



**UNIVERSITY OF GUAYAQUIL**  
**FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES**  
**SCHOOL OF LANGUAGES AND LINGUISTICS**

**EDUCATIONAL PROJECT**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
BACHELOR OF EDUCATION IN ENGLISH LANGUAGE AND  
LINGUISTICS DEGREE**

**TOPIC**

**INFLUENCE OF SCANNING AS A READING TECHNIQUE FOR THE  
DEVELOPMENT OF READING COMPREHENSION.**

**PROPOSAL**

**DESIGN OF MANUAL FOCUSED ON SCANNING ACTIVITIES FOR  
THE IMPROVEMENT OF READING COMPREHENSION.**

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**GUAYAQUIL, 2017**



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Atentamente,

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**UNIVERSIDAD DE GUAYAQUIL**  
**Facultad de Filosofía, Letras y Ciencias de la Educación**  
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## **PROYECTO**

**TEMA:** INFLUENCE OF SCANNING AS A READING TECHNIQUE FOR THE IMPROVEMENT OF READING COMPREHENSION.

**PROPUESTA:** DESIGN A MANUAL FOCUSED ON SCANNING ACTIVITIES FOR THE IMPROVEMENT OF READING COMPREHENSION.

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## **DEDICATION**

The present research is first dedicated to God, since it has given us the strength to go forward and not to fall. Also to our parents, since they have been a fundamental pillar in this process in which they have given us their support at all times. To our friends who gave us a word of encouragement and extended their hand when we need it and lastly, thank all our teachers because thanks to them we received optimal training in our learning and encouraged us to be equal or better than them.

Gulliana Gabriela Guaitara Vera  
Neptalí Rómulo Suárez Vélez

## **ACKNOWLEDGEMENT**

In the first place, we thank God for giving us this opportunity to be professionals and guide our lives in a good way; Secondly to our parents thanks to them for their unconditional support throughout our studies and our daily lives to our sisters and brothers who gave us a word of encouragement when we most need it. A special acknowledgement to Mrs. Jennifer Velásquez for her advice and words of encouragement and thank our teachers for teaching us with love and patience throughout our studies. Thanks to our tutor Heidi Marriott for the guide that we use in the elaboration of our project.

Gulliana Gabriela Guaitara Vera  
Neptalí Rómulo Suárez Vélez



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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS			
TÍTULO Y SUBTÍTULO: Influencia del escaneo como técnica de lectura para el desarrollo de la comprensión lectora. Diseño de un manual enfocado en actividades de escaneo para el mejoramiento de la comprensión lectora.			
AUTOR/ES: Gulliana Gabriela Guaitara Vera Neptalí Rómulo Suárez Vélez		TUTOR: MSc. Heidi Marriott Toledo	
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INSTITUCIÓN: Universidad de Guayaquil		FACULTAD: Facultad de Filosofía, Letras y Ciencias de la Educación.	
CARRERA: Lenguas y Lingüística			
FECHA DE PUBLICACIÓN:		No. DE PÁGS:	
TÍTULO OBTENIDO: Licenciatura en Lengua Inglesa			
ÁREAS TEMÁTICAS: Lengua Inglesa			
PALABRAS CLAVE: Técnica de escaneo, Comprensión Lectora, Escaneo.			
RESUMEN: Esta investigación considera la influencia de la técnica de escaneo para mejorar la comprensión lectora en estudiantes de octavo grado del colegio Prof. Kruger Carrión Llor, año lectivo 2016-2017, los cuales presentaron deficiencias en la comprensión lectora. Este hecho les impidió alcanzar un nivel más alto de entendimiento de lo que leen. En el marco teórico se recogió información de las dos variables: la técnica de escaneo, la comprensión lectora y en las etapas de lectura, así como la investigación pertinente para diversos campos científicos como lo son: Didáctica, Psicología, Pedagogía, etc. A la vez que se realizó una investigación bibliográfica exhaustiva en la que se buscó esparcir el conocimiento a un nivel más profundo. Este estudio es Descriptivo, Explicativo y Proporcional. Se recogió datos durante el 2016 con una población y muestra de diecinueve estudiantes del colegio Prof. Kruger Carrión Llor. Entre las técnicas de recolección de datos aplicadas se entrevistó al profesor de la clase y se realizaron encuestas de estudiantes para determinar el nivel de lectura integral. Este estudio es importante porque ayudará a resolver un problema que afecta a la población estudiantil de esta institución que requiere sólidas bases lingüísticas para mejorar su conocimiento del inglés para buscar una solución al problema que tienen los estudiantes. Con el fin de resolver este problema, la técnica de escaneo es una parte necesaria de todos los niveles de comprensión de lectura. En el que los principales beneficiarios son los estudiantes.			
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NATIONAL REPOSITORY SCIENCE AND TECHNOLOGY			
THESIS REGISTRATION FORM			
TITLE AND SUBTITLE: Influence of scanning as a reading technique for the development of reading comprehension. Design a manual focused on scanning activities for the improvement of reading comprehension.			
AUTHOR/ES: Gulliana Gabriela Guaitara Vera Neptalí Rómulo Suárez Vélez		TUTOR: MSc. Heidi Marriott Toledo	
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INSTITUTION: University of Guayaquil		FACULTY: Faculty of Philosophy, Letters and Science of the Education	
CAREER: Languages and Linguistics			
Date OF Publication:		No. OF PÁGS:	
DEGREE: Bachelor of Education in English Language and Linguistics.			
THEMATIC AREAS: English Language			
KEYWORDS: Scanning as a reading technique, Reading Comprehension, Scanning			
<p>ABSTRACT: This research considers the influence of the scanning technique to improve reading comprehension in students from Eighth grade of Prof. Kruger Carrión Llor high school, school year 2016-2017, who presented deficiencies in their reading comprehension. This fact prevented them from reaching a higher level of understanding of what they were reading. The theoretical framework collected information on both the scanning as a reading technique, reading comprehension and stages of the reading process, as well as research relevant theoretical data on various scientific fields such as: Didactic, Psychological, Pedagogical, etc. In addition to further bibliographical research was necessary in order to broaden the knowledge of this research. This study is descriptive, explanatory and purposeful. Data was collected during 2016 with a population and sample of nineteen students of Prof. Kruger Carrión Llor high school. Among the data collection techniques applied were the class teacher was interviewed, and student surveys were performed to determine the level of comprehensive reading. This study is important because it will help solve a problem that affects the student population of this institution that requires solid language bases to improve their knowledge of English it to look for a solution to the problem the students have. In order to solve this problem, the scanning technique is a necessary part of all levels of reading comprehension. In which the main beneficiaries are the students.</p>			
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**ABSTRACT**

This research considers the influence of the scanning technique to improve reading comprehension in students from Eighth grade of Prof. Kruger Carrión Llor high school, school year 2016-2017, who presented deficiencies in their reading comprehension. This fact prevented them from reaching a higher level of understanding of what they were reading. The theoretical framework collected information on both the scanning as a reading technique, reading comprehension, and stages of the reading process, as well as research relevant for various scientific fields such as: Didactic, Psychological, Pedagogical, etc. In addition to further bibliographical research was necessary in order to broaden the knowledge of this research. This study is descriptive, explanatory and purposeful. Data was collected during 2016 with a population and sample of nineteen students of Prof. Kruger Carrión Llor high school. Among the data collection techniques applied were the class teacher was interviewed, and student surveys were performed to determine the level of comprehensive reading. This study is important because it will help solve a problem that affects the student population of this institution that requires solid language bases to improve their knowledge of English it to look for a solution to the problem the students have. In order to solve this problem, the scanning technique is a necessary part of all levels of reading comprehension. In which the main beneficiaries are the students.

**Key words:** Scanning as a reading technique, Reading Comprehension, Scanning.



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**School of Languages and Linguistics**

**RESUMEN**

Esta investigación considera la influencia de la técnica de escaneo para mejorar la comprensión de lectura en estudiantes de octavo grado de la escuela secundaria Prof. Kruger Carrión Llor, año escolar 2016-2017, quienes presentaron deficiencias en su comprensión lectora. Este hecho les impidió alcanzar un mayor nivel de comprensión de lo que estaban leyendo. El marco teórico recopiló información tanto sobre el escaneo como técnica de lectura, comprensión de lectura y etapas del proceso de lectura, como sobre la investigación relevante para diversos campos científicos, tales como: Didáctico, Psicológico, Pedagógico, etc. Además de una mayor investigación bibliográfica fue necesario para ampliar el conocimiento de esta investigación. Este estudio es descriptivo, explicativo y útil. Los datos fueron recolectados durante 2016 con una población y muestra de diecinueve estudiantes de la escuela secundaria Prof. Kruger Carrión Llor. Entre las técnicas de recolección de datos aplicadas, se entrevistó al docente de la clase y se realizaron encuestas a los estudiantes para determinar el nivel de lectura integral. Este estudio es importante porque ayudará a resolver un problema que afecta a la población estudiantil de esta institución que requiere bases de lenguaje sólidas para mejorar su conocimiento del inglés a fin de buscar una solución al problema que tienen los alumnos. Para resolver este problema, la técnica de escaneo es una parte necesaria de todos los niveles de comprensión de lectura. En que los principales beneficiarios son los estudiantes.

**Palabras Claves:** Escaneo como técnica de lectura, Comprensión de lectura, Escaneo.

## INTRODUCTION

The following research facilitates information related to the development of the reading skill through of scanning activities. This technique use the stages of the reading process for the improvement of reading comprehension; the problem at hand is how to improve reading comprehension skills in the Eighth grade of high school through the correct usage of the scanning technique.

Bearing in mind all four skills of a foreign language as listening, speaking, writing, and reading are equally important, the last one is an essential tool for children to develop different areas of their learning. As teachers, we are in charge to provide all the necessary advantages for students to improve reading, in this way students can increase their knowledge level.

The situation that has been observed in the institution is that children are not able to properly develop reading activities as they cannot find basic information. Moreover, it is difficult for them to understand what they are trying to read which is also increased due to the fact they might not be using appropriate reading techniques for reading comprehension. Therefore, this project provides a proposal on how to strengthen the activities of the reading skill. For the aforementioned reasons, this research work aims to clarify the model whereby one of the thesis interrogatives is how the scanning technique influences reading comprehension development.

**Chapter I:** in this chapter describes the problem in context, us described scientific facts and principal causes, objectives and questions of this research.

**Chapter II:** contains the background and theoretical framework which includes the theories and aspects that ground the foundations of this research.

**Chapter III:** it deals with the methodological section and techniques applied as well as data collection, analysis, interpretation and results.

**Chapter IV:** it offers the proposal, its justification and practical application as well as its description and conclusions.

## **CHAPTER I**

### **The problem**

#### **Context of the Investigation**

This investigation will be developed in “Prof. Kruger Carrión Llor” Public High school. This institution is located in the North side of the city, specifically at Km. 8 ½ Via Daule Cooperativa Pancho Jacome, from District 6, belonging to Zone 8, in the city of Guayaquil. This institution serves students of middle and low class which belong to the surrounding area near the school. The current principal is Prof. José Ignacio Jiménez Gurumendi, who supervises a staff of 16 teachers that work in an 8-hour shift school day. The institution offers education in the morning from First to Seventh Years of Basic General Education (BGE) and in the afternoon shift complements its services with students from Eighth to Tenth Years of BGE.

The institution was opened on October 31<sup>st</sup>, 1995 under the responsibility of the area supervisor, Prof. Kruger Carrión Llor, giving way for the institution to bear his name. Then, in 2009 the institution was remodeled, with the following infrastructure services as: a Computer lab, 2 buildings with classrooms in good condition to serve approximately #250 students.

During the teaching practice period the researchers were able to identify that students had trouble identifying specific information when performing reading activities. From 6:00 pm onwards the English classes showed that the classroom lacked lighting and the students did not pay attention and they were easily distracted. Although the institution has proper classrooms, it does not have the necessary resources and, English

is considered in a general way therefore focus to specific skills is not given. It was also observed that the texts implemented did not provide appropriate materials to the students; they were not motivating in reading or were not appropriate for their level and the learning objectives.

Therefore, students do not have the opportunity to develop their reading comprehension skills because the institution does not have the necessary resources, the appropriate electrical installation to work; effective. This is just a part of the environment that was identified and that contributes to the increase of the current problem regarding difficulties in reading comprehension.

### **Conflict situation**

The situation that has been observed in the institution is that children are not able to properly develop reading activities as they cannot find basic information. Moreover, it is difficult for them to understand what they are trying to read which is also increased due to the fact they might not be using appropriate reading techniques for reading comprehension.

The researchers were able to also acknowledge that students failed to complete the reading activities because they lacked understanding of the vocabulary or type of material presented.

Nowadays, English is essential in the education. Students who learn English as a foreign language have to develop the four skills of this language. In this regard reading skills are one of the most important in this process in order to increase students' lexicon and grammar identification in context, and subsequently enhance communication. Sadly, reading as a skill is often neglected in the English language learning process as could observe in the classroom.

For the reasons expressed above, this project is a pedagogical proposal that aims to treat and solve the difficulties in reading comprehension shown by the students in the Eighth grade of BGE in “Prof. Kruger Carrión Llor” high school, District 6, Zone 8, Guayaquil city, school year 2016-2017

### **Scientific fact**

Insufficiency in the development of reading comprehension in the Eighth grade of GBE students of “Prof. Kruger Carrión Llor” high school, District 6, Zone 8, Guayaquil city, school year 2016-2017

According to the survey performed by the National Institute of Statistics and Census (INEC, 2014) it was determined that students leaving the Seventh grade of BGE leave school with a low level of reading comprehension. This fact is heightened due to the lack of development for the skill during Eighth grade, when they have to now practice in a different language. Therefore, it is considered that reading is an area of interest for the English language Ecuadorian education.

Currently, students are leaving Basic Education with difficulties, therefore now that students have to face a new language of instruction, in this case English, without having the necessary linguistic resources (vocabulary, grammatical knowledge, grammatical syntax, etc.) to perform in this language, the situation worsens and gets more difficult.

### **Causes**

- Inefficient reading material
- Lack of motivation in reading activities in the classroom
- Lack of use of appropriate reading techniques

## **Formulation of the problem**

How does the scanning reading technique influence the development of reading comprehension in the Eighth grade of BGE students of “Prof. Kruger Carrión Llor” high school, District 6, Zone 8, Guayaquil city, school year 2016-2017?

## **General objective**

To determine the influence of scanning as a reading technique for the development of reading comprehension through a field study, literature review, and statistical analysis to elaborate a manual of activities for the improvement of reading comprehension.

## **Specific objectives**

- To determine the level of students reading comprehension through a field study, literature review, and statistical analysis.
- To assess the relevance of the implementation of appropriate reading activities for the improvement of reading comprehension through the results obtained from a field study, literature review, and statistical analysis.
- To categorize the importance of scanning as a reading technique through a field study, literature review, and statistical analysis.

## **Research questions**

1. What the current situation presented in the Eighth grade of General Basic Education school year at “Prof. Kruger Carrión Llor” high school students regarding reading development?

2. What are the required and necessary skills in reading comprehension according to the level of the students of Eighth grade of GBE?
3. What is the related theoretical support in relation to reading comprehension and the application of Reading techniques?
4. What is the relationship between the correct use of reading techniques and the development reading comprehension of students?
5. What are the types of appropriate reading material and activities to improve students' level of reading comprehension?

### **Justification**

This project will help improve scanning as a reading technique in reading comprehension. To the development of the Reading Comprehension skill in students which is necessary for their academic growth.

Through the development of this research project the researchers aim to help solve the problem that affects the quality of life of the students which prevents them from obtaining the necessary skills for academic development. (Living & Ecuador, 2013) which indicates: knowledge is reinforced throughout life, starting at birth, through everyday life and through and this statement serves to justify the need for the creation of better educational processes that allow the development of citizen's full capabilities. (Non-formal education). With the preparation of this project we aim to solve the fact that currently affects the educational guarantees provided by the current legal body in place in our country.



In addition to, another important document created by the Ministry of education makes this research work possible, (CEFRL & Guidelines, 2012) this guidelines state that students by the end of the Eighth grade of BGE should have A1.1 level. In this level the students are supposed to understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogs, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.

Furthermore, the beneficiaries of this project will be the students of the Eighth grade of BGE at “Prof. Kruger Carrión Llor” High School and the indirect beneficiaries will be parents together with the educational community, which will benefit from improving their skills in a foreign language. This will help them in their academic, personal, and professional future which will undoubtedly contribute to improve their lifestyle.

## **CHAPTER II**

### **Theoretical Framework**

#### **Background**

During the planning phase of this research work, the authors realized out how important it was to support the main ideas and goals with scientific information. In this way, electronic books, text books, and scientific journals throughout the internet and in public and private libraries have been reviewed. This information has been helpful as it has enriched our current knowledge in this matter and it has increased the author's cultural and educational background about the problem.

The Ministry of Education has implemented many changes in Ecuadorian education; one of the first ones is to determine how to develop all skills within English language instruction. In this regard, reading is one of the most important foundations for this as with reading students are able to know more vocabulary that the learner later uses in communication.

Reading is, as well as the others skills, one of the bases for mastering a language. In fact, great significance and importance on reading comprehension has been put by the government of Ecuador. According to English Teacher (Standars, 2012) based on the Common European Framework References of the languages (CEFR, 2012) students must reach the A1.1 level at the end of Eighth grade.

In the reading skill, it indicates that one of the first skills that students should acquire when they are in the process of learning a new language is reading. Particularly, the ability to quickly scan documents to find specific information. This skill is related with what the National

Curriculum Guidelines, based on the Common European Framework References of the languages (CEFR & Guidelines, 2012) indicates that students must acquire for this level.

It was also considered that reading comprehension is the process of elaborating the meaning by taking ownership of relevant ideas in a text and relates this ideas or concepts that already have a meaning for the reader. Therefore, reading is a process of interaction between thought and language. In addition, it goes far beyond a simple identification of words and meaning, which establishes the differentiation between reading and comprehension (Cooper, 1990)

As (Orbea & Martínez, 2010) indicate reading comprehension tasks, particularly scanning, in addition to understand actions to achieve effectiveness and efficiency in the process of decoding and access to the meaning of words, have integrate self-regulated learning strategies that will allow school children a greater awareness and control of the processes involved in the understanding of the text they read. In this level scanning is one of the first techniques students have to master as they are required to identify and use specific pieces of information to show reading comprehension.

Although research work has been carried out in the institution about this skill, it has been mainly focused on other areas. As mentioned before, although there have been studies performed in this Institution that adress this skill, they have not been developed about this precise topic.

As (Ortiz, 2010) in a thesis work carried out in Nogales High School with a study on the influence of the use of scanning for reading comprehension; showing as a result that by applying and explaining this method to students learning and retention of words and textual phrases was improved when reading.

(Nezami, 2012) affirms, in a thesis work realized with the native Spanish students learning English, applied tests to measure the knowledge and the use of the scanning. As a result, students are unaware of the use of scanning and moreover lose the interest of developing an activity within a stipulated time.

For the above mentioned reasons, this work is presented as a viable alternative for the improvement of reading comprehension using scanning.

## **Theoretical foundation**

### **Techniques for Reading**

Among the most important techniques for reading, scanning and skimming, are counted as two of the most relevant skills, students have to master during their first years of instruction. This is due to the fact that scanning allow students to identify specific information and skimming is a technique that helps out to get a general idea of what the reading is about.

### **Scanning**

Scanning is the ability to find a specific name, date, statistic, or fact without reading the entire text. This ability rapidly covers a great deal of material in order to locate a specific fact or piece of information. (Arundel, 2013)

Students need to be able to perform a number of different activities while reading a text and also be able to develop different skills in order to get as much knowledge as they can. Apart from that, they must be able to scan texts for particular pieces of information they might need. This skill requires students not to read every word and line in the text but to look for

specific words or key pieces of information they need to develop a successful scanning skill. (Harmer, 2003)

### **Importance of scanning**

Students use scanning when their aim is to find specific pieces of information. If students are preparing material for class, they could scan the index of books, web sites, and reference materials. Students would discover whether they contain any information that they want and the pages where the information can be found.

### **Steps for scanning a text.**

As (Arundel, 2013) affirms, within the most important steps for scanning a text students need to be able to:

1. Have a clear idea of what you are searching for. This means the students be to be able to understand the instruction or what kind of the information they are search.
2. Anticipate in what form the information you are searching for is likely to appear. Therefore means that the information you have about the subject or previous reading experiences.
3. Analyze the organization of the content before starting to scan. If the reading is extensive, may be necessary to determine which part of the article to scan.
4. Let your eyes analyze several lines of the text at a time. It will allow to realize reading activity in less time.
5. Read the entire sentence when you find the information you are

searching for. Helps confirm that the information found is correct.

### **Types of scanning exercises for the development of reading comprehension**

There are different types of exercises in order to practice and encourage the development of reading comprehension using through scanning here some of the most common ones according to (Argantonio, 2012) are presented:

#### **Quick search**

As a (Argantonio, 2012) affirms, quick search is done to look for a specific data, such as a name, a date, a date, etc., that we are interested in knowing before or after starting a reading. It is about taking a look at the text for a specific purpose. Therefore, after a quick search of the text, the reader can identify the most important points and consequently establish the purpose of his reading or work on the text he wants to perform.

This type of exercise consists on observing the picture or list about 15 seconds and locates within this list, the word that is indicated by the teacher in few seconds. It aims to achieve agility in the tracking vision, improving the visual field and reducing to divide words into syllables.

For example, the students look at a list of words that appears below and he should try to read them as fast as possible. The students should to locate one of them quickly. It should not take longer than 5 seconds. When the students have had a good look, the words in the picture are changed to other words related to the subjects they are working in class.

## Quick search

**Graphic N° 1:** Quick search exercise.

**Read the words quickly**

<b>Elbow</b>	<b>Yellow</b>	<b>peach</b>	<b>Hand</b>	<b>chair</b>
<b>mango</b>	Nose	arms	window	Pineapple
<b>garage</b>	Paper	red	armchair	Notebook
<b>Carpet</b>	Apple	livingroom	Word	Green
<b>Wrape</b>	Pen	eye	kitchen	Finger
<b>Head</b>	bathroom	eraser	Blue	Strawberry

**Source:** Activities for improvement quick search

**Author:** Argantonio, 2011

## Technique of fixation

As a (Rayner, 2002) affirms, the first thing to know is that this technique is worked on several levels. To understand the meaning of fixation it is necessary to know that every time the person reads, the eye makes pauses and jumps. You need to focus on every pause like a camera does. Therefore, the fixation is nothing more than the point where the view stops to read.

In addition, the fixations cause fatigue of the eyes during the reading and causes problems of concentration. Therefore, the objective of this technique is to diminish the number of fixations to accelerate the reading. However, it will not be necessary to set the view word for word, because the human can read by grouping words.

To practice this technique you can use the marker to mark the fixation points. First pause the tip of the marker on top of each word and you must make a conscious fixation on it and then increase the pace.

Instead of pausing on each word, you should do about 4 jumps per line. The aim is to identify 2-3 words at a time. Once this comes out without too much effort, it is increasing in pace.

## Fixation technique example

### Graphic N° 2: Fixation technique exercise.

The average reading speed is about 240-300 words per minute. For the average reader, the eye fixes on each word individually.

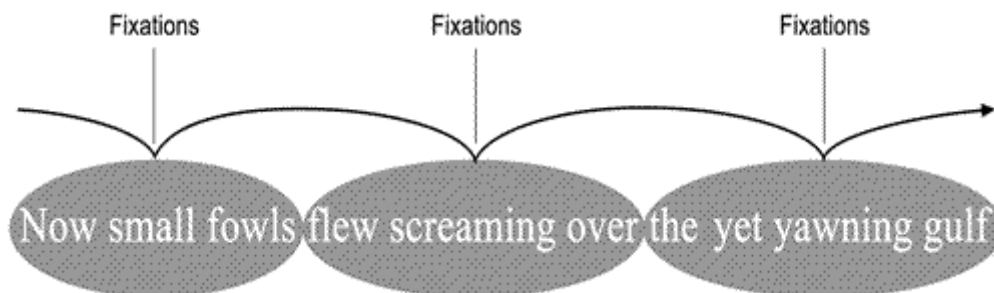


**Source:** Fixation technique exercise  
**Author:** Rayner 2002

## Fixation technique

### Graphic N° 3: Fixation technique exercise.

It is easy for your eye to recognize 4 or 5 words in a single fixation without a loss of understanding.



**Source:** Fixation exercise  
**Author:** Rayner 2002



## **Peripheral vision**

As a (Work, 2010) affirms, peripheral vision is the ability to locate, recognize, and respond to information in the various areas of the visual field around the object on which attention is focused.

The Peripheral Vision is one that allows you to cover up to almost 180° with your eyesight. When you are reading and only look at the word or syllable that you are reading at that moment you use your Central Vision, which covers just over 30°. With the latter you look at what you see so that you focus your view on the object you observe. With the first you see everything, but not neatly.

## **Application to reading**

It is very important to apply this concept to reading. It means being able to change from looking at a single word to sets of words as you read. The difference in speed is very great. Imagine that with each stroke of sight, instead of reading a single word you read four, five, ... The speed you reach is much higher.

## **Scanning as a reading technique**

As (Stetson, 2010) states, scanning is the action of analyzing a text, to extract valuable information. Either for simple curiosity or for an academic or work purpose. The depth in which the information is absorbed does not matter, because our way of facing the text is going to be the same.

In order to acquire full comprehension of a text, a strategy at the moment of reading has to be established. The first thing is to read which provides direct information about what is at hand.

## **How Do I Use Scanning?**

As (Stetson, 2010) affirms, students need to learn the following steps in order to use scanning in a reading:

1. State mentally what information you are looking. Phrase it in question form, if possible.
2. Try to anticipate how the answer will appear and what clues might use to help locate the answer.
3. Determine the organization of the material; it is your most important clue to where to begin looking for information. Especially when looking up information contained in charts and tables, the organization of the information is crucial to rapid scanning.
4. Use headings and any other aids that will help to identify which sections might contain the information for which are looking.
5. Selectively read and skip through likely sections of the passage, keeping in mind the specific question formed and your expectations of how the answer might appear. Move your eyes down the page in a systematic way.
6. When they have found the needed information, carefully read the sentences in which it appears in order to confirm that they have located the correct information.

## **Reading**

It is a valuable tool of human communication. It is the art of

constructing ideas, feelings, moods and sensory impressions of the reader and becomes a means of learning, recreation and at the same time the understanding of texts, through specific skills.

### **Reading Comprehension**

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active. (Ambruster & Osborn, 2010)

Reading comprehension is the act of understanding what the students are reading. Reading comprehension is an intentional, active, and an interactive process which happens before, during and after a person reads any article or piece of information. Comprehension is one of the main components in the act of reading (Brummit, 2008-2012)

### **Scanning and Reading Comprehension**

It is important because by using this technique students are able to understand little pieces of information. They can create themselves ideas of what they are reading. Furthermore as, students may not be able to understand all the information they read, but through this technique they improve school performance. This is an important tool for students that are learning languages because is provided to the opportunity to recall the new vocabulary to obtain the information about the reading grammar in context.

### **Levels of Reading Comprehension**

As a (Donoghue, 2008) indicate, that the process of reading comprehension can be classified into the following levels:

**Literal comprehension:** involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material.

Students need to be able to first master the literal level in order to move forward to the other levels effectively.

Literal comprehension is the first level of comprehension. (Donoghue, 2008) indicate, that within this level, the student is required to process information that is clearly defined in the text such as main ideas, details, directions, settings, characters, moral, and sequence of events. This is the level where reading comprehension has its basis.

**Inferential comprehension:** deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated.

**Critical comprehension:** concerns itself with why the author says what he or she says.

**Creative comprehension:** it includes all the personal or group creations from the reading of the text.

### **Stages of the reading process**

As a (Hughes, 2007) indicate, on the other hand reading is a process of obtaining some skills, that should be treated strategically by stages; In addition, each of them must develop with different strategies. This process has set 3 specific stages which are:

- 1 Pre-reading
- 2 During the reading
- 3 Post-reading

All of this stages are geared to develop reading comprehension in a further way throughout their uses:

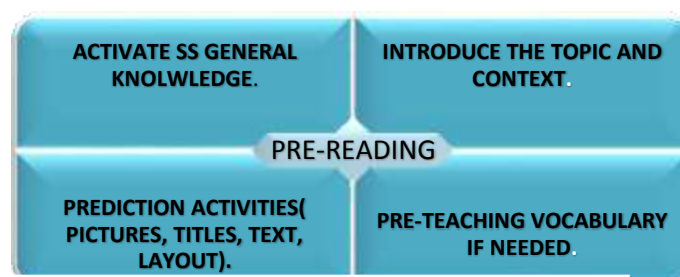
### **Pre-reading stage**

As a (Hughes, 2007) affirms, at this point, the teacher should create conditions, whose case is emotional in nature. There must be one that expresses the ideas (text), and the other contributing to the students self-interest by using prior knowledge motivation

Prior to the cited conditions, the dynamic increases with others substantive elements: the language, the questions and hypothesis, memories evoked, familiarization with the material written, a need and a target of interest of the reader, not for the mastery of the knowledge only.

The teacher can propose to students certain questions such as:

**Graphic 4:** Pre-reading stage



**Source:** Pre-reading stage

**Author:** Hughes, 2007

### **During the reading stage**

In the same way, students should be reading for recognition of individual characters, or particular information and to familiarize himself with the general content of the text. Also students can read in small groups and exchange views, depending on the purpose of the reading activity.

During reading comprehension activities should be able students to identify ideas in each paragraph, reflecting on them and proposing the idea or most important ideas; highlighting the role of each one in the text.

### **Post reading stage**

This reading process leads us the post reading, stage which is the comprehension of what is read and not only that, but also contributes to create a critical opinion or an analysis about it.

As (Hughes, 2007) affirms, the different aspects of reading comprehension and this is why it is necessary to have a regulatory component to establish success in reading. Moreover, that criterion is different in everyone. In the case of teachers, when they assess reading comprehension, they require different things of their the students like making associations with cases or situations of characters in the text, remembering details, paraphrasing content, giving new examples on the basis of citations, etc. On this regard scanning allows the students to easily understand or look for information in a text which translates into better comprehension and therefore, better reading comprehension.

### **Psychological Foundation**

#### **Constructivism learning theory**

Essentially, (Giesen, 2004) constructivism states that every human being constructs their own knowledge and comprehension of the world through facing things and reflecting on different experiences.

(Christie, 2005) indicates, children are capable of doing different things and performing different activities at certain ages of their lives.

Constructivism theory is based on the construction of knowledge through experiences in life. Students take valuable things out from what they like every day and create their own knowledge; this being the main center of that learning principle.

Based on this trend, it is clear that teaching must be in accordance with the evolution of the student and thus its development so that he learns better. Therefore, the teachers must know the degree of development of the student to be able to apply educational processes and know the degree of difficulty. Consequently that the teacher rebuilds the knowledge already elaborated by science and culture.

Teachers should not only consider levels of intellectual development, but considering the integral development of the individual, because they cannot separate the mind from the body. It has to incorporate aspects about the emotional development, personality assessment the social history of students to respect the legitimate right of the subject who learns to be trained considering their needs and interests as a person who interacts, thinks and has the potential to produce useful thinking with possibilities to enter the environment to improve it.

### **Pedagogical Foundation**

It is the opening of the construction of the learning, based on the perspective of the development of skills organization and integrity of the learning through the evolution of the human sciences. To reinforce mentioned is important to support in the criterion of (Flórez Ochoa, 1994) in which he mentions that: "pedagogy is the discipline that organizes the educational process of all people, in the psychological, physical and intellectual aspects taking into account the cultural aspects of society in general"

This has a transcendental importance for the teaching process educational, it can be reaffirmed that good reading comprehension will help develop critical reading skills in students, and will need a whole process of teacher and student interaction, techniques and strategies that are based on a methodology that integrate the reader to the levels of the reading process.

(Stang, 2009) argues that, "critical reading from a pedagogical and didactic point of view, is one of the best learning resources. It is a means of acquiring ideas. It is the basis of language culture and mastery. Through it man educates himself". The reading used as a formative instrument separates man from vices, hypocrisy, vanality, vulgarity and, above all, boredom and anguish. From a good reading the man re-emerges consoled, optimistic and ready to continue his struggle for good.

### **Legal Foundation**

The present investigation complies with the foundation set by the Constitution of the Republic of Ecuador, Code on Children and Adolescence, and the Organic Law of Intercultural Education.

Article 27 of the (Ecuador, 2013) Constitution of the Republic of Ecuador believes that: "Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights" (P.10)

Article 7 lit. B) of the Organic Law of intercultural education, says: "students have the right to receive comprehensive and scientific training, which contributes to the full development of their personality and abilities, respecting their rights, fundamental freedoms and promoting equality of genre". (P.47)



Article 37 and 38 of the Code on Children and Adolescence state that: "children and adolescents have the right to an education of quality and warmth, an autonomous, critical and creative thinking must be developed".(P29-30)

The previous articles mentioned refer to the rights that students have in their three levels of education regarding teaching and learning. This project also considers that the teachers in conjunction with the rest of the educational actors must guarantee the development of the human being based on their evolution and psychosocial development. It means that the evolution of learning must be framed in the research plane.

(Living & Ecuador, 2013), which indicate: that knowledge is reinforced throughout life, starting at birth, through everyday life and through and this statement serves to justify the need for the creation of better educational processes that allow the development of citizen's full capabilities these legal bodies all create the framework from which this research work stems.

Moreover, another important document created by the Ministry of education makes this research work possible, the National Curriculum Guidelines and Common European Framework of Reference for Languages (CEFR & Guidelines, 2012) this guidelines state that students by the end of the Eighth grade of BGE should have A1.1 level. In this level the students are supposed to understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogs, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. Lecture students must master the ability to quickly scan text to obtain information. This research project will search that purpose ask it will help students achieve this ability through the some scanning exercises

Finally, the beneficiaries of this will be the students of the Eighth grade of BGE at “Prof. Kruger Carrión Llor” and the indirect beneficiaries will be parents together with the educational community, which will benefit from improving their skills in a foreign language. This will help them in their academic, personal, and professional future which will undoubtedly contribute to improve their lifestyle.

## **CHAPTER III**

### **Methodology, process, analysis and discussion of results**

#### **Methodological Design**

As (Blackstone, 2012) affirms, the methodology establishes the quick way to interpret a fact or phenomenon and solve a problem of study, above all allows us to know clearly the event, either to describe it or to transform it.

This investigation follows a mixed methodological approach since there is no dichotomy between the quantitative and qualitative aspects of the research, whose primary goal is to solve a problem in the educational context. This method allows the researchers to examine the existing scientific data and works in conjunction with obtained numerical statistics which provide a clearer picture of the problem as a result of the carried out research. It is also qualitative nature due to the analysis and synthesis done on the results gotten from the instruments used, to prove the necessity of a didactic guide for the teacher with activities for the students.

#### **Type of Research**

This project is based upon various types of investigation which are according to their goal, this investigation is due to the final goal; which is to generate a manual of exercises for the improvement of reading comprehension with scanning activities for the students of Eighth grade BGE of “Prof. Kruger Carrión Loo” Public High school, from District 6, belonging to Zone 8, in the city of Guayaquil.

## **Field Research**

First of all in the research area the authors could find different types of research: one of the most important is field research, which is defined as “a qualitative method of data collection aimed at understanding, observing, and interacting with people in their natural settings.” (Blackstone, 2012) it provides a better understanding with general and specific details about a phenomenon.

To execute this project, the researchers took as their first technique the field research in order to get a better idea of the real problem, the authors observed the group of students of Eighth grade; and got more information to support their hypothesis about the learning problem.

## **Exploratory research**

The Exploratory research is convenient for a seeker, the author mentions in his book the Exploratory Research is the “research aims to satisfy a researcher’s curiosity about a topic” it is essential for the elaboration of the hypothesis. (Blackstone, 2012)

## **Descriptive research**

For a general idea we must consider the descriptive research offers a good strategy to use surveys in order to give a general view of a phenomenon during the process; it is a “research aims to describe or define” (Blackstone, 2012)

## **Purposeful research**

The researchers of this project need to determine what were the problems and causes of low reading level; in the same way to analyze the

situation with the aim to give possible solutions. After this process could point the big problem was the scarcity of reading comprehension. Therefore proposed design a manual of exercises for the improvement of reading comprehension with scanning activities.

## **Bibliography research**

In this type of research is documentary, ie; That the problem will be investigated, the researcher will have to ensure that the data used in the different bibliographic references are guaranteed in the development of the research work; The bibliographic documentation is rigorous because it is directed to the direct contact in the study, the experimental world and acquires the basic knowledge.

The need to use knowledge embodied in books, newspapers, magazines, is very helpful to solve the problem presented by students. This bibliographic research allows to classify and order the scientific information sought by the authors of this project.

## **Population and Sample**

### **Population**

For the research process this term plays a basic role, a population is "The group (be it people, events, etc.) want to be able to draw conclusions about at the end of your study" (Blackstone, 2012)

This project is been developed in the Eighth grade section level of Prof. Kruger Carrion Loor High School. As this a new institution, the higher courses are just starting their first year with Eighth grade. Therefore, for this reason as this is a group of interest for the authorities, it was requested by the authorities to work with this group in order to observe the

development and performance in the reading skill in the English which is a foundation for all English learning. The researchers were able to identify this problem in this particular group. The population that the authors took into consideration is the most relevant people to the purpose of the study like the principal, the English teacher, and the 19 students affected by the problem.

## Sample

The Sample terms is linked with the term populations, they both play important roles in the research. Incidentally we must consider Sample is “the cluster of people or events” (Blackstone, 2012) from which you need to get the most relevant information.

Therefore, as the sample is less than 100 no mathematical or statistical formula is required. Therefore the sample will be the same as the maximum population of Eighth grade.

**Table 1: Population and Sample.**

<b>N°</b>	<b>DETAILS</b>	<b>PEOPLE</b>
<b>1</b>	<b>PRINCIPAL</b>	<b>1</b>
<b>2</b>	<b>TEACHER</b>	<b>1</b>
<b>3</b>	<b>STUDENTS</b>	<b>19</b>
<b>4</b>	<b>SCORE</b>	<b>21</b>

**Source:** Prof. Kruger Carrión Loor High School.

**Authors:** Gabriela Guaitara – Neptalí Suárez.

## Operationalization of Variables Chart

**Table 2: Operationalization of Variables Chart**

VARIABLES	DIMENSIONS	INDICATORS
<b>Independent variable:</b> Reading Technique (Scanning)	Conceptualization	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Importance</li> </ul>
	Steps for scanning a text	<ul style="list-style-type: none"> <li>• Have a clear idea</li> <li>• Anticipate the information you are searching</li> <li>• Analyze the content</li> </ul>
	Scanning exercise for the development of reading technique	<ul style="list-style-type: none"> <li>• Quick Search</li> <li>• Peripheral Vision</li> <li>• Fixation</li> </ul>
<b>Dependent variable:</b> Reading Comprehension	Conceptualization	<ul style="list-style-type: none"> <li>• Definition</li> </ul>
	Levels of Reading Comprehension	<ul style="list-style-type: none"> <li>• Literal comprehension</li> <li>• Inferential comprehension</li> <li>• Critical comprehension</li> <li>• Creative comprehension</li> </ul>
	Stages of Reading Process	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• During the reading</li> <li>• Post-reading</li> </ul>

**Source:** Prof. Kruger Carrión Loor High School.

**Authors:** Gabriela Guaitara – Neptalí Suárez

## **Methods of Investigation**

This research is based under the following research methods:

**Analysis-Synthesis:** this method allows analyzing relation between the teaching-learning of the reading technique scanning in the development of the reading comprehension. It's provided the author the opportunity to determine were the causes or problems that were affecting to students.

**Inductive-deductive:** The research also used the inductive-deductive method because it also took the stages for scanning a text of the reading technique, and the exercises for the development of reading technique (scanning) to prove its influence in reading comprehension.

**Historical-logical:** It is the search for information that sustains the foundation for the influence of scanning in reading comprehension.

**Systematic-structural-functional:** Finally, the researchers used the systemic-structured-functional method because the solution to the educational problem proposed is a manual of exercises for the improvement of reading comprehension that teacher to apply in class. In this case, the proposal has a structure based on the strategies mentioned in the variable matrix to use scanning as reading technique and its functions in the improvement of reading comprehension in the students of Eighth grade High School.

## **Techniques and Instruments of Investigation**

In the investigation the following empirical techniques were used: an interview to the English teacher, a survey to the students.



The **interview** to the teacher English was based on a questionnaire with open-ended questions based on how the problem manifests itself in the classroom, and the methodological approaches that the teacher takes on the matter. These questions sought to find out the quality of knowledge related to both the scanning reading technique and the reading comprehension.

The **survey** to the students which is a questionnaire using 15 statements with 5 different options in Likert scale ranging from 1 completely disagree to 5 completely agree. These questions were related to the frequency of usage, level of development, the ease of which a technique or strategy is used and the students' opinions to reach a conclusion of where their deficiencies lay. The reason to survey the students was due to the fact that because during the teaching practice period the researchers were able to identify that students had trouble identifying specific information when performing reading activities.

### **Analysis of Interview to the English teacher**

This interview was performed to the English teacher of Eighth grade at Prof. "Kruger Carrión Llor" High School and these were his answers.

**1. How do you consider reading comprehension is practiced effectively inside the classroom? Why?**

I consider that not is practiced inside the classroom, because there is a lack of reading comprehension.

**2. What type of reading techniques do you teach your basic level students to improve their reading comprehension level?**

One of the techniques I teach with my students is the use of concept maps.

**3. How do you develop reading skills with your students?**

It is difficult for me try to develop reading skills in one hour per week, and in other hand the school does not have the didactic resources we need for a class, so is a disadvantage for me and for students too.

**4. Which reading techniques do you use for reading comprehension activities? Why?**

One of the activities of reading comprehension that is used in class is theatrical representations, but it is difficult to carry out an activity by the little space that is in the classroom.

**5. What is the level of development of your students in reading comprehension?**

The children leave the school with deficiencies in reading, and when arriving at the stage of the school the students find with many difficulties at the moment of reading. Therefore, students have a basic level.

**6. What type of guidelines do you give your students to perform reading activities?**

The types of materials given to students are usually: literary novels, copies with short readings with that develop the practice.

**7. Why do you think the use of reading techniques is important in reading comprehension?**

It is important to use reading techniques because students will have a better way of expressing their main ideas of each paragraph they have read.

## **Analysis of the interview**

**Comment:** The teacher expresses that the students have problems with the English language, because when leaving the basic education they leave with a deficiency in the language and when entering to the school, they have a difficult time trying to understand or to express their ideas, either by shame or shyness.

According to the teacher, she indicates that she uses appropriate strategies and texts for this level; the information obtained during the interview says otherwise, she tries to use short novels and extract of a reading; hoping for better attention and understanding of the language, but she does not get good results.

The teacher stated that a didactic material would be very helpful to students, and would facilitate a better understanding when reading or developing an activity in English.

## Analysis the survey of results

**Item 1:** The teacher often applies strategies to strengthen reading comprehension.

**Sample:** 19

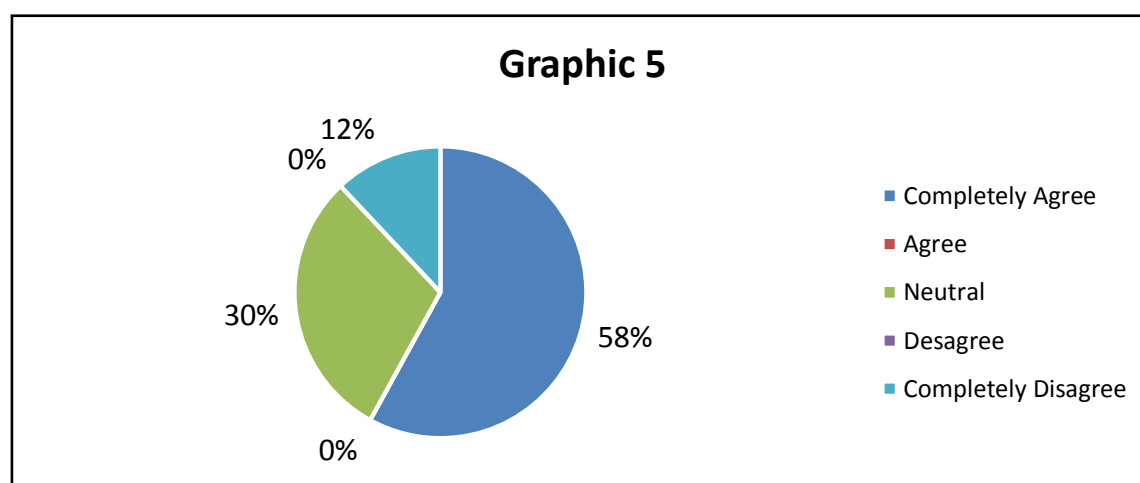
**Room:** Eighth Grade

**Table 3**

The teacher often applies strategies to strengthen reading comprehension.			
Code	Categories	Frequency	Percentages
ITEM N°1	COMPLETELY AGREE	9	58%
	AGREE	0	0%
	NEUTRAL	6	30%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	4	12%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Llor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Llor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

### Comment:

The result indicates that the strategies used by the teacher are not of interest to the student, which in addition aggravates the process of development of reading comprehension.

**Item 2:** The teacher motivates my interest to read in class.

**Sample:** 19

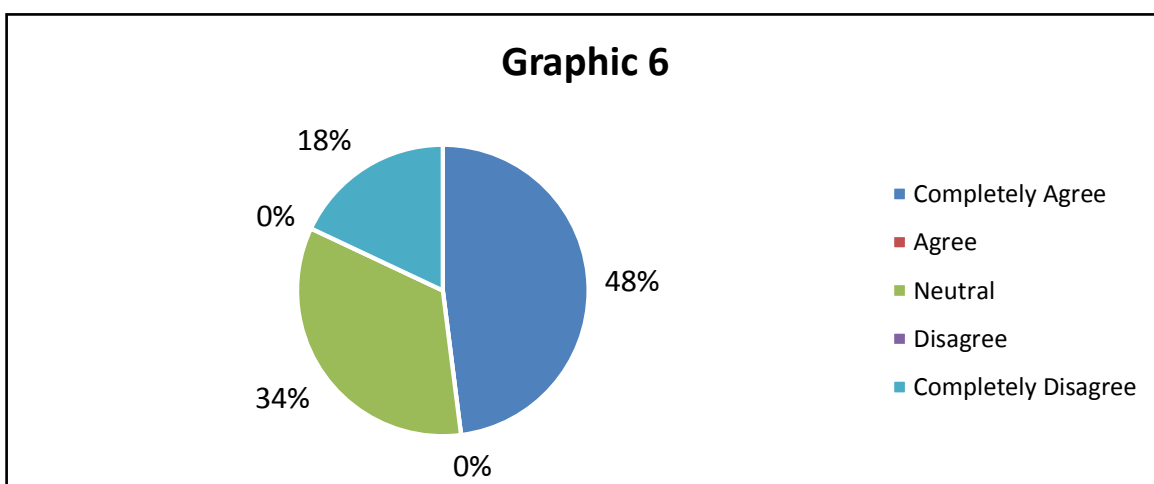
**Room:** Eighth Grade

**Table 4**

The teacher motivates my interest to read in class.			
Code	Categories	Frequency	Percentages
ITEM N°2	COMPLETELY AGREE	8	48%
	AGREE	0	0%
	NEUTRAL	7	34%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	4	18%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

Possibly the student has a lack of interest in reading in class because they do not have the right material to develop the activity.

**Item 3:** I consider reading important in the learning process.

**Sample:** 19

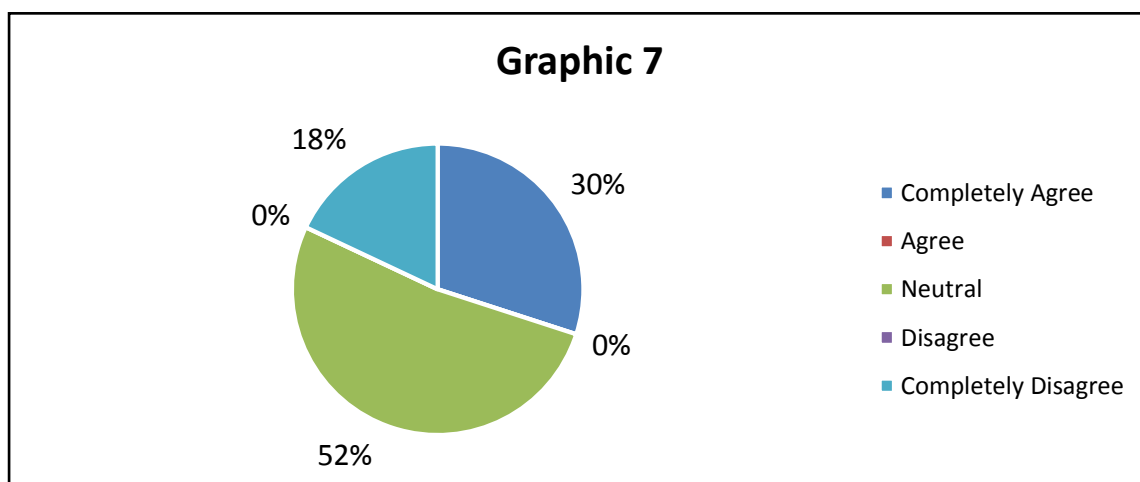
**Room:** Eighth Grade

**Table 5**

I consider reading important in the learning process.			
Code	Categories	Frequency	Percentages
ITEM N°3	COMPLETELY AGREE	6	30%
	AGREE	0	0%
	NEUTRAL	10	52%
	DISAGREE	0	0%
	COMPLETLY DISAGREE	3	18%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

The student's response to this question indicates that reading is not important to the learning process.

**Item 4:** I easily identify information in a text.

**Sample:** 19

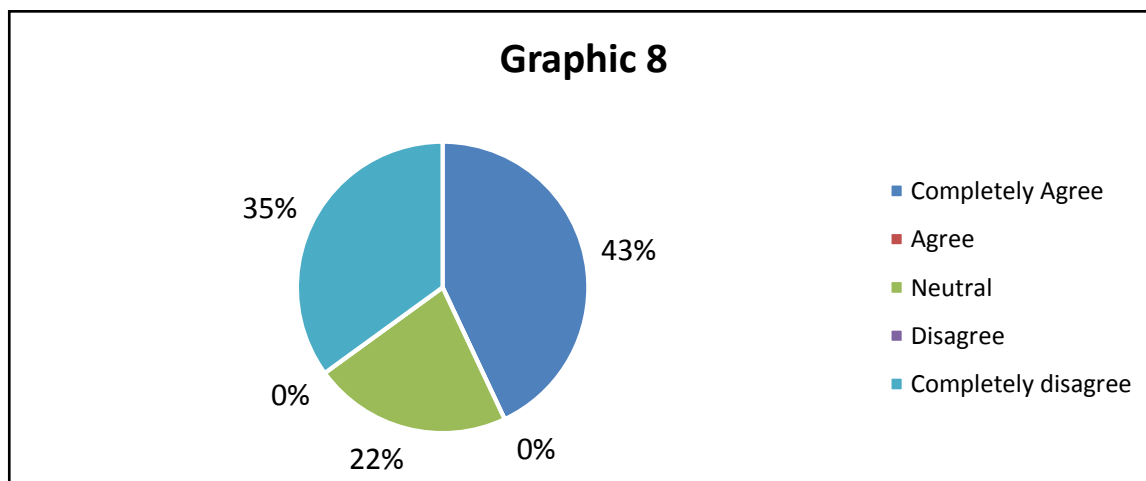
**Room:** Eighth Grade

**Table 6**

I easily identify information in a text.			
Code	Categories	Frequency	Percentages
ITEM N°4	COMPLETELY AGREE	8	43%
	AGREE	0	0%
	NEUTRAL	5	22%
	DISAGREE	0	0%
	COMPLETLY DISAGREE	6	35%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

The lack of knowledge quick search exercise establishes that the student cannot easily identify information from a text.

**Item 5:** I can find the answers quickly when I read.

**Sample:** 19

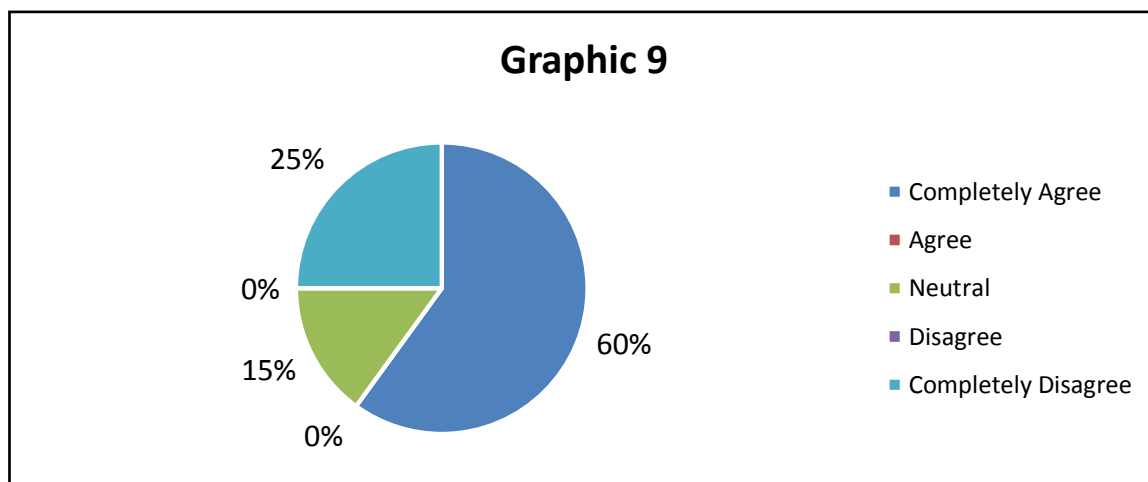
**Room:** Eighth Grade

**Table 7**

I can find the answers quickly when I read.			
Code	Categories	Frequency	Percentages
ITEM N°5	COMPLETELY AGREE	12	60%
	AGREE	0	0%
	NEUTRAL	3	15%
	DISAGREE	0	0%
	COMPLETLY DISAGREE	4	25%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

This indicates one of the techniques that can help the student find punctual information; would be the scanning reading technique, which is present in this research.



**Item 6:** I am comfortable with reading activities.

**Sample:** 19

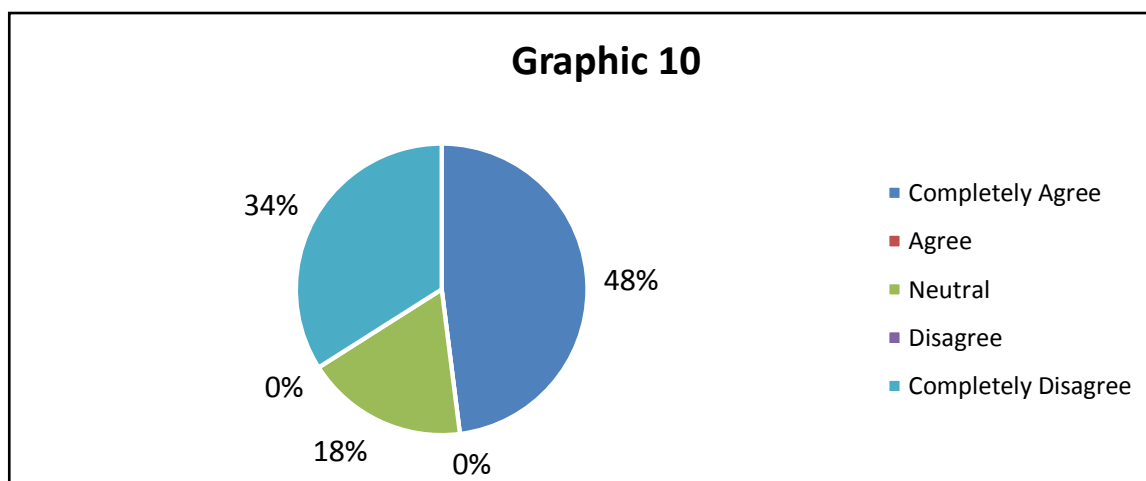
**Room:** Eighth Grade

**Table 8**

I am comfortable with reading activities.			
Code	Categories	Frequency	Percentages
ITEM N°6	COMPLETELY AGREE	8	48%
	AGREE	0	0%
	NEUTRAL	4	18%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	7	34%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

This indicates that there are possibilities to encourage reading within the classroom through more effective resources.

**Item 7:** I have problems to read.

**Sample:** 19

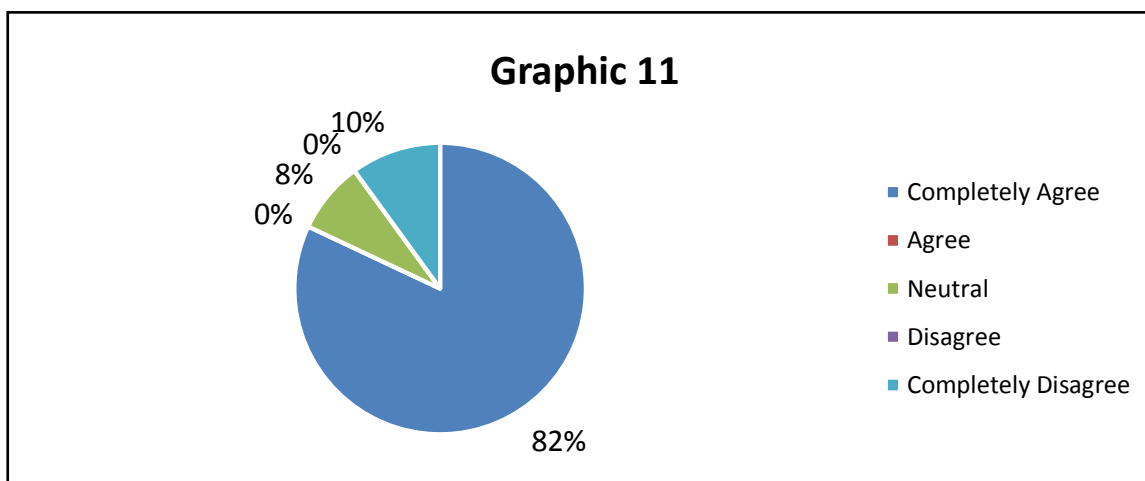
**Room:** Eighth Grade

**Table 9**

I have problems to read.			
Code	Categories	Frequency	Percentages
ITEM N°7	COMPLETELY AGREE	16	82%
	AGREE	0	0%
	NEUTRAL	1	8%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	2	10%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

This means that better tactics should be done when reading in class and implementing a better methodology.

**Item 8:** I like to participate when the teacher performs a reading activity.

**Sample:** 19

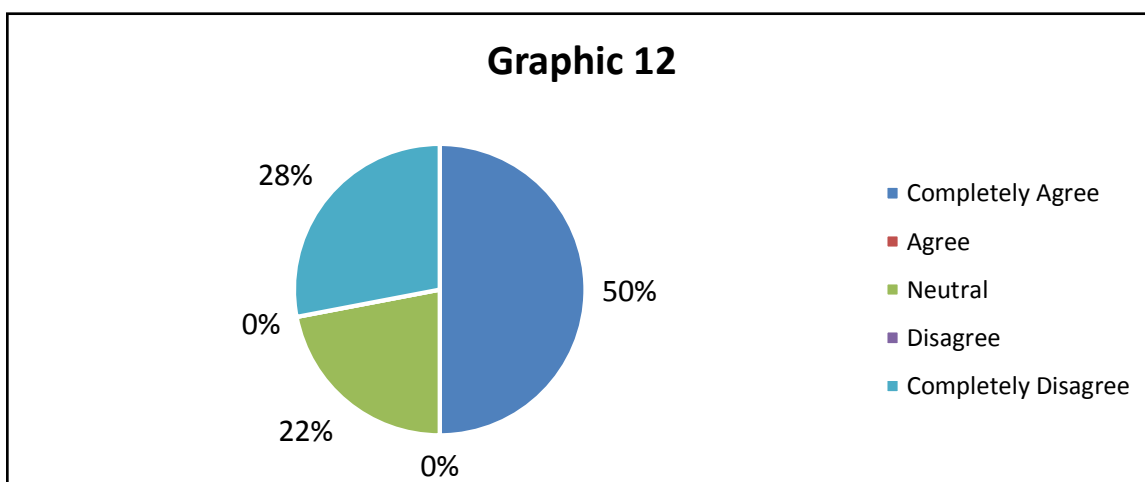
**Room:** Eighth Grade

**Table 10**

I like to participate when the teacher performs a reading activity.			
Code	Categories	Frequency	Percentages
ITEM N°8	COMPLETELY AGREE	10	50%
	AGREE	0	0%
	NEUTRAL	4	22%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	5	28%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

Reading activities should be more striking for the student demonstrates a little more interest in reading in class.

**Item 9:** I like the activities to promote reading that is organized in class.

**Sample:** 19

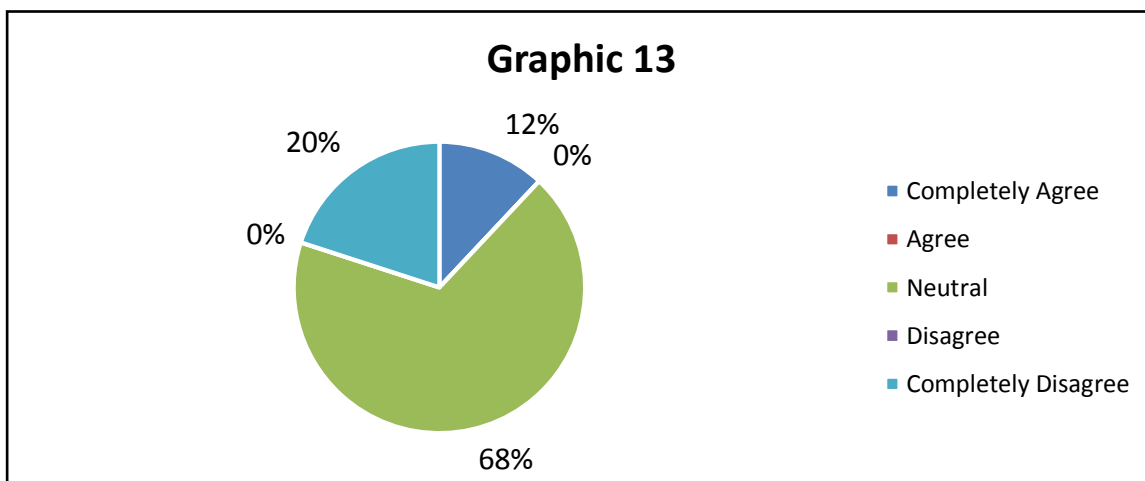
**Room:** Eighth Grade

**Table 11**

I like the activities to promote reading that is organized in class.			
Code	Categories	Frequency	Percentages
ITEM N°9	COMPLETELY AGREE	3	12%
	AGREE	0	0%
	NEUTRAL	13	68%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	4	20%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

Reading activities organized in class are not pleasing to the student because the material used is not according to knowledge of the student.

**Item 10:** I like the reading material that I use in class.

**Sample:** 19

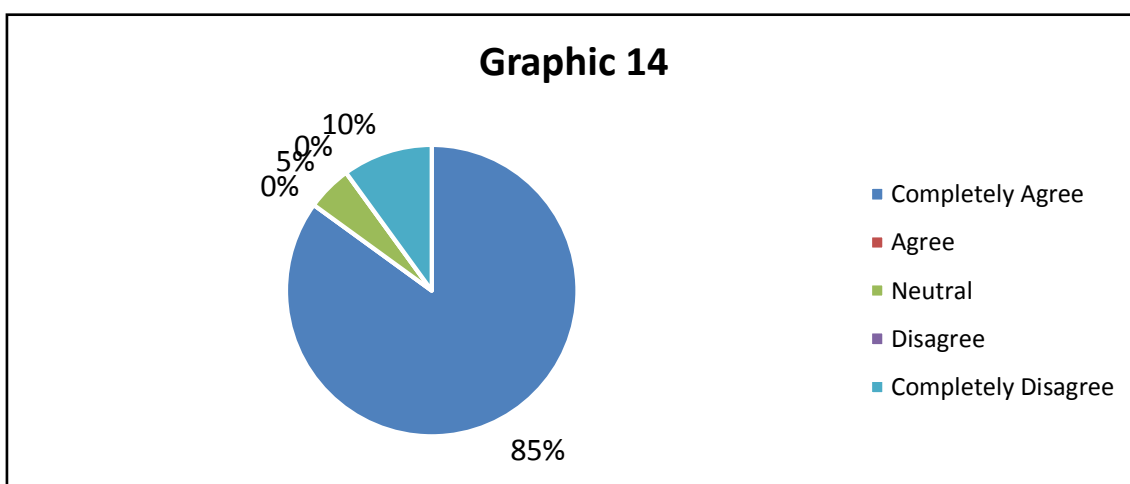
**Room:** Eighth Grade

**Table 12**

I like the reading material that I use in class.			
Code	Categories	Frequency	Percentages
ITEM N°10	COMPLETELY AGREE	1	5%
	AGREE	0	0%
	NEUTRAL	16	85%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	2	10%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez.

**Comment:**

Literary novels used by the teacher to develop reading in class is advanced and the student sees it more as an obligation to read than to do it on his own initiative.

**Item 11:** My teacher helps me when I have difficulty to read.

**Sample:** 19

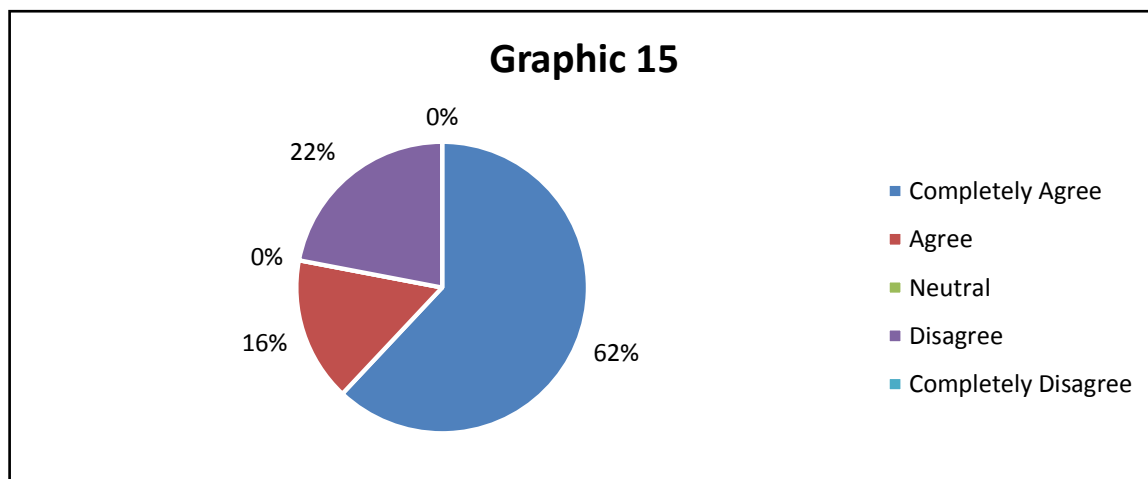
**Room:** Eighth Grade

**Table 13**

My teacher helps me when I have difficulty to read.			
Code	Categories	Frequency	Percentages
ITEM N°11	COMPLETELY AGREE	12	62%
	AGREE	3	16%
	NEUTRAL	0	0%
	DISAGREE	4	22%
	COMPLETELY DISAGREE	0	0%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

This result indicates that the aid does not reach all students due to lack of time in the classroom. A better strategy should be implemented so that students to reduce the difficulty of reading in the classroom.

**Item 12:** Organizing reading activities helps me understand texts easily.

**Sample:** 19

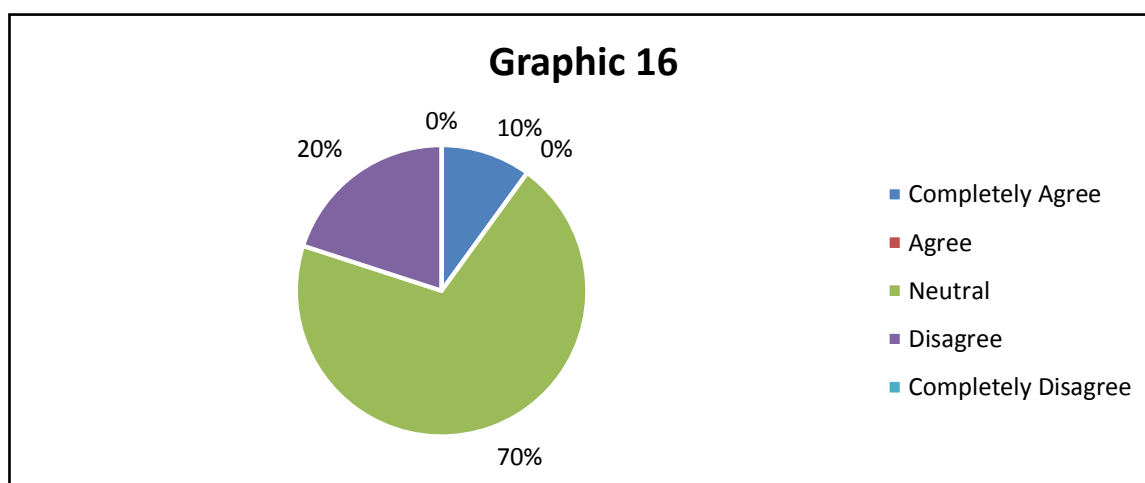
**Room:** Eighth Grade

**Table 14**

Organizing reading activities helps me understand texts easily.			
Code	Categories	Frequency	Percentages
ITEM N°12	COMPLETELY AGREE	1	10%
	AGREE	0	0%
	NEUTRAL	15	70%
	DISAGREE	3	20%
	COMPLETELY DISAGREE	0	0%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

The survey response indicates that the material used by students to perform reading activities; Such as literary novels, is not appropriate for this level.

**Item 13:** I consider it necessary for my teacher includes new strategies in teaching reading learning.

**Sample:** 19

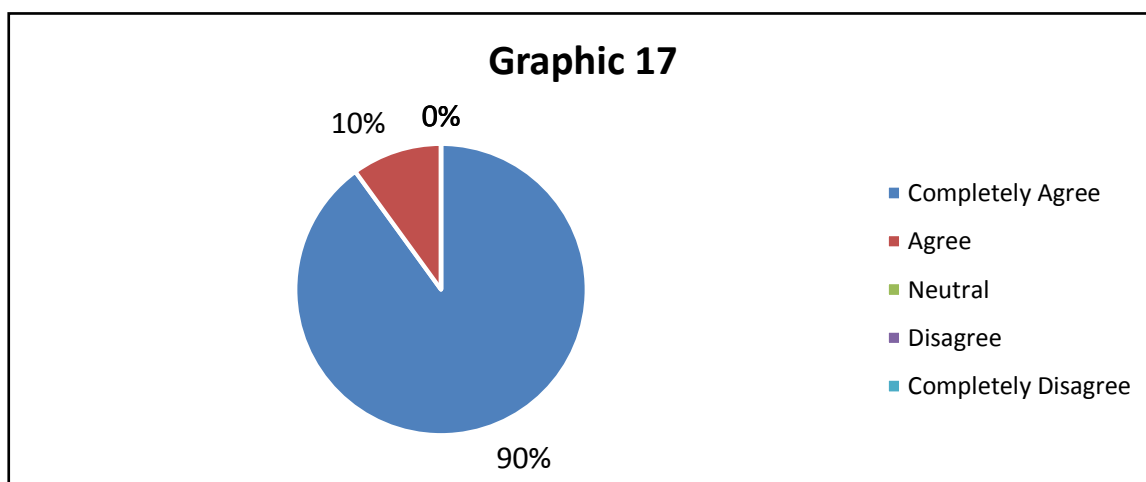
**Room:** Eighth Grade

**Table 15**

I consider it necessary for my teacher includes new strategies in teaching reading learning.			
Code	Categories	Frequency	Percentages
ITEM N°13	COMPLETELY AGREE	17	90%
	AGREE	2	10%
	NEUTRAL	0	0%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	0	0%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

The student considers that it is necessary and important to include new strategies for reading, considering that perhaps the ones used are not correct.



**Item 14:** I would like my teacher to facilitate, support and guide the development of comprehensive reading.

**Sample:** 19

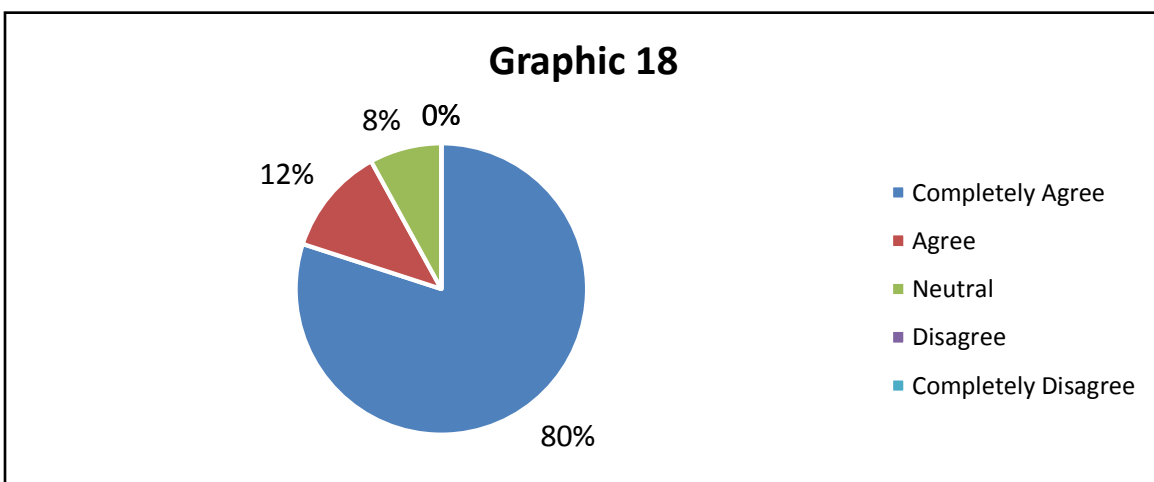
**Room:** Eighth Grade

**Table 16**

I would like my teacher to facilitate, support and guide the development of comprehensive reading.			
Code	Categories	Frequency	Percentages
ITEM N°14	COMPLETELY AGREE	16	80%
	AGREE	2	12%
	NEUTRAL	1	8%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	0	0%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

The main objective of reading comprehension is to get students to learn and use certain strategies that help them understand different types of text and allow them to learn better.

**Item 15:** I understand the instructions that are in the reading activities.

**Sample:**19

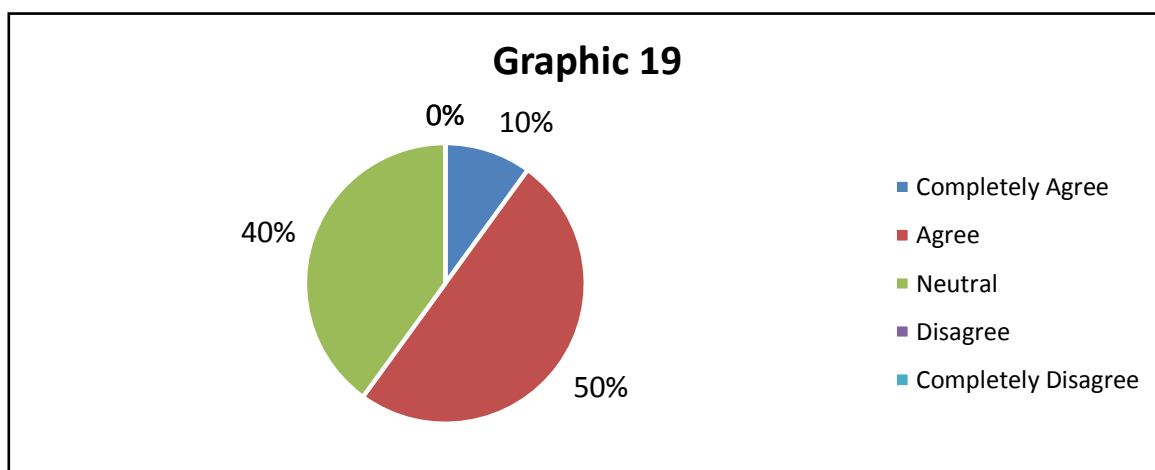
**Room:** Eighth Grade

**Table 17**

I understand the instructions that are in the reading activities.			
Code	Categories	Frequency	Percentages
ITEM N°15	COMPLETELY AGREE	16	10%
	AGREE	1	50%
	NEUTRAL	2	40%
	DISAGREE	0	0%
	COMPLETELY DISAGREE	0	0%
	TOTAL	19	100%

**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez



**Source:** Prof. Kruger Carrión Loor High School

**Authors:** Gabriela Guaitara – Neptalí Suárez

**Comment:**

This result is the main problem of students they don't understand the instructions and readings of the English books they have available.

### **Triangulation comment:**

In this institution it was observed that the problem is affecting to the students who mentions they requires more guidelines to develop reading activities especially with longer texts. Although the teacher has good intentions, lacks knowledge because he is not the teacher of the area. It can be found that although there is an intention to provide students with better educational practices for reading, at the moment they are not focused on the right activities.

Through the conversations with the teacher it was manifested that despite the existence of good intentions, the teacher might not have adequate training or resources to teach this subject or this particular skill properly. As mentioned before, she is not an English area teacher but of a subject different than this linguistic area.

As a consequence, there is some divergence between the opinions expressed by the teacher and the students. Therefore, there are opportunities for improvement; this means there are chances for implementing better methodological strategies or more effective activities within the classroom for Reading Comprehension development.

### **Chi Square test for Variable Correlation**

**Objective:** To show statistically if there is relation between the independent and dependent variable.

**Independent variable:** Scanning as a reading technique.

**Dependent variable:** Reading Comprehension.

**Graphic 20:** Influence of scanning as a reading technique for the development of reading comprehension.

<i>The teacher often applies strategies to strengthen reading comprehension</i>	<i>I easily identify information in a text</i>			Total
	Completely Disagree	Neutral	Completely Agree	
Completely Disagree	4,00 21,05%	,00 ,00%	,00 ,00%	4,00 21,05%
Neutral	2,00 10,53%	4,00 21,05%	,00 ,00%	6,00 31,58%
Completely Agree	,00 ,00%	1,00 5,26%	8,00 42,11%	9,00 47,37%
Total	6,00 31,58%	5,00 26,32%	8,00 42,11%	19,00 100,00%

**Source:** Survey taken to students from Eighth at Prof. Kruger Carrión Llor High School.

**Authors:** Gabriela Guaitara – Neptalí Suárez.

#### **Statistical of test to use:** Chi-Square

Pruebas Chi-cuadrado.

<i>Estadístico</i>	<i>Valor</i>	<i>df</i>	<i>Sig. Asint. (2-colas)</i>
Chi-cuadrado de Pearson	23,22	4	,003
Razón de Semejanza	27,10	4	,001
Asociación Lineal-by-Lineal	14,71	1	,000
N de casos válidos	19		

As the value of p was less than 0,05 it affirms than there is relation between the variables and therefore the diction influences in oral expression.

### **Conclusions and Recommendations**

#### **Conclusions**

- The children are willing to improve their reading comprehension, in order to diminish the deficiencies that they are experiencing at the moment of carrying out reading activities.

- It was evidenced that from the total of the surveyed population the greater part, teachers, authorities and students is in total agreement to carry out this research project.
- It was identified that the techniques used in class do not complement the reading comprehension that they should develop at this level.
- It was revealed that students do not use the appropriate material to develop reading comprehension and the technique is not used according to the level.

### **Recommendations**

Due to the aforementioned conclusions, the following recommendations are made:

- Students should be guided and motivated to perform some kind of daily reading, to encourage and encourage their development.
- It is recommended that the students use scanning activities to reinforce the reading activities.
- It will be necessary to apply scanning activities to help students' identification of information which will aid in reading comprehension.
- Students require the use of an appropriate material of directed activities related to scanning to improve their reading comprehension.

## **CHAPTER IV**

### **The Proposal**

**Topic:** Design a manual focused on scanning reading activities for the improvement of reading comprehension.

#### **Justification**

The results of analysis and data interpretation obtained from collecting information through observations, interview and survey, revealed that the students need an orientation to develop their reading skill. Further analysis of the instruments results and triangulation of instruments performed to both the students and the teacher, revealed that such deficiencies lie mostly in the little usage of techniques that allow students to identify punctual information during the three methodological stages (before, during, after) in reading class.

Through the conversations with the teacher it was manifested that despite the existence of good intentions, the teacher does not have adequate training to teach this subject. As the current professional is not an English area teacher but of a subject different than this linguistic area it is necessary to better guides him in the use of scanning reading activities for the improvement of reading comprehension. Therefore, more appropriate guidance to address the problem with a more effective resource is necessary.

## **Objective**

### **General Objective**

- To promote the improvement of reading comprehension through the use of scanning reading activities.

### **Specific objectives:**

- To encourage students to use scanning to understand texts.
- To help the improvement of reading comprehension for using scanning activities
- To aid students in understanding and identifying very simple informational texts according to their required level.

### **Theoretical aspects**

The students in this level required to be able to identify information within a text in order to improve the reading comprehension outcomes for this reason this proposal is considering the following theoretical aspects to shape the proposal.

### **Pedagogical aspect**

This project is based on Krashen's hypothesis of Second Language Acquisition; therefore in the proposal, one will be able to observe different stages that serve to develop the reading process, which will meet the needs of the students.

It is especially useful and basic in education because each student is unique and unrepeatable. Therefore, have specific qualities and talents. Pedagogy is an aid tool through which a professional can help a student to study better through study techniques more effective (Stang, 2009).

### **Psychological aspect**

Metacognition refers to “thinking about thinking” and was introduced as a concept in by (Cambria, 2010), who is typically seen as a founding scholar of the field. Metacognition is the knowledge you have of your own cognitive processes (your thinking). It is your ability to control your thinking processes through various strategies, such as organizing, monitoring, and adapting.

For this proposal, the activities that the students will use are focused in each educational stage; considering that students will understand reading using scanning activities.

It is mainly concerned with how to teach the student a subject and how the student learns it. For this, it is important to be clear about some key points. One of them is to study carefully the subject that is given in this case reading, analyzing it and adapting it to each educational stage as best as possible, for it to be understood by the student who studies it. (Christie, 2005)

### **Didactical aspect**

There are some factors affecting reading skills. It will be find strategies in order to teach how to read or how to avoid those factors affect their reading. Nowadays, it is a dare to professors to help students learn to read, because students have more interest in other activities instead of reading.



For that reason this proposal will consider that, teachers have to be conscious about the use of reading material and how having a good material can help students. It is also important to bear in mind to use the appropriate resource according to the students' level knowledge. (Cambria, 2010) also affirms: "After you have determined your student's reading ability level, select or create reading material of the appropriate level" (p.10).

### **Legal aspect**

This proposal is supported legally because the educational authorities and current legal body states that one of the most important technique to achieve learning outcomes is scanning technique, and for this reason this proposal will help students to understand and identify simple information texts, through the uses of scanning activities. According to the proficiency level for reading ministry education affirms:

In the A1.1 level, the students are supposed to understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogs, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.

### **Feasibility of the proposal**

#### **Financial**

This Project is feasible due to the fact the activities proposed may be photocopied according to the students' necessity and the teacher does not require extra funds for its implementation.

#### **Technical**

Due to the fact that it is a printed manual of exercises, there is no need to be concerned of the necessity of using technological appliances.

However, the teacher is encouraged to use any other resources considered necessary.

### **Human**

It is feasible because all human resources: researchers, teachers, tutors, director, coordinator, and students, etc. are available and interesting in cooperating with this project.

### **Legal**

It is legally feasible because it is based on the three political system regulators of education which are the National Plan for Good Living, Organic Law of intercultural education and the Republic of Ecuador's Constitution (2012); which gave a significant contribution to the development of this investigation.

### **Policies**

It is politically feasible because its main basis is on article 26 of the Republic of Ecuador's Constitution (2012) that says all Ecuadorians have the right to receive quality education and it is mandatory and inescapable by the Ecuadorian state, so it ensures a better social development of people as mentioned in the legal foundation found in chapter two. Moreover, the curricular guidelines provide the framework in which this proposal is made.

### **Description of the Proposal**

This proposal is designed to fortify the development of the reading skill in students from Eighth Year BGE in Prof. Kruger Carrión Loo High School. For that reason it is aligned with the topics presented in the English Book Level 1 (2015), in accordance with its topics, reading functions, and structures.

The 6 units of this proposal are divided into 3 activities each one, every activity was created, adapted, and rebuilt towards reading orientation using scanning activities. All activities will consider the different stages in the process: Pre-reading, during the reading and post-reading. All of these stages are geared to develop reading comprehension in a further effective way. The manual will include several types of scanning exercises that will be reinforced throughout the activities contained in the manual to improve students reading comprehension levels.

To conclude with this description, it is remarkable to mention that the application of this proposal is arranged to be put in practice at any time of the school year. On the other hand, no extra materials are required for its application due to as all activities needed are provided the authors the fact that its application only needs paper, pen, markets and human resources.

## **Conclusions**

The manual of focused on scanning reading activities for the improvement of reading comprehension is carried out with the main idea of solving a problem of poor Reading Comprehension levels found in the reading skill, in students from Eighth Year BGE in Prof. Kruger Carrión Llor High School. Fulfilling in this way the general and specific objectives established in the proposal, because it will provide the student with a handbook with activities that will help students develop reading comprehension by following the goals of the student textbook.

All activities included in this proposal will encourage students to understand reading, working individually, and will be monitored and supervised by the English teacher.

The final point of this study, it is essential to mention that the application of reading scanning techniques is an effective way to help students find specific information in a reading, it is vital that teachers create opportunities for them to participate in the teaching-learning process.

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# **ANNEX I**

## **LEGAL DOCUMENTS**





UG  
Universidad  
de Guayaquil



Facultad de Filosofía,  
Letras y Ciencias de la  
Educación

PODAS DE TITULACIÓN DE GRADUACIÓN  
240 - 1000 - 1000  
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Oficio No. 275

Guayaquil, 24 de Octubre del 2016

MSc.

Heidi Marriott Toledo

PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que se procede a la modificación de propuesta del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: **GUAITARA VERA GULLIANA GABRIELA Y SUÁREZ VÉLEZ NEPTALI RÓMULO:**

**TEMA ACTUAL:** influence of scanning as a reading technique for the development of reading comprehension.

**PROPUESTA ANTERIOR:** To elaborate a manual of activities and exercises for the improvement of reading comprehension.

**PROPUESTA MODIFICADA:** Design a manual focused on scanning activities for the improvement of reading comprehension.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atestamento,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA



UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística

DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARTE	FECHA
Elaborado por	Ing. Alexander Delgado	SECRETARIA	
Aprobado por	MSc. Alfonso Sánchez	DIRECTOR(ES)	

Recibido  
Heidi Marriott Toledo  
Dic 18/2016

MSc.

SILVIA MOY-SANG CASTRO, Arq.  
DECANA DE LA FACULTAD DE FILOSOFÍA,  
LETRAS Y CIENCIAS DE LA EDUCACIÓN

CIUDAD.-

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultora Académica de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: **Lengua Inglesa y Lingüística**, el día Lunes, 24 de Octubre del 2016.

Tengo a bien informar lo siguiente:

Que los integrantes **Guaitara Vera Gulliana Gabriela** con C.C. 0921181798, y **Neptalí Rómulo Suárez Vélez** con C.C. 0920956240, diseñaron el proyecto educativo con el Tema: **Influence of scanning as a reading technique for the development of reading comprehension**. Propuesta: **Design a manual focused on scanning activities for the improvement of reading comprehension**. El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondiente.

Atentamente,



MSc. Heidi Marriott Toledo

Consultora Académica





Oficio No. 450

Guayaquil, 05 de Diciembre del 2016

Licenciado

José Jiménez

RECTOR DEL COLEGIO "KRUGER CARRIÓN LOOR"

Ciudad:-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **GUAITARA VERA GULLIANA GABRIELA Y SUÁREZ VÉLEZ NEPTALI RÓMULO**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

**TOPIC:** Influence of scanning as a reading technique for the development of reading comprehension

**PROPUESTA:** To elaborate a manual of activities for the improvement of reading comprehension

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila

  
UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística  
**DIRECCIÓN**

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA



FUNCIÓN RESPONSABLE	CARGO	FECHA
Ing. Alexander Páez	SECRETARÍA	
MSc. Alfonso Sánchez Ávila	DIRECTOR	

REVISADO 1 2 DIC 2016

12H00.



**ESCUELA DE EDUCACIÓN BÁSICA N° 442  
PROF. KRÜGER CARRIÓN LLOOR**

Coop. Pancho Jácome 1. Km 8 ½ vía a Daule  
krugercarrion@hotmail.com  
Teléfono: 0999989072  
Guayaquil-Ecuador

Guayaquil, 12 de Diciembre de 2016

MSc.

**Alfonso Sánchez Ávila.**

**DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGUISTICA**

Presente

**De mis consideraciones:**

Por medio de la presente me permito saludarlo y expresarle mis más sinceros saludos de afecto y consideración, en calidad de **Director (encargado)** de la Centro Educativo de Educación Básica N° 442 **Prof. Kruger Carrión Llor** de la ciudad de Guayaquil, al mismo tiempo se aprueba que la Srta. **Gulliana Gabriela Guitara Vera** y el Sr. **Neptalí Rómulo Suárez Vélez**, de la **Escuela de Leguas y Lingüísticas** y se le da el **visto bueno** a realizar el proyecto educativo en nuestra Institución.

**TOPIC:** Influence of scanning as a reading technique for the development of reading comprehension.

**PROPOSAL:** To elaborate a manual of activities for the improvement of Reading comprehension.

Se resolucionna brindarles todas las facilidades a fin de que el proyecto termine sin novedad por el bienestar de nuestra comunidad educativa.

Particular que comunico para los fines pertinentes.

Atte.



**Prof. JOSÉ JIMÉNEZ G.  
DIRECTOR (E)**







# REPORTE DE SEGUIMIENTO A TRABAJO DE TITULACIÓN

Formato No. IT-STI-01

Tutor:

Lic. Heidi Harrold Toledo, MSc

TIPO DE

NOMBRE DE

T. DE TITULACION Influencia of scanning as a reading technique for the  
ESTUDIANTE (S): development of reading comprehension  
Cullman Gabriela Guadalupe Vera 0989036419 gabula\_gv@hotmail.com CARRERA (S): improvement 4  
Nephtali Simón Sánchez Velazquez 0941751405 NEPTA-SANES@Hotmail.com comprehension

No. TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACION		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE	FIRMA ESTUDIANTE
			INICIO	FIN				
1	18/02/2017	Entrega de documentación			Consejo Cap 1	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
2	12/01/2017	Revisión Cap 1	07:15	08:20	Consejo Cap 1 Revisión de antecedentes y fundamentos	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
3	20/01/2017	Revisión Cap 1	08:00	09:20	Revisión de antecedentes y fundamentos	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
4	26/01/2017	Revisión Cap 1 y de Encuesta y Encuesta	07:00	08:00	Revisión de antecedentes y fundamentos	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
5	07/03/2017	Revisión Encuesta Parte de Cap 2	07:00	08:00	Consejo Cap 2	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
6	14/03/2017	Revisión de antecedentes y Encuesta	07:00	08:00	Consejo Cap 2	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
7	25/05/2017	Revisión de Capítulos 2	14:00	15:00	Consejo Cap 2	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
8	22/06/2017	Revisión de Capítulos 2	14:00	15:00	Consejo Cap 2	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
9	30/06/2017	Revisión de Fundamentaciones	11:00	12:00	Consejo Cap 2	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez
10	20/07/2017	Revisión de Capítulos 3	16:00	26:00	Consejo Cap 2	Heidi Harrold Toledo	Nephtali Sánchez	Nephtali Sánchez

OBSERVACIONES:

Revisión de jefe de área:

FECHA DE REVISIÓN:

FIRMA:

Heidi Harrold Toledo





**Formato No. TT-STT-01**

TIPO DE

T. DE TITULACION

ESTUDIANTE(S):

taxa vera

*Neptali Nimmala Guravay Vellay*

Neptali Simula Suany Vilay

**NOMBRE DE**

T. DE TITULACION

**CARRERA(S):**

qr 20 @ hotmail.com

0920956240 nepta - zingy Pictorial cone.

0920956240 nepta - zingy Pictorial cone.

[illegible]

Revisión de Jefe de área:

OBSERVACIONES:

FECHA DE REVISIÓN:

**FIRMA:**

FIRMA: 

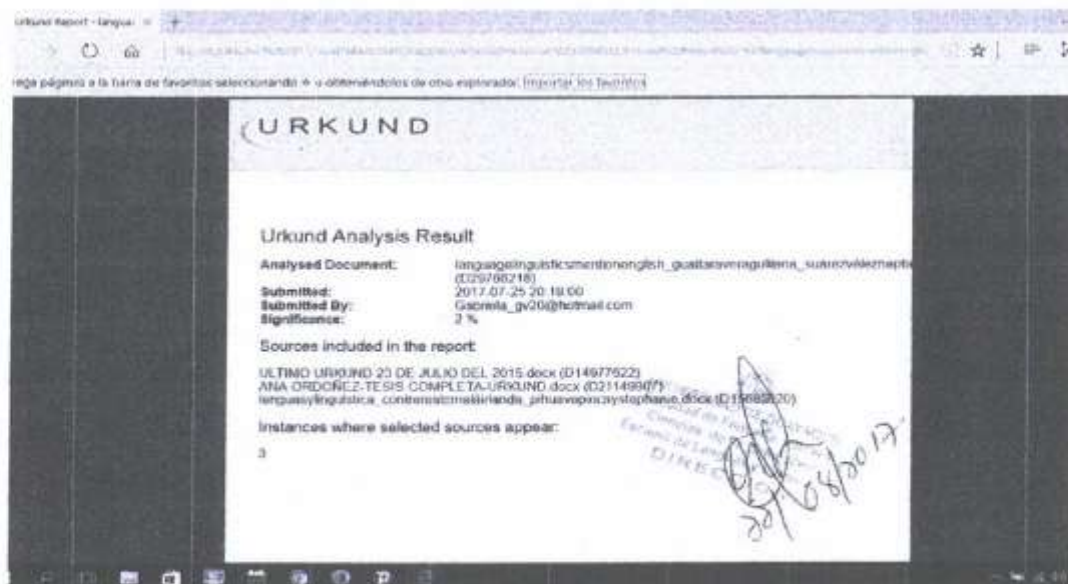
# **ANNEX II**

## **CERTIFICATES**



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA: LENGUAS Y LINGÜÍSTICA.**  
**CERTIFICADO PORCENTAJE DE SIMILITUD**

Habiendo sido nombrado MSc. Heidi Marriott Toledo, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por Guaitara Vera Gulliana Gabriela C.I.: 0921181798 y Suárez Vélez Neptalí Rómulo C.I.: 0920956240, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.




Se informa que el trabajo de titulación:

TOPIC:

INFLUENCE OF SCANNING AS A READING TECHNIQUE FOR THE DEVELOPMENT OF READING COMPREHENSION

PROPOSAL: DESIGN OF MANUAL FOCUSED ON SCANNING ACTIVITIES FOR THE IMPROVEMENT OF READING COMPREHENSION, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUM quedando el 2% de coincidencia.

  
MSc. Heidi Marriott Toledo  
Consultor Académico

Mayo 30/2018 Titulación V.



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**URKUND**

Lizmary Feriz Otaño (lizmary.feriz@ug.edu.ec)

**Lista de fuentes Bloques**

Documento	Categoría	Enlace/nombre de archivo
Presentado por		ULTIMO URKUND 23 DE JULIO DEL 2015.docx
Rectificado		ANA ORDOÑEZ- TESIS COMPLETA-URKUND.docx
Mensaje		lenguajelinguistica.converastomalaandanda.pihuavapincavstephanie.docx

**Fuentes alternativas**

1 a fuente no se encuentra

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getting to the surrounding area near the school. The contents principals from Jose Ignacio Antieriz

Gurumendi, who supervises a staff of 16 teachers that work in an 8-hour shift school day. The institution offers education in the morning from First to Seventh Years of Basic General Education (BGE) and in the afternoon shift complements its services with students from Eighth to Tenth Years of BGE.

The institution was opened on October 31st, 1995, under the responsibility of the area supervisor, Prof. Kruger Carrión Lora, giving way for the institution to bear his name. Then, in 2009 the institution was remodeled, with the following infrastructure services as: a Computer lab, 2 buildings with classrooms in good condition to serve approximately #250 students.

During the teaching practice period the researchers were able to identify that students had trouble identifying specific information when performing reading activities. From 6:00 pm onwards the English classes showed that the classroom lacked lighting and the students did not pay attention and they were easily distracted. Although the institution has proper classrooms, it does not have the necessary resources and, English is considered in a general way therefore focus to specific skills is not given. It was also observed that the texts implemented did not provide appropriate materials to the students; they were not motivating in reading or were not appropriate for their level and the learning objectives.

Therefore, students do not have the opportunity to develop their reading comprehension skills

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26

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## Urkund Analysis Result

**Analysed Document:** languagelinguisticsmentionenglish\_guaitaraveraguiliana\_suarezvélezneptia (D29766218)

**Submitted:** 2017-07-25 20:19:00

**Submitted By:** Gabriela\_gw20@hotmail.com

**Significance:** 2 %

**Sources included in the report:**

ULTIMO URKUND 23 DE JULIO DEL 2015.docx (D14977622)

ANA ORDOÑEZ- TESIS COMPLETA-URKUND.docx (D211499044) [file:///E:/URKUND%202017/3UATAE%20VERA%20GUJANA%209-2051JAR%20VELEZ/Urunds%20Report%20-%20Gandhi%20Ingenieramentoonline%20...>](#)

languasylinguistica\_contrastomalaríanda\_pihuavepincayastephane.docx (D15685920)

**Instances where selected sources appear:**

3



# **ANNEX III**

**PHOTOGRAPHIC**

**EVIDENCE**

**Title:** At Prof. Kruger Carrión L. High School



**Source:** Prof. Kruger Carrión L. High School

**Authors:** Gulliana Guaitara; Neptalí Suárez

**Title:** With the English teacher at Prof. Kruger Carrión L. High School



**Source:** Prof. Kruger Carrión L. High School

**Authors:** Gulliana Guaitara; Neptalí Suárez.

**Title:** Interviewing the English Teacher



**Source:** Prof. Kruger Carrión L. High School

**Authors:** Gulliana Guitara; Neptalí Suárez



**Title:** Surveying to Students



**Source:** Prof. Kruger Carrión L. High School  
**Authors:** Gulliana Guaitara; Neptalí Suárez

**Title:** Surveying to Students



**Title:** Receiving Tutorials with our Academic Consultant MSc. Heidi Marriott Toledo



**Source:** Faculty of Philosophy, University of Guayaquil  
**Authors:** Gulliana Guaitara; Neptalí Suárez.

**Title:** Receiving Tutorials with our Academic Consultant MSc. Heidi Marriott Toledo



**Source:** Faculty of Philosophy, University of Guayaquil  
**Authors:** Gulliana Guaitara; Neptalí Suárez.

# **ANNEX IV**

**RESEARCH**

**INSTRUMENTS**





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**FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF THE**  
**EDUCATION SCHOOL OF LANGUAGES AND LINGUISTICS**

**Survey to the students**

**Objective:** This survey was conducted with students from Eighth grade to assess their development regarding to reading comprehension with influences in reading techniques scanning thanks at Prof. Kruger Carrión Loor Public High School in the city of Guayaquil.

**Instruction:** Write an X on the answer you consider the most appropriate on each of the required questions.

**(1) Completely agree      (2) Agree      (3) Neutral      (4) Disagree      (5) Completely disagree**

<b>QUESTIONS</b>	<b>COMPLE TELY AGREE  1</b>	<b>AGREE  2</b>	<b>NEUTRAL  3</b>	<b>DISAGREE  4</b>	<b>COMPLE TELY DISAGR EE 5</b>
1. The teacher often applies strategies to strengthen reading comprehension.					
2. The teacher motivates my interest to read in class.					
3. I consider reading important in the learning process.					
4. I easily identify information in a text.					
5. I can find the answers quickly when I read.					
6. I am comfortable with reading activities.					
7. I have problems to read.					
8. I like to participate when the teacher performs a reading activity.					
9. I like the activities to promote reading that is organized in class					
10. I like the reading material I use in class.					
11. My teacher helps me when I have difficulty reading.					
12. Organizing reading activities helps me understand texts easily.					
13. I consider it necessary for my teacher to include new strategies in teaching reading learning.					
14. I would like my teacher to facilitate, support and guide the development of comprehensive					
15. I understand the instructions that are in the reading activities					



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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**LICENCIATURA EN EDUCACIÓN ESPECIALIZACIÓN LENGUAS Y LINGÜÍSTICA**

**Encuesta a los estudiantes**

**Objetivo:** Esta encuesta se llevó a cabo con estudiantes de octavo grado para evaluar su desarrollo en cuanto a la comprensión de lectura con influencias en técnicas de lectura de escaneo gracias a Prof. Kruger Carrión Loo Escuela Secundaria Pública en la ciudad de Guayaquil.

**Instrucción:** Escriba una X en la respuesta que considere la más apropiada en cada una de las preguntas requeridas.

**(1) Muy en desacuerdo**  
**desacuerdo**

**(2) Algo en desacuerdo**  
**(4) Algo de acuerdo**

**(3) Ni de acuerdo ni en**  
**(5) Muy de acuerdo**

<b>PREGUNTAS</b>	<b>MUY EN DESACU ERDO 1</b>	<b>ALGO EN DESACUE RDO 2</b>	<b>NI DE ACUERDO NI EN DESACUERD O 3</b>	<b>ALGO DE ACUERDO 4</b>	<b>MUY DE ACUERD O 5</b>
1. El maestro aplica frecuentemente estrategias para afianzar la comprensión lectora.					
2. El profesor motiva mi interés por leer en la clase.					
3. Considero importante la lectura en el proceso de aprendizaje.					
4. Yo identifico fácilmente información en un texto.					
5. Puedo encontrar las respuestas rápidamente cuando leo.					
6. Me encuentro a gusto con las actividades de lectura.					
7. Tengo problemas al momento de leer.					
8. Me gusta participar cuando el profesor realiza una actividad de lectura.					
9. Me gusta las actividades para fomentar la lectura que se organiza en clase					
10. Me gusta el material de lectura que uso en clase.					
11. Mi profesor me ayuda cuando tengo dificultad en la lectura.					
12. La organización de actividades de lectura me ayuda a comprender textos fácilmente.					
13. Considero necesario que mi profesor incluya nuevas estrategias en la enseñanza aprendizaje de la lectura.					
14. Me gustaría que mi profesor facilite, apoye y guíe el desarrollo de la lectura comprensiva.					
15. Entiendo las instrucciones que están en las actividades de lectura.					



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EDUCATION SCHOOL OF LANGUAGES AND LINGUISTICS**

**Interview to the English teacher**

This interview was performed to the English teacher of Eighth grade at Prof. "Kruger Carrión Loo" High School and these were his answers.

- 1. How do you consider reading comprehension is practiced effectively inside the classroom? Why?**
- 2. What type of reading techniques do you teach your basic level students to improve their reading comprehension level?**
- 3. How do you develop reading skills with your students?**
- 4. Which reading techniques do you use for reading comprehension activities? Why?**
- 5. What is the level of development of your students in reading comprehension?**
- 6. What type of guidelines do you give your students to perform reading activities?**
- 7. Why do you think the use of reading techniques is important in reading comprehension?**

**Interviewers:** Gulliana Gabriela Guaitara Vera; Neptalí Rómulo Suárez Vélez



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LINGÜÍSTICA**

**Entrevista**

- 1. ¿Cómo considera que la comprensión lectora se practica efectivamente dentro del aula? ¿Por qué?**
- 2. ¿Qué tipo de técnicas de lectura enseñas a sus estudiantes de nivel básico para mejorar su nivel de comprensión de lectura?**
- 3. ¿Cómo desarrolla las habilidades de lectura con sus estudiantes?**
- 4. ¿Qué técnicas de lectura usas para las actividades de comprensión lectora? ¿Por qué?**
- 5. ¿Cuál es el nivel de desarrollo de sus estudiantes en la comprensión de lectura?**
- 6. ¿Qué tipo de directrices le dan a sus estudiantes para realizar actividades de lectura?**
- 7. ¿Por qué cree que el uso de las técnicas de lectura es importante en la comprensión lectora?**

**Entrevistadores:** Gulliana Gabriela Guaitara Vera; Neptalí Rómulo Suárez Vélez.

# **ANNEX IV**



UNIVERSITY OF GUAYAQUIL  
Faculty of Philosophy and Linguistic  
SCHOOL OF LANGUAGES AND LINGUISTIC

# **Design a manual focused on scanning activities for the improvement of reading comprehension**

**Authors:**  
**Guaitara G. & Suárez N.**



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# Introduction

This manual will help improve scanning as a reading technique in the development of the reading comprehension skill in students which is necessary for their academic growth.

The manual will consist on the following elements:

This manual will have 6 units that will be related content presented by the official texts books for this level. The manual will include several types of scanning exercises that will be reinforced throughout the activities contained in the manual to improve students reading comprehension levels. Each unit will contain 3 activities that will help to student's transition through to the different stages in the reading process.

The activities will be based in the three stages of the reading process which are:

- ✚ **Pre reading stage:** students will predict using pictures about the reading.
- ✚ **During reading stage:** students will be able read text that appropriate for their level.
- ✚ **Post reading stage:** they will have the opportunity to implement the scanning technique in the development of exercises to improve in reading comprehension.

Each activity in the unit will use a different form of scanning technique that the students will be able to practice an improve the reading comprehension a variety of this exercise will be provide for the students to practice the scanning abilities using texts are appropriate for this level.



# What is scanning ?

Scanning is a technique used when a person tries to find specific information such as a telephone number, a date, a time, etc. This technique is used successfully when we know the reading structure and the main idea of what we are reading.



# Stages of the Reading Process

These are some of the icons you will see in this manual.

## PRE- READING

Guessing the story and predicting what will happen from the pictures.



## DURING-READING

Exploration deep of reading.



## POST-READING

Obtaining the main ideas to develop the activities.



# Types of Scanning Exercises

Some of the scanning exercises you will use are the following:

## QUICK SEARCH

Use the clock to time yourself and how quickly you can find information the text. How quickly you can find answer the questions



## PERIPHERAL VISION

Try to identify information in the text while focusing on a particular word.



## FIXATION

You can use the marker to mark the fixation points. First pause the tip of the marker on top of each word and you must make a conscious fixation on it and then increase the pace.



# UNIT 1

## PURPOSE

You will be able to learn more about people in your family.

## CONTENT

Personal information  
Free time activities  
Idioms



# Activity 1: Personal information

## PRE- READING:

1. Look at the picture and guess what the reading is about.



## DURING READING:

2. Read the paragraph.

Write the time that you start reading and finish reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



<sup>1</sup> Hi, I'm Johanna. I'm 12 years old. I live with my parents and my brother.

My dad's name is Rick. He is from Galapagos. He is a doctor and he is serious and relaxed.

My mom's name is Ericka. She is from Esmeraldas. She is outgoing and noisy

<sup>5</sup> she has a lot of friends. She is a teacher and she is 35 years old.

My brother's name is Robert. He is a student, he is 16 years old, he is from Guayaquil, he is lazy and he likes going out with his friends every weekend to

<sup>8</sup> play cricket because he is sporty.

## SCANNING

3. Read again and circle the best option.



## QUICK SEARCH

A. Ericka is

- Serious
- Lazy
- Outgoing

B. Johanna's brother goes out to play

- ★ Soccer
- ★ Football
- ★ Cricket

C. Rick is from

- Portoviejo
- Milagro
- Galapagos

## POST-READING

4. Read the text again and mark the correct answer.



A.-Where is Robert from?

- ☐ Galápagos
- ☐ Guayaquil
- ☐ Esmeraldas

-B. What is the description of Johanna's mother?

- ☐ She is a nurse.
- ☐ She is a teacher.
- ☐ She is a doctor.

C.-How old is Ericka?

- ☐ 35 years old
- ☐ 40 years old
- ☐ 25 years old

D. -What is the name of Johanna's dad?

- ☐ Jhon
- ☐ Rick
- ☐ Martin



# Activity 2: Free time activities

## PRE-READING



1. Look at the picture and guess about what they are talking.



## DURING READING



2. Have a quick reading through the paragraph below.

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



**Mary:** HI Eduardo, how are you?

**Eduardo:** I'm fine, thanks, and you?

**Mary:** I'm fine too.

**Eduardo:** So what do you do in your free time?

**Mary:** I like to play football, run, read and chat with friends

**Eduardo:** Wow, that's a lot of activities, how often do you do that?

**Mary:** Every weekend. What kind of activities do you do, Eduardo?

**Eduardo:** I like to play video games, go to the movies with my brother and sometimes hang out with my friends. My brother likes listening to music and playing the guitar.

**Mary:** Hmmm

**Eduardo:** Do you like to go to the movies? I can invite you this weekend.

**Mary:** I want to go but I have to play football with my friends

**Eduardo:** Ok, no problem.



## SCANNING

## QUICK SEARCH



3. Find the phrases in the bingo card in the reading as quickly as you can.  
Raise your hand to show to teacher that you have finished.

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



READING BINGO		
Play video games	Free time	Hand out with friends
Play football	Go to the movies	Listening to music
Playing the guitar	Run	Read

## READING COMPREHENSION ACTIVITIES

### POST-READING

4. Read the text again and mark the correct answer.



#### Mary likes

- ☐ Ballet
- ☐ football
- ☐ volleyball

#### Eduardo plays

- ☐ Video games
- ☐ Piano
- ☐ Guitar

# Activity 3: Idioms

## PRE-READING

1. Guess the correct name for each picture.



Couch potato



Busy bee



Early bird



Night owl



## DURING READING

2. Quickly read the dialogue and try to use an idiom and complete the paragraph.



a. Hi Ann, Do you want to go to the gym?

b. It's important to do exercise.

a. No way, I prefer to watch Tv.

b. It's very hot outside.

you're a \_\_\_\_\_

a. Hey Sandra!

b. What do you usually do at your job?

a. I talk on the phone, I take notes and I always use the computer .

you're a \_\_\_\_\_

a. When do you go to bed Daniel?

b. I go to bed at 1:00 a.m.

a. Wow, It's very late.

you're a \_\_\_\_\_

a. Do you go to bed early Sophia?

b. Of course, I have to go to the school

a. What time do you get up?

b. At 6 a.m.

you're a \_\_\_\_\_

## POST READING



### 3. Read very fast the words and circle the idioms.

Night owl

go to the movies

read

Play sports

early bird

chat with friends

Hang out with friends

listen to music

couch potato

Play videogames

busy bee

go to the cinema

# UNIT 2

## PURPOSE

You will be able to learn different cultures around the world.

## CONTENT

Greetings

Celebrations

Food in other countries



# Activity 1: Greetings

## PRE- READING:

1. Look at the pictures and read the title. Guess what the reading is about.

## DURING READING:

2. Read each paragraph.

### Greetings in other countries.



In France people, always greet with kiss cheeks, what's called *faire la bise*.



In India, people often accompanied by the greeting pressing the palms together over the heart.



In Thailand, people usually greet by pressing the hands together and slightly bow to the acquaintance.



The people of New Zealand often greet pressing foreheads and noses together with eyes closes.



In Mexico, people always greet merging hands in what is colloquially known as a "handshake."



In the Philippines, people sometimes greet by taking one of their hands gently and pressing it on your forehead.



### SCANNING:



### QUICK SEARCH

#### 3. Match each country with the correct phrase.

- a. People greet by pressing the hands with a bow
- b. People greet with a handshake
- c. People greet by pressing foreheads
- d. People greet with kiss cheeks
- e. People greet by pressing the palms together over the heart.
- f. People greeted by taking one hand and pressing it on your forehead.

1.New Zealand	
2.India	
3.Thailand	
4.France	
5.Philippines	
6.Mexico	

### POST READING:



#### 4. Read the paragraph and check the correct country.

1.Argentina

2.India

3.Brasil

4.France

5.Italy

6.Mexico

7.Panama

8.Thailand

# Activity 2: Celebrations

## PRE- READING:

1. Look at the picture and guess what the reading is about.

### Carnival in Venice



## DURING READING:

2. Read the paragraph and write the time that you start to reading and finish to reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



<sup>1</sup>Hi! I'm Mary and I'm In Italy with my family, today we are celebrating the Carnival of Venice, it is famous for their festive masks and masquerade balls. The Venice Carnival is the highlight of the year for this beautiful city and thousands of tourists from all around the world are visiting it to attend this spectacle. The colorful fest takes place just the day before Ash Wednesday. Venetian masks <sup>5</sup>define the carnival, which also attracts many theaters troupes to participate in it. The streets, canals and piazzas are filling with noise and colour as acrobats, jugglers and street artists in elaborated costumes. People here can express themselves and celebrate wearing the masks and gorgeous costumes. In this Carnival, people are using masks because it has a meaning, it meant than there are not distinction between the different social classes. I'm eating "Frittelle" <sup>10</sup>this little gems are addictive bites of heaven, are fried sweet doughnuts sometimes corn meal polenta or rice covered in sugar and can be found plain or filled with cream custard, nutella or chocolate. My personal favorite are frittelle con crema .





## QUICK SEARCH

### SCANNING

3. Read the information again and check “Yes or No”.

YES	NO	
		The carnival of Venice is celebrating in Brazil
		In Carnival of Venice, people wear gorgeous costumes and masks.
		The carnival of Venice takes place just the day after Ash Wednesday.
		Mary is eating “ <b>Frittelle</b> ”.
		The “ <b>Frittelle</b> ” are salted doughnuts.
		The Carnival of Venice is famous for their festive masks and masquerade balls.

### POST-READING

4. Read the text again and mark the correct answer.



A -What country did Maria travel with her family?

- ☐ France
- ☐ Italy
- ☐ Spain

B -What is celebrating Maria?

- ☐ New year
- ☐ Halloween
- ☐ Carnival in Venice



# Activity 3: Food in other countries

## PRE- READING:



1. Look at the picture and guess what the reading is about.



## DURING READING:

2. Read the text and match the pictures with their description.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



**a.** Hi, I'm Hajime I'm from China, I'm wearing a **red colored outfit** **because we are celebrating the new year, according to our tradition**, bad fortune can be avoided by wearing red colored outfit in this traditional festival day, people are dancing in the street. Many people put up red posters with poetic verses on it to their doors. People celebrate loudly, they are dancing and playing, the favorite food is **shop suey**.

**b.** Hey, my name is Sara I'm from Saudi Arabia, here we are celebrating the Ramadan, during this holy time, the ninth month of the Islamic calendar year, and Muslims eat **kabsa**, drink, or smoke from sunrise to sunset for an entire month. Instead, we spend our days in worship, praying in mosques. I'm using a traditional clothes.

## SCANNING



## QUICK SEARCH

**3. Read the text again and circle the best option.**

a. Who is from Saudi Arabia?

- ★ Paula
- ★ Sara
- ★ Hajime

b. What is celebrating Hajime?

- ❖ Carnival in Venice
- ❖ Christmas
- ❖ New year

## POST-READING

**4. Look at the text again and select the correct option.**



a) This text is about...

- ☐ Food
- ☐ Greetings
- ☐ Costumes

b) The favorite food of Saudi Arabia is ...

- ☐ Corn
- ☐ Kabsa
- ☐ Spaghetti

# UNIT 3

## PURPOSE

You will be able to learn about physical appearance.

## CONTENT

Clothing

Family members

Physical  
Appearance



# Activity 1: Clothing

## PRE- READING:

1. Look at the picture and guess what the reading is about.



## DURING READING:

2. Read the paragraph.

Write the time that you start to reading and finish to reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



## Everyday clothes

I have two teenage children who love shopping for clothes. They go to the mall with their friends every Saturday.

On school days, my son, Stan, likes to wear blue jeans and T-shirts. He only wears a suit on formal occasions like weddings or funerals. He feels comfortable wearing a jacket but not a tie. My daughter, Lily, likes to wear tight pants. She wears a dress or a skirt and blouse for parties or dinners. She doesn't feel comfortable in high heeled shoes and loves wearing casual and sporty clothes. When Lily visited her aunt in Texas, she bought cowboy boots, tight blue jeans and a cowboy hat.

In Winter, my children wear coats, hats and gloves on cold days. When they go skiing, they put on toques and mittens. Mittens are warmer than gloves. My son doesn't like rainy days because he has to wear a raincoat and carry an umbrella. My daughter loves to wear the scarf that I bought for her Birthday.

In the summer, Lily and Stan usually wear shorts, and sandals to the beach. Sometimes on weekends, we go walking in the mountains so they wear hiking boots and thick woolen socks to protect their feet and toes. My children have no problem spending money. They think money grows on trees!

## SCANNING



## QUICK SEARCH

### 3. Read again and circle the best option.

1. Lily visited to her

- mother
- aunt
- sister

2. Stan likes to wear

- ★ sporty clothes
- ★ jacket
- ★ blue jeans

3. The teenage children love

- school days
- Shopping for clothes
- winter

## POST-READING



### 4. Read the text again and mark the correct answer.

1-What does Stan like to wear to school?

- ☐ shorts
- ☐ a suit
- ☐ jeans and T-shirts

2- Who did Lily visit in Texas?

- ☐ Her mother
- ☐ Her brother
- ☐ Her aunt

3-What did Lily's mother buy her on her Birthday?

- ☐ A scarf
- ☐ sandals
- ☐ gloves

# Activity 2: How do they look?

## PRE-READING

1. Look at the picture and guess about what they are talking.



## DURING READING

2. Have a quick reading through the paragraph below.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



**MARTHA** - Do you want to see pictures of my family?

**SALLY** - Oh. Hi Martha. Yeah, of course! Oh. Who is the baby?

**MARTHA** - That's my daughter. Her name is Ericka. This picture is from her first birthday.

**SALLY** - Oh. She's cute. Who are the other people in the picture?

**MARTHA** - Of course, that's me in the green dress. The other people are my parents. My mother's name is Wilma and my father's name is Ed.

**MARTHA** - Here's another picture.

**SALLY** - I recognize you but who's the man.

**MARTHA** - That's my husband Carl. He's a great cook.

**SALLY** - My husband's a terrible cook.

**MARTHA** - Here's another picture.

**SALLY** - Who's that?

**MARTHA** - That's my sister Wanda and my nephew Tommy.

**SALLY** - Those are nice pictures. Do you want to see my pictures?

**MARTHA** - Sure!

## SCANNING

3. Find the Martha's family in the bingo card in the reading as quickly as you can.

Raise your hand to show to teacher that you have finished.



**QUICK  
SEARCH**

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



### READING BINGO

Sister	brother	Sister in law
Grandmother	mother	daughter
Nephew	grandfather	aunt

## READING COMPREHENSION ACTIVITIES

### POST READING:

4. Read the text again and mark the correct answer.



#### A) Martha's sister

- ☐ Kylie
- ☐ Wanda
- ☐ Sally

#### B) Wilma is

- ☐ Martha's mother
- ☐ Sandra's sister
- ☐ Sally's mother



## Activity 3: Physical Appearance

## PRE- READING:



1. Look at the pictures and guess what the Francesca's email is about.
2. Set focus in a word on the center of the text then without losing eye contact read the rest of the text.




SendSave NowDiscard































To:

Francesca

Add Cc | Add Bcc

Subject:

 [Attach a file](#) Insert: [Invitation](#)

**B***I*U*F**T*



**3. Read the text again but try to read it very fast and underline the physical description phrases you find. See how quickly you can find the information you need.**

_____	_____
_____	_____
_____	_____

## **READING COMPREHENSION ACTIVITIES**

### **POST READING:**

**4. Check the correct option.**



**a) This text is...**

- ☐ an email
- ☐ a paper
- ☐ an advert

**b) Bill is...**

- ☐ tall and heavy
- ☐ short and thin
- ☐ athletic

**c) Suzanne is...**

- ☐ heavy
- ☐ tall
- ☐ Short and thin

# UNIT 4

## PURPOSE

You will be able to learn different places, seasons and Holidays.

## CONTENT

Touristic places

The Seasons

Holidays



# Activity 1: Touristic Places

## PRE- READING:

1. Look at the picture and guess what the reading is about.



## DURING READING:

2. Read the paragraph.

Write the time that you start to reading and finish to reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



## TOURIST PLACES



1. The city of **Buenos Aires**, sometimes referred to as "The Paris of South America", is a city with a style of its own. Buenos Aires has a varied architecture, as modern as it is conservative, and a music that distinguishes it worldwide, Tango, together with a very rich cultural movement. Besides from that, Buenos Aires is also known as a city with a great night life.

2. **Rio de Janeiro** is hot for most of the year, and rain is frequent during the period between December and March. The coastal areas are cooler than those situated inland due to the cool breeze blowing off the blue waters of the Atlantic Ocean. **Cristo Redentor (Christ the Redeemer)** is the Brazilian name of the world famous Art Deco statue overlooking the city of Rio de Janeiro from the peak of mount Corcovado. The landscape and vegetation in and around this metropolis are magnificent, providing a visual feast that has inspired authors and screenwriters the world over.

## SCANNING



## QUICK SEARCH

### 3. Read again and circle the best option.

1. The city of Buenos Aires, sometimes referred to as...

- "The Paris of Ecuador"
- "The Paris of South America"
- "The Paris of Buenos Aires"

2. The name of famous statue in Rio de Janeiro is...

- ★ Buda Tian Tin
- ★ Monalisa
- ★ Christ the Redeemer

## POST-READING



### 4. Mark the correct answer.

A- Where is Christ the Redeemer?

- ☐ Rio de
- ☐ Janeiro
- ☐ Guayaquil

B- What country is the city of Buenos Aires?

- ☐ Ecuador
- ☐ Chile
- ☐ Argentina



# Activity 2: The Seasons



## PRE-READING

1. Look at the picture and guess about what they are talking. Mark the correct word that is related to the images

SNOW

PALM

UMBRELLA

RAIN



TEA

PINE

SAND

PALM

WINTER

SUMMER

FLOWER

TREE

WIND

CLOUDY



SNOW

RAIN

SCARF

STORM

SPRING

AUTUMN

## FIXATION TECHNIQUE

### 2. Have a quick reading through the conversation below.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



**Bob:** Hi Danny, tomorrow will start the autumn, do you like it?

**Danny:** Well, during the autumn the leaves of trees change and their color green pass to be yellowish and brownish, until dry and fall out, helped by the wind blowing harder. The street is covered for an enormous mountain of leaves. From this season, the temperature starts to drop. The weather is cold, because of this, i prefer the spring. What do you think Bob?

**Bob:** Actually, spring is perfect, the flowers begin to bear fruit, and their colors are spectacular. Heat comes, and you can sunbathe and swim. But it is not so hot, it's bearable. Occasionally there is a freshening wind day, and people are happier.

**Danny:** Yes, on the other hand, the winter is sweet. You lie down all the day in your bed, thick blankets and warm, and the heating, fireplace, drinking coffee, soup. It is the best season to be with your couple. Is really wonderful see how the snow is falling down, and read books in the bed. But, what does Danny think about?

**Carla:** I reckon that i love summer; it is when people are really exciting, and happy. I love go to the club, and go to the beach, sunbathe or swimming all the day. The summer nights, are the best. What is more, in this season the clothes is light and with a pair of shorts you will look excellent.

**Danny:** I am totally agree with you.

**Carla:** Me too, unfortunately the summer is finishing.

## SCANNING

3. Find the seasons of the year in the bingo card in the reading as quickly as you can. Raise your hand to show to teacher that you have finished.



**QUICK  
SEARCH**

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



### READING BINGO

Hot	Spring	Hand out with friends
Summer	Go to the movies	Winter
Wind	Autumn	Rain

## READING COMPREHENSION ACTIVITIES

### POST-READING

4. Read the text again and mark the correct answer.



**Danny likes**

- ☐ Spring
- ☐ Summer
- ☐ Winter

**Carla loves**

- ☐ Autumn
- ☐ Summer
- ☐ Spring

# Activity 3: Holidays

## PRE-READING

1. Look at the pictures and guess what the letter is about.
2. Set focus in a word on the center of the text then without losing eye contact read the rest of the text.



### Enjoying our culture



### Hello Monic,

<sup>1</sup>I hope you are doing well.

Today I'm visiting Ecuador, I'm having a good time, right now I'm with my friends, we are participating in the Festival of Fruit and Flowers, we are wearing costumes in the parade. It always takes place in Ambato during the last two weeks of February, this festival originally started in order to help to the city to recover from the terrible earthquake that destroy it. Here people of the city are celebrating with parades, pyrotechnic displays and exhibitions. People are wearing amazing costumes and they are dancing.

The allegorical <sup>8</sup>cars are decorated with flowers and fruits originated from the region. I have to go now.

Please say hello to my family,  
I miss you so much.



## SCANNING



## QUICK SEARCH

3. Check the correct option.

d) This text is ...

- ☐ an email
- ☐ a letter
- ☐ an advert

e) The festival of flowers and fruits takes place in ...

- ☐ Cuenca
- ☐ Ambato
- ☐ Ibarra

f) In the Festival People are wearing amazing ...

- ☐ Swimsuits
- ☐ Costumes
- ☐ Hats

# UNIT 5

## PURPOSE

You will be able to learn different professions.

## CONTENT

Cinema  
Routines  
Professions



# Activity 1: Cinema



## PRE- READING:

1. Look at the pictures and read the title. Guess what the reading is about.



## DURING READING:



2. Have a quick reading through the paragraph below.

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



**Ryu:** Hello Ken. You are free tonight?

**Ken:** I think so. Why?

**Ryu:** Because there's a new science fiction movie in the theater. Would you like to see it?

**Ken:** No thanks. I do not like science fiction.

**Ryu:** Oh ... What about a comedy, then? There is one starring Brad Pitt.

**Ken:** Yes. I really like his movies.

**Ryu:** Yeah, he's my favorite actor.

**Ken:** Well, then when are we going to see the movie?

**Ryu:** Oh, today is Thursday and the movie is on the billboard!

**Ken:** Well then what time do we see ourselves at the movies?

**Ryu:** It's a great idea! See you at the cinema at 7:30!



## SCANNING

3. Find the in the bingo card in the reading as quickly as you can.  
Raise your hand to show to teacher that you have finished.

## QUICK SEARCH

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



### READING BINGO

Comedy	Horror movie	cinema
Theater	drama	billboard
suspense	Science fiction	movies

## READING COMPREHENSION ACTIVITIES

### POST-READING



4. Read the text again and mark the correct answer.

Ken really like ...

- ☐ Horror movie
- ☐ Comedy movie
- ☐ Suspense movie

Ryu go to the cinema with...

- ☐ Noel
- ☐ Sally
- ☐ Ken

# Activity 2: Routines

## PRE- READING:

1. Look at the picture and guess what the reading is about.



## PERIPHERAL VISION



2. Set focus in a word on the center of the text then without losing eye contact read the rest of the text.

I get up at 5:00 a.m.  
then I take a shower and get dressed for school ,  
I eat breakfast and brush my teeth I often have for breakfast milk and cereal  
after that, I go to the school, it starts at 7:a.m. and it ends at 1:00 p.m. Next, I get home from  
school at 2:00. I have lunch at 2:30 p.m. then I do my homework .I like to watch the  
TV and play video games in the afternoon ,I have dinner at 7:00 p.m.  
I go to sleep at 10:00 pm

## SCANNING



## QUICK SEARCH

### 2. Read again and circle the best option.

1. Paul gets up at

- 5:00 am
- 6:00 am
- 4:00 am

2. He likes to play

- ★ soccer
- ★ video games
- ★ volleyball

3. He goes to sleep at

- 10:00 pm
- 12:00 pm
- 11:00 pm

## POST-READING



### 3. Read the text again and mark the correct answer.

**A:** What time does Paul get up?

- ☐ 6:00 a.m.
- ☐ 7:00 a.m.
- ☐ 5:00 a.m.

**B:** What does Paul like to do after do his homework?

- ☐ Dance
- ☐ Watch tv
- ☐ Read

**C:** What does he have for breakfast?

- ☐ Milk and
- ☐ cereal Bread
- ☐ Fruits

# Activity 3: Professions

## PRE READING:

1. Look at the picture and guess what the reading is about.



## DURING READING:

2. Read the paragraph and write the time that you start to reading and finish to reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



## Asking for a job on the telephone

**Ali:** Good morning!

**Marta:** Good morning! You want?

**Ali:** I'm calling to ask about the newspaper job.

**Marta:** Ah, yes. This is a waiter's post in a downtown hotel.

**Ali:** Do you need studies?

**Marta:** No. It's a temporary place for Christmas.

**Ali:** Look, I'm Moroccan. Do I need some paper?

**Marta:** Yes, on Tuesday at five o'clock, come here and bring your residence permit.

Is it your first job in Spain?

**Ali:** Fine, thank you.



## QUICK SEARCH

### SCANNING

3. Read the information again and check “Yes or No”.

YES	NO	
		I'm calling to ask about the newspaper job.
		Look, I'm French. Do I need some paper?
		It's a temporary place for Christmas.

### POST-READING

4. Read the text again and mark the correct answer.



**A:** What characters are involved in reading?

- ☐ Ali & Marta
- ☐ Liam & Paul
- ☐ Sally & Noa

**B:** What is the nation of Ali?

- ☐ French
- ☐ Moroccan
- ☐ German



# UNIT 6

## PURPOSE

You will be able to learn about famous people and lifestyles

## CONTENT

Famous People  
The best words  
Lifestyles



# Activity 1: Famous People

## PRE- READING:

1. Look at the picture and guess what the reading is about.



## DURING READING:

2. Read the paragraph.

Write the time that you start to reading and finish to reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



1. Willard Christopher Smith II is an American actor and rapper who originally born and raised in Wynnefield section of Philadelphia, Pennsylvania. He is the second of four children, with the last two twins named Harry and Ellen, of the marriage couple Willard Smith Sr. and Caroline who owned a refrigerator company. Since his childhood Smith had shown himself as a smart and charming child, because of which most of his friends at Overbrook High School earned him the nickname Prince.



2. Britney Spears was born on December 2, 1981, in McComb, Mississippi. She starred in *The All-New Mickey Mouse Club* at age 11, and began a highly successful career as a pop singer and performer with the release of the single "...Baby One More Time" in 1998. Spears achieved massive sales with albums like *Oops!... I Did It Again* and *Britney*, before experiencing a series of personal and professional setbacks. She rebounded with the chart-topping *Femme Fatale* in 2011 and continues to release new material.

## SCANNING

### 3. Read again and circle the best option.

1. Britney Spears was born on ...

- January
- December
- July

2. Willard Christopher Smith II is an ...

- ★ Indian actor
- ★ British actor
- ★ American actor



## QUICK SEARCH

## POST-READING

### 4. Mark the correct answer.



**A:** Who is Britney Spears?

- ☐ Singer
- ☐ Police
- ☐ Teacher

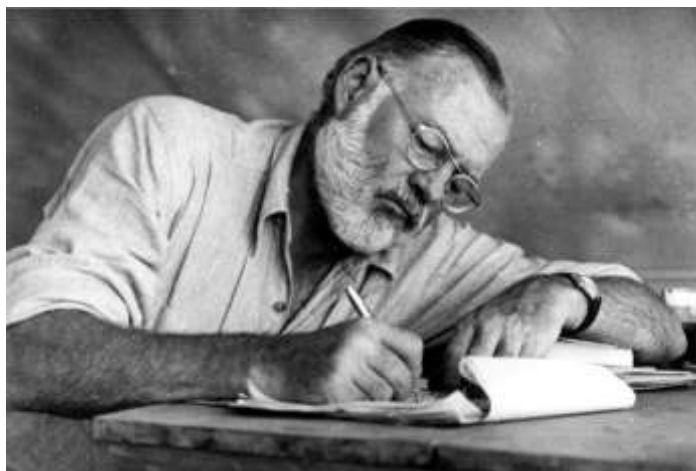
**B:** The nickname of Will Smith is?

- ☐ King
- ☐ Prince
- ☐ Queen

# Activity 2: The best Words

## PRE-READING

1. Look at the picture and guess about what they are talking.



## DURING READING

2. Read the dialogue.

Write the time that you start to reading and finish to reading.



Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



**Pierre:** Hi, sister. What are you doing?

**Coral:** Hi, Pierre. I am reading a book that I bought yesterday.

**Pierre:** What's the name of the book?

**Coral:** New Fan by Joseph Alfaro

**Pierre:** Is he a Chilean writer?

**Coral:** No, he is from Argentina.

**Pierre:** What is it about?

**Coral:** It is about a young boy who wants to be famous but he ends up in jail.

**Pierre:** Oh, I see. Have you liked it so far?

**Coral:** I don't know. It's been a bit boring, but I've heard great comments about it.

**Pierre:** Look! I bought another book for your birthday.

**Coral:** Thank you, Pierre. You are the best brother in the world.

**Pierre:** I know! I have to get back to work; I'll see you on Friday.

**Coral:** Bye. Love you.

## SCANNING



## QUICK SEARCH

3. Find the Country of the writer in the bingo card in the reading as quickly as you can. Raise your hand to show to teacher that you have finished.

Starting time: \_\_\_\_\_

Finishing time: \_\_\_\_\_



### READING BINGO

Guatemala	Russia	Canada
Ecuador	Argentina	Peru
Colombia	Autumn	Brazil

## READING COMPREHENSION ACTIVITIES

### POST-READING



4. Read the text again and mark the correct answer.

Coral buys a

- ☐ Book
- ☐ Pencil
- ☐ Pen

Pierre and Carol are

- ☐ Sisters
- ☐ Brothers
- ☐ Cousins

# Activity 3: Lifestyles

## PRE- READING:

1. Look at the picture and guess about what they are talking.



## Lifestyles



## FIXATION TECHNIQUE

2. Have a quick reading through the conversation below.



**Man:** What do you usually do on Saturday?

**Woman:** I wake up at 8 a.m. Then I take a shower and go to work. I have lunch with my friends at about 1 p.m.

**Man:** Hold on! You don't have breakfast?

**Woman:** No, I don't have time. I am always in a hurry.

**Man:** I need to have breakfast every day. It gives me energy for the rest of the day.

**Woman:** Oh, but I have a cup coffee and a muffin at the office.

**Man:** and what do you do after work?

**Woman:** I sometimes go to a bar and have some beers with my friends. Would you like to come with us next Saturday?

**Man:** Sure. It sounds great.

## SCANNING



## QUICK SEARCH

### 3. Check the correct option.

g) This text is ...

- ☐ An email
- ☐ A paper
- ☐ A conversation

h) The woman wake up at ...

- ☐ 8 a.m.
- ☐ 9 a.m.
- ☐ 7 a.m.

## READING COMPREHENSION ACTIVITIES

### POST-READING



### 4. Read the text again and mark the correct answer.

A: Laura has a lunch with her friends at...

- ☐ 12:00 pm
- ☐ 1:00 pm
- ☐ 2:00 pm

B: Luis needs to have breakfast...

- ☐ Night
- ☐ Everyday
- ☐ Midnight



## ANSWER KEYS:

### UNIT 1

#### ACTIVITY 1: PERSONAL INFORMATION.

3. A: Outgoing. B: Cricket. C: Galapagos.  
4. A: Galapagos. B: She is a teacher. C: 35 years old. D: Rick.

#### ACTIVITY 2: FREE TIME.

4. A: Football. B: Video games.

#### ACTIVITY 3: IDIOMS.

2. - Couch potato -Busy bee -Night owl  
-Early bird

### UNIT 2

#### ACTIVITY 1: GREETINGS.

3. 1:C 2:E 3:A 4:D 5:F 6:B  
4. India, France, Mexico, Thailand

#### ACTIVITY 2: CELEBRATIONS.

4. A: Italy. B: Carnival in Venice.

#### ACTIVITY 3: FOOD IN OTHER COUNTRIES.

3. A: Sara B: New Year  
4. A: Food B: Kabsa

### UNIT 3

#### ACTIVITY 1: CLOTHING

3. 1: Aunt 2: Blue Jeans 3: Shopping for clothes  
4. 1: Jeans and T-shirts 2: Her aunt 3: A scarf

#### ACTIVITY 2: HOW DO THEY LOOK?

4. A: Wanda B: Martha's mother

#### ACTIVITY 3: PHYSICAL APPEARANCE

4. A: An email B: Tall and heavy C: Short and thin

### UNIT 4

#### ACTIVITY 1: TOURISTIC PLACES

3. 1: The Paris of South America 2: Christ the Redeemer

4. A: Rio de Janeiro B: Argentina

#### ACTIVITY 2: THE SEASONS

4. 1. Winter 2. Summer

#### ACTIVITY 3: HOLIDAYS

4. a: Letter b: Ambato c: Costumes

### UNIT 5

#### ACTIVITY 1: CINEMA

4. 1: Comedy movie 2: Ken

#### ACTIVITY 2: ROUTINES

3. 1: 5:00 am 2: Video games 3: 10:00 pm  
4. A: 5:00 am B: Watch tv C: Milk and cereal

#### ACTIVITY 3: PROFESSIONS

4. A: Ali & Marta B: Moroccan

### UNIT 6

#### ACTIVITY 1: FAMOUS PEOPLE

3. 1: December 2: American actor  
4. A: Singer B: Prince

#### ACTIVITY 2: THE BEST WORDS

4. 1: Book 2: Brothers

#### ACTIVITY 3: LIFESTYLES

3. 1: Conversation 2: 8:00 am  
4. 1: 1:00 pm 2: Everyday

