized seven important strategies identified by Steven Zemelman, Harvey “Smokey” Dannels, and Arthur Hyde for students to learn as they work on improving their comprehension skills. Those seven strategies are as follows:

- 1) Monitoring comprehension: Actively keeping track of one’s thinking and adjusting strategies to the text at hand.
- 2) Visualizing: Making mental pictures or sensory images as one reads.
- 3) Connecting: Linking what’s in the text to personal experience, word events, or other texts.
- 4) Questioning: Actively wondering about the text, watching for uncertainties in it, and interrogating the text and the author.
- 5) Inferring: Predicting, hypothesizing, interpreting, and drawing conclusions about the text.
- 6) Determine importance: making judgments and weighing the value of the text or the author.
- 7) Synthesizing: Retelling and/or summarizing a text and remembering information from it.

All the above crystallized strategies required by learners for a successful comprehension of texts that they read are essential in their day to day lives. It is more so because Kaya (2015) writes that comprehension skills are necessary for an individual to get through successfully in any examination. Over and above, in reading, comprehension is the final goal (Andriani, 2017).

Mulida and Gani (2016) says that learners' comprehension can be improved when teachers provide reading activities that children can understand. While learners are taught reading, it is very important for the teachers to use strategies which aid learners to make meaning from the text (Mulida & Gani, 2016). Indeed, there are many strategies which teachers can take into consideration to teach reading comprehension to learners but this study chose to focus on using KWL Plus and Video to examine its effectiveness in improving the reading comprehension skills because it is believed that this strategy has the potential to activate learners' schemata and enhance their metacognition (Erliana, as cited in Le & Nguyen, 2020).

### **2.3 DEFINITION OF KWL PLUS**

KWL (Know-Want-Learn) strategy is a three-stage reading strategy and was first developed by Ogle in 1986 on the premise that learners acquire information by making meaning (Le & Nguyen, 2020; Rahmawati, 2018, p.239). In the year 1987 Ogle created an extension of KWL strategy by adding Plus to it and thus it came to be known as KWL Plus (Know, Want, Learn, plus mapping and summarizing). It is a meta-cognitive reading strategy that encourages readers to critically think when reading text (Amelia & Kamalasari, 2018; Hussein, 2014).

KWL Plus is one of the methods which is very helpful in guiding 'learners' reading ability' and help them to be independent while reading (Almamari, 2019; Usman et al., 2018). To have a meaningful and realistic learning, it is crucial for learners to be aware of what they already know, what they want to know from the reading and assess themselves what they have learned from the text they have read.



Therefore, KWL Plus is one such which provides learners a sense of purpose for reading and gives an opportunity for the learners to actively engages before, during and after the reading of the text (Le & Nguyen, 2020; Mulida & Gani, 2016).

Know, Want, Learned Plus (KWL Plus) strategy gives a framework for building on what they already know and then set goals for the reading and finally at the end of the reading reflect on what was learned which then is transferred into semantic map and summary writing (Handayani, 2018; Mulida & Gani, 2016).

## 2.4 STEPS FOR USING KWL PLUS IN READING

There are essentially four steps involved in KWL Plus strategy. Firstly, learners will be provided with the chance to think and write about what they already know (K column) about the topic they are going to read. Secondly, they will be asked to list down about what they want (W column) to learn from the given topic. Thirdly, learners are required to look back after reading what they have learned (L column). Finally, the learners transfer the information into a map and summarize the information (Hussein, 2014; Le & Nguyen, 2020; Mulida & Gani, 2016; Rahmawati, 2018;).

As per Ogle in Hussein (2014), Abdulrab (2015) and Rahmawati (2018), the important steps in learning using KWL Plus are as follows:

- 1) Introduce and discuss tactics for each student group, or for the entire class.
- 2) Introduce and discuss tactics for each student group, or for the entire class.
- 3) Separate the three portions of the student activity sheet by writing K in the first column, W in the second column, and L in the third column. Choose a topic and lead students through brainstorming activities to help them come up with ideas for what they already know about the issue, which they will then record in column K.

4) Assist pupils in coming up with questions. To get them to think, ask probing questions. This is data for column W, and students will write these questions in that column. Text on the subject must be provided to the students. They have the option of reading the text alone or in small groups. Students must handle their texts until they are comfortable with this strategy. Students can see what they are learning and what they don't understand by reading the text.

5) Students can add questions to column W after reading the book and discovering new knowledge. Students continue to study the material, thinking about it continually, keeping track of their progress, and possibly generating more questions to guide their study. Students must write information in column L, which identifies what they have learned, when they examine with the goal of answering their questions. Students will keep track of their answers to their questions as well as other new facts. They are often aware that they believe they know is inaccurate.

6) The last step, students fill a concept map and summarize the text (Plus).

The KWL strategy is organized in the following table form:

Table 2.1 KWL chart

Name: .....			Topic: .....		
K- What I Know		W-What I want to learn		L-What I learned	



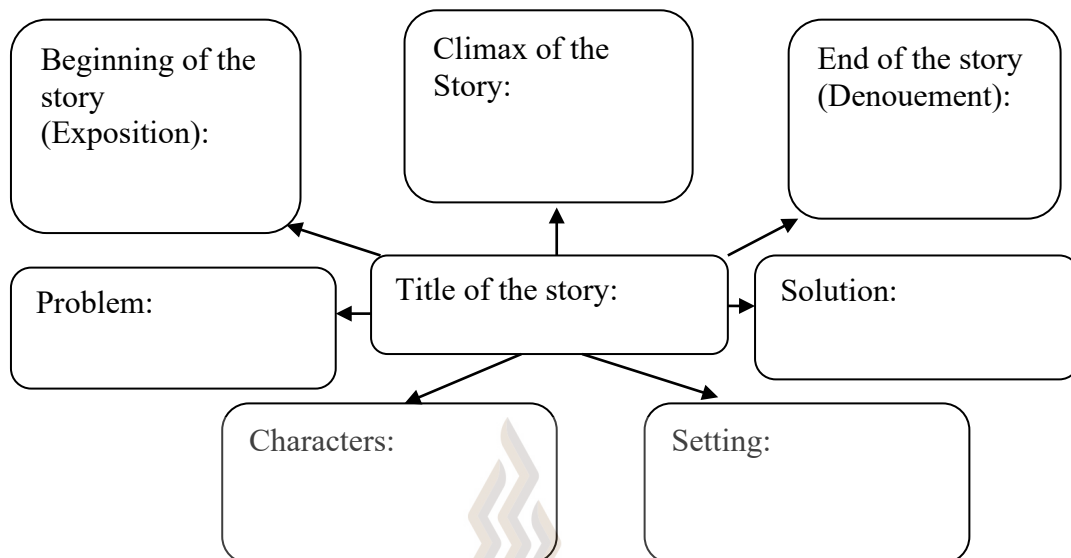


Figure 2.1 Story Map (Plus)

Source: Nippoldt et al., 2015

In this study the researcher used these procedures, most importantly the four stages of KWL Plus while teaching reading comprehension in the ESL classroom in Bhutan. Learners were divided into groups and empty KWL Plus charts were provided to all of them. The forms were filled according to the procedures as specified above.

## 2.5 BENEFITS OF KWL PLUS IN READING

KWL Plus strategy is very useful in improving the learners' reading comprehension achievement (Hamid et al., 2016; Rahmawati, 2018).

KWL Plus helps learners to make good readers of not only of narrative texts but also of the texts which are expository and descriptive nature. On top of that KWL Plus strategy help students set goals before reading and note down their learning at the end. By the same token, apart from the reading engagement as one of the benefits of KWL strategy, it also helps learners to activate their already existing information regarding the topic they are reading (Ralmawati, 2018; Usman et al., 2018).

KWL Plus involves not only reading and comprehension of the given text; learners are required to write down their understanding of the text they have read.

Therefore, in a way it acts as a powerful means to process information (Andriani, 2017; Vaisean & Phusawisot, 2020).

Unlike other strategies KWL Plus is very flexible because teachers can use it for whole class, groups or for individual learners (Mulida & Gani, 2016).

For the teachers KWL Plus provides spaces to make their class interactive (Usman et al., 2018). Since learners are meaningfully engaged in their own learning it becomes much easier for the teacher to take control of the class (Rahmawati, 2018).

One study conducted by Rahmawati (2018) and Hamid, Rahman, & Atmowardoyo, (2016) has found out that the use of KWL Plus was beneficial in improving the creativity and independence of learners during the activity.

More often than not, the main purpose of education is to make learners good problem solvers in their lives. To think and act independently and on their own is very crucial steps in making learners good at problem solving. KWL Plus is one such strategy which helps to achieve this. Learners get enough time to think through the problems and come up with their own set of solutions when KWL Plus is used (Rahmawati, 2018).

Having a specific targets or goals during a lesson helps student focus on looking for ways to achieve and reach the goals. KWL Plus provides such opportunities as this to set goals for reading in the beginning and actively engage in looking for ways to achieve it during and after reading (Lou & Xu, 2016; Rahmawati, 2018).

Assessment is an integral part of learning. Without assessment, learning process is incomplete. On top of benefits like setting goals for reading and helping learners keep track of their reading provided by KWL Plus, it also provides opportunities for learners to self-assess their own learning (Handayani, 2018; Le & Nguyen, 2020).

## 2.6 USING STORY TO IMPROVE READING SKILLS

Short story is one of the genres in English literature which is much shorter than a novel but has all the elements like plot, setting, characters, theme and point of view (Ginting, Hasan, & Syafi, 2020). According to Hansen (2020) short story is “a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters”.

The study conducted by Ginting et al., (2020) concluded that short story is effective in improving the reading comprehension of the learners. Using short story was found to be useful and effective in improving the ability of learners in reading texts (Jumatriadi, 2018).

Short story is very relevant and effective in teaching reading because it can be taught in one lesson due to its length. It is also not very complicated. On top of that short story has unique characteristics like “universality, non triviality, personal, relevance, variety, interest, economic, suggestive power, and ambiguity” which makes it best to be used in teaching reading comprehension (Umasugi, Hanapi, & Handayani, n.d).

### 2.6.1 Four Selected Stories from the Grade 6 Bhutanese English Textbook

#### 1) The People Who Hugged the Trees

This short story is adapted by Deborah Lee Rose. It is a folk tale from ancient India. This story is about a girl who courageously challenges the Maharaja to reach her goal. Through this story students will not only learn about importance of conserving the nature but also the importance of setting personal goals and giving everything to achieve it.

### 2) Belle's Journey by Marilyn Reynolds

This short story also has the main character as a girl. The story will allow students to make-text to life connections as they can easily relate to the feeling of the main character for Belle the horse. The main theme of the story is loyalty.

### 3) The Orphan Boy

This folk tale, a Maasai legend is retold by Tololwa M. Mollel. The main theme of the story is trust. This short story teaches the students about how life changes from one moment to next. The story is little bit longer than the above two stories and students may find it little challenging to read due to slight complexity in narration and use of vocabulary.

### 4) The Never-Ending Greenness

This short story authored by Neil Waldman is about importance of having dreams in life. The main character dreams of creating never-ending greenness by planting trees and he could achieve it by planting more and more trees every day.

## 2.7 DIGITAL STORY AND DIGITAL LITERARY SKILLS

In this digital world today, unprecedented change is being brought about in every field including education by the rapid advancement in information communication and technology (ICT). To cope up with this rapid change and sail along with it, 21<sup>st</sup> century educational tools and use of technology in education has become imperative (Homiakova, Arras, & Kozik, 2018, Powdyel, 2012, p. 1). Given the tremendous opportunities provided by the unprecedented changes at global scale due to advancement in information communication and technology (ICT), blending of technology in education has the potential to contribute significantly in advancing academic learning (Brinda & Diethelm, 2018, p. 640). "According to the latest insights as to how exactly modern students of today prefer to use technology... it was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases" (Raja & Nagasubramani, 2018). In this regard technological interventions in education especially with regard to blending it with contemporary

teaching methods, and content are so viable. Considering this, teaching reading in language using digital media has lately captured the interest of researchers because of its positive impact on learning (Kheirzadeh & Birgani, 2018).

More and more countries around the world are embracing technology in teaching language because new technologies provide immense opportunities in teaching and learning language today (Raciula, 2018, p. 275). Furthermore, there is a need for the educators to utilize the current technologies to model for learners on how to use them effectively for academic purpose (Cardullo, Zygouris-Coe, & Wilson, 2014; Leu et al., 2011, as cited in Mitchell & Hessler, 2020). Unlike other countries Bhutan has not experimented much with the use of technological tools especially in teaching language in primary school. This is mainly due to lack of availability of resources, facilities and teacher motivation.

### **2.7.1 Using video to improve reading comprehension skills**

The use of video in reading activities facilitates the association of words into imagery and this leads to higher chances of comprehension in ESL learning (Teng, 2019). Motivation for reading comprehension is critical for students to advance in reading. Researchers have found that students with higher motivation level in reading comprehension moves ahead in reading than those with low motivation (Ahmadi, 2017). When we include video in the reading comprehension activities it motivates students to read more.

Smartphones are used today more than ever before to create, edit, and share media content with others. This can be used in an effective way to learn language. Many researchers are interested today in seeing the effect of having students record themselves playing out scenes in the target language, which can then be shared and discussed online (Godwin-Jones, 2017 p.10). It is found that creating and sharing media content by students has an empowering effect on students. This gives the students ownership and control over their learning (Laurillard, 2007, as cited in Godwin-Jones, 2017).

Technology such as video recorder and smart phones or tablets makes it possible for traditional role-play exercises to be recorded and stored. This allows the opportunity for the students and teachers to revisit again for reflection, and discussion on learning which is not possible if it is not recorded (Glover, 2014).

Use of videos in classroom has consistently shown the positive benefits of its use. Few of the important benefits are, the use of video inspires and engages students, facilitates thinking and problem solving, helps develop learner autonomy and provides an authentic learning opportunity (ViewSonic, 2021). Therefore, the role of video in this study is to engage students and support the reading by motivating them.

## **2.8 THEORIES OF LEARNING**

As per Khalil and Elkhider (2016) “Learning theories provide the foundation for the selection of instructional strategies and allow for reliable prediction of their effectiveness”. To predict the reliability and effectiveness of the instructional strategies used in this research the following learning theories are relevant and related.

### **2.8.1 Cognitive Theory**

Cognitive theory mainly focuses on the premise that learning takes place through the process of information by thinking. According to this theory, learning takes place when the learners identify information based on the previous knowledge they already have or by adopting new ideas. So, there is a change in the information acquired which is kept in the memory. This learning theory is mainly identified with Jean Piaget (Stevens-Fulbrook, 2019).

Cognitive theory is very much applicable in KWL Plus and Video. The main focus of KWL Plus and Video is connecting the previous knowledge of learners with the current topic and then planning through thinking what the learners want to learn further from it. At the end of the activity also learners have to think critically to assess if they have learned what they wanted to learn or what they haven't learned.



### **2.8.2 Albert Bandura's Social Learning Theory**

Bandura while elaborating his concept of *Learning through Observation: Live, Verbal and Symbolic* states that learning could be improved or enhanced if good explanation and description are done to the learners (Kurt, 2020). If concepts and ideas are explained in detail learners can easily learn from the teachers. While introducing the KWL strategy to the learners, it has to be first explained in detail how to fill in the three columns: K-column, W-column, and L-column respectively. Furthermore, he states that learners can learn from characters both imaginary and real in movies, television programs, online media, and books can also contribute to learning. While implementing KWL Plus and Video, students have to read through the story to complete the chart so they get ample chance to interact with the characters of the stories they read, hence learning from the text they read.

### **2.8.3 Cooperative Learning Theory**

“Cooperative learning is a set of instructional learning method aimed to encourage students to work together on academic task” (Yusnani, 2018). Cooperative learning is about working together, helping together and completing the given task together. In cooperative learning one of the most important principles is the principle of positive interdependence (Arato, 2013).

In this study while implementing KWL Plus and Video, students are going to work as a group to fill in the KWL chart and Plus activities. It will be individual as well as a collaborative work. During the activity learners are going to work cooperatively and communicate meaningfully. Hence this will boost learners' confidence and also hold their interest in the classroom interaction (Kagan, 2009).

### **2.8.4 Constructivist Theory of Learning**

Constructivism is a well-known learning theory in education that is frequently utilized by instructors and educators to help students learn. The constructivist theory



propounds that learners are active constructors of their own knowledge based on their previous experiences and knowledge. Learning experience for the learners are personal and one of its kind for them because of the fact that learners use their prior knowledge as building block to construct new knowledge from what they learn (Stevens-Fullbrook, 2019; WGU, 2020).

KWL Plus and Video requires learners to use their prior experiences and knowledge as soon as they engage in the activity. The strategy demands learners firstly to think and write down what they know about the particular topic they are dealing with. Basing their ideas and knowledge on their previous experiences or on what they already know, learners are required to construct their new learning. Therefore, this learning theory is very appropriate and will be justified in a best possible way by the KWL strategy that the researcher is planning to use.

### **2.8.5 Multiple Intelligence Theory of Howard Gardner**

Multiple intelligence theory of Gardner puts forward the idea of intelligence as an ability to come up with solutions for the problems in multiple ways. It is because intelligences always work together as learners acquire new skills to come up with solutions problems (Stevens-Fullbrook, 2019). The theory proposes that people do not possess all the intelligence when they are born. There are eight intelligences identified by Gardner: Linguistic intelligence, Mathematical intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalist intelligence (Marens, 2020).

Linguistic intelligence deals with sensitivity of the learners to the spoken and written language. It is a person's ability to use them to convey his or her feelings, thoughts and emotions (Marens, 2020; Stevens-Fullbrook, 2019). When KWL Plus and Video will be used this intelligence of the learners will be activated throughout the activity because the strategy demands learners to write their thoughts and even share what they have written with their teacher and the friends.

Interpersonal intelligence, one of the eight intelligences will also be activated and used by the learners during the use of KWL Plus and Video. Learners are required by the strategy to interact with friends and teachers and empathize with them. By the same token, Intrapersonal intelligence which is to mainly deal with one's own feelings, fears and motivations. In this case learners have to think, plan and set goals and motivate themselves to achieve them.

## 2.9 RELATED RESEARCH

From the time Ogle came up with the concept of KWL in 1986, the strategy has been used widely across the world to improve especially the reading comprehension. It caught the attention of researchers and educationist around the world and has carried out exhaustive research studies to determine the success and benefits pertaining to the improvement of reading comprehension. A host of studies has shown the advantages of using KWL strategy in reading comprehension of learners from different levels and in various nations (Le & Nguyen, 2020). Following are some of the recent studies done by the researchers across the world which have proven the effectiveness of KWL Plus in improving the reading comprehension.

Usman et al. (2018) have found out in their study that KWL strategy is one of the strategies very useful in helping learners who have problem in reading comprehension. They also stated that KWL strategy helped the learners to find out the important themes, unexpected ideas, and crucial information from the text they read apart from helping in looking for minute details.

In another study conducted by Mulida and Gani (2016) and Rahmawati (2018) they found very impressive results in enhancing the reading comprehension skill of learners with the use of KWL strategy. They came to the conclusion that KWL strategy was very effective teaching tool that can be used by the teachers to aid learners comprehend text or passage. It was also evident from their post-test results that KWL strategy has indeed improved the learners' achievement in reading comprehension. Similar result was also found by Andriani (2017) where significant

differences were found in the reading comprehension achievement between pretest and posttest results. This means that use of KWL strategy in improving reading comprehension is very effective.

A study conducted by Le and Nguyen (2020) on learners of fifth grade at VStar School in Ho Chi Minh City in Vietnam found that there was an obvious difference in the learners' reading comprehension scores before and after employing the KWL strategy. As a result, the researchers concluded that using the KWL technique to improve learners' reading comprehension skills was beneficial.

KWL Plus strategy can not only advance reading comprehension of the learners, it also ignites interest in reading, improves creativity and independence (Hamid et al., 2016). Similarly, the use of KWL strategy create a learning atmosphere which is full of fun where learners can not only enhance their reading comprehension skills, they also can come up with solutions for the issues on their own (Rahmawati, 2018).

One of the latest studies titled "KWL Strategy as an Effective Way to Improve Students' Reading Comprehension" by Eelisa, Putri, Lidza, and Orensi (2020) have found similar results as all the preceding researchers have found. They came to the conclusion that using the KWL technique to improve students' reading comprehension was very effective.

Many researches on the efficacy of KWL strategy in improving reading comprehension were carried out across junior high schools and high school students (Hamdan & Utami et al., as cited in Le & Nguyen, 2020). However, Le and Nguyen, (2020) states that very little or not much study on the topic is done in primary school learners. Yet the result of the study was very encouraging even in the primary fifth graders concerning the efficacy of the KWL strategy in improving the reading comprehension skills learners.

By the same token, many researches have already been done to find the efficacy of KWL Plus. Although the prior studies done on KWL Plus are not that exhaustive like on KWL strategy, sufficient literature is available to validate its effectiveness in improving the reading comprehension skills of students. Following are some of the related researches done to validate the efficacy of the KWL Plus in improving the students' reading comprehension skills.

A study conducted on seventh-grade students in one of the Northeast Thailand using KWL Plus to improve secondary school students' reading comprehension at a literal level found out a significant difference between the overall mean scores of reading comprehension pretest and posttest. Qualitative data also revealed that the students enjoyed using KWL Plus in reading (Vaisean & Phusawisot, 2020).

Study on intergrading internet-based language laboratory (IBILL) in teaching reading with the KWL Plus technique to first –year non-English-majored learners in Yangtze University found out the enhanced reading skills in students (Lou & Xu, 2016).

The KWL Plus metacognitive reading technique had a favorable impact on students' reading comprehension and attitudes in a quasi-experimental study on grade ten students' reading comprehension and attitudes. Positive attitudes towards the strategy were also discovered (Rahmawati, 2018).

One of the research questions Hussein (2014) wanted to find answers for was “Does the KWL-Plus strategy have any effect on improving Jordanian students' reading comprehension performance in the experimental group?” He used quasi-experimental approach to find answer for his research question. At the end of the study, the data analysis revealed that there were statistically differences between the experimental group and control group on the post-test. To sum up, the result confirmed that KWL Plus was impactful in enhancing students' reading comprehension performance.

In a recent study carried out by Handayani (2018) on the impact of KWL Plus strategy on reading performance of the students, it was found that the strategy had a beneficial impact on students' reading performance. The experimental research was carried out with grade seven students of Muhammadiyah city in 2018. 52 learners who were in two classes were randomly selected. The students were divided into experimental and control group. Control group consisted of 27 students and experimental group had 25 students respectively. The data was collected using a reading comprehension exam, and the data was analyzed using a sample T-Test.

In another study conducted by Almamari (2019) on the topic "The Effect of K-W-L Plus Metacognitive Reading Strategy on Tenth Grade Students' Reading Comprehension and Attitudes" the result of the research was very positive. The influence of the KWL Plus reading method on students' reading comprehension before and after the intervention was investigated using a reading comprehension test. Students' attitude was also explored towards the use of KWL Plus reading strategy. Statistically significant differences between the groups taught using the KWL Plus technique and those taught using the traditional method was seen. Apart from improving reading comprehension, the KWL Plus reading technique was found to foster positive attitudes and greater motivation to read. Through the analysis of the questionnaire, it was revealed that students' self-efficacy and autonomy, self-monitoring, and self-confidence were improved. Further it was found that students derived comfort, enthusiasm, and satisfaction in using the KWL Plus reading strategy.

In an experimental research carried out by Amelia and Kamalasari (2018) using quasi-experimental research design with two sections of grade eight students (One section as experimental group and another as control group) chosen through cluster random sampling, it was found that KWL Plus strategy had positive impact on the reading comprehension of the experimental group. The data analyzed using an independent sample T-Test showed that t result was 3.865, with df of 54, significant value was 0.387, mean difference was 7.5000, standard error was 1.9403, lower difference interval was 3.60975, and the upper difference interval was 11.39025. The sig 2-tailed value was 0.000 which is  $0.000 < 0.05$ . Therefore, the significant difference

was found in reading comprehension of narrative text, when the KWL Plus strategy was used with grade eight students.

Looking at the massive studies conducted by researchers around the world establishing firm evidences of the efficacy of the use of KWL Plus in improving the reading comprehension skills of learners, this researcher came to the conclusion that similar outcomes of this study in Bhutanese educational context for ESL learners in primary school is feasible.





## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter on research methodology describes in detail about research method, research design, population and sample, research instruments, procedures for data collection, validity and reliability of the instruments and the procedures for data analysis.

#### **3.1 RESEARCH DESIGN**

This study was a blend of quantitative and qualitative approaches. It is known as the 'Mixed Method' since the researcher collected, analyzed and interpreted both quantitative and qualitative data in the single study. This research method would provide greater opportunity for the researcher to produce quality and reliable results as it required the researcher to incorporate different perspective in the study (Shorten & Smith, 2017).

This study was aimed at examining the effectiveness of KWL Plus and Video in improving the reading comprehension skills of grade 6 Bhutanese ESL students. Besides this, the study would also determine the learning satisfaction of the research participants towards the use of KWL Plus and Video in ESL reading comprehension lesson.

To collect quantitative data the researcher administered pretest before using KWL Plus and Video to the research participants and posttest after the lessons were completed with the use of KWL Plus and Video as treatment. For collecting the qualitative data to determine the learning satisfaction, the researcher used semi-structured interviews after the use of KWL Plus and Video. Following Figure 3.1 illustrates the research design of the study.



### 3.1.1 Research Design

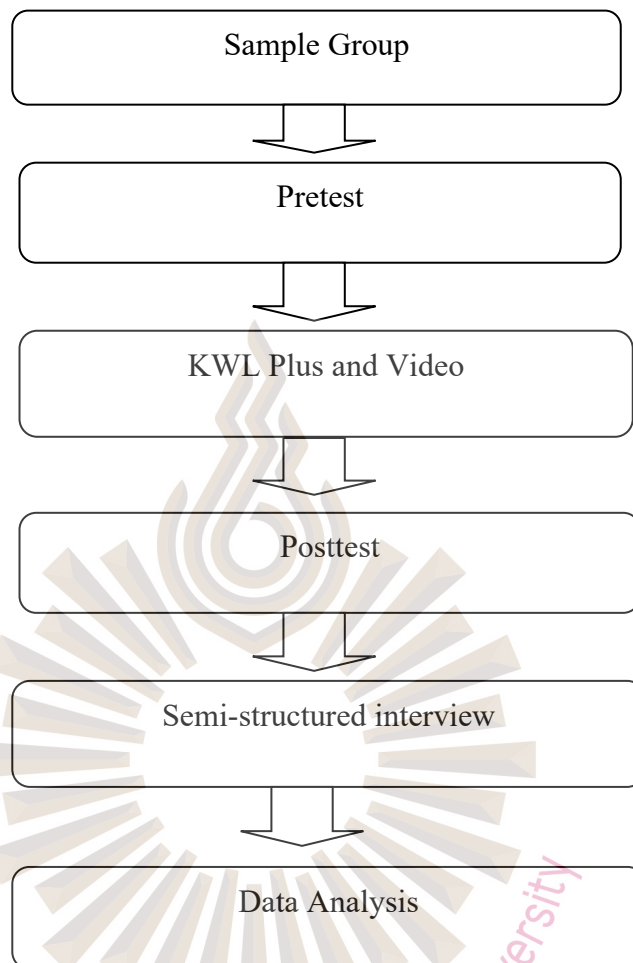


Figure 3.1 Research Design

## 3.2 POPULATION AND SAMPLE OF THE STUDY

### 3.2.1 Research Participants

Grade 6 students studying ESL were the target population of this study. The students were studying in one of the schools in Southern district called Chukha in Bhutan. The research participants were of mixed gender and mixed English language abilities within the age range of 12 to 14 years.

Since the school where the researcher conducted the study consisted of only one section of grade 6 students, the entire students of grade 6 were the research participants. These research participants were administered with KWL Plus and Video as an intervention strategy. The table below provides genders and ages related details of the participants.

Table 3.1 Demographic detail of the participants

Details	Gender		Total
	Male	Female	
Number of students	13	18	31
Age range	12-14	12-14	

### 3.3 RESEARCH INSTRUMENTS

Tools specifically intended for collection, measurement, and analyzing data and information on a subject of interest from research participants are called research instruments (Lee, 2018). For the data collection purpose, this researcher used lesson plans, reading comprehension tests (pretest and posttest), and semi-structured interviews. Following table illustrates the co-relation between research objectives and research instruments.

Table 3.2 Co-relation between Research Objectives and Research Instruments

Research Objectives	Research Instruments
1. To examine the effectiveness of KWL Plus and Video in improving the English reading comprehension skills of grade 6 Bhutanese ESL students.	Reading comprehension test (Pretest and Posttest)
2. To determine the learning satisfaction of grade 6 Bhutanese ESL students on the use of KWL Plus and Video in improving the English reading comprehension.	Semi-structured interview

### **3.3.1 Instructional Instrument**

#### **3.3.1.1 Lesson Plans**

The researcher prepared four lesson plans in all of 90 minutes each. Here, 1 lesson plan covered 2 sessions and 1 session was a period of 45 minutes. These lesson plans were designed to teach short stories (1) “The People Who Hugged the Trees” (2) “Belle’s Journey”; (3) “The Orphan Boy” and (4) “The Never-Ending Greenness” from the prescribed curriculum textbook for grade 6 Bhutanese students (REC, 2017). These lessons were taught twice a week for a period of four weeks. The main focus of the lessons was the use of KWL Plus and Video which guided research participants while they were reading to comprehend the text.

### **3.3.2 Instruments for Quantitative Data Collection**

#### **3.3.2.1 Reading Comprehension Tests**

To assess the effectiveness of the KWL Plus and Video, the researcher conducted a reading comprehension test to establish if learners had achieved the set learning objectives (Cherry, 2018). Reading comprehension tests were done through pretest and posttest. Pretest comprising of 40 multiple choice questions (MCQs) was conducted after allowing participants to read the stories once before using the intervention in teaching the short stories. Posttest was administered to the same research participants using the same set of test items that was used for the pretest but with slight changes in the question structure and sequence of answers. However, after teaching each story, ten questions of the forty questions were administered as posttest. It means that posttest was done in four phases using ten questions each to get the required data.

Reading comprehension test items were framed as per the guidelines of the Bhutan Council for School Examination Assessment (BCSEA) and following the Bloom’s taxonomy.

### 3.3.3 Qualitative Instruments

To collect the qualitative data, semi-structured interviews was applied. A semi-structured interview as per Magaldi and Berler (2020) “is an exploratory interview which involves a changing protocol that evolves based on participants’ responses and will differ from one participant to the next”. As per DeJonckheere and Vaughn (2019) semi-structured interview “allows researcher to collect open-ended data, to explore participants’ thoughts, feelings and beliefs about a particular topic”.

In this study, the researcher used semi-structured interviews to determine the learning satisfaction of the research participants on the use of KWL Plus and Video. A set of five questions were framed and asked to the research participants in a face-to-face interview. A relaxed and informal type of interview lasted between 2 to 5 minutes. By virtue of being a semi-structured interview, the participants were given the liberty to choose the language they felt the most comfortable to respond in. on top of that the participants were prompted and asked additional questions to get the best responses. All the interviews with the participants were audio-taped and later the researcher transcribed it into English. After the completion of the transcription of all audio files into English, the data were analyzed using the thematic analysis method.

## 3.4 VALIDITY AND RELIABILITY

Validity elucidates the extent of topic of the study covered by the collected data (Ghuri & Gronhaug, as cited in Taherdoost, 2016). Furthermore, validity in short means measuring what needs to be measured (Field, as cited in Taherdoost, 2016). If a measurement of phenomena provides reliable and steady result it is called reliability (Taherdoost, 2016). For the any research, two pertinent factors to keep in mind while preparing and testing any data collection instruments are validity and reliability (Li, 2016).

### 3.4.1 Content Validity

In this current study, validity of the research instruments: lesson plans, test items, and semi-structured interview questions were validated and authenticated by three experts. The expert for validation comprised of one expert from the Rangsit University, Thailand and two senior English teachers from Bhutan. To validate and authenticate if the items were related to the objectives, Item Objective Congruence (IOC) developed by Roviinelli and Hambleton in 1977 as cited in Turner and Carlson (2003) was used. By the same token, the result of the IOC index ranged from +1 to -1 in ratings as explained below:

- 1) If the rating is +1, it means that the item clearly matches with the set objectives.
- 2) If the rating is 0, it means that the items are not sure whether it meets the set objectives or not.
- 3) If the rating is -1, it clearly tells us that the item does not meet the set objectives.

To make the ratings simple for understanding, if the value of item falls between 0.67 to +1, the item would be considered as valid and accepted however if the value falls between 0.67 to -1, it means that the item needs to be altered. Formula for calculating IOC is  $\sum \frac{r}{n}$  where 'r' is the sum of the score of individual experts and 'n' is the number of experts.

All the instruments for this study were validated and rated above 0.67 by the experts. This indicated that the items were valid for the research. The IOC for lesson plans and semi-structured interview questions were rated +1 (Refer Appendix G for Validity Report by experts).

### 3.4.2 Reliability

To validate the reliability of the reading comprehension test questions, a reliability test was conducted with the 21 grade 6 learners of neighboring school of the school where the researcher did the study. Forty multiple choice questions were

assigned for the test. After the test the researcher used Kuder-Richardson formula (KR-20) as it is considered the most reliable and appropriate procedure to gauge reliability of a classroom achievement test (Flateby, 2017). To prove that the comprehension test items are reliable, the reliability score for the test items must be equal to or greater than 0.7.

The Cronbach's alpha for the learning achievement test was 0.72. The alpha ( $\alpha$ ) score was greater than 0.7, thus the instrument was acceptable and reliable to be used in the study (See Appendix E for the Reliability Test Report).

### **3.5. DATA COLLECTION PROCEDURES**

#### **3.5.1 Ethical Consideration**

##### **3.5.1.1 Approval**

Firstly, the researcher requested permission to carry out the research from the research and development institute of Rangsit University. After the permission was granted by the university, the researcher got the prior approval from Ministry of Education in Bhutan. Subsequently the researcher got the permission from Chief District Education Officer (CDEO) (see Appendix H for the letters of Approval).

Consents from Principal, Academic Head, Class Teacher and Subject Teacher concerned of the research school were sought before actually starting the data collection. Parents of the learners were requested to read, understand and sign the content of the consent letter because all the research participants were below the legal age. This was done to avoid violation of the rights of the participants during the study (see Appendix I for the Consent Letters).

##### **3.5.1.2 Anonymity and Confidentiality of the Participants**

Researcher maintained the anonymity and confidentiality of the research participants' views and opinions at all times by using coding system in place of their names (Example, PTA001, PTA002, Student 1 ...).

## **3.6 DATA COLLECTION STEPS**

### **3.6.1 Reliability Test**

The first step the researcher took for the actual data collection process was conducting the reliability test with grade 6 students of neighboring school.

### **3.6.2 Pretest**

Researcher conducted pretest after allowing students to read the story once. In total four pretests were conducted to gather the first set of quantitative data. Ten multiple choice questions from each story were used for the test. All the test questions were set as per the Bloom's Taxonomy keeping comprehension as the focus of the questions.

### **3.6.3 Use of KWL Plus and Video as Intervention**

Four lessons of 90 minutes were planned following the reading framework called PDP (Pre, During and Post). The intervention uses of KWL Plus and Video was integrated in the reading framework.

In the prereading activities students looked at the title of the story and were given time to reflect on what they already knew about the particular topic or concepts, information and ideas related to the topic. The students were given time to share their ideas with the friends. Then the researcher distributed the KWL chart and explained how to use it. After they were familiarized with the KWL chart, students were instructed to write what they know about the topic in the Know column of the chart. After that, the students brainstormed and wrote what they wanted to learn from the



story in Want column of the chart in the form of questions. Since this was done collaboratively in groups, one group representative shared what they have jointly written to the whole class.

After the group representatives completes the presentation, they were asked to read the story (buddy reading, collaborative reading and individual reading). While they read, they looked for the answers for the questions and any additional ideas and information which were new to them. They completed filling the Learned column with their answers for the questions and additional information from the story. Likewise, one person from each group presented what they have written in L column.

For the post reading activities, filling up of the story map, writing summary, roleplay and filming of the roleplay were carried out. Right after completing the KWL chart students in their groups discussed and filled up the story maps which required them to identify the elements of the short story. They presented the story map to the class. After that, they used the information from their reading, KWL chart, and story map to discuss and write a summary of the story. The summary was readout to the class for further discussion.

The students were allocated time for the preparation of roleplay. The students were taken outside to perform and film their roleplays. Each group took turn to present their roleplay while one student from another group video-taped the roleplay. The video was shown to the students next day.

Similarly, the researcher followed this standard lesson plan format to teach all the four lessons broken down into eight sessions of 45 minutes. The researcher taught two sessions a week.

#### **3.6.4 Posttest**

Posttest, which comprised of 10 multiple choice questions which were refreshed and the choices and sequence of questions altered from the pretest ones were

conducted immediately after completing the reading of the stories. All the test papers were checked and scores were compiled according to the codes assigned for the students.

### **3.6.5 Semi-structured Interview**

At the end of the teaching the last lesson in the fourth week of the data collection period, the researchers had a face-to-face informal interview with the students. 5 semi-structured questions were used for all the students interviewed. The interview was audio-taped using the teacher's smart phone. This last phase brought to the conclusion of the data collection by the researcher.

## **3.7 DATA ANALYSIS**

### **3.7.1 Test Score Analysis**

To compare the test results of pretest and posttest on comprehension test to determine the effectiveness of KWL Plus and Video in ESL class paired sample T-Test was used. The mean, standard deviation and significance value (p) of the pretest and posttest was calculated using reliable computer software program

### **3.7.2 Analysis for Learning Satisfaction**

To determine the learning satisfaction of the participants, semi-structured interview was used to collect the data. Semi-structured interview allowed the researcher to understand the satisfaction, perceptions and views in a deeper level. So, the researcher developed themes, and patterns through coding system to analyze the data.

## **CHAPTER 4**

### **RESEARCH RESULTS**

The most significant findings of this research carried out with grade six ESL Bhutanese students are presented in this chapter. The researcher collected relevant quantitative data by conducting pretest before teaching each story to the research participants and posttest after teaching the story using the KWL Plus and video. The main purpose of carrying out pretest and posttest was to determine the effectiveness of KWL Plus and Video in improving reading comprehension skill through teaching stories.

Qualitative data related to students' learning satisfaction while using KWL Plus and video was collected using the semi-structured interview.

After completing the data collection, the analysis of reading comprehension test scores and analysis of semi-structured interview were done.

#### **4.1 RESULTS OF QUANTATIVE DATA**

To find out the efficacy of KWL Plus and Video on ESL reading comprehension skills of grade six Bhutanese students, analysis of reading comprehension test was carried out. The pretest and posttest which comprised of 40 multiple choice questions were conducted with 31 grade six Bhutanese students before and after implementing KWL Plus and Video.

Following table presents the details of raw marks scored by the research participants in the pretest and the posttest. A quick glance at the table clearly shows marked difference in scores between pretest and posttest. All research participants scored higher marks in the posttest than in the pretest.

Table 4.1 Marks scored during pretest and posttest and the increase in score

Student Code	Pretest Score (Full score = 40)	Posttest Score (Full score = 40)	Increase in Test score
PTA001	20	24	04
PTA002	21	23	02
PTA003	18	29	11
PTA004	15	21	06
PTA005	20	26	06
PTA006	26	31	05
PTA007	11	26	15
PTA008	13	25	12
PTA009	18	29	11
PTA0010	17	26	09
PTA0011	22	33	11
PTA0012	28	37	09
PTA0013	18	27	09
PTA0014	22	28	06
PTA0015	20	25	05
PTA0016	12	22	10
PTA0017	26	29	03
PTA0018	08	30	22
PTA0019	20	29	09
PTA0020	16	29	13
PTA0021	18	30	12
PTA0022	27	29	02
PTA0023	19	25	06
PTA0024	23	32	09
PTA0025	17	27	10
PTA0026	16	24	08
PTA0027	20	27	07
PTA0028	14	27	13
PTA0029	22	31	09
PTA0030	24	31	07
PTA0031	18	25	07

The highest score of the research participant in the pretest was 28 and the lowest was 8 respectively. Similarly, 37 was the highest score and 21 was the lowest in posttest. Participant no. 18 showed the highest difference of 22 points, while participant no. 2 and 22 showed the lowest but an increase of 2 points. It is clearly evident that all students' posttest scores were higher than the pretest scores.

Paired sample T-Test was used to compare the scores between pretest and posttest of the research participants to find out the effectiveness of the KWL Plus and Video on reading comprehension skills of grade six ESL students of Bhutan. To interpret the result, the paired sample T-test with significance value ( $p$ ) < 0.05, mean, and standard deviation were used.

#### 4.1.1 Paired T-Test analysis for the reading comprehension test

The reading comprehension test was conducted by the researcher through pretest and posttest to find out the effectiveness of KWL Plus and video in improving reading comprehension skills of the research participants. By the same token, the tests were also aimed at validating the first research objective: to examine the effectiveness of KWL Plus and Video in reading comprehension activities. Upon careful analysis of the test scores, significant difference was found as explicitly presented in the following table.

Table 4.2 Paired T-Test Analysis

Group	Pretest		Posttest		Mean Difference	T	P – value
Sample Group	$\bar{x}$	SD	$\bar{x}$	SD	27.65 – 19.00 = 8.65	-11.731	.000
	19.00	4.698	27.65	3.431			

As shown in the table above, the mean score for pretest was 19.00 with the standard deviation of 4.698 and on the other hand, mean score for posttest was 27.65 with the standard deviation of 3.431. It was also found that the significance P-value to be 0.001 which was lower than the significance value ( $p$ ) < 0.05. This was a clear

indication that the mean score of posttests was significantly higher than the mean score of pretests.

#### 4.1.2 Pretest-Posttest comparison

The mean score of pretests was 19.00 and in the posttests was 27.65 respectively. Following graph makes it visually conclusive of the marked difference between mean scores of pretest and posttest.

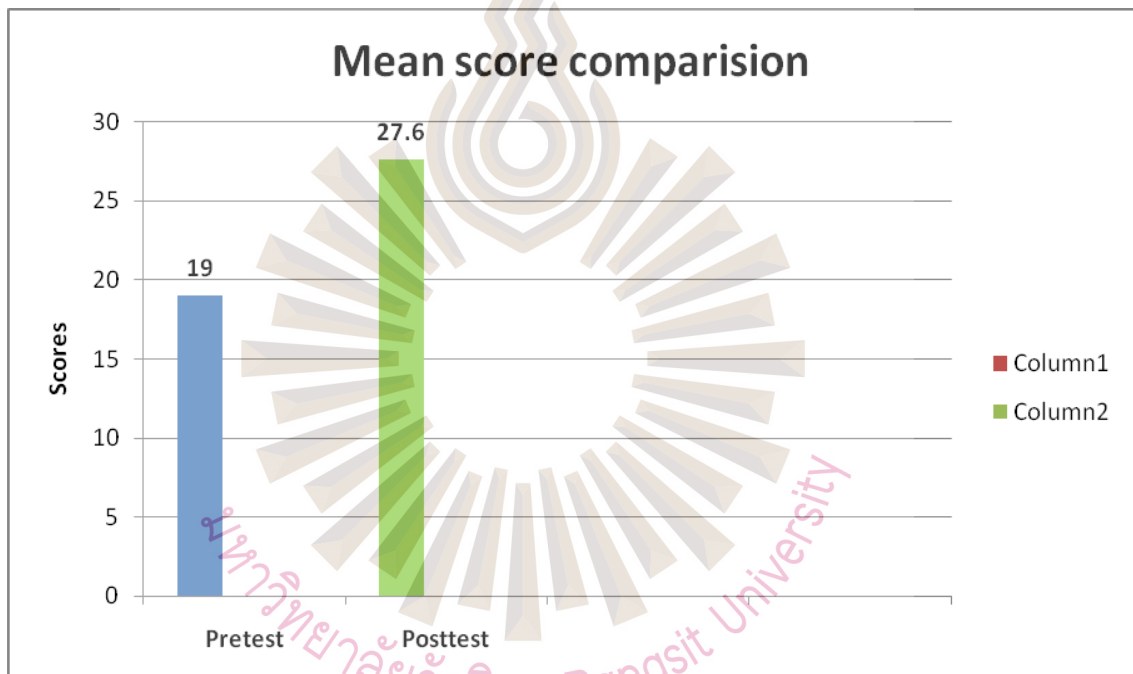


Figure 4.1 Pretest and Posttest Mean Score Comparison

Using the raw marks scored during the pretest and the posttests the researcher also calculated the increased percentage in the posttest scores. The following table contains the details of the noteworthy increase in the score percentage in the posttest scores. Every single research participant has shown drastic improvement in the test scores in posttest.

Table 4.3 Increased percentages in the posttest scores

Student Code	Pretest Score (Full score = 40)	Posttest Score (Full score = 40)	Increase in Test score	% difference
PTA001	20	24	04	10.0%
PTA002	21	23	02	05.0%
PTA003	18	29	11	27.5%
PTA004	15	21	06	15.0%
PTA005	20	26	06	15.0%
PTA006	26	31	05	12.5%
PTA007	11	26	15	37.5%
PTA008	13	25	12	30.0%
PTA009	18	29	11	27.5%
PTA0010	17	26	09	22.5%
PTA0011	22	33	11	27.5%
PTA0012	28	37	09	22.5%
PTA0013	18	27	09	22.5%
PTA0014	22	28	06	15.0%
PTA0015	20	25	05	12.5%
PTA0016	12	22	10	25.0%
PTA0017	26	29	03	07.5%
PTA0018	08	30	22	55.0%
PTA0019	20	29	09	22.5%
PTA0020	16	29	13	32.5%
PTA0021	18	30	12	30.0%
PTA0022	27	29	02	05.0%
PTA0023	19	25	06	15.0%
PTA0024	23	32	09	22.5%
PTA0025	17	27	10	25.0%
PTA0026	16	24	08	20.0%
PTA0027	20	27	07	17.5%
PTA0028	14	27	13	32.5%
PTA0029	22	31	09	22.5%
PTA0030	24	31	07	17.5%
PTA0031	18	25	07	17.5%

Furthermore, the researcher used a graph to illustrate differences in the scores of the pretest and posttest as illustrated below.



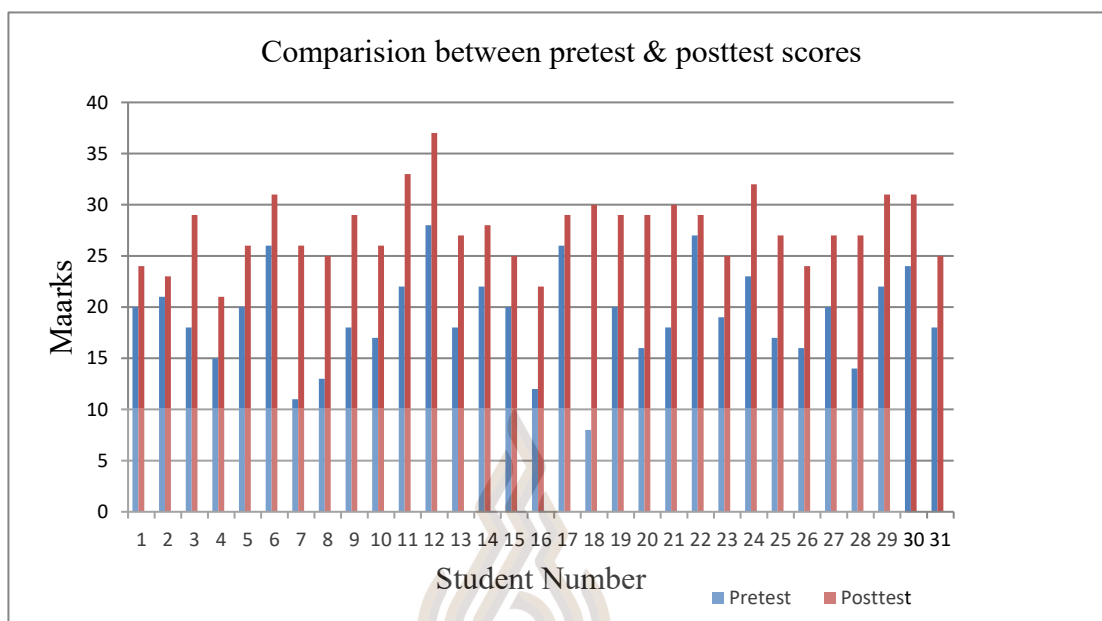


Figure 4.2 Comparison between pretest and posttest scores

## 4.2 RESULTS OF QUALITATIVE DATA

Semi-structured interview was used for collecting qualitative data to fulfill the second objective of the study. The interview was conducted at the end of the study with the research participants of grade six. Respecting the ethical consideration of anonymity and privacy, the students were assigned numbers instead of their names and identity. The researcher allowed the participants to use the language of their choice while responding to the questions. After collecting the required data, it was analyzed using six steps approach (thematic analysis) as proposed by Braun and Clarke (2006, as cited in Maguire & Delahunt, 2017). The responses were audio-taped and were later translated in English for analysis.

Finally, the data were read, analyzed and coded into themes as per the research objectives and questions of the study. The data collected from the students' interviews were analyzed under five themes: Learning Motivation, Learning Satisfaction, Classroom Participation Enhancement, Reading Comprehension Enhancement, and Developing Higher Order Thinking. It was found that almost all of the students responded positively on using KWL Plus and Video in reading stories.

#### 4.2.1 Motivation for Learning

During the interview, it was found that most of the students were extremely motivated to read stories in English using KWL Plus and Video. “The use of KWL Plus and Video motivated me to love reading stories. Unlike before, when we had group discussion or when I was asked to share about the story, I had many things to talk about” said Student No. 1. Similarly, Student No. 3 reported, “When I took part in the role-play which is a part of KWL Plus and video, I felt that I and my friends were the real characters in the story”.

Since the use of KWL Plus and Video in reading stories made comprehension of the stories easier, it generated enthusiasm in taking active part in the learning activities in the classroom. “It was fun especially discussing with friends. I never had so much fun during reading activities before”, this is what Student no. 11 has to say.

Furthermore, it boosted their confidence to share what they learned with their peers. “When I read the stories on my own, I did not understand much but now I can understand better with the use of KWL Plus and Video”, declared Student No. 4.

#### 4.2.2 Learning Satisfaction

“Since KWL Plus and Video is very easy to use and makes understanding better I am so happy about it”. “I am glad that I got chance to use KWL Plus and Video while reading stories. Before, I did not enjoy reading stories”. These two statements of Student No. 8 and 3 are undeniable proofs that learning satisfaction level of the students was enhanced by the use of KWL Plus and Video. Moreover, it was learned during the interview that students were very happy to use the strategy because it made their reading comprehension of the stories better. Student No. 2 established the claim further when the participant said, “I am very happy and satisfied with the use of KWL Plus and video. It is very interesting and better way of reading stories”. Similarly, most of the students interviewed said that they want to continue using the KWL Plus and Video in the future while reading stories since it eased their learning

and “It makes reading stories fun and interesting. I love KWL Plus and Video while reading stories” (Student No. 5).

#### **4.2.3 Enhancement of Classroom Participation**

Most of the respondents stated that the use of KWL Plus and Video made learning very interesting, engaging, and could answer the questions better. “I could answer the questions far better than before because I understood the story I read better” (Student No. 13).

The students said that they got chance to talk to their friends regarding the stories, work together collaboratively on the KWL chart, Plus activities, role-play and shooting the video. For instance, Student No. 4 shared, “I got opportunity to talk to friends in the group and as well as to the class because I understood the story better. I was also provided with the chance to share during the activities”. They also said that discussion and exchange of ideas made them creative.

On top of that, the students mentioned that they could not take part in the learning activities before the use of KWL Plus and video because they used to read alone or they used to listen only to the teacher’s reading. After having used the KWL Plus and Video, students said that it facilitated classroom participation and engaged the students meaningfully. “I got chance to interact with friends most of the time during the lesson filling up the 3 columns in the KWL chart, filling up the story map, writing summary, role-play and shooting video clips. I felt so happy and comfortable learning with the friends” said Student No. 3.

#### **4.2.4 Reading Comprehension Enhancement**

According to the interview, students who used KWL Plus and Video were better able to comprehend and learn English stories. “Different stages and steps in using the KWL Plus strategy helped me understand the story in much better and easier way than ever before” (Student No. 8). On the similar note Student No. 5 said that

“My understanding of the stories I read improved when I used the KWL Plus and Video”.

The analysis of the interview data also revealed that the story map, summary writing and roleplay helped the students to identify and remember the salient points of the story. “The use of story map made remembering of the main events of the story better” and “KWL chart and Plus activities helped me identify the main ideas of the story and write down the summary”, these are what Student No. 2 and 11 said.

“I could recall my previous knowledge related to the stories and connect well with them when I filled the ‘What I Know’ column of the KWL chart” (Student No. 9). This statement validates that use of KWL Plus and Video made the reading comprehension easy and learning better because KWL chart helped them to connect their prior knowledge to the topic, set goals for their reading and assess their own learning.

In the Plus part, the story map provided opportunities for the students to condense the most important elements of the story and put it in a nutshell. By the same token, summary writing helped them to analyze the whole story in short. Role-play provided them opportunity to remember themes, dialogues, facts and events of the story. “Filling up the story map and writing the summary made my understanding and remembering of the story so much easier” (Student 1).

#### **4.2.5 Developing Higher Order Thinking**

All the interview respondents were in favor of using the KWL Plus and Video in the ESL reading lessons. Since the reading strategy was student-centered and activity-based, it helped in better reading comprehension of the stories, engaged the students in team work and has lots of spaces for fun. Following direct quotes which are the most relevant from the interview supports the above claims: “I liked KWL Plus and Video because it helped me improve my understanding of the story. Moreover, it is fun and very interactive” (Student No. 6), “The most interesting thing about KWL

Plus and Video was the chance to have fun while reading with my friends” (Student No.7), “I will keep on using the KWL Plus and Video while reading the stories because it helped me understand the story easily and it made me very creative” (Student No. 2) and “Methods used before while reading stories was less effective in making me understand the story” (Student No. 3).

It is convincing enough from the above evidences gathered through the interview that majority of the students were satisfied and very happy to use the KWL Plus and Video in reading stories. KWL Plus and Video was very effective and interesting strategy which stimulated the students’ previous knowledge on the topic and helped them set goals for reading, and assess their own learning. Over and above, the strategy helped the students in identifying the main ideas, perform roleplay, answer questions, retell the story and write a good summary as well.

In conclusion, the positive findings of the study suggested that KWL Plus and Video was very effective strategy in enhancing the reading comprehension skills and achieving the learner’s satisfaction in grade six Bhutanese ESL classrooms. The analysis of the data collected for objective one using the instruments pretest and posttest revealed that integration of KWL Plus and Video was effective in improving the reading comprehension skills of the students. By the same token, the data analysis for the semi-structured interview showed relatively high level of learning satisfaction in the students on the use of KWL Plus and Video.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

The last chapter of this study presents the conclusion to the findings of the study that was explicitly discussed and presented in chapter 4. After the conclusion, the discussion on the findings is presented and finally the chapter 5 concludes with the recommendations for practice and future research.

#### 5.1 CONCLUSION

Following are the two research questions this study was mainly concerned about:

- 1) Would the use of KWL Plus and Video help to improve the English reading comprehension skills in Grade 6 Bhutanese ESL students?
- 2) Would the Grade 6 Bhutanese ESL students be satisfied by using KWL Plus and Video in English reading comprehension activity?

The data for the study were collected and analyzed from learning achievement test (pretest and posttest scores), and semi structured interview.

##### 5.1.1 The Results of the Test Score Analysis

To find the answers for the first research question, the researcher used scores secured by the research participants in pretest and posttest. The scores were analyzed using the Paired Sample T-Test with comparison of mean and standard deviation. Upon analysis, the data revealed that all the students' posttest scores increased significantly as compared to their pretest scores.



The significance value of 0.001 indicated significant increase in the scores of the students in posttest. Notable improvement scores in posttest ranged from 2 points to as high as 22 points. The mean scores in the pretest and posttest were 19.0 and 27.65 respectively, with the mean difference of 8.65. The statistically significant difference in the mean score showed that the students performed much better in posttest than in pretest.

Consequently, the study arrived at the conclusion that there was a marked improvement in the English reading comprehension skills of grade six Bhutanese ESL students when KWL Plus and Video was used in reading stories in English. So, the first research question and the first research hypothesis (The students' English reading comprehension skills of grade 6 Bhutanese would be improved by the use of KWL Plus and Video) have been established.

### **5.1.2 The Result Analysis of Semi-structured Interview**

To ascertain the learning satisfaction of students towards the use of KWL Plus and Video in reading stories in English, a semi-structured interview was carried out at the end of the study. Total of 16 students were selected using a simple random sampling method and then they were interviewed. To analyze the data, a thematic analysis was used. The researcher used the six-step process to analyze the answers provided by the students. Five themes under which the data was categorized were Learning Motivation, Learning Satisfaction, Classroom Participation Enhancement, Reading Comprehension Enhancement, and Preference for KWL Plus and Video.

The final outcome of the data analysis revealed that the students were satisfied and motivated to use KWL Plus and Video in reading stories. Among the activities, the students found the use of KWL chart; the Plus activities; story map, role-play and shooting videos very interesting because it made the reading comprehension easy and the activities were engaging and fun. The students also said that KWL Plus and Video made them creative and learn better as it provided them opportunities to work together

with their friends while carrying out the reading activities and share their learning with their friends in the group and to the whole class.

The findings of the study also revealed that the use of KWL Plus and Video enhanced their reading comprehension skills in reading stories in English. It helped the students activate their previous knowledge on the topic, prepare a reading plan and assess their own learning as well. KWL Plus and Video also helped the students to identify the key points, main themes of the story through the use of the story map and writing summary. Furthermore, the role-play and video shooting made retelling of the story and the learning realistic and fun. These activities helped the students to remember the story better and hence the comprehension of the reading was improved. Therefore, students said that they would like to use the KWL Plus and Video in future while reading stories.

These findings strongly validated the second research question and the research hypothesis (The students' satisfaction of grade 6 Bhutanese ESL would be improved by the use of KWL Plus and Video).

## **5.2 DISCUSSION**

Discussions on the major findings are done hereafter according to the research objectives. All the findings of the study will be substantiated by the past studies and research as mentioned in the preceding chapters.

5.2.1 Research objective 1: To examine the effectiveness of KWL Plus and Video in improving the English reading comprehension skills of Grade 6 Bhutanese ESL students.

To find out the improvement in the reading comprehension skills of the grade 6 Bhutanese ESL students, pretest and posttest were conducted before and after the integration of KWL Plus and Video with the sample group of 31 students. The outcomes showed that the posttest mean score ( $\bar{x}$  27.65) was significantly higher than

the pretest score ( $\bar{x}$  19) with the mean difference of 8.65. The significance value (P-Value) was 0.001. All these led to the conclusion that there was a significant improvement in reading comprehension skill of the students in reading stories in English after incorporation of KWL Plus and Video in reading activities.

When the scores between pretest and posttest were compared, all students showed an increase in posttest scores. Upon interviewing the students, it was learnt that the use of KWL Plus and Video made their understanding of the stories better. The KWL and Plus charts are easy to draw and easier to use. It immensely helped the students pick up the salient points and the elements of the story, making the difficult text easy to comprehend and remember. Similar findings were reported in the study conducted by Amelia and Kamalasarini (2018). The researchers also reported that students found the KWL Plus charts easy to use and it helped them to select key ideas from the text they read.

This study also confirmed the findings presented by Almamari (2019), where the researcher stated that the use of KWL Plus strategy had positive impact on the academic performance of the students. The researcher reported that the students who were taught using the KWL Plus strategy performed better academically than the students who were taught in a conventional method. So, this study supported this fact that the use of KWL Plus and Video had positive impact on the academic achievement. This was attributed to the students' active involvement in the learning activities. Students worked collaboratively and were responsible for their own and group's learning.

The improvement in posttest scores could be due to the fact that when KWL Plus and Video was used in the lesson, it has enhanced students' comprehension power of the text, improved recall, and enhanced higher order thinking (Handayani, 2018). The KWL chart helped the students to recollect information and prior knowledge, provided opportunity to think critically while planning for what to look for in the text and reflect their own learning at the end of reading. On the other hand, the story map helped the students to organize ideas and pick the main ideas from the text.

Writing a summary helped students to remember facts from the text and transfer the main ideas of the KWL chart and story map. By the same token, role-play had significant bearing in remembering facts and retelling the story in their own words. The roleplay also boosted their confidence in taking part in the activities and most importantly the activity provided space to have fun and put their creativity into practice.

Filming of the roleplay was the most interesting and loved activity in the study although it was used as scaffolding and supporting activity for reading. Video shooting activity was taken by the participants as fun and something new while reading story. As some of the participants said during the interview that they wanted to read the stories because they wanted to film their role play at the end. Thus, it really helped in motivating the students to read the stories.

Generally speaking, all the research participants' posttest scores have improved in comparison to pretest. However, there were three participants whose increase in score percentage was less than 10% in posttest. This could imply that the use of KWL Plus and Video did not have a significant impact on them. Upon careful observation and feedback from the class teacher and other subject teachers, the researcher learned that these participants very introvert and have difficulty in taking part in group activities. Since the intervention used by the researcher was more focused in group activities in which they were required to interact with others, the three participants perhaps could not get best out of the activities.

When the researcher compared the pretest and posttest scores, one of the participants posttest score was found prominent. The participant has managed to increase the posttest score by more than 50% which is the highest among all the participants. On careful analysis, the researchers found that the participant was the one who was the most active throughout the activities. The participant was found to lead the group discussion and represent the group during presentations. At one point, the researcher had to deny the request to present the summary of the story because of the researcher wanted to provide equal opportunities to all the group members. This

indicates that the use of KWL Plus and Video is very effective for extrovert students who like to work in groups.

5.2.2 Research Objective 2: To determine the learning satisfaction of Grade 6 Bhutanese ESL students on the use of KWL Plus and Video in improving the English reading comprehension.

Semi-structured interview was the instrument used for collecting the data pertaining to the second objective.

When the lessons using KWL Plus and Video concluded, the semi-structured interview was conducted to find out the students' satisfaction towards the use of KWL Plus and Video in teaching English story. The data gathered were analyzed using thematic analysis technique. Some of the positive outcomes were motivations, fun, interactive, enhanced classroom participation and better academic performance.

As per the findings from the semi-structured interview, most of the students found the lessons very interesting. The students were very happy about the lessons. They expressed that this kind of reading activities were far better than the traditional method of teaching reading. They stated that when they were able to comprehend the stories they got motivated to read more in English. These findings are supported by Almamari (2019), who reported that the use of KWL Plus gave comfort, enthusiasm, and satisfaction while reading.

Another finding of the interview was the motivation of the students to take part in activities. Vaisean and Phusawisot (2020) found out through qualitative data that KWL Plus made the students motivated to read more. It was noted that the students took active part in the activities because the use of KWL Plus and Video made the stories easy to comprehend. So, students were found willing to engage in conversation with their friends in groups and share their answers to the class. It was evident that cooperative learning theory was well applied in this scenario. Cooperative learning is about working together, helping together and completing the given task together. In

cooperative learning, one of the most important principles is the principle of positive interdependence (Arato, 2013).

The study also revealed that the students preferred to use the KWL Plus and Video in the future. This could be attributed to the ease of using the strategy, which helped them to check their prior knowledge, fill the story map and summarize the main events of the story. The comprehension of the story was better because they could remember the events, concepts and information better. Cognitive theory of Jean Piaget which mainly believes that learners identify information based on previous knowledge they already had or by adopting new ideas. Therefore, there is a change in the information acquired which is kept in the memory (Stevens-Fulbrook, 2019).

The students said that they had fun while reading using the KWL Plus and Video. They said that they had a feeling that they were the actual characters in the story while reading and during the role play. This was what exactly Social Learning Theory propounds. Albert Bandura states that learners can learn from characters both imaginary and real in movies, television programs, online media, and books can also contribute to learning. While implementing KWL strategy, students have to read through the story to complete the chart. They get ample chance to interact with the characters in the stories; hence learning from the text they read takes place (Kurt, 2020).

Therefore, the above findings elucidate how the use of KWL Plus and Video in the reading comprehension activities impacts the overall learning of the students.

However, few participants expressed reluctance and displeasure while using the KWL Plus and Video in reading stories. One of the participants expressed this displeasure during the interview in the most significant way. Later, I found out that the participant was an introvert person who choose not to mingle with friends and choose to learn independently. Moreover, the participant was camera-shy and refused to take part in roleplay and video shooting.



## 5.3 RECOMMENDATIONS

### 5.3.1 Recommendation for Practice

Following recommendations have been made based on the results of the study for the benefits of the teachers and educators worldwide:

- 1) The KWL Plus and Video should be implemented to improve students reading comprehension skill and interest by all the teachers irrespective of class level and class size.
- 2) Most of the teachers use only KWL strategy so teachers must be given trainings on using KWL Plus strategy and other combinations like video.
- 3) While using KWL Plus and Video the teachers must consider the fact that not all students like collaborative learning and working in groups and not all the students feel comfortable in front of the camera.
- 4) Video of the roleplay can be used as an assessment for learning: analyze the video to see the students' comprehension of the text.
- 5) Video filming could be considered as a post reading activity.

### 5.3.2 Recommendation for Future Research

- 1) Similar study as this could be conducted with different grade levels, larger sample size and for longer duration in primary schools to strengthen the findings.
- 2) KWL Plus and Video was found to be effective in reading comprehension of stories, so a study could be conducted on their effectiveness in reading comprehension of other genres in English.
- 3) The study focused on combining video with KWL Plus, so other combinations could be explored for more effective learning.

As mentioned in proceeding pages, KWL Plus and Video was found as a learner-centered, activity-based approach to improve students' reading comprehension. As the scores of the posttest were much higher than the pretest, this



study validates the effectiveness of KWL Plus and Video in improving the reading comprehension skill of students. Furthermore, students were satisfied when using the KWL Plus and Video while reading the stories. The students really had fun and comprehension became much easier with the use of the strategy.

However, a limitation in the use of KWL Plus and Video has been observed, it takes time to familiarize teachers and students in designing and implementing the KWL Plus strategy. If it is familiarized and used right from the elementary level, it would be easier by the time they reach upper primary level. On top of that if all the other subject teachers could adopt the strategy in reading activities, both the teachers and students would benefit immensely.

In the final analysis, KWL Plus and Video is an effective teaching approach that is an essential tool required today to teach the twenty-first century students. Today, never than before, students must be provided with the best of learning experiences in reading so that they comprehend what they read and construct meaning out of it to take responsible decisions on their own about their learning and about their future.



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**APPENDIX A**

**SAMPLE LESSON PLAN**

## Appendix A Sample Lesson Plans

### Lesson Plan 1 (Sessions 1 and 2)

**Class:** 6

**Class Strength:** 21

**No. of Teams:** 5

**Date:** 24.02.2021

**Period:** 1<sup>st</sup>

**Time:** 90 Minutes

**Subject:** English

**Topic:** *People Who Hugged the Trees* (Short Story)

**Teaching Strategy:** KWL Plus strategy and video

**Teaching and learning materials:**

- ✓ printed KWL plus charts,
- ✓ a KWL Plus chart on a chart paper,
- ✓ story map template
- ✓ smart phone,
- ✓ 3-2-1 assessment format papers.
- ✓ empty papers

**Lesson Objectives:** By the end of the lesson, each child will be able to:

- 1) use KWL plus chart to read the story.
- 2) write a summary of the story in their own words.
- 3) perform a role play of the story.
- 4) shoot a 2 minutes video of the role play of the story they read in groups.

#### Lesson Introduction – 5 Minutes

- ✓ Exchange of greetings with the learners. Make the classroom comfortable and ready for the lesson by letting learners settle down.
- ✓ Ask the following questions to the learners.
  - Do you like to read stories?
  - Tell me titles of some of your favorite stories?
- ✓ What are some of the ways you use to read stories? Tell learners that there is another strategy to read stories in a meaningful way.
- ✓ Introduce KWL Plus strategy by displaying a KWL plus chart drawn on a chart paper.



- ✓ Explain what needs to be included in each of the column K (What I know?) column, W (What I want to know?) column and L (What I learned?) column and explain Plus formats too.

### **Lesson Development**

#### **Activity 1 (10 Minutes)**

##### ***Pre-reading Activity***

- ✓ Teacher will ask the following questions:
  - Have you ever planted a tree? (If yes let few learners to talk about their trees).
  - Why are trees important?
- ✓ Teacher will tell the learners that they will read the story “People Who Hugged the Trees”. Teacher will write the title of the story on the green board.
  - Teacher will read aloud the first two paragraphs of the story while learners listen attentively.
- ✓ The teacher will distribute the printed KWL charts each to all the groups.

K (What I know?)	W (What I want to know?)	L (What I learned?)

- ✓ Teacher will ask the learners to look at the title of the story once more and ask them to work in groups of four to write down what they have learned from the teacher’s reading of the story. They will fill the ‘K’ column in their KWL chart.
- ✓ Teacher will ask few groups to report what they have written in the column “K” (What I Know) column.

#### **Activity 2 (5 Minutes)**

- ✓ Then in the same groups, the learners will be asked to frame questions on what they want to know from the story. They will write and fill the ‘W’ column in their KWL chart with their questions.

- ✓ Teacher will ask few volunteers to read the questions they have framed.

### Activity 3 (20 Minutes)

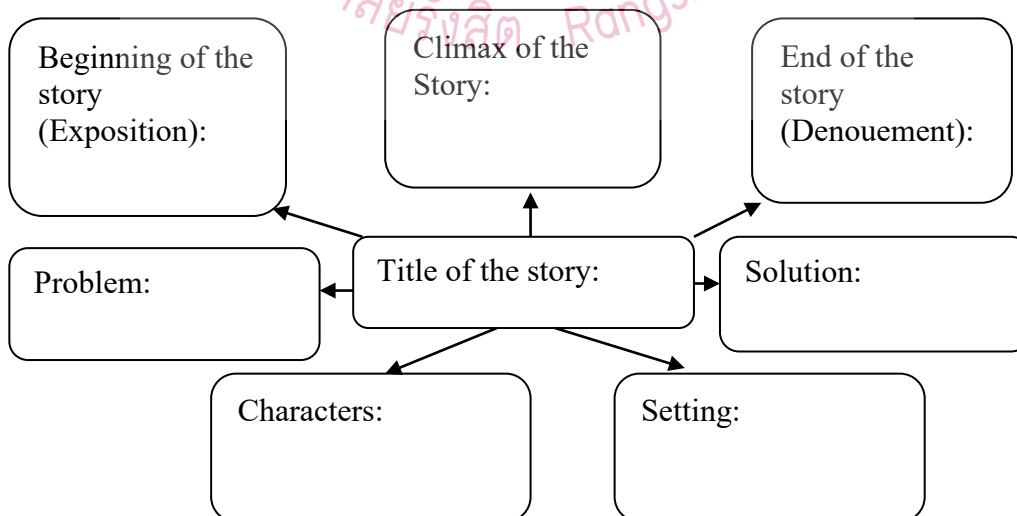
#### *While-reading activity*

- ✓ Learners will be asked to continue reading the story “People Who Hugged the Trees” by Deborah Lee Rose on page 23. They will be instructed to add questions if any and look for the answers in the story for the questions they have framed.
- ✓ After they have read the story, they will fill the ‘L’ column in their KWL chart and check if what they wanted to learn were achieved.
- ✓ Teacher will ask the following questions:
  - Did you find the answers for all your questions? (Teacher will help clarify the W part in case students are not able to answer in the L part)
  - Who all are the characters in the story?
- Which character did you like the best? Why?

### Activity 4 (10 minutes)

#### *Post-reading activities (Plus)*

- ✓ Using their KWL chart information and understanding of the story, the learners will be asked to fill in the story map template (Plus).



**Activity 5 (15 minutes)**

- ✓ Using their KWL chart information, understanding of the story, and the story map, the learners will be asked to write a summary (Plus) of the story in their groups.
- ✓ Each group will read out their summary.

**Activity 6 (20 Minutes)**

- ✓ Using the information from the story map and ideas from their summary, students in groups will prepare a short role play of about 2 minutes.
- ✓ Students will use the teacher's smart phone in turn to shoot a 2-minute video of the role play.

**Lesson Closure (5 Minutes)**

- ✓ Teacher will close the lesson using the 3-2-1 format assessment form as follows.

**3-2-1 Format**

The 3-2-1 format a quick reflective assessment activity that help students to reflect on the lesson, organize their thoughts and identify areas of confusion or concerns.

Name: _____	Date: _____	Class: _____	31.12.11... 11...
3	3 things I learned today...		
	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>		
2	2 things I found interesting today...		
	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>		
1	1 question I still have ...		
	<ul style="list-style-type: none"> <li>• _____</li> </ul>		
In my own words today's topic was _____			

The logo of Rangsit University is a watermark in the background. It features a central emblem with a flame-like top and a circular base composed of many triangular segments. Below the emblem, the university's name is written in Thai and English.

**APPENDIX B**

**READING COMPREHENSION TEST FOR PRETEST**

มหาวิทยาลัยรังสิต Rangsit University

**Appendix B: Reading Comprehension Test for Pretest****Reading Comprehension Test for Pretest**

**Student Code:** ..... **Subject:** English **Grade:** 6 **Time:** 60 minutes

**Direction:** *Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.*

1. The main character in the story “Belle’s Journey is...
- A. Belle.
  - B. Father.
  - C. Molly.
  - D. Piano Teacher

Ans: .....

2. The setting of the story is...
- A. at the river bank.
  - B. in the village.
  - C. in the forest.
  - D. in the town.

Ans: .....

3. Molly and Belle were stuck in...
- A. a heavy rain
  - B. an earthquake
  - C. a flood
  - D. a blizzard

Ans: .....

4. Molly wore a heavy jacket and woolen pants to...

- A. make friends.
- B. stay warm.
- C. show she had enough money.
- D. show off her new clothes.

Ans: .....

5. Belle can be best described as...

- A. A faithful friend
- B. An incapable friend
- C. An unfaithful friend
- D. A capable friend

Ans: .....

6. Arrange the events of the story in sequence.

- i. Molly goes for a piano lesson every Saturday.
- ii. Molly and Belle were caught in a blizzard.
- iii. Belle tries to locate way back home.
- iv. Molly's father decides to sell Belle.

- A. I, iv, iii, ii
- B. I, iii, iv, ii
- C. I, ii, iii, iv
- D. I, iv, ii, iii

Ans: .....



7. Belle lowered her head and slowed to a deliberate plodding walk in order to...

- A. delay back home.
- B. locate the way home.
- C. show its stubbornness.
- D. resist the sever blizzard.

Ans. ....

8. Molly felt happy when her father discussed about selling Belle, because she...

- A. did not like Belle.
- B. was in need of money.
- C. was promised by her father a pet.
- D. thought she would have a new pony.

Ans.: ....

9. Which of the following statement is NOT True?

- A. Molly and Belle travelled to town every Saturday.
- B. Bell saved Molly's life.
- C. Molly is the name of a girl.
- D. Molly and Belle travelled 26 kilometers every Saturday.

Ans: ....

10. Molly's family dropped the idea of selling Belle because...

- A. Molly loved the horse.
- B. no one came to buy her.
- C. they were touched by her loyalty.
- D. Belle had become a better horse.

Ans: ....

11. Amrita loved trees because...

- A. the trees saved them from the Maharaja.
- B. the trees had saved her from the axe men.
- C. she knew she could not survive without the trees.
- D. when her children were born, the trees gave them shade.

Ans: .....

12. The Maharaja wanted the trees to be cut to...

- A. build his new fortress.
- B. protect his palace from the sand storm.
- C. build his new ship.
- D. punish the villagers for disobeying him.

Ans: .....

13. The main theme of the story is...

- A. courage.
- B. friendship
- C. love and sacrifice
- D. jealousy

Ans: .....

14. The message this story gives us is...

- A. women are stronger than men.
- B. the importance of family and community.
- C. nature should be protected.
- D. where there are trees, there are no storms.

Ans: .....

15. The Maharaja decided not to cut the trees when...

- A. Amrita begged him to spare the trees.
- B. the trees sent a sand storm towards his men.
- C. the villagers started to hug the trees to stop the axe men.
- D. he saw how the trees had protected the village from the storm.

Ans: .....

16. The men, women, and children came running to the forest because...

- A. Amrita called them
- B. Amrita lost one of her children
- C. axemen were planning to kill Amrita.
- D. axemen chopped off Amrita's special tree.

Ans: .....

17. The Maharaja was a \_\_\_\_\_ prince who ruled over many villages.

- A. cruel
- B. powerful
- C. clever
- D. stupid

Ans: .....

18. What would have happened, if Amrita and the villagers hadn't stopped the Axemen from cutting down the trees?

- A. The villagers could have suffered.
- B. The villagers would have become rich.
- C. The sandstorm could have become stronger.
- D. The Maharaja could have become powerless.

Ans: .....

19. The entire story is developed around the...

- A. Maharaja's ignorance and greed.
- B. lifestyle of Amrita's community.
- C. life of Amrita
- D. protection and destruction of forest.

Ans: .....

20. Which ONE of the following sentences is true about Amrita?

- A. She supported the Maharaja.
- B. She lived in a poor village.
- C. She chopped her special tree.
- D. She scolded the Maharaja.

Ans: .....

21. The old man was searching for...

- A. a companion.
- B. the missing star
- C. his son.
- D. his boy.

Ans: .....

22. How many days did the old man take to get water from the spring?

- A. 5 days
- B. 2 days
- C. 4 days
- D. 3 days

Ans: .....

23. The story suggests that the boy is...

- A. a magician.
- B. a traveler.
- C. the missing star.
- D. the old man's lost son.

Ans: .....

24. Who stared down at the old man from the wall of his hut?

- A. his picture
- B. Kileken
- C. the evening star
- D. his shadow

Ans: .....

25. Which one of the following planets is called Kileken, the orphan boy by the Massai?

- A. Jupiter
- B. Mars
- C. Venus
- D. Mercury

Ans: .....

26. The word orphan means a child...

- A. without father.
- B. without parents.
- C. without mother.
- D. with both parents.

Ans: .....

27. What happened immediately when a cry of wonder escaped the old man's lips?

- A. The boy ran away.
- B. The old man fainted to death.
- C. The cows began giving birth to more calves.
- D. The waist high grass, gushing stream and green wood disappeared.

Ans: .....

28. Under the boy's care the old man prospered during the time of drought because...

- A. Kileken had a hidden power over it.
- B. the old man was clever.
- C. Kileken brought rain from other places.
- D. the old man had stored enough water before the draught.

Ans: .....

29. Which sentence below tells us that Kileken has a secret identity?

- A. He was an orphan.
- B. He disappeared in the sky every evening.
- C. He amazed the old man with strange deeds.
- D. He took only two days to fetch water.

Ans: .....

30. Kileken travels countless miles in search of...

- A. a home.
- B. a friend.
- C. his parents.
- D. the missing star.

Ans: .....



31. The message conveyed through the story “The Never-Ending Greenness” is...

- A. following your dreams.
- B. the importance of family.
- C. that, war is terrible.
- D. to see beautiful dreams.

Ans: .....

32. The narrator was born in the city of...

- A. Vilna
- B. Rome
- C. Ghetto
- D. EretzYisreal

Ans: .....

33. In the story “The Never-Ending Greenness”, the author’s father worked as a...

- A. a baker in their old hometown.
- B. a soldier in their old hometown.
- C. hunter in their old hometown.
- D. caretaker in their old hometown.

Ans: .....

34. How did the main character make his dream of “earth covered with a thick forest carpet” come true?

- A. two golden birds told him to work hard and make his dream come true.
- B. the main character’s father made his dream come true.
- C. all the people did not like what the main character was doing.
- D. the main character worked hard every day to make his dream come true.

Ans: .....

35. Who else helped the main character to plant the trees to bring back the lost forest?

- A. Father
- B. Father and mother
- C. Father, friends and people all over the country.
- D. Father, mother and friends.

Ans: .....

36. The story, “The Never-Ending Greenness” is a...

- A. fantasy.
- B. folktale.
- C. science fiction.
- D. realistic fiction.

Ans: .....

37. The main character in the story “The Never-Ending Greenness” makes a habit of planting trees and taking care of it. What is the most important thing to do after planting a tree?

- A. look at it every day.
- B. water it every day.
- C. talk to it every day.
- D. touch it every day.

Ans: .....

38. The following are the things that the author and his friends discovered in the story “The Never-Ending Greenness” EXCEPT the...

- A. secret passage.
- B. Crusader’s castle.
- C. spring of icy water.
- D. large ship full of people.

Ans: .....

39. According to the main character of the story “The Never-Ending Greenness”, there are more birds coming every year and the spring is not drying up so quickly because...
- A. the war has stopped.
  - B. the forest is spreading.
  - C. the two golden birds have returned.
  - D. of the dream.

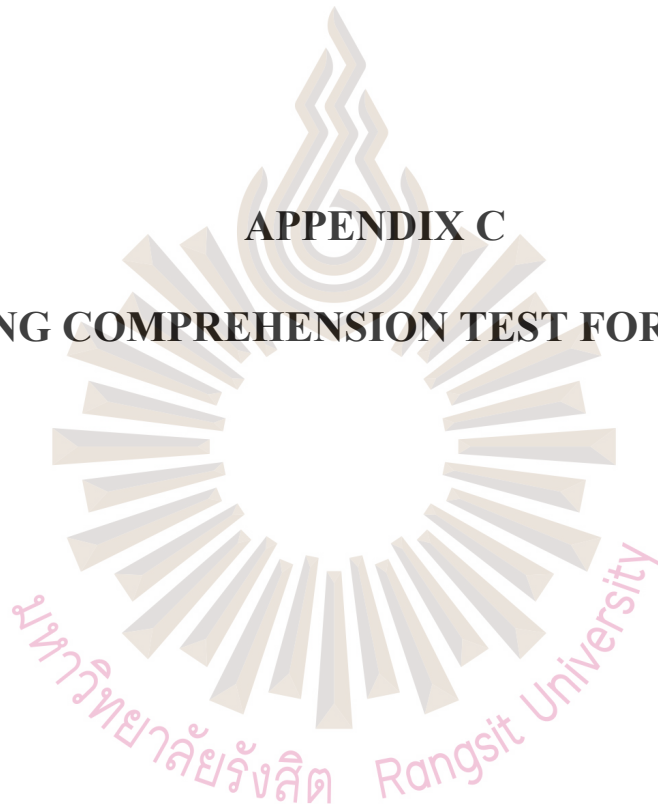
Ans: .....

40. Which one of the following lines describes the exact dream of the author of the story “The Never-Ending Greenness”?
- A. The earth was covered with a thick forest and birds, clouds, wind and trees were singing.
  - B. The earth was barren and covered with dust and the wind blew the dust.
  - C. The sky was filled with bursting bombs and the nights were filled with sounds of guns.
  - D. Soldiers came and marched into the neighborhood.

Ans: .....

**APPENDIX C**

**READING COMPREHENSION TEST FOR POSTTEST**



**Appendix C: Reading Comprehension Test for Posttest****Reading Comprehension Test for Posttest 1**

**Student Code:** ..... **Subject:** English **Grade:** 6 **Time:** 15 minutes

**Direction:** *Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.*

1. All of the following sentences are NOT TRUE about Amrita, EXCEPT
- E. She scolded the Maharaja.
  - F. She chopped her special tree.
  - G. She lived in a poor village.
  - H. She supported the Maharaja.

Ans: .....

2. The Maharaja was a \_\_\_\_\_ prince who ruled over many villages.
- E. stupid
  - F. clever
  - G. cruel
  - H. powerful

Ans: .....

3. The Maharaja decided not to cut the trees because
- E. he saw how the trees had protected the village from the storm.
  - F. the trees sent a sand storm towards his men.
  - G. Amrita begged him to spare the trees.
  - H. the villagers started to hug the trees to stop the axe men.

Ans: .....

4. The main theme of the story is...

- E. Friendship
- F. jealousy
- G. love and sacrifice
- H. courage.

Ans: .....

5. The men, women, and children came running to the forest because...

- E. axemen were planning to kill Amrita.
- F. Amrita called them
- G. axemen chopped off Amrita's special tree.
- H. Amrita lost one of her children

Ans: .....

6. The message of this story is...

- E. nature should be protected.
- F. the importance of family and community.
- G. women are stronger than men.
- H. where there are trees, there are no storms.

Ans: .....

7. The Great Prince wanted the trees to be cut to...

- E. protect his palace from the sand storm.
- F. build his new fortress.
- G. punish the villagers for disobeying him.
- H. build his new ship.

Ans: .....

8. What would have happened, if Amrita and the villagers hadn't stopped the Axemen from cutting down the trees?

- E. The Maharaja could have become powerless.
- F. The villagers could have suffered.
- G. The sandstorm could have become stronger.
- H. The villagers would have become rich.

Ans: .....

9. The entire story is developed around the...

- E. life of Amrita
- F. Maharaja's ignorance and greed.
- G. protection and destruction of forest.
- H. lifestyle of Amrita's community.

Ans: .....

10. Amrita loved trees because...

- E. the trees saved them from the Maharaja.
- F. she knew she could not survive without the trees.
- G. when her children were born, the trees gave them shade.
- H. the trees had saved her from the axe men.

Ans: .....



**Reading Comprehension Test for Posttest 2**

**Student Code:** ..... **Subject:** English **Grade:** 6 **Time:** 15 minutes

**Direction:** *Each question below is followed by four possible choices. Choose the correct answer and write in the space provided.*

11. Molly and Belle were stuck in...

- E. a heavy rain
- F. an earthquake
- G. a flood
- H. a blizzard

Ans: .....

12. Molly wore a heavy jacket and woolen pants to...

- E. make friends.
- F. stay warm.
- G. show she had enough money.
- H. show off her new clothes.

Ans: .....

13. Belle can be best described as...

- E. A faithful friend
- F. An incapable friend
- G. An unfaithful friend
- H. A capable friend

Ans: .....

14. Molly felt happy when her father discussed about selling Belle, because she...

- E. did not like Belle.
- F. was in need of money.
- G. was promised by her father a pet.
- H. thought she would have a new pony.

Ans.: .....

15. Belle lowered her head and slowed to a deliberate plodding walk in order to...

- E. delay back home.
- F. locate the way home.
- G. show its stubbornness.
- H. resist the sever blizzard.

Ans. ....

16. Arrange the events of the story in sequence.

- v. Molly goes for a piano lesson every Saturday.
- vi. Molly and Belle were caught in a blizzard.
- vii. Bell tries to locate way back home.
- viii. Molly's father decides to sell Belle.

- E. I, iv, iii, ii
- F. I, iii, iv, ii
- G. I, ii, iii, iv
- H. I, iv, ii, iii

Ans: .....

17. Which of the following statement is NOT True?

- E. Molly and Belle travelled to town every Saturday.
- F. Bell saved Molly's life.
- G. Molly is the name of a girl.
- H. Molly and Belle travelled 26 kilometers every Saturday.

Ans: .....

18. The main character in the story “Belle’s Journey is...

- E. Belle.
- F. Father.
- G. Molly.
- H. Piano Teacher

Ans: .....

19. Molly’s family dropped the idea of selling Belle because...

- E. Molly loved the horse.
- F. no one came to buy her.
- G. they were touched by her loyalty.
- H. Belle had become a better horse.

Ans: .....

20. The setting of the story is...

- E. at the river bank.
- F. in the village.
- G. in the forest.
- H. in the town.

Ans: .....

**Reading Comprehension Test for Posttest 3**

**Student Code:** ..... **Subject:** English **Grade:** 6 **Time:** 15 minutes

21. Which one of the following planets is called Kileken, the orphan boy by the Massai?

- E. Jupiter
- F. Mars
- G. Venus
- H. Mercury

Ans: .....

22. Under the boy's care the old man prospered during the time of drought because...

- E. Kileken had a hidden power over it.
- F. the old man was clever.
- G. Kileken brought rain from other places.
- H. the old man had stored enough water before the draught.

Ans: .....

23. The old man was searching for...

- E. a companion.
- F. the missing star
- G. his son.
- H. his boy.

Ans: .....

24. What happened immediately when a cry of wonder escaped the old man's lips?

- E. The boy ran away.
- F. The old man fainted to death.
- G. The cows began giving birth to more calves.
- H. The waist high grass, gushing stream and green wood disappeared.

Ans: .....

25. How many days did the old man take to get water from the spring?

- E. 5 days
- F. 2 days
- G. 4 days
- H. 3 days

Ans: .....

26. The story suggests that the boy is...

- E. a magician.
- F. a traveler.
- G. the missing star.
- H. the old man's lost son.

Ans: .....

27. Kileken travels countless miles in search of...

- E. a home.
- F. a friend.
- G. his parents.
- H. the missing star.

Ans: .....

28. Who stared down at the old man from the wall of his hut?

- E. his picture
- F. Kileken
- G. the evening star
- H. his shadow

Ans: .....

29. The word orphan means a child...

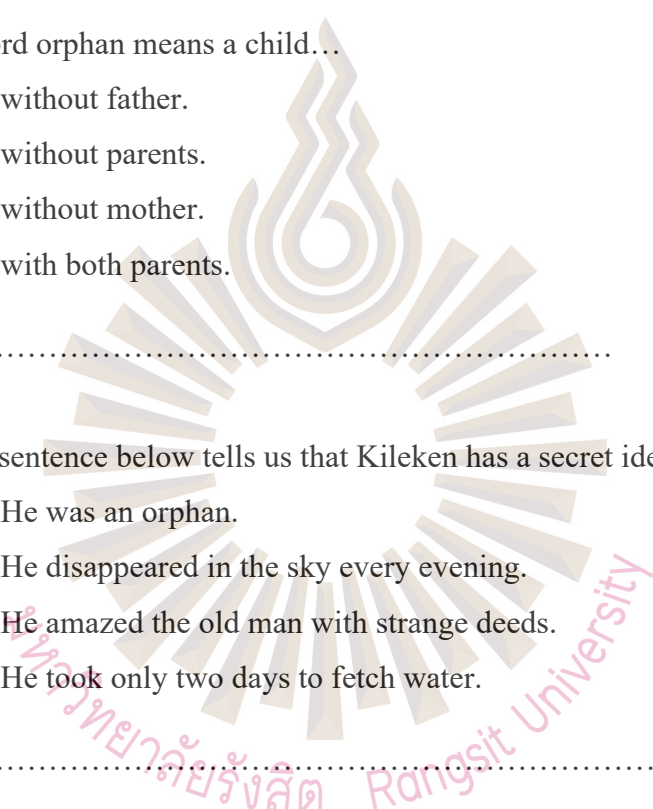
- E. without father.
- F. without parents.
- G. without mother.
- H. with both parents.

Ans: .....

30. Which sentence below tells us that Kileken has a secret identity?

- E. He was an orphan.
- F. He disappeared in the sky every evening.
- G. He amazed the old man with strange deeds.
- H. He took only two days to fetch water.

Ans: .....



### Reading Comprehension Test for Posttest 4

**Student Code:** ..... **Subject:** English **Grade:** 6 **Time:** 15 minutes

31. In the story “The Never-Ending Greenness”, the author’s father worked as a...

- E. a baker in their old hometown.
- F. a soldier in their old hometown.
- G. hunter in their old hometown.
- H. caretaker in their old hometown.

Ans: .....

32. The story, “The Never-Ending Greenness” is a...

- E. fantasy.
- F. folktale.
- G. science fiction.
- H. realistic fiction.

Ans: .....

33. The narrator was born in the city of...

- E. Vilna
- F. Rome
- G. Ghetto
- H. EretzYisreal

Ans: .....



34. How did the main character make his dream of “earth covered with a thick forest carpet” come true?

- E. two golden birds told him to work hard and make his dream come true.
- F. the main character’s father made his dream come true.
- G. all the people did not like what the main character was doing.
- H. the main character worked hard every day to make his dream come true.

Ans: .....

35. Who else helped the main character to plant the trees to bring back the lost forest?

- E. Father
- F. Father and mother
- G. Father, friends and people all over the country.
- H. Father, mother and friends.

Ans: .....

36. The main character in the story “The Never-Ending Greenness” makes a habit of planting trees and taking care of it. What is the most important thing to do after planting a tree?

- E. look at it every day.
- F. water it every day.
- G. talk to it every day.
- H. touch it every day.

Ans: .....

37. According to the main character of the story “The Never-Ending Greenness”, there are more birds coming every year and the spring is not drying up so quickly because...

- E. the war has stopped.
- F. the forest is spreading.
- G. the two golden birds have returned.
- H. of the dream.

Ans: .....

38. The following are the things that the author and his friends discovered in the story “The Never-Ending Greenness” EXCEPT the...

- E. secret passage.
- F. Crusader’s castle.
- G. spring of icy water.
- H. large ship full of people.

Ans: .....

39. Which one of the following lines describes the exact dream of the author of the story “The Never-Ending Greenness”?

- E. The earth was covered with a thick forest and birds, clouds, wind and trees were singing.
- F. The earth was barren and covered with dust and the wind blew the dust.
- G. The sky was filled with bursting bombs and the nights were filled with sounds of guns.
- H. Soldiers came and marched into the neighborhood.

Ans: .....

40. Message conveyed through the story “The Never-Ending Greenness” is...

- E. following your dreams.
- F. the importance of family.
- G. that, war is terrible.
- H. to see beautiful dreams.

Ans: .....





**APPENDIX D**

**SEMI-STRUCTURED INTERVIEW QUESTIONS**

มหาวิทยาลัยรังสิต Rangsit University

**Appendix D: Semi-structured Interview****Semi-structured Interview**

**Student No.: .... Date of Interview: ..... Time of Interview... Venue:**

**Gender: Female/Male Age: ...**

1. Do you agree that the use of KWL chart and video shooting made learning fun? In what ways?
2. How did you feel about using KWL plus charts and video to learn reading stories in English?
3. Which activity(ies) did you like the most? Why?
4. Do you think the KWL chart and making video clips made your understanding of the stories easier? Why or why not?
5. Would you like to continue using KWL plus charts and making video of role play in reading stories in English? Why?

(Adopted from Wangzom, 2019)



The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

**APPENDIX E**

**RELIABILITY TEST SCORES OF RESEARCH INSTRUMENTS**

มหาวิทยาลัยรังสิต Rangsit University

## Reliability Test Result of Learning Achievement Test

### Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.715	.727	40

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.571	15.257	3.9060	40

มหาวิทยาลัยรังสิต Rangsit University



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central circular emblem with a flame-like top, surrounded by a ring of radiating lines. Below the emblem, the university's name is written in Thai script and English.

**APPENDIX F**

**EXPERT WHO VALIDATED THE INSTRUMENTS**

### Expert who validated the instruments

Sl. No.	Name	Qualification/ Position Title	Institution
1	Mr. Gary Torremucha	Professor	Rangsit University Thailand
2	Ms. Ugyen Tshering	Master of Education, Teacher	Doteng Lower Secondary School, Paro Bhutan.
3	Ms. Tshering Denkar	Master of Education, Teacher	Gaupel Lower Secondary School, Paro Bhutan.

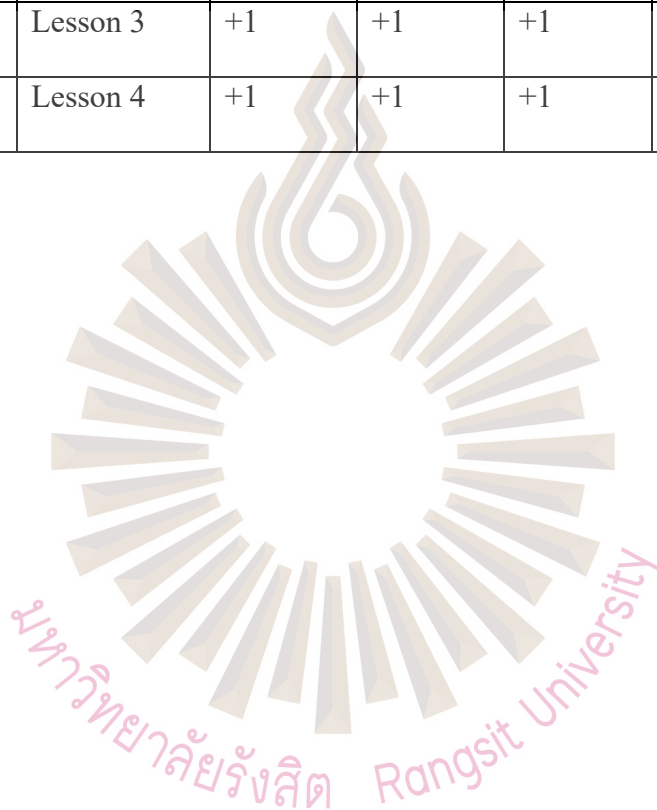
**APPENDIX G**

**IOC RATINGS FOR DIFFERENT INSTRUMENTS**



### Item-Objective Congruence for Lesson Plans

Sl. No.	Lesson Plan	Expert 1	Expert 2	Expert 3	IOC	Remarks
1.	Lesson 1	+1	0	+1	0.67	Congruent
2.	Lesson 2	+1	+1	+1	+1	Congruent
3.	Lesson 3	+1	+1	+1	+1	Congruent
4.	Lesson 4	+1	+1	+1	+1	Congruent



### IOC for Reading Comprehension Test

Sl. No.	Questions	Expert 1	Expert 2	Expert 3	IOC	Remarks
1	Question 1	+1	+1	+1	+1	Congruent
2	Question 2	+1	+1	+1	+1	Congruent
3	Question 3	+1	+1	+1	+1	Congruent
4	Question 4	+1	+1	+1	+1	Congruent
5	Question 5	+1	+1	+1	+1	Congruent
6	Question 6	+1	+1	+1	+1	Congruent
7	Question 7	+1	+1	+1	+1	Congruent
8	Question 8	+1	+1	+1	+1	Congruent
9	Question 9	+1	+1	+1	+1	Congruent
10	Question 10	+1	+1	+1	+1	Congruent
11	Question 11	+1	+1	+1	+1	Congruent
12	Question 12	+1	+1	+1	+1	Congruent
13	Question 13	+1	0	+1	0.67	Congruent
14	Question 14	+1	+1	+1	+1	Congruent
15	Question 15	+1	+1	+1	+1	Congruent
16	Question 16	+1	+1	+1	+1	Congruent
17	Question 17	+1	+1	+1	+1	Congruent
18	Question 18	+1	+1	+1	+1	Congruent
19	Question 19	+1	+1	+1	+1	Congruent
20	Question 20	+1	+1	+1	+1	Congruent
21	Question 21	+1	+1	+1	+1	Congruent
22	Question 22	+1	+1	+1	+1	Congruent
23	Question 23	+1	+1	+1	+1	Congruent
24	Question 24	+1	+1	+1	+1	Congruent
25	Question 25	+1	+1	+1	+1	Congruent
26	Question 26	+1	0	+1	0.67	Congruent
27	Question 27	+1	+1	+1	+1	Congruent
28	Question 28	+1	+1	+1	+1	Congruent
29	Question 29	+1	+1	+1	+1	Congruent
30	Question 30	+1	+1	+1	+1	Congruent
31	Question 31	+1	0	+1	0.67	Congruent
32	Question 32	+1	+1	+1	+1	Congruent
33	Question 33	+1	+1	+1	+1	Congruent
34	Question 34	+1	+1	+1	+1	Congruent
35	Question 35	+1	+1	+1	+1	Congruent
36	Question 36	+1	0	+1	0.67	Congruent
37	Question 37	+1	+1	+1	+1	Congruent
38	Question 38	+1	+1	+1	+1	Congruent
39	Question 39	+1	+1	+1	+1	Congruent
40	Question 40	+1	+1	+1	+1	Congruent

### IOC for Semi-structured Interview

Sl. No.	Semi-structured Question	Expert 1	Expert 2	Expert 3	IOC	Remarks
1	Do you agree that the use of KWL chart and video shooting made learning fun? In what ways?	+1	+1	+1	+1	Congruent
2	How did you feel about using KWL plus charts and video to learn reading stories in English?	+1	+1	+1	+1	Congruent
3	Which activity(ies) did you like the most? Why?	+1	+1	+1	+1	Congruent
4	Do you think the KWL chart and making video clips made your understanding of the stories easier? Why or why not?	+1	+1	+1	+1	Congruent
5	Would you like to continue using KWL plus charts and making video of role play in reading stories in English? Why?	+1	+1	+1	+1	Congruent



**APPENDIX H**

**APPROVAL LETTERS**





The Director General  
Department of School Education  
Ministry of Education  
Thimphu, Bhutan

Date: 8<sup>th</sup> February, 2021

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

Suryadhep Teachers College for the M. Ed. Program in Curriculum and Instruction would like to request your permission for five M. Ed. candidates to collect data in Bhutan in the period of 15<sup>th</sup> February - 20<sup>th</sup> March, 2021. The details of the candidates are shown below:

Sl. No	ID	Name	Research Title	Research School
1	6205753	Ms.Tshewang Lhamo	The Application of TED Talk Videos in the Improvement of ESL Speaking Skill of Grade 6 Bhutanese Students	Gaupe Lower Secondary School
2	6205754	Mr. Rigzin Rigzin	The Application of Multimedia Technology in Teaching and Learning Mathematics of Grade 5 Bhutanese Students	Gangrithang Primary School
3	6205755	Mr. Bala Raj Rai	The Use of KWL Plus Strategy and Video in Reading Comprehension Skills of Grade 6 Bhutanese ESL Students	Tashigatshel Primary School
4	6205756	Ms.Phuntsho Choden	The Integration of manipulative and Cooperative Learning in Learning Measurement of Grade 4 Bhutanese Students	Lingmithang Middle Secondary School
5	6205757	Mr. Tashi Dorji	The Application of Think-Pair-Share in Teaching and Learning Social Studies of Grade 6 Bhutanese Students	Tsimalakha Middle Secondary School

Thank you for your kind consideration.

Truly yours,

*Usaporn Swekwi*

Associate Professor Usaporn Swekwi, Ed.D.  
Dean of Suryadhep Teachers College  
Rangsit University  
Muang-Ake. Paholyothin Road  
Lakhok, Pathumtani 12000 THAILAND  
Tel +662-997-2222 ext. 1275, 1276 Fax +662-997-2222 ext. 1277



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།  
 Ministry of Education  
 Department of School Education  
 School Planning and Coordination Division



DSE/SPCD/SLCU(2.2)/2021/

February 15, 2021

The Principal  
 Gangrithang PS, Tashigatshel PS, Gaupel LSS, Lingmithang LSS, Tsimalakha MSS

**Subject: Approval to collect data for M.Ed theses**

Dear Sir/Madam,

The following candidates are currently pursuing M.Ed Program in Curriculum and Instruction at Suryadhep Teachers College, Rangsit University in Thailand. As part of the basic prerequisites to successfully complete the program, they are required to carry out a research study.

Sl. No.	Name	Research Title	Research School
1	Ms. Tshewang Lhamo	The application of TED talk videos in the improvement of ESL speaking skills of grade 6 Bhutanese students.	Gaupel LSS, Paro
2	Mr. Rigzin Rigzin	The application of Multimedia Technology in teaching and learning Mathematics of grade 5 Bhutanese students.	Gangrithang PS, Bumthang
3	Mr. Bala Raj Rai	The use of KWL plus strategy and video in reading comprehension skills of grade 6 Bhutanese ESL studies.	Tashigtashel PS, Chukha
4	Ms. Phuntsho Choden	The integration of manipulative and cooperative learning measurement of grade 4 Bhutanese students.	Lingmethang LSS, Mongar
5	Mr. Tashi Dorji	The application of Think-Pair-Share in teaching and learning Social Studies of grade 6 Bhutanese students.	Tsimalakha MSS, Chukha

Since the study requires data for analysis purposes, they would be collecting data from the above schools and you are kindly requested to allow the researchers to collect data inline with the following conditions:

- Seeking prior permission from school management before collection of data.**
- Ensuring minimal disruption to instructional time of the school.**
- Providing research participants with sufficient information to make an informed decision as to whether to take part in research (informed consent).**



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།  
 Ministry of Education  
 Department of School Education  
 School Planning and Coordination Division



- ❑ Protecting and respecting personal data provided by participants through rigorous and appropriate procedures for confidentiality and anonymisation.
- ❑ Follow the School's COVID-19 safety protocols when visiting the schools for data collection.

Thanking you.

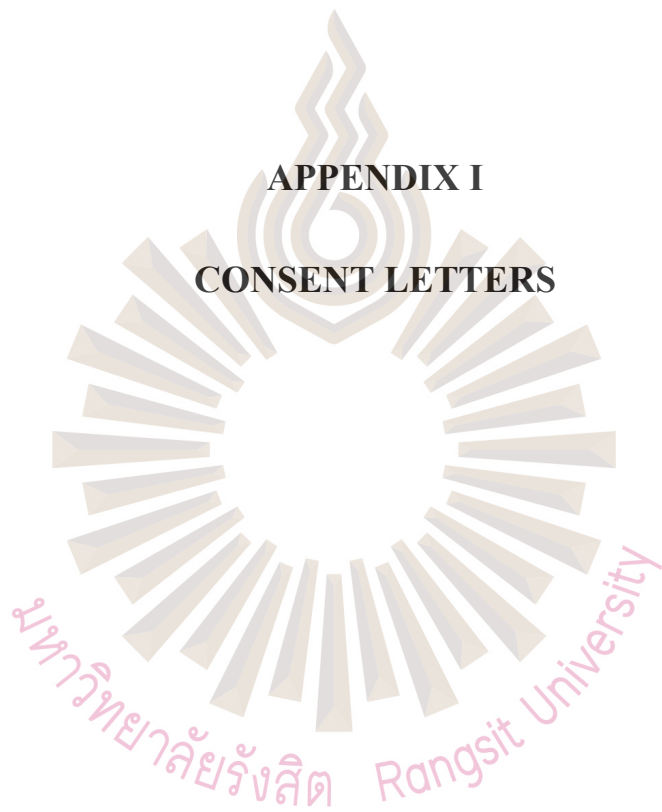
Sincerely yours,

(Karma Galay)  
**DIRECTOR GENERAL**

- CC: 1. Chief DEOs, for kind information and support.  
 2. Person concerned.

มหาวิทยาลัยรังสิต  
 Rangsit University  
 Principal TPS  
 ✓ Approval is accorded,  
 kindly Support  
 24/2/21  
 Dy. Chief DEO  
 Dzongkhag Administration  
 Chhukha

**APPENDIX I**  
**CONSENT LETTERS**



14<sup>th</sup> February, 2021**CONSENT FORM**

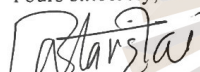
Sir,

I am currently pursuing my Master of Education in Curriculum and Instruction at Rangsit University, Thailand through the prestigious Trongsa Penlop Scholarship. One of the requirements to complete my Master's degree is to carry out a research on "**The use of KWL Plus Strategy and Video in Reading Comprehension Skills of Grade Six Bhutanese ESL Students**". The main focus of this study will be to enhance students' reading comprehension skills through the use of KWL Plus strategy and video. I will be teaching four short stories from class six English text books from 15<sup>th</sup> February, 2021 till 20<sup>th</sup> March, 2021 during the school hours. Since the content of the teaching will be no different from what they are supposed to learn, I am sure that the strategy that I will be using to teach will help in improving the reading comprehension skills of the students in English. A pretest will be conducted before the lessons are being delivered and a post test and an interview will be conducted towards the end. These tools will be solely used for the research purpose.

Therefore, I would like to seek your prior consent to let one section of grade six students to take part in this study. I assure you that no information such as students' names, identifications and school will be used in the research paper or presentations. Confidentiality of all the information will be maintained at all times.

Your support for this research will be appreciated.


Yours sincerely,

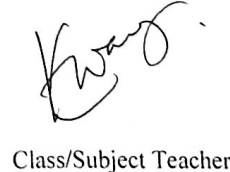
  
 (Bala Raj Rai)

Student

Rangsit University, Thailand.

I give my consent to conduct the research study with grade six students of my school. I confirm and acknowledge that I am being made clear about the content of the research study and have read the letter provided by the researcher.

  
 Principal
Tashigatshel Pry School, Chhukha.  
PRINCIPALTashigatshel Primary School  
Chhukha Dzongkhag
  
 Academic Mead

  
 Class/Subject Teacher



**CONSENT LETTER FORM PARENTS**

Dear Parents,

I am currently pursuing Master of Education in Curriculum and Instruction, at Rangsit University, Thailand, through the prestigious Trongsa Penlop Scholarship. I am working on my research titled “**The use of KWL Plus Strategy and Video in Reading Comprehension Skills of Grade Six Bhutanese ESL Students**” and I have chosen Tashigatshel Primary School as my research school.

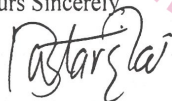
To enable myself to collect my research data, I will be teaching four shorted stories from Class VI English textbook. I will be teaching eight lessons for four weeks, starting from mid-February till mid-March 2021. During this period, I will be conducting tests: pretest, prior to implementation of KWL Plus Strategy and Video and posttest, after completing teaching using the KWL Plus Strategy and Video to find out the effectiveness of the strategy on improving reading comprehension. A semi-structured interview will also be conducted at the end to determine the students’ satisfaction on the use of KWL Plus Strategy and Video in learning reading comprehension.

Since your children will be my research participants and are below the age of 18 years, I am sending this letter to be signed by you on your children’s behalf to make my research work valid, authentic and more importantly to seek your permission to carry out my research with your children in Class VI.

I assure you that your children’s names, real identities and information provided by them will not be revealed or disclosed at any time so as to maintain anonymity and confidentiality of the participants and the information. By the same token, the research study will not have adverse effects on their grades and learning, rather it will improve their reading comprehension skills.

I will remain deeply indebted to you for your support towards this study. Thank you.

Yours Sincerely,



(Bala Raj Rai)

Researcher

**Note:** I as a parent/guardian of my child understood the content and the intent of this letter and I willingly agree to let my child .....to be the participant of the research as planned by the researcher.

Name: ..... Relation to child: .....

Signature: ..... Date: .....

## BIOGRAPHY

Name	Bala Raj Rai
Date of Birth	February 3, 1981
Place of Birth	Dorokha, Samtse, Bhutan
Educational Background	Paro College of education, Bhutan Bachelor of Education, 2005 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2021
Scholarship	TPS Scholarship, 2019
Address	Trashigatshel Primary School, Chhukha Ministry of Education, Bhutan.
Email	balaraj.raai@gmail.com
Position and Office	Teacher

