Memory		
What I know about the topic	**What I want to know about the topic**	**What I learned**
1. Some people have a strong memory.		
2. If we study more, our memory becomes stronger.		
3. By repeating, we can memorize easier.		
4. Some diseases cause memory loss.		
5. The speed of memorizing is different in different people.		
6. Some foods make us keep something in our brain for a long time.		

The discussion follows by filling out the second column: What they **want** to know about the topic of the text. They can think individually or share ideas in groups or pairs. They, then, write down what they would like to know about the topic of the text.

Memory		
What I know about the topic	**What I want to know about the topic**	**What I learned**
1. Some people have a strong memory.	1. What is brain made of?	
2. If we study more, our memory becomes stronger.	2. How much is a brain's capacity?	
3. By repeating, we can memorize easier.	3. What makes us memorize something easily?	
4. Some diseases cause memory loss.	4. Can we change our way of learning and memorizing?	
5. The speed of memorizing is different in different people.	5. Which information is forgotten easily?	
6. Some foods make us keep something in our brain for a long time.		

Now it is time to read the text and find answers to their questions. Students, at this stage, read the text silently with the aim of finding an answer to each question. They write what they find in the 3rd column (What I **Learned**).

The teacher can invite group representatives to move to new groups sharing their own list of questions and answers as a post-reading activity. They give a report on the process and give a summary of what they learned from the text.

If there are still some questions whose answers are not in the text, the teacher may invite students to Google the questions in order to find relevant answers and bring to the class in the following session. The following session will start with the presentation of collected information.

Conclusion

KWL motivates students to think, explore, and read purposefully. It also encourages cooperative language learning via which students help each other during the classroom time. Moreover, KWL brings variety to the classroom routine activities which can keep students motivated and alert. In addition, it promotes learner autonomy by giving each student this chance to select what they want to know. Finally, it gives students a chance of searching for what they want to know more about the topic which leads to a classroom presentation or a written report.

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KWL:
A Reading Strategy

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اشاره

ســــتون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامهٔ درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده درکتاب معلم شــــکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درســــی از سبک آموزشــــی طراح خود نیز تأثیر می‌پذیرد. از همین‌رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شــــخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ســــتون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

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Quick guide

Key Words: Reading comprehension, student-centered, KWL
Proficiency Level: Intermediate
Preparation time: 15 minutes
Activity time: 45 minutes
Material: a course book text, whiteboard/blackboard, board pen/chalk

Introduction

In order to help students to comprehend reading texts better and equip them with necessary skills to answer comprehension questions, one needs to use different reading strategies. One good and innovative procedure can be KWL (**K**now, **W**ant to know, and **L**earned).

Procedure

To help students comprehend a text via KWL, one needs to draw the below table on the board and ask students to copy it in their notebooks.

what we **K**now about the topic (pre-reading)	what we **W**ant to know (pre-reading)	what we **L**earned (while-reading or post-reading)

In the first columns, students in pairs or in groups of 4-5 brainstorm ideas and share their thoughts about the topic of the text which, in this lesson, is memory. They write whatever they might come up with under the first column (What I know).

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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution in* in the box below.

Your "My Contribution" should include:
- A title, your name, affiliation, and email address;
- A "Quick guide" to the activity or teaching technique;
- No more than 700 words excluding the appendixes;
- An introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.
  It should be:
- In Microsoft Word format;
- Double-spaced with an extra space between sections.