



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**Reading techniques: skimming and scanning through a class system to
strengthen reading comprehension skills in the English language**

**VELEZ ENCALADA BRITANY YAMILETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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INTERVENCIÓN**

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SARMIENTO CHUGCHO KLEBER OSWALDO

**MACHALA
2024**

SKIMMING AND SCANNING TO IMPROVE READING COMPREHENSION SKILLS IN THE ENGLISH LANGUAGE

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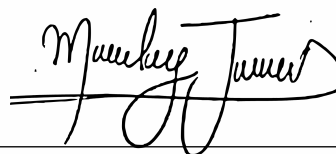
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DEDICATION

I dedicate this work to God, who has been my guide and an endless source of strength throughout this academic journey. To my parents, whose unconditional love have been the foundation of my life. Their constant support, faith in my abilities and teachings have given me the confidence. This achievement reflects their dedication and all they have done for me. And to my boyfriend, for being my rock in difficult times and my source of joy in moments of success. His patience, understanding and constant encouragement have been crucial throughout this process. Thank you for being by my side and for your unwavering love, which has motivated me to do my best every step of the way.

MELANY GABRIELA JURADO ZAMBRANO

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BRITANY YAMILETH VELEZ ENCALADA

ABSTRACT

This study explores the application of skimming and scanning techniques to enhance reading comprehension skills in students of 3rd year of baccalaureate at Unidad Educativa '9 de octubre.' The research focuses on the implementation of a class system designed to improve students' abilities to quickly identify the main ideas (skimming) and locate specific information (scanning) within texts. By integrating these techniques into the curriculum, the study aims to address the common challenges students face in reading comprehension, which often hinder their overall language proficiency. The methodology involved a series of structured classes progressively increasing in complexity, beginning with introductory activities to activate prior knowledge and followed by practical exercises. The effectiveness of the system was measured through pre- and post-tests, classroom observations, and student feedback. Results indicate a significant improvement in students' reading comprehension, with enhanced ability to efficiently process and understand texts. The findings suggest that the strategic use of skimming and scanning can be a valuable addition to the teaching methods employed in English language education, offering a practical approach to overcoming reading difficulties. This study contributes to the pedagogical field by providing a replicable model for educators aiming to develop critical reading skills in their students, ultimately fostering a deeper engagement with the English language.

Keywords: skimming, scanning, reading comprehension, reading strategies, teaching-learning.

INDEX

DEDICATION	II
ACKNOWLEDGMENTS	III
ABSTRACT	IV
TABLE OF CONTENTS	V
INTRODUCTION	9
CHAPTER 1. HISTORICAL AND CONCEPTUAL FOUNDATION OF THE USE OF READING STRATEGIES	13
1.1 Historical Background of Skimming and Scanning Reading Strategies to Strengthen Reading Comprehension	13
1.2 Conceptual Background of Skimming and Scanning Techniques to Strengthen Reading Comprehension	15
1.2.1 The Teaching-Learning Process of the English Language	15
1.2.2 Use of Reading Strategies in the Teaching-Learning Process of the English Language.....	16
1.2.2.1 Skimming.....	18
1.2.2.2 Scanning.....	19
1.2.3 Strengthening Reading Comprehension.....	20
1.3 Contextual Characterization in the Teaching-Learning Process of the English Language in Ecuador.....	22
1.3.1 Diagnosis of the Current Level of Reading Comprehension in Third-Year Parallel “D” Students of the “Nueve de Octubre” High School.....	24
CHAPTER 2: STUDY OF SKIMMING AND SCANNING STRATEGIES TO IMPROVE READING COMPREHENSION	32
2.1 Paradigm and Type of Research	32
2.2 Research Design.....	33
2.3 Population.....	33
2.4 RESEARCH METHODS.....	34
2.4.1 Theoretical Methods.....	34
2.4.2 Empirical Methods.....	34
2.5 Techniques and Instruments for Data Collection.....	36
2.6 Data Processing Techniques.....	39

CHAPTER 3. CLASS SYSTEM BASED ON THE APPLICATION OF SKIMMING AND SCANNING FOR THE DEVELOPMENT OF READING IN ENGLISH IN THIRD-YEAR “D” STUDENTS OF THE “9 DE OCTUBRE” HIGH SCHOOL.....	40
3.1 Theoretical Foundation of the Class System Based on the Application of Skimming and Scanning Techniques for the Development of Reading in English.....	41
3.2 General Description of the Class System for Integrating Skimming and Scanning Strategies to Strengthen Reading Comprehension in Third-Year “D” Students of the “Nueve de Octubre” High School.....	44
3.2.1 Development of the Proposal for Integrating Skimming and Scanning Strategies in the Class System.....	44
3.2.1.1 Objectives of the Class System Based on the Use of Skimming and Scanning Reading Strategies to Strengthen Reading Comprehension in Third-Year “D” Students of General Unified Baccalaureate at the “Nueve de Octubre” High School, 2023–2024.....	46
3.3 Application of the Class System to Strengthen Reading Comprehension Through Skimming and Scanning Reading Strategies.....	47
CHAPTER 4. DESCRIPTION OF THE APPLICATION OF THE CLASS SYSTEM.....	54
4.1 Description of the Application of the Class System Based on the Application of Skimming and Scanning Techniques.....	55
RESULTS AND DISCUSSIONS.....	57
CONCLUSIONS	58
BIBLIOGRAPHY	60
ANNEXES	66

INTRODUCTION

English, the global language par excellence, has become an essential tool in the modern world. Its growing relevance has reached all walks of life, from the professional to the academic and social spheres.

Some recent assessments mention that 402 million people speak it as their first language, and more than 1 billion non-native speakers currently use it. (Ortiz, 2013 as cited in Chávez, Saltos & Saltos p.3) For that reason, students' learning starts at primary levels of education. It continues to the peak of higher education, where their knowledge and skills, such as listening, expression, and interpretation, must be boosted.

However, nowadays, a series of problems shared by several countries in the world are becoming visible, such as, for example, the deficit of reading comprehension in English, an issue that manifests itself in school and college students. According to McNamara (2004), the number of students who show difficulties in responding correctly to questions related to written texts in English is eloquent. As a result, learners, as readers of a foreign language, may find their comprehension could have been improved with, or even impeded, by limited language proficiency. These are only some factors that prevent them from reading effectively, however.

It is evident that reading comprehension in English as a foreign language is inherent in the formation of the student; its development is the result of a correct action of didactics, methodology, pedagogy, and curriculum, but unfortunately, the learning process is deeply affected because teachers took little importance to this skill and did nothing about it (Peñaranda, 2015).

Therefore, this degree work will implement reading comprehension strategies in English, such as Skimming and Scanning, to help students become faster readers, improve their comprehension, and increase their reading retention.

“Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing” (Harmer, 2010, p. 99). Thus, employing such strategies within the classroom would facilitate students to interpret efficiently what a text is trying to say through the reading of titles, images, and diagrams, and search for words in bold and italics, among others (Williams & Hill, 2010 cited in Trujillo, 2017).

Consequently, the need for more use of reading strategies in the classroom impairs the comprehension of texts in the English language. In the third year of Nueve de Octubre High School, we have found the following limitations:

- Limited time for pretest and posttest.
- A limited number of participants.
- Few English sessions
- Lack of internet coverage at the time of online testing.

Thus, the **scientific problem** is: How can the third-year high school students strengthen their reading comprehension proficiency at Nueve de Octubre during the 2023-2024 school year?

The **study object** is the English language teaching-learning process in the General Unified High School (BGU).

Among the **possible causes** of the problem are:

- Low motivation in the students towards learning the English language.

- Lack of dynamic English classes.
- Limited Use of reading strategies to develop reading comprehension skills.

The **general objective of the research** is:

This paper elaborates on a system of classes implementing reading strategies skimming and scanning to improve the reading comprehension of the third-year high school students at Nueve de Octubre during the 2023-2024 school year.

This objective is delimited in **action**, skimming, and scanning as reading strategies.

The present research work proposes as **specific objectives**:

- To identify the methods and class activities used in the teaching-learning process.
- To diagnose third-year high school students' challenges when understanding a text through various evaluation instruments.
- To design a class system incorporating reading strategies, skimming, and scanning to enhance the reading comprehension skills of third-year high school students at Nueve de Octubre during the 2023-2024 school year.
- To implement the class system featuring the reading strategies skimming and scanning to bolster the reading comprehension proficiencies of third-year high school students at Nueve de Octubre during the 2023-2024 school year.
- To evaluate the effectiveness of the implemented reading strategies, skimming, and scanning in enhancing the reading comprehension abilities of third-year high school students at Nueve de Octubre during the 2023-2024 school year.

This study work is developed based on the following **scientific hypothesis**: If we implement a class system featuring the reading strategies skimming and scanning, the

reading comprehension of third-year high school students at Nueve de Octubre will improve significantly.

The study examines the relationship between two **variables** based on a hypothesis: the **independent variable** encompasses applying a class system using the reading strategies of skimming and scanning, which is known as a series of actions and procedures that stimulate the skills to understand the content of a text.

The **dependent variable** is reading comprehension skills in English, which are the ability to understand a text, know what it talks about, what it wants to convey, and the information it brings to the texts in English.

This project develops a quantitative methodological paradigm with a non-experimental design of transversal-descriptive type. The population comprises 30 third-year high school students in a classroom at Nueve de Octubre.

Therefore, we have employed theoretical methods such as historical-logical, hypothetical-deductive, and analytical-synthetic methods. Moreover, the methodological framework will analyze empirical methods in more detail, such as observation, pre-and post-tests, and surveys.

The study's **importance** relies on skimming and scanning as reading strategies to strengthen reading comprehension in the English language through a system of classes. The goal is to expand the command of the English language from effective methods that benefit the learners when reading a text.

This research's practical contribution addresses the class system with reading strategies: skimming and scanning to strengthen the reading comprehension of third-year high school students at Nueve de Octubre during the 2013-2014 school year.

This research comprises four chapters: **Chapter I** reviews the scientific literature; **Chapter II** develops the methodology, which corresponds to the research design;

Chapter III exposes the intervention proposal; **Chapter IV** discusses the results; and **Chapter V** presents conclusions and recommendations.

CHAPTER 1. HISTORICAL AND CONCEPTUAL BASIS FOR THE USE OF READING STRATEGIES.

The following chapter will provide theoretical information on using skimming and scanning strategies to reinforce reading comprehension skills in English based on the following categories: historical, conceptual, contextual background, characteristics of the field, and object of this research.

1.1 Historical background of the reading strategies skimming and scanning.

From a historical perspective of reading comprehension, its definition has been somewhat complex since, from the variety of judgments about the reading process, reaching a unified consolidation is often challenging given the theoretical and practical knowledge presented by various authors. The characteristics illustrated indicate that reading comprehension is a process that involves numerous elements and approaches that influence in a certain way its interpretation, since it encompasses an infinity of pre-knowledge, skills, preparation, disposition, and attitudes, among others (Méndez & Mogollon, 2009).

One study showed that the first educators and psychologists to talk about reading comprehension in the second half of the 20th century were Huey and Smith (1968-1965), who focused more on the importance of understanding a text and the processes involved in reading. Although several theorists talk about it, the methods or variables involved are practically similar; only other elements are introduced, provided by new research that approves educators or other professionals involved in this topic (Fernández, 2014).

According to Fernández's (2014) research, a significant focus has been understanding how readers comprehend texts. While interest in this area has grown recently, the comprehension process has not undergone comparable changes. In the 1960s and 1970s, initially, reading comprehension dealt with grapheme-phoneme conversion. In this context, students who excelled in this phonological skill were considered excellent readers. Scholars also suggested that comprehension would naturally follow once this skill was mastered.

Reading comprehension exists within a symbolic space. Individuals interact with texts in this space to derive meaning within a political, historical, and sociocultural context. Thus, reading comprehension is an intellectual, educational, collective, and crucial mechanism involving a complex relationship between the text and the reader's knowledge, expectations, and broader societal contexts (Hoyos & Gallegos, 2017).

In addition, most of the time, teachers of educational institutions need to consistently apply methodological strategies so that the students can adequately understand and synthesize the information studied throughout the academic cycles. That is why the most frequent reading comprehension skills through various messages in the English language are called skimming and scanning, which help to perfect the speed, illustrations, and scope of the message expressed in the reading (Romero & Lozano, 2010).

Therefore, skimming and scanning are strategies developed in response to the growing need to efficiently process large amounts of information. Consequently, Skimming is called speed reading, which consists of a superficial examination of the text, that is, without reading it in detail, in order to acquire a general idea of the content. Likewise, studies have shown that scanning originally meant reading superficially or hurriedly, i.e., glancing. This is called close reading of that part of the text where the

information-objective has been located. It is to have specific information. It is a slower and more detailed reading. It is a linear reading, syntactic and with punctuation, where it is usually read from right to left, and this order is only altered to reread or review; it is a slower reading (Grellet, 1999).

Solé (1992, cited in Chacón, 2018) defines comprehension strategies as “procedures that involve the planning of actions that are triggered to achieve objectives”. Strategies are actions that are actively carried out by the reader, before, during and after reading. These actions will allow you to build meaning in the text, expand your skills and be more efficient. For the purposes of this research, inference and prediction were considered reading strategies. Each of these strategies has its own intentions within the processes of understanding the text (p. 68).

CONCEPTUAL BACKGROUND ON SKIMMING AND SCANNING READING STRATEGIES TO STRENGTHEN READING COMPREHENSION SKILLS

At this point, the object, variable, and field are presented theoretically. That is, they will be focused on defining the components that this degree work provides through a detailed bibliographic search that uses several primary, secondary, and tertiary sources.

1.1.1 The English language teaching-learning process

Teaching-learning refers to a bilateral process in which learning what is taught is as essential as teaching what is learned. These are two linked concepts; one cannot exist without the other.

The teaching-learning process is conceived as a deliberate communication system involving pedagogical strategies to promote learning. In this regard, (Abreu et al.,2018) argue that the teaching-learning process is communicative because the teacher organizes, expresses, socializes, and provides the scientific-historical-social content to the students.

Besides building their learning, these interact with the teacher, with each other, their families, and the community around them: applying, debating, verifying, or contrasting such content (p.612)

Teaching is assumed to be the activity that is executed to guide learning in a group of students (Torres & Girón, 2009 cited in Osorio, Vidanovic & Finol, 2021). Consequently, it is necessary to have a clear image of teaching and learning before understanding the direct, evident, and bidirectional relationship (theoretical and practical) between these two basic concepts of didactics.

According to (Abreu et al., 2018), teaching and learning processes are integrated to represent a unit, focused on contributing to forming the student's personality and favoring knowledge acquisition: knowledge, skills, abilities, competencies, skills, and values. It is evident that teaching and learning are interdependent factors; therefore, the elements that constitute them have a relationship and a dynamic operation, which are manifested inside and outside the classroom, facilitate the teaching of the teacher and the learning of the students, guarantee the management of any educational center and allow supervising the adequate execution of the pedagogical task. (p.611)

English educators must be familiar with and proficient in the components that combine teaching and learning procedures in order to oversee them according to their intended goals and the most suitable educational approach. These components include the individuals engaged, the goals, the academic plan, the skills, the material, the teaching methods, the tools, the modes of arrangement, the facilities, and the assessment (Osorio & Vidanovic, 2021).

1.2.2 Use of Reading Strategies in the teaching-learning process in the English language

Indeed, most of society is fluent in oral language, but only approximately one-third of humanity can read and write. This population, which constitutes 10% to 15% of schoolchildren, is recognized with different denominations and reading modes, students with specific difficulties in reading, and students unmotivated to read. For this, the focus has been on determining reading strategies for their use and development and ability to intervene in the reading process (Quimbiulco, 2016).

(Solé, 1992 cited in Pernía & Méndez, 2018) defines reading strategies as a metacognitive character that implies controlling our learning processes with the ability to think and regulate information. For example, we can control our comprehension of the aspects that were understood and those that were not understood to create learning. The strategies are formulated and designed to achieve the readers' positive, creative, and dynamic relationship with the reading materials. It is necessary to highlight the fact that not only does the use of strategies allow the student to construct the meaning of a text or to understand it, but it is also necessary, that the information in the text be clear and coherent, in which the structure, vocabulary, and syntax of the text are familiar to the students. Consequently, there are no complications when trying to get the general idea of the text.

Additionally, prior knowledge about a topic helps the reader understand a text effectively. Consequently, it is not required that the reader knows all the content of the text but that they have the relevant knowledge to access, process, and understand it (Peña,2000).

On the other hand, (Solé, n.d) states that it is essential to remember that for reading to be understood, the student must discover the utility of reading in general, finding in it a source to develop significant learning and, in the same way, to become an active reader:

to know why they read, interacting while reading with their pre-knowledge and experiences, questions, and expectations (p.38).

Consequently, using strategies in the classroom poses a conceptual problem for the teacher. The didactics will depend on the teacher's concept so that the student acquires and develops them and, subsequently, makes adequate use of them. What is unquestionable is the importance of a teacher as a guide, of a teacher who poses questions before beginning a reading, who directs his students in the formulation of hypotheses and inferences, who teaches his students to confirm or correct them, to discriminate the relevant information of a text, to elaborate graphic representations of it, so that the process of comprehension and learning is easy (Peña, 2000).

For this reason, Peña (2000) states that teachers should carry out various activities with their students to become familiar with reading strategies and learn to use the relevant keys of each type of text to extract the relevant information from it. The definition of each strategy will not be taught, but shared reading activities will be planned and implemented in which students confront the teacher with their limitations. The teacher allows students to make mistakes, reread, reconsider questions, and disagree. This is the only way to develop autonomous, critical, and constructive readers.

1.2.2.1 Skimming

Cassany (2008 cited in Martillo, 2017) mentions this type of reading as “glance reading”. It is a way to read quickly to get the general idea of the text without focusing on each word or the entire structure. Instead of following the text linearly, you focus on the nouns and verbs, jumping from one part to another. You don't look for specific details, but instead get an overview of the content by moving quickly and continuously through the text (p.14).

The basic steps for Skimming, according to Trujillo (2017), are:

-Read the title: This will give relevant information about the topic covered in the text. If this is not of interest, there is no reason to continue reading.

-Read the first paragraph: This is often the summary or introduction and provides a general introduction to what to expect from the rest of the text.

-Read the first sentence of each paragraph: These often begin with a lead sentence, which contains crucial information.

-Read the final paragraph: This is usually the author's conclusion or a summary of everything discussed in the article or book.

Summarise what students have read: Without looking, they should evaluate whether they have understood the article by summarising it in one or two sentences. In addition, it is recommended to look for diagrams, illustrations, and words in bold, underlined, or italics and not to dwell on complex words. Do not use a dictionary. (p. 31)

Cassani et al. (2003, as cited in Martillo, 2017), in their book *Enseñar Lengua*, indicate that Skimming consists of having a general and quick idea of the main concepts of the text, which helps readers to identify the key sentences or words in each paragraph. The same author mentions that this strategy answers the following questions: What is the text about? Is it long? Is it dense? In simple terms, learners must understand that when they are reading a text, they must first understand what is happening, and when they reread it, they must be concerned with understanding how things are happening (p.15).

1.2.2.2 Scanning

Scanning is used when looking for specific information in a text. When learners scan, they quickly scan through the selection to locate and only read the information they need. Scanning involves three steps: first, determining which keywords to look for, then quickly looking through the text for those words, and finally, reading the sentences around

them to see if they provide the information being sought. This scanning technique is helpful in the pre-reading stage to develop knowledge. (Marks, 2013).

On the other hand, the publication 'The Essential Roles of Skimming and Scanning Techniques in Teaching Reading Comprehension' highlights the indispensable role of the scanning technique in teaching reading comprehension. This technique quickly looks for a representative word or phrase that helps the reader understand the text and analyze how it is structured to know whether they are in the correct section (Nguye, n.d., p.98).

In this regard, Cassani et al. (2003, as cited in Martillo, 2017), point out that scanning aims to find specific information, so examining the text in detail is essential to obtain what is desired. In other words, scanning consists of locating particular information without going into detail but only letting the eyes go through the text until the required information is found. Another advantage of scanning is that the teacher can check the inference students can make about the content they are about to read, as they can extract relevant information without reading the whole text (p.15)

According to Trujillo (2017), the basic steps to carry out Scanning are as follows:

- Determine how the information is organized chronologically, alphabetically, or by category so that the necessary information can be found.

- Locate the section that appears to contain the required information.

- Create a mental image of what it is being looked for, trying to imagine how it is presented in the text.

- Run eyes quickly through the text to picture a mental image of the text.

This strategy is very useful for reviewing, because it helps you confirm the information you have already studied, reinforcing what you have learned. It is also ideal when you have a specific question that you need to resolve (IPLER,2021).

1.2.3 Strengthening Reading Comprehension Skill

Reading, from the view of reading comprehension, should not be seen as a simple mechanical fact but as a process of critical reflection on what is read since the latter is vital for obtaining, modifying, and integrating knowledge (Ramírez et al., 2007).

On the other hand, Grabe and Jiang (2013) state that reading comprehension in English involves diverse skills and sub-skills. It is a process in which the reader seeks to understand and probe the text for the author's message.

Additionally, reading comprehension is also defined as an individual's ability to analyze, understand, interpret, reflect, evaluate, and use written texts by identifying their structure, functions, and elements in order to develop communicative competence and build new knowledge that allows them to actively intervene in society (Montes et al., 2014).

On the other hand, the development of reading comprehension in English is a process that occurs as the student interacts in an environment in which the language is present and can carry out increasingly conducive activities that link the learning of the new language with the strengthening of their cognitive skills. From this perspective, it is a complex process, and in order for it to be developed and enhanced in students, innovative and creative activities must be designed to generate interest and motivation even though this reading comprehension process takes place in a foreign language and not in their own (López & Novoa, 2021).

Bouchard (2015 cited in Gutiérrez & Salmeron, 2012) defines that reading strategies considered adequate for native speakers can also benefit students reading in a new language. Some of the reading strategies are:

Reading for gist: Imagine leafing through a photo album. Readers only dwell on some details; they turn the pages quickly to get an idea. It is the same with words. Skimming, also known as skimming, is a reading strategy that consists of grasping the general idea of a text by skimming it without paying attention to details. It also helps students to understand what they are reading quickly. For example, they focus on headings and subheadings, skim the first and last sentences of each paragraph, and can also check for bolding, highlighting headings and parts that stand out. This, in turn, provides an overview of the structure and theme of the text without the need to read the whole text in detail. (British Council, 2024)

Reading for specific information: Also known as scanning, this is a reading strategy that focuses on looking for particular information in a text, such as the date of a song or a definition in a dictionary. In other words, it is not deep reading, but the eyes pass quickly through the text until they find the information they are searching for. (British Council, 2024). This strategy is only appropriate when they want to find specific information from the text they are reading to avoid having to read the whole text.

Reading for detailed comprehension: Detailed reading involves focusing on the text and obtaining specific information about a topic. This type of reading helps the learner better understand the facts, opinions, and perspectives of the topic (Nowak, 2021).

Detailed reading requires understanding the information presented and inferring what the author is saying. This involves reading between the lines, interpreting the implied meaning, and connecting the information to other knowledge readers have to gain a deeper and more complete understanding of the topic. For example, they might ask whether the author is presenting a new definition or a different way of looking at the topic and connecting it to other topics readers have yet to consider (Clark, n.d.).

1.3 Contextual characterization of the teaching-learning process of the English language in Ecuador.

Compulsory English language teaching in public and private schools in Ecuador was established in 1992 through an agreement between the Ministry of Education and the British Council, a public cultural institute in the United Kingdom promoting English knowledge. However, even though learning English is compulsory, the international company specializing in language teaching, Education First, carried out a study in 2015 that ranked Ecuador 48th out of 60 countries, with a score of 46.90 out of 100. This means that the country is among those with a low language proficiency on a global scale. (Private Technical University of Loja, 2020).

For this part, the Language Institute of the Salesian University of Ecuador analyzed students' English level in each cycle, with a total of between 5,800 and 6,200 students. Of this group, 5% do not know the language, 50% have a low-intermediate level, and the remaining 45% have a reasonable level. These are students from schools that successfully teach the English language or have attended private classes and courses in specialized centers (El Comercio, 2016, para. 11).

As a result, some of Ecuador's English teaching problems are due to the number of hours and the methodology used, especially in public schools. This generates an educational gap between public and private school students, translating into social inequality. According to Pontificia Universidad Católica del Ecuador (PUCE) professor Matts, public schools usually have a maximum of three hours of English teaching per week, compared to ten hours in private schools. In addition, in some cases, obsolete methodologies still need to be used to teach the language. For this reason, the Ministry of Education should support the training of English teachers and increase the number of

hours of English in the curriculum of public schools in order to reduce the English teaching gap and improve regional levels (Sempértegui, 2022).

The teacher and student are the fundamental pillars of teaching and learning English. The success of the process depends on them; if one of them fails, the learning process will not achieve the expected results. Currently, the teacher's role is not a protagonist but is limited to guiding the teaching process. Therefore, it is necessary to have highly trained teachers who master the appropriate methodology and design adequate strategies for the group of students. Other aspects to consider are the following (Juan and García, 2012, as cited in Beltrán, 2017):

- The procedures' planning requires considering the students' level of prior knowledge, understanding, and mastery of what they have learned.

- Express clearly and reinforce explanations and corrections with the available means (drawings, blackboard, music).

- Promote the use of idiomatic English phrases and formulas in communication.

- The student represents the learning results and the degree of communicative competence they have achieved at the end of the course or process.

- The student's maturity significantly influences his results; a student convinced that English is not just another subject but a way to access better jobs and remunerations will put more effort into his results.

1.3.1 Reading comprehension level of third-year students at Nueve de Octubre High School, classroom D.

This section of the chapter presents the results obtained on the level of knowledge achieved regarding reading comprehension in third-year parallel "D" students of the "Nueve de Octubre" High School.

To collect accurate information that allows for the obtaining of these results, a pedagogical test was conducted on the indicated population. The data were processed through a rubric containing 5 aspects to be evaluated.

1.3.1.1 Observation analysis

From the observations recorded during the administration of the diagnostic test, the following points were identified:

- Students needed help finding essential information.
- Students took a long time to complete the proposed activities.
- Students presented a need for more contraction and distraction in the activities.

The following is a graphic description and a quantitative and qualitative analysis of the results obtained.

- Indicator 1: Identifying the general idea of a text

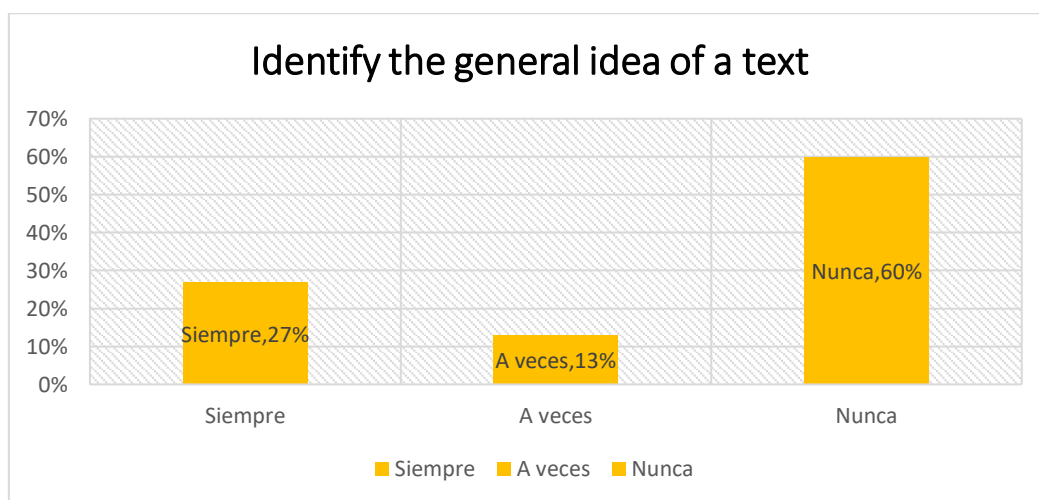


Figure 1.

Results showed that only 27% of students can consistently grasp the general idea of a text. On the other hand, 13% achieve it occasionally, showing partial comprehension.

Finally, the remaining percentage, equivalent to 60%, needs to be able to adequately identify the text's central idea.

These data indicate a significant need for pedagogical intervention to improve reading comprehension competence since more than half of the students do not achieve complete and consistent comprehension. Identifying reading strategies that can help students improve this skill is essential.

-Indicator 2: Not paying attention to details

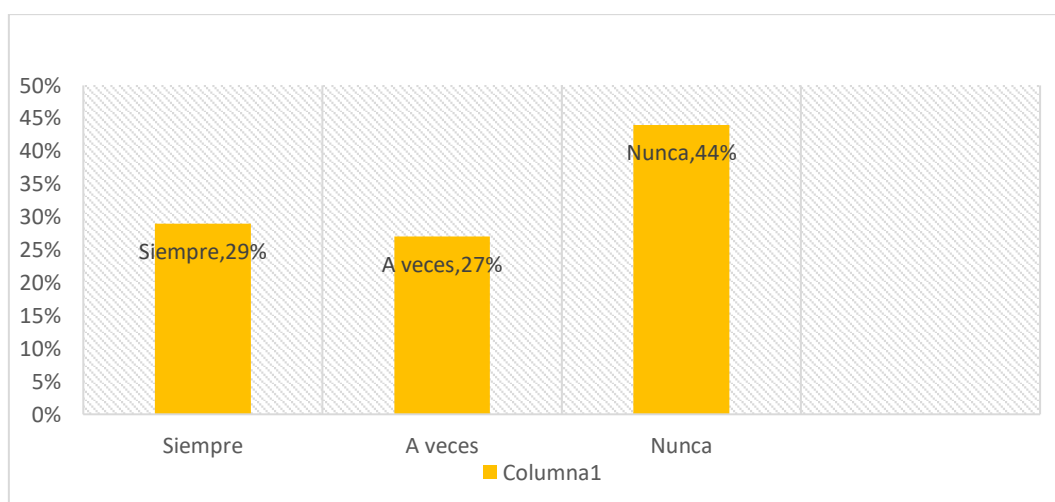
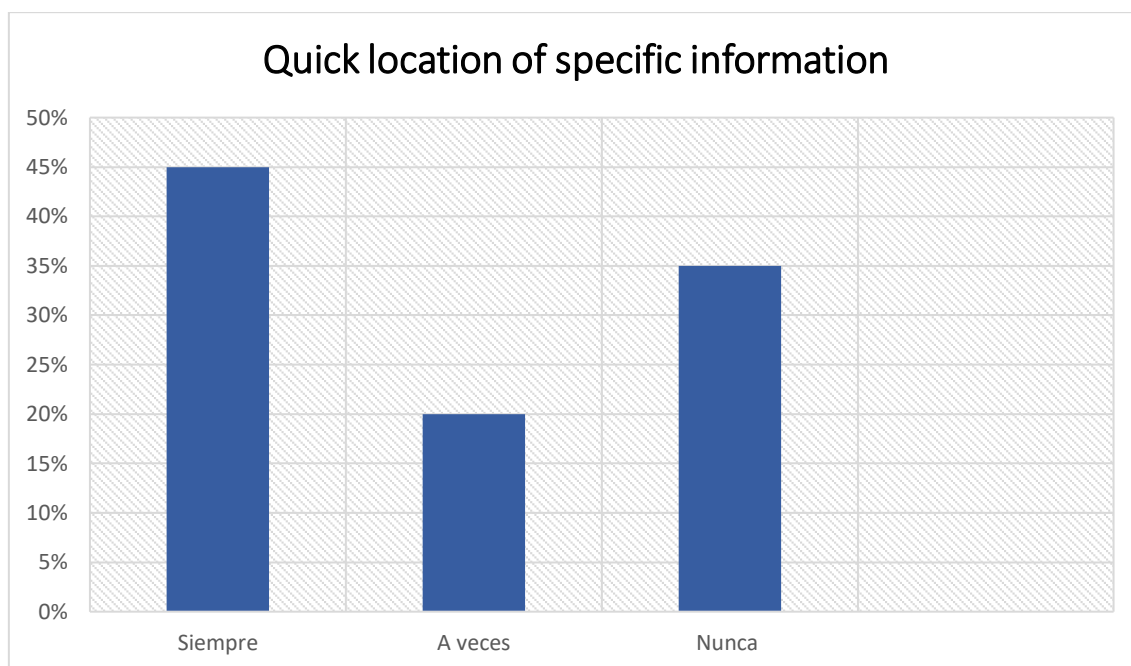


Figure 2.

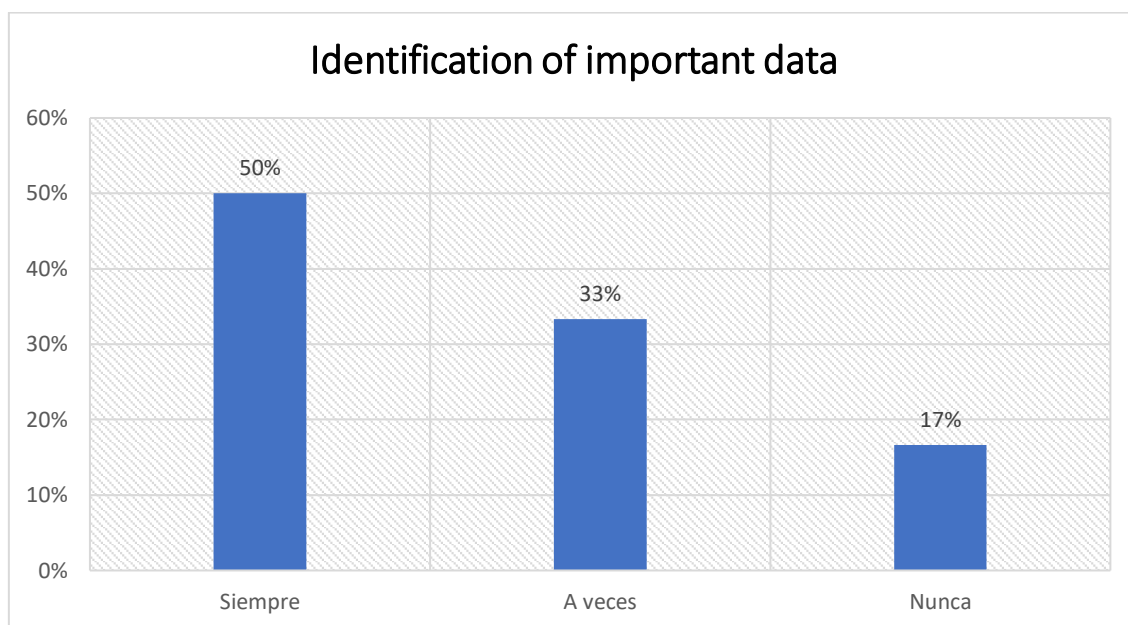
The results of this indicator show that only 29% of the students can ignore details. In contrast, 27% of the students reflect that they occasionally do not pay attention to details. The remaining 44% indicate difficulties in learning not to pay attention to details.

Therefore, these results could be attributed to the teacher's absence or lack of practice in the strategies implemented during the reading process.

When students have not been regularly exposed to effective methods for performing rapid and selective reading, they may encounter difficulties with secondary details. This lack of training can result in a limited ability to apply strategies effectively, which affects their ability to adequately manage the amount of information and prioritize what is essential in speed reading situations.

-Indicator 3: Quick localization of specific information**Figure 3.**

According to the results obtained, it is observed that 45% of students show competence in the ability to quickly and accurately locate specific information within a text. On the other hand, 20% indicate that they can sometimes perform this task successfully, reflecting intermittent skills in this indicator. However, the remaining 35% of students need help effectively carrying out the rapid location of specific information. As outlined by Willingham (2009), in his book "Why Don't Students Like School?", he discusses how the ability to locate and understand relevant information quickly facilitates the construction of knowledge and the development of critical cognitive skills such as problem-solving and critical thinking. This is why a need for growth in this skill is suggested since students need help to quickly locate data so they can recognize what has been found (p.8).

Indicator 4. Identification of important data**Figure 4.**

The following graph shows that 50% of the students can identify essential data consistently, while 33% can identify critical data but inconsistently. This indicates that they have the necessary skills but may need more practice or support to apply them consistently, and finally, 17% of the students need help to identify essential data. This may be due to a need for more understanding of key concepts or concentration and attention problems.

Therefore, the results indicate a varied distribution in students' ability to identify essential facts. Implementing specific strategies for each group can help improve proficiency in this area, contributing to a more balanced and successful academic performance.

Indicator 5. Competency in contextual interpretation

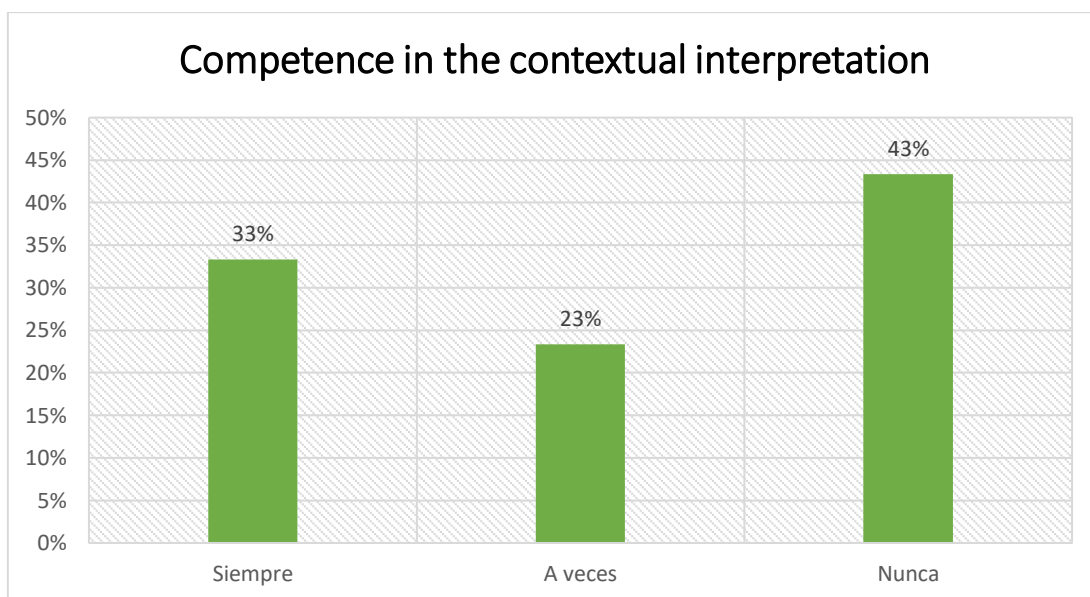


Figure 5.

The next indicator shows that 33% of the students demonstrate high competence in contextual interpretation. These students can understand and apply information in different contexts, which is fundamental for critical thinking and problem-solving, and 23% intermittently show competence in contextual interpretation. This indicates that they have the necessary skills but need more consistency in their application, while 47% need help interpreting context effectively. This suggests an urgent need for intervention to improve their skills.

Therefore, these results show a varied and worrisome competence in contextual interpretation among students. It would be vitally important to implement regular practice and provide feedback for those with intermittent skills and individualized interventions for those who need additional support. Improving these skills is crucial for students' academic and professional success.

Indicator 6. Ability to infer the author's position.

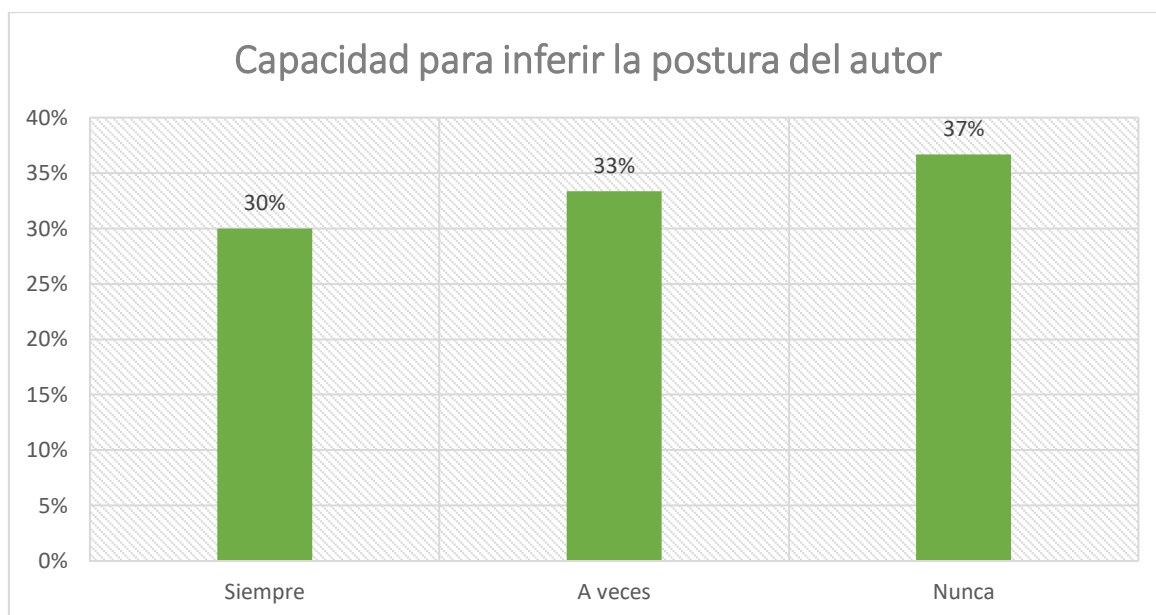
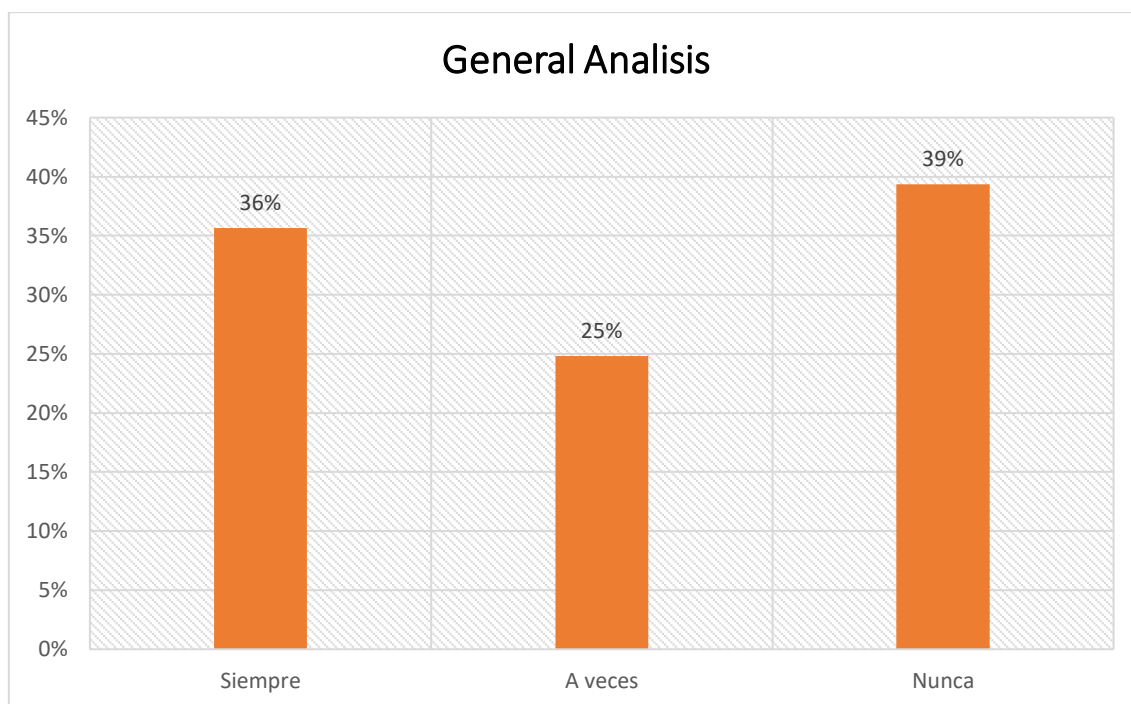


Figure 6.

According to the following graph, it was observed that 30% of the students demonstrate a consistent ability to infer the author's position. These students possess advanced critical analysis and reading comprehension skills, which allows them to discern the authors' intentions and perspectives regularly, while 33% can infer the author's position intermittently. This indicates that they possess the necessary skills but partially apply them, and finally, 37% of the students need help inferring the author's stance. This suggests that these students need help with reading comprehension and critical analysis.

Therefore, the following results indicate a clear need for intervention in students' ability to infer the author's stance; it is clear that specific efforts are required for improvement. For students with solid skills, the focus should be on challenging them with more complex materials. Those with intermittent skills would benefit from constant practice and detailed feedback. Finally, students with significant difficulties need intensive support and personalized strategies. Addressing these needs is crucial to developing adequate critical reading comprehension.

General Result



Based on the results obtained from the diagnostic test, the following graph can be observed, which represents the general results of all the indicators evaluated. According to these results, students show weaknesses in the area of reading. To address this situation, it is essential to implement a class system that employs new specific strategies to improve reading comprehension in third-year high school students at the "Nueve de Octubre" High School. These measures will encourage more extraordinary practice and development of reading comprehension skills, which are essential for academic and personal success.

CHAPTER 2: STUDY OF SKIMMING AND SCANNING STRATEGIES FOR IMPROVING READING COMPREHENSION

METHODOLOGICAL FRAMEWORK

This chapter focuses on the methodological aspects underpinning this research work. It begins by exploring the methodological paradigm, followed by specifying the type of research and thus its design adopted. The theoretical and empirical frameworks used, as well as the techniques and tools used for data collection of the selected population are also detailed. These methodological elements are strategically aligned with the established objectives to ensure the effectiveness of the study.

2.1 Paradigm and type of research

The study had Positivism as its epistemological basis and adopted an explanatory type scope.

The quantitative paradigm has certain specific characteristics that were fundamental to specify this research, as mentioned by (Sanchez, 2019) in his article, it focuses on providing accurate descriptions, clear explanations and reliable predictions of specific events. In addition, it allows us to formulate solid hypotheses, verify them through the deductive-hypothetical method and obtain fundamental and reliable conclusions about the topic we studied.

Similarly, its scope was explanatory in nature, since it sought to establish causal relationships. That is, beyond describing or approaching the problem, the objective was to identify and specify the causes underlying the problem (Guevara, Verdesoto, & Castro, 2020).

2.2 Design of research

In the present study, a non-experimental and longitudinal research design was chosen. According to Hernández, Fernández and Baptista (2010, as cited in Mata, 2019),

non-experimental research is characterized by the absence of deliberate manipulation of variables, observing phenomena in their natural environment for subsequent analysis (p. 149). This approach was appropriate for the research, as it sought to evaluate the impact of a classroom system designed to improve skimming and scanning skills in third-year high school students at the 'Nueve de Octubre' Educational Unit. Being a longitudinal design, we collected data at multiple points in time over several weeks, which allowed us to observe how students' skimming and scanning skills evolve over time. This methodology facilitated the assessment of changes in students' reading comprehension, providing a more dynamic and detailed view of the learning process without intervening in their natural educational environment.

2.3 Population:

The population refers to the total set of elements that constitute the area of analytical interest and on which we want to infer the conclusions of our analysis, conclusions of a statistical and also substantive or theoretical nature. (López & Fachelli, n.d).

The study population will be made up of 30 students in the 3rd year of high school at the “Nueve de Octubre”.

Sex	Male	Female
	13	17

2.4 RESEARCH METHODS

The method is an indispensable requirement for research and is the tool that helps to systematize or organize the research, as well as contributing to the achievement of pre-established objectives. For a better result in scientific analysis, the method is based on a

set of rules and operations that is called technique; it brings the method closer to the object of study and helps the researcher in the application of the methods. (Nateras, 2005).

Next, we will analyze the research methods we use in our degree work.

2.4.1 THEORETICAL METHODS

Theoretical methods play a primary epistemological role, as they facilitate the ideal analysis of the empirical data found. And it is thus, that the theoretical methods, when used in the realization and development of the theories, establish the situations to go beyond the relative and visible characteristics of the situation, demonstrate the actions and delve into the fundamental links and primordial characteristics of the techniques that are not clearly notorious (García & Cisnero, 2005).

Historical-logical

The historical and logical method are integrated and linked to each other. In order to be able to investigate the primordial laws of phenomena, the logical method has to rely on the reviews provided by the historical method, so that it does not form a simple theoretical judgment. In the same way, the historical is not obliged to simply adjust to the representation of the facts, but also has to investigate the objective logic of the historical development of the object of research (Cerezal et al., 2002).

Hypothetical-deductive

This hypothetical-deductive method, in general terms, refers to the initial formulation of a hypothesis to address a problem of interest. Subsequently, using logical principles, the various relationships and propositions that emerge from the hypothesis are analyzed and clarified. This detailed analysis allows the hypothesis to be broken down into logical components and connections, making it easier to identify how each proposition links to the central hypothesis and how it contributes to its development and validation. The main objective of this process is that one or more of the propositions

resulting from the hypothesis can offer an effective solution to the problem posed (Jiménez et al., 2009).

Analytical-synthetic

The analytical-synthetic method is highly effective for the investigation and development of empirical, theoretical and methodological information. The study of research makes it easier to analyze it in search of what is necessary in correspondence with the object of study, while the synopsis manages to lead to generalities that favor step by step the solution of the scientific problem as part of the plot of necessary investigations; but, as a unique method, collectively, it is not used for the construction of knowledge (Rodríguez & Pérez, 2017).

Systematic

The most recognized doctrine in this area describes the systematic method as one that "allows an object to be analyzed within the context of a complex structure in which it is integrated, and which is composed of various subsystems with specific characteristics and functions that interact with each other." For this reason, this research method is also called structural, since it involves studying the research topic from the perspective of an organization, an order, or a specific structure (Sáez, 2018).

2.4.2 EMPIRICAL METHODS

Empirical methods are based on practice in correspondence with real life; that is, they are based on experimentation and logic that, together with the observation of phenomena and their statistical studies. Applying these methods to the study will allow for concrete and verifiable data that will support the hypotheses and conclusions, ensuring that the results are representative and applicable in the research.

Observation: Observation is the most orderly and logical way for the visual and demonstrable search for what one is trying to know; that is, it is to capture in the most

objective way possible, what is happening in the surroundings, either to describe, examine or expose it from a scientific perspective; unlike what happens in the real world, in which the person uses the observed information in a practical way to solve difficulties or satisfy their needs (Campos & Covarrubias, 2012).

Measurement: Many people have an incorrect idea about what measurement entails. Measurement encompasses evaluation, which is a process in which various elements are identified and differentiated. It is not only a matter of using highly developed and sophisticated instruments, but also includes other methods and tools that allow these distinctions to be made (Coronado, 2007).

2.5 TECHNIQUES AND TOOLS FOR DATA COLLECTION

Research techniques and instruments are methods and tools used to collect, analyze, and evaluate data in research. These are critical to ensuring that research is systematic, rigorous, and evidence-based. Next, the following consistency matrix was created detailing the instruments to be used.

CONSISTENCY MATRIX

TOPIC: The Use of Interactive Learning Strategies for the Development of the Reading Comprehension Skill

RESEARCH PROBLEM	OBJECTIVE	HYPOTHESIS SCIENTIST	VARIABLES	VARIABLE TYPE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	INSTRUMENTS
How can the third-year high school students strengthen their reading comprehension proficiency at Nueve de Octubre during the 2023-2024 school year?	This paper elaborates on a system of classes implementing reading strategies skimming and scanning to improve the reading comprehension of the third-year high school students at Nueve de Octubre during the 2023-2024 school year.	If we implement a class system featuring the reading strategies skimming and scanning, the reading comprehension of third-year high school students at Nueve de Octubre will improve significantly.	Reading comprehension	Dependent variable: Reading comprehension. Independent Variable: Skimming and Scanning	Reading comprehension is defined as a process in which the reader has the objective of extracting the meaning of a text; according to your level of compression: a) Reading for gist b) Reading for specific information c) Reading for detailed understanding	Reading for gist (Skimming) Reading for specific information (Scanning) Reading for detailed understanding	<ul style="list-style-type: none"> Identify the general idea of a text Doesn't pay attention to detail Quick location of specific information Identification of important data. Competence in contextual interpretation Capacity to infer the author's position. 	Placement Test Observation	Rubric Pedagogical test Observation Guide

➤ **Description of the techniques and instruments applied in data collection:**

Pedagogical test: Pedagogical tests reflect the degree of variability, differentiation and dispersion in the results observed through the answers that students give to each question. From a psychological measurement perspective, it is anticipated that most correct answers will be provided by students who show good overall performance on the test, while incorrect or unanswered answers will be more common among those with poor overall performance on the test (Ayala, 2023, p 14).

Direct observation: Direct Observation: The purpose of using the Direct Observation technique is, as with all techniques, to gather information. Since we consider technique as a combination of theory and method in action, these elements determine the particularity and specificity of the aspects from which the information is obtained. This may include, for example, observing interactions, as in this case, or other aspects. The technique is always aligned with the method and the theoretical perspective that is being used (Rojas, 2011).

Observation Guide: The observation guide is a tool that allows the observer to locate himself in an orderly and systematic way in the specific area that is the object of study for research. In addition, it serves as a fundamental means to carry out the collection and obtaining of relevant data and information about a particular fact or phenomenon (Campos & Covarrubias, 2012)

2.6 DATA PROCESSING TECHNIQUES

Data processing techniques refer to the methods and procedures used to organize, analyze and interpret the information collected in the study. In this case, the following techniques were used:

Data tabulation:

Data tabulation is the process of organizing and grouping the information collected into tables or graphs to make it easier to analyze. (Rus, 2024) It is indispensable for this research as it will help to present the data in a clear and understandable way. This clarity in the data will facilitate a better interpretation of the results obtained in the study.

Analysis of the information:

It is essential to consider several dimensions when assessing reading comprehension ability, such as reading for the main idea, reading for specific information, and close reading. These dimensions have been incorporated into an assessment rubric designed to effectively analyze and evaluate student performance in these key areas of reading comprehension. This approach allows for a more comprehensive and detailed assessment of how students interact with texts, identifying both strengths and areas for improvement.

EVALUATION RUBRIC

Indicators	Performance Levels		
	Very Good	Fair	Poor
Identify the general idea of a text	The student correctly identifies the general ideas of a text.	The student rarely identifies the general idea of a text.	The student has difficulty identifying the general idea of a text.
Pay attention to detail	Correctly manage to pay attention to each of the details of the text.	It manages to pay attention to almost every detail of a text.	Manages to pay attention to one or almost no detail of the text.
Quick location of specific information	The learner quickly locates all the specific information in the text.	Rarely manages to quickly locate specific information in a text.	The student locates the information in the text very little or almost never quickly.
Identifying Important Data	Correctly identifies all the important data found within a text.	Sometimes it manages to identify the important data of a text.	The student is able to identify one or almost none of the important data in the text.
Competence in contextual interpretation	Achieves proficiency correctly in the contextual interpretation of the text.	The student rarely achieves competence in the interpretation found in the text.	He achieves very little or almost never to have competence in the contextual interpretation of a text.
Ability to infer the author's position.	The student correctly achieves the ability to infer the position of the author of the text.	The student rarely has a good ability to infer the author's position in the text.	The student has difficulties in the ability to infer the position of the author of the text.

CHAPTER 3. CLASS SYSTEM BASED ON THE APPLICATION OF SKIMMING AND SCANNING FOR THE DEVELOPMENT OF READING IN ENGLISH IN STUDENTS OF THE THIRD "D" OF THE HIGH SCHOOL "9 DE OCTUBRE"

This chapter will address the implementation of a class system based on the application of skimming and scanning techniques for the development of reading in English. The intervention proposal will be based on a class system that will describe in detail its characteristics and components. With its application, it seeks to demonstrate the teaching-learning process in Third Year "D" students of the "9 de Octubre" High School.

3.1 Theoretical foundation of the class system based on the application of skimming and scanning techniques for the development of reading in English.

The implementation of a class system based on skimming and scanning techniques to develop reading in English is based on a solid theoretical and practical base. To understand this approach, it is crucial to first define the key concepts.

First, Bertalanffy (1968) describe a system as a series of elements that interact with each other. In the educational field, this concept can be applied to understand how the various components of a learning environment, such as students, teachers, teaching materials, and teaching methods, are interrelated to achieve specific educational objectives.

For example, an effective education system requires the coordination and optimal functioning of each of these elements. Systems theory can help identify and analyze these interactions, thus enabling improvements in the planning, implementation, and evaluation of educational programs.

As Senge (2019) states, a system in the educational field is a set of components that remain interconnected due to their continuous interactions and that work with a

common purpose. In this context, Richards and Rodgers (2014) consider a classroom as a structured unit in which teaching and learning take place. Likewise, Harmer (2015) adds that a class in English teaching is a space where students carry out specific activities to improve their language skills under the supervision of an instructor.

Secondly, skimming and scanning techniques are essential for this system. According to Grellet (1999), skimming is a speed-reading technique that allows you to grasp the general idea of a text, while scanning is used to find specific information without having to read the entire text. Brown (2001) expands on these definitions, indicating that skimming involves quickly going through a text to obtain its essence, and scanning consists of looking for specific data within it.

Solé (1992), defines reading strategies as a metacognitive character that involves controlling our learning processes, with the ability to think and regulate information, for example, having the ability to control our comprehension, from the aspects that were understood and those that were not understood to create learning. The strategies are formulated and designed to fulfill the basic purpose of achieving a positive, creative and dynamic relationship of readers with the reading materials.

Consequently, the proposed class system integrates these techniques in a systematic way to improve reading ability in English. This approach provides students with structured opportunities to practice with a variety of authentic texts, incorporating interactive activities and the use of educational technology to maintain interest and motivation.

Subsequently, the theoretical basis of this system is supported by several pillars. Ausubel (1968) argues that meaningful learning occurs when new information relates to pre-existing knowledge in the student's cognitive structure. Similarly, Hymes (1972)

emphasizes the importance of developing communicative competence in language learning.

Additionally, Vygotsky (2017) highlights the fundamental importance of social interaction in the learning process, suggesting that knowledge is most effectively constructed through collaboration and dialogue with others. This approach emphasizes the role of the social and cultural environment in cognitive development, highlighting how interactions with peers and mentors can facilitate the internalization of new ideas and skills.

On the other hand, Gardner (2013) proposes that teaching should be adapted to the different learning styles of students. His theory of multiple intelligences suggests that each individual possesses a unique combination of abilities and preferences in areas such as linguistics, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. This personalized approach can significantly improve the effectiveness of learning by respecting and leveraging each student's individual strengths.

Since a didactic perspective, Nunan (1999) argues that effective teaching of reading in a second language requires a combination of explicit instruction in reading strategies and opportunities for extensive practice. In the same vein, Grabe and Stoller (2013) state that integrating skimming and scanning techniques into reading instruction helps students develop greater flexibility in their approach to texts.

About the sociological perspective, Norton (2013) points out that language learning is intrinsically related to the learner's identity and social context, which underscores the importance of selecting culturally relevant and significant texts when applying skimming and scanning techniques.

On the other hand, from cognitive psychology, Anderson (2009) explains that reading strategies such as skimming and scanning are metacognitive processes that allow

readers to control and regulate their comprehension, highlighting the importance of developing students' metacognitive awareness during the reading process.

Finally, this approach is aligned with Ecuadorian curricular objectives. According to the Ministry of Education of Ecuador (2016), the English curriculum establishes that students must develop effective reading strategies to understand texts in English. The integration of a class system based on skimming and scanning techniques provides students with concrete tools to improve their reading comprehension in English, in line with this curricular objective.

In conclusion, this class system offers a comprehensive approach to improving the reading skills of learners of English as a foreign language, integrating pedagogical, psychological, and sociological perspectives, and aligning with national curriculum objectives.

3.2 General description of the class system for the Integration of Skimming and Scanning Strategies to strengthen the Reading Comprehension skill in the students of the third year of Bachillerato 'D' of the Nueve de Octubre school.

This pedagogical proposal is designed to improve the Reading Comprehension skills of third year high school students at Nueve de Octubre School during the 2024-2025 academic year. It focuses on the implementation of a class system that incorporates the strategies of skimming and scanning, with the aim of significantly improving reading comprehension in English.

This lesson programmed has been carefully designed, considering the particular needs of the students, their level of proficiency in the language and their varied learning styles. Special emphasis has been placed on integrating these strategies so that they complement the current curriculum, avoiding any disruption to current planning and ensuring a smooth transition to the implementation of these techniques.

The proposed system not only focuses on the technical teaching of these strategies, but also seeks to create a dynamic and participatory learning environment for students.

3.2.1 Development of the proposal for the Integration of Skimming and Scanning Strategies in the Class System

The present pedagogical proposal was designed to address the current difficulties in reading comprehension of third year “D” high school students at the “Nueve de Octubre” school during the 2024-2025 academic period. In response to the need to improve the students' ability to process and analyze information efficiently, a class system was proposed that incorporated skimming and scanning strategies. These strategies were aimed at strengthening students' ability to identify key information and search for specific details within the texts.

The proposed methodology was based on the integration of skimming and scanning in the weekly lessons. The activities were designed to teach students to quickly identify key information (skimming) and look for specific details (scanning). Each lesson included practical exercises, group discussions, and individual assignments that reinforced these skills. In addition, varied techniques were employed to accommodate students' different learning styles, ensuring that each student could benefit from the strategies.

Similarly, the implementation of the classroom system was carried out over 4 weeks, with a detailed schedule that included the introduction of skimming and scanning strategies. The first weeks were devoted to familiarization with the strategies, followed by practical application on different types of texts. The planning included regular reviews to adjust the approach according to students' needs and to ensure effective implementation.

To support the teaching of skimming and scanning strategies, a variety of resources were used, including textbooks, online articles, worksheets, and digital tools. These materials are selected to provide a wide range of texts and activities that facilitated the practice of speed-reading skills.

In conclusion, the classroom system is designed to create a dynamic and participatory learning environment, promoting greater collaboration among teachers and increased motivation among students. The integration of skimming and scanning strategies with the existing curriculum ensures a practical and relevant application in diverse educational contexts, benefiting students' academic development.

3.2.1.1 Objectives of the class system based on the use of skimming and scanning reading strategies to strengthen the Reading comprehension skill in students of 3rd "D" of the General Unified High School in the “Nueve de Octubre” school, period 2023 - 2024.

This proposal has been elaborated with attention and effectiveness, taking into account the educational context of the students. It focuses on integrating skimming and scanning reading strategies into the curriculum to support and enhance the learning process, without modifying the current approach.

The objective of the class system is to strengthen the Reading comprehension skills in the English language of the third “D” grade students of the unified General Baccalaureate of the Nueve de Octubre school.

The proposal establishes the following specific objectives:

- To teach students to distinguish between essential information and secondary details through skimming activities, improving their focus on the overall structure of texts.

- Improve students' ability to find relevant information quickly and accurately within texts through the scanning strategy.

- To foster deeper contextual understanding through the combination of skimming and scanning strategies, helping students interpret the content and meaning of texts in their entirety.

- Develop students' ability to identify the author's perspective and stance through the combined use of skimming and scanning, promoting critical and reflective reading.

- Adjust materials and activities according to the level of linguistic competence and interests of third year high school students.

The implementation of the objectives established in this proposal is fundamental to improve the learning process, as it will facilitate the effective integration of skimming and scanning strategies in a well-structured curriculum. These strategies will not only help to understand texts more quickly and accurately, but will also improve students' ability to process information effectively. By using them, a stronger knowledge and proficiency in reading and comprehension of the English language will be fostered, which will have a positive impact on the development of their communicative skills. Therefore, these objectives not only ensure effective instruction in reading skills, but also contribute to a comprehensive approach to language instruction, benefiting students' academic and communicative progress.

3.3 Application of the class system to strengthen reading comprehension skills through skimming and scanning reading strategies.

The application of the proposed class system focuses on the integration of skimming and scanning strategies to strengthen reading comprehension in the students of the Third Year of High School “D” of the Nueve de Octubre School. This approach seeks

to evaluate how the incorporation of these strategies improves students' ability to interpret and analyze English texts efficiently.

The following are details of the classes applied:

Lesson Plan 1: Introduction to Skimming and Scanning Reading Strategies

Objective:

Students will understand what skimming and scanning Reading Strategies are and when to use them.

Skills:

- Identifying main ideas through skimming.
- Quickly finding specific information using scanning.
- Differentiating between skimming, scanning, and detailed reading.

Warm-up (5 minutes):

The teacher shows an image related to reading (e.g., a library, a magazine, or a newspaper), and students discuss what activities might be carried out in these contexts.

Introduction (10 minutes):

The teacher presents the definitions of skimming, scanning, and detailed reading. Explains that skimming is a quick reading to get a general idea of the text, scanning is a quick search for specific information, and detailed reading involves understanding all aspects of the text.

Development (20 minutes):

Students participate in guided exercises:

Skimming: They read a news article quickly, underlining key words and the first lines of each paragraph to identify the main idea.

Scanning: They search for specific answers to questions provided by the teacher, focusing on key words and numbers in the text.

Detailed Reading: They read a descriptive paragraph and then answer inferential questions about the content, feelings, or conclusions based on the text.

Conclusion (10 minutes):

Students complete an independent exercise where they apply all three strategies to a new text. They identify the main idea, find specific information, and perform a detailed reading to infer conclusions. This is followed by a group review of the answers.

Lesson Plan 2: Skimming Reading Strategy

Objective:

Students will learn to identify the main idea of a text through skimming.

Skills:

- Quick reading to get an overview of the text.
- Identifying key words and highlighted phrases.

Warm-up (5 minutes):

Students write down all the words they associate with quick reading in 2 minutes.

Introduction (10 minutes):

The teacher defines skimming as reading quickly to get an overview of the text without focusing on details. Explains how to skim: read titles, subtitles, and the first lines of each paragraph, and pay attention to key words and highlighted phrases.

Development (20 minutes):

Students practice skimming with a text on the importance of a balanced diet. They read the title, the first lines of each paragraph, and pay attention to key words and highlighted phrases.

Exercise:

Read an article about eating habits.

Underline the first lines of each paragraph and key words.

Discuss in pairs the main idea of the article.

Conclusion (10 minutes):

Students receive a new text and must skim to write the main idea. This is followed by a group review.

Lesson Plan 3: Scanning Reading Strategy

Objective:

Students will learn to find specific information in a text.

Skills:

- Quickly searching for specific information.
- Using visual cues and practicing active reading.

Warm-up (5 minutes):

The teacher shows the index of a book and asks students where they would find certain information.

Introduction (10 minutes):

The teacher defines scanning as searching for specific information in a text without reading it completely. Explains how to scan: identify what you are looking for, use visual cues, ignore irrelevant details, and practice active reading.

Development (20 minutes):

Students practice scanning with a text about lions and their prides. They search for answers to specific questions about the text, using key words and relevant sections of the text.

Exercise:

Read a text about the behavior of lions.

Answer specific questions such as: "How many members are in a typical pride?" or "Where do lions usually live?"

Conclusion (10 minutes):

Students receive a new text and a list of specific questions. They must find the answers using scanning, followed by a group review of the answers found.

Lesson Plan 4: Detailed Reading Strategy

Objective:

Students will understand the importance of detailed reading to grasp all the information in a text.

Skills:

- Careful reading to understand complex information.
- Annotating, questioning, and making inferences.

Warm-up (5 minutes):

The teacher provides students with two similar but slightly different images and asks them to find and list all the differences in 5 minutes.

Introduction (10 minutes):

The teacher explains what detailed reading is and why it is important. Discusses how it helps understand complex texts, perform critical analysis, and gain deep knowledge.

Development (20 minutes):

Students practice detailed reading with an article about sea turtles. They read the first paragraph together as a class, demonstrate how to make annotations, and then continue reading, annotating, and making inferences individually.

Exercise:

Read an article about sea turtles.

Annotate key points, unknown words, and additional questions in the margin of the text.

Infer information about the turtles' habits based on the text read.

Conclusion (10 minutes):

Students receive another paragraph about sea turtles and must apply what they learned: highlight key points, ask additional questions, and make inferences. They write a short paragraph or essay on the importance of sea turtle conservation and measures that could be taken to protect them.

Lesson Plan 5: Applying Skimming, Scanning, and Detailed Reading

Objective:

Practice skimming, scanning, and detailed reading to improve reading comprehension.

Skills:

- Applying skimming, scanning, and detailed reading in different reading contexts.
- Improving general and specific text comprehension.

Warm-up (5 minutes):

The teacher shows a list of questions about a text and asks students to predict which reading strategy would be most useful to answer each question.

Introduction (10 minutes):

The teacher reviews the definitions of skimming, scanning, and detailed reading. Presents visual and textual examples of each technique, showing the visual differences and how they apply in different reading contexts.

Development (20 minutes):

Students practice all three strategies with an article on the benefits of recycling. They skim to get a general idea, scan to find specific information, and read in detail to answer deep questions about the text.

Exercise:

Read an article about recycling.

Skim to identify the main ideas.

Use scanning to find specific data such as percentages or statistics.

Perform detailed reading to answer questions that require inference and deep understanding of the text.

Conclusion (10 minutes):

After completing the three strategies, students write a brief summary of the article, including the main points identified during skimming, the specific information found during scanning, and additional details obtained during detailed reading.

METHODOLOGICAL ORIENTATIONS OF THE CREATED CLASS SYSTEM

To begin the implementation of this system, the researcher must clearly define the objective of the classes using specific strategies as a teaching method to enhance reading comprehension. This study has been meticulously designed, organizing three classes that gradually progress in complexity. It is crucial that the teacher monitors the progress of the classes, since the activities increase in difficulty in order to improve reading comprehension, which will lead the student to a better interpretation, analysis and criticism of the texts.

Each class starts with a background knowledge activation and prediction activities to prepare students and foster a connection to the new material. As classes progress, additional techniques are introduced, these activities not only develop reading

comprehension skills, but also enhance students' ability to think critically and make intertextual connections.

The achievement of the system depends on the careful choice of activities that are appropriate to the level and needs of the students. The progressive approach allows students to develop their skills in a structured and sustainable way, leading to deep and lasting reading comprehension.

CHAPTER 4. DESCRIPTION OF THE APPLICATION OF THE CLASS SYSTEM.

This section describes and analyzes the results obtained from the application of the class system for the improvement of reading skills in English in 3rd grade BGU "D" students. Skimming, scanning and detailed reading strategies were implemented in the classes described. Subsequently, a discussion based on the results was carried out to evidence the changes and improvements in the students in relation to reading comprehension and the use of the reading strategies learned.

4.1 Description of the application of the class system based on the application of skimming and scanning strategies.

In this segment, we detail the organization of the didactic content within the class system, using the techniques of skimming and scanning to improve the English reading skills of 3rd BGU "D" students. This system was implemented in the course of 2024, according to the lesson plans. The classes were held at the "09 de Octubre" Baccalaureate School, during the 2024-2025 academic period, and were held on the dates established for each session.

Class 1:

A reading-related image was shown and students discussed the associated activities. Skimming, scanning and detailed reading strategies were introduced, explaining their definitions and uses with practical examples. The students performed a guided exercise with a news article to identify the main idea (skimming), search for specific information (scanning) and make inferences (detailed reading). Finally, new text was provided to practice these strategies, and students discussed their responses as a group.

Class 2:

It began with the creation of a mind map of words related to speed reading. The process and usefulness of skimming, which allows you to get an overview of the text by reading quickly, was explained in detail. The students practiced skimming with an article about the balanced diet, identifying the main idea. They were provided with a new text to skimmed independently and then shared their main ideas as a group.

Class 3:

The class initiated with viewing an index of a book to practice searching for specific information. The concept of scanning, which focuses on finding specific information quickly, was explained. The students used a text about lions and their prides to search for specific information, such as habitat and diet, using scanning. Finally, they were given a new text with a list of questions to find specific answers using scanning, and they discussed the answers as a group.

Class 4:

An activity was presented in which students identified differences between two similar images. Detailed reading, which involves reading carefully to understand the text thoroughly, was explained. Students read an article about sea turtles, wrote down key points, asked questions, and summarized the information. At the end, they were given an

extra paragraph about sea turtles for a detailed read and wrote a short essay on the importance of conservation.

Class 5:

The class started with an activity in which students predicted which reading strategy to use to answer questions about a text. Skimming, scanning and detailed reading strategies were reviewed, and visual examples were provided. With an article on recycling, the students practiced skimming to find the main idea, scanning for specific information, and detailed reading to understand the additional details. Finally, they wrote a summary of the article applying the strategies learned and reviewed their summaries as a group.

Each class was designed to build on the skills developed in the previous one, providing a progressive approach to learning reading strategies.

RESULTS AND DISCUSSIONS

Once the research work is completed, it is crucial to present the results obtained with the support of previous studies that address the use of skimming and scanning techniques to improve reading in English during the teaching-learning process.

From the first sessions, a positive change in class dynamics was evident. Although students were initially wary of these new strategies, they soon showed increasing interest. As they became familiar with skimming to grasp the general idea of texts and scanning to locate specific information, their confidence in dealing with English materials visibly increased.

The integration of these strategies in the classroom helped students learn more efficiently, significantly improving their reading comprehension and their ability to apply

the reading strategies learned. As Sole (1992) states about the metacognitive character of reading strategies, students not only learned techniques, but also developed an awareness of their own reading process. This enabled them to self-regulate their comprehension and to approach texts more strategically and effectively.

That is, the use of skimming and scanning strategies through didactic activities resulted in significant improvements in students' English reading skills. Peña (2000) recommends that teachers carry out various activities to familiarize students with reading strategies, enabling them to use relevant cues to extract pertinent information from each type of text.

Although this study focuses on reading, the benefits of applying effective reading comprehension strategies are evident, and the following results were obtained by applying these strategies:

- Students comprehended the content read more efficiently by using skimming and scanning, which increased their motivation and participation in the activities designed for their learning.
- Students learned to quickly identify relevant and specific information in texts by using skimming to get an overview and scanning to locate precise details.
- Practising these techniques during lessons improved students' ability to find key information and understand content more effectively.
- Didactic activities based on skimming and scanning were successfully applied during the teaching-learning process, resulting in increased reading proficiency.
- Students' reading comprehension improved significantly as they learned to use these strategies to deal with different types of texts and questions.

Thus, the implementation of skimming and scanning strategies not only improved students' English reading skills, but also transformed their relationship with the language.

By providing them with concrete tools to approach texts with confidence, it opened up new possibilities for their autonomous learning and their growth as competent readers in a foreign language.

CONCLUSIONS

It was identified that traditional methods of teaching reading in English were failing to effectively develop students' reading comprehension skills. Classroom activities lacked a strategic approach to addressing different types of texts and reading purposes.

The diagnosis revealed that students in the 3rd year of the baccalaureate had significant difficulties in comprehending texts in English, especially in identifying main ideas, locating specific information and making inferences. This was evidenced through the various assessment instruments applied.

A structured and comprehensive lesson system was designed which effectively incorporates skimming and scanning strategies. This system was adapted to the specific needs of the 3rd year high school students of the 9 de Octubre School, considering their level of English and the difficulties identified in the diagnosis.

The implementation of the designed class system was successfully carried out during the 2023-2024 school term. The students showed active participation and a growing interest in the new reading strategies introduced, which facilitated the teaching-learning process.

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ANEXOS

OBSERVATION GUIDE

COLEGIO DE BACHILLERATO " 9 DE OCTUBRE"	
Nombre de la Asignatura	Ingles
Teacher	
Group	Tercero de Bachillerato
Authors	Melany Jurado - Britany Velez
Date	

Objective: To identify and evaluate the possible causes that originate difficulties in the teaching-learning process.

N°	INDICATORS	YES	NO	MAYBE	OBSERVATIONS
1	Identify the general idea of a text.				
2	Pay attention to detail.				
3	Quick location of specific information.				
4	Identification of important data.				
5	Competence in contextual interpretation.				
6	Capacity to infer the author's position.				

Pedagogical Test Reading Comprehension (Skimming and Scanning)

Name.....

Gender: F or M

Objective: Develop and improve students' reading comprehension skills by implementing skimming and scanning techniques, allowing for more efficient and effective reading that makes it easier for them to quickly identify the main idea, relevant details, and specific information in different types of texts.

Topic: Daily Routine

Instructions:

Skimming: Read the paragraph quickly and try to understand what it is generally about. Don't worry about the details.

Scanning (Searching for Specific Information): Read the paragraph again and look for answers to the specific questions you are asked.

Paragraph

Every day, John follows a routine to stay organized. In the morning, he wakes up at seven o'clock and brushes his teeth. Then, he eats a healthy breakfast that includes fruit and cereal. Afterwards, he gets dressed and walks to school, since he lives nearby. At school, John pays attention in class and participates actively. When he returns home in the afternoon, he does his homework and helps his mother with chores. In the evening, he eats dinner with his family and before going to bed, he reads a book for half an hour.

Skimming Questions

1. What is the paragraph about?
2. What activities are mentioned in John's routine?

Scanning Questions

1. What time does Jonh wake up?
2. What does his healthy breakfast include?
3. How does Jonh get to school?
4. What does Jonh do when he comes home from school?
5. What does Jonh do before he goes to sleep?

FINAL READING COMPREHENSION TEST: SKIMMING AND SCANNING

Name.....

Gender: F - M

INSTRUCTIONS

Skimming: Read each text quickly to get a general idea of the content. Answer the questions in Section A.

Scanning: Read the texts for specific information. Answer the questions in Section B.

Reading for Details: Read carefully to find detailed information. Answer the question in Section C.

Text 1

The Importance of Recycling

Recycling has become an essential practice in our modern society. With increasing pollution and dwindling natural resources, it is crucial to find ways to reduce our environmental impact. Recycling materials such as plastic, glass and paper not only helps conserve natural resources, but also reduces the amount of waste that ends up in landfills. In addition, recycling can generate employment and encourage the development of new technologies.

Text 2

Renewable Energy Development

Renewable energy is a source of energy obtained from inexhaustible natural resources, such as the sun, wind and water. These energy sources are essential to reduce our dependence on fossil fuels and reduce greenhouse gas emissions. Renewable energies are not only cleaner, but can also be more economical in the long run. In addition, investment in renewables can drive economic growth and job creation.

Section A: Skimming

Text 1: What is the main theme of the text?

- a) Recycling
- b) Pollution
- c) Reduction of natural resources
- d) Employment generation

Text 2: What is the text about?

- a) Fossil fuels
- b) Recycling technologies
- c) Renewable energies

d) Greenhouse gas emissions

Section B: Scanning

Text 1: What materials are mentioned that can be recycled?

- a) Plastic, metal and glass
- b) Plastic, glass and paper
- c) Glass, paper and metal
- d) Paper, metal and plastic

Text 2: Which natural resources are mentioned as renewable energy sources?

- a) Sun, wind and natural gas
- b) Water, wind and coal
- c) Sun, wind and water
- d) Natural gas, sun and wind

Text 1: What benefits of recycling are mentioned?

- a) Conservation of natural resources and reduction of garbage.
- b) Increased pollution and job creation
- c) Decrease of natural resources and increase of garbage
- d) Generation of new technologies and increased pollution.

Text 2: What benefits of renewable energies are mentioned?

- a) Reduction of greenhouse gas emissions and economic growth
- b) Increased pollution and dependence on fossil fuels
- c) Higher long-term cost and reduction of employment
- d) Increased greenhouse gas emissions and economic reduction.

