



***UNIVERSIDAD DEL AZUAY***

***Facultad de Filosofía, Letras y Ciencias de la  
Educación***

**TOPIC:**

***“THE APPLICATION OF TECHNIQUES OF SKIMMING AND  
SCANNING TO IMPROVE READING COMPREHENSION SKILLS IN  
STUDENTS OF “SEGUNDO DE BACHILLERATO OF UNIDAD  
EDUCATIVA GUALACEO””***

**PROYECTO DE INVESTIGACIÓN PARA OBTENER EL TÍTULO DE  
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**

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## DEDICATION

With all my love, I want to dedicate this work to my father who has been my light and inner strength from heaven in my life and with whom I shared all the effort and sacrifice during his life.

Isabel.



## GRATEFULNESS

I would like to express my gratitude to God, to my family for their love, support, and generosity, to the University of Azuay, to my English thesis director who has made this work possible, Lic. Magali Arteaga who, has guided me expertly and patiently during the process of doing this thesis.



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## RESUMEN

Este estudio fue llevado a cabo en la Unidad Educativa Gualaceo, la cual está situada en Gualaceo. Esta propuesta presento a los aprendices una variedad de temas relacionados con estudios sociales, ciencias naturales, tecnología y literatura a través de las cuáles ellos aprendieron inglés. Esta investigación incluye análisis de los fundamentos teóricos; tales como: análisis de los diferentes tipos de técnicas de lectura rápida. Estas fueron aplicadas en el proceso de entrenamiento. Los planes de lección fueron diseñados en concordancia con los resultados de un examen previo de lectura. Los planes de lección estuvieron subdivididos en dos tipos; tres son para lectura rápida y captación de información general y tres son para captación de información específica. La segunda tiene dos partes A y B. Cada plan de lección contiene hojas de trabajo y pruebas de evaluación como tablas de control del tiempo de la lectura rápida cuestionarios entre otros. Los estudiantes alcanzaron alto nivel de comprensión, y mejoraron el vocabulario, porque ellos aplicaron las técnicas de lectura rápida. Como resultado, los estudiantes leen más rápido. Los estudiantes leyeron más de doscientas palabras por minuto, ellos escogieron solo la información útil en lugar de leer palabra por palabra. La docente-investigadora descubrió que cuando ella diseñó el enganche de la lectura con las técnicas de lectura rápida, la comprensión lectora de los estudiantes aumento. Este proyecto permitió, que los estudiantes capten y comprendan la idea principal, el vocabulario clave, la información relevante, encuentren sinónimos, antónimos y datos generales y específicos. Los estudiantes fueron capaces de aplicar las técnicas aprendidas en las clases de inglés y también en otras materias escolares.

## ABSTRACT

This study was carried out at Unidad Educativa Gualaceo which is located in Gualaceo. This proposal exposed learners to a variety of reading topics such as social studies, natural science, technology, and literature through which they could learn English. This research included analyses of theoretical foundations, as well as analyses of different types of skimming, scanning and reading techniques. These were applied in the process of training. The lesson plans were designed according to the results of the pre-reading test. The lesson plans were subdivided into two types; three are for scanning and three are for skimming techniques. The second one had two parts A and B. Each lesson plan contained worksheets and evaluation tests like skimming and scanning time table tests, questionnaires among others. Students achieved higher levels of comprehension, and improved vocabulary because they applied skimming-scanning techniques. As a result, students read more quickly as they read 200 plus words per minute. They only chose useful information and moved beyond reading word by word. The teacher-researcher discovered that when she designed engaging reading activities, students' reading comprehension rose. Through this project, the students could identify the main idea, key vocabulary, relevant information. Also they found synonyms and antonyms and got general and specific data. Students were able to apply all the learned techniques for the English classes and also for other school subjects.

  
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# **CHAPTER 1**

## **INTRODUCTION:**

The application of skimming and scanning strategies in the reading process is to improve the English reading comprehension of students through a variety of activities of pre reading, reading and post reading. The proposal also intends to show learners a variety of reading topics through which they can learn English not only as a language, but also as a vehicle to learn information from cross curricular areas such as social studies, natural science, technology, literature, arts and culture among the most important.

The proposal is organized into four sequential chapters the application of skimming and scanning strategies in the reading process which will allow English teachers of Segundo de Bachillerato de la Unidad Educativa Gualaceo to build students' reading comprehension through pre-reading, reading and post reading activities, together with the development of both vocabulary and grammar skills.

Chapter one describes the general points of this research, the background about real situations of the teaching and learning process in high school, and the justification of this research.

In the second chapter there are descriptions and analyses of the theoretical foundations from this research, the design of lesson plans and a pre-reading test. There is also an analyses of the results. Theoretical foundations include reading comprehension, skimming and scanning strategies. The methodology involves the design of lesson plans which will follow a predictable structure, namely warm up, presentation, practice and application. In the pre-reading test, the English teacher will assess the level of students in reading by identifying the real situation of the students. The English teacher analyzes pre-reading test results with the purpose of setting the starting point for beginning the training, skimming and scanning strategy training will occur through a variety of activities of pre-reading, reading and post-reading. These activities will help students to solve problems of reading comprehension.

Chapter three is devoted to making a post-reading test to evaluate students' progress in reading comprehension after intensive skimming and scanning training through multiple choice questions.

Finally, chapter four contains conclusions and recommendations which can be a starting point for future research. These will arise after a self-reflection process by English' teachers and students.

### **1.1 Background**

The present research is about the application of skimming and scanning strategies to improve the reading comprehension in el segundo de Bachillerato de la Unidad Educativa Gualaceo.

Unidad Educativa Gualaceo is located in the city of Gualaceo. It was the first institution of technical education in the east of Azuay province in 1962.

Teaching English is a second language at the Unidad Educativa Gualaceo has been alone through a text by the Ministry of Education as a resource to aid the students and English teachers in their language acquisition process.

The textbook of the Ministry of Education is the only didactic material authorized for implementing the English national curriculum in public high schools from 1993. After years in 1998, it has been adjusted to the weekly workload of five hours of class.

English teachers have been applying the English national curriculum (2016) for reading skills according to the recommendations of the books and English teaching guides of the Ministry of Education of Ecuador. However; according documents of the English area “for several years, students of Segundo de Bachillerato de la Unidad Educativa Gualaceo have shown low performance in reading comprehension in English and therefore they have not researched reading proficiency because the readings were very long and difficult to understand;” (p.23) according the analyses of the documents of the English area in year 2014-2015 Teachers have wasted a lot of time introducing and explaining unknown vocabulary and students have tried to search for meaning of words during short class periods without success. It has been a barrier that has caused boredom in the students and disengagement from the reading because it has been too difficult for them. On the other hand, students have done mechanical reading tasks without any comprehension or commitment with meaningful reading learning.

On the another hand, by weakness in the reading comprehension in English, students do not have a repertoire of reading strategies and the ability to apply them in the right times to achieve their reading goals. For instance, when students are taking a test, they take too long to answer questions and they do not have enough time to finish the exam due to the wasted time in finding specific details or the main idea of the text. This problem worsens due to the lack of strategy-training offered by the curriculum designed of the Ministry of Education, which provides only a list of contents and the format of a lesson plan, no guidelines about skimming and scanning strategies are offered to help or looking at new vocabulary students overcome the problems mentioned before.

For this reason, it will be necessary to make small modifications in the English reading teaching to improve reading comprehension through the application of strategies of skimming and scanning. These strategies will be prepared, planned and developed in each lesson plan for one period of class of forty-five minutes.

## **1.2 Justification**

In the today's world, the reading skill is the most important receptive skill for second language acquisition; it supports the development of overall proficiency and provides access to information at work and in high school. According to Brown (2010), “reading arguably is the most essential skill for success in all educational contexts, remind us skill of paramount importance as we create assessment of general language ability” (p. 224).

The acquisition of reading skills, however, isn't easy, and students need consistent practice to improve reading comprehension. Students have to solve some problems, such as learning to recognize meaning of the words in context, identify general and specific information, and learn synonyms and antonyms, letters, words, syntax, and grammar patterns. These challenges can be overcome more easily if students are prepared to read with good

reading instructional strategies in the classroom to improve reading comprehension. This is the application of skimming and scanning strategies in order to improve the reading comprehension skill in students of “Segundo de Bachillerato de la Unidad Educativa Gualaceo”, and so that they can grasp the main idea and specific information of the texts faster according to their needs.

There are many reasons to promote reading comprehension at the Segundo de Bachillerato.

According to the English teachers, the main reason consists of students’ reading comprehension deficiency, which causes a severe impedance in learning the English language. Also, in other cross curricular areas; this generates a great difficulty in understanding a text as a whole because students do not know half the words in the text because their vocabulary is poor.

Another cause is also memory problems in some students; it causes difficulty in remembering the information. Students have remedial vocabulary and they do poorly on vocabulary tests, as well as on standardized tests. “All these shortcomings affect the student’s self-esteem.” (Harmer: 203)

This problem worsens due to the lack of knowledge of fast and accurate reading strategies and the ability to apply them in the teaching and learning process. For instance, when students are taking a test, they take too much time to answer questions and they do not have enough time to finish the exam due to the wasted time in finding specific details or the main idea of the text.

For solve these difficulties, this research proposes to make changes in the reading lesson plans through a training process in skimming and scanning to help students to become more confident readers by improving the way they quickly find the main idea and specific information while they read short and long texts.

The grading will be based on the regulations stated in the English Curriculum for Level A2 and its law (National Curriculum Specifications) which specify learners’ level according to the Common European Framework of Reference for Languages (CEFR)

At the beginning of the research a consent form was elaborated to ask for students’ legal representatives corresponding permission for applying skimming and scanning strategies in order to improve the reading comprehension skill in students of “Segundo of Bachillerato of Unidad Educativa “Gualaceo”

After, two tests were carried out through a reading pre-test for diagnostic and a reading post-test for analyzing results of application of skimming and scanning strategies in reading process.

A reading pre-test was applied before the training process of skimming and scanning strategies. These had six reading passages with their questions to evaluate the current level of the students in reading proficiency. It also helps to find the most appropriate scanning and skimming strategies to teach them, and to set the starting point of the training.

The pre-test was previously validated by teachers with majoring in English of this Educative institution. For validating, multiple choice questions and choice options were copied down by researcher to apply the test to three English teachers without reading passages. Examinees got 50 or more right answers depending mostly on logic or general knowledge.

Finally, a reading post- test was applied for analyzing results and prove the hypothesis and objectives of the research.

## CHAPTER 2

### 2. Literature review

For this research, the application of skimming and scanning strategies to improve the reading comprehension in Segundo de Bachillerato de la Unidad Educativa Gualaceo. The researcher will work on the reading contents provided by the English book of the Ministry of Education that are relevant, interesting, and at the right level for students in conjunction with skimming and scanning strategies, activities and material. But; the researcher should make some adjustments in the curricula of reading of the Ministry of education of Ecuador to innovate in teaching reading with the application of skimming and scanning strategies with the ultimate aim of improving, reading comprehension in her students.

#### 2.1 Reading Comprehension

Reading comprehension is the act of understanding what people are reading. Reading comprehension is an intentional, active and interactive process that occurs before, during, and after a person reads a particular piece of writing (Vollands, 2011). According to Hammer (2010), reading is useful for language acquisition. Then, reading comprehension will help the process of second language acquisition. Thus, reading instruction of some techniques will be necessary to improve reading proficiency.

The typical reading class of English revolves around a mandated textbook with a language program, with already established curricula and exams selected by a planners equipment of English department of ministry of education; students are involved in mechanical exercises made for them without any engagement with reading English Foreign Language (EFL) was focused on the teacher, who read a passage aloud in class while explaining grammar points and vocabulary items as they appear in the textbook. Students typically listened passively to the teacher's reading-aloud and commented on the reading.

After some years, multi-skill activities were included in course books to help students read short passages and dialogues. However, the amount of reading was minimal because the students' participation was mechanical, they didn't pay attention and didn't understand the text they were actually reading. Accordingly, Anderson, Stoller, Grabe & Komiyama (2013), argued that there was a lot of testing of reading in the form of post reading comprehension questions rather than teaching reading strategies to help students become better and more critical readers. Anderson et al. (2013), consider that students become better readers by reading a lot and reading often. This type of reading comprehension to Brown (2010) is called extensive reading because it "involves somewhat longer text...Journal articles, technical reports, longer essays, short stories, and books fall into this category" (p. 252). This technique involves students spending a lot of time on reading challenging texts. Extensive reading "almost always involves a focus on meaning using mostly top-down reading processing and only occasional use of the targeted bottom-up strategy" (Brown, 2010). According Harmer, top-down reading process helps students get a general view of the reading passage; this process is useful if students already have appropriate expectations of what they want to find. "In metaphorical terms this can be likened to the difference between looking down on something from above-getting and overview - and, on the contrary, being in the middle of something and understanding where we are by concentrating on all individual features. It is the difference between looking a forest, or all the individual trees within it." (Harmer, 2001, p. 201)

Krashen (as quoted in Harmer, 2001), suggests comprehensible input aids language acquisition because it creates interest and activates the students' schemata. (Harmer, p. 203)

Harmer (2001) said the bottom-up reading process allows readers, to focus "on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. (Harmer, 2001, p. 201).

According Harmer, bottom-up strategies in extensive reading happen occasionally. Therefore, the top-up process will be almost impossible "without a good understanding of a reasonable proportion of the details gained through some bottom-up processing" (Harmer, 2001, p. 201).

Consequently, a good bottom-up strategy is a condition to get an overview of the reading.

Reading processes top-down and bottom-up generally apply in long readings and interaction between both is the condition to achieve a good understanding.

On other hand, skimming and scanning reading strategies are independent processes that happen quickly in short passages of reading. This also helps to improve reading comprehension and acquisition of new vocabulary and knowledge.

Consequently, both skimming and scanning will help improve reading comprehension and the acquisition of new vocabulary and knowledge.

Nowadays students need to improve their reading comprehension skills to become better English readers in high schools because they have to face new communication and information technologies to get quick, accurate information in English from both the internet and English textbooks for academic and professional purposes.

According to Brown and Abewiyckrama (2010, p. 246), good readers develop abilities consistent with "strategies of effective reading; skimming for main idea, scanning for details, guessing word meanings from context, inference, using discourse markers, expressions/idioms/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not writing (unstated details), supporting idea(s), vocabulary in context, etc. To construct your own assessment that involve short reading passages followed by questions."

## **2.2. Skimming strategy**

Skimming quickly allows students to get information through general understanding after reading. This means students and teachers run their eyes over the text to get a quick idea of the gist of a text. This is not lazy reading processing. This ability is dynamic and allows them to process the text more effectively as it processes; because the students feel happy and proud of their achievements. To Harmer (2010), it is important to the general comprehension, because there is not analysis for each word that is included in the text.

Skimming is used to quickly identify the main ideas of a text. When readers read the newspaper, readers are probably not reading it word-by-word, instead readers are scanning the text.

Harmer (as quoted in Anderson, 2013), skimming is done at a speed three to four times faster than normal reading. People often skim when they have lot of material to read in limited

amount of time. Readers use skimming when they want to see if an article or a reading passage may be of interest for them.

There are many strategies that can be used for skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when readers are seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Brown (2010) considers:

“Skimming is a process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give the reader a sense of the topic, purpose of the text, the organization of the text, the perspective or point of view of the writer...Of course skimming can apply to texts of less than one page,” (Brown, 2010, p. 253).

In skimming, it is advisable to start with a prediction activity because readers usually know little or nothing about the material.

Reading represents a form of input. Therefore it is necessary to work on techniques that reinforce reading comprehension like skimming.

According to Brown, (2010) skimming is a strategy of effectively reading.

According to Harmer (2010), skimming is a type of strategy in which the reader shows segments of a text or interesting essays in order to achieve a general understanding of its meaning and it will add information to an overview or main idea

The skimming strategy, according to Beale, (2013), “...is one of the tools you can use to read more in less time. **Skimming** refers to looking *only* for the general or main ideas, and works best with non-fiction (or factual) material.” (Beale, 2013, p. 2). With skimming, your overall understanding is reduced because you don’t read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

Skimming strategy will follow three different stages: Pre-reading skimming, skimming reading comprehension, and skimming for quickly reading material.

Each stage will consist of:

- Reading the title, which is the shortest possible summary of the content.
- Reading the introduction before the first paragraph starts.
- Reading the first paragraph completely.
- If there are subheadings, reading each one, looking for relationships with headings.
- Reading the first sentence of each remaining paragraph.
- Digging into the text looking for connections.
- Reading final paragraph completely.

- Students find the sentence that contain the information. They read the entire passage.

### **2.2.1. Activities of skimming**

Skimming activities will be developed in session of training of skimming paragraph of shrinking, grasp idea and gist.

#### **2.2.1.1. Prediction exercises**

- Read the title/headline and predict content of an article/text.
- Read the first/last paragraphs and predict content of the article/ text.
- Read the first sentence of each paragraph and summarize the content.
- Brainstorm with the students the vocabulary they expect to read in the article/text.

#### **2.2.1.2. Quick eye movement**

Eye movement is a quickly technique of reading. This technique allows to read speedily over the text with a purpose of getting or identifying the gist of the text or main ideas related with the topic of a reading text.

#### **2.2.1.3. Rephrasing and paraphrasing key ideas**

Paraphrasing means understanding key ideas to make the reading much more interesting and cohesive.

This ability allows readers or students to categorize words from a reading passages into two or four categories provided by the teacher. This process encourage students to look back at the text to decide which words belonged in each category with most effectively as it progresses; because students are able get quickly an idea of what is being read.

Paraphrasing o rephrasing is much more quickly when students look at the beginning and the end of paragraphs to identify key words.

For paraphrasing ideas is necessary to know about synonyms; because in paraphrasing, the same ideas are expressed with different words.

#### **2.2.1.4. Gist**

Activities can be:

- Students pick up or extract the main points only for deducing the purpose and meaning of the text.



- Skim and underline key words/ sentences
- General/ open/ended question on text.
- Skim the text and match each paragraphs to headlines.
- Synonymous words/ expressions
- Prefixes/ suffixes/negatives
- Give the noun/ verb/ adjective form of word text

### **2.2.1.5. Skipping words**

Skipping words is a reading technique to get key words or main ideas skipping irrelevant information. Students should make that their eyes jump down through the paragraphs, picking up one or two important words, phrases or numbers. In addition, they should avoid paragraphs with illogical distractors.

## **2.3 Scanning strategy**

In contrast to skimming; scanning, allows looking for specific details when the readers need concentrate on only one item of the reading or test.

According to Brown, (2010). Scanning for details is a strategy of effectively reading.

For Mejia, (2010), quoted by Ministry of Education (2012) scanning is a strategy used when a person tries to find specific information. For instance, people often scan flights and train schedules, or they scan a page in a telephone book, a telephone number, a date, a time, and so on.

According to Brown, (2010), scanning is a strategy used by readers to find relevant information presented in texts, charts or graphs that require rapid identification of details, such as a date, name, or a place in an article; the setting for a story; the cost of an item on a menu; and specified data needed to fill out an application.

Scanning is done with material that readers do know something about. In the case of telephone directory is arranged alphabetically according to the last names. So if reader wish to locate the phone number of Isabel Navarrete, reader knows that it will be listed alphabetically with names that begin with N. First use the guide words at the top of the directory pages to locate the correct page quickly. Then begin immediately to scan the alphabetical arrangement of names.

In order to save reading time, according Fry, (1975), the arrangement, reference or organization of the material are done in some common types' logical ways, for example: alphabetical, non-alphabetical, and prose.

1. Alphabetical.-this type has an alphabetical organization for quick understanding and easy location of information.

2. Non-alphabetical. This type of material is not arranged in alphabetical order, examples: television listings are arranged by day and time. Historical data and tables are organized by month and year. The sports pages of newspaper list scores by category- , football, tennis, baseball, and so on. A listing of ten songs

often is arranged numerically according to the number of copies sold of each song.

3. Prose-This reading will give students a chance to get a general idea of the order of concepts and topics quickly and efficiently after read title and subheads, look at the illustrations, read the first and last paragraphs. Scanning material in prose are organized in form of newspaper and magazines articles, encyclopedias and other reference materials, textbooks, an nonfiction trade books; therefore reference materials are academic texts books. (Fry, 1975, pp. 40-45)

Therefore; scanning is a technique often use when looking up key words or ideas. When readers scan or look for author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin. Scanning also used when readers first find a resource to determine whether it will answer their questions; for example, when readers read the newspaper, readers are probably not reading it word-by-word, instead readers are scanning the text. (Beale, 2013, "What Is Scanning", párr.4-5).

Once they have scanned the reading passage, they might go back and skim it.

The same way, Beal (2013) considers:

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. **Alphabetical** information is arranged in order from A to Z, while **chronological** information is arranged in time or numerical order.

Information can be also be arranged in **non- alphabetical** order, such as a television listing, or by **category**, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a **textual** sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material. (Beal, 2013, what is scanning, pars. 1-3)

### 2.3.1. Scanning activities

Scanning activities for stating details are:

- Doing vocabulary exercises (matching definitions, antonyms, synonyms, etc.) based on words in the text.
- Reordering jumbled sentences and paraphrase
- Looking for attitudes/ inference in a written text.

- Looking for specific information, such as facts and figures.
- Expressing own opinion about the text.

#### **2.3.1.1. Inserting extra words**

These words help expand vocabulary and reading comprehension using prior knowledge students can make informed predictions. Students gave ideas, and created hypotheses about what is coming in a text or task.

#### **2.3.1.2. Substituting words with the synonym or antonym**

When students began using synonyms and antonyms to expand their vocabulary, reading comprehension is guaranteed and activated.

#### **2.3.1.3. Quick eye movement**

According Arundel (2015), eye movement 's technique quickly allows to read speedily down the text for identifying the gist of the text or to get familiar with the topic of a text, take a quick look at the vocabulary it contains

Read quickly looking for words to organize the vocabulary of the unit. In accordance with the spelling in alphabetical order.

Eye movement quickly is read with speed down the page of a text or a reading passage for identifying the gist of the passage or seeking words and phrase. (Arundel, 2015, "Scanning.", par. 3).

#### **2.3.1.4. Glancing over the text**

Harold (1983) said to glance at reading passages quickly, Readers try to figure out what it is?

Glance over is examine hastily, observe, check out, look over carefully or inspect a reading passage.

#### **2.3.1.5. Reading a graph**

For interpreting visual and numerical information quickly, skipping distractors or irrelevant information. Learners can complete information in a graph with the corresponding percentages in blanks by one minute.

#### **2.3.1.6. Grasp**

Grasp specific information allows to find quickly and immediately answers to the short questions in a reading passage. This will activate in student, some feelings of excitement for understanding information instantly, in the acquisition process of second language.

The grasping's ideas will be successful; according to Harold (1983), if readers are able to answer in a minute roughly three questions from a reading passage of 100 words; if readers answer four questions then they would be looking for insignificant details. Fewer than this would be inefficient.

On the other hand, by, emotional states, according to Krashen's affective filter hypothesis (as quoted in Harmer, 2010) accounts for the influence of affective factors, non-linguistic, on acquisition process of a second language; such as motivation, self –confidence, and anxiety. Who is tense, anxious, or bored, cannot filter out input, making it un-available for acquisition, although these affect acquisition but no learning. (2010, p.203)

Reading is an acquisition form of second language; then, reading comprehension can be affected by Krashen's affective filter hypothesis; therefore, it's necessary to reduce consequences affective filter through a training process on skimming and scanning strategies to overcome the negative effects of the affective filter, and so to improve reading comprehension.

Finally, the researcher will apply the skimming and scanning techniques to improve the reading comprehension of students' Bachillerato segundo "A" of the Unidad Educativa Gualaceo. This means achieving modifications in the reading instruction through a training process.

Lesson plans will be focused in techniques of skimming and scanning.

## **2.4 Methodology**

The following study follows the scientific method because it is deductive as it is based on a problem, then a hypothesis was elaborated, after a reading pre-test, next an intervention to teach scanning and skimming strategies. A book called "Viewpoints" level 4 was carried out to select glossaries and topics of lesson 3 of each one of six units from this book, and finally a post-test was applied to make a statistical analysis to see if the results can be generalized to all students in the school.

### **2.4.1. Hypothesis**

The hypothesis, is "the application of skimming and scanning strategies will help to improve the reading proficiency of students in "Segundo de Bachillerato de la "UNIDAD EDUCATIVA "GUALACEO".

### **2.4.2. Objectives**

The objectives are a general and three specifics:

#### **General objective:**

- To train students in skimming and scanning strategies.

#### **Specific objectives:**

- To identify the current level of reading comprehension of students
- To find the most appropriate scanning and skimming strategies to train students to incorporate them in the reading lesson plan.
- To validate the process of training on skimming and scanning strategies.

### **2.4.3 Training process on skimming and scanning strategies.**

For the application of skimming and scanning strategies to improve the reading comprehension skimming, The researcher gathered data through the development of five different instruments: a consent form; two tests, a reading pre-test and a reading post-test; six lesson plans; skimming and scanning time tables, a likert- scale; and a questionnaire.

#### **2.4.3.1. Consent form**

Before participating in the study, the researcher used a consent form in which the researcher informed the students' parents or legal representatives of five aspects: 1) conditions and purposes of research, 2) the participation in this study is optional, 3) they could leave the study whenever they wanted, 4) the information gathered would be used for improving the reading comprehension in English, and 4) their participation in this study would not affect their physical, academic and working well-being. The consent form was conducted in Spanish. "See appendix "A".

#### **2.4.3.2. Participants**

In this study participated thirty three students of Segundo de Bachillerato de la Unidad Educativa "Gualaceo" the applicator was the English teacher of the course.

The research focused on one class, named, parallel of automotive specialization. The class had 33 students 32 male and 1 female student.

The intervention to teach skimming and scanning strategies was conducted for three months beginning February up to the end of April, in the academic year 2015/2016.

#### **2.4.3.3. Pre-reading test**

The pre-test reading took place before the training process of skimming and scanning. In agreement with Ur (2012), quoted by Brown (2010) the function of the pre-reading test will be similar to a diagnostic test because it shows students' strengths and weaknesses to find and evaluate the current level of the students in reading proficiency. It also helps to find the most appropriate scanning and skimming strategies to teach them, and to set the starting point of the training.

The pre-test was previously validated by teachers with majoring in English of this Educative institution. "See appendix B".

#### **2.4.3.4. Analysis of results of pre- reading test.**

Six multiple choice questions of the pre-test were done by the researcher with significant diversity, in detail and contrast according current curriculum in the 2015-2016 school year.

Students had an equal chance to have success; because questions were made on based on selected readings of the lesson 3 of each one of six units of a book called "Viewpoints" of the Ministry of Education, level four (4)

According the Ministry of Education:

This book called "Viewpoints" as well as the teaching-learning approach adopted are guided by the Common European Framework of Reference for Languages: Teaching, Learning, and Assessment. A standard internationally recognized to describe educational objectives, content, and methods; as well as a basis for the reflection on current educational practices. (Murcia. 2015, p. 3)

On one hand, the three first questions refer to skimming. Students read reading passages for getting the gist and for main ideas and distractors. Reading passages skimming have from 100 to 250 words. On the other hand; others three questions refer to scanning strategy. The average of students' answers was similar to the skimming strategies; however, students need much more time to scan specific information (names, dates, key words), distinguish between literal and implicated meanings like distractors, synonyms and antonyms. Reading passages have from 150 to 300 words.

Pre-reading test was answered in one period of time of 45 minutes.

Although, student's level and the difficulty of the passage influenced on the time they spent to read and answer them. Slower students needed the full time of class period. Students who read fairly well completed it almost before class period ended. Figure 1.

Table 1

*Students' responses to the reading pre-test*

Answers	Correct	Wrong	Total
Question 1	8	25	33
Question 2	8	25	33
Question 3	14	19	33
Question 4	10	23	33
Question 5	8	25	33
Question 6	8	25	33

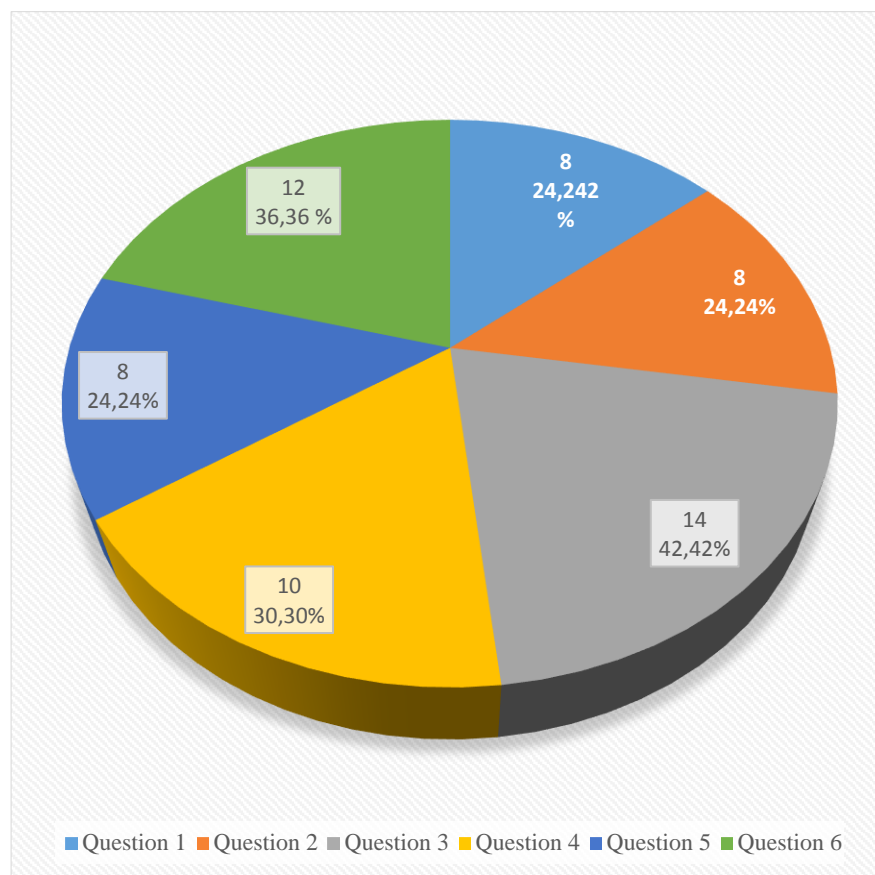
Responses correct and incorrect to the questionnaire to the pre-test

Source: Own elaboration

According table 1. In questions number one and two, 8 students have correct answers. It is 24, 24% of the students were right. In questions number three, 14 students were correct. It is 42, 42% of the students were very good. This means 30, 3% of students have an acceptable level reading comprehension. See Figure 1

Figure 1.

*Graphic question 1: Correct Responses of the reading pre-test*



Number of students and percentages of correct answers in reading pre-test.

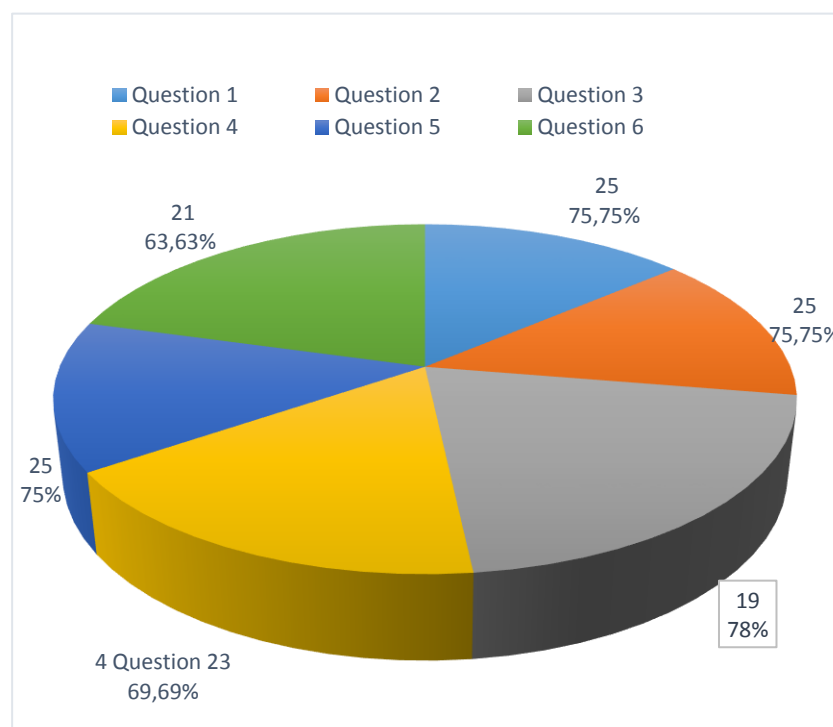
Source: Own elaboration

In question, four, 23 students got wrong answers. This means 69, 69% of the learners were wrong. In question number five, 25 students have wrong answers, this means 75, 75% of the students were incorrect; and in question, number six, 21 students had wrong answers, This means 63, 63%.of the learners were wrong.

Therefore, this means 69, 69% of students need to improve their knowledge of reading comprehension skill, while, 30.3% students have an acceptable level reading comprehension. See Figure 2

Figure 2

Graphic 2: Incorrect Students' responses of the Reading pre-test



Number of students and percentages of incorrect answers in reading pre-test.

Source: Own elaboration

#### 2.4.3.5. Lesson plans design

Six lessons plans were planned in accordance to “Viewpoints” the official English book of Ministry of Education, level 4, for Bachillerato. The lesson plans are subdivided in to two types; three are for scanning and three are for skimming. The number two has two parts A and B.

Each one lesson plans has three stages presentation, practice and production. (“See appendix C”).

#### 2.4.3.6. Checklist

Some checklists were designed to control, their reading comprehension, when working in pairs.

According to Brown and Abeywickrama (2010), Check list, is an expected way to mark the end of a lesson, or period of time. (p.56)

Check lists complete specific information about how each student worked and notes the strengths and weaknesses of each student.



On one the hand; a checklist will measure what trainer do, and on other hand, and what students do, before, during and after training. See table 1.

Table 1

*Control's table of reading speed and scanning time*

STUDENT'S NAME	READING SPEED TIME.	SCANNING TABLE TIME		
.....	.....	.....		
WORD TO LOCATE	PRECEDING WORD	TIME FOR EACH WORD		
1. achieve	ACHIEVE	1	0,05	Seconds
2. obstacle	ACTOR	2	0,05	Seconds
3. app	APP	3	0,05	Seconds
4. keep	BECOME	4	0,05	Seconds
5. become	CAUSE	5	0,05	Seconds
6. interactive	CHALLENGE	6	0,05	Seconds
7. cause	COACH	7	0,05	Seconds
8. hormone	COMMITTED	8	0,05	Seconds
9.challenge	COMPETITIVE	9	0,05	Seconds
10. goal	DEFENDER	10	0,05	Seconds
11. go	FORWARD	11	0,05	Seconds
12. actor	GOAL	12	0,05	Seconds
13. forward	GO	13	0,05	Seconds
14. coach	HORMONE	14	0,05	Seconds
15. trekking	INTERACTIVE	15	0,05	Seconds
16. committed	KEEP	16	0,05	Seconds
17 treatment	OBSTACLE	17	0,05	Seconds
18 .competitive	SUCCESSFUL	18	0,05	Seconds
19. successful	TREATMENT	19	0,05	Seconds
20. defender	TREKKING	20	0,05	Seconds

Source: Own elaboration

#### 2.4.3.7. Skimming and scanning time tables test

Skimming and scanning timetables are attached to checklists for measuring speed reading. When teacher requires to control reading speed and skimming time can be use check

lists and skimming time tables for grasping desired information and compare the results (See table 2)

Table 2

*Control's table of reading speed and skimming time*

STUDENT'S NAME	Scanning time table		
.....	.....		
WORD TO LOCATE	TIME FOR EACH WORD		
1. achieve	1	.....	Seconds
2. obstacle	2	.....	Seconds
3. app	3	.....	Seconds
4. keep	4	.....	Seconds
5. become	5	.....	Seconds
6. interactive	6	.....	Seconds
7. cause	7	.....	Seconds
8. hormone	8	.....	Seconds
9. challenge	9	.....	Seconds
10. goal	10	.....	Seconds
	Total	.....	Total:.....

Reference: Own elaboration

#### 2.4.3.8. Likert scales and a questionnaire

Likert scale will be used for discussing and socializing the results of this research. For example, when students give opinions about their learnings after to participate in the process of training of skimming and scanning strategies. Students will students will analyses their weakness and strengths in skimming and scanning strategies.

Table 3

*Control's table of reading speed and skimming time*

Kind of reading	teacher Rate	2 <sup>nd</sup> . de bachillerato Grade Rate	Compre hension
<b>Slow:</b> Study reading speed is use when material is difficult or high comprehension is desired. Reading passages of 300 words.	200 to 300 wpm	75 to 150 wpm	80-90%
<b>Average:</b> An average reading speed is used for everyday reading magazines, newspapers, and easier textbooks. Reading passages of 500	250 to 500 wpm	125 to 250*wpm	70%
<b>Fast:</b> Skimming is used when the highest rate is desired. Comprehension is intentionally lower. Reading passages of 800.	800+ wpm	400+ wpm	50%

Reference: Edward, B. Fry, Ph. D. (2000) Skimming & Scanning. (pp. 8-10) United State.

Likert scale to analyze reading comprehension according speed of reading, to the size of reading passages divided in three levels according to the amount of words in a minute.

According to Fry (2010), the same way the reading comprehension is measured in three levels: slow, average and fast. Most words by minute less reading comprehension; less words by minute increase reading comprehension. This likert scale evaluates the speed and reading comprehension of each students.

The following table is the format for measuring the progress of students during the training. This will help research to enhance the training with the objectives and hypothesis of the research to improve the reading comprehension of second bachelor "A" of Unidad Educativa "Gualaceo" according to reference levels A2 of Common European Framework of Reference (CEFR)

Table Four

*Speed and comprehension Reading*

*Speed and comprehension Reading*

Number	Students 'name	Reading speed			Reading comprehension		
		Slow	Average	Fast	Slow	Average	Fast
		200	200	800	75	125	400+
		To	to	+	to	to	wpm
		300	500	wpm	150	250*	.....
		Wpm	Wpm	.....	Wpm	Wpm	.....
01	.....	.....	.....	.....	.....	.....	.....
02	.....	.....	.....	.....	.....	.....	.....
03	.....	.....	.....	.....	.....	.....	.....
04	.....	.....	.....	.....	.....	.....	.....
05	.....	.....	.....	.....	.....	.....	.....
06	.....	.....	.....	.....	.....	.....	.....
07	.....	.....	.....	.....	.....	.....	.....
08	.....	.....	.....	.....	.....	.....	.....
09	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....

Reference: Fry, E, (2001), P.1 "Skimming & scanning", Jamestown's Reading Improvement. U.S.A: Jamestown Publishers.

Source: Own elaboration

#### **2.4.3.9. Training's process about skimming and scanning strategies application**

Training process in skimming and scanning strategies were made through three stages designed in the lesson plan: presentation, practice and application. These lesson plans were conducted by the researcher based on the needs and weakness of the students. These were detected and identified in answers of the pre- reading test.

The contents of training for skimming and training strategies are selected from lesson 3 of each of six units, of a book called "Viewpoints". The reading passages are also related to each questions of a pre-reading test.

During the training process, the researcher teaches some reading passages of more length, level, and difficulty from pre-test. Skimming training process usually have longer passages from 150 to 300 words. Reading passages of scanning are generally range from 100 to 250 words.

This training is carried out to develop different activities of speed and comprehension reading.

Reading activities will allow students to read passages quickly from 100 to 300 words in five minutes for extracting the gist, main ideas and headlines; identifying of meanings and matching definitions, distinguishing between literal and implicated meanings like distractors, synonyms and antonyms; grasping general and specific information or parts of the reading passage using skimming and scanning strategies.

To measure reading comprehension during class, the trainer will make some short questions to the students; for example: why "Does that word start with a d?" or if "Does that make sense?" and so on.

In training sessions, students work in pairs to read glossaries quickly and their definitions. Students glance over readings, move their eyes quickly through a glossary in lesson three of each of six units; for example (in Unit 1, lesson 3, page.22) for scanning a words list in a time of 1 minute in accordance with the spelling. Then, a student reads the glossary other student checks reading speed with a watch. After, a student organizes in alphabetical order a proposed glossary, find meanings, synonyms and antonyms and complete it in a scanning time table by 1 minute, while other student checks time word by word in a check list. Then, the pair of students interchange their roles and repeat the process.

To measure reading comprehension during class, trainer will make some short questions to the students; for example: why "Does that word start with a d?" or if "Does that make sense?" and so on.

## **CHAPTER 3**

### **Discussion of the results**

#### **3.1 Reading post-test**

In the nine section, a post-reading test was applied to prove if the achieved hypothesis and objectives of the research; the pre-test was previously validated by teachers with majoring in English of this Educative institution.

Additionally, researcher elaborated two likert scales to assess students' achievement in reading comprehension with the application of skimming and scanning strategies, also trainer will assess students 'attitudes when they working in groups during training in reading comprehension .

After the application of the skimming and scanning, students showed the following features.

#### **3.2 Analysis of reading post-test**

An analysis of the pre-test and post-test indicated that students who did not normally read quickly during the pre-test, spent more time than usual to answer reading questions because they read word by word. In the post-test, students read and answered questions as accurately as possible in less time; as a consequence of the application of skimming and scanning reading strategies.

Students scan faster when reading passages are according their preferences and needs in order to improve reading comprehension.

The first three questions were about skimming. In question number one, 29 students have correct answers, this means 87, 87%; four students have wrong answers, this means 12, 12%. In questions two and six, 31 students have correct answers, this means 93, 93%, two students have wrong answers, and this means 6, 06%. In question number Three, 32 students have right answers, and this means 96, 96%, only one student has a wrong answer, and this means 3, 03%. Finally, in questions four and five; 30 students have correct answers, this means 90%, three students with incorrect answers, and this means 9, 09%.

Thirty students got correct answers, the average was 92, 41%. Three students had wrong answers and this means an average of 20, 02%.

This means that students of Second de Bachillerato of the Automotive specialization of Unidad Educativa "Gualaceo have improved reading comprehension in English; through a process of training of skimming and scanning strategies in process of teaching and learning.

Therefore, it should be applied with other courses and curriculum subjects because is an excellent mean to acquire knowledge, understand general and specific ideas quickly of reading passages, comprehension and autonomous learning of students for improving reading comprehension.

The results of the application of post-test of skimming and scanning strategies of reading are showed in the following table: (See Table 5 and figure 3)

Table 5

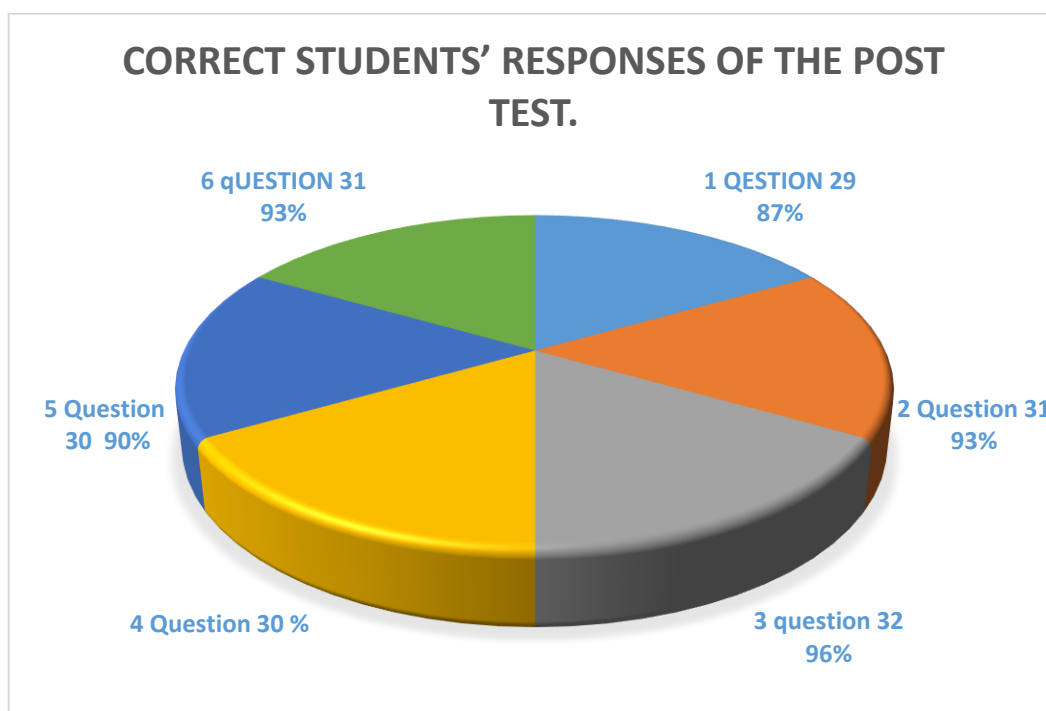
*Results of post-test of reading*

Questions	Correct	%	Wrong	%	Total
1 <sup>st</sup> . Question	29	87%	4	12%	33
2 <sup>nd</sup> . Question	31	93%	2	6%	33
3 <sup>rd</sup> . Question	32	96%	1	3%	33
4 <sup>th</sup> . Question	30	90%	3	9%	33
5 <sup>th</sup> . Question	30	90%	3	9%	33
6 <sup>th</sup> . Question	31	93%	2	6%	33

Reference: Own elaboration.

Figure 3

*Positive results of post- reading test*

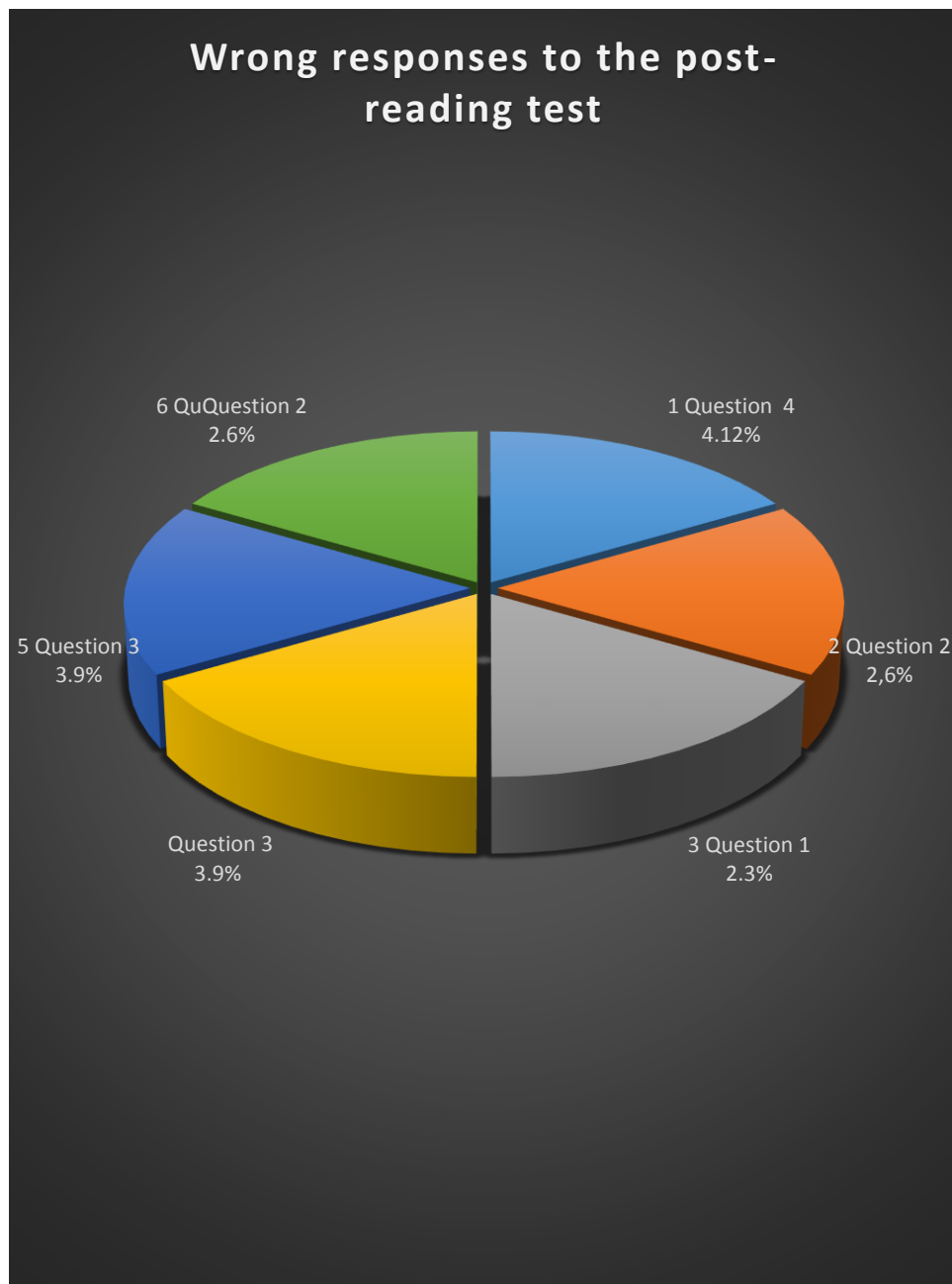


**Correct students' responses of the post test.**

Reference: Own elaboration.

Figure 4

*Negative results of post- reading test*



**Wrong students' responses of the post test.**

Reference: Own elaboration.



### 3.3 Comparative's analysis reading results of pre-test and post-reading test

#### 3.3.1 PASSAGE 1

Understanding personally and people's preferences is an important issue for many different professionals. Psychologist, teachers, researches, marketers, etc. use labels to fit people into certain descriptors such as tech-heads, rebels, nature, lovers, etc. These descriptors are used for example to target a product (a book or piece of clothing) or to discover the important characteristics of outstanding people who have made a difference in the world. Unfortunately, sometimes people label others to place them in the boxes and limit their growth. For instance, when a characteristic of an individual is over-generalized and projected into a group, e.g. "all tech-heads are addicted to the net." In short, even when individuals are easily identified and labeled, everybody is unique.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 19) Norma. Quito: Ecuador.

#### Why do people pay attention to the lives of others?

- (A) People are easily committed
- (B) They have made a difference in the world.
- (C) They haven't made a difference in the world.
- (D) They don't have a standing personality.

Table 6

Read the following passages and circle the correct answer

Interval Score	Pre-test		Post-test		Category
	P (%)	f	P (%)	f	
82.5	24.24%	8	87%	29	Very good
67.5-82,4					Good
52.5-67.4					Fair
37.5-52.4					Poor
≤37.4	75.75%	25	12%	4	Very poor
	99.99	33	99.99%		

#### Question 1

Reference: Prasetyono, B. (2014)

### 3.3.2. PASSAGE 2

<sup>1</sup>Craig has always loved sports, adventure and outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and <sup>3</sup>sailing but he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help <sup>5</sup>improve the living conditions of millions of people who live in extreme poverty. But how can a man with bicycle help people? In time Craig discovered that there <sup>7</sup>are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign “The solar system Aid” which made it possible for <sup>9</sup>Craig to being pedaling through Africa with the Nobel intention of collection funds and raising awareness about the benefits of installing and using solar panels <sup>11</sup>in schools, clinics and community centers. The solar panels can power their medical equipment, irrigation system as well as their cell phones, radios and lamps, <sup>13</sup>and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has <sup>15</sup>visited and gone through countries and nearly 3000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make <sup>17</sup>a difference in the world and do what he enjoys doing the most cycling and caring about others!

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 103) Norma. Quito: Ecuador.

**The word “poverty” in line 6 is closest in meaning to...**

- (A) Sponsors
- (B) Scarceness
- (C) Outdoors
- (D) Awareness

Table 7

*The word “poverty” in line 6 is closest in meaning to...*

Interval Score	Pre-test		Post-test		Category
	P (%)	f	P (%)	f	
82.5	24.24%	8	93%	31	Very good
67.5-82,4					Good
52.5-67.4					Fair
37.5-52.4					Poor
≤37.4	75.75%	25	6%	2	Very poor
	99.99%	33	99%	33	

**Question 2.**

Reference: Prasetyono, B. (2014)

### 3.3.3. PASSAGE 3

#### The sun and the wind

Once the sun and the wind decided to prove their forces with a traveler who was walking down a road. The bet was to make the man his cloak off. First came the wind. "I'm much stronger than you", the wind said to the sun as it began to blow. The wind blew and blew as hard as he could. Surprisingly, the traveler did not take off cloak. Instead, he held his cloak much tighter and after some time the wind got very tired and stopped blowing. The traveler continued walking down the road with the cloak on. Then came the sun. Silently, it began to shine, brighter and brighter until it was very hot. The traveler had not walked much when he stopped to take off his cloak and all his clothes. Then he went for a swim in a river that ran along the road.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 111) Norma. Quito: Ecuador.

#### All of following are stated about the sun and the wind. EXCEPT

- a) The sun proved to be powerful.
- b) The sun proved to be more powerful than the wind.
- c) The sun proved to be brighter than the wind.

Table 8

*All of following are stated about the sun and the wind. EXCEPT*

Interval Score	Pre-test		Post-test		Category
	P (%)	f	P (%)	f	
82.5	42,42%	14	96.6%	32	Very good
67.5-82,4					Good
52.5-67.4					Fair
37.5-52.4					Poor
≤37.4	57.57%	19	3.03%	1	Very poor
	99.99%	33	99.99%	33	

#### Question 3.

Reference: Prasetyono, B. (2014)

### 3.3.4. PASSAGE 4.

Psychologists called it “Ipod oblivion, divided inattention blindness” these are all words that refer to a deficit of attention caused by the use earphones plugged into high tech devices such as IPod, music players and cell phones. It happens when people turn on their earphones, plug them into their ears and turn up the volume while doing activities that demand their complete attention like driving, cycling and crossing street. “Clearly this is causing not only ear problems but it’s putting their lives at risk,” says Jenny Perks, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are designed to block all external sounds and that is what makes them dangerous to use if you’re walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers are caused by inappropriate use electronic devices under such conditions.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 68) Norma. Quito: Ecuador.

#### Why does it happen? Because users...

- A. drink and drive at the same time.
- B. walk and text at the same time.
- C. use earphones inappropriate.

Table 9

*Why does it happen? Because users...*

Interval Score	Pre-test		Post-test		Category
	P (%)	f	P (%)	f	
82.5	30.30%	10	90%	30	Very good
67.5-82,4					Good
52.5-67.4					Fair
37.5-52.4					Poor
≤37.4	69.69%	23	9%	3	Very poor
		33	99.99%	33	

#### Question 4.

Reference: Prasetyono, B. (2014)

### 3.3.5. PASSAGE 5

Are you tired of trying to find the right book for you? Just like when you buy new clothes, and you try them on; wouldn't it be convenient to make sure you like a book before buying it? You can do this on Readingfun.com. You'll enjoy using this practical and innovative website with plenty of services. Unlike other online bookstores, you can browse the first pages of a book in the website's book list.

Book lovers will get familiar with literature by reading book reviews writing by experts. In addition, you can find a large number of e-books in diverse formats. For members, there is a big discount on all books. I think this website is very useful because it offers the possibility to preview and get familiar with a book before buying it. I highly recommended it!

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 130) Norma. Quito: Ecuador.

**What the key idea is? For this review.**

- a) Movie Review
- b) Book review
- c) Website Review
- d) Video game Review
- e) Game Review

Table 10

*What the key idea is? For this review.*

Interval Score	Pre-test		Post-test		Category
	P (%)	f	P (%)	f	
82.5	24.24%	8	90%	30	Very good
67.5-82,4					Good
52.5-67.4					Fair
37.5-52.4					Poor
≤37.4	75.75%	25	9%	3	Very poor
	99.99%	33	99%	33	

**Question 5.**

Reference: Prasetyono, B. (2014)

### 3.3.6. PASSAGE 6

The survey results have shown that, regarding age, there is a clear difference in students' awareness of their digital footprint. Older students care more about their online profile than the younger ones.

Analyzing the results by gender, females between **11 and 14 (a)** years old are the most vulnerable group as only **25% (b)** of the females surveyed admitted they were concerned about the online behavior.

However **67% (c)** of the older females between **15 and 17 (d)** years old admitted they were worried about their online safety and reputation. This suggest that females go through a process where they become more cautious about their online actions.

By contrast, **39% (e)** of the younger males between **50% (f)** seen to be more concerned and knowledgeable about the topic, but as they **grow up** and become older, they tend to be less concerned than females. Only **50%** of the older males said they cared about digital footprint.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 162) Norma. Quito: Ecuador.

Table 11

Complete data in the graph.

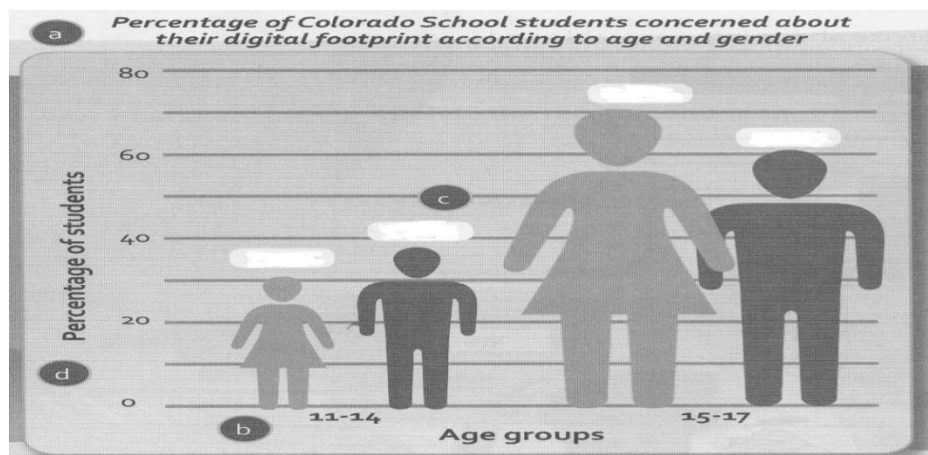


Table 11

Complete data in the graph.

Interval Score	Pre-test		Post-test		Category
	P (%)	f	P (%)	f	
82.5	24.24%	8	93%	31	Very good
67.5-82,4					Good
52.5-67.4					Fair
37.5-52.4					Poor
≤37.4	75.75%	25	6%	2	Very poor
	99.99%	33	99%	33	

Question 6

Reference: Prasetyono, B. (2014)

### 3.4 A likert scale's analyses

To determine the effectiveness of the application of skimming and scanning strategies to improve reading comprehension in English, trainer applied a questionnaire to get qualitative data about students' opinions and reflections on the training process of skimming and scanning strategies in a completed likert scale.

Information collected in likert scale was about whether students liked the reading training and whether they thought it helped them to have an overview of the texts. The results are showed in the following table.

#### Observation 1: Likert scale

Table 6

*Responses about strengths do you have in skimming and scanning strategies.*

Table N.- Summary of responses: Skimming and Scanning Post-reading test	
What strengths do you have in skimming and scanning strategies	
By Students' given responses	N°.
1. We can move eyes quickly on scanning reading passages of 100 words and answer short questions in one minute.	29
2. We can scan to find the synonym of the word “poverty” to glance in a text of 15 lines and 250 words in one minute.	31
3. We learn to skip out distractors on scanning reading passages to complete data in graph easily	32
4. We can skim to grasp main ideas in reading passages	30
5. We acquire skill to get the gist of each paragraph of a news article and identify its parts in less time.	30
6. We learn to identify and stand out distractors in the scanning reading passages.	31

Reference: Own elaboration.

The reflections of the students show some positive aspects, such as, speed and fluency in reading, comprehension of reading passages, when they scan and skim; and increase vocabulary in the context. They enjoyed to skim and to scan passages individually and in group work.

They appreciated that it was a dynamic process with more than one thing to do and each person had a unique role sometimes.

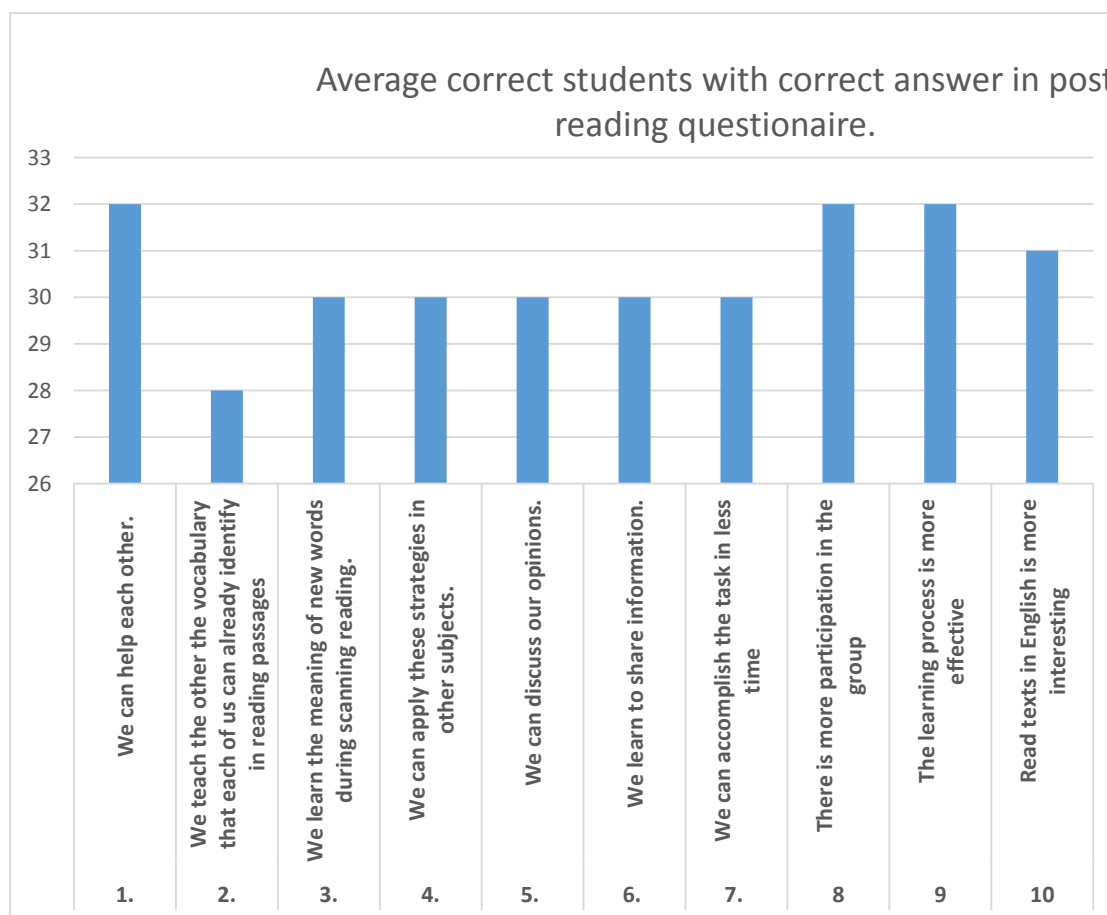
Students reported that skimming and scanning activities helped them not only to learn new words but to use them correctly within a context.

Because students had sometimes done skimming and scanning activities, the start was slow. Researchers had to repeat instructions and be persistent as the students learned to read quickly and work in groups.

According to the scale questions, about what strengths ‘students find in skimming and scanning strategies. The results showed that 30 students of 33 were always reading with responsibility in class and they have high scores and consequently positive attitudes about the English reading; while 3 students didn’t usually attend the English classes; but they were helped by classmates and their English teacher.

Figure 5

*Responses of post- reading test questionnaire*



Reference: Own elaboration.



1) Most of the students were interested in the class in reading and they got a higher score than the standard score of the curriculum.

2) All thirty-three students got a score over 8/10.

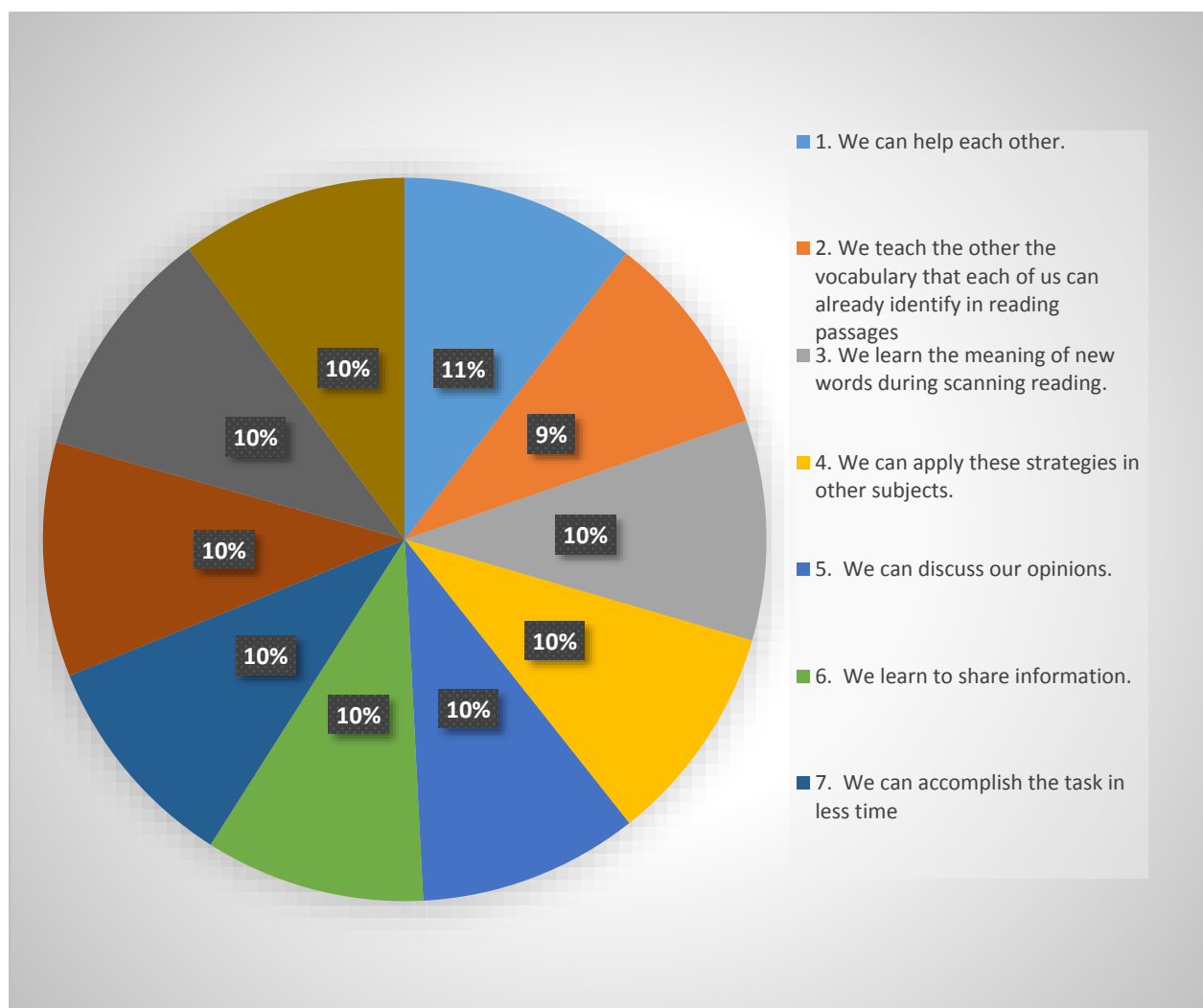
3) At the beginning of the academic year all the students read extremely slowly. They were boring. Their vocabulary was quite extensive, but as read one word at a time they had little real understanding of what they were reading.

To increase reading speed and comprehension, trainer used rapid skimming and scanning strategies to highlight the essential information in short reading passages from 200 to 300 words.

Therefore, students gained mastery of reading and increase the reading speed. (See graph 5)

Figure 6

*Achieved percentages of strengths*



Source: Own elaboration.




## 3.5 Skimming and scanning Applications Reading strategies



### 3.5.1. LESSON 1-UNIT 1

#### 3.5.1.1. QUICK EYE MOVEMENT

<p><b>READING STRATEGY</b></p> <p>Scanning</p>	<p>Eye movement ´s technique quickly allows to read speedily down page or the text for identifying the preceding word in a check list in one minute.</p>	
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#### Activity one:

Individually, students move their eyes quickly through glossary 1 from (in Unit, lesson 3, page.22) for scanning a word list in a time of 1 minute in accordance with the spelling, definitions and meaning.

Glossary

A – E

**achieve:** **v.** to obtain the desired objective or result (syn. get). *We achieved our goals easily.*

**app:** **n.** short for application program. *Visit the website for more information on new apps for cell phones.*

**become:** **v.** to turn or develop into something different. *First she was an assistant, then she became the boss.*

**cause:** **n.** a reason for adopting a particular position and attitude that you feel is worth supporting.



**challenge:** **n.** a test that verifies the skill or knowledge in an interesting way.



F – N

**forward:** **n.** a player who attacks in search of scoring goals.

**goal:** **n.** an objective you hope to reach (syn. aim).

**goal:** **n.** the space between the two posts where the ball should score (in soccer, hockey, etc.).



**policies:** **n.** the activities / regulations of people who have the power in a group or a company.

**quit:** **v.** to stop doing something, to withdraw from participation. *He quit out of the university.*

**resemblance:** **n.** similarity.

**risk:** **n.** a potentially dangerous or difficult situation.

**successful:** **adj.** having achieved goals.

**treatment:** **n.** a set of actions and medicine given to recover a patient's health.

**trekking:** **n.** an activity in which people go on adventurous walks.



U – Z

**character:** **n.** a person in the narrative of a book, play or movie.

**coach:** **n.** a person who trains others. A trainer. *Most soccer players become coaches.*



**committed:** **adj.** a person engaged in a cause and willing to support it (syn. dedicated, loyal).

**competitive:** **adj.** a characteristics of people who enjoy competition or regard it as a very important aspect.

**defender:** **n.** the player who prevents the opposition from scoring while playing near a goal.

**hormone:** **n.** a chemical substance produced by glands in the body to help in processes such as growth or metabolism.

**interactive:** **adj.** to have the ability to make contact with others.

**keep:** **v.** to carry on / to continue doing an action. *Keep writing.*

## O-T

**obstacle:** **n.** something that makes a goal difficult to achieve (syn. obstruction).



**wiki:** **n.** a website with software that allows many web pages to be interlinked and gives people in general the possibility to edit the entries.

## Colloquial Expressions

**For one thing:** the first of many possibilities.

**Go for it:** you can do it.

**To be a live wire:** to be an energetic and enthusiastic person.

**To be worlds apart:** to have different ideas, tastes and interests.

**To do it for kicks:** to do something for excitement or fun.

**To facebook:** to post something on Facebook.

**To have the knack:** to have the talent to do things easily.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 22) Norma. Quito: Ecuador.

### 3.5.1.2. Activity 2

In pairs, Student A, examines and organizes in alphabetical order a proposed glossary of ten words in a check list by 1 minute; while student B checks time of reading speed for completing a check list, word-by- word, in a scanning time table with a watch.

### Check list for student “A”

STUDENT’S NAME	READING SPEED CHECK LIST
.....	.....
WORD TO LOCATE	PRECEDING WORD
1. achieve	.....
2. obstacle	.....
3. app	.....
4. keep	.....
5. become	.....
6. interactive	.....
7. cause	.....
8. hormone	.....
9.challenge	.....
10. goal	.....
SCORE:	.....

Source: Own elaboration

### Scanning time table for student “A”

STUDENT’S NAME	SCANNING TIME TABLE		
.....	.....		
WORD TO LOCATE	TIME FOR EACH WORD		
1. achieve	1	.....	Seconds
2. obstacle	2	.....	Seconds
3. app	3	.....	Seconds
4. keep	4	.....	Seconds
5. become	5	.....	Seconds
6. interactive	6	.....	Seconds
7. cause	7	.....	Seconds
8. hormone	8	.....	Seconds
9.challenge	9	.....	Seconds
10. goal	10	.....	Seconds
	Total	.....	.....

Source: Own elaboration

### Complete check list for student “A”

STUDENT'S NAME	READING SPEED CHECK LIST
.....	STUDENT "A"
<b>WORD TO LOCATE</b>	<b>PRECEDING WORD</b>
1. achieve	ACHIEVE
2. obstacle	APP
3. app	BECOME
4. keep	CAUSE
5. become	CHALLENGE
6. interactive	GOAL
7. cause	HORMONE
8. hormone	INTERACTIVE
9.challenge	KEEP
10. goal	OBSTACLE
SCORE:	10/10

Source: Own elaboration

### Scanning timetable for student "A"

STUDENT'S NAME	SCANNING TIME TABLE		
.....	.....		
<b>WORD TO LOCATE</b>	<b>TIME FOR EACH WORD</b>		
1. achieve	1	10	Seconds
2. obstacle	2	10	Seconds
3. app	3	10	Seconds
4. keep	4	10	Seconds
5. become	5	10	Seconds
6. interactive	6	10	Seconds
7. cause	7	10	Seconds
8. hormone	8	10	Seconds
9.challenge	9	10	Seconds
10. goal	10	10	Seconds
	Total	1	MINUTE
SCORE:	10/10		

Source: Own elaboration

### Activity three:

Then, the pair of students interchange their roles and repeat the process with other proposed glossary of 10 words.

### Check list for student “B”

STUDENT’S NAME	READING SPEED CHECK LIST
.....	.....
WORD TO LOCATE	PRECEDING WORD
1. achieve	.....
2. obstacle	.....
3. app	.....
4. keep	.....
5. become	.....
6. interactive	.....
7. cause	.....
8. hormone	.....
9. challenge	.....
10. goal	.....
SCORE:	.....

Source: Own elaboration

### Scanning time table for student “B”

STUDENT’S NAME	SCANNING TIME TABLE		
.....	.....		
WORD TO LOCATE	TIME FOR EACH WORD		
1. achieve	1	.....	Seconds
2. obstacle	2	.....	Seconds
3. app	3	.....	Seconds
4. keep	4	.....	Seconds
5. become	5	.....	Seconds
6. interactive	6	.....	Seconds
7. cause	7	.....	Seconds
8. hormone	8	.....	Seconds
9. challenge	9	.....	Seconds
10. goal	10	.....	Seconds
	Total	.....	.....

Source: Own elaboration

### Complete check list for student “A”

STUDENT’S NAME	READING SPEED CHECK LIST
.....	STUDENT “A”
WORD TO LOCATE	PRECEDING WORD
1. achieve	ACHIEVE
2. obstacle	APP
3. app	BECOME
4. keep	CAUSE
5. become	CHALLENGE
6. interactive	GOAL
7. cause	HORMONE
8. hormone	INTERACTIVE
9.challenge	KEEP
10. goal	OBSTACLE
SCORE:	10/10

Source: Own elaboration

### Scanning timetable for student “A”

STUDENT’S NAME	SCANNING TIME TABLE		
.....	.....		
WORD TO LOCATE	TIME FOR EACH WORD		
1. achieve	1	10	Seconds
2. obstacle	2	10	Seconds
3. app	3	10	Seconds
4. keep	4	10	Seconds
5. become	5	10	Seconds
6. interactive	6	10	Seconds
7. cause	7	10	Seconds
8. hormone	8	10	Seconds
9.challenge	9	10	Seconds
10. goal	10	10	Seconds
	Total	1	MINUTE
SCORE:	10/10		

Source: Own elaboration



#### **Activity Four**

Students work individually for noting partner's scores in good answers of reading comprehension and of reading speed. On one hand, if score is one or low one minute students will achieve 10/10; because each word, students use 10 seconds. On the other hand, if students have ten words well organized will achieve 10/10 in reading comprehension.

#### **Activity five:**

Work in pairs and answer this question. What is the preceding word of...?

.....

Finally students make reflections.

### 3.5.2. LESSON 2 - UNIT 2 - PART A

#### 3.5.2.1. GLANCE AT SPEED TOWARDS UP AND DOWN

##### READING STRATEGY

To glance at reading passages A, B, C quickly trying to figure out what it is?

Read speed to find the headlines three reading passages.



##### Activity one:

Individually, students read quickly glancing at three reading passages from up to down and glancing over a word bank for completing the headlines by a minute.

Then, student “A” reads the passages, student B checks reading speed with a watch.

A summer camp review	A book review	A web-site review
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.....

This site is one of those websites you will find very useful and entertaining. It has very interesting articles with important advice for young people. You can find topics such as health, school, careers, family and the latest news to enlighten the world of teens. It also contains a school section with the links to educational sites that cover plenty of academic topics in depth and accurately. Additionally, these articles are written in very simple English so that anyone understands.

On the other hand, you can chat with students all over the world about your homework and your interests. Unlike wikis –or any other educational web-sites– MSAE offers the possibility to receive help online by a tutor that is highly qualified and who is ready to help clarify your doubts. I definitely recommend this website to all students who need guidance on their homework and projects.

.....

I want to share with you a great book that has taught me incredible things. The book is called *Sophie's World*. Its author is Jostein Gaarder, who has written many books for children and young people. *Sophie's World* is a young girl's journey down through the history of philosophy. Through a series of mysteries and the help of a mentor, Albert Kong, Sophie discovers that philosophy is extremely important for people because we,


as humans, need to question the nature of our existence. On her journey she discovers the great philosophers and theories that have shaped human thought. *Who am I? Where do I come from? Where is God?* If you ever wonder about the same questions, you will probably discover some interesting answers and also enjoy reading the adventures that happened to Sophie and her friends while learning to think more critically and with a different perspective. I highly recommend this book because it is full of mysteries and knowledge.

Are you a music lover? Have you ever thought of going to a summer camp where you can meet other young people from different parts of the world and learn how to sing and dance? This is a camp that takes place every year at the Youth Country Center. There you will live with kids from different countries while learning about music and performing. In the camp you will learn popular songs and dances from other countries while you rehearse and prepare for a final performance. You will also take part in sports activities, games and small nature trips. I would like to recommend *Melody Summer Camp* because all these factors make it a perfect place for teens who want to learn music and have fun. It offers an unparalleled experience for young artists.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 28-29) Norma. Quito: Ecuador.

### 3.5.2. LESSON 2 - UNIT 2 /PART B

#### 3.5.2.2. GLANCE OVER QUICKLY

<b>READING STRATEGY</b>	Glance over 's technique quickly allows to read speedily over the text for identifying location, meanings, and definitions of the words through italics, bold face and color in reading passages. Reading comprehension is guaranteed and activated.	
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A check list controls reading speed, location words and meanings in scanning time table.

STUDENT'S NAME .....	READING SPEED TIME .....		SCANNING TABLE TIME .....
Word to look up	Number of the reading	Meaning	Scanning time for location words
1. author	.....	.....	1.....seconds
2. online	.....	.....	2.....seconds
3. philosophy	.....	.....	3.....seconds
4. sing	.....	.....	4.....seconds
5. links	.....	.....	5.....seconds
6. artists	.....	.....	6.....seconds
7.chat	.....	.....	7.....seconds
8. adventures	.....	.....	8.....seconds
9. homework	.....	.....	9.....seconds
10. Melody	.....	.....	10.....seconds
11.academic	.....	.....	11.....seconds
12. songs	.....	.....	12.....seconds
13.wikis	.....	.....	13.....seconds
14.knowledge	.....	.....	14.....seconds
15. news	.....	.....	15.....seconds
16. theories	.....	.....	16.....seconds
17. history	.....	.....	17.....seconds
18. websites	.....	.....	18.....seconds
19. written	.....	.....	19.....seconds
20. performance	.....	.....	20.....seconds

### LESSON 2

### 3.5.2. UNIT 2 - PART “C”

#### EYE MOVEMENT ´S TECHNIQUE

<p><b>READING STRATEGY</b></p>	<p>Eye movement ´s technique quickly allows to read speedily over the text for identifying synonym to expand vocabulary, reading comprehension is guaranteed and activated of three readings passages</p>	
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Glossary

A – E

**abroad:** **adv.** out of the country (syn. overseas). *We’ve traveled abroad twice this year.*

**attend:** **v.** to go to an event, to be present at. *He has attended all the lectures at the conference.*

**campaign:** **n.** an operation, carried out by means of propaganda, to obtain some political, social or commercial goal. Actions taken in order to achieve a particular goal. *He’s organizing a campaign.*



**knowledge:** **n.** information and abilities acquired through experience (syn. awareness, understanding). *Reading will help you improve your knowledge of the world.*

**leadership:** **n.** the position of being a leader, the act of leading. *This course develops leadership skills.*

**Louvre:** **n.** a well-known museum in Paris.



**review:** **n.** a text that gives an opinion about an event or product like a movie or a book. *Movie reviews can help you decide what to see.*

**schedule:** **n.** a timely planning of events. *What’s on schedule?*

**survey:** **n.** a method to collect information. *Please, fill out this survey!*



**custom:** **n.** tradition and knowledge from a place and its people. A conventional mode of acting. *The movie shows traditional customs from other countries.*

**enlighten:** **v.** to provide light, to give knowledge or truth, to explain (syn. edify, instruct). *This book will enlighten the world of teens.*

**entertaining:** **adj.** serving to entertain, agreeably diverting (syn. amusing, ant. boring). *It’s an entertaining website.*

F – N

**guidance:** **n.** help and careful instructions (syn. counseling). *This website provides guidance for homework.*

**journey:** **n.** a long overland trip, travel from one place to another (syn. expedition). *He took a journey to a distant place.*



O – T

**picky:** **adj.** a person who is complicated. *He’s a picky eater.*

**recipe:** **n.** instructions for preparing particular types of food. *I have a recipe for preparing a great sauce.*

U – Z

**useful:** **adj.** helpful to do what you want or need. *The books contains useful information on different jobs.*

**workshop:** **n.** an educational session for improving people’s knowledge or skills. *I’m taking a workshop on art.*

Colloquial Expressions

**That is:** it is to say.

**That’s awesome!** It’s great!

**To be a real page turner:** a great book to read fast; a very exciting novel or book.

**To hit the books:** to study hard.

**To be in the same boat:** to be in the same situation.

**To take a rain check:** to postpone an invitation or plan for another time.



Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 162-163) Norma. Quito: Ecuador

A check list to control reading speed and scanning chart for locating words with their synonyms and meanings.


<b>Student's name:</b>	.....		<b>Course:</b> .....
<b>TOPIC:</b>	<b>READING SCANNING</b>		<b>SCANNING TABLE TIME</b>
<b>WORD TO LOOK UP</b>	<b>SYNONYM</b>	<b>MEANING</b>	<b>Scanning time for location words</b>
1. workspace	.....	.....	1.....seconds
2. in foreign	.....	.....	2.....seconds
3. suitable	.....	.....	3.....seconds
4. crusade	.....	.....	4.....seconds
5. catch	.....	.....	5.....seconds
6. tradition	.....	.....	6.....seconds
7. investigation	.....	.....	7.....seconds
8. illumine	.....	.....	8.....seconds
9. timetable	.....	.....	9.....seconds
10. amusing	.....	.....	10.....seconds
11. examination	.....	.....	11.....seconds
12. address	.....	.....	12.....seconds
13. formulae	.....	.....	13.....seconds
14. voyage	.....	.....	14.....seconds
15. selective	.....	.....	15.....seconds
16. information	.....	.....	16.....seconds
17. headship	.....	.....	17.....seconds
18. assist	.....	.....	18.....seconds
19. printed	.....	.....	19.....seconds

Reference: Own elaboration



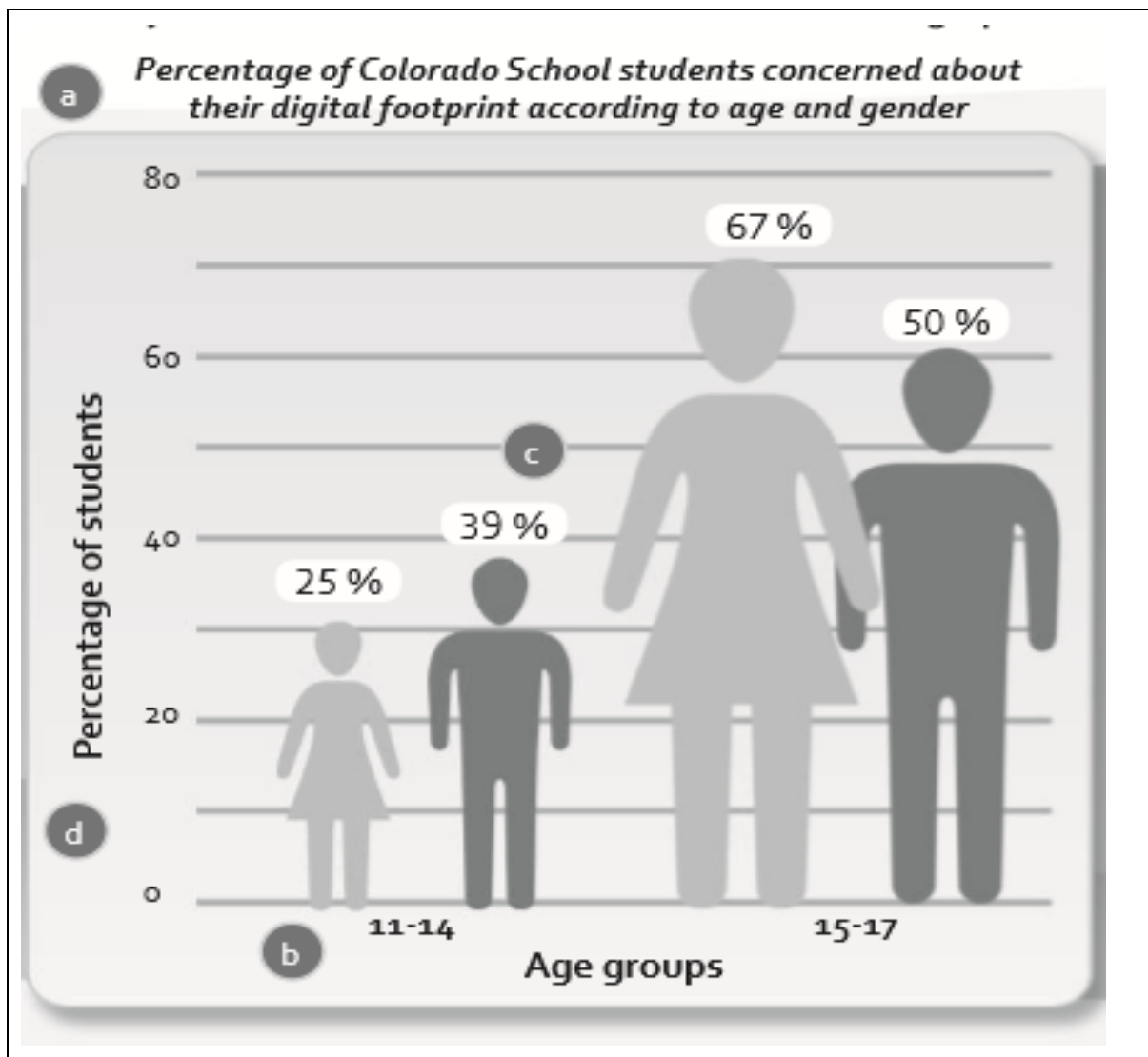
### 3.5.3. LESSON 3 - UNIT 6

#### 3.5.3.1. READING TO SCAN A GRAPH

<b>READING STRATEGY</b> Scanning	To interpret a graph for completing information in reading passages.	
-------------------------------------	--	---

#### Activity one:

Work individually. Students scan a graph rapidly in one minute.



#### Activity two:

Read for completing the results of the report according to the data shown in the graph. In one minute.

### Methodology

The principal objective of this report is to **find out** the number of students at Colorado School that care about their digital footprint. For this purpose, 400 students between   years old were surveyed. These participants identified themselves as constant internet users. Two groups were made, age and gender, in order to find the most vulnerable population. 57

### Results

The survey results have shown that, regarding age, there is a clear difference in students' awareness of their digital footprint. Older students care more about their online profile than the younger ones.

Analyzing the results by gender, females between \_\_\_\_\_ (a) years old are the most vulnerable group as only \_\_\_\_\_ (b) of the females surveyed admitted they were concerned about their online behavior.

However, \_\_\_\_\_ (c) of older females between \_\_\_\_\_ (d) years old admitted they were worried about their online safety and reputation. This suggests that females go through a process where they become more cautious about their online actions.


By contrast, \_\_\_\_\_ (e) of the younger males, between 11 and 14, seem to be more concerned and knowledgeable about the topic, but as they **grow up** and become older, they tend to be less concerned than females. Only \_\_\_\_\_ (f) of the older males said they cared about digital footprint. 47

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 162-163) Norma. Quito: Ecuador



### 3.5.4. LESSON 4 - UNIT 4

#### 3.5.4.1. GRASPING MAIN IDEAS

<b>READING STRATEGY</b>  Skimming	Grasping main ideas from a reading passage, in order to label landmarks with their pictures in a minute.	
---	--	---

#### Activity one:

Grasp some landmarks of the reading passages and write the names under the picture. Students should skim for grasping main ideas from a passage of 350 words.

**B**rasilia is a unique city that was declared a World Heritage site by UNESCO because of its organization and great architecture. Most of its buildings were designed by the famous architect Oscar Niemeyer, known worldwide for his futuristic views.

The city has the shape of an airplane and is divided by a **Monumental Axis** (main road) into the northern and southern sectors. The arched roads that intersect the axis encompass the commercial and cultural area. There are sectors assigned for commerce, housing, hospitals and banking.

Another green alternative is **Paranoá Lake**. It is all around the east part of the city. You can practice water sports and even swim. The **Paranoá Lake Bridge** is another excellent place to watch Brasilia's famous sunsets.


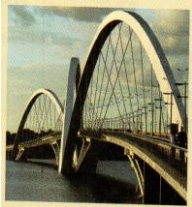


A very important thing about Brasilia is its transportation

system. The bus system can take you anywhere inside the city fast because the city was designed without the need of many traffic lights and this makes the traffic very smooth. Besides this, there is a subway system that connects important and far areas with the city center. Read more...

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 162-163) Norma. Quito: Ecuador.

## Activity 2:


Main ideas will be grasped by students, in order to put together landmarks 'names and their pictures in a minute.

			
.....	.....	.....	.....

Reading speed as comprehension will be controlled through a stop watch and check list

### 3.5.5. LESSON 5-UNIT 5

#### 3.5.5.1. REPHRASING AND PARAPHRASING

<p><b>READING STRATEGY</b></p> <p>Skimming</p>	<p>Rephrased to make the reading more cohesive. Look at beginning and the end of paragraphs to identify rephrasing the text in one minute.</p>	
--	--	---

#### Activity one:

Read a text of 300 words. Students previewed headlines and its parts.


**S**outhlake educational community has been divided by the recent announcement by the principal of the school about the banning of cell phones. **A**

Principal Kaila Cramp has decided to ban the use of cell phones in our school as some teachers and parents complained about the inappropriate use of those devices. According to her announcement, as of May 23rd, students won't be able to use their phones inside the school building. **B**

When Mrs. Cramp was asked, she explained that there were many examples of cell phone abuse: unimportant calls are made in the middle of classes, distracting messages are received, pranks are played and some illegal activities like cheating, copying, stealing and bullying are being **D**

On the other hand, we have students who disagree with these reasons. They think some of the problems will continue even if students do not have cell phones in class. "We could not believe it when the principal made the announcement. A month ago, a cell phone survey, where around 1,000 students participated, showed clearly that only 15 % of students were using the cell phone in inappropriate and illegal ways," said Mark Cling, a 10<sup>th</sup> grade student.

The survey also showed that 78% of students used their phones for educational activities like searching the web for information, e-mailing assignments for classes, and taking pictures or making videos for class projects. Only 15 % accepted having used the cell phone inappropriately. **E**



Clearly, there are pros and cons about using a cell phone in class. As Margaret Hillon, a student counselor, puts it: "Students do not need prohibition; instead they should be taught how to use these technologies in a responsible way. After all, new technologies like cell phones are not only possessions. They represent the acquisition of new technological, social, and ethical skills." **E**

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 68) Norma. Quito: Ecuador.


#### Activity 2:

Work in pairs. Students read quickly five paragraphs and label the sub sections in five minutes.

A	.....	More facts and options to lead to a conclusion.
B	.....	Summary of what the news article is about
C	.....	All the important facts (answers to who – questions)
D	.....	One opinion (one side of a story)
E	.....	The other side of the story

### 3.5.6. LESSON 6-UNIT 6

#### 3.5.6.1. SKIPPING

<p><b>READING STRATEGY</b></p> <p>Skimming</p>	<p>To get the gist or headline of the text skipping irrelevant information or distractors into paragraph.</p> <div data-bbox="486 526 1061 716"> <p>Reading and Writing</p> <p><b>Word Bank</b></p> <ul style="list-style-type: none"> <li>• Results</li> <li>• Purpose</li> <li>• Methodology</li> <li>• Recommendations</li> </ul> </div>	
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#### Activity one:

Read and label the first paragraph without leave nothing out to get overall picture of the article.

.....

This report describes the findings of some research made by The Civilian Group with 100 people living in High Cliff Apartments.

#### Activity two:

Read and label second paragraph; but irrelevant material is left right away.

.....

The residents of High Cliff Apartments answered a survey about their home habits and attitudes in relation to the consumption of energy of typical appliances and equipment like desktop and laptop computers, digital cameras, iPods, Mp3 players, cell phones, and small power tools (cell phone chargers, and battery chargers). The survey asked the residents to identify the state in which the device was left after using it.



### Activity three:

Label third and fourth paragraph with the correct headlines. Use the word bank.

.....

The results showed that 30 people out of 100 were always careful about saving energy, while 25 other people reported caring but not being conscientious of that thought, and 45 people reported not knowing about phantom energy. It was also found that TVs and computers tend to be unattended for a long time on a daily basis. 67% of the people left the cell phone chargers plugged in overnight and 30 percent

of the people reported forgetting to unplug the cell phone charger right after the battery is charged. Furthermore 45% admitted they did not forget but simply felt lazy to unplug right away.

According to the findings in the survey, the tendency of the people living in High Cliff is to leave their devices plugged in when not in use, and the main reasons are laziness 67%, ignorance of phantom energy 15%, and 18% indifference.

.....

The following are some recommendations for people interested in lowering their consumption of phantom energy:

- Unplug equipment and appliances that are not frequently used.
- Leave the charger plugged in for two hours maximum. Cell phone batteries do not need to be plugged in all night.
- Turn off the TV when nobody is watching and unplug it out when not in use. Among entertainment equipment, TVs are the biggest energy vampires.
- Buy a power strip through which you can turn off all equipment connected to it, at the same time.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp.81) Norma. Quito: Ecuador

## **CHAPTER 4**

### **Conclusions**

The application of skimming and scanning strategies was a success for both the teacher who designed it and the high school students who used these strategies to meaningfully read for the first time. The students saw that they could get general and specific ideas quickly; furthermore students were able to read passages from 200 to 300 words in English by a minute. Reading passages were about students' preferences and interests, technology, tech habits, school news, travelers and touristic activities, mysteries, fantasy, experience culture, and inspirational people to improve reading comprehension with a truly motivating classroom activity that allowed them to reach a new and high level of reading comprehension. English teachers commented that the project increased their confidence in their abilities to skim and scan meaningful texts that successfully engaged students to read in the classroom. The teacher learned that when she sets in communicative goals in English lesson plans for their students and design motivating interactional reading activities with adequate support of reading strategies, students can rise to their high expectations and improve their reading comprehension.

Students got mastery in reading comprehension during training process. They improved reading comprehension, improved vocabulary, and provided students with skimming and scanning strategies not only in English but also in Spanish. Now, students read quicker because they choose what information is useful and what is not; instance they moved from word by word and the study of grammar.

### **Recommendations**

The study can be taken by students as an option to continue their independent preparation in reading comprehension to different study areas to better compete in the current world and so have access to diverse and updated information.

In future research, would be interesting to explore the influence of this study in the process of acquisition and expanding of vocabulary.

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for the Second Grade Students

SAT Reading Comprehension”. Major test.com. Edition. I: All content of site and practice tests  
copyright © 2016 Study Mode, LLC <http://www.major-tests.com/sat/reading-comprehension.php>

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Download citation <http://dx.doi.org/10.1080/105735699278198>.

# APPENDIXES



Dávila Chica s/n

Sector el Calvario

Teléfono 2255060

Gualaceo-Ecuador

### EL CONSENTIMIENTO INFORMADO

#### **Título de la investigación:**

*Application of skimming and scanning strategies in order to improve the reading comprehension skill in students of “Segundo de Bachillerato of Unidad Educativa Gualaceo”*

#### **Objetivo de la investigación:**

*El objetivo de la investigación es conocer si la aplicación de las estrategias de skimming and scanning ayudará a mejorar la comprensión lectora de los estudiantes en el Segundo de bachillerato, paralelo “A” de la especialidad de Automotriz de la Unidad Educativa “Gualaceo”.*

#### **¿Qué se propone en este estudio?**

*Probar cuán útil y beneficioso es para los estudiantes el entrenamiento de estrategias de skimming y scanning para la comprensión lectora, la motivación y el disfrute de la lectura tanto en inglés como en español; así como, también en la obtención de buenas notas en los exámenes.*

#### **¿Cómo seleccionar a los participantes?**

*Los estudiantes que participarán son los de 2do de bachillerato de la especialidad de automotriz, paralelo “A” con la previa autorización del Coordinador o Director del área de inglés, de los padres, madres o representante legal de los estudiante y el Directivo principal de la Unidad Educativa “Gualaceo”.*

### **Tiempo requerido**

*El tiempo estimado para el entrenamiento de estrategias de skimming y scanning es de 10 sesiones; de las cuáles una sesión será solicitar consentimiento al representante legal de los estudiantes y explicar los beneficios del proyecto de lectura en inglés, una sesión para un test de pre lectura, seis sesiones de entrenamiento en estrategias de skimming y scanning; de las cuales tres son para skimming, tres sesiones para scanning, una para aplicar un examen de post lectura y una para socializar los resultados alcanzados.*

### **Riesgos y beneficios:**

*El estudio no conlleva ningún riesgo; sin embargo, si se presentarán algunos problemas de ansiedad al momento de los exámenes el investigador hará su mayor esfuerzo para controlar estos riesgos.*

*El beneficio será el mejoramiento en la comprensión lectora de mensajes escritos en textos cortos en inglés sobre lugares turísticos, noticias, presentaciones, páginas web, prólogos leyendas, informes de descubrimientos científicos y tecnológicos.*

### **Compensación:**

*No se dará ninguna compensación económica por participar.*

### **Confidencialidad:**

*El proceso será estrictamente confidencial. Su nombre no será utilizado en ningún informe cuando los resultados de la investigación sean publicados.*

### **Derecho a retirarse del estudio:**

*El participante tendrá el derecho de retirarse de la investigación en cualquier momento. No habrá ningún tipo de sanción o represaria.*

### **A quién contactar en caso de preguntas:**

*Investigadora ( Isabel Navarrete), teléfono 0987972370 y Director del estudiante ( Lic. Magali Artega)...*

*Aquíén contactar sobre los derechos como participante en el estudio:*

**Universidad del Azuay, Junta Académica de Titulación.** Directora de la Unidad de Titulación de la Facultad de Filosofía, letras y ciencias de la educación Mgs. Ana Artega.

**La Universidad del Azuay es una universidad ubicada en la provincia del Azuay, cuya sede se encuentra en la ciudad de Cuenca. Ave 24 de Mayo 7-77, Cuenca 01.01.98**

*Si desea que su hijo participe, favor de llenar el talonario de autorización y devolver a la maestra de inglés del estudiante.*

**Nombre del investigadora:**

**Mgs. Isabel Navarrete.**

.....

### **AUTORIZACIÓN**

He leído el procedimiento descrito arriba. La investigadora me ha explicado el estudio y ha contestado mis preguntas. Voluntariamente doy mi consentimiento para mi hijo(a)-----  
-----, participe en el estudio de la Mgs. Isabel Navarrete acerca de “Application of skimming and scanning strategies in order to improve the reading comprehension skill in students of “Segundo de Bachillerato, paralelo “A” of Unidad Educativa Gualaceo” He recibido una copia de este procedimiento.

.....

C.I: .....

**PADRE/ MADRE/REPRESENTANTE LEGAL**

**FECHA**

## Appendix B

### Pre-Test of Reading Comprehension

---



UNIDAD EDUCATIVA “GUALACEO”

#### PRE-TEST OF READING COMPREHENSION

STUDENT NAME	COURSE	DATE
.....	.....	.....

#### 1. Read the following passages and circle the correct answer

##### PASSAGE 1

Understanding personally and people's preferences is an important issue for many different professionals. Psychologist, teachers, researches, marketers, etc. use labels to fit people into certain descriptors such as tech-heads, rebels, nature, lovers, etc. These descriptors are used for example to target a product (a book or piece of clothing) or to discover the important characteristics of outstanding people who have made a difference in the world. Unfortunately, sometimes people label others to place them in the boxes and limit their growth. For instance, when a characteristic of an individual is over-generalized and projected into a group, e.g. “all tech-heads are addicted to the net.” In short, even when individuals are easily identified and labeled, everybody is unique.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 19) Norma. Quito: Ecuador.

#### Why do people pay attention to the lives of others?

- (A) People are easily committed
- (B) They have made a difference in the world.
- (C) They haven't made a difference in the world.
- (D) They don't have a standing personality.
- (E) People have fear.

(F) They can't be vocational training.

## **PASSAGE 2**

<sup>1</sup> Craig has always loved sports, adventure and outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and <sup>3</sup> sailing but he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help <sup>5</sup> improve the living conditions of millions of people who live in extreme poverty. But how can a man with bicycle help people? In time Craig discovered that there <sup>7</sup> are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign "The solar system Aid" which made it possible for <sup>9</sup> Craig to being pedaling through Africa with the Nobel intention of collection funds and raising awareness about the benefits of installing and using solar panels <sup>11</sup> in schools, clinics and community centers. The solar panels can power their medical equipment, irrigation system as well as their cell phones, radios and lamps, <sup>13</sup> and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has <sup>15</sup> visited and gone through countries and nearly 3000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make <sup>17</sup> a difference in the world and do what he enjoys doing the most cycling and caring about others!

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 103) Norma. Quito: Ecuador.

**The word "poverty" in line 6 is closest in meaning to...**

- (A) Sponsors
- (B) Scarceness
- (C) Outdoors
- (D) Awareness

## **PASSAGE 3**

The sun and the wind

Once the sun and the wind decided to prove their forces with a traveler who was walking down a road. The bet was to make the man his cloak off. First came the wind. "I'm much stronger than you", the wind said to the sun as it began to blow. The wind blew and blew as hard as he could. Surprisingly, the traveler did not take off cloak. Instead, he held his cloak much tighter and after some time the wind got very tired and stopped blowing. The traveler continued walking down the road with the cloak on. Then came the sun. Silently, it began to shine, brighter and brighter until it was very hot. The traveler had not walked much when he stopped

to take off his cloak and all his clothes. Then he went for a swim in a river that ran along the road.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 111) Norma. Quito: Ecuador.

**All of following are stated about the sun and the wind. EXCEPT**

- a) The sun proved to be powerful.
- b) The sun proved to be more powerful than the wind.
- c) The sun proved to be brighter than the wind.

#### **PASSAGE 4.**

Psychologists called it “Ipod oblivion, divided inattention blindness” these are all words that refer to a deficit of attention caused by the use earphones plugged into high tech devices such as IPod, music players and cell phones. It happens when people turn on their earphones, plug them into their ears and turn up the volume while doing activities that demand their complete attention like driving, cycling and crossing street. “Clearly this is causing not only ear problems but it’s putting their lives at risk,” says Jenny Perks, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are designed to block all external sounds and that is what makes them dangerous to use if you’re walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers are caused by inappropriate use electronic devices under such conditions.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 68) Norma. Quito: Ecuador.

**Why does it happen? Because users...**

- A. drink and drive at the same time.
- B. walk and text at the same time.
- C. use earphones inappropriate.

#### **PASSAGE 5**

Are you tired of trying to find the right book for you? Just like when you buy new clothes, and you try them on; wouldn’t it be convenient to make sure you like a book before buying it? You can do this on Readingfun.com. You’ll enjoy using this practical and innovative website with plenty of services. Unlike other online bookstores, you can browse the first pages of a book in the website’s book list.



Book lovers will get familiar with literature by reading book reviews writing by experts. In addition, you can find a large number of e-books in diverse formats. For members, there is a big discount on all books. I think this website is very useful because it offers the possibility to preview and get familiar with a book before buying it. I highly recommended it!

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 130) Norma. Quito: Ecuador.

**What the key idea is? For this review.**

- a) Movie Review
- b) Book review
- c) Website Review
- d) Video game Review
- e) Game Review.

#### **PASSAGE 6**

The survey results have shown that, regarding age, there is a clear difference in students' awareness of their digital footprint. Older students care more about their online profile than the younger ones.

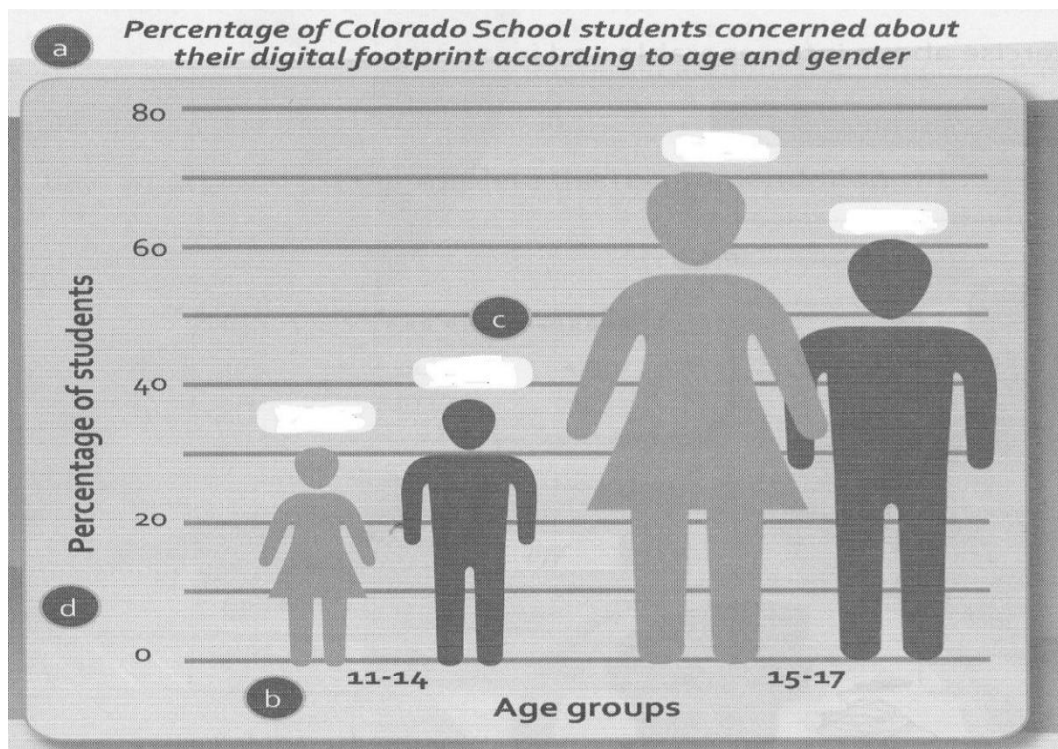
Analyzing the results by gender, females between **11 and 14 (a)** years old are the most vulnerable group as only **25% (b)** of the females surveyed admitted they were concerned about the online behavior.

However **67% (c)** of the older females between **15 and 17 (d)** years old admitted they were worried about their online safety and reputation. This suggest that females go through a process where they become more cautious about their online actions.

By contrast, **39% (e)** of the younger males between **50% (f)** seen to be more concerned and knowledgeable about the topic, but as they **grow up** and become older, they tend to be less concerned than females. Only **50%** of the older males said they cared about digital footprint.

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 162) Norma. Quito: Ecuador.

**Complete data in the graph.**



Thanks for your help

## Appendix C

### Post-test of Reading Comprehension

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UNIDAD EDUCATIVA “GUALACEO”

#### PRE-TEST OF READING COMPREHENSION

STUDENT NAME .....	COURSE .....	DATE .....
-----------------------	-----------------	---------------

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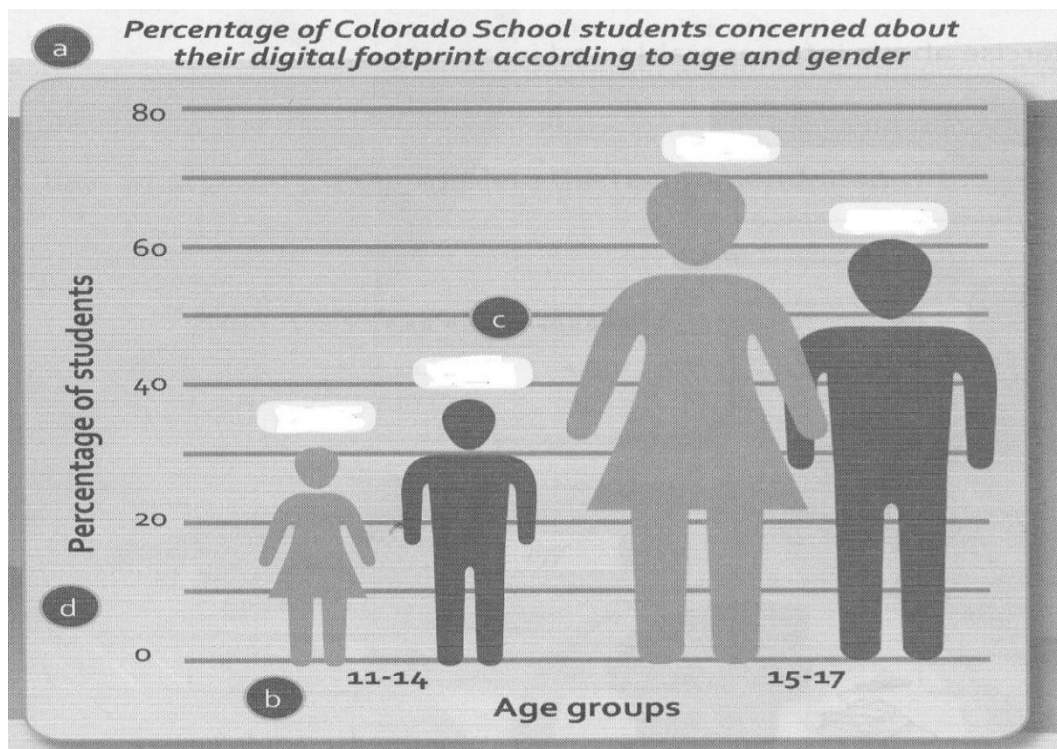
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**Complete data in the graph.**



Thanks for your help

## Appendix D

## Lesson Plans



UNIDAD EDUCATIVA “GUALACEO” 2015-2016

### ENGLISH LESSON PLAN 1

Objective: Scan and organize in alphabetical order a glossary in a check list by one minute, accordance, with spelling and scanning time.

METHODOLOGICAL STRATEGIES	RESOURCES	INDICATORS	INSTRUMENTS
<b>WARM UP:</b> Play dictionary Teacher divides students into two groups. Group one selects a word from the glossary and gives three different definitions for the students of the opposite group to guess which one is correct.	Dictionary		
<b>PRESENTATION:</b> The teacher shows how to scan the first six words of a word list depending on their spelling and in accordance with their alphabetical writing. The teacher explains how important it is to move the eyes quickly.	Book An alphabetical list.		List of twenty (20) words “Glossary” Unit 1, lesson 3, pag.22
<b>PRACTICE:</b> The students quickly move their eyes over a glossary to scan. Students organize a proposed glossary and complete it in a scanning time table in a minute.	Sheets Word list Watch	Students read their word list to determine what the first word is and with what letter it begins and what the last word is in a minute.	Word list of 20 words “Glossary” Unit 1, lesson 3, pag.22
<b>APLICACION:</b> Scan the word list given by the teacher to order words according to their alphabetical spelling.	Copies Watch Book	Students locate each word in the sheet in five minutes	Scanning time table. Time for each word: six seconds. Check list

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 22) Norma. Quito: Ecuador

Isabel Navarrete Ll.

.....  
ENGLISH TEACHER





# UNIDAD EDUCATIVA “GUALACEO” 2015-2016

## ENGLISH LESSON PLAN 2

Objective: Scan a glossary in order to locate desired information, and discover on what reading passage each word is.

METHODOLOGICAL STRATEGIES	RESOURCES	INDICATORS	INSTRUMENTS
<p>WARM UP:</p> <p>Play dictionary</p> <p>Teacher divides students into two groups. Say a word out loud from the glossary and have students find the word in the context where it was used. Then invite the students from the same group to say the kind of word it is or the corresponding synonym.</p>	Board		
<p>PRESENTATION:</p> <p>The teacher demonstrates how to scan the first pair of words of a list, in the reading passages; then, she glances at a guide words to say: what reading passages these are on?</p>	Dictionary Worksheets		List of twenty (20) words “Glossary ” Unit 2, lesson 3, page 34
<p>PRACTICE:</p> <p>Students find words to locate the appropriate words in reading passages; then they write the letter (A-D) in the line provided.</p>	Dictionary Word list Watch	Students write the letter of the reading passages in the line provided.	Word list of 20 words “Glossary” Unit 2, lesson 3, page 34
<p>APPLICATION:</p> <p>Students scan the list of guidewords on page 34, then they glance in the reading passages to discover specific passage where each pair of guidewords are.</p>	Copies Watch Worksheet	Students locate pages for twenty words in five minutes.	Scanning time table. Time for each word. Check list

Reference: Murcia, A. (2015) A Viewpoints. In *English level 4*. (pp. 28-29) Norma. Quito: Ecuador

Isabel Navarrete Ll.

.....  
ENGLISH TEACHER



# UNIDAD EDUCATIVA “GUALACEO” 2015-2016

## ENGLISH LESSON PLAN 3

Objective: Scan a graph for identifying, interpreting, and understand relevant information from visual and numerical information quickly; students skip distractors in reading passages.

METHODOLOGICAL STRATEGIES	RESOURCES	INDICATORS	INSTRUMENTS
<p><b>WARM UP:</b> The teacher shows pictures about technological devices, gadgets or appliances and divides the class into two groups. Students spell as many items as possible. The winner is the group with the most correct answers.</p>	<p>Pictures Board</p>		
<p><b>PRESENTATION:</b> The teacher demonstrates how to skip distractors or irrelevant information using visual and numerical Information from graphs.</p>	<p>Graph 1</p>		<p>Quiz questionnaire Unit 3, lesson 3, page 80</p>
<p><b>PRACTICE:</b> The teacher asks students analyze the graph and skip irrelevant information.</p> <p>The students read paragraph 1 and complete it with the corresponding percentages.</p>	<p>Graph 1 Questions list Watch</p>	<p>Students scan graph to complete specific information in the blanks of first paragraph in one minute.</p>	<p>Quiz questionnaire Unit 3, lesson 3, page 80 Check list.</p>
<p><b>APLICACION:</b> Students quickly read a graph to identify accurately information and to leave out distractors. They interpret and complete a reading passage of two paragraphs and 150 words with visual and numerical information.</p>	<p>Copies Watch Worksheet</p>	<p>Student scan and complete a reading passage in one minute.</p>	<p>Graph. Time for each item. Check list.</p>

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 80) Norma. Quito: Ecuador

Isabel Navarrete Ll.

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ENGLISH'STEAC



# UNIDAD EDUCATIVA “GUALACEO” 2015-2016

## ENGLISH LESSON PLAN 4

Objective: Skim and grasp main ideas from a reading passage, in order to label landmarks with their pictures in a minute.

METHODOLOGICAL STRATEGIES	RESOURCES	INDICATORS	INSTRUMENTS
<b>WARM UP:</b> Guessing game: First, teacher divides the class into two groups, then shows pictures about main places of the city. Students should guess what place is. Winner is the group than guess more places.	Illustrations Board Map		
<b>PRESENTATION:</b> The teacher demonstrates how to grasp desired information using illustrations.	Illustration 1 Photograph 1		Landmarks Unit 3, lesson 3, page 110
<b>PRACTICE:</b> The teacher asks students read short descriptions and look at the illustration to deduce what place is. They use visual aids and knowledge of familiar words to identify descriptions with the pictures.	Descripted text Visuals clues	Students skim descripted texts to grasp main information in one minute.	Landmarks Descripted texts Unit 3, lesson 3, page 110
<b>APLICACION:</b> The teacher asks students read short descriptions and look at the illustration to deduce what place is. They use visual aids and knowledge of familiar words to guess meanings of unknown terms.	Illustrations Watch Worksheet	Student skim and label three reading passages with photographs in one minute.	Landmarks Word bank. Descripted texts Unit 3, lesson 3, page 110

Reference: Murcia, A. (2015) Viewpoints. In *English level 4*. (pp. 110) Norma. Quito: Ecuador

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# UNIDAD EDUCATIVA “GUALACEO” 2015-2016

## ENGLISH LESSON PLAN 5

Objective: Skim for rephrasing the gist of reading passages. Students quickly read the beginning and the end of each paragraph to identify rephrased title of a news article in one minute.

METHODOLOGICAL STRATEGIES	RESOURCES	INDICATORS	INSTRUMENTS
<p><b>WARM UP:</b> A scavenger hunt Teacher brings a newspaper in English. Have students in groups and distribute the papers. Invite students to search for the different sections like a scavenger hunt. Then the teacher writes some search subjects on the board.</p>	<p>Board English newspapers</p>		
<p><b>PRESENTATION:</b> Teacher demonstrates how to select the correct headline for a news story</p>	<p>Copies A newspaper’s article</p>		<p>News of 100 words “ School news”</p>
<p><b>PRACTICE:</b> The students quickly preview a new story. They skim and read two lines for each paragraph.to extract the gist of paragraph.</p>	<p>Texts A newspaper’s article Watch</p>	<p>Students skim the article. They always focus attention in three possible headlines for one minute.</p>	<p>News of 150words “ School news” Skimming reading time table.</p>
<p><b>APLICACION:</b> Students read and rephrase a news article and choose the best headline.</p>	<p>Copies Watch Book</p>	<p>Students read again the article and choose the best headline in one minute.</p>	<p>Text of 250words “ School news” Unit 5, lesson 3, page 68 Skimming reading time table.</p>

Reference: Murcia, A. (2015) A time to remember. In *English level 4*. (pp. 68) Norma. Quito: Ecuador  
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# UNIDAD EDUCATIVA “GUALACEO” 2015-2016

## ENGLISH LESSON PLAN 6

Objective: Skip irrelevant information or distractors into reading paragraphs to extract the gist and key information

METHODOLOGICAL STRATEGIES	RESOURCES	INDICATORS	INSTRUMENTS
<p>WARM UP:</p> <p>Hangman game</p> <p>The teacher chooses a secret word. Draw a blank line for each letter in the word. Students start guessing word letter by letter. Fill the letter in the blanks if the students guess correctly. Teacher draws part of the "hangman" when the students guess wrong. The students win when they guess the correct word. The students win when they guess the correct word.</p>	<p>Board markers</p>		
<p>PRESENTATION:</p> <p>Teacher reads and skips irrelevant information or distractors to identify key words in the paragraphs.</p>	<p>Copies</p> <p>Book</p> <p>Descripted texts</p>		<p>Single word's flash</p> <p>Unit 6, lesson 3, pages 81</p>
<p>PRACTICE:</p> <p>Students look over the second paragraph quickly to predict the headline about what headline is in the passage.</p>	<p>Copies</p> <p>worksheets</p> <p>Watch</p>	<p>Students look over a paragraph of 65 words quickly and predict the headline in a minute.</p>	<p>Text of 65 words</p> <p>“Be Smart Tech User”</p> <p>Unit 6, lesson 3, pages 81.</p>
<p>APLICACION:</p> <p>Students read two new paragraphs and check the time they take to predict the headline.</p>	<p>Copies</p> <p>Watch</p>	<p>Students read two new paragraphs of 65 words each and predict the headlines in one minute.</p>	<p>Two texts of 65 words each</p> <p>“Be Smart Tech User”</p> <p>Unit 6, lesson 3, pages 81</p> <p>Skimming reading time table.</p>

Reference: Murcia, A. (2015) A Time To Remember. In *English level 4*. (pp. 81) Norma. Quito: Ecuador

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