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**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
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TEMA

**Skimming and Scanning Strategies to Improve Reading Comprehension at the
Second Level of Baccalaureate at a Public High School**

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DEDICATION

I want to dedicate this work to All-powerful God, who with his wisdom, has blessed me with life, health, and intelligence that allowed me to carry out this research until concluding it successfully. I am grateful to my children, my husband, and parents who supported me with their comprehension and affection, becoming a great strength that sustained my efforts and the source of my deepest inspiration.

Juana Valdiviezo C.

To my loving children,

You have been my motivational and inspirational source. My resolve to finish this master's thesis has been strengthened by your everlasting love, support, and understanding. My goal has been to create a brighter future for you at every turn of this journey. I appreciate you reminding me of the important things in life regularly.

Fany Cornejo M.

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I would like to thank deeply Msc. Laura Mariscal, who oversaw my thesis by providing her invaluable assistance and constant guidance and strong encouragement for the completion of this research successfully. I also extend my sincere gratitude to my colleague, Fany Cornejo, for her altruistic support during those difficult moments and self-sacrificing days of dedicating to work. Finally, I want to express my special thanks for my dear family for its unconditional support that pushed me to go ahead until the ending of this research.

Juana Valdiviezo C.

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TRABAJO DE TITULACIÓN

RESUMEN

El objetivo de este estudio de investigación es determinar la efectividad de implementar las estrategias de lectura rápida y escaneo para mejorar las habilidades de comprensión lectora entre los estudiantes de Segundo Bachillerato de la Unidad educativa La Inmaculada de Cuenca. Treinta y ocho participantes fueron elegidos mediante muestreo por conveniencia; todos poseían los mismos antecedentes y presentaban deficiencias en comprensión lectora. Estas estrategias de lectura se aplicaron según las necesidades de los estudiantes, facilitando la comprensión lectora para obtener una visión general de un texto extenso o para obtener información específica en relación con los propósitos de los estudiantes. El método cuantitativo como pruebas previas y pruebas posteriores fueron aplicadas para conocer el nivel actual de competencia de los estudiantes; el progreso y la mejora que los estudiantes consiguieron fueron en las habilidades de comprensión lectora. Primero de todo, se utilizó una encuesta para identificar los propósitos, intereses y hábitos de lectura que poseían los estudiantes como parte inicial de la investigación. Además, se aplicaron herramientas cualitativas como una entrevista con preguntas abiertas para reconocer la percepción del estudiante sobre las estrategias una vez finalizada la intervención. Los resultados mostraron el impacto fue positivo en la aplicación de estrategias de hojeado y escaneo para mejorar la comprensión lectora. Estadísticamente una mejora del 31% en las medias del pre test fue el 19,92 y pos test 26,15. Por otra parte, los estudiantes expresaron que ganaron motivación, sentimiento de satisfacción y autoestima en su propio proceso de aprendizaje. Podríamos destacar que los estudiantes experimentaron su progreso antes y después de la intervención, con consecuencia los estudiantes fueron capaces de integrar habilidades lectoras para alcanzar una mejor comprensión de un texto mientras desarrollaban las tareas de lectura enfocadas en las habilidades de comprensión lectora. Con base a los resultados, las estrategias de lectura rápida y escaneo fueron innegablemente efectivas para mejorar las habilidades de comprensión lectora de los estudiantes.

Palabras claves: Comprensión lectora; estrategias de Lectura rápida; escaneo; mejoramiento.

ABSTRACT

This action research study was aimed to determine the effectiveness of implementing skimming-scanning strategies to improve reading comprehension skills among Second Baccalaureate students at La Inmaculada High School in Cuenca. There were thirty-eight participants chosen through a convenience sampling; they possessed the same background and presented deficiencies in reading comprehension. These reading strategies were applied according to students' need facilitating reading comprehension either for getting a general overview of a dense text or for obtaining specific information in relation to the students' purposes. Quantitative method as pre-test and post-test were applied to know the students' current level of proficiency; their progress and the improvement students had on reading comprehension skills. A survey also was utilized to identify students' purposes, interests and reading habits they possessed as an initial part of the research. Moreover, qualitative tools as an opened-ended interview were applied to recognise the student's perception forward the strategies as soon as the intervention finished. Results showed that there was a positive impact on the application of skimming and scanning strategies to improve reading comprehension. Statistically, there was an improvement of 31% in the means of the pre-test 19.92 and post-test 26.15. Furthermore, students expressed that they gained motivation, feeling of satisfaction and self-esteem in their own learning process. Learners were awareness of their progress before and after the intervention since they were capable to integrate reading abilities to reach a better understanding of a text while they were developing the reading tasks that were focused on the reading comprehension skills. Based on these findings, skimming and scanning strategies were undeniably effective to improve students' reading comprehension skills.

Keywords: improvement; skimming and scanning strategies; reading comprehension;



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ANEXO 3

DATOS PARA LA COMUNICACIÓN DEL TUTOR ASIGNADO POR PARTE DE LA COORDINACIÓN DE LA MAESTRÍA Y ACEPTACIÓN DEL ESTUDIANTE.

Por parte de la Comisión

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Tema de trabajo de Titulación

"Skimming and Scanning Strategies to Improve Reading Comprehension at the Second Level of Baccalaureate at La Inmaculada High School"

(se pueden incluir sugerencias de la comisión)

Tutor que se asigna:

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Por parte del estudiante

Manifiesto estar de acuerdo con el tutor designado para la conducción del proceso de titulación

Si No



FANY BEATRIZ CORNEJO MONTALVÁN
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Cuenca, August 18, 2023.

Lic. Boris Castro León
Rectory de la Unidad Educativa Fiscal "LA INMACULADA"

We are Fany Beatriz Cornejo Morbalván with IC: 0102472727 and Juana Caribel Valdiviezo Carrón with CI: 010306454. We are studying to obtain our Master's degree in English Language teaching at Universidad Bolivariana del Ecuador.

We are seeking permission to do research at Unidad Educativa Fiscal "LA INMACULADA". We are conducting research on how reading skills in English can be improved at Second Level of Baccalaureate through the implementation of Skimming and Scanning strategies to improve Reading Comprehension.

The research will entail collecting data from minors learning English as a foreign language.

We will invite individuals from your organization to participate in this study. The target participants are Second level students, 16 years old. If they agree, they will be asked to answer an online survey. The procedure will take a few minutes only, and can be completed at home. The participants' responses will be collected using surveys and tests that will be applied during the investigation.

Participants will be asked to give their parents written consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name of the organization) will be anonymous. Individual privacy will be maintained in all published and written data resulting from the study. The results will be reported in the dissertation of our research project. It will be possible to visualize the requested information and the progress that is being obtained in the different chapters of the thesis. Likewise, the name of the institute will be included in the section of thanks, as well as the people who facilitated the development of the investigation.

The research participants will not be advantaged or disadvantaged in any way some. They will be assured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. Participants will not be paid for this study. All research data will be used solely for informational purposes and/or statistics. If necessary, they can be used for future research regarding to the subject in the Pedagogy of English as a Foreign Language. Therefore, we request your written permission to conduct our investigation on your institution. The authorization letter must be on the letterhead of Unidad Educativa "La Inmaculada", be signed and dated, and refer specifically to the sender of this document and study title.


I therefore request permission in writing to conduct my research at your organization. The permission letter should be on your organization's headed paper, signed and dated, and specifically referring to ourselves by names and the title of our study.

Please let us know if you require any further information. I look forward to your response as soon as it is convenient.

Yours sincerely,



Lic. Fany Cornejo M.
MASTER STUDENT



Lic. Juana Valdiviezo C.
MASTER STUDENT





UNIDAD EDUCATIVA "LA INMACULADA"

CUENCA - ECUADOR

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CONDIGO AME 03H0035

Cuenca- Ecuador

SITE SPECIFIC AUTHORIZATION TO CONDUCT RESEARCH

Cuenca, August 15, 2023

Dear master's candidates

The purpose of this letter is to inform you that I give Fany Beatriz Cornejo Montalván and Juana Claribel Valdiviezo Carrion permission to conduct the research titled the Implementation of Skimming and Scanning Strategies to Improve Reading Comprehension of the Foreign Language, at the Second Level of Baccalaureate at Unidad Educativa Fiscal "La Inmaculada" in the morning. I have agreed to the following study procedures like the use of official documents from DECE, surveys and test applications to collect data to be released for the research.

Sincerely,



Lic. Sonia Castro León

HEADMASTER "LA INMACULADA HIGH SCHOOL"

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Introduction

Nowadays, students present difficulties when reading texts that imply a certain complexity level that affects not only the student's academic performance, but also the reading ability development in real life. In this sense, the implementation of Skimming and Scanning strategies to improve Reading comprehension skills of foreign language are conceived as a potential alternative to foster the student's reading ability. Previous studies have demonstrated the positive impact of these strategies on students' performance since these teaching techniques helped students to improve significantly their reading comprehension skills (Asmawati, 2015; Azmi, et al., 2020; Sari, 2016; Yépez, 2020; Rahim, et al., 2017).

The Implementation of these strategies seeks to improve students' reading comprehension skills to understand any written text by covering it rapidly to find the main idea or to seek specific information (Brown, 2003). The ability to read in foreign languages allows students to acquire new knowledge and open new opportunities to expand it to other contexts and cultures. Iftanti (2015) claims that a better reading skill enable to the students to be successful academically.

Thus, this research project was motivated by some reasons that highlight the need to investigate the impact of skimming and scanning strategies in enhancing reading comprehension with students at the second level of the Baccalaureate. It has been noted that students in classes present deficiencies to recognize the main idea and the specific details in a reading text. Perhaps, the pandemic time could influence students' behavior since it diminished the student motivation to read. It was needed to improve reading in the foreign language for this age group. They are at a crucial stage of language development and have some deficiencies in reading skills. It ultimately not only can influence on student's English proficiency scores, but also students' understanding of topics that they need to know for real life.

On the other hand, based on a survey conducted among students, it was demonstrated that they need more opportunities to work in class and activities that promote the development of reading skills and social abilities. Therefore, this research proposal emphasizes the need to address students' preferences, and learning styles that can enhance their reading comprehension skill. This data collection also shows that students consider reading as a boring and unserviceable activity. They prefer spending time with friends and chatting in social medias. As a matter of fact, encouraging students to read has become a great challenge for teachers.

However, reading can be taught in a different way in which students can get successful learnings when they work with others in a collaborative way. Reading helps students improve their social interactions because traditionally reading is seen as a receptive and insolated skill that a learner performs. Vygotsky (1978) presents a different point of view for this ability; he claims in his socio-cultural theory that reading is a social skill that demands active participation, interaction and engagement of learners to get meaningful learning (Reza & Mahmood, 2012). A reading is individually, socially and culturally constructed (Hadijah et al., 2020; Kalleney, 2020; Martín-Sómer et al., 2021; Setiawan & Soeharto, 2020).

Finally, skimming-scanning strategies can be effective techniques in language acquisition by means reading, a few studies exist for Second Baccalaureate students (16-17 years old) in Ecuador. The research intended to fill this gap in the literature and investigate the potential of preceptive activities as a tool for language learning. The findings might inform the effectiveness of applying these techniques for this specific age group and benefit language learners. The contextualization of the research will also allow for the investigation of factors that influence the efficacy of applying these strategies in this particular context.

Consequently, the research seeks to answer these questions: How to create and implement a clear plan to identify what needs to affect students and how to implement this proposal effectively.? How effective is the implementation of skimming-scanning strategies to enhance reading skills among Second Baccalaureate students at La Inmaculada? and What are the perceptions of students About the implementation of

skimming-scanning strategies to enhance reading skills among Second Baccalaureate students at La Inmaculada?

The proposed topic, the implementation of Skimming and Scanning Strategies to Improve Reading Comprehension at Second Level of Baccalaureate at La Inmaculada High School, aligns well with the research lines of the university, particularly the methodological proposal modality that focuses on integrating knowledge for solving educational problems (Pedagogy, didactics, and management of higher education with the pedagogical innovation research topic).

The object of investigation encompasses the skimming and scanning strategies and their impact on the development of reading skills in language learners. The study contributes to the existing knowledge in the field and provide valuable insights for language educators, curriculum developers, and researchers interested in promoting innovated language teaching methodologies and improving language proficiency outcomes for students of the second level of Baccalaureate at La Inmaculada high school.

The general objective of this study is to determine the effectiveness of implementing skimming-scanning strategies to develop reading skills among Second Baccalaureate students at La Inmaculada High School in Cuenca. Three specific objectives were set to achieve the general one: (a) To create and implement skimming-scanning activities applying strategies through lesson plans to develop reading skills among Second Baccalaureate students at La Inmaculada High School in Cuenca. (b) to measure the enhancement in reading skills resulting from the implementation of skimming and scanning strategies these students and (c) to explore students' perceptions in terms of the implementation of these reading strategies.

The study has two well stipulated categories. The first one is the independent variable which is skimming and scanning reading strategies. Skimming is the process of taking a quick look a text in order to find the essence of a text, or to determine whether the content is appropriate for a particular purpose (Nutall, 1996). On the other hand, scanning is a technique that deals with the ability to quickly find out the specific information in the text. (Maxwell,1970). The dependent variable is reading comprehension which involves a high process between the reader and a text. The core of reading comprehension is the

fundamental goal of reading to derive meaning from a text (Durkin 1993). Therefore, it is necessary to increase the student's motivation to skim and scan a text using adequate techniques that allow students either understand a part of a text or increase their knowledge to achieve successful academic performances.

The research employed a mixed-methods approach, combining qualitative and quantitative data collection methods. A Pre-test and post-test were conducted to assess students' reading comprehension skills before and after the implementation of these two reading strategies. Additionally, a survey and interview were conducted to gather students' perceptions and experiences regarding the effectiveness of this intervention. The findings of this research will contribute to the existing body of knowledge in English language pedagogy, specifically in the area of reading skill development. The outcomes will not only provide valuable insights into the effectiveness of skimming and scanning reading strategies activities but also offer practical recommendations for educators seeking to enhance their teaching practices in English language classrooms.

The proposed research provided 38 students of Second Baccalaureate of Inmaculada high school an opportunity to develop their reading skills in a practical and meaningful way, improving their language proficiency and reading abilities. The research findings also benefited language instructors at high school by providing valuable insights and evidence-based practices to enhance their teaching methodologies. However, students at this high school face some limitations that affects negatively the teaching-learning process of the foreign language. The lack of internet in the institution limits students to access information through the technology and the diverse digital resources. The poor reading habits that students possess is another restraint since they do not feel motivated to reading what makes it become and tedious activity for them.

Despite the teaching of English Language is mandatory in Ecuador, English periods were reduced at national level. The Ministry of Education. placed English classes from 5 periods to a minimum of 3 periods per week (Each period is over 45 minutes). Considering these factors, the research highlights the challenges and limitations the students face regarding poor reading habits, reduced instructional time, general English curriculum, and limited access to the internet and technology. These factors were also considered when

analyzed the impact of the implementation of skimming and scanning strategies as an effective technique for developing reading comprehension skills among Second Baccalaureate students.

Overall, the proposed research offers practical insights, and importance, and addresses a social need in term of reading comprehension. It guides instructors, advances pedagogical understanding, and meets the demand for improved language skills. By investigating the impact of implementing Skimming and Scanning strategies to improve reading comprehension skills among second Baccalaureate students at “La Inmaculada” High School, the research fills a critical gap, guiding teachers to design effective strategies tailored to the students. The findings contribute to optimizing language teaching methodologies and enhancing language proficiency. Improved reading skills empower learners socially and enabling confident engagement in English-reading comprehension contexts.

The proposed thesis on implementing Skimming and Scanning strategies to improve reading comprehension skills among Second Baccalaureate students at Inmaculada High School has significant importance from multiple perspectives. Professionally, it addresses the need to improve language education practices by incorporating innovative teaching methods by focusing on the implementation of skimming and scanning strategies; the proposal offers a practical approach that benefits language educators to improve students' reading skills. The proposal has as social perspective focusing on the student's learning needs who require different treatment because of their educational disabilities. In summary, the proposed thesis contributes on one side, to improve the students' learning comprehension of the English language; on the other side, it helps teachers to enhance their teaching practice by solving learning problems at Inmaculada school.

This thesis is divided in three parts. Chapter one includes existing studies related to the effectiveness of skimming and scanning strategies to improve reading comprehension skills of a foreign language. Moreover, theoretical foundations of the most outstanding psychologists of Learning Theory such as Jean Piaget, and Vygotsky; and Stephen Krashen with his theory of Input hypothesis were revised for this research. In chapter two, the

research aims to design and implement Skimming and scanning strategies to improve reading comprehension skills of a foreign language.

The research was conducted under the guidelines of action research approach. This method allowed researchers to develop the investigation through four well-defined stages. Chapter three displays the information about the intervention results by means of the post-test; and the interview that was applied to know students' perceptions, attitudes and opinions toward the implementation of skimming and scanning strategies to improve reading comprehension skills. Furthermore, information was analyzed and triangulated to generate the discussion about the effectiveness of the proposal. Some conclusion and recommendations were also provided to teachers and stakeholders contributing either to solve educational problems or allow other researchers to do further studies.

Chapter 1: Theoretical Framework

This research is supported by different previous qualitative and quantitative studies in terms of the two proposed variables. They are analyzed in detail to support the research proposal about the implementation of skimming and scanning strategies to improve reading comprehension skills. Furthermore, some definitions of skimming, scanning, and reading comprehension will be given, and, in turn, the theoretical foundations focus of Constructivism and Monitor Model theories will be added to this chapter.

1.1. Why is English Language important?

English Language has become the international language. It is being used worldwide for many purposes and in different contexts, for example, studies, education, specializations, business, tourism, politics, and others. Ilyosovna (2020), states that English is the official language of 53 nations and about 400 million people around the world communicate through it; despite not being the most common tongue, many people are connected with native English speakers, becoming the most popular second language in the world. In this globalized world where science, technology, and the internet move around the English language, people need to communicate using foreign language skills strongly, reading, listening, speaking, and writing in different contexts according to their needs.

For above mention, it is necessary to provide practical and certainty answers for many of the issues and difficulties of the twenty-first century. People must be able to read and comprehend complicated reading materials. Effective reading comprehension is crucial for problem-solving across a range of fields, including policy texts, legal documents, scientific studies, and technical manuals. Sustainable cross-cultural and cross-linguistic communication is also essential in an increasingly interconnected world. Understanding and interacting with texts published in many languages and cultural contexts is made

possible by reading comprehension, which promotes cooperation and understanding across cultural boundaries.

The accelerated pace of technological progress and social change requires continuous learning and resilience to face human's need. Reading comprehension skills enable individuals to develop their cognitive abilities which engage them in lifelong learning by accessing and understanding new information, ideas and perspectives throughout their lives. Indeed, strong reading skills are highly valued by employers across all industries. Whether it's analyzing market policies, understanding complex regulations or communicating effectively with colleagues and clients, people with a strong reading comprehension skill are better equipped to succeed in the work world.

Reading comprehension equips individuals to defend for themselves, make informed decisions, and participate actively in the society by contributing to solve problems. Reading and understanding what students read is essential for understanding academic materials, legal rights or government policies; proficient reading comprehension skills are essential throughout people's lives. However, there are several challenges in EFL reading in the 21st century, mainly due to globalization, lack of reading habits and especially new pedagogical approaches which do not always include modern pedagogical principles and best practices. As a result, young learners do not feel encouraged to read and reading becomes a tedious and useless activity.

A major challenge of this century is that young people do not enjoy reading in their mother tongue. Instead, they prefer to occupy their time with other activities, which prevents them from developing a reading habit. The enjoyment and importance of reading can have a negative impact on young learners' motivation to engage with reading materials, which can impede their progress and development of English reading skills. Pupils' motivation to read can be reduced if they don't find the topics or genres of reading materials interesting or applicable to their everyday lives. They also encounter challenges in learning to read. According to Cajamarca and Gonzalez (2023) reading is considered as a difficult

skill to be developed; when students struggle with reading, it is because learners do not count on sufficient vocabulary practice, inadequate deciphering or comprehension skills.

One of the reasons why young learners have difficulty understanding what they read is that they have a limited vocabulary. This can make it difficult for them to understand unfamiliar words and phrases in texts. A wide branch vocabulary enables readers to understand the meaning of words they meet in texts. When readers encounter new terms, their comprehension may suffer if they are unable to deduce the meaning from the context or if they are unfamiliar with the definitions of the terms. In 2023, Brooks et al. Another problem is that children often have limited attention spans, which makes it difficult for them to concentrate on reading for long periods of time. This may affect their ability to comprehend long texts or maintain interest in reading materials. (Yang and colleagues, 2022).

It is imperative to expose students to English either inside or outside the classroom. However, the lack of opportunities for English practice inside and outside the classroom, can hinder English Foreign Language students' reading and language development. (Namaziandost et al., associates, 2019). Young EFL learners may struggle with text structure and organization, and it can be difficult to understand text organization concepts such as headings and subheadings, and to recognize main ideas and supporting information. Indeed, without instruction, young learners may not know how to use effective reading strategies such as summarizing, questioning, predicting and making connections. Pupils do not possess the reading strategies needed to develop these skills. Teaching them these techniques can improve their comprehension skills. (Lin, 2019).

1.1.1 Reading in Ecuador

In Ecuador, learning English as a foreign language is mandatory for students in the National Educational system, it is in primary and middle education either public or private institutions. In the last ten years, there have been some changes to the teaching process, the Curriculum 2016 was designed to improve the quality of teaching by incorporating the use

of Content and Language Integrated-Learning methodology (Ministry of Education of Ecuador, 2016). It also considers English language levels equivalent to the A1, A2, and B1 levels according to the Common European Framework of Reference for Languages (CEFR) as a mandatory requirement for passing the subject. During the pandemic time, the Ministry of Education of Ecuador (2020) selected the basic mandatory skills from the valid National Curriculum to guarantee educational ongoing in the country in order to make students generate their own learning independently way since students were on both online and distance classes. Either teachers or students were forced to use the technology and the implementation of active methodologies applied within a flexible and contextualized curriculum (Posso, et al., 2022).

Later, the Prioritized Curriculum for Competencies, (Resolución Nro. MINEDUC-SFE-2021-00008-R, 2021) which is valid in Ecuadorian Education, has been created to satisfy current educational needs that allow students to prioritize those skills that will be useful for the student's integral formation. The curriculum focuses on developing essential communicative abilities for social interaction, such as reading comprehension and the production of texts. As well as mathematical skills that promote rational, logical thinking are essential for making decisions. On the other hand, it also promotes the development of digital competencies which allow students to develop computational thinking by using technology responsibly. Finally, the development of social-emotional competencies helps students to understand and regulate their own human emotions (Ministry of Education of Ecuador, 2020).

1.2. Reading definition

Reading is one of the four language skills that allow people to gain knowledge of a subject or topic. The ability to read well is necessary for people to succeed in life. Reading keeps people updated, informed, and thinking. Although reading is considered a receptive skill, it is also a dynamic process that involves sub-components that are combined at the moment when the reader enters into contact with the text, searching for conceptual links

that allow him to extract the meaning of the text. Reading also helps to improve memory, concentration and knowledge. Reading involves the use of information that is gathered, processed, and analyzed through mental processes that occur when people read (Li, 2008).

1.3. Reading and comprehension

In this context, it is important to define reading comprehension as a high process between a reader and a text. The core of comprehension reading is reading, it means the fundamental goal of reading is to derive meaning from a text (Durkin, 1993). Reading is a receptive skill that involves not only word recognition, understanding the meaning and how to use words in context, but also the students' capacity to process the information and recall it in a clear and meaningful way. Perfetti (2012) claims that the reading process involves the writing system's units which are transformed into mental images that also contain the language system's units.

It is particularly significant the recognition of words and their relationship with the systems of language and general cognitive functions that combine these words into messages. Finding more effective approaches to help students' reading comprehension is a complex process encompassing several components, procedures, and considerations. Understanding meanings from a text is a dynamic process that reading comprehension involves (Meniado, 2016; Rumelhart, 1981). Meniado (2016) states that the cognitive processes involved in reading comprehension include a wide range of domains, such as the processing of words and their meanings, mindful response, and integration.

Pressley (2000) and Birsch (2011) defined reading comprehension as the capacity to understand what has been read. For the reader to swiftly understand the material, reading comprehension requires various reading skills, including word recognition, fluency, lexical knowledge, and prior knowledge. According to Block (2004) and Graves et al., (1998), making sense of the text by using pre-existing skills is a crucial part of the challenging process of reading comprehension. Binder, et al. (2018) reading comprehension involves understanding the vocabulary, seeing the relationship among words and concepts,

organizing ideas, recognizing the author's purpose and intention, evaluating the context, and making judgments.

1.3.1. Reading Comprehension: Word recognition

Being a good reader implies higher-order thinking skills. It involves decoding the message, understanding the meaning, analyzing the message, and integrating the entire idea of a text which are fundamental components of reading (Karademir, 2021). In this sense, word recognition skills such as syllables, phonemes, morphemes, spelling, sound and familiar words are directly related to language comprehension skills. Both abilities are complemented to enable the reader to comprehend a text by reading the words in the passage, understanding their meaning and their usage in the language. This comprehension process allows the reader to link their previous knowledge to new content successfully in order to understand it. In other words, word recognition is the ability to identify words, recognize their pronunciation, and attach their meaning to the word.

1.3.2. Reading Comprehension: Fluency

Another element that is implied in reading comprehension is fluency. It is the ability that a reader has to read a text correctly, at a good speed, and with suitable expressions and comprehension. Teachers should motivate their students to read text in which they have prior knowledge with a little unknown language feature. These tasks should be practiced fostering speed reading, repeated reading, paired reading, scanning, and skimming (Nation,2020).

Grellet (1981), Williams (1984) and Nuttall (1996) claims that some pupils in a class struggle through texts word by word because they have not mastered the skills necessary for successful reading. The teacher's job is to assist the students in more effectively processing linguistic information and in developing the confidence necessary for fluent reading. An effective way to develop fluency is reading and rereading until it becomes a conscious and effective habit as a consequence of frequent training. The importance of scanning and skimming is also emphasized by Nuttall (1996) who also points out that some types of exercise appear to improve pupils' reading abilities.

In the classroom reality, due to teachers do not apply skimming and scanning appropriately, hence, reading comprehension has become a tedious activity without any relevance for students. This way, it has become a challenge for teachers since they should foster students to go for the overall meaning of a text instead of going word by word, translating the word, and reducing the reading speed. Teachers should help students to create strategies that include interesting activities with significant tasks to enhance reading comprehension.

1.3.3. Reading Comprehension: Vocabulary

Vocabulary is defined as the speech or writing components necessary for both oral and written communication. (Alqahtani, 2015), claimed that Deep reading comprehension is encouraged and improved by vocabulary education, according to Harmon and Wood (2018). Similar results were found in another study, which suggested that students could learn the fundamentals of lexical size to fully comprehend the text (Rosado & Caro, 2018). According to Mofareh, (2015), scholars believed that to learn a language successfully, a person needed to devote a lot of time to the process. Considering this, Laufer and Ravenhorst-Kalovski (2010) established that vocabulary is a trustworthy measure of reading proficiency.

Readers need to be familiar with 98% of the vocabulary in a text to understand it on their own. In order for understanding to grow, new words must be presented repeatedly. (Hsueh-Chao and Nation. 2000) Also, it is important to state that readers at least need to have ten exposures to remember a word. (Nation and Wang, 1999). Babayit (2011) clarifies that vocabulary can have an impact on reading comprehension in two different ways: directly through its impact on the text's semantics and indirectly through its impact on word reading abilities. According to Grabe and Stoller (2002) vocabulary size is an issue that teachers need to address because reading ability is more complex than just phonemic awareness and phonic skills.

In this sense, teachers should provide effective vocabulary by using attractive visual material such as flashcards, pictures, games, crosswords, videos, and other; which are available on the internet. In fact, technology plays an important role at the moment of teaching vocabulary because of the wide variety of technological tools that make learning

more interesting and significant for students. Therefore, skimming and scanning strategies should contain these useful activities that facilitate students to remember the previous vocabulary, which can be familiar with the new vocabulary from the text to help students improve their reading comprehension skills.

1.3.4. Reading Comprehension: Critical thinking

Critical thinking is well-related to reading comprehension since it implies the use of a variety of interconnected ideas, previous knowledge, inference-making, and metacognitive abilities (Limbach and Waugh, 2010; Zabit, 2010). In the Knowledge theory, learning occurs through schemas which comprises the assimilation of structured and organized knowledge in the learner's memory about people, things, locations, events, processes, concepts, and everything that exists in the world and that serves as a foundation for learning (Rumelhart, 1984). Critical thinking activates existing schemata to build up new knowledge. Norris and Phillips (1987) indicate that critical thinking is developed on the basis of existing schemata which is activated through meaningful explanations. It also permits the construction of new knowledge by opposing ideas and engaging them in reflective thinking. Therefore, previous knowledge affects greatly the individual's comprehension.

1.3.5. Reading Comprehension: inferring

To understand the implicit meanings of a text as well, the reader is required to make inferences by connecting all of the elements in the text (Graves et al., 2007). Cain and Oakhill (1998) and Snow (2002) described that making inferences is the skill of comprehending information from a written text and going beyond the literal message. Inference generation relies on the ability to integrate clues in the text with prior knowledge to achieve a fully integrated deeper and more coherent representation of the text (Pressley, 2000). Therefore, a skillful leader is able to read between the lines to identify the hints that allow to establish judgments or conclusions about something that is not written in the text.

1.3.6. Reading Comprehension: main ideas and supporting details.

Main idea is an important aspect related to reading comprehension skills since it allows reader to obtain a general point of view of the paragraph or understand the most important idea of a longer text. Wang (2009) claims that there are two well-differentiated categories in the main idea: local and global. A local level, the main idea can be defined as the most relevant point from one paragraph; in contrast to the global category that indicates the main idea as the essential point of a multiple-paragraph or expository text. According to Aulls (1978) the main idea is generally stated within one whole statement. It does not only describe the topic of a paragraph, but also the relationship among sentences it involves about. The main idea can be located at any place in a paragraph and its information can be presented in an implicit explicit way.

While scanning is for intensive reading which demands more reader's concentration for a deep reading of whole text; supporting details is applied for getting piece of information in a paragraph. Supporting details involves well-researched facts and sentences which contains specific information that help the reader to understand the main idea of a text. Supporting details are concrete explanations, examples, descriptions, keywords and illustrations which help the reader to get clearer information in the paragraph. In other words, supporting details make it simpler to understand the information related to the topic sentence, for instance, in academic essays, writing supporting details for comparison and contrast essays is an effective strategy that makes them more sustainable

1.4. Skimming and scanning definitions

Skimming and scanning are reading techniques that are used to move quickly through text for slightly different purposes (Nasution,2023; Susanty, 2019). It can be applied by English teachers to improve student's reading comprehension (Diaz & Laguado, 2013). In terms of its difference, skimming is reading rapidly to get a general overview of the material. Meanwhile scanning is reading rapidly to find specific facts (Dewi, 2022; Basuki, 2018). In brief, while skimming tells the readers about what general information is within a section, scanning helps the readers locate a particular fact. Skimming and scanning are

reading strategies that meaningfully stimulate the information-learning process. For the process to enhance the learning environments, it must be proactive, deliberate, and intentional.

1.4.1. Skimming

According to Arundel (2013), skimming is a technique of quickly going through the material to extract only the most important points and an overview of the topic matter. When skimming, individuals typically look at headings, subheadings, the first and last sentences of paragraphs, and any highlighted or emphasized text. According to Nuttall (1996), in order to acquire a quick overview of the entire text, skimming is used to obtain the gist of what they are reading in the printed material, readers will scan for something very particular or rapidly gather basic information before trying to read closely (Grellet, 1996).

Maxwell (1970) as cited in Diaz and Laguado (2013) stated skimming is getting the main idea or gist of a selection quickly in a written text where the student develops powers of inference through systematic practice which encourages them to anticipate a text. To analyze texts more quickly and enhance their reading skills, readers can benefit from skimming by finding the essential words that allow them to deduce the overall meaning of a document.

1.4.2. Scanning

Scanning strategy is a technique that deals with the ability to find out the specific information in the text. It goes through a text to find a particular piece of information (Grellet, 1981). When finding specific information quickly, readers have a question in mind and read a passage only to find the answer. With this method, the students search a text for details like dates, names, and locations, among others. According to Maxwell (1970), when reading something rapidly without carefully considering it, the reader wants to study it closely using a regular plan or fixed without searching for anything. Scanning is a style of reading where the reader wants to carefully examine before rapidly and methodically going through rather than skimming.

Brown (2004) states that the term scan describes quickly searching a text for pieces

of information. Readers rather than reading a text cover to cover, they can scan it and concentrate only on the information they need. Scanners typically look for dates, names, or a certain quantity of supporting data. It is important to claim that when reading to find specific information within a document, scanning entails quickly skimming the text to look for key words, well-known phrases, details or symbols that meet the search criteria, by using cognitive procedures such as recognizing patterns. (Banditvilai, 2020). Therefore, reading a text fast to find specific information might be considered as scanning; the reader's cognitive processes are concentrated on identifying information as names, dates, illustrations or detailed piece of information.

In short, skimming and scanning strategies to improve reading comprehension skills involve multiple and complex cognitive process. Teachers are responsible of providing students a set of engaged and effective tasks that facilitate students to strengthen their reading comprehension and encourage them to participate actively in class individually or collaboratively job. If teachers can understand students' thinking, students will be better able to match teaching methods to students' current knowledge and abilities; in other words, we will be better able to differentiate instruction (Berk and Garvin, 1984).

1.5. Skimming and scanning benefits in EFL

Skimming and scanning make people more flexible. These are important strategies that use rapid eye movement and key words to quickly scan text to gain comprehension. Skimming involves quickly scanning a text to identify key concepts, themes and organizational structure, while scanning involves focusing on specific information using keywords and visual clues. Both strategies help readers read quickly and develop their cognitive skills, enabling them to navigate complex material with confidence and retain most of the information

1.5.1 Skimming advantages

Skimming strategies have many advantages when coming to understanding and interacting with English literature (Fauzi and Raya, 2018). Firstly, skimming helps to identify the main

concepts and general organization of long and complicated texts by quickly scanning headings, subheadings, key concepts and introductory paragraphs. Second, it also provides a basis for further in-depth reading by helping students extract the most important information through efficacy reading. The ability to skim helps students absorb more information when time and concentration are limited. Skimming facilitates students to find the first sentence which often introduces the main idea of the paragraph, while the last sentence may summarize it.

Skimming also encourages the development of inference and prediction skills. Inference demands quickly processing information to make reasoning conclusions to deduce meaning from a context, based on between lines key words (Grellet, 1981). Skimming facilitates students to predict what the reading is about by using information from the text and students' personal experience. In conclusion, skimming helps EFL learners to understand texts more easily, read faster and develop their critical thinking skills, all of which enhance language learning and proficiency in general.

1.6 Scanning advantages

Scanning techniques can provide a number of benefits for both text acquisition and comprehension. Firstly, scanning helps students to quickly identify and contextualize new terms within a book, which is beneficial for vocabulary acquisition. With the help of the surrounding context, learners can infer the meaning of unfamiliar terms by searching for relevant keywords or phrases. They ignore parts of the text that are not relevant for their search, and focus only on finding the information they need. Secondly, scanning improves reading fluency by encouraging productive reading practices. Students move their eyes quickly from left to right and top to bottom increasing their reading speed; in turn, improve the comprehension of the text (Breznitz, 2006).

Besides, scanning strategy quickly locate relevant material such as names, numbers, key concepts, supporting facts and answering questions. Another advantage of scanning is the learner becomes more independent and confident at using reading skills on his own

(Grellet, 1981). In summary, scanning tactics help EFL learners increase their overall language proficiency by providing them with measurable benefits in vocabulary acquisition, reading fluency and autonomy. Overall, skimming and scanning are essential reading strategies that offer these benefits which improve comprehension, and enhance language learning. They are valuable skills for navigating the vast amount of information available in today's digital age and that is why many researchers have done research about it.

1.7 Previous Studies

Recent research has focused on improving reading skills in English as a foreign language. (EFL). The researchers have evaluated several factors that support the relationship between independent and dependent variables in this research. At the international level, Asmawati (2015) carried out an Indonesian study aimed at finding out the effectiveness of skimming-scanning techniques in enhancing students' reading comprehension as they did not habit to apply them. Therefore, when practicing reading, it was very hard to get the ideas of what they read. The students thought that to understand a text they needed to know the meaning of every word. The research involved learners' literal, inferential, and critical comprehension of narrative, descriptive, and news item texts. A quasi-experimental design was applied to students of the second grade in a primary school in Indonesia. Through an entrance and exit tests data was collected from a sample of 52 students. (28 students in the experimental groups and 27 in the control one). The P-value (Sig.) was smaller than the alpha ($0.000 < 0.05$). Therefore, the experimental group got a better proficiency in reading comprehension. At the end of the study, students perceived that it was not necessary to understand every word in their reading process to get the principal idea.

Another important research was done in Indonesia. Setiawan (2019) did quantitative research in this country about the influence of skimming and scanning strategies in improving students' reading comprehension for TOEFL, fostering the development of the student's critical thinking in learning reading comprehension. The participants were students from the second year of a well-known university. This experimental design had a

sample of 32 students from a population of 214 students which was taken purposively. After the application of pre-test, post-test, and questionnaire, the results showed that there was a substantial difference between the scores of the pre-test and the post-test. In fact, students reached higher progress and the questionnaire results indicated that most of the students' reaction was positive to skimming and scanning techniques since their influence provoked meaningful learning in reading comprehension.

Another quasi-experimental method research was conducted by Azmi, Yusra, and Arifuddin (2020) who investigated the effect of skimming and scanning techniques to improve reading comprehension for English language teaching and learning using computer-based text. The quasi-experimental method was applied to one group, a sample of 28 students with a pre-test and post-test design. A classroom observation, questionnaires, and a pre- and post-reading test were applied to collect data. The quantitative analysis included the t-test to get the mean difference. Results indicated that in general the experimental group had a positive willingness toward the implementation of skimming and scanning strategies and the effect on computerized reading text. Furthermore, the low students' English proficiency who applied the strategies on the computer-based test had significantly higher post-test scores than the high and medium students.

Grellet, (1996) focused on the use of skimming and scanning strategies to help eighth graders in a classroom setting. Students in class in Jember school during the academic year 2014–2015 served as the study's subjects. The students' difficulties understanding English-language literature led to the selection of this class. The kids' midterm English test average score, which was 65, was revealed. It fell short of the school's 75th percentile benchmark score. There were two cycles of the observations, despite the students' enthusiastic participation, the research goal was not met in the first cycle. In terms of observation data, the outcomes, in session one was 74.19% of learners who were classified as active learners, and in meeting 2 there were 77.42%. This shows that learners are actively engaged in the reading instruction and learning process. Additionally, the results of the cycle 2 reading comprehension exam met the criteria for the research purpose. Out of the total of 31 pupils, 24 students, or 77.42%, were able to meet the required standard reading score of 75 compared to the 61.29% of the first cycle. Based on the findings of the study, it was possible

to draw the conclusion that the teaching and learning processes at Jember school could be improved by the employment of skimming and scanning techniques with eighth grade learners to help students learn to read, it was recommended for English teachers employ skimming and scanning strategies. Moreover, it is advised that future researchers undertake additional studies at various universities utilizing various study designs to address a related issue.

In the national field, there is a mixed method study in Guayaquil- Ecuador about the implementation of skimming and scanning strategies to improve reading comprehension skills. Barahona, (2020) carried out a study in a public high school. This research aims to demonstrate the impact of peer assessment of skimming and scanning strategies to improve reading comprehension. The participants were A1 students from the ninth grade. Six weeks was a convenient duration for this study to assess the pupils' growth. The pre-post and post-test averages differed by 3.97, with a p-value of 0.000, indicating statistical significance in the results. Cohen's $d = 0.27$. This indicates that learning was impacted. Regarding how students get better at skimming and scanning, during the initial interventions, a small number of students were able to distinguish between primary and secondary ideas without using any reading strategies. They experienced a notable improvement while employing scanning and skimming tactics during the intervention. Students were anxious and irritated at the start of the interventions as they were not receiving the SMS. As they used these fresh methods, their motivation and self-assurance increased.

An important Ecuadorian study was conducted by Chamba and Ramirez (2021) who demonstrated the impact of word recognition on reading comprehension while also demonstrating the application of scanning and skimming strategies. Fifteen students, ages fourteen to sixteen, participated in the study. Their reading comprehension and vocabulary were weak points. The location of this action research project was a language school that is for profit. The data collection methods included pre- and post-tests, learning diaries, forms for scanning and skimming, and interviews. They contained data that was both qualitative and quantitative. The results showed that there was a statistically significant increase in parts of speech knowledge between the pre- and post-tests. The result was a 28.2% average improvement in student performance. A result of 1.09 for the computation of Cohen's d

suggests that there is an effect on learning. Additionally, students had positive things to say about this intervention.

An action research study conducted by Yépez, (2020) at a private high school in Guayaquil to assess First Baccalaureate students' Reading Comprehension utilizing Skimming and Scanning at a B1-B2 English level. Pre- and post-assessments, learning diaries, surveys, and other tools were used to gather both quantitative and qualitative data for the analysis. Furthermore, several assignments and exercises were utilized to apply scaffolding for scanning and skimming. With a Cohen $d = 4.29$, the results show a strong influence on the learning process. 41% of the students' reading comprehension abilities had increased after utilizing the invention, according to pre- and post-test results. The learning logs also showed that pupils were in favor of its application. The paired differences were notable and less than 0.005, which indicated that the innovation outcomes were substantial. It was shown that this study was significant for anyone with an interest in education and for EFL teachers who want to impart reading methods to their students.

Furthermore, Sari (2016) states that learners often comprehend the reading text by focusing solely on each word. It frequently happens that they run upon one tricky word before reading the entire paragraph. The researcher carried out a classroom action study project titled *The Use of Skimming and Scanning Technique to Improve Students Reading Comprehension Achievement of Junior High School Students* considering the issues. In comparison to cycle one, the pupils' scores in cycle two showed a considerable improvement. In cycle two, the percentage of students who achieved a score of ≥ 70 increased from 55.88% in cycle one to 76.47%. By employing scanning and skimming techniques, the student's active participation in the reading lesson also rose.

Another study with the same objective of determining whether skimming and scanning strategies increased students' reading comprehension abilities but also to determine how confident they are when reading was conducted by Luzuriaga (2020). It backed up the notion that students might read texts more efficiently and perform better when reading and finishing assignments if they learned the strategies and put them into practice. Reading comprehension was originally difficult for the students due to their history and skill level. In addition to quantitative and qualitative instruments, surveys, pre-

and post-tests, and other measures were employed in this study. According to pre- and post-test findings, the children's reading proficiency showed that the innovation had an influence of Cohen's $d=1.20$, showing that the method had a significant impact on the results and the advancement of the pupils. Following the intervention, there was a 12% rise in the pupils' results. Additionally, a 26% shift in students' perspectives was shown by the survey findings, and a statistically significant change was indicated by a p-value of 0.05. This study demonstrated how SST education improved students' comprehension skills in reading.

Additionally, Mora et al., (2021) established a close relationship between reading speed and reading comprehension at Cuenca University. When pupils received instruction to increase their reading speed, their level of comprehension also raised. 400 students were intervened to determine what is the reading comprehension level and reading speed of English language students at the University and to what extent the use of reading strategies affects the level of English reading comprehension of learners, as well as if sociodemographic factors can affect the reading comprehension level. Results indicate a high level of English reading comprehension but a below-average reading speed, which may be partially attributed to external influences (reading habits). These findings strongly suggest that research-based intervention is advised to increase reading comprehension. It was realized that understanding a text better does not depend on the reader's speed; in the classroom, best students slow down their reading to retain as much information as possible to develop the activities about the text understanding.

Chapter 2: Methodology of the Research

In the second part of this study, the methodology is described through well-organized stages that justifies the study. It starts identifying the problem and conceptualizing the main categories dependent and independent variables that are related to the research proposal. Quantitative and qualitative tools were implemented to collect information, which was described and analyzed deeply in order to understand better the problem. Moreover, researchers refer to the participants' background and needs in accordance with their strengths and weakness by means the results analysis. Likewise, this section focuses on the ethical issues that allowed the findings were treated carefully to avoid any influence or the researcher's bias that might affect the objectivity of the research. Finally, results of the diagnosis stage are shared and helped to continue to the next one.

2.1 Research Approach

The study adopted an action research approach with the implementation of skimming and scanning strategies to improve reading comprehension skills among students from second level of Baccalaureate, at La Inmaculada high school. Carr and Kemmis (1986) defines action research as a procedure where participants inquire in a reflective way about their practices within a social context. Its purpose is to enhance the fairness and rationalism of their own practices. Burns (2007) associates action research with a systematic process of identifying and exploring a problem, hypothesis or concerns in a social environment as the school. The action typically entails executing intentional and innovated adjustments that enhances and modifies the development of a phenomena (Fischer, 2001).

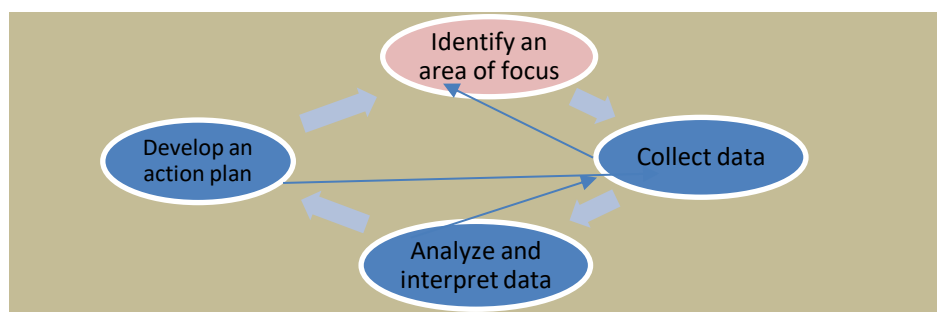
Action research brings potential benefits at the educational level. Teachers and stakeholders interested in generating effective changes in pedagogical practice can take advantage of action research to transform education at schools. It provides an opportunity for teachers to reflect on their own practices in the classroom, by acting to address schoolwide problems. The action research not only seeks to improve the teacher's professional performance, but also it focuses on enhancing the student's learning by implementing innovative teaching practices o strategies. Thus, it also involves a systematic study of the local problem which follows four detailed steps that either teachers or other

educators can use to carry out a study (Mills, 2013)

In short, this study has been chosen in order to solve an educational problem at La Inmaculada high school. In fact, the teacher who has also become the researcher has conducted the study by following the steps that action research demands; it is a reflection on the issue, collection and data analysis and the implementation of changes as an answer to the research findings. This way, researchers were able to assess proposal skimming and scanning strategies and their impact on students' reading comprehension skills.

Figure 1

Action Research Cycle



Note: Action Process: Identify a focus area, collect relevant data, analyze and interpret the data, and develop an action plan. Adapted from Mills, 2003. Elaborated by Fany Cornejo and Juana Valdiviezo (2024).

The teacher-researcher recognized the phenomena through self-reflection and a description. Then the researcher collected information by applying quantitative and qualitative tools and using other information sources such as observation, pre-test and surveys. The third stage involved the analysis and interpretation of these data. The researcher visualizes the whole phenomenon and analyzed the students' background, interest and the proficiency reading level that could be improved. Finally, the researcher developed an action plan which was executed in terms of skimming and scanning strategies to improve students reading skills. Then, the cycle begins again.

2.2. Research Method

This is mixed-method research which blends both qualitative and quantitative

methods. It is used mostly in educational contexts allowing the researchers to obtain a strong comprehensive understanding of the research questions. In fact, Creswell (2015) assures that quantitative approach allows the researcher to identify the problem and establish the relationship among variables to explain how a variable can influence on the other. The researcher focuses on collecting qualitative data that is presented in way of language; the information is relational, interpretive, subjective and inductive. Also, quantitative data is collected and characterized by being numerical, deductive and objective (Hatch, 2002).

2.3. Operationalization Matrix

It was essential to conceptualize and operationalize two main categories or variables which are focused to study the phenomenon: dependent and independent variables. The conceptualization involves defining and clarifying abstract concepts. It helps researchers clearly understand the key variables and their interrelationships. Without clear conceptualization, there can be confusion or ambiguity about what is being studied (Andrade, 2021). Operationalization involves translating these abstract concepts into measurable and observable variables. This step adds precision to the study by providing concrete indicators or measures the researchers can use. Both processes are important as they contribute to the clarity, precision, and validity of a study (Andrade, 2021).

In the independent category, Arundel (2013) claims that skimming is a technique of quickly going through the material to only the most important points and an overview of the topic matter. Also, Grellet (1981) states that the scanning strategy deals with the ability to find out the specific information in the text going through a text to find a particular piece of information. As shown in Table 1, Skimming and scanning variables were measured through two dimensions reading habits and reading ability. Researchers evaluated how skimming and scanning strategies impact reading comprehension skills by assessing quantitatively and qualitatively data by operationalizing important factors including language competence levels, learning preferences, and attitudes toward the strategies.

Table 1

Operacionalization matrix- Independent Variable

Independent Variable	Conceptual definition	Dimensions	Indicators	Scales
Skimming and scanning	Skimming is reading quickly over a text to find relevant information and have an overview of the topic (Arundel, 2013). Scanning strategy is the ability for reading fast through a text to encounter some specific piece of information (Grellet, 1981)	Reading habits Reading abilities Student's perceptions	Purposes Interests Strategies Intensive Extensive Positive Negative Motivation Self-esteem	Always Usually Sometimes Rarely Never

Regards to the second category, the researchers aimed to measure the improvement in the reading comprehension skills of students. It is important to define reading comprehension as a high process between a reader and a text. The relevant concern of reading comprehension is to read meaningfully, which involves a fundamental goal of reading, it is to derive meaning from a text (Durkin, 1993). In order to facilitate students reading understanding, researchers also considered the following dimension: speed, literal comprehension, inferential comprehension and reflective comprehension as shown in Table 2. Speed comprises two well-defined indicators such as fluency and vocabulary. Literal comprehension includes features such as word recognition and main idea and supporting details. Inferential comprehension involves activities of inference and reflective comprehension that contains a critical thinking task. A rubric was used to assess that indicator. (Appendix K)

Table 2

Operationalization matrix- Dependent Variable

Dependent Variable	Conceptual definition	Dimensions	Indicators	Scales
Improve reading comprehension	Reading is a mental process where the reader gathers, processes and analyses information that is read. Li, H., & Wilhelm, K. H. (2008)	Speed Literal Comprehension Inferential comprehension Reflective comprehension	Vocabulary Fluency Word recognition Main idea and supporting details Inference Critical thinking	2 items (22) 1 item (7) 2 items (5) 1 item (6) 1 item (5) 1 item (10) Rubric

2.4. Instruments

Research tools are essential resources for conducting empirical investigations and are crucial for obtaining accurate and meaningful results. Research instruments can be defined as merely resources to gather information relevant for a research project, and also provides some alternatives that can be chosen according to the researcher's needs (Birmingham and Wilkinson, 2003). The selection of appropriate tools depends on the research objectives, the nature of the study, and the type of data being collected. That is why there are qualitative and quantitative tools.

2.4.1. Quantitative Instruments:

Quantitative instruments facilitate researchers to register numerical data which is interpreted mathematically in a computer program by means of several scales such as nominal, ordinal, interval and ratio scales to measure the data (Kabir, 2016). These instruments contribute to the credibility and validity of research findings. They were previously piloted by students and validated by an expert.

Pre-test and post-test. In order to assess students' reading comprehension levels before and after the intervention, a pre- test and post-test were designed for this action research. A pre and post-test is a quantitative research tool which measure features, behaviours, of the phenomenon and establish a baseline before intervention and set up

differences after intervention (Kim and Willson, 2010). They were designed considering the aspects of the operationalization of dependent variable in order to obtain well-designed and reliable tools. Both tests, which can be seen in Appendix L and Appendix M, comprehended six sections based on the dimensions and sub-dimensions of the dependent. The tests comprise the vocabulary section, that was taken from a A2 British Council proficiency test. The fluency section was taken from a KET Cambridge exam. The word recognition section was taken poems gotten from <https://www.poemhunter.com> and <https://allpoetry.com/if-you-forget-me>. Finally, for main idea and supporting details section the tasks were taken from Book A2.2 and B1 from Education Ministry.

Pre-survey. A survey is described as a method that allows researchers to collect information from individuals within a sample (Scheuren, 2004). For this study, it was applied to students with fourteen statements related to students' reading habits and reading ability. (Appendix N). It also permitted to know about the students' confidence and the difficulties they encounter when reading; that is, reading preferences, interest, intensive and extensive reading. These tools were previously piloted with three A2 students from other course in order to test the tool complexity and reliability.

2.4.2. Qualitative Instruments:

Qualitative instruments allow researchers to collect data such as responses, gathering word, image from a small number of participants or place to permit understand clearly the phenomenon be investigated (Creswell, 2015).

Interview. An approach for gathering data for qualitative research is the interview, which involves asking questions of participants allowing for in-depth exploration of participants' perceptions, and attitudes. This qualitative data can provide a comprehensive understanding that complements quantitative findings (George, et al., 2022). In order to know the student's perceptions, feelings and points of view regarding the use and effectiveness of skimming and scanning strategies, an interview with nine opened questions was applied to students. (Appendix O). As a matter of fact, the researchers wanted to explore common themes, challenges, and benefits of the strategies to triangulate data that offer a more robust and reliable research.

2.5. Validation of Instruments

This research proposal was guided and revised by specialized professors to implement the aforementioned tools and received an approval; it was considered convenient to call upon this expert, given her renowned experience in educational issues. The validation dossier contains the cover letter with the expert tutor acceptance to orient the research. (Appendix J). Moreover, the operationalization matrix with both variables skimming and scanning strategies to improve reading comprehension skills. All of these instruments were revised carefully item by item either the pre-test or post-test. Likewise, the survey and the interview were examined in detail by following the tutor's advice to refine the tools which were focused on the objectives and the research questions to enhance content validity.

2.6. Population, Sample, And Sampling

In order to carry out this study the population that has been chosen is all students of Inmaculada High School. There are one thousand twenty students in this institution who are distributed into three levels: preschool, primary, and secondary level. Most students belong to middle income families. The high school is located in the urban area from Cuenca city. It is a public institution in which English learning is mandatory according to the valid curriculum for competences of Ecuadorian Ministry of Education. The high school counts on forty-two teachers, four of them belong to the English Area.

However, the teaching-learning process has been affected lately because of the drastic reduction of the English schedule; it was from five to three periods which involves classes of 45 minutes per week. Moreover, it is necessary to mention that the high school does not count with internet service because of the high cost, as consequence, the students cannot access to internet nor use the digital tools neither. These problems reflect the learning gaps that students face in education, especially, at the moment of learning a foreign language.

The sample of this study comprises 38 students of Second level of Baccalaureate at

Inmaculada high school. The English level students goes from A1 to A2 according to CEFR standards. The study began with 42 students and it had a mortality of 4 students: two failed the course and two dropped it. The technique sampling that was chosen for the study was the convenience sampling. This kind of sampling is a non-probability technique where the researcher selects individuals who are easiest to reach or are readily available for inclusion in a study. Etikan (2016) states that convenience sampling as a medium of selecting participants according to the place or the administrative context where either the researcher or participants are.

As a matter of fact, researchers considered that the convenience sampling was adequate for this research because participants who are also part of this research in a voluntary way, are proxime to the researchers. Furthermore, it does not require to spend money or resources as other sampling models implies. This method is quick and requires less time compared to other sampling techniques. Researchers could gather data rapidly because they selected participants who were readily available.

Another advantage of the convenience sampling is that the teacher becomes the researcher and she could access directly to the phenomenon, having a closer contact with students. It helps researchers not only to determine the sample size, but also to facilitate the tests application, the intervention and observations on the students' behavior and attitudes. However, it is necessary to mention that researchers had to carry out the study with objectivity, without any bias that can affect or influence on the target group research findings.

2.7 Data Analysis

Data analysis let researchers allow researchers to draw significant conclusions which contribute to solve an educational problem or open a change for further researchers. For quantitative data analysis, researchers had to use statistical method to describe data through percentages, means, median and mode (Windayani, 2014). In this study the pretest and post-test analysis considered its dimensions to summarize the participants' performance on the tests. Likewise, survey answers were classified according to the statements and the

frequency answer number. They were also described in pie charts to be understood clearly. In terms of qualitative data, interviews were analyzed using thematic analysis. This approach involved a systematic process of categorizing, coding and identifying recurring themes within the interview transcripts (Guest and MacQueen et al., 2011). In this case, researchers looked for the common points to gather information in order to facilitate the data interpretation.

2.8 The Ethical Considerations

Ethical issues are essential when the researchers had to ponder during the research. By being one of the researchers, the teacher in the second level of Baccalaureate, was necessary that the teacher was dedicated to teach while the other researcher designed the tests and took notes about the students' participation and behavior. By conducting the research with integrity and reliability, some ethical aspects are considered below. (a) Before starting the research, the students were informed about the purpose and procedures of the investigation. Researchers asked students to participate voluntarily by emphasizing they could abandon the study when they wanted without any consequence at a personal and academic level.

Other ethical issues were: (b) Researchers protected students' identities and their personal information to guarantee privacy and confidentiality. (c) To avoid information was treated inappropriately, data were safely kept. (d) Respecting students' rights, feelings, and dignity was a top priority. The interview process was non-intrusive and it was characterized by being supportive. (e) The study process was conducted prioritizing the pupils' benefit and well-being and reducing any possible hazards kept to a minimum. (e) All study findings were informed on basis of accurate information and obeying the principles of honesty and transparency at the moment of presentencing the data. In this way, researchers attempted to avoid any bias.

2.9 Findings: Initial Diagnose

The initial diagnose becomes the cornerstone that allows researchers to outline the

methodological proposal. That is why a 90- second pretest was applied. The scoring data that was used in this research was single-item scores which examine an individual score assigned to each category question answered by a participant in the study. The scoring was established considering to the scale of four valid domains of Education Ministry. Domain= 9-10; Reach = 7-8; Proximal reach = 5- 6.9; Do not reach = 1- 4.9. In Appendix P, it is well explained this scoring. A detailed analysis was done in Appendix Q.

PRE-TEST

Table 3
Pre-test results

	EXCELLENT Domain= 9-10	GOOD Reach = 7-8	FAIR Proximal reach = 5- 6.9	POOR Do not reach = 1- 4.9.
Vocabulary	-	13%	3%	84%
Fluency	26%	% 18	19%	37%
Word recognition	-	16%	16%	68%
Inference	-		3%	97%
Main Idea & Supporting Details	18%	11%	8%	63%
Critical thinking	-	19%	22%	59%
OVERALL	7	10	15	68

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

Table 3 demonstrated there was 84% of students with deficiencies in the vocabulary to understand a text because they were not familiarized with new words; this result showed they did not reach the reading proficiency for A2 level. Results showed 68% of students who present difficulties in word recognition ability to decode the text message by

recognizing the words. It is probably that they cannot relate previous knowledge with their current one. Therefore, they cannot associate the written word with the meaning. Results allowed to observe a high-level percentage 97% of students who were not able to infer a text. It might indicate the difficulty that students had to relate the different elements in a text in order to understand its meaning. It is assumed students need to have sufficient practice to improve it. Results also showed that 63% of students had problems to understand text because they were not able to identify the main idea and supporting details in a paragraph. Therefore, these results demonstrated the necessity of applying the skimming and scanning strategies to enhance students' reading comprehension skills.

SURVEY

Table 4

Survey statement: How often do you read?

Answers	Frequency	Percentage
Always	5	12,5%
Usually	10	25%
Sometimes	16	40%
Rarely	8	20%
Never	1	2,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

The table shows that 40% of students sometimes read and 20% rarely read. Improving reading understanding through new techniques would motivate students to read more.

Table 5

Survey statement: Why do you read?

Answers	Frequency	Percentage
I like reading	14	35%
I have to do my homework	17	42%
It is mandatory	4	10%

My classmates usually read	3	8%
Other	2	5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

The results show 60% of students read because of an extrinsic motivation (homework, mandatory, classmates' pressure). In contrast, 35% considers reading as an interesting activity. The researchers could see this phenomenon as an opportunity to implement skimming and scanning strategies to improve the reading, as well increase the student's intrinsic motivation.

Table 6

Survey statement: How often do you finish reading a book?

Answers	Frequency	Percentage
Always	12	30%
Usually	9	22,5%
Sometimes	9	22,5%
Rarely	8	20%
Never	2	5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024).

The graphic shows 30% of students always finish reading a book. However, there is a 22.5% that just sometimes finish it and 20% rarely do it. In this way, skimming and scanning strategies can motivate students to finish reading a book, improving also their reading habits.

Table 7

Survey statement: How many hours a week do you usually spend on reading?

Answers	Frequency	Percentage
Less than 1 hour	23	57,5%
Between 1 and 2 hours	12	30%

Between 3 and 5 hours	3	7,5%
Between 5 and 7 hours	1	2,5%
More than 7 hours	1	2,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

The survey showed that 57.5% of students read less than an hour a week and 30% just read between 1 and 2 hours a week. Getting a better reading understanding through the implementation of innovated reading techniques would increase the student's time and interest for reading.

Table 8

Survey statement: What activities do you do while reading a text?

Answers	Frequency	Percentage
Underline or highlight interesting information from a paragraph	25	65%
Write notes on the text side	4	10%
Write notes on a piece of paper or do an outline with important information to you.	4	10%
Use a dictionary to look up the meaning of an unknown word in the text.	5	12%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

The results show that 65% of students underlined or highlighted interesting information while they read a text. Another curious result was that 12.5% used a dictionary to find the meaning of the unknown word. Consequently, scanning strategy could be considered useful to find specific information and identify specific details.

Table 9

Survey statement: What types of texts do you prefer reading?

Answers	Frequency	Percentage
Stories	9	22,5%
Cartoons	7	17,5%
Scientific articles	4	10%
Magazines	3	7,5%
Current issues	8	20%
Other	9	22,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

According to the results 22.5% likes reading stories and 20% current issues, this variety of preferences might help the researchers to choose this kind of texts when doing the intervention.

Table 10

Survey statement: How often does your prior knowledge help you understand the text?

Answers	Frequency	Percentage
Always	9	22,5%
Usually	16	40%
Sometimes	11	27,5%
Rarely	3	7,5%
Never	1	2,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

This graphic shows there is 22.5% of students who indicated that prior knowledge always facilitated reading comprehension. This percentage was followed by 40 % of students who usually recognized prior knowledge as a useful element to understand the text. These data highlight the importance of previous input to enhance the reading comprehension which be considered before the reading interventions.

Table 11*Survey statement: How can you identify the general idea of a text?*

Answers	Frequency	Percentage
Very difficult	3	7,5%
Difficult	2	5%
Easy	27	67,5%
Very easy	5	12,5%
No applicable	3	7,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

There is 67.5% of readers who said that it was easy to identify a general idea. So, teacher would propose strategies to strengthen this reading ability when reading a text for obtaining the general idea.

Table 12*Survey statement: How quickly can you find the main idea of a whole paragraph when you read?*

Answers	Frequency	Percentage
Very difficult	3	7,5%
Difficult	8	20%
Easy	16	40%
Very easy	11	7,5%
No applicable	2	5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

According to the survey, 40% of readers said that they could easily identify the main idea of a whole paragraph; 20% found this task difficult. However, it did not reflect the real student's performance taken in the pre-test with a 11% in the main idea and supporting details section. As a consequence, this weakness would be the priority to implement skimming and scanning strategies to improve reading comprehension and get these students achieve reading skill.

Table 13*Survey statement: How quickly can you identify specific information of a text when you read?*

Answers	Frequency	Percentage
Very difficult	2	5%
Difficult	3	7,5%
Easy	21	52,5%
Very easy	11	27,5%
No applicable	3	7,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

The chart shows students perceived they did not have a problem with this ability. So, readers could do benefit from skimming by finding the essential words that allow them to deduce the overall meaning of a document.

Table 14*Survey statement: How quickly can you identify secondary ideas of an entire paragraph?*

Answers	Frequency	Percentage
Very difficult	2	5%
Difficult	10	25%
Easy	14	35%
Very easy	11	27.5%
No applicable	3	7.5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

This graph shows a 27.5% of the students can quickly identify the secondary ideas of an entire paragraph. Furthermore, 25% percent of the students is too hard identifying the secondary ideas. Nevertheless, in the pre-test just 11% get good scale in the main idea and supporting details section. So, the research has a large group to work with the skimming and scanning strategies to enhance students to improve reading skill.

Table 15*Survey statement: How often can you identify the meaning words when you read a text?*

Answers	Frequency	Percentage
Always	4	10%
Usually	17	45%
Sometimes	15	40%
Never	2	5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

It displays 40 % of students perceive that they were able sometimes to identify words and their meaning when reading a text. In fact, 84% of students got a poor grade in the pre-test. So, Scanning, as a reading technique is convenient to locate specific information within a text, since students quickly running their eyes over the text to find keywords, phrases, or specific details. Scanning facilitated their understanding, increasing their motivation to read and acquire more useful vocabulary for their intellectual background.

Table 16

Survey statement: How often do you need to translate word by word when you read a text?

Answers	Frequency	Percentage
Always	6	15%
Usually	7	17,5%
Sometimes	19	47,5%
Rarely	7	17,5%
Never	1	2,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024).

The chart indicates there is a 47.5% and 17.5% of the students who perceive the need to translate word by word when reading a text in English. While 15% and 17.5% claims that they always and usually need to translate word by word. Skimming and scanning strategies were suggested to meet the word meaning by context. It is recommended to look up just a few unknown words using a dictionary.

Table 17

Survey statement: How often do you consider prediction is important before reading?

Answers	Frequency	Percentage
Always	7	17,5%
Usually	14	35%
Sometimes	14	35%
Rarely	2	5%
Never	3	7,5%

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

The graphic shows that 35% of students sometimes considered prediction is an important strategy before reading. It would be helpful to offer spaces to do prediction before doing intensive reading in the classroom.

This chapter has presented a vigorous methodological base, which has covered important aspects like the advance and kind of the study, the rationale behind the research strategy, and the conceptualization and operationalization of the major categories. It has also made an explanation about the population and sample. For data collection mix-methods such as qualitative and quantitative tools were applied to students through a survey and the pre-test. Data were analyzed and interpreted in the context of the objectives and the theoretical framework. These outcomes allowed researchers to derive relevant conclusions on the student's current reading habits, reading abilities, proficiency levels, and their individual needs and interests. All of these findings were examined in detail through a survey and pre-test. These results were formed the basis for the research's later phases, which included the methodological proposal.

Chapter 3: Presentation and Validation of The Proposal

This section comprises the meticulous process of presentation and validation of the research proposal named "Implementation of skimming and scanning strategies to improve reading comprehension skills". The study is based on the incorporation both theoretical and empirical foundations in the validation criteria in accordance with benefits, feasibility, and viability of the proposal. It also models the methodology of the strategy which involves a set of activities oriented to enhance reading comprehension skills. Finally, researchers focus on the data analysis, observations and interview results that support the effectiveness and impact of skimming and scanning strategies, with eminent academics in the field serving as a critical eye to assess how well it aligned with contemporary theoretical discourses.

Furthermore, empirical validation was a matter of a sustainable review and synthesis of existing study that addressed to the goals and parameters of the investigation. This procedure supported the planned investigation's applicability in the present academic environment while also aiding in the improvement of the research inquiries.

The viability means the capacity of the proposal to accomplish its objectives successfully. It was assessed through a practical view, considering the logistical and resource-related aspects of the research. The project's adjustments with the objectives of the language learning program at Ecuadorian Ministry of Education, was a pivotal sample of viability, since it allowed to establish a precise connection between the study and the institutional objectives.

Feasibility, on the other side, was a meticulous scrutinized process. The study application was planned to be taken place within the established time and counting with the existing resources. It means, considering the conditions for participants selection, authorities and parents' authorization, data collection approaches and the instructional material that was used during the interventions.

The research study benefits were focused on certain aspects. First of all, it was addressed to cover the gap in literature by determining the skimming and scanning effectiveness to improve reading comprehension skills. Secondly, the research outcomes contributed to inform teachers and stakeholders about the impact of the proposal in the

learning process of the foreign language.

The validation step was a continuous and reciprocal process where theoretical principles, empirical perspectives and practical foundations were inside. By means of this comprehensive approach, the research proposal not only reached the academic standards, but also it made significant contributions to the language education field.

3.2. Theoretical Foundations.

The theoretical foundations of the research Implementation of skimming and scanning strategies to improve reading comprehension skills, among students of the second level of Baccalaureate, are rooted in established frameworks respect to learning a foreign language through the reading skills strategies.

Figure 2

Theoretical foundation about constructivist theories



Note: From Embracing Learning Theory: Constructivism (Main, P., 2023).

The theoretical framework for skimming and scanning strategies encompasses various theoretical perspectives and approaches that shed light on the nature and process of reading comprehension skills proficiency enhancement. One influential theory is the Constructivism, which emphasizes that the human being builds his own understanding and knowledge of the world by experiencing things and reflecting on those experiences

(Bereiter, 1994). It is necessary that teachers can align teaching strategies focusing on the student's cognitive level to motivate students in their own learning process (Liu & Matthews, 2005).

Firstly, Constructivism highlights effective learning which takes an important role in learning or meaning-making learners. Effective learning enables students to construct their own new understandings or knowledge by combining what they currently hold true with the concepts, events, and activities that they come into touch with. Piaget also emphasizes the adaptation of instruction content to students' cognitive level which needs to be coherent to guarantee their developmental level. The teacher's role is to facilitate learning by providing a variety of experiences where students' need can be satisfied successfully. This way, students are motivated to work with others through collaboration where more skillful individuals than the learner, can assist to acquire and assimilate new knowledge, abilities, and psychological instruments (Vygotsky, 1978). Teacher should obviously provide opportunities for learners to explore and experience, by doing so is encouraging learner's new understandings (Piaget, 1983).

Secondly, Active Engagement focuses on the significance of prior knowledge and experiences in learning (Piaget,1983). In order to help students, integrate new information with what they already know, teachers should provide opportunities that allow students to classify and group the material to strengthen their logical comprehension. When people skim and scan a text, they frequently use what they already know to direct their search for pertinent information. To comprehend the text's context and meaning, they might need to use pre-existing mental models or schema to facilitate the acquisition of new knowledge. Constructivism acknowledges that students acquire new information by relating it to what they know (Suhendi, 2021).

Thus, Vygotsky emphasizes the Zone of Proximal Development (ZPD), which refers to the space between what the learner knows very well and what he is going to learn. In the first situation, learners have a certain level of knowledge that permits to perform independently, but they need either the teacher's or a peer's help to learn something new. Therefore,

teachers with their expertise and students with better reading abilities could help to apply skimming and scanning strategies by providing step-by-step of the instructional model until students learn to do it on their own. Vygotsky's idea of ZPD suggests that educators should provide the necessary support to help learners develop such skills in this case. The teacher, as a more knowledgeable person, is responsible to guide students in using these reading skills and provide appropriate challenges with support.

Scaffolding is another incorporated component of constructivist theory. It includes supportive activities provided by the educator, or more competent peer who support the student to be led through the ZPD. Teachers, strong students or parents can provide an effective support and direct students to develop their skills by modeling behaviors, accompanying and making sure that the learner does the task successfully in each level until he arrives to the last level of complexity where he is able to construct his own learning. According to Wood, Bruner, and Ross (1976) scaffolding has been used to describe how the adult assist and modify the instructional material to the student's need and eventually eliminate it when the learner is able to performance independently.

Lev Vygotsky also makes a point of the crucial role of social interactions within the cultural environment, and the way how the language influences in shaping cognitive development (Blake, 2008). This theory supports the implementation of skimming and scanning strategies to improve reading comprehension skills as a medium to prioritize the student's collaborative work through reading activities. In line with constructivist ideas, sharing knowledge and talking about the applicability of the information they have obtained, can help people grasp concepts better (Jarboe, 1996). Peer-discussion, pair or group activities, exchange of information, and games are strategies that teachers should provide students to gain significant learning experiences.

Vygotsky refers to language mediation as an essential aspect in the learning of a foreign language. In this sense, language mediation facilitates communication because

people think, learn and transfer information that is necessary for them. That is why skimming and scanning techniques fits perfectly for enhancing reading comprehension in a text. When reading a passage, the reader enters in contact with the text through a linguistic play where he focuses attention on information, he considers interesting and useful. Language-based cognitive processes of an individual are strengthened through skimming and scanning techniques; Vygotsky highlights in his theory that skimming and scanning have a significant influence on the individual's cognitive development (Poehner and Infante, 2017).

Human being creates and makes sense knowledge through their experiences. In a learning environment, students assimilate new knowledge integrating it to their past experiences by a reflecting process of selecting, evaluating, integrating and abandoning those contents which are or are not significant for them. This internal process that the individual does on his own learning is known as metacognition which also involves the student's self-control on his own learning process. Therefore, skimming and scanning techniques foster students to construct new learnings by explaining why, how and what for, use information. Banda and Olusegun (2015) match the principles of metacognition and self-regulation with terms reflection and self-evaluation.

Krashen emphasizes comprehensible input as an essential element in the acquisition of a foreign language. The human being learns subconsciously through messages, as a result of the social interaction in the environment. However, it is not sufficient if the individual does not relate previous knowledge level (i) with the new learnings (+1). In this sense, people learn a language just when understanding what they hear and read. That is known as comprehensible input through which skimming and scanning strategies foster students' language acquisition by paying attention to information, they consider useful. In the learning process, students have to listen or to read phrases or sentences to encode and interpret it to give a timely response (Wong, 2005).

Krashen highlights emotional conditions which can affect the acquisition and learning of the foreign language. Affective filter Hypothesis mention negative emotions such as lack of motivation, stress and low self-esteem reduce the students' capability to assimilate comprehensible input (Edinne, 2013). The teacher should provide learning

experiences in an affective atmosphere where students can feel motivated to understand and construct their own learnings. This way, stress level is diminished significantly, permitting students to gain more confidence and independence in order to obtain meaningful learnings.

3.3. Characteristics of the Proposal

The implementation of skimming and scanning to improve reading comprehension was addressed to 38 of the second level of Baccalaureate at La Inmaculada high school. This proposal encompasses three pertinent features such as being flexible, innovated and applicable. Firstly, skimming and scanning can be adjusted the student's need since depending on their interest or relevance. Moreover, students can skim and scan without wasting time for retention by taking notes, or getting piece of information to be read detailedly later; for getting a general overview of a textbook, chapter or a test and for finding specific information as key words or answering questions in the case of scanning. Effective reading strategies significantly influences a learner's reading comprehension, allowing them to overcome their limitations that can affect their social and academic performance.

Secondly, another characteristic of the proposal is its innovated quality, it refers to peer-assessment. This learning process enable students to be responsible of their own learning. Peer-assessment not only help student learn, but also students learn to assess their work and other's by providing effective feedback. That is why proposal involves activities oriented to foster literal, inferential, and reflective comprehension. Activities have been designed to generate opportunities where students work in collaborative way exchanging their opinions, arguments, and judgements through discussions that simulate real-life situations. Peer assessment increase students' motivation since they participate actively in the learning process, critiquing each other their work and provide timely feedback for being good readers. When students feel freedom to review their own progress, they gain reflective abilities that allow to manage their own self-control by being more engaged and conscious of their progress, improvement or weaknesses.

Additionally, the proposal is applicable because it can be utilized in different contexts. Skimming and scanning can be incorporated students' learning habits at school since they facilitate the reading comprehension of extensive and difficult texts of subjects, they can find in the school curriculum. In this case, students focus on relevant information without having to read the whole text. Besides, by considering students' purpose for reading, they might focus on information that demands more concentration or retain more information such as key words, search-phrases or specific terms that help them comprehend better a text. In other word, skimming and scanning can be used not only for reading in a foreign language, but also for being applied in other contexts such as school subjects, current issues, researches, entertainment and other.

3.4. Objectives of the Proposal.

The general objective of this proposal is to create a system of activities applying strategies through lesson plans to develop reading comprehension skills among Second Baccalaureate students at La Inmaculada High School in Cuenca.

Specific objectives

- To create skimming-scanning activities applying strategies through lesson plans to develop reading skills among Second Baccalaureate students at La Inmaculada High School in Cuenca.
- To implement skimming-scanning activities applying strategies during 4 weeks to develop reading skills among Second Baccalaureate students at La Inmaculada High School in Cuenca.
- To determine the effectiveness of implementing skimming and scanning strategies to improve reading skills among Second Baccalaureate students at La Inmaculada High School in Cuenca.
- To measure the enhancement in reading skills resulting from the implementation of skimming and scanning strategies these students.
- To explore students' perceptions in terms of the implementation of these reading strategies.

3.5. Structure and Dynamics of Proposal Components.

The structuration and implementation of skimming and scanning encompasses some paramount components of the proposal such as the diagnostic, implementation and evaluation stages. They involve a systematic process addressed to achieve the main objective, to improve reading comprehension at the second level of Baccaulaureate at La Inmaculada high school. Firstly, the diagnostic was carried out through the design of a pre-test to assess students' proficiency in reading comprehension skills. The tests were designed in basis on the sub-skills: literal, inference and reflective comprehension which were measured through six sections: fluency, vocabulary, word recognition, inference, main idea and supporting details and critical thinking. A survey also was designed to measure the perception that students have about their reading habits, interests, purposes and strategies they used when reading.

Secondly, by designing and implementation of skimming and scanning strategies, eight lessons plans were elaborated with a variety of activities addressed to strengthen the sub-skills of reading comprehension skills. The intervention took place during four weeks, and the contents that were taught during the different reading sessions were chosen, considering the students' need and preference in basis the survey results. Each lesson plan involved the three stages of a class: pre-reading, while reading and the post-reading. They are described below.

Pre-reading phase: Brainstorming and eliciting activities along with visual material such as pictures, flashcards and games were provided students to explore their previous knowledge. Piaget, (1983) suggests teacher should provide opportunities to learners to advance and create understanding. Students participated by giving their own ideas. These strategies also engaged students with the vocabulary to introduce the new topic. Babayiit (2011) stated that vocabulary can have an impact on reading comprehension either in the semantics or word reading abilities. With this task students were familiar with the vocabulary, activity that motivated them to participate in the class with their valuable contributions.

During the reading: Students read the text to find the general idea and specific information if it is a text or to identify main idea and supporting details if it is a paragraph. Students found some difficulties at the beginning because they were not able to find information. In this stage, most sessions were focused to strengthen the main idea and supporting details in a text or paragraph. The teacher assisted students with some questions and activities focused to help students' comprehension; it is the scaffolding that support students until they were able to build their own understanding (Kaste, 2004). In this phase, teacher took advantage from a more knowledgeable peer to help the weak students to move forward better comprehension of skimming and scanning strategies. (Daniels, 2001). The teacher supported students by giving insights that allowed students to identify the technique they are using. Vygotsky claims that teacher is the facilitator who helped students to arrive to Zone of Proximal Development (ZPD). This way learners struggled for understanding the text while they do the tasks for answering the questions by underlining information in the text, and integrating it with the new one; it is what Piaget describes as active engagement.

Post-reading: After students work with skimming and scanning techniques in the previous task, they developed activities focused on the critical thinking and inference ability. In this case, memory, attention, reasoning, creative and logical thinking tasks were beneficial for students since they had opportunities to develop their cognitive abilities to solve problems. Critical thinking activates existing schemata to build up new knowledge Norris and Philips (1987). It also suggested demonstrating autonomy and capability to modify knowledge actively applying what they have already learnt (Young and Kulikowich, 1992).

In addition, all these activities were executed in the intervention in order to demonstrate the effectiveness of the application of skimming and scanning strategies to improve reading comprehension of the students. For this reason, class observations were also done to take valuable information about thoughts, emotions, and individual perspectives that were reflected students' attitudes and behavior respect to the efficacy of the activities during the intervention. It was helpful for collecting evidence that allowed

researchers to determine if these strategies really worked in the improvement of reading comprehension skills.

Lastly, the whole proposal was evaluated with a post-test through statistical program to determine the students' improvement level on reading comprehension skills. Researcher could compare the reading comprehension improvement before and after the intervention. Furthermore, the interview was analyzed and interpreted rigorously through Thematic Analysis. It allowed to know students' perceptions and experiences forward the implementation of skimming and scanning strategies. All this assessment was shared to the authorities of the institution. These components were interlinked, creating a dynamic learning process that progressively challenges students to be reflexive and skilful readers.

3.6. Description of Methodological Requirements.

By defining the methodological requirements for the research project, the implementation of skimming and scanning strategies to improve reading comprehension skills, researchers have followed a systematic and thorough planning that guarantee the successful execution of the study.

3.6.1. Methodological Requirements

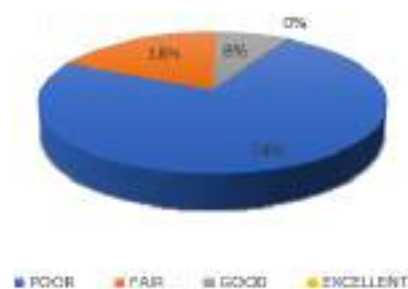
Methodologically, this proposal integrated mixed-method research; quantitative and qualitative tools were used to gather reliable information aligned to the research questions. The researchers did assessments through a pre-test and post-test and got tabulated information about students' feelings and perceptions through surveys. They also collected qualitative information through classroom observations, and student interviews. This comprehensive approach ensured a well-rounded understanding of the research question. Students were chosen conveniently and all of them did wanted to participate. After the collection of data meticulously analysis was done to give conclusion and recommendations.

3.7. Analysis and discussion of the results obtained from the implementation of the proposal.

After researchers executed the intervention with eight reading sessions, a post test was taken to thirty-eight students from second level of Baccalaureate at La Inmaculada School. The post-test was similar to the pretest; it comprised six tasks which allowed to measure the impact of the implementation of skimming and scanning strategies to improve reading comprehension skills. The post-test findings taking into consideration each domain (poor, fair, good, and excellent) is described in detail below.

Figure 3

The post-test scores of the students: Vocabulary

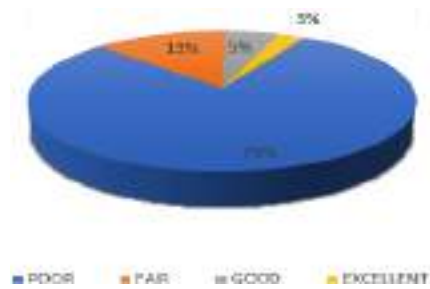


Note. statistical data exposing: poor, fair, good, excellent

It is shown that 10% of students overcame the vocabulary. In the pre-test students got 16% in the fair and good domain (Appendix Q); comparing to a 26% in the post-test where there is slightly improvement of the students' proficiency in vocabulary. It is possible since in the post-test, students had to decipher new words they had not seen in the intervention. It proves that students' current knowledge influenced in the acquisition of new vocabulary.

Figure 4

The post-test scores of the students: Fluency

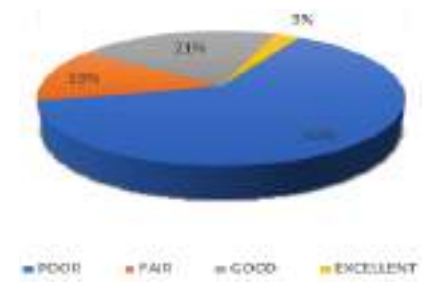


Note. statistical data exposing: poor, fair, good, excellent

The chart shows that a lot of students were not fluent in the post test (79%) compared to the 37% in the pre-test (Appendix Q). There was just one student (3%) who reached the excellent domain. It necessary to mention that these students have a basic English level and that the lack of prior knowledge and especially limited stamina, which could have had a negative impact on concentration for reading fluency. Stamina refers to the capability to exert constant attention or mental effort for a prolonged period of time which allows to keep concentration and engagement in cognitive activities without getting exhausted or losing productivity (Stromájer, 2023). They were participating in the sport week and were making the arrangements for Christmas time. They felt pressed for all these institutional activities.

Figure 5

The post-test scores of the students: Word Recognition



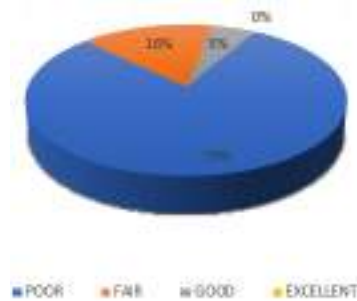
Note. statistical data exposing: poor, fair, good, excellent

The Post-test demonstrates that one student (3%) obtained an excellent performance and a 3% of students could improve the recognition of words; student got 21% in comparison to 16% to the pre-test (Appendix Q). Just a Few students were able to develop this ability since they may not have had much opportunity to interact with poetry or English language outside of the classroom. It makes it difficult for them to learn new words in context, which is essential for comprehension and

retention. Remembering newly learned words over the long term requires regular review and repetition, hence, without a consistent reinforcement, vocabulary acquisition can be challenging, and students may forget words soon after learning them. Those words could be complex for some students who need more vocabulary strategies such as mnemonic devices, context clues, or word association techniques to expand their vocabulary efficiently.

Figure 6

The post-test scores of the students: Inference

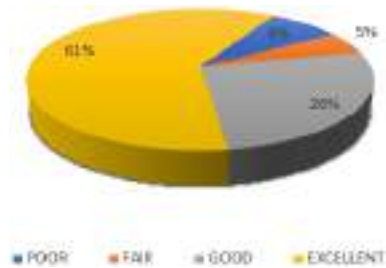


Note. statistical data exposing: poor, fair, good, excellent

The picture displays that 18% of students could improve when doing inference in the post test (poor and fair domains) in comparison with the 3% in the pre-test (Appendix C). Inference is a learning process that takes a lot of time and constant practice to be developed. Perhaps this ability must have worked on some sessions more in order to make students improve this reading ability.

Figure 7

The post-test scores of the students: Main Idea and Supporting details.

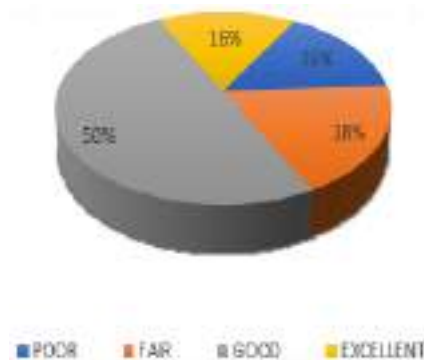


Note. statistical data exposing: poor, fair, good, excellent

The post-test results showed there is a noticeable improvement of the students on this skill in terms of the excellent domain, 61% compared to 18% in the pre-test (Appendix C). Regarding the good domain students also improved from 11% to 26%. That is because the teacher all the time emphasizes to recognize the main idea and supporting details in a paragraph, so it was helpful for their reading comprehension learning process.

Figure 8.

The post-test scores of the students: Critical Thinking



Note. statistical data exposing: poor, fair, good, excellent

The table demonstrates students had a great enhancement at doing the critical thinking task; that is 76% are doing well in this skill (50% and a 16% good and excellent) in contrast to the pretest of 18% (Appendix C). This time, they were familiarized with the vocabulary in which they were working during the interventions; as a result, it was useful for them answer a question focused on their opinions.

3.7. Results Obtained: Analysis of the Research Questions.

3.7.1. How can students improve reading comprehension skills through the implementation of skimming and scanning strategies?

Table 19

Pre-test and Post-test mean outcomes.

Indicators	Pre-test Mean	Post-test Mean	Difference
Vocabulary	7.21	8.58	19%
Fluency	4.08	2.53	-38%
Word Recognition	2	2.29	15%
Inference	1.08	1.68	55%
Main Idea and Supporting details	2.45	5.29	116%
Critical Thinking	3.1	6.39	106%
Total	19.92	26.76	243%

Note: Displays of students' reading comprehension skills mean in both the pre-test and the post-test. Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

3.7.1.1. Pre-test Outcomes (Mean Scores):

The initial pre-test outcomes were described through the mean score of Vocabulary, 7.2. It shows that students achieved their academic proficiency average according to the national scoring scale of the Education Ministry. Fluency score mean was 4.08 what indicates that, initially, students had a basic level of competence in reading a text quickly in English. However, it was not sufficient to catch accurate information that allowed students to understand the text while reading. Word recognition score mean of 2, it shows a low level of word recognition ability, hence, this result confirms the difficulties that students had in identifying the sound of words and their meaning when reading a text rapidly before implementing the strategies.

Inference mean score was 1.08, pupils failed to gain a deeper understanding of the message that was not made explicit in the text. For this reason, a strategy that could help students improve this reading skill might be the implementation of skimming and scanning

strategies. Main idea and Supporting details score mean is 2.45, students were not able to meet the main idea and supporting details in a paragraph. This important ability can be strengthened notably with the application of skimming and scanning strategies. Lastly, Critical Thinking score mean shows 3.1 what demonstrates, most students were not able to read and analyze carefully some excerpts to identify supporting evidence and contribute with solutions to the problem.

3.7.1.2. Post-test Outcomes (Mean Scores):

The post-test mean score for vocabulary was 8.58 in the post- test versus a 7.21 in the pre- test. This score suggests that students, after the intervention, had a positive improvement of 19%. This score demonstrates that during the interventions, skimming and scanning strategies involved previous engaged activities that were provided to students to enhance reading comprehension. Also, the use of attractive visual material allowed students not only relate previous knowledge with the new vocabulary, but also they were exposed a constant vocabulary practice that facilitated their understanding to be familiarized with text semantics and the student's word reading abilities.

The post-test mean score for fluency was 2.53 This finding shows that students worsened in relation to the pre-test, less than -38%. It is possible that the institutional activities could affect students emotionally since they were previous exam week, and they were also worried about arrangements for School games and Christmas time. Fluency demands more concentration to understand a text when the reader reads quickly, but students felt exhausted and everything around distracted them causing this negative result. Word recognition post-test mean score of 2.29, students exhibited a slightly improvement level of word recognition skills after implementing the strategies. This score suggests that they needed to be exposed to more activities that promote permanent practice either in skimming or in scanning tasks.

The post-test mean score for inference was 1.68. This finding demonstrates that students did not reach the learning outcomes; however, there was a slightly improvement of 0.55% in this reading ability after the implementation of the reading strategies. Most students struggled to deduce the text understanding by using the reasoning on the basis of

evidence. Main idea and Supporting details mean score is 5.29. This indicates that students improved considerably the ability 116% to identify the main idea and supporting details in a paragraph. The score of improvement is of 2.45 in relation to the pre-test. Skimming and scanning benefited students to gain better understanding of a text by recognizing main idea and supportive details.

Finally, the post-test score mean for Critical thinking indicates 6.39% of a significant improvement. There were 29 students who contributed by giving robust arguments in relation to solve a problem. In the interventions, students developed many reading activities that focused on developing the student’s creativity, analysis, and reasoning; cognitive abilities that the student need to develop to face real life situations successfully.

3.8. Analysis and Discussion of the Results Obtained from The Interview of The Proposal

What are the perceptions of students about the implementation of skimming and scanning strategies to enhance reading skills among Second Baccalaureate students at “La Inmaculada”?

In the students’ interview relevant findings were found in relation to students’ perceptions forward the effectiveness of the skimming and scanning strategies used to improve reading comprehension skills. These perceptions were grouped into three highlighting themes: teaching strategy, positive and negative perceptions.

Table 20.

Teaching strategy, positive and negative perceptions.

THEMES	SUB-THEMES	CODES
Teaching strategies	Knowledge	“It is quick Reading strategy
Learning of teaching?	metacognition	and take out relevant information”. P3
Students learn the strategies		“It is the strategy to find the principal, the most important”. P4
	Applicability	

	Benefits	<p>“These techniques really help you understand a text and it is easy for you, much more so when someone guided you” P5</p> <p>“we can identify through dates, places, things, and etc.” P6</p> <p>“It helps with Homework and activities developing in class and a few done more homework.”</p> <p>it helps us to understand the text with the principal idea P2</p> <p>"We can understand what the text is about quickly with skimming;</p> <p>“It is useful for long and extend texts”</p>
Positive perceptions	Reading comprehension	<p>it helps us to understand the text with the principal idea P2</p> <p>"We can understand what the text is about quickly with skimming;</p> <p>“It is useful for long and extend texts”</p>

	Motivation	“It was satisfactory because it was a little difficult than before. Now, I can understand more, sometimes is difficult some words.”
	Confidence	“It is easy to understand the too extend text. It helps us our comprehension and facilitates learning”
	Satisfaction-pride	<p>“ Yess!, in fact if it too easy with the learned method.”</p> <p>"I feel good because now knowing how to find it is easier."</p> <p>"I feel happy because I could understand the text better."</p> <p>“Generally, a satisfactory emotion and pride in accomplishment.”</p> <p>“It was satisfactory because it was a little difficult than before. Now, I can understand more, sometimes is difficult some words.”</p>
Negative perceptions	lack of comprehension	and the negative thing was that many times you read very quickly, sometimes you don't understand it."

lose information	“However, being quick reading sometimes important things are avoided”.
Time	“On the other hand, scanning is much more detailed and more effective, but it takes more time.”

Note: Elaborated by Fany Cornejo and Juana Valdiviezo (2024)

Teaching strategies

Regarding to teaching strategies most students recognize what skimming and scanning reading strategy are. “It is the strategy to find the principal, the most important”. P4. They also understand that they are helpful strategies that allowed them to understand a text by finding general idea and specific information or looking for main idea and supporting details. Participant 1 said: “It is the strategy to find the principal, the most important”.

Moreover, the strategies helped them not only to understand a text, but also to use them for doing their academic tasks and apply them in other contexts. “Yes, maybe in other subjects such as language, history, philosophy, etc. Many times, they are texts and by applying skimming and scanning it is very easy to learn, it also helps you with your studies” P4. Moreover, Participant 3 talked about the applicability of the strategies “It helps with Homework and activities developing in class and a few done more homework”. Preparing engaged instructional material was highlighted by students since they said that the intervention contained interesting topics and activities that facilitated students’ reading comprehension, as participant 2 indicated “It helps Homework and classmates with Reading skill by the use of pedagogical sheets, homework and task.”

These topics were planned on basis the students’ preferences and learning styles

which demonstrated their influence students' motivation. The pertinent teacher's explanation and the assistance that the teacher provided students while they were developing the tasks in class was another point that students highlighted. It drove easy the teaching learning process what made students to feel more confidence, fostering their active participation and independent work, turning the class more interesting and meaningful.

Positive aspects

The positive aspects that students perceived from skimming and scanning strategies were that they facilitated the reading comprehension. Participant 6 said, "it helps us to understand the text with the principal idea" P2. The different activities that the teacher provided students were helpful for them since these were opportunities to make them practice and recognize the strategies, they were using to enhance their reading comprehension skills.

Most students were able to notice their progress since at the beginning of the intervention, they did not know these strategies, nor were able to distinguish between skim and scan. It was difficult for students to find the general idea and specific information of long texts or paragraphs before. Participant C, "it is easy to understand the too extend text. It helps us our comprehension and facilitates learning"

They claimed that they felt happy when solve the tasks successfully because they were able to comprehend a reading through these strategies. This way, they expressed a feeling of satisfaction and also felt motivated to do the task with enthusiasm, responsibility and commitment. This is the case of participant 5 who expressed" It was satisfactory because it was a little difficult than before. Now, I can understand more, sometimes is difficult some words." The use of these strategies also helped to increase their self-esteem to learn how to use these strategies effectively. Participant 5: "I feel good because now knowing how to find it is easier." And participant 3: "Generally a satisfactory emotion and pride in accomplishment."

Negative aspects

The negative aspect that two students referred forward the skimming and scanning strategies was the loss of information; in spite of they learnt to read quickly through skimming strategy to find the general idea, skimming dropped information that they consider important. This is what participant 6 said, "We can understand what the text is about quickly with skimming; however, being quick reading sometimes important things are avoided.

On the other hand, the lack of comprehension was another relevant thing that students considered. While scanning was much more detailed and more effective, but it took more time. "Scanning is much more detailed and more effective, but it takes more time" P6. Some of them also indicated that reading quickly (speed) did not allow students understand very well the text message what made them to feel frustrated. "The negative thing was that many times you read very quickly, sometimes you don't understand it." Participant 5. Students perceived that skimming strategy did help them to get the general idea, but it made difficult understanding the text because they dropped specific information. Detailed information or key words require more time to facilitate the student's comprehension.

In conclusion, the students' perceptions have coincided with the pretest and post-test outcomes showed about the progress and improvement of students' reading comprehension skills. Reading abilities such as vocabulary, main idea and supporting details and critical thinking had a relative enhancement, since students think they had enough time for reading. However; fluency, word recognition and inference were abilities that require to be practiced permanently, encouraging students to create good reading habits that facilitate their reading comprehension skills.

3.9 Limitations in the study

It is important to mention that this study included inherent limitations in relation with the implementation of the skimming and scanning strategies to improve reading comprehension skills with students from the second level of Baccalaureate at La Inmaculada high school. Some of these constrains were: the sample, time, students' commitment, and the irregularity of classes which were important conditions that could affect the research proposal.

First, time limitation in action research can be a critical aspect that influences the planning, execution, and outcomes of the research. Action research is a dynamic and iterative process, typically conducted within a specific timeframe. A lot of time was given to the first phases of the study regarding to getting literature, planning and elaborating research tools. So, eight interventions (6 hours) were not enough to allow students to get a better reading performance. Students need more practice on working in the different reading abilities, especially those activities related to inference and word recognition. Perhaps, it could be an influential factor when researcher triangulate information to know the effectiveness of the strategies on the students' reading comprehension skills.

In terms of time, the academic school calendar sometimes limited the progressive execution of the research. Classes were interrupted due to the institutional activities which had to be respected. In this way, the researchers needed to stop the intervention and continued working on it the next class taking into consideration that classes were on Mondays and Tuesdays.

Second, lack of commitment among teenagers as participants in research studies can pose various limitations that may impact the quality and reliability of the research findings. Even though students were explained about this study, its objectives, benefits and importance, they were not responsible enough to As a consequence, some of them answered questions quickly in the post test because they were tiring and distracted as they have soccer teams after that class. They did not fully engage in research tasks, such as completing surveys, participating in interviews, or providing thoughtful responses in the test. Limited engagement diminished the depth and richness of the data collected.

Finally, it is important to consider the long-term character of the students' language acquisition and their improvement in reading comprehension skills suggests that a longer intervention period would yield more comprehensive skill development This, in turn, would translate into the collection of pertinent data and the presentation of more consistent results regards the research object.

This is action research which is often context-specific and with a convenient sample of thirty-eight students. So, the results may not be applicable beyond the specific setting or

participants involved. If the sample had been larger, it would have contributed to an effective generalization of the results in other contexts, turning the investigation more objectives.

Conclusions

The results of this research demonstrated the positive impact of the implementation of skimming and scanning strategies to improve reading comprehension skills. The study lasted four weeks where students were exposed to a variety of activities that were taught during the reading sessions. These research outcomes indicated by the Pre-test mean of 19.92 and the Post-test mean of 26.15; it means the implementation of the strategies really facilitated the student's reading comprehension in the learning of a foreign language.

Furthermore, students' perceptions corroborated the impact of skimming and scanning strategies on various aspects such as teaching strategies which are effective for leaning a language. Moreover, the teacher's guidance or the peer's assistance, along with a variety of activities which contain interesting topics that adjusted to the student's needs, fostered the student's collaborative work where discussions were generated in order to strengthen the pupils' reasoning and problem solving. These learning experiences also allowed students to have self-control on their own learning process. Both the collaborative work and metacognition process promotes the development of cognitive abilities of students to solve real life situations.

This way, skimming and scanning techniques motivated students to construct new learnings. Students' active participation placed themselves in the center of the learning process, where meaningful experiences were generated as the result of the students' social interactions in the classroom. When students understand what they read, motivation is increased since students participate actively in classroom, in turn, their self-esteem grows highly, reducing the level of stress and anxiety.

Finally, this study findings have provided pertinent information for stakeholders and teachers who are interested to enhance their educational practices. The implementation of skimming and scanning strategies to improve reading comprehension have demonstrated the effectiveness to be considered as a useful teaching technique for teachers. They can also be used by other teachers who are seeking innovative strategies that can be addressed to

solve students' educational problems.

Recommendations

In order to contribute to solve educational problems as the implementation of skimming and scanning strategies to help improve reading skills in the second level of Baccalaureate at “La Inmaculada” high school; some paramount recommendations are presented below.

- Before beginning a close reading of the text, advise pupils to take a quick look at it. Ask them to quickly scan the headings, subheadings, and any terms that are emphasized or highlighted. This provides a brief synopsis of the material and establishes the background for improved understanding. Stress how important it is to examine charts, graphs, and pictures as well because they frequently include important information.
- Focus on Key Words and Phrases. Teach learners to recognize and highlight important words and phrases in every passage. Quick information scanning is aided by this. Describe how the meaning of a passage's important terms is frequently in the answers to comprehension questions or the passage's major topic. Students' ability to find pertinent information quickly and increase their reading speed can be enhanced by teaching them to identify these terms.
- Utilize headings and subheadings since they frequently offer a guide to the text's structure. Stress that headings provide a succinct synopsis of each section's core topic, enabling students to quickly scan for relevant material. This ability aids in their effective navigation of the content and their understanding of how it is organized.
- Practice Time Management specified periods for scanning and skimming while reading. Urge students to give themselves a deadline for reading the material aloud, highlighting important terms, and figuring out questions. In addition to increasing reading speed, this exercise fosters time management skills, which are critical for both standardized testing and real-world situations where productivity is required.
- Use of Visual Cues as bold or italicized text as well as visual clues like bullet points and numbered lists. These components frequently call attention to crucial details, which helps students who are scanning or skimming recognize significant ideas more rapidly. Being

cognizant of visual cues improves their capacity to effectively extract pertinent content.

- Interactive Activities foster students to participate in interactive skimming and scanning exercises. Make scavenger hunts, for example, in which students have a time limit and must find certain information in a text. This reinforces the real-world application of skimming and scanning abilities while also adding enjoyment to the learning process.

Finally, it is important to include these techniques in different courses so they can be used in all curriculum areas. Additionally, give learners regular possibilities to practice and reinforce these abilities through various reading materials to ensure they develop the ability to scan and skim in various contexts.

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