



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**The use of skimming and scanning for the development of reading
comprehension in English language**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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ZALDUA MORAN EDDY MARSHEL

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THE USE OF SKIMMING AND SCANNING FOR THE DEVELOPMENT OF READING COMPREHENSION IN ENGLISH LANGUAGE

por ASTRID CAROLINA HERRERA MOROCHO

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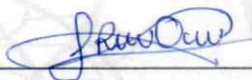
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Dedication

This thesis is dedicated to my mother, for her support, love and infinite patience. For always believing in me and for picking me up when I could not do it anymore, to her and to my family who with their advice and teachings have made me the person I am today, to them for accompanying me on this long road to professional and social life.

Melissa Gabriela Ramón Ochoa

Dedication

This project is mainly dedicated to God, to my parents, who have been my driving force from day one to always fight for my dreams, to my boyfriend for his unconditional support and effort in difficult times, to all of them for believing in me and contributing with a grain of sand every day to be able to form me as a professional.

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Abstract

The aim of this research was to develop a system of activities through the use of skimming and scanning as techniques for the development of reading comprehension in English language of students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala. These techniques involve a quick reading to obtain specific information or a general idea, therefore, their development is useful in the teaching-learning process, being the reading comprehension techniques the field of this research. Two instruments are used to evaluate the reading comprehension level of 35 students, by means of a pre-test and a post-test. The results obtained showed that a considerable number of students have difficulties, due to the fact that they do not read in their mother tongue and therefore find it difficult to master it in a second language, causing a lack of reading comprehension, the latter being one of the fundamental skills when learning English. In the pre-test, 20 students were perceived as having a non-compliant level, but in the post-test the result was positive as the number of students at this level decreased, improving their reading comprehension skills. Therefore, it is concluded that the system of activities through the use of skimming and scanning as techniques for the development of English reading comprehension not only has a significant influence on the students, but will serve as tools in the process of teaching and learning English.

Keywords: Reading comprehension, techniques, system of activities.

Table of Contents

| | |
|--|----|
| Introduction | 1 |
| Chapter 1 | 5 |
| Theoretical Foundations of Reading Comprehension Techniques in the Teaching-Learning Process | 5 |
| 1.1 A Historical Look at Reading Comprehension | 5 |
| 1.2 Conceptual Characterization of the Use of Reading Comprehension Techniques in the Teaching-Learning Process of English Language in Higher Education | 8 |
| <i>1.2.1 Characteristics of the Teaching-Learning Process in Higher Education. Teaching Learning Reading in English Language</i> | 8 |
| <i>1.2.2 The Development of Reading Comprehension in English Language</i> . | 10 |
| 1.3 Contextual Characterization of the Teaching-Learning Process of English and the Use of Reading Comprehension Techniques | 14 |
| <i>1.3.1 The Teaching-Learning Process of English Language in Ecuador</i> | 14 |
| <i>1.3.2 Diagnosis of the Current State of Reading Comprehension in English Language of Students of First Semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.</i> | 19 |
| Chapter 2 | 24 |
| Methodological Framework | 24 |
| 2.1 Paradigm and Type of Research | 24 |
| 2.2 Research Design | 24 |
| 2.3 Population and Subject of Study | 25 |
| 2.4 Research Methods | 25 |
| <i>2.4.1 Theoretical Methods</i> | 25 |

| | |
|---|----|
| 2.4.2 <i>Empirical Methods</i> | 27 |
| 2.4.3 <i>Research Variables</i> | 28 |
| 2.5 Data Collection | 28 |
| 2.5.1 <i>Research Instruments</i> | 28 |
| 2.6 Description of the information analysis process | 31 |
| Chapter 3 | 32 |
| System of Activities for the Development of Reading Comprehension in English Language of Students of First Semester of the Career of Pedagogy of National and Foreign Languages of the Technical University of Machala through the Use of Skimming and Scanning as Techniques | 32 |
| 3.1 Theoretical Grounding of the System of activities Based on Skimming and Scanning for the Development of Reading Comprehension in English language | 32 |
| 3.2 Description of the System of activities | 33 |
| Chapter 4 | 39 |
| Application of the System of Activities for the Development of Reading Comprehension in English Language of Students of First Semester of the Career of Pedagogy of National and Foreign Languages of the Technical University of Machala through the Use of Skimming and Scanning as Techniques | 39 |
| 4.1 Description of the Implementation of the System of Activities..... | 39 |
| 4.2 Results of the Application | 40 |
| 4.3 Hypothesis Testing | 42 |
| 4.3.1 <i>Value scale for students on the pre-test and post-test</i> | 42 |
| 4.3.2 <i>Chi-squared calculator</i> | 42 |
| 4.3.3 <i>Hypothesis testing</i> | 43 |
| 4.4 Analysis and discussion of the results | 43 |

| | |
|--------------------------|----|
| Conclusions | 45 |
| References | 46 |

Introduction

Around the world, there are people interested in learning a new language, either by necessity or pleasure. For example, emigrants are obliged to study the language of the foreign country to which they go in order to be able to communicate and endure, however, competitiveness is also one of the factors that have led to the increase of people seeking training in another language, such as English, since its use is common within politics, tourism, commerce, sports, and education.

The mastery of this language allows effective communication in any of the aforementioned areas and gives rise to opportunities that benefit individual and collective development. That is why, in Ecuador, the Ministry of Education (Mineduc, 2014) indicated that English language teaching would become mandatory from 2nd EGB to 3rd BGU in public, private, fiscal, and municipal educational establishments from the 2016-2017 and 2017-2018 school year in the Sierra and Costa cycle. The teacher is one of the actors in the teaching-learning process who must be fully trained to teach this subject and use resources, techniques, and methodologies focused on the development of communicative skills in this language.

One of the competencies in English language proficiency that is difficult for students is reading comprehension. To Vargas et al. (2021), "el desarrollo de las competencias de comprensión lectora contribuye en la formación de estudiantes más críticos y reflexivos, capaces de sacar provecho de la información en un idioma universal y ampliar sus conocimientos" (p. 159). Thus, students must develop this competence since it allows them to understand the dignity of words and in turn expand their vocabulary, which is essential in the correct interpretation of texts in English.

In the educational field, Anilema et al. (2020) indicate that Ecuador has one of the lowest levels regarding reading comprehension since in evaluations carried out, the results were that 40% of students in the fifth year of basic education do not pass the initial reading. In

addition, concerning the population with sociocultural deficits, 60% of people with an age around 10 years old fail to understand the readings, so their learning process is affected when they are promoted to a higher level.

As part of the pre-professional practices of the career of Pedagogy of National and Foreign Languages, of the authors of this research, it was possible to verify the following external manifestations in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.

- They do not know how to interpret texts
- Lack of reading fluency
- Decoding errors
- Little interest in reading

The aforementioned manifestations are proof of the difficulties that affect the development of reading comprehension. Consequently, the following scientific problem arises: How to contribute to the development of reading comprehension in English language in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala?

Therefore, the object of study of this research is oriented to the process of teaching English language learning in higher education.

The causes that accommodate the problem posed are the following:

- The teacher sometimes does not take into account students' level of English or the age for the development of reading activities.
- Students do not handle reading in their native language so it is difficult for them to domain it in a second language.
- Teachers do not employ the proper methodology for teaching reading.

The general objective set out in this project is to develop a system of activities through the use of skimming and scanning as techniques for the development of reading comprehension of English language in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala. These techniques involve a quick reading to obtain specific information or a general idea, therefore, their development is useful in education, being thus that it is determined that reading comprehension techniques are the field of this research.

For the development of this research, the following specific objectives will be carried out:

- To base theoretically the techniques of reading comprehension.
- To diagnose the development of reading comprehension in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.
- To apply a system of activities through the use of skimming and scanning as techniques for the development of reading comprehension.
- To verify what the results of the application of the system of activities are.

This research is carried out from a quantitative approach with an experimental design since it is intended to develop the reading skills through reading comprehension techniques, planning the following scientific hypothesis: the application of a system of activities through the use of skimming and scanning contributes to the development of the reading comprehension of English language. Within the hypothesis, the system of activities can be identified as an independent variable through the use of skimming and scanning, and the dependent variable: is the development of reading comprehension.

For the research, the students of the first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala were selected as the population.

The theoretical methods used were the historical-logical method and the analytical-synthetic method, while the empirical methods used are observation and pedagogical proof.

This research work is substantial for the development of one of the student's language skills, which will allow him or her to develop the techniques of reading comprehension, skimming, and scanning, to understand and interpret useful texts in the teaching-learning process, and as a result to be a critical person capable of expressing himself or herself with precision and fluency in English language. Therefore, a system of activities focused on the use of skimming and scanning as fast reading techniques for reading comprehension in English language in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala was carried out as a practical contribution.

This research project comprises four chapters. The first comprises the theoretical framework, the basis of the problem, the object of study, and conceptual and contextual historical antecedents focused on the ability to read. The second chapter refers to the methodological framework. The third chapter talks about the pedagogical proposal, the system of activities focused on the development of reading comprehension. Finally, the fourth chapter focuses on the results of the proposal, the conclusions obtained, and the important recommendations for the realization of future researches.

Chapter 1

Theoretical Foundations of Reading Comprehension Techniques in the Teaching-Learning Process

This chapter substantiates the historical background, the conceptual background, and the context of the research problem. First, a literature review of the historical evolution of reading comprehension was made and studies were found that address reading comprehension techniques. Subsequently, the study is contextualized by proposing data referring to Ecuadorian education.

1.1 A Historical Look at Reading Comprehension

For students to be able to learn to read in a slow, calm way and know how and when to use the appropriate reading comprehension techniques in each situation, it is necessary to know in the first instance how reading has changed over time.

Reading is a process of understanding written information. Their appearance dates back to 3,500 BC when they used clay to count goods and merchandise, and graph and retain information. Simple symbols and codes were used as a way to communicate and only those with the knowledge could read and interpret them (Editorial Etecé, 2020). Since that year, reading has evolved by getting more people involved in this world and being able to access and understand written texts.

Although reading comprehension has been addressed in the scientific literature, there have not yet been enough advances with its definition, structure, and characteristics, being difficult to find the exact origin of these studies. But, in the 80s and 90s, certain authors mentioned this topic and its importance in the development of people's communication skills, considering that comprehension is an interactive process that occurs between the reader and the written text.

In 1980, Rosenshine referred to reading comprehension as follows:

- There is no list of comprehension skills that are perfectly defined.
- Teaching comprehension skills is not a linear process taught within a hierarchical scheme.
- It is not defined which exercises are feasible to develop understanding.

This information possibly indicates that no specific techniques aimed at improving understanding had been developed. Thus, a year later Harris and Hodges (1981) referred to this skill as an aptitude that is acquired to perform tasks effectively and consider that certain parts of the comprehension process can be taught. Later Duffy et al. (1984) also mentions this possibility of teaching the skills and processes of understanding through direct instruction, thus the teacher is a guide who tells them "How to do" this process:

- Display, demonstrate, or model what students will learn.
- Provide opportunities for them to use what they have learned.
- Provide appropriate corrective feedback, as well as a guide while learning.

After having defined this process to follow to make an adequate reading, Hall (1989), mentioned that effective reading is a difficult task that depends on perceptual, cognitive, and linguistic processes, being also an interactive process that does not advance strictly from the basic perceptual units to the global integration of a text, so the expert reader summarizes information concurrently from several different models.

From a constructivist perspective, Valls (1990) deduced that meaningful learning implies being able to attach meaning to the content being talked about, leading to subjective and personal development. This process makes it possible to relate in a non-arbitrary and substantive way what is known with what is intended to be known.

Pearson et al. (1992), defined the conditions of reading comprehension as follows:

- **The type of text:** requires the reader to understand how the author has ordered his ideas.

- **Oral language:** it is a relevant factor when training reading comprehension.
- **Attitudes:** a student's attitudes towards reading can influence the understanding of the text.
- **The purpose of reading:** influences the way of understanding what is read, and also determines what that person can or cannot understand.

All these theoretical advances that have been discovered over the years, regarding reading comprehension, have served exceptionally, so that today you can have a clear concept of what it is, how it is carried out and the processes that influence its development, in such a way that it is a propitious contribution that contributes to the development of critical thinking, encourage active participation of the mind and enrich students' ability to understand and comprehend.

The research paper “Skimming and Scanning Technique to Assist EFL Students in Understanding English Reading Texts” by Yusuf et al. (2017) discusses the essential use of reading techniques in English language. One of these techniques is skimming and the research of the aforementioned authors follow the procedure of Bani and Bsharah (2014) who refer to the use of three steps for reading a paragraph: read the first line, the last line a, and the keywords of the lines in the middle of said paragraph. On the other hand, the scanning technique is also mentioned, for this, the authors follow the procedure of Olson and Ames (1972) and Thamrin (2014).

The results obtained after the authors applied the aforementioned techniques, allowed the significant improvement of the reading comprehension of the students, being thus that the relevance of this study for this research is considered because it is intended to improve reading comprehension in English language.

Later, in the research conducted by Fauzi (2018) on “The effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates for the

Students of English Study Program”, he concluded that a reciprocal relationship between improved reading comprehension and increased reading speed range. This corroborates what Nunan (1999) indicates when he says that skimming and scanning techniques are related to fast superficial reading.

Thanks to these researches, it is possible to know how the development of both reading techniques has been, concluding that it is necessary to teach reading comprehension strategies, if what is sought is to form autonomous readers, competent enough to understand any type of text and solve the questions of the same. In this way, they will not only be able to respond to the different doubts presented in the texts, but also, through practice, they will be able to use them as study techniques for countless areas in their student, personal and work life.

1.2 Conceptual Characterization of the Use of Reading Comprehension Techniques in the Teaching-Learning Process of English Language in Higher Education

This section characterizes the teaching-learning process in higher education with an emphasis on the teaching of English. Later mention the concepts of reading comprehension and techniques for its development.

1.2.1 Characteristics of the Teaching-Learning Process in Higher Education. Teaching Learning Reading in English Language

The teaching-learning process is a logical process, in the educational field, which aims to achieve a specific result, especially to transmit and build knowledge. According to Sanz and Gonzalez (2016), "el proceso de enseñanza aprendizaje constituye un marco de interacción y de comunicación entre varios sujetos. Un proceso de mediación social, donde se da tanto la socialización como la individualización, mediante la apropiación de la experiencia histórico-social legada por la humanidad, reconstruida y enriquecida por un ser que deviene autónomo en su quehacer, pensar y sentir" (p. 186).

Within this process, two of the educational actors stand out. Osorio et al. (2021) mentions that teachers and students have a two-way relationship that has an impact on the teaching-learning process. On the one hand, the teacher, who is responsible for the planning and execution of the didactic act, must take into account the characteristics of his students, the objectives, the contents, the methodology, and the context; as for the students, they are the ones who actively participate in the planning carried out by the teacher to achieve significant learning, surrounded by interaction, which allows you to develop teamwork, discipline, and collaborative learning.

In higher education, it is of vital importance to train people with skills and knowledge to function in the workplace. Therefore, Tinoco and Tinoco (2018) concluded that the university has a link with the society that requires future professionals to be prepared to engage in life, learning to learn. Therefore, the teaching-learning process should be characterized by enhancing the independence and protagonism of students in their training with the guidance of the teacher. Likewise, constant improvement and improvement of university teachers are expected, demonstrating total mastery of the subject they teach so that they transmit the subject logically.

In the process of teaching English language, the aim is for the student to develop the four language skills, these are: speaking, writing, listening, and reading. These four language skills are classified as productive and receptive (Zúñiga, 1989). When talking about reproductive skills, it is intended that the student can produce and develop the language, these are:

- Speaking is a process that involves the production, obtaining, and processing of oral information.
- Writing includes the production of a written message.

On the other hand, receptive skills:

- Listening focuses on understanding oral messages.
- Reading involves understanding written messages.

All skills are interrelated, as they are all performed when learning a new language. The development of receptive skills improves the comprehension of written or oral messages, and the development of productive skills enables the production of oral or written messages.

1.2.2 The Development of Reading Comprehension in English Language

As Contreras (2021) points out, reading comprehension is important at all levels of students' academic instruction, since it enables the interrelation between them as readers with the texts and the context, facilitating their understanding and the acquisition of knowledge. Therefore, it is understood that reading comprehension in English is the ability to understand a text, not only to know the meaning of the words, but also to understand the context of the whole story, knowing what it is talking about, what it wants to convey and the relevant information it is giving us.

Therefore, Delgado (2008) expresses the existence of three levels of comprehension that occur in the process of reading comprehension. These levels of understanding show what the reader knows and knows how to do based on what the text transmits and the knowledge.

The First Level of Comprehension. Intelligent reading takes place, one in which the three meanings are grasped: literal, implicit, and complementary

The Second Level of Comprehension. Critical reading takes place, in which the communicative skills used to express criteria are demonstrated, such as judging, evaluating, opening, and criticizing

The Third Level of Comprehension. Gives way to creative reading since the reaction to what has been read will be visible, which can also modify behaviour.

Based on the points mentioned, it is evident that comprehension is a process that must be taken seriously, for which a reading process must be applied in which the student develops

each level of comprehension, ranging from the understanding of terms that will be within the reading to be able to relate it to other texts and give their position or opinion on what they have read.

According to OCDE (2009) comprehensive reading is "la capacidad de comprender, utilizar, reflexionar e interesarse por los textos escritos para alcanzar los propios objetivos, desarrollar el conocimiento y potencial personales, y participar en la sociedad" (cited in Crespo, 2019, p. 26). That is, sometimes understanding what is read can be somewhat complicated, but this leads to reflection and the development of knowledge individually, collectively, and socially. Therefore, it allows us to relate to society more deeply and beneficially which leads to sharing, ideas, thoughts, and feelings.

To better understand the process of reading comprehension, Delgado (2008) refers to three approaches that address and summarize the subject concretely: cognitive, communicative, and sociocultural, which together are integrated making individuals communicate from their knowledge, and these communicative and cognitive processes it is possible to demonstrate the influence of the social environment in which they operate.

Cognitive Dimension. It is one of the functions of vital importance for the process of understanding language, this dimension focuses on the dialectical unity between the language of thought and knowledge, creating meanings and helping to strengthen more revealing reading comprehension, relating cognition and language acquisition.

However, the implementation of techniques such as skimming and scanning in conjunction with this dimension will provide a clearer image of the text to be deciphered, which will allow a quick reading and intellectual interpretation.

Communicative Dimension. It is another important function of language where the relationship between code and message is manifested. This means recognizing and using linguistic codes and other codes (gestures, icons, and symbols); in different circumstances and

environments; constructing meaningful discourses, and using strategies to start, develop, and end communication.

Sociocultural Dimension. It is related to the context, the participants, and the previous knowledge. The identity of the subject is implicit; therefore, his feelings, emotions, intentions, and communicative purpose is relevant.

The habit of reading and the importance of reading comprehension in the development of students' critical thinking cannot be ignored. In addition to the fact that reading in English is one of the most effective activities when learning a language, transforming this activity and making it pleasing to everyone, not only has linguistic benefits, such as expanding vocabulary or having better reading comprehension but in turn develop important aspects such as empathy or creativity.

Now, if it is said that it is so important, how can you develop reading comprehension in English language? Below are some strategies that will contribute to its development:

Read Daily. This is the first routine that should be put into practice, if you want to improve reading comprehension, reading daily and progressively will help improve writing and increase vocabulary. You can start by reading books suitable for your level, such as stories, news, articles, magazines, etc.

A Peaceful Environment to Read. Tranquillity and concentration are essential to assimilate words, phrases, and concepts. Find a comfortable environment, without distractions, where you can concentrate and immerse yourself in reading.

Learn New Terms. If you come across an unknown word, the first thing you have to do is underline it and then look up its meaning. It should be noted that it is important that it is done at the end of the reading so that it does not stop at each new term, since this way you will lose valuable time and will not advance in the reading, if you do not know a word, try to understand it by the context is the best way, and if you still find it difficult, ignore it, In this

way, you will be able to advance faster in reading and with constant practice, you will realize that you understand a text in English.

Make Summaries. Another strategy that you can use when undertaking this path towards reading comprehension is to make summaries and brainstorm what you read, this will benefit not only in extracting the main ideas of the text but to be aware of other aspects such as grammar, written expression, and vocabulary.

Use Skimming and Scanning Techniques. Scanning is the quick reading or also "scanning" of a text, in which the reader wants to look for specific information, this technique is very helpful mainly in exams. Skimming on the other hand helps to get the general idea of the text without giving much importance to the details.

Skimming and scanning are teaching techniques used for the understanding of texts in English, giving skimming through a generalized idea of the text, a clear example of this is when you read the review of a book and you can have a general idea of what the story is about, then you can decide whether to buy the book or not.

On the other hand, scanning is based on finding specific information, an excellent example of this can be a question of reading in an exam, the question asks you to find certain details according to the reading, which means specific information, this technique facilitates a little work and you should no longer read all the text to find the answer. If not that instead you can do the same as when we look for a phone number in a directory, do a quick scan until you find the information you need.

To solve reading activities in a class, the following pattern is usually followed:

Introductory Activities. A pre-reading in which a brief introduction of the topic is given and activities focused on the language used in the text are carried out, for example, a review of the unknown vocabulary is carried out. The purpose of this activity is to improve

vocabulary so that students can complete all reading and at the same time can establish a purpose for reading.

Main Activities. These are activities that help students focus on aspects of the text to understand them better. The goal of this activity is to help students try to understand the text as if it were written in their L1.

Post-reading Activities. This particular activity helps students to understand the texts more deeply, being possible that through what they read, they carry out critical analyses based on the reading.

1.3 Contextual Characterization of the Teaching-Learning Process of English and the Use of Reading Comprehension Techniques

This section talks about the teaching-learning process of English language in Ecuador in higher education.

1.3.1 The Teaching-Learning Process of English Language in Ecuador

In Ecuador, the process of teaching English language has had several ups and downs. A few years ago, erroneous information was spread on social networks, which claimed the elimination of the subject of English from the curriculum of Basic General Education (EGB). This false news was refuted when Minister Espinosa (Mineduc, 2014), through the promulgation of a decree denied the elimination of English subject in the basic general education network, affirming, however, the obligation that it be taught from the eighth year (EGB), as previously proposed, also the updating of the curriculum according to the competences that ensure optimal results in the learning process.

Next, Mineduc (2014) refers to other elements specified in the documentation:

- From the 2016-2017 school year, in the Sierra cycle and, from the 2017-2018 school year, in the Costa cycle, the teaching of English language will be mandatory from

2nd grade of Basic General Education to 3rd year of Baccalaureate for all public, private, fiscal and municipal institutions.

- It provides that the hours that were destined for clubs for 2nd to 7th grade of EGB, be used for the subject of English. In this case, the subject will be evaluated.
- When the subject of English is implemented as compulsory for 2nd to 7th grade of EGB, that is, in the 2016-2017 school year, in the Sierra school and the 2017-2018 school year, in the Costa cycle, institutions must ensure that teachers comply with the B2 grade of the TOEFL and have essential pedagogical resources. The institution must send to the District Directorate a report detailing the grades that have been incorporated.
- Likewise, the Vice Minister of Education, in coordination with Ineval will implement an evaluation of English learning outcomes for the entire education system.

To conclude this point, the Minister of Education Peñafiel (Mineduc, 2014) assures that the strengthening of English language in Ecuador is not something that has remained in history, in any case, it is a process that has been transformed over time, in addition, it goes hand in hand with a government plan and the political will to transform Ecuadorian Education.

Later in 2019, the Peace Corps Ecuador program, which teaches English as a foreign language, was updated to increase the language proficiency of students in the public education system to improve language skills. Teachers work together with designated volunteers as facilitators and guides along the way, carrying out communication activities and developing student-centered learning activities.

Mineduc (2019) states that:

Con el programa, un promedio de 13.500 estudiantes demostró una mejora en las destrezas para aprender el idioma inglés, especialmente en lectura y escritura; de igual

manera, cerca de 1.200 docentes ecuatorianos pertenecientes al magisterio fiscal han sido beneficiados, ya que han trabajado en conjunto con los voluntarios estadounidenses.

Teaching English requires unique characteristics, special training, and skills that must be developed by teachers. Therefore, the idea that English teachers do not need constant learning about the subject must be put aside. Because although the contents do not vary much, there are new methodologies aimed at teaching to promote meaningful learning based on the needs of the students. In addition, teachers must adapt the National Curriculum to the conditions and needs of the school in which they are located.

Different linguistic methods and theories have been considered in the lab of the curricular design of English but, according to Cadena et al. (2018), in practice, they are insufficient to effectively develop the fundamental skills of English. This is because each student has their style of learning and learns differently, therefore a single explanation for a whole group of students will not solve the needs of each one. Learning styles are considered predominant internal characteristics that influence the way a person perceives, remembers, and thinks. And, those in charge of the curriculum must take into account this characteristic, considering that one learning style is not better than another and the teacher must be proposed to encourage students to reinforce their learning style.

In addition, within the guidelines of the National Curriculum, it is also aimed at high school graduates reaching the minimum level of linguistic competence B2 according to the Common European Framework of Reference, which is achieved by developing the four language skills: listening, reading, writing, and speaking. Cadena et al. (2018), in their research *Development of the Curriculum of English as a Foreign Language in Ecuador*, mentions that the National Curriculum has been applied since 2016 and although there have been innovations, an official evaluation of the curriculum had not yet been carried out, resulting in the existence

of the need for an approach to curriculum development. He also mentions the opinion of the author Hall on the subject: "Curriculum Assessment itself will not increase students' achievement. However, curriculum assessment data used to make informed decisions has the potential to significantly impact student learning and behaviour" (Hall, 2012, p. 66). The evaluation process should not depend on and be limited by student performance but should be subject to the system itself.

Since this research is focused on reading comprehension, it is worth mentioning that, within English Language Curriculum, it is proposed that the main objective of reading development is that students can interact autonomously with written texts to perform different tasks such as extracting information, learn from the world and communicate. Within the Curriculum, the Ministry of Education (Mineduc, 2019) talks about reading comprehension, which involves the organization of texts, discourse comprehension as occurs when drawing L1/L2 styles, the activation of schemes, and the recognition of connectors that help the organization of texts. Informational texts such as emails, messages, and announcements, among others are those that students must analyse and understand, but the processing of information requires skills for satisfactory understanding, such as skimming and scanning.

In Ecuador several researches emphasize reading comprehension, however, there has not been so much research in the area of English. Below are a few studies on this.

A study in higher education in Ecuador that can be mentioned is the research of Mantilla and Barrera (2021), the objective of his research was to determine the probability of succeeding in academic performance based on levels of understanding, using the cloze test as a technique. The students who participated were from careers in accounting, economics, and others. The results obtained indicated that high levels of reading comprehension demonstrate a high probability of success in academic performance. Therefore, the importance of developing good reading comprehension in students is highlighted so that they succeed both academically and

professionally. This means that reading should have greater emphasis from basic levels of training and progressively strengthen the skills and abilities in the same at the following levels of training.

About the above, Espinoza (2018) sought to determine if there was a relationship between reading comprehension and academic performance, using the correlational descriptive method, through a Reading Comprehension Test (ACL), this test evaluates reading comprehension, focusing on the dimensions it has, for this purpose fifth-year EGB students were evaluated, with the aim that students can develop in a better way in their studies and also improve their academic performance, and on the part of teachers develop strategies to innovate and improve their methodology of teaching the reading process in students from an early age, thus promoting the ability of students to understand written texts and in turn give with their own words critical and reflective opinions about what they read.

Regarding the area of English in higher education, Crespo (2019), in his research " El desarrollo de la lectura comprensiva en el idioma inglés a través de actividades que involucren el uso de páginas interactivas de internet", his group and experimental participants had active participation in terms of reading activities, which also influenced the strengthening of the oral production of English language but what concerns reading comprehension is that through the activities they proved to be able to share, produce and generate ideas about the readings.

As evidenced, these researches help to understand that reading is present in every step of life, both in academic and professional life, so it is useful to put into practice the skills around it, which will allow the individual to be able to understand what the written texts express and thus formulate their ideas about them but also facilitate To collect basic data that they express and to be able to use it if necessary, such as what is to be achieved with the techniques of skimming and scanning, that through a system of activities, the students answer questions based on the readings s quickly with the information that the texts provide.

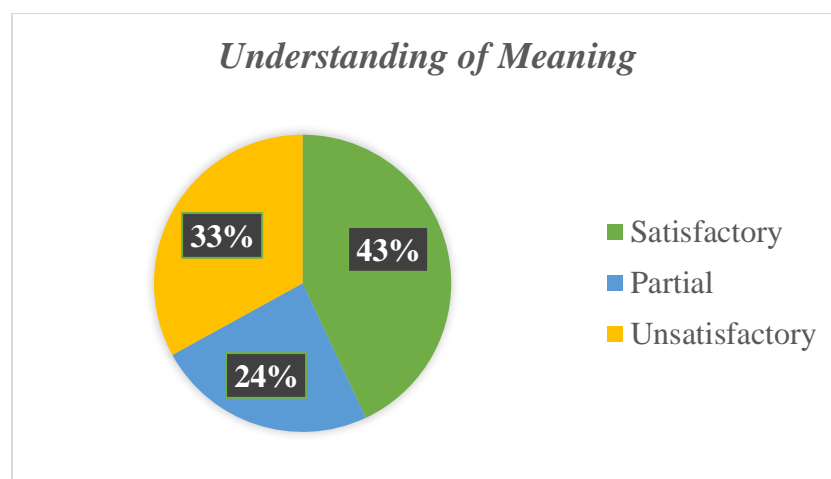
1.3.2 Diagnosis of the Current State of Reading Comprehension in English Language of Students of First Semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala

This section shows the results obtained after the application of the diagnostic test to measure the knowledge of students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala regarding the use of skimming and scanning as reading techniques for the development of reading comprehension in English. Firstly, the observation was carried out, which was evaluated by means of the observation guide (Annex 1). The results of the diagnostic test are as follows:

Pedagogical Test (Diagnostic Test). The diagnostic test was used to investigate the students' prior knowledge of reading comprehension techniques: skimming and scanning. This was measured by means of an evaluation rubric on an ordinal scale of three levels: satisfactory, partially satisfactory and not satisfactory.

Dimension 1: Cognitive

Figure 1

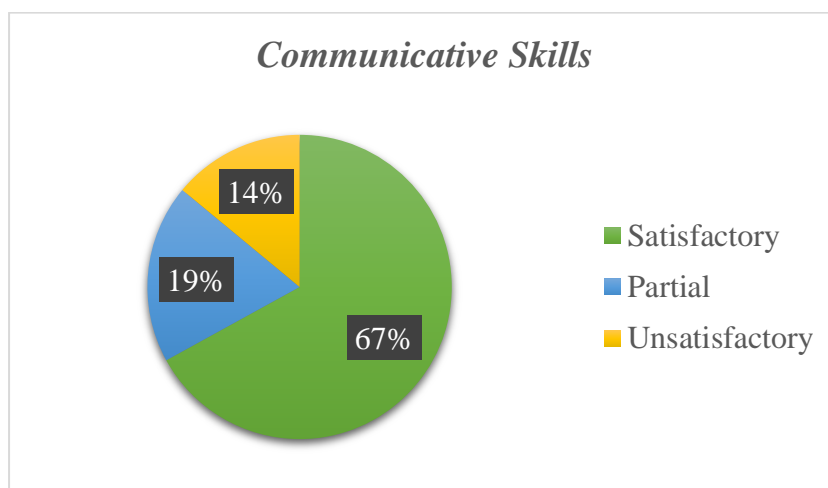


One indicator was assessed in this dimension, the understanding of meaning. The results obtained with respect to the cognitive dimension show that students are placed on the *satisfactory* scale according to the understanding of the use of reading comprehension

techniques, skimming and scanning, therefore, they comply with the elements implemented to assess this area. As Delgado (2008) refers, "captan los significados literal, implícito y complementario, emplean estrategias cognitivas y metacognitivas, reconocen el significado de las palabras por el contexto o con el auxilio de un diccionario" (p, 80).

Dimension 2: Communicative

Figure 2

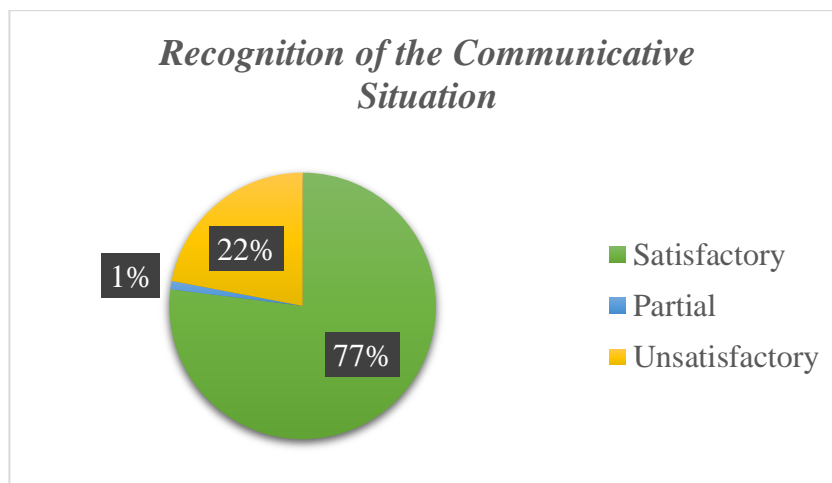


The results obtained for the communicative dimension show that most of the students are on the *satisfactory* scale in relation to sharing and expressing their opinion based on what the text communicates, thus fulfilling the elements established for assessing this area. This performance could be due to the level of facility they have with communicative skills in their context.

El lenguaje se define como un sistema de signos que participan en la comunicación social, implica saberes lingüísticos, sociolingüísticos, discursivos y estratégicos. Significa reconocer y usar el código lingüístico y otros códigos (gestual, icónico, simbólico); en diferentes situaciones y contextos; construir discursos coherentes y emplear estrategias para iniciar, desarrollar y concluir la comunicación. (Delgado, 2008, p. 65)

Dimension 3: Sociocultural

Figure 3



The results obtained with respect to the socio-cultural dimension reveal that a large proportion of students are on the *satisfactory* scale in terms of the correct use of the two reading comprehension techniques, as they comply with the elements established for assessing this area. These results may be due to good recognition of the learners' communicative situation. Delgado (2008) states that “está referida al conocimiento del contexto, roles de los participantes y jerarquía social. Están implicados la identidad de los sujetos, sentimientos y estados de ánimo, pertenencia a una clase o grupo social, intención y finalidad comunicativa y la situación comunicativa del texto” (p. 65).

From another point of view, one of the main factors of the students' good performance in this dimension is the great performance they have developed, thanks to the constant help and motivation provided by the teacher, with teaching strategies being a key part of this process. Consequently, a large proportion of students make correct use of skimming and scanning techniques in the questions carried out in this area, yet a large minority still do not use these techniques correctly in the relevant contexts, and the other large percentage are indifferent to the subject.

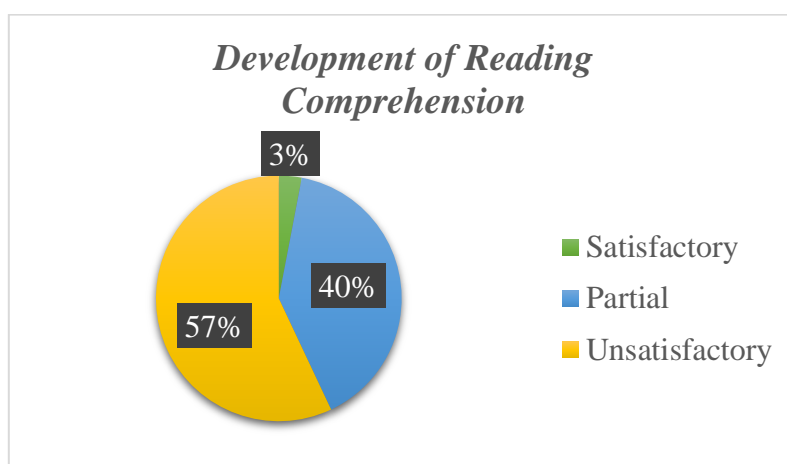
As mentioned above, the information collected from the diagnostic test is contrasted with the results of the observation guide, which will be summarised below:

One of the main reasons for the low productivity of students is that they do not master reading in their mother tongue and therefore find it difficult to master it in a second language, because they place little or no emphasis on improving their reading comprehension, the latter being one of the fundamental skills when learning English.

According to the above, the teacher sometimes does not take into account the students' level of English for the development of reading activities, since a large part of the students have the correct level, while the vast majority do not reach that level, which is an impediment to the optimal development of reading comprehension by all students. Therefore, the object of study of this research is oriented towards the process of English language teaching and learning in higher education. For this reason, the application of a system of activities is proposed with the aim of developing reading comprehension in English language, through the use of skimming and scanning.

General Analysis:

Figure 4



Note. Considering a population of 35 students.

As a result of the pedagogical test, it could be established that the current state of the students with respect to the development of reading comprehension in English language,

through the use of skimming and scanning, is located on the *satisfactory* scale, which represents 3% referring to the understanding of meanings, communicative skills and recognition of the communicative situation of reading comprehension in English, compared to 40% of the students, which refers to the indicators mentioned above, are on the *partial* scale and finally 57% of the students are on the *unsatisfactory* scale, which is the decisive factor in this research. The causes of this can be mentioned; the teacher sometimes overlooks English level of the students for the development of reading activities and the students do not handle reading in their mother tongue and therefore it is difficult for them to master it in a second language.

Thus, as a result of the results obtained from the pedagogical test applied, the initiative arose to implement an intervention proposal in order to develop reading comprehension in English, which will be described in chapter 3.

Chapter 2

Methodological Framework

This chapter will detail aspects considered for the development of this research. Starting from the definition of the research paradigm to the theoretical and methodological methods that were used for data collection.

2.1 Paradigm and Type of Research

According to the objectives expected to be achieved with this research, its paradigm was determined to be quantitative since it is intended to develop a system of activities focused on the use of skimming and scanning as speed reading techniques to understand and interpret texts in English language. Therefore, the hypothesis that will be tested during the development of this research was raised.

According to Finol and Vera (2020), the quantitative paradigm has a linear and systematic sequence, which means that first a problem is posed, then a literature review is carried out and different theories focused on the subject are sought, the hypothesis is formulated, the design is defined, the population or sample, the data collection instruments, and the data are analysed through the use of statistics based on the hypothetical-deductive and inductive method.

2.2 Research Design

A research design should be chosen according to the study's problem. The research design is defined as the techniques or strategies used by the researcher to obtain specific information.

As reaffirmed by Palella and Martins (2006), research design refers to the strategy adopted by the researcher to respond to the problem, difficulty or inconvenience posed in the study. For didactic purposes, they are classified into experimental design, non-experimental design and bibliographic design.

According to the needs observed in the students in the ability of Reading, this work has an experimental design type, given that we want to know the impact of the relationship between two variables.

2.3 Population and Subject of Study

The selected population is made up of 35 students of the first semester of the car of Pedagogy of National and Foreign Languages of the Technical University of Machala, a group of students made up of 22 women and 13 men.

2.4 Research Methods

Rodriguez and Perez (2017) state that “el termino métodos de investigación como técnica particular se refiere a las diferentes formas en que el sujeto que investiga puede interactuar con el objeto de estudio” (p. 3).

The researchers applied both theoretical and empirical methods. Theoretical methods favour the abstract interpretation of empirical methods. On the other hand, empirical methods allow for experimentation and observation of facts. These methods helped to collect information and provide answers to research questions.

2.4.1 Theoretical Methods

Historical-logical. It is determined as a method that has a historical before and a historical now and that has a reason for the events, that is a logical reason. As Torres (2020) mentions, the historical-logical method moves simultaneously on two planes: that of logical development and that of real historical development. The historical-logical method is only realised as a result of the dialectical unity of both planes, not as two moments, nor as a sum of two methods. In essence, it is applied to study a part of the historical trajectory of the object of research associated with the stated scientific problem, to determine the trend, the most significant stages of its development and its fundamental historical connections in a

chronological and logical way. In this research the historical-logical method was used for the study of the object on its actual path through history and reason.

Hypothetical-deductive. According to Ruiz (2021), it is based on a hypothesis supported by the theoretical evolution of a specific science, which makes it possible to reach conclusions and empirical predictions, which at the same time are subject to verification. Finally, it alludes to a great heuristic value, because it allows predicting and testing new hypotheses about reality.

Synthesising the above, this method allowed for an opinion to be expressed on the research hypothesis, to affirm or refute it, giving way to the respective conclusions based on it.

Systemic. According to Ortega et al. (2021), this method is bibliographic-reflective in nature, as it relates experiences and knowledge that are supposedly isolated in order to identify patterns and results of a social fact, studying the research topic from a structured point of view, as a system is composed of several subsystems that interact with each other and have their own characteristics and functions. The authors of this research used this method by reviewing the theory on the research variables and relating them to each other as part of a whole.

Analytical-synthetic. Analysis is a procedure of decomposing a whole into its components, making it possible to study the behaviour of each of these parts. Synthesis, on the other hand, combines or unites all the previously analysed parts and makes it possible to obtain general characteristics between the components. From this, a generalisation of the characteristics established from the analysis can be obtained. According to Quesada and Medina (2020), the common use of this method is to summarise the literature search, to facilitate the analysis and classification of the collected information sources and to analyse the documentation on the research topic. In this research, this method was useful in reviewing the theory on the object of study, to analyse and summarise it.

2.4.2 Empirical Methods

These research methods seek to obtain knowledge from the observation of reality, so they are based on experience, since facts and data are used in order to answer research questions. As ratified by Argüelles et al. (2021), empirical methods are used to discover and accumulate a set of facts and data as a basis for diagnosing the state of the problem to be investigated and/or the verification or validation of the proposal to be offered in the research, but they are not sufficient to delve into the essential relationships and therefore require the joint use of theoretical methods.

Thus, this research is supported by two empirical methods, observation, which is a mere contemplation of the object of study and was used in this research to diagnose the development of reading comprehension in students, and the pedagogical test used to verify the results of the application of the system of activities given to the students, specifically through the use of skimming and scanning as techniques for the development of reading comprehension.

Each of the above-mentioned methods is detailed below:

Observation. For López and Ramos (2021), scientific observation is a general empirical method of the researcher that can be used at different moments of the research, in its initial phase it is used to formulate questions, during the research it can be transformed into the means of the methods used in the verification of the hypothesis and in the final stage of the study, it can predict trends and the evolution of phenomena.

The observation developed in this research was direct observation, developed in a structured manner with the support of an observation guide with the evaluated parameters, and it was also a non-participant observation, as the researchers were not part of the observed group.

Pedagogical Test. It is used in educational research to diagnose the level of knowledge, inclinations and skills of the research subject during a specific time; consequently, it is useful

to understand the effect of teaching, to understand the performance of the teacher and to evaluate the performance of the students.

According to López and Ramos (2021), the test or pedagogical test is an instrument of measurement of great relevance that is carried out during the research process, with the aim of diagnosing the state of a problem or to corroborate the level of change or progress of an educational phenomenon.

In this research, this instrument was used to measure the development of students' reading comprehension through reading activities in which they can apply skimming and scanning techniques. Previously, a diagnostic test was carried out in order to know the state of the students before the development of the system of activities and, at the end, a summative evaluation was applied.

2.4.3 Research Variables

Independent Variable (Variable1). The system of activities through the use of skimming and scanning is determined as a set of predetermined and closely related activities, in order to accomplish the proposed objectives in this research, and its useful development in education.

Dependent Variable (Variable 2). The development of reading comprehension is stated as the ability to perceive the meaning of the content of a written message.

2.5 Data Collection

2.5.1 Research Instruments

In this research, reading comprehension is the variable studied, for which a consistency matrix was elaborated.

Table 1*Consistency matrix*

| Scientific problem | Objective | Hypothesis | Research variables | Measurement indicators |
|---|---|--|---|---|
| How to contribute to the development of reading comprehension in English language in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala? | General: To develop a system of activities through the use of skimming and scanning as techniques for the development of reading comprehension of English language in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala. | The application of a system of activities using skimming and scanning will contribute to the development of English language reading comprehension | Independent variable: The system of activities through the use of skimming and scanning Dependent variable: The development of reading comprehension | Understanding of meaning Communicative skills in expressing judgements based on what the text communicates Recognition of the communicative situation |

The following table shows the relationship between the dimensions and indicators that were assessed in the pre-test and post-test.

Table 2

Relationship between dimensions and indicators

| Dimensions | Indicators | Items |
|--------------------------------|---|--|
| Cognitive dimension | Understanding of meaning | Pre-test: 1-2 Post-test: 1-2-7-8 |
| Communicative dimension | Communicative skills in expressing judgements based on what the text communicates | Pre-test: 3-4 Post-test: 5-9-13 |
| Sociocultural dimension | Recognition of the communicative situation | Pre-test: 5-6 Post-test: 3-4-6-10-11-12 |

Note. Reading comprehension is evaluated from the cognitive dimension, the communicative dimension and the sociocultural dimension.

2.6 Description of the information analysis process

For the interpretation of the data obtained on the mastery of reading comprehension techniques, the following tool was used with the indicators that were evaluated:

Table 3

Rubric to assess reading comprehension

| Indicators | Satisfactory (10-9) | Partial (8-7) | Unsatisfactory (Less than 7) |
|--|---|--|---|
| Understanding of meaning. | Students understand the message conveyed by the text in its entirety. | Students understand a certain part of the message conveyed by the text. | Students do not understand the message conveyed by the text. |
| Communicative skills to express criteria based on what the text communicates. | Students express their opinion about the text. | Students partially express an opinion about the text. | Students do not express their opinion about the text. |
| Recognition of the communicative situation expressed in the text. | Students recognise when to use each reading comprehension technique. | Students partially recognise when to use each reading comprehension technique. | Students do not recognise when to use each reading comprehension technique. |

Chapter 3

System of Activities for the Development of Reading Comprehension in English Language of Students of First Semester of the Career of Pedagogy of National and Foreign Languages of the Technical University of Machala through the Use of Skimming and Scanning as Techniques

This chapter provides a theoretical basis for the system of activities based on the use of skimming and scanning for reading comprehension in English. It also describes each activity carried out with students of first semester of the Pedagogy of National and Foreign Languages career of the Technical University of Machala.

3.1 Theoretical Grounding of the System of activities Based on Skimming and Scanning for the Development of Reading Comprehension in English language

According to different authors, in order to develop reading comprehension, a process must be carried out that allows the reader to understand the text and the message it conveys, and thus process the information to express their own criteria based on what the text expresses. According to Campos (2023), reading is a process which involves:

- The ability to recognise words in written texts.
- The ability to read, process and understand the meaning of text.
- The ability to read accurately and fluently.

Teaching reading requires familiarity with the skills that must be constantly improved in order to develop reading comprehension. Therefore, teachers must be prepared to know how to carry out reading activities. The reading class should have activities that activate the student's prior knowledge, introduce new vocabulary, develop tasks while reading and after reading the text. For this purpose, Campos (2023) indicates that three stages of reading are carried out: pre-reading stage, while-reading stage and post-reading stage.

In the pre-reading stage, activities are carried out to enable students to think about what they know about the topic and to predict what the text they will read will be about. The purpose of these activities is to establish what the purpose of the reading will be, to know the vocabulary that will help students understand the activities satisfactorily, to predict what they are going to do and to establish what they know about the topic.

In the next stage, called the while-reading stage, activities are carried out which help the learner to focus on aspects of the text and to understand it much better. The aim is for learners to approach the text as if it were written in their mother tongue. At this stage it is possible to identify the general idea of the text (skimming) and even identify specific information within it (scanning).

Finally, in the post-reading stage, activities help students understand the text further through critical analysis. According to Rodriguez (2020), this stage allows the individual to use their prior knowledge and intelligence to draw conclusions about what they read. He also considers this stage as a tool that should be employed in educational contexts for the improvement of students' cognitive abilities.

All the activities, which are carried out at different stages of reading, have a purpose and complement each other to form a system. It is therefore important to know the stages and the activities that can be carried out in each one.

3.2 Description of the System of activities

This section details each activity of the system of activities. The general objective of the system of activities is to develop a system of activities based on the use of skimming and scanning as techniques for the development of reading comprehension in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.

Week 1

This week is fundamental to know the student's knowledge of skimming and scanning techniques, therefore, a diagnostic test is applied to find out their level of knowledge on the subject.

Lesson 1.

Theme: Skimming and scanning

Objective: Students will be able to recognize what skimming and scanning techniques are in reading comprehension.

Resources: PowerPoint, Microsoft Teams, Mentimeter

Introduction to the topic (20 min)

Lead-in: students discuss what they know about skimming and scanning techniques through Mentimeter.

Diagnostic test (10 min): the diagnostic test is applied.

Explanation of the topic (25 min)

The teacher explains what skimming and scanning are through a PowerPoint presentation, gives examples from everyday life when the techniques are used and carries out activities involving the use of skimming and scanning, with the participation of the students.

Conclusion (15min)

The topic is concluded and doubts on the subject are clarified.

Week 2

In this week the reading activities based on the use of skimming and scanning are developed. The reading activities are carried out in three stages, first the introductory activities, then the main activities and finally the post-reading activities. Each reading has

a different level of English, the first reading uses A1 level vocabulary, the next reading with A2 level and the last reading with B1 level.

Lesson 2.

Theme: Reading activities

Objective: Students will be able to use skimming and scanning techniques to answer questions.

Resources: PowerPoint, Microsoft Teams, Wordwall (flashcards)

Introduction to the lesson (10 min)

Lead-in activity: teacher asks questions about the last lesson.

Activity 1

Theme: Reading: These are my cats

Level of English: Level A1

Introduction to the topic (5 min)

Introductory activity:

Use of flashcards with the vocabulary found in the reading so that the student knows the words that appear in the text.

Explanation of the activity (5 min)

Main activities:

Use skimming to get the general idea of the text. Analyse the first few sentences of the reading to get a general idea about the text.

Using scanning to answer questions that require specific information.

Brainstorming keywords they can find in the reading.

Evaluation (10 min)

Post-reading activities:

They are shown the questions they have to answer based on the reading. Firstly, they have a skimming question to find out the aim of the text. They also have two questions that involve the use of scanning, taking into account the keywords in the questions.

Activity 2

Theme: Reading: My wonderful family

Level of English: Level A2

Introduction to the topic (5 min)

Introductory activity:

Use of flash cards with the vocabulary found in the reading so that the student knows the words that appear in the text.

Explanation of the activity (5 min)

Main activities:

Use skimming to get the general idea of the text. Analyse the first few sentences of the reading to get a general idea about the text.

Using scanning to answer questions that require specific information. Brainstorming keywords they can find in the reading.

Evaluation (10 min)

Post-reading activities:

They are shown the questions they have to answer based on the reading. Firstly, they have a skimming question to define what the text is about. Also, they have three questions that involve the use of scanning, taking into account the keywords in the questions.

Activity 3

Theme: Reading: Having ability

Level of English: Level B1

Introduction to the topic (5 min)

Introductory activity:

Use of flash cards with the vocabulary found in the reading so that the student knows the words that appear in the text.

Explanation of the activity (5 min)

Main activities:

Use skimming to get the general idea of the text. Analyse the first few sentences of the reading to get a general idea about the text.

Using scanning to answer questions that require specific information. Brainstorm keywords they can find in the reading.

Evaluation (10 min)

Post-reading activities:

They are shown the questions they have to answer based on the reading. Firstly, they have a skimming question to define what the text is about. Also, they have three questions that involve the use of scanning, taking into account the keywords in the questions.

Conclusion (10 min)

Group work: discuss in groups their opinion on the given readings. Then, they share their ideas with the rest of the class.

Conclude and resolve doubts.

Week 3

During this week, a summative evaluation is carried out to find out if the objectives have been achieved.

Class 3.

Theme: Summative assessment: Skimming y scanning

Objective: Students will be able to apply their knowledge of what they have learnt about skimming and scanning.

Resources: PowerPoint, Quizizz, Microsoft Teams.

Introduction to the topic (15 min)

Feedback on what has been learned previously and an explanation of how the summative evaluation is carried out through PowerPoint.

Development (30 min)

Students have 30 minutes to complete the Quizizz assessment, which contains 13 multiple-choice questions involving the main topic, which is skimming and scanning techniques.

Conclusion (15 min)

Conclusion and clarification of doubts about the topic.

This chapter allowed the description of the main theoretical foundations on the system of activities that were carried out in three classes, using useful resources in the teaching-learning process as support for the development of the activities. It is worth mentioning that the modality of the classes was online. Furthermore, based on Campos' criteria (2023) on the stages in which reading activities are carried out, it was possible to organise them in such a way that it was possible to put the skimming and scanning techniques into practice. The whole process was evaluated with a summative evaluation to know the results obtained by the students after the development of the activities.

Chapter 4

Application of the System of Activities for the Development of Reading Comprehension in English Language of Students of First Semester of the Career of Pedagogy of National and Foreign Languages of the Technical University of Machala through the Use of Skimming and Scanning as Techniques

This chapter details the results obtained after the application of the system of activities through the use of skimming and scanning for the development of reading comprehension in students of the first semester of the career of Pedagogical of National and Foreign Languages, and tests the hypothesis.

4.1 Description of the Implementation of the System of Activities

The application of the system of activities started on Tuesday, 18 July 2023, through a 60-minute lesson. On this first day of class, it was explained what the project is about and a lead-in activity was carried out to find out what the students know about skimming and scanning through the use of Mentimeter (Annex 6) as a resource for them to share their ideas, this activity lasted 10 minutes. After that, we proceeded to the application of the diagnostic test (Annex 2) using a Google form, which lasted 10 minutes, all questions were focused on the use of skimming and scanning. Once the pre-test was finished, 25 minutes were spent explaining what skimming and scanning reading techniques are, how they relate to everyday life, and how and when to use them. The class was concluded by clarifying doubts in the last 15 minutes.

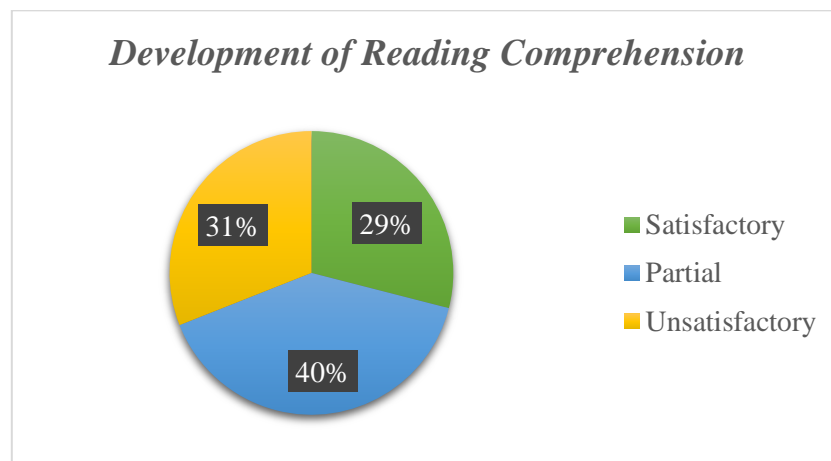
The second lesson was held on Thursday, 27 July 2023 and lasted 80 minutes. The class started with a feedback on what was studied last class. Then, we proceeded to the PowerPoint presentation, which contained three reading activities; before each reading we reviewed the vocabulary using flashcards as an introductory activity for each reading, proceeding to read each of the readings, which contained a series of questions that had to

be answered by using skimming and scanning techniques. It is worth mentioning that each reading had its own degree of difficulty with respect to the level of English. Once the questions were finished, the students were divided into zoom groups so that they could share their point of view on the readings with each other and then with the whole class, and any doubts were clarified, thus concluding the class.

The third and final lesson took place on Tuesday, 1 August 2023, with a duration of 60 minutes. The first 15 minutes were used to give feedback on the last class and to give indications about the summative evaluation that was developed to measure the students' knowledge, allowing them to know how useful the skimming and scanning reading techniques are for the development of reading comprehension. By using Quizziz it was possible to evaluate this content, taking into account the following dimensions: cognitive dimension, communicative dimension and socio-cultural dimension.

4.2 Results of the Application

Figure 5



Note. Final result after the analysis of the results obtained on the basis of the three measurement indicators: understanding of meaning, communicative skills and recognition of the communicative situation.

Post-test

The third and last class was on Tuesday, August 1, 2023 and was used to take the post-test, which measured the students' subsequent knowledge, allowing to know if the activities and strategies implemented were useful to improve the development of reading comprehension. Screen captures were taken and the teacher in charge of the subject provided the recording of the class as evidence material, where skimming and scanning techniques were evaluated through the different dimensions: cognitive, communicative and socio-cultural.

The results show that out of 35 students who took the test, 29% scored on *satisfactory* scale which shows that 10 students possess skills related to comprehension of meaning, communicative skills and recognition of the communicative situation of reading comprehension in English. On the other hand, 31% reached *unsatisfactory* level, which shows that 11 students had difficulties or few skills concerning reading comprehension in English, did not have the cameras on and did not show interest in the activities or in completing them.

At the end of the research, it was possible to verify the results of the pre-test and post-test and it was possible to verify that the use of the system of activities through the use of skimming and scanning as techniques for the development of reading comprehension in the English language was fundamental, given that at the beginning 57% of students were perceived with an *unsatisfactory* level, however, in the post-test the result obtained was positive, as the number of students on that scale decreased, which shows that their reading comprehension skills improved, placing them at the *satisfactory* level, given that previously only one student was on that level. While the number of students on *partial* scale remained the same in both tests.

4.3 Hypothesis Testing

Scientific Hypothesis: The application of a system of activities using skimming and scanning will contribute to the development of English language reading comprehension.

Null Hypothesis (H0): The application of a system of activities through the use of skimming and scanning will not contribute to the development of reading comprehension of English language.

Alternative Hypothesis (H1): The application of a system of activities through the use of skimming and scanning does contribute to the development of English language reading comprehension.

Degree of freedom

$$DF = (r-1) (c-1) = 2$$

Margin of error

0,05

4.3.1 Value scale for students on the pre-test and post-test

| Instruments | Meets satisfactorily | Partially meets | Does not meet | Total |
|-------------|----------------------|-----------------|---------------|-------|
| Pre-test | 1 | 14 | 20 | 35 |
| Post-test | 10 | 14 | 11 | 35 |

4.3.2 Chi-squared calculator

Observed frequencies(f0)

| Observed | Meets satisfactorily | Partially meets | Does not meet | Total |
|--------------|----------------------|-----------------|---------------|-------|
| Pre-test | 1 | 14 | 20 | 35 |
| Post-test | 10 | 14 | 11 | 35 |
| Total | 11 | 28 | 31 | 70 |

Expected frequencies(fe)

| Expected | Meets satisfactorily | Partially meets | Does not meet | Total |
|------------------|-----------------------------|------------------------|-----------------------|--------------|
| Pre-test | $11 \cdot 35/70=5,5$ | $28 \cdot 35/70=14$ | $31 \cdot 35/70=15,5$ | 35 |
| Post-test | $11 \cdot 35/70=5,5$ | $28 \cdot 35/70=14$ | $31 \cdot 35/70=15,5$ | 35 |
| Total | 11 | 28 | 31 | 70 |

Chi-squared (x2)

| Chi-squared | Meets satisfactorily | Partially meets | Does not meet |
|--------------------|-----------------------------|------------------------|----------------------|
| Pre-test | 3,681 | 0 | 1,306 |
| Post-test | 3,681 | 0 | 1,306 |
| Total (x2) | 9,974 | | |

4.3.3 Hypothesis testing

| Chi-squared | Critical value |
|--------------------|-----------------------|
| 9,974 | 5,991 |

According to the theory, if the chi-square is greater than the critical value, the null hypothesis (H0) is rejected. Therefore, the alternative hypothesis (H1) is accepted: the application of a system of activities through the use of skimming and scanning does contribute to the development of reading comprehension in English language of students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.

4.4 Analysis and discussion of the results

By means of the elaboration of a general analysis, according to the results obtained from the evaluation of the reading comprehension of English language in students of first semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala, it can be evidenced that the evaluated group as such, have a satisfactory level, partially complies and does not comply, in relation to the comprehension of meanings, communicative skills and recognition of the communicative situation at the moment of carrying out this project. In the same way, the good performance of English teacher with respect to communicative skills can be seen, on the

other hand, the weaknesses of a certain percentage of students who are beginning their studies stand out.

Referring to the total number of students taken for this project (35) of which 20 students at the beginning in the pre-test were placed in the non-compliant level, but in the post-test 9 students decreased, who improved their skills in reading comprehension, placing them in the satisfactory compliant level, with regard to the evaluation indicators comprehension of meanings, communicative skills and recognition of the communicative situation. Emphasising that this group was able to excel by participating, understanding the meanings regarding reading comprehension techniques, sharing their knowledge and expressing ideas regarding the subject with their classmates. On the other hand, the indicators in which shortcomings were found were comprehension of meanings and recognition of the communicative situation, due to the fact that they continued to have doubts regarding the definition of each technique and had problems in recognising when and in what situation to use each of these techniques, which is why they failed at the time of carrying out the exercises.

Conclusions

Thanks to the literature review, the skimming technique was defined as quick reading to get the general idea of the text and the scanning technique as quick reading to look for specific information, which together help the development of reading comprehension through activities.

The results of the diagnosis showed that the students of first semester of the career in Pedagogy of National and Foreign Languages do not know how and when to use skimming and scanning techniques in English.

A system of activities was developed so that students are aware of the techniques and know when and how to use them, taking into account that the reading process is carried out in three stages: pre-reading stage, while-reading stage and post-reading stage. So that this order allows for greater reading comprehension and thus effective use of the techniques.

Through the application of the system of activities using skimming and scanning techniques, the results obtained showed that there was a positive change in the development of reading comprehension, thus demonstrating that skimming and scanning techniques are a tool that students should learn to apply in their educational life.

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Annexes

Annex 1

GUIA DE OBSERVACIÓN

| | |
|-----------------------------|--|
| Nombre del observado | |
| Edad | |
| Carrera | |
| Semestre | |

INSTRUCCIONES: Observar y marcar con (x) si cumple con los siguientes aspectos a evaluar, en la escala establecida (si, no, tal vez)

OBJETIVO: Observar y evaluar el desarrollo de la habilidad de Reading del estudiante.

| No. | ASPECTOS A EVALUAR | Si | No | Tal vez |
|------------|--|-----------|-----------|----------------|
| 1 | Demuestra interés por la lectura | | | |
| 2 | Tiene conocimiento previo sobre el vocabulario de la lectura | | | |
| 3 | Responde las preguntas en base a la lectura de manera rápida | | | |
| 4 | Puede obtener la idea principal del texto | | | |
| 5 | Comparte su opinión sobre el texto | | | |

Annex 2



UNIVERSIDAD TÉCNICA DE MACHALA
 D.L. No. 69-04 de 14 de Abril de 1969
 Calidad, Pertinencia y Calidez
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES



Prueba diagnóstica

Nombre:

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

Semestre:

Fecha:

Nota: Esta evaluación tiene como objetivo evaluar sus conocimientos previos y a su vez será la base para la elaboración de futuras actividades. No tiene calificación.

1. What is scanning?

- a) Who cares.
- b) Taking the time to understand the whole text in depth.
- c) Quickly reading over a text to get the general gist.
- d) Quickly reading over a text to find some specific information which is focused upon.

2. What is skimming?

- a) Taking the time to understand the whole text in depth.
- b) Quickly reading over a text to get the general gist.
- c) Brief description.
- d) Quickly reading over a text to find a specific piece of information which is focused upon.

3. Skimming is mostly used while reading a newspaper or magazine.

- a) True
- b) False

4. Searching Spotify for Taylor Swift's songs, is an example of?

- a) Scanning
- b) Skimming

5. At what age did Tiger Woods first win the US Masters.

When Tiger won the US masters in 1997, he was only 21 years old. In winning, he broke lots of records. He won the title by 12 strokes, which was the biggest ever victory at the US masters. He also Became the youngest champion in 61 years.

- a) 12
- b) 23
- c) 21
- d) 61

6. Read the following text and answer the questions.

My morning routine

My name is Bob. Each day I drive my kids to school. My daughter goes to a school that's far from our house. It takes 30 minutes to get there. Then I drive my son to his school. It's close to my job. My daughter is in the sixth grade and my son is in the second. They are both good students. My daughter usually sings her favorite songs while I drive. My son usually sleeps.

I arrive at the office at 8:30 AM. I say good morning to all my workmates then I get a big cup of hot coffee. I turn on my computer and read my email. Some days I have a lot to read. Soon I need another cup of coffee.

a. Which child is older?

- Daughter
- Son

b. What happens in the car each morning?

- Daughter reads and son sleeps
- Daughter sings and son sleeps

c. When does Bob get his second cup of coffee?

- Before reading his email
- After reading his email

Annex 3

LESSON PLAN 1

| Teachers' names: Melissa Ramón, Astrid Herrera | | Date: 18/07/2023 | |
|--|---------------------------------------|---|------------------------------------|
| Semester: 1 st | | Duration: 1 Hour | |
| Level: A2 | | | |
| Topic: The use of skimming and scanning in reading comprehension. | | | |
| Aims of lesson: Identify the differences between the use of skimming and scanning techniques in reading comprehension. | | | |
| Lesson objectives: Students will be able to recognize what skimming and scanning techniques are in reading comprehension. | | | |
| Assumed prior knowledge: | | | |
| Resources: <ul style="list-style-type: none"> • Laptop • Microsoft teams • Power point presentation • Diagnostic test | | | |
| Time | Content & teacher activity | Student activity | Resource |
| 10 min | Introduction (lead-in activity) | Listen to the teachers and answer the questions | Laptop |
| 10 min | Diagnostic test | Do the diagnostic test | Microsoft teams Diagnostic test |
| 25 min | Explanation | Listen to carefully | Power point presentation |
| 15 min | Conclude the topic and ask for doubts | Clarify doubts | |

Annex 4

LESSON PLAN 2

| Teachers' names: Melissa Ramón, Astrid Herrera | | Date: 27/07/2023 | |
|---|---|--|--|
| Semester: 1 st | | Duration: 1 Hour | |
| Level: A2 | | | |
| Topic: System of activities through the use of skimming and scanning as techniques for the development of reading comprehension of the English Language | | | |
| Aims of lesson: Recognize the differences of skimming and scanning techniques in reading comprehension. | | | |
| Lesson objectives: Students will be able to recognize when skimming and scanning techniques are used in reading comprehension activities. | | | |
| Assumed prior knowledge: | | | |
| Resources: <ul style="list-style-type: none"> • Laptop • Microsoft teams • Power point presentation • Flashcards | | | |
| Time | Content & teacher activity | Student activity | Resource |
| 10 min | Introduction (lead-in activity) | Listen to the teachers and answer the questions | Laptop |
| 60 min | Reading activities: Activity 1 Activity 2 Activity 3 | Pay attention and read using skimming and scanning techniques | Microsoft teams Power point presentation Wordwall (flashcards) |
| 10 min | Group work and conclusion of the topic | Analyze the questions and share your own ideas about each topic. Clarify doubts | |

Annex 5

LESSON PLAN 3

| Teachers' names: Melissa Ramón, Astrid Herrera | | Date: 01/08/2023 | |
|--|---------------------------------------|---|--------------------------|
| Semester: 1 st | | Duration: 1 Hour | |
| Level: A2 | | | |
| Topic: Summative assessment | | | |
| Aims of lesson: Identify the progress of the students after the apply the system of activities through the use of skimming and scanning as techniques for the development of reading comprehension of the English Language. | | | |
| Lesson objectives: Students will be able to recognize how important skimming and scanning techniques are in reading comprehension. | | | |
| Assumed prior knowledge: | | | |
| Resources: <ul style="list-style-type: none"> • Laptop • Microsoft teams • Power point presentation • Quizziz | | | |
| Time | Content & teacher activity | Student activity | Resource |
| 10 min | Introduction (lead-in activity) | Listen to the teachers and answer the questions | Laptop |
| 10 min | Explanation of the assessment | Listen to carefully and ask | Microsoft teams |
| 30 min | Assessment through Quizziz | Answer the questions on time. | Power point presentation |
| 10 min | Conclude the topic and ask for doubts | Clarify doubts | Quizziz |

Annex 6

The screenshot shows the Menti quiz interface. At the top, there's a navigation bar with 'My first Word cloud', a help icon, a user profile 'AH', 'Share', and 'Present' buttons. Below this, there are '+ New slide' and 'Import' buttons. The main content area displays the question: 'Write on your own words what do you know about skimming and scanning?' with '35 responses'. A word cloud is generated from these responses, featuring terms like 'Ideas mas importantes', 'son técnicas de búsqueda', 'reading comprehension', 'do you have qr code', 'no conozco sobre el tema', 'keywords', 'sentences', 'i don't know about it', 'skimming y el escaneo', 'I have no knowledge', 'escaneo del texto', 'I don't know anything', 'k ase', 'escaning', 'no tengo idea', 'very good', 'print', 'patience', 'copy information', 'run', 'hola', 'skim', 'play', 'nothing', 'skim', 'play', 'security', 'main ideas', 'about these techniques', 'I don't know anything', 'k ase', 'escaning', 'no tengo idea', 'very good', 'print', 'patience', 'copy information', 'run', 'hola', 'skim', 'play', 'nothing', 'skim', 'play', 'security', 'main ideas', 'about these techniques', 'I don't know anything', 'k ase', 'escaning', 'no tengo idea', 'very good', 'print', 'patience', 'copy information', 'run', 'hola', 'skim', 'play', 'nothing', 'skim', 'play'. A QR code is visible in the bottom left corner of the main area, with the text 'GO TO menti.com ENTER THE CODE 4201 3713'. On the right side, there's a 'Content' panel with options for 'Slide type' (Word Cloud), 'Add meta description', 'Question' (Write on your own words what do y...), 'Add longer description', 'Entries per participant' (2), 'Enable multiple submissions' (toggle off), and 'Image' (We support png, gif, jpg and svg). A 'Presenter notes' section is at the bottom.

This is a zoomed-in view of the word cloud. The question 'Write on your own words what do you know about skimming and scanning?' and '35 responses' are at the top. The word cloud contains the following text: 'Ideas mas importantes', 'son técnicas de búsqueda', 'reading comprehension', 'do you have qr code', 'main ideas', 'about these techniques', 'no conozco sobre el tema', 'keywords', 'sentences', 'i don't know about it', 'skimming y el escaneo', 'I have no knowledge', 'escaneo del texto', 'I don't know anything', 'k ase', 'escaning', 'no tengo idea', 'very good', 'print', 'patience', 'copy information', 'run', 'hola', 'skim', 'play', 'nothing', 'skim', 'play', 'security', 'main ideas', 'about these techniques', 'I don't know anything', 'k ase', 'escaning', 'no tengo idea', 'very good', 'print', 'patience', 'copy information', 'run', 'hola', 'skim', 'play', 'nothing', 'skim', 'play', 'security', 'main ideas', 'about these techniques', 'I don't know anything', 'k ase', 'escaning', 'no tengo idea', 'very good', 'print', 'patience', 'copy information', 'run', 'hola', 'skim', 'play', 'nothing', 'skim', 'play'. A QR code is in the bottom left with the text 'GO TO menti.com ENTER THE CODE 4201 3713'.

Annex 7

Reading Comprehension Skimming & Scanning

By Astrid Herrera and Melissa Ramón

WHAT IS READING?

Reading is one of the four language skills: reading, writing, listening and speaking. It is a **receptive skill**, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world.

SKIMMING

WHAT IS SKIMMING?

“Reading quickly through a text to get a general idea of what it is about”



How to SKIM?

Read the title.

Read the subtitle or introduction.

Read the first sentences of each paragraph.

Notice any picture, charts, or graphics.

Read the summary or last paragraph if there is one.

SCANNING

WHAT IS SCANNING?

- If we read a text just to find a specific piece or of information in it, we usually use scanning.
- When we scan, we do not read the whole text.
- Keywords, for example numbers, particular names, dates, etc.

Three steps to scanning include:

Search for keywords

Move quickly over the page

Less reading and more searching

Annex 8



Vocabulary:

- <https://wordwall.net/play/58780/914/677>
- <https://wordwall.net/play/58786/109/208>
- <https://wordwall.net/play/58821/365/820>

Tips for Skimming & Scanning

Skimming

- ✓ Read the headlines.
- ✓ Read the first and last paragraph only.
- ✓ Read them as quickly as you can.
- ✓ Think what the text is about.
- ✓ Read the conclusion or summary.

Scanning

- ✓ Determine what you are looking for. Decide on a few key words or phrases to use to locate information.
- ✓ Look for only one keyword at a time.
- ✓ Once you locate one of your keywords, read the surrounding material carefully.

Skimming activity 1

These are my cats

These are my cats. I have three in total. The one in the table is Max, he likes to lick his fur. On the sofa we have Pam, she loves to be scratched on her tummy. Finally, on the ground we have Garfield, he has ginger fur and likes being left alone. He will not play with the others unless I am playing with them. He is walking towards us. I hope he plays with Pam!



What is the text about?

01 What is the aim of this text?

- a) To show a solitary guy and his pets
- b) To know about the life of one person and his pets.
- c) To prove that is better living with animals than with people.

Scanning activity 1

These are my cats

These are my cats. I have three in total. The one in the table is Max, he likes to lick his fur. On the sofa we have Pam, she loves to be scratched on her tummy. Finally, on the ground we have Garfield, he has ginger fur and likes being left alone. He will not play with the others unless I am playing with them. He is walking towards us. I hope he plays with Pam!



Did you understand the text?

01 How many cats describe the text?

- a) Three
- b) Six
- c) Two

02 What are the cats' names?

- a) Cleo, Malik, Rose
- b) Max, Pam, Garfield
- c) Garfield, Pear, Max

Annex 9

QUIZZZ Buscar en mis Informes Informes Introducir código

Astrid Carolina Herrera ...
Cuenta Basic

Mejora tu Plan

Invita y gana Super gratis

Crear

Explorar
Mi biblioteca
Informes
Clases
Ajustes
Más

Participantes Preguntas **Resumen** Etiquetas

| Participante | Puntuación | Puntos Fuera de 13 | Q1 69% | Q2 63% | Q3 60% | Q4 51% | Q5 69% | Q6 66% | Q7 74% | Q8 69% | Q9 71% |
|-----------------------------|------------|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Saddy Jamilet Armijos L... | 13370 | 12 (92%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Derly Paladines | 14385 | 12 (92%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kevin Sanchez | 14050 | 12 (92%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nicole Ortiz | 12550 | 12 (92%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dayana Barzola | 11270 | 12 (92%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Davyd Rafael Jaramillo A... | 12020 | 12 (92%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Geovanny Zapata | 12240 | 12 (92%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Carolina Cartuche | 11440 | 12 (92%) | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ |
| Dayli Guamán | 10900 | 12 (92%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Eduardo Calle | 11720 | 12 (92%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Jonathan | 10780 | 11 (85%) | ✗ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Genesis Perez | 10270 | 11 (85%) | ✓ | ✗ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ |
| Suri Mora | 10150 | 11 (85%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |

Correcto 9s hora 1 punto

Opción multiple pregunta

1. What is scanning?

Respuesta de Davyd Rafael Jaramillo Arevalo

Quickly reading over a text to find some specific information which is focused upon.

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Informes
Clases
Ajustes
Más

Participantes Preguntas **Resumen** Etiquetas

La pestaña Preguntas muestra los datos acumulados de todos los intentos de los participantes.

Ordenar por: Orden de las preguntas

Opción multiple 1 punto 69% Precisión 25s Promedio hora Evaluar

Pregunta

1. What is scanning?

Opciones

- A Quickly reading over a text to get the general gist. 4 contestada
- B Quickly reading over a text to find some specific information which is focused upon. 24 contestada
- C Taking the time to understand the whole text in depth. 5 contestada

Correcto 24 estudiantes

Incorrecto 9 estudiantes

No intentado 2 estudiantes

Opción multiple 1 punto 63% Precisión 39s Promedio hora Evaluar

Pregunta

2. What is skimming?

QUIZZ Buscar en mis informes Informes Introducir código

Astrid Carolina Herrera... **Skimming and Scanning t...** Terminado Tablero en vivo Asignar deberes

Mejora tu Plan

Invita y gana Super gratis

Crear

Explorar
Mi biblioteca
Informes
Clases
Ajustes
Más

Participantes Preguntas Resumen Etiquetas

Demostración Mejor Intentar Ordenar por: Precisión

| Nombre | Precisión ↑ | Puntos | Puntuación | |
|-----------------------------|-----------------|--------|------------|---------|
| Saddy Jamilet Armijos López | 100% ✓ 13 | 13/13 | 13370 | Evaluar |
| Derly Paladines | 100% ✓ 13 | 13/13 | 14385 | Evaluar |
| Kevin Sanchez 2 intentos | 100% ✓ 13 | 13/13 | 14050 | Evaluar |
| Nicole Ortiz | 100% ✓ 13 | 13/13 | 12550 | Evaluar |
| Dayana Barzola | 92% ✓ 12 ✗ 1 | 12/13 | 11270 | Evaluar |

Correcto Incorrecto No Intentado

Annex 10

Tarjetas flash

VOCABULARY: These are my cats



Ponte a prueba usando tarjetas con indicaciones en el anverso y respuestas en el reverso.



Tarjetas flash

VOCABULARY: My wonderful family



Ponte a prueba usando tarjetas con indicaciones en el anverso y respuestas en el reverso.



Tarjetas flash

VOCABULARY: Having ability



Ponte a prueba usando tarjetas con indicaciones en el anverso y respuestas en el reverso.



Annex 11

Microsoft Teams

04:29

Tips for Skimming & Scanning

Skimming

- ✓ Read the headlines.
- ✓ Read the first and last paragraph only.
- ✓ Read them as quickly as you can.
- ✓ Think what the text is about.
- ✓ Read the conclusion or summary.

Scanning

- ✓ Determine what you are looking for. Decide on a few key words or phrases to use to locate information.
- ✓ Look for only one keyword at a time.
- ✓ Once you locate one of your keywords, read the surrounding material carefully.

Turn camera off (Ctrl-Shift+O)

Alison An... View all

24°C

Annex 12

Microsoft Teams

24:24

Having Ability

"You have a lot of ability, Arthur. I hope you will always take good care of it. Use it wisely and it will grow along with you" Arthur wasn't really sure what the teacher meant, but he decided to take her advice and be extra careful with his ability. So he took it home and put it in the closet. "It will be safe in here for a long time."

The years passed. One day, Arthur had to take an important test for a summer job. "I will go home and get my ability and be right back," he told the man. But his ability was not in the closet anymore. "Oh, no! I have never used my ability all this time and now it is gone. I should have known I needed to use it every day so it would develop with me!"

Turn camera off (Ctrl-Shift+O)

Laura Nicol... View all

25°C Nubido

Annex 13

Microsoft Teams

32:24

Turn camera off (Ctrl-Shift+O)

GC Govanny... Laura Nicol...
 JA Jose Aris... Alison An...
 KC Kater Obald... Diana Star...
 Nathaly M... View all

Sari Julissa Mora Rodriguez
 Dayli Fernanda Guaman Moroch...
 Erik Raul Zambrano Sanchez
 Melissa Gabriela Ramon Ochoa

25°C Nubido

Annex 14



Annex 15

