



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF  
NATIONAL AND FOREIGN LANGUAGES**

**“THE SCANNING TECHNIQUE TO DEVELOP ENGLISH  
READING COMPREHENSION IN EIGHT GRADERS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:  
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper entitled **THE SCANNING TECHNIQUE TO DEVELOP ENGLISH READING COMPREHENSION IN EIGHT GRADERS** prepared by **Medina Suarez Cindy Pilar and Regalado Garcia Gabriela Renata**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

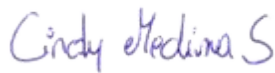
**Sincerely,**



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**MSc. Diana Terán Molina**  
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### Statement of Authorship

We, Medina Suarez Cindy Pilar, with ID number 2400105793 & Regalado García Gabriela Renata, with ID number 2400344236, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "THE SCANNING TECHNIQUE TO DEVELOP ENGLISH READING COMPREHENSION IN EIGHT GRADERS," certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.



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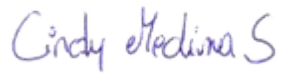
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## Declaration

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## **Acknowledgment I**

First and foremost, I thank God for guiding me, strengthening me, and allowing me to complete this important stage of my life.

To my mother, for her love, her example of perseverance, and for teaching me to fight for my dreams without giving up. Thank you for always being there for me, supporting me in every decision, and celebrating every achievement.

To my siblings, for their love, support, and unconditional understanding. Thank you for being a fundamental part of my life and for encouraging me to keep going when my strength was running low.

To my husband, for his love, patience, and constant support. Thank you for accompanying me with understanding and encouragement in the most difficult moments, and for being my pillar in this process.

To my daughter, who has been my greatest motivation and reason to keep going. Her love and smile gave me the strength I needed to achieve this goal.

To my friends from college, for your company, for sharing lessons, challenges, and joys. Thank you for being part of this experience and for the bonds that remain today beyond the classroom.

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***Medina Suarez Cindy Pilar***

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To my grandparents, whose love and teachings will forever live in my heart.

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To my cousin Óscar Enrique, whose memory continues to inspire me to keep going.

Finally, I thank life for every challenge and lesson learned—because, as "The Climb" reminds me, what truly matters is not just reaching the goal, but growing along the way.

***Regalado Garcia Gabriela Renata***

## **Dedication I**

I dedicate this work with all my love and gratitude to my mother, for being my greatest example of strength, sacrifice, and unconditional love. Thank you for believing in me, for encouraging me to keep going even in difficult times, and for teaching me that with effort and faith, anything is possible.

To my siblings, for always being by my side, offering me their support, words of encouragement, and unconditional love. Thank you for accompanying me every step of the way.

To my husband, for his patience, understanding, and love. Thank you for being my partner during this stage of my life, for encouraging me to keep going, and for always being there to help me when I needed it most.

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*Medina Suarez Cindy Pilar*

## **Dedication II**

I dedicate this work to my parents, for their love, guidance, and unwavering support.

To my mother, for inspiring me to pursue this career and reminding me that God's timing is perfect; and to my father, for always believing in me, even when I doubted myself.

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To Elsa Arrieta, for her guidance and for becoming part of my family.

To my siblings, for being my strength and comforting me in moments of doubt.

To my friends and cousins, for their joy and encouragement.

To my cousin, whose memory inspires me to persevere.

To my thesis partner, who has been with me since pre-university, and to her family, for welcoming me with open arms.

"The Climb" reminded me that it's not about reaching the goal, but about the journey itself.

With love, faith, and gratitude, I dedicate this achievement to all of you.

***Regalado Garcia Gabriela Renata***

## **Abstract**

This descriptive study examines the effectiveness of the scanning technique as a pedagogical strategy to enhance reading comprehension in eighth-grade English classes. Reading comprehension is a core component of foreign language learning, yet many students struggle to process written texts efficiently due to limited strategies, low motivation, and difficulties identifying essential information. To address these challenges, the scanning technique was introduced as an instructional tool focused on training students to locate specific details such as names, dates, numbers, and key terms without reading the entire text word by word.

The methodology consisted of implementing guided reading activities across several class sessions in which students practiced scanning through short passages and longer texts. Classroom observations, teacher reflections, and student performance on reading tasks were used as sources for descriptive data analysis. These procedures allowed for the systematic identification of changes in students' reading behaviors and comprehension outcomes.

Results from the study indicate notable improvements in reading speed, accuracy in locating relevant information, and students' overall confidence when approaching unfamiliar texts. Teachers reported that students became more autonomous readers and demonstrated greater engagement during classroom activities that required text exploration. Additionally, the scanning technique helped reduce frustration by offering students a clear and manageable approach to dealing with complex vocabulary or structures. The integration of this strategy also contributed to the development of cognitive and linguistic skills that support broader language proficiency.

Overall, the findings demonstrate that the scanning technique is an effective and accessible method for enhancing reading comprehension in young learners. Its use in the classroom not only improves academic performance but also fosters positive reading habits that contribute to long-term language development.

**Keywords:** scanning technique, reading comprehension, descriptive study, English learning, reading strategies, language development.

## **Resumen**

Este estudio descriptivo examina la efectividad de la técnica de scanning como estrategia pedagógica para mejorar la comprensión lectora en clases de inglés de octavo grado. La comprensión lectora es un componente fundamental en el aprendizaje de una lengua extranjera; sin embargo, muchos estudiantes enfrentan dificultades para procesar textos escritos de manera eficiente debido a la falta de estrategias, la baja motivación y los problemas para identificar información esencial. Para abordar estos desafíos, se introdujo la técnica de scanning como una herramienta instructiva enfocada en entrenar a los estudiantes para localizar detalles específicos como nombres, fechas, números y términos clave sin necesidad de leer el texto completo palabra por palabra.

La metodología consistió en implementar actividades de lectura guiada a lo largo de varias sesiones de clase, en las cuales los estudiantes practicaron el scanning en pasajes breves y textos más extensos. Las observaciones de aula, las reflexiones de los docentes y el desempeño de los estudiantes en tareas de lectura se utilizaron como fuentes para el análisis descriptivo de los datos. Estos procedimientos permitieron identificar de manera sistemática los cambios en los comportamientos de lectura y en los resultados de comprensión de los estudiantes.

Los resultados del estudio indican mejoras notables en la velocidad de lectura, la precisión al localizar información relevante y la confianza general de los estudiantes al enfrentarse a textos desconocidos. Los docentes informaron que los estudiantes se volvieron lectores más autónomos y mostraron mayor participación en las actividades de clase que requerían exploración textual. Además, la técnica de scanning ayudó a reducir la frustración al ofrecer un enfoque claro y manejable para abordar vocabulario o estructuras complejas. La integración de esta estrategia también contribuyó al

desarrollo de habilidades cognitivas y lingüísticas que fortalecen la competencia en la lengua.

En general, los hallazgos demuestran que la técnica de scanning es un método eficaz y accesible para mejorar la comprensión lectora en estudiantes jóvenes. Su uso en el aula no solo mejora el rendimiento académico, sino que también fomenta hábitos de lectura positivos que contribuyen al desarrollo lingüístico a largo plazo.

**Palabras clave:** técnica de scanning, comprensión lectora, estudio descriptivo, aprendizaje del inglés, estrategias de lectura, desarrollo lingüístico.

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## Introduction

Reading comprehension is one of the most important skills in learning English as a foreign language. It allows students to acquire new vocabulary, understand grammatical structures in context, and develop critical thinking skills. However, in many educational settings, eighth-grade students often struggle to effectively comprehend English texts. These difficulties stem from various factors, including limited exposure to the language, insufficient reading practice, and the use of ineffective reading strategies that do not promote active comprehension of the text.

Reading is not just about understanding words, but rather a mental process where you interpret, make assumptions, and connect ideas. That is why it is essential to teach students to read using strategies. Conventional methods tend to focus on translating or reading word by word, which makes understanding difficult and reduces interest in reading. For this reason, it is important to teach techniques that help students read with clear goals and learn more independently.

Scanning is an effective strategic method for improving exam comprehension. This method allows students to identify specific details in an exam, whether they be people, figures, numbers, or vocabulary, without having to fill in the blanks with a fixed meaning. Selective reading aims to quickly provide relevant information, reduce writing time, and increase efficiency. In addition, it allows students to focus on their reasoning, which is especially useful for those who have taken long or extensive exams.

The scanning method can be extremely useful for eighth-grade students, who are at a turning point in their language development. At this level, students are expected to be able to independently access detailed texts and information to complete school assignments. There are many possible strategies that can help them achieve this. By

integrating scanning into language teaching, teachers can help students approach reading-related tasks with greater confidence, improving their reading comprehension and promoting the skills necessary for independent learning. In addition, scanning promotes an active, goal-oriented reading process. Rather than passively deciphering words, students scan select, and interpret information based on specific questions or tasks.

Therefore, this research is centered on analyzing the application of scanning as a pedagogical tool to promote reading comprehension in English among eighth-grade students. The scope of the research is to determine how this method influences students' ability to retrieve information, understand texts, and improve students' reading performance. Ultimately, the research should demonstrate that the use of scanning in English language teaching can significantly contribute to strengthening students' language skills, academic success, and motivation to learn.

## CHAPTER I

### **The problem**

#### **Statement of the problem**

Reading comprehension in English is one of the essential skills for effective language learning in upper secondary education. However, in many educational contexts in Ecuador, eighth-grade students face significant difficulties in understanding texts written in English. These difficulties manifest in their inability to identify main ideas, extract relevant information, and link the content to their previous knowledge, negatively impacting their academic performance and motivation to learn.

In many classrooms, reading activities are often limited to literal translation or answering comprehension questions. Such practices do not promote strategic reading processes and hinder the development of higher cognitive skills such as logical thinking, critical analysis, and data synthesis. Furthermore, the lack of systematic instruction in effective reading strategies limits students' ability to approach English texts independently and confidently (Javorcikova, Badinska, Ližbetinová & Brett, 2021).

Scanning is a reading technique in which students selectively read to obtain specific information without analyzing every word. This skill is especially useful when students need to quickly identify and understand key information in a text. By developing scanning skills, students can improve their ability to efficiently extract relevant data from written language (Wahyudin et al., 2024).

The lack of mastery of strategies such as scanning hinders English language learning and limits students' access to global sources of information, restricting their participation in a connected world. Therefore, it is necessary to investigate how the

scanning technique can be used to improve eighth-grade students' reading comprehension in English, taking into account their prior experience and encouraging active participation and contextualization.

### **Research question**

#### **Main question**

- How does the use of the scanning reading technique develop reading comprehension in English among eighth-grade students?

#### **Specific questions**

- From a teacher's perspective, how well are eighth graders currently grasping reading comprehension in English?
- Based on your experience, how can educators best implement the scanning technique in their lessons?
- After practicing scanning, what differences do you observe in students' reading comprehension?

### **Objectives**

#### **General objective**

To assess the scanning technique as a strategy to develop English reading comprehension in eighth graders.

#### **Specific objectives**

- To explore teachers' perceptions of English reading comprehension levels in eighth graders.

- To describe the process teachers should follow to implement the scanning technique in English classes.
- To summarize teachers' experiences and opinions about changes they perceive in students' reading comprehension after practicing the scanning technique.

### **Justification**

In Ecuador, the teaching and learning of English as a foreign language follows the communicative approach, which aims to improve all language skills: listening, speaking, reading, and writing. Reading is one of the most essential skills for academic success and lifelong learning because it enables readers to expand their knowledge of language, particularly grammar and vocabulary. However, reading is a complex activity that requires active processing and comprehension, which involves the reader's active participation. For this reason, reading should be considered a fundamental skill in education.

For many years, approaches to teaching reading comprehension have focused on the results of reading, often overlooking the process involved. Reading comprehension was treated as a passive activity in which students read a text and answered questions. This approach sees comprehension as an outcome (interpretation) rather than a process (construction of meaning) and fails to teach students how to face difficulties while reading (Rodríguez, 2021).

Abidin (2020) affirms that scanning is a technique that involves reading quickly to identify specific information, and it is suitable for use with various types of texts. In the teaching-learning process, the teacher develops students' reading skills using the scanning technique by giving students time to quickly find specific information in a text

without reading it entirely. In summary, using the scanning technique makes readers more flexible. Good readers are active and proactive, identifying information they seek without reading everything.

This study focuses not only on measuring results but also on understanding students' experiences and perceptions when using this strategy, including their motivation, attitudes, and changes in reading practice.

From a pedagogical perspective, this study benefits both teachers and students. Teachers acquire a reproducible method to develop rapid reading comprehension adaptable to diverse learning environments. This offers students a more motivating, stimulating, and goal-oriented learning experience, reinforcing their confidence and autonomy.

The study also highlights the importance of reading as a personal tool for broadening horizons, acquiring knowledge, and fostering critical thinking. Reading is not only an individual educational skill but also fosters students' ability to critically engage with information in English and become competent readers.

Finally, the significance of this study lies in addressing a specific educational need: to offer students concrete strategies to improve their English reading skills. Additionally, at a social level, greater English reading comprehension provides young people with cultural, academic, and work opportunities and prepares them to actively participate in a globalized world.

## Chapter II

### Theoretical Framework

#### Background

Recent research has revealed that studies have been conducted on the English teaching and learning process with the aim of developing new techniques, strategies, and tools that facilitate language learning. In this regard, the researcher has determined the factors that support the relationship between the variables in this research. Therefore, several studies are presented here that support the idea of using scanning as an effective reading technique to help develop reading skills.

Recent research on English language learning highlights the importance of strategies to promote active reading comprehension. According to Medranda-Morales et al. (2023), strengthening reading comprehension is crucial for secondary school students, as it directly supports the development of critical thinking. In line with this view, the Ministry of Education guidelines recommend introducing English language teaching from the beginning of secondary education, emphasizing communicative competence at CEFR levels A1 to B1.

According to Butterfuss, Kim, & Kendeou (2020), reading comprehension requires the construction of a coherent mental representation of the information contained in a text. Reading involves three interrelated elements: the reader, the text, and the activity, all of which are situated within a broader sociocultural context. The inherent complexity of reading comprehension has given rise to a multitude of influential models and frameworks that attempt to explain the various processes that lead to reading comprehension: for example, the activation of prior knowledge and the integration of incoming information with currently active memory contents. Other

models and frameworks attempt to explain the components that constitute reading comprehension, such as decoding, vocabulary, and language comprehension.

Snow (2021) mentions that there are several definitions of reading, but in general, it is described as a human ability involving biological, psychosocial, and emotional processes that lead readers to establish connections within knowledge and experience, thus reinforcing their reasoning and interpretation skills.

Developing a habit of reading in students allows them to foster their critical thinking skills, cognitive development, and, therefore, their ability to reflect. Reading enriches culture, which in turn leads to improved language skills, encourages the development of concentration, memory, and imagination, expands vocabulary, and improves oral and written expression. The study also suggests that effective reading strategies should be used to improve students' understanding of learning content. They can also read texts quickly and interpret what they read. Al-Qaisi and Makhoul (2024) mention that this gives them a greater ability to analyze information, as they acquire knowledge and relate it to prior knowledge, which in turn leads to greater concentration and contributes to relaxation of the nervous system.

### **Pedagogical basis**

The educational basis of this study is based on the conclusion that comprehension of lectures in English depends primarily on language decoding. This includes the development of strategic, cognitive, and communicative skills, which enable students to understand and actively participate in texts (Rodríguez, 2021). This document presents a series of educational perspectives that support scanning as an effective and valuable strategy for improving reading comprehension in training courses.

## **Communicative Language Teaching - CLT**

The communicative language teaching method employs a range of strategies to foster intensive interaction and communication. By integrating them into real language, CLT strategies enable language learners to interact with others in a more natural and effective manner. Additionally, this well-established method of teaching English as a foreign language encourages students to engage in meaningful and authentic activities that reflect the practical application of language in everyday situations. This method offers student-centered teaching in which the teacher promotes learning by inserting interaction and real texts into the curriculum. Inamov and Holmatova (2025) highlight that the communicative language teaching (CLT) method is currently one of the most appropriate methods for teaching English as a foreign language (EFL). The authors also highlight the theoretical foundations and practical use of this perspective and the obstacles that students and teachers must overcome in different educational contexts, as well as how CLT has the ability to optimize students' communicative competence based on meaningful research.

Scanning technology is perfect with this detailed image, transforming the measured value into a workspace and focusing on clear objects: specifically identifying information (such as dates, names, and numbers). When this was the case, the student interacted with the text in a more valuable and functional way, encouraging them to understand the proposal as it suggests a communicative interest.

## **Cognitive and metacognitive perspectives**

It is important to recognize the need to accept and establish a clear and effective perspective for the application of predictable, controllable, and assessable strategies. Readers can focus better, reduce cognitive effort, and improve relevant information through methods such as scanning that promote teacher autonomy. The current study

offers a new interpretation of this concept, introducing an advanced version of the educational system that features rapid scanning and reading techniques that are important for understanding, stimulating, and meeting the needs of different students. This is related to the pedagogical implications of promoting the use of these strategies in the classroom (Fetriani, 2025).

### **Recent Empirical Evidence on the Scanning Technique**

The use of scanning in English teaching is not just a concept, but is supported by current research. For example, Abidin (2020) showed that scanning in combination with in-situ reading is highly effective. This method allows students to extract key information from texts more efficiently. In addition, Komara and Dewi (2021) conducted a study with Indonesian students that showed crucial results for the accurate application of the scanning method to significantly improve the way stories or texts are written.

### **Active Learning and Student Participation**

The scanning technique not only facilitates comprehension, but also encourages active student participation. Its natural guidance and focus on specific goals fulfill the need for concrete action: searching for information rather than typing. This strengthens student engagement, reflects the efforts of teachers, and ensures a motivating and participatory learning experience. A meta-analysis published in 2025 concluded that skimming and scanning techniques not only outperform comprehension by the instructor, but also affect learning outcomes and meet various preparation requirements (Fetriani, 2025). This shows that the scanning process is used as a motor-pedagogical process to guide the teaching strategy process in real school contexts.

## **Reading Skill**

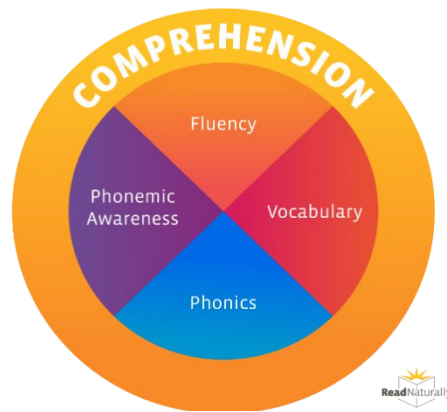
Reading skills lead a person to interact and gain meaning from written language. There are several components one must master, which enable independent comprehension of the intended message being relayed in the written content. Roundy (2016) mentions that the three reading comprehension skills can be applied:

1. **Literal comprehension:** This involves recognizing simple information in a written text.
2. **Evaluative reading:** This involves evaluating the content of a written text.
3. **Inferential comprehension:** The ability to establish relationships between the written text and other fragments and circumstances. Furthermore, exceptional reading skills can be very helpful for processing and responding to written communication such as emails, letters, and other written materials.

## **Components of the Reading Skill**

Reading skills are based on five components: phonics, phonological awareness, vocabulary, reading fluency, and reading comprehension. Together, these components contribute to the development of strong, comprehensive, and reliable reading skills, but they are often taught separately or inconsistently (Read Naturally, 2019, cited in Dhakal, 2022).

*Figure 1 Essential Components of Reading*



*Note. Read naturally develop and support the five components of Reading identified by the National Reading Panel (2019).*

- a) **Phonemic Awareness:** The ability to hear, reason with, and use specific sounds (phonemes), the smallest parts of spoken language that are combined to form words in spoken words (Reading Rockets, 2023).
- b) **Phonics:** A type of analytical phonics in which children analyze phonetic elements according to the phonograms in the word. A phonogram, known in linguistics as a rhyme, consists of the vowel and all the sounds that follow it, such as -ake in the word cake (Ariwibowo, 2024)
- c) **Fluency:** A fluent reader is one who can decode words accurately and automatically. If readers have the ability to interpret words accurately but need to use excessive cognitive resources to do so, they will have fewer resources available for comprehension. (Rasinski, 2022).
- d) **Vocabulary:** English vocabulary refers to lexical knowledge encompassing words and their meanings in the English language, which is essential for competent reading and language development, particularly for English learners (EL) during the pre-reading and early reading stages (Brooks, Clenton, & Fraser, 2021)

- e) **Comprehension:** Comprehension is the ability to understand and make sense of spoken or written language. It is not just about hearing or reading words, but about processing and interpreting their meaning (Gryffin, 2025)

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

Widayanti (2025) state that encouraging students to use effective reading techniques in a foreign language implies that the teacher can develop simple exercises to elicit information through specific elements. These elements can be divided into stages according to the reading process for which they are designed.

- **Stage 1: Pre-reading**

During the reading aloud phase, students prepare to read. They can decide for themselves or find out why they are reading a text. They can use their prior knowledge to predict the content of the text.

- **Stage 2: Reading**

This is where the actual reading portion begins. The text can be presented to students in a variety of ways. Students can read it themselves or have it read aloud to them. Teachers can use large books or projections for a group reading session.

- **Stage 3: Responding**

In responding, students react to what they have read. This usually happens through discussion.

- **Stage 4: Exploring**

This is where students explore their new information. They can reread part or all of the text. They can read further texts to expand their knowledge of the new topic. They can learn new vocabulary they have

found in the text. Exploration is a very comprehensive phase that can take many different paths.

- **Stage 5: Application**

In the application phase, students use their newly acquired knowledge to implement it later. They often work on projects to measure their learning progress. They can read books related to the original text.

## **Reading Techniques**

### ***Scanning Reading Technique***

Scanning is a very useful speed-reading technique for those who teach and learn English. It is possible to scan texts to find specific information or answer specific questions. Scanning requires paying attention to the other details of the text and its main idea, which is independent of our objective. When scanning a text, the eyes should move faster than the text. Readers can use their index finger to locate specific information on a page, especially when studying, as it is necessary to skim the text before grasping the main points (Merced, 2021).

Casey (2023) stated that scanning is a tool for finding details that can be consulted at the end of a task; that is, scanning means reading a sentence thoroughly and carefully, and extracting specific information without looking for dates, numbers, names, or supporting data.

Banditvilai (2020) affirms that keywords and organizational cues are also used in speed reading. While the goal of speed reading is to get an overview of the material, speed reading aims to find and understand specific facts. Facts may be hidden in long passages of text that otherwise have relatively little to do with your topic or claim.

Some clues imply:

- Know what you are looking for. Identify a few keywords or phrases, search terms if you prefer. You will become a flesh-and-blood search engine.
- Search for only one keyword at a time. If you use multiple keywords, scan the page several times.
- Scan quickly until you find the word or phrase you are looking for.
- When your eyes land on one of your keywords, read the surrounding material carefully.

### **Legal basis**

Within the legal framework of this study, the researchers considered Ecuador's most important legal documents, such as the “Constitución de la República del Ecuador,” which contains the following articles on education:

Article 27, Title II, Chapter II, Section 5 states: " Education must focus on human beings and ensure their comprehensive development in a context of respect for human rights, the democratic system, and the sustainable environment that surrounds us. Furthermore, it must be inclusive, participatory, intercultural, democratic, welcoming, diverse, and of high quality. It must also promote gender equality, social justice, and peace. Likewise, it must foster critical thinking, art and physical culture, individual and collective initiative, and the development of skills and abilities for creation and work" (p. 16).

Article 29, Title II, Chapter II, Section 5 states: "The State guarantees freedom of education, academic freedom in higher education, and the right of people to learn in their own language and cultural environment." Mothers and fathers, or their

representatives, may choose the education of their daughters and sons according to their principles, beliefs, and educational opportunities (p. 17).

Article 57. – Indigenous communities, peoples, and nationalities are recognized and guaranteed the following collective rights, in accordance with the Constitution and the covenants, conventions, declarations, and other international human rights instruments:

[...] 14. To develop, strengthen, and improve the bilingual intercultural education system with quality criteria, from early childhood education to higher education, in accordance with cultural diversity, in order to cultivate and preserve identities in accordance with its teaching and learning methods.

The Ley Orgánica de Educación Intercultural (LOEI), in Article 3, "Educational Objectives" (literally "q"), establishes the development, promotion, and strengthening of intercultural bilingual education in Ecuador (p. 11).

Furthermore, the LOEI mentions in Article 28 that the Constitution of the Republic establishes that education serves the public interest and not individual or corporate interests. Universal access, permanence, mobility, and school completion are guaranteed without discrimination and are compulsory at primary, secondary, or equivalent levels of education. Every person and every community has the right to engage in intercultural interaction and participate in a learning society. The state promotes intercultural dialogue in its many dimensions. Learning takes place both inside and outside of school. Public education is universal and secular at all levels, and it is free up to and including the third year of study. (p. 41)

The Ecuadorian English curriculum (2016) states that students must be able to use cues such as headings, figures, paragraphs, etc., to identify and understand

information in written texts appropriate to their level. Understanding and locating specific information in important texts is challenging, which can lead to limited reading literacy development in education.

- Understanding and recognizing longer and more complex transactional and expository texts.
- The text should contain the most frequently used words and a share of common resources of international vocabulary entries.

## **Chapter III**

### **Methodological frame**

#### **Methods**

This research focuses on the qualitative method approach, which is carried out by collecting and analyzing data that is not directly numerical, but done through the description or understanding of concepts, opinions, experiences, and open-ended questions in which each respondent gives their point of view on a specific topic based on the reality of their environment. Bhandari (2023), “Qualitative research involves collecting and analyzing non-numerical data, such as interviews, observations, and textual or visual materials (e.g., text, video, or audio) to understand ideas, perspectives, or experiences. It can be used to uncover complex details about a topic or develop new concepts for study.”

Lanka et al. (2021) mention that qualitative research is a diverse area of study, encompassing a wide range of theoretical perspectives and research techniques. The perspectives of the sample to be considered in this study are fundamental to the analysis, so it is vital to use a qualitative approach. This method offers a more accurate understanding of the reality and relevance of the topic under investigation, with the goal of collecting information from teachers and students, obtaining data through interviews, focus groups, and surveys.

#### **Type of research**

##### **Phenomenological studies**

This study was developed within the qualitative paradigm using a phenomenological approach. Phenomenology seeks to understand and interpret participants' experiences in relation to a specific phenomenon, in this case the use of

scanning as a reading strategy for learning the English language. This approach is appropriate because it examines the perceptions, feelings, and meanings that students associate with this technique during their reading process.

This method was chosen because it allows us to focus on the basic concepts of the student experience, not just quantitative results. Phenomenology explains how students use scanning, what obstacles they encounter, and what variations are observed in their English reading texts. The purpose of the research is not to generalize the results, but to deeply understand the experience of a specific group of students in the eighth grade of general education.

According to the fundamentals of phenomenology, the researcher acts as an observer and interpreter of the experiences of the participating individuals. This approach requires a neutral and open stance in order to reduce preconceived ideas and help determine the true meaning of students' expressions and narratives. Epoché, or suspension, is essential because it allows testimonies to be analyzed from the students' point of view and reduces the incidence of external judgments in the conclusions (McLeod, 2024).

Methods such as non-participatory observation, semi-structured interviews, and student essays are used to collect data. These qualitative techniques enable data triangulation and promote a deeper understanding of the phenomenon under investigation. Observation supports recognition. By coding and categorizing the responses collected in the interviews, the information is verified using the phenomenological reduction process.

This method allows you to determine units of meaning, group them into thematic categories, and explain the description of the experience from a structural point of view. Therefore, the results reflect the nature of the phenomenon to be studied and facilitate

the understanding that the short-term scanning technique influences the reading experience of students.

### **Data collection techniques**

#### **One-on-one interview**

Individual interviews are a fundamental method for acquiring detailed information about teachers' pedagogical views and professional experiences with regard to teaching reading in English. With the aim of investigating how eighth-grade teachers in General Basic Education know, use, and value the scanning technique as a teaching strategy to improve reading comprehension, a semi-structured interview will be conducted in this study. Individual interviews occur when the interviewer or moderator asks an employee a series of questions about their behavior, preferences, attitudes, and experiences in relation to a relevant topic or element. Interviews can be conducted in person or online, and are used to gather information in order to create personas, develop customer journeys, and better understand employee work practices. In the discovery stage of research, these interviews are often used to identify requirements, understand context, and determine needs (Taherdoost, 2022).

### **Instruments**

#### **Questionnaire for Interview**

The open interview contains ten questions and will be conducted in person. This questionnaire was developed using a semi-structured format, meaning that a specific protocol is used during the scheduled interviews. These techniques offer various advantages, as they can be useful for minimizing bias and reducing the time required. The interviewer can better control the process, and the results can also be coded and analyzed more easily. However, this method does not allow for elaboration, as they function as oral questionnaires (Taherdoost, 2022).

The open interview contains ten questions and the application will be made in person. This questionnaire will identify and evaluate the scanning technique as a strategy for developing reading comprehension in English in eighth-grade students.

Questions to be asked during the interview:

1. What does reading comprehension in English mean to you in the learning process of eighth-grade students?
2. What strategies do you currently use to reinforce reading comprehension in your English classes?
3. Have you ever used the scanning technique with your students? What results did you obtain?
4. How interested or motivated are your students when you use reading techniques such as scanning?
5. What advantages do you think scanning has over other reading strategies?
6. What challenges or limitations do you think may arise when using this technique in the classroom?
7. What resources or materials do you think are most appropriate for using scanning in your English classes?
8. Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?
9. What recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?
10. In your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

### **Data Collection Processing and Resources**

Data collection will allow us to interpret the purpose of this research through interviews conducted with English teachers at Rosendo Félix Mejillón Elementary School. The main objective of the interview is to evaluate the scanning technique as a strategy for developing reading comprehension in English among eighth-grade students.

### **Population and sample**

The population of this study comprises all English teachers at Rosendo Félix Mejillón Elementary School, specifically the five teachers who are currently teaching English to eighth-grade students. Since the number of English teachers is small and manageable, the researchers decided to include the entire population rather than selecting a subset. This approach ensures that the study reflects the full range of teaching experiences, strategies, and perspectives related to using the scanning technique to develop English reading comprehension.

The sample, therefore, consists of all five English teachers. Data will be collected through virtual interviews using structured guides and reliable digital tools. Conducting the interviews online provides flexibility for participants while allowing researchers to clarify responses and gather detailed information about how teachers apply the scanning technique, the challenges they face, and the strategies they use to enhance students' reading comprehension.

By including the entire population and conducting virtual interviews, the study minimizes sampling bias and provides a complete, accurate, and accessible understanding of the implementation and effectiveness of the scanning technique in teaching English reading comprehension to eighth graders.

## Chapter IV

### Analysis of Findings

#### Brief Analysis of Findings

This chapter presents the analysis and interpretation of the results obtained during the application of the scanning technique as a teaching strategy for developing reading comprehension in English among eighth-grade students. The study was conducted using a qualitative approach, which allowed for an in-depth exploration of the students' perceptions, attitudes, and experiences with this reading strategy, as well as an observation of its impact on the process of understanding texts written in a foreign language. Data collection was carried out using semi-structured interviews, which provided an integral part of the insight into the phenomenon studied. The data were organized into new categories that emerged during the coding process, allowing for the identification of patterns, trends, and aspects of scanning in reading comprehension.

#### Interpretation of Interviews

##### *Tale 1 Interpretation of interviews*

Categories	Answers	Authors
<b>Concept of Reading Comprehension in English</b>	Teachers described reading comprehension in English as an active process of interacting with the text, involving identifying main and secondary ideas, interpreting meaning, and constructing knowledge. It is essential for developing critical thinking, autonomy, and confidence in language learning, and provides a foundation for other language skills.	Medranda-Morales et al. (2023); (Rasinski, 2022)

<b>Strategies to Reinforce Reading Comprehension</b>	Effective strategies include activating prior knowledge, using scanning techniques, applying literal and inferential questioning, and employing graphic organizers. Collaborative reading activities enhance interaction, comprehension, and authentic language use.	Widayanti (2025)
<b>Application and Results of the Scanning Technique</b>	The scanning technique is primarily used with informational and short texts to locate specific details. Its use improves reading efficiency, vocabulary recognition, and student motivation, while reducing anxiety associated with long texts.	Casey (2023); Banditvilai (2020),
<b>Students' Motivation When Using Scanning</b>	Using the scanning strategy significantly increases student motivation by promoting active participation and a sense of discovery. It is accessible to learners of various proficiency levels and fosters engagement, especially when texts are relevant and tasks are clearly defined.	Fetriani (2025)
<b>Advantages of the Scanning Technique</b>	Scanning allows for time-efficient reading and focuses attention on relevant information, enhancing confidence and reducing reading-related anxiety. It is adaptable across proficiency levels and useful in real-life situations requiring quick information retrieval.	Snow (2021); Al-Qaisi and Makhlof (2024)
<b>Challenges and Limitations of Scanning</b>	Challenges include difficulty identifying keywords, distinguishing relevant information, and the risk of superficial understanding without proper guidance. Limited classroom monitoring and insufficient materials can also hinder	(Fetriani, 2025)

	effectiveness.	
<b>Resources and Materials Suitable for Scanning</b>	Appropriate resources include informational texts, short messages, charts, tables, brochures, textbooks, and digital platforms that support highlighting or quick searches. These materials provide concrete data for effective scanning practice.	Banditvilai (2020)
<b>Contribution of Scanning to Reading Autonomy</b>	Scanning encourages reading autonomy by allowing students to make independent decisions about what and how to read. It enhances self-esteem and supports the transition from teacher dependence to independent learning.	Javorcikova, Badinska, Ližbetinová, & Brett (2021).
<b>Recommendations for Using Scanning Successfully</b>	Successful implementation requires starting with simple texts, providing clear instructions, distinguishing scanning from other strategies, and using engaging, relevant topics. Combining scanning with other comprehension strategies ensures deeper learning.	Rodríguez (2021)
<b>Improvements and Research Needs in the Ecuadorian Context</b>	The scanning technique should be adapted for different proficiency levels, with contextualized materials relevant to Ecuadorian students. Teacher training in reading strategies and integration into the national curriculum would support systematic implementation.	The Ecuadorian English curriculum (2016)

*Note: The table elaborates the categories of the questions, then the analysis of answers, which strongly connect with the authors prepared by Medina, S, C., & Regalado, G, G, R. (2025).*

## **Analysis and discussion of the interview vs the bibliographic review**

### **Question 1**

The first question aimed to understand the concept of reading comprehension in English. The research focused on evaluating the scanning technique as a strategy to develop reading comprehension in eighth-grade students. Teachers responded that reading comprehension in English goes beyond translating words or sentences into Spanish. It involves interacting with the text, understanding its purpose, identifying main and secondary ideas, and processing the information provided. This skill is crucial at this stage because students are beginning to strengthen their critical thinking and develop independence in learning. Medranda-Morales et al. (2023) emphasize that encouraging reading comprehension is essential for helping secondary school students enhance critical thinking skills.

Additionally, comprehending an English-language text boosts students' confidence in learning the language independently. Reading comprehension exposes students to grammatical structures, contextualized vocabulary, and diverse communication styles, laying the foundation for other language skills, including writing and speaking. Rasinski (2022) demonstrated that while readers can decode words accurately, this requires a significant portion of their cognitive resources.

### **Question 2**

The second question focused on the strategies teachers currently use to reinforce reading comprehension in English classes. Respondents reported using a variety of techniques depending on the material, students' proficiency levels, and learning objectives. A common approach is activating prior knowledge by asking questions before reading or introducing the topic, which helps students anticipate and understand

the context. Teachers employ the scanning method to find specific information and pose questions to gain a general understanding of the text, including literal and inferential questions to stimulate different levels of analysis.

Additionally, graphic organizers, such as concept maps and comparison tables, are used to help students structure and memorize information. Widayanti (2025) notes that teachers can encourage effective reading techniques in a foreign language through simple exercises that require extracting information from specific elements. During the reading-aloud phase, students can also predict content using their prior knowledge.

### **Question 3**

The third question, regarding the application and results of the scanning technique, revealed that teachers use this strategy primarily with informational texts, graphics, advertisements, short biographies, and exercises requiring specific information such as dates, words, or numbers. Teachers reported positive results: students feel less overwhelmed when they do not have to read every word, and they develop more efficient reading skills, particularly under time constraints. Scanning also improves vocabulary and recognition of common English structures.

Another notable outcome is that scanning produces quick results. Students who typically feel intimidated by long texts become motivated when they realize they can find answers independently. Casey (2023) describes scanning as a tool for extracting specific details without reading every word in a text. Banditvilai (2020) adds that keywords and organizational cues are essential in speed reading, which shares some similarities with scanning.

### **Question 4**

In question four, teachers were asked about students' interest and motivation when using scanning. Educators responded positively, noting that students generally find this strategy engaging because it allows active text analysis and gives a "detective" feeling when searching for specific information. Fetriani (2025) connects this engagement to the pedagogical benefits of promoting such strategies in the classroom.

Even students with lower English proficiency levels show increased interest when scanning is taught effectively. Motivation depends on clear explanations, practical examples, and content relevance. Overall, scanning enhances comprehension while promoting participation and making reading accessible.

### **Question 5**

Question five addressed the advantages of the scanning technique. Teachers highlighted that scanning allows students to focus directly on needed information, saving time and reducing anxiety. It provides a flexible, controlled way of interacting with texts, unlike careful reading, which can be tedious. The technique is also useful beyond the classroom, for reading news, advertisements, or other materials.

Teachers noted that scanning can be applied to different proficiency levels. Even students with limited English can learn to identify keywords and scan effectively. Snow (2021) emphasizes that reading involves biological, psychosocial, and emotional processes, enabling readers to connect new information with prior knowledge, improving interpretation, concentration, and relaxation. Al-Qaisi and Makhoulf (2024) further note that scanning enhances analytical skills by integrating new knowledge with existing understanding.

### **Question 6**

The sixth question explored challenges and limitations of scanning. Teachers mentioned that beginners may struggle to identify keywords or distinguish relevant from irrelevant information. Scanning requires practice and should be complemented by strategies that promote reflection and critical analysis. A lack of suitable materials is also a challenge, as many textbooks do not include exercises for scanning. Large class sizes make it harder for teachers to monitor correct technique use.

Fetriani (2025) emphasizes that scanning strengthens student engagement and reflects teachers' efforts. A meta-analysis (2025) concluded that skimming and scanning not only enhance comprehension more effectively than instructor-led summaries but also improve learning outcomes across different preparatory contexts.

### **Question 7**

In question seven, teachers were asked about the most appropriate resources for using scanning. They recommended informational texts, short messages, graphs, tables, brochures, and textbooks with targeted exercises. Digital materials, such as online quizzes allowing highlighting or searching, were also useful.

However, it should be noted that, according to Fetriani (2025), while such resources provide specific data, there is no clear correlation between all types of material and improved scanning performance, and some data presented may not directly support the intended learning outcomes. Banditvilai (2020) explains that scanning focuses on finding specific facts, which may be embedded in longer passages unrelated to the main topic, so resource selection must be intentional.

### **Question 8**

Question eight asked whether scanning contributes to reading autonomy. Teachers confirmed that it does, as it teaches students to make decisions while reading,

identify relevant information, and act independently without relying on translations. Gradually, students develop self-confidence, essential for autonomous reading. This aligns with Javorcikova, Badinska, Ližbetinová, and Brett (2021), who highlight that lack of structured reading strategies prevents students from gaining autonomy and confidence in English texts.

### **Question 9**

Question nine sought recommendations for applying scanning in reading comprehension instruction. Teachers suggested starting with simple texts and guided exercises, explicitly indicating the information students should locate. Distinguishing scanning from other strategies is crucial to avoid confusion. Rodríguez (2021) notes that teaching comprehension solely as an outcome, rather than as a constructive process, limits students' ability to manage difficulties. Teachers also recommended using topics of student interest and combining scanning with other strategies for a balanced approach.

### **Question 10**

The final question focused on aspects that require research or improvement in Ecuadorian education. Teachers suggested exploring ways to adapt scanning for different proficiency levels and creating contextualized materials relevant to students. Training teachers in reading strategies is also essential, as many lack specialized instruction in reading comprehension pedagogy. Finally, integrating scanning techniques explicitly into the national curriculum would promote more systematic and effective implementation.

## Chapter V

### Conclusions and recommendations

This chapter presents the main conclusions and recommendations of a study on the use of scanning techniques to improve reading comprehension among eighth-grade students at Rosendo-Félix-Mejillón Elementary School. The data collected and analyzed confirm that this technique is an effective strategy for improving reading comprehension of English texts. However, its effective application requires adequate guidance, suitable materials, and teacher support.

#### Conclusions:

- The scanning technique enhances reading comprehension and student autonomy. The results indicate that the use of the scanning technique allows students to develop greater confidence and independence when reading in English. This directly relates to the general objective of assessing the scanning technique as a strategy to develop reading comprehension in eighth graders. Students learn to identify relevant information without constantly relying on the teacher or translations, addressing the specific objective of summarizing teachers' observations of changes in students' reading comprehension.
- Teachers perceive scanning as a practical and motivating strategy. Educators agree that the scanning technique increases student interest, reduces anxiety when facing long texts, and improves attitudes toward reading in English. This aligns with the specific objective of exploring teachers' perceptions of reading comprehension levels, as it demonstrates that teachers recognize positive changes in both motivation and

engagement. Additionally, the strategy contributes to the development of related skills, such as vocabulary acquisition and contextual understanding.

- Successful implementation depends on guidance, practice, and resources. While the findings are generally positive, challenges such as limited materials designed for scanning and the need for ongoing teacher training remain. This observation connects to the specific objective of describing the process teachers should follow to implement the scanning technique effectively, emphasizing that proper guidance, continuous practice, and systematic monitoring are essential to maximize its impact on students' reading comprehension.

**Recommendations:**

- Enhance teacher training in English reading tactics. In order for teachers to gain a thorough understanding of scanning and other reading comprehension methods, it is best to provide specific workshops and training. This will facilitate more organized, consistent, and effective education, particularly when working with students who have varying degrees of language proficiency.
- Develop materials that are interesting and relevant to students. It is recommended to create tasks and texts based on topics that interest eighth-grade students. Thus, the use of scanning will not only improve comprehension, but also encourage curiosity and motivation. To ensure more relevant application, the material must be adapted to their cultural reality and level of linguistic competence.

- Combine scanning with other reading tactics. Although scanning helps you find specific information, it is important to use it in conjunction with methods that promote comprehensive understanding and critical analysis of the text, such as inferential reading or skimming. This combination will enable the development of more comprehensive reading skills and improve reading autonomy in English.

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## Annexes

### **Annex A: Certified Anti-plagiarism System**

La Libertad, October 29, 2025

#### **Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado “**THE SCANNING TECHNIQUE TO DEVELOP ENGLISH READING COMPREHENSION IN EIGHT GRADERS**” elaborado por los estudiantes **Medina Suarez Cindy Pilar and Regalado Garcia Gabriela Renata**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 9% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



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MSc. Diana Terán Molina  
TUTOR

## Annex B: Compilation Analysis Certificate

 **CERTIFICADO DE ANÁLISIS**  
magister

# Tesis completa Medina - Regalado

**9%**  
Textos  
sospechosos



**< 1% Similitudes**

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0% entre las fuentes mencionadas

**< 1% Idiomas no reconocidos**

**7% Textos potencialmente generados por la IA**

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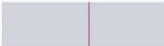


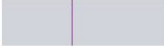

Depositante: DIANA TERAN MOLINA  
Fecha de depósito: 30/10/2025  
Tipo de carga: interface  
fecha de fin de análisis: 30/10/2025

Número de palabras: 8201  
Número de caracteres: 55.895

Ubicación de las similitudes en el documento:



### Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>media.neliti.com</b> <a href="https://media.neliti.com/media/publications/571793-law-and-constitutional-guarantees-in-the...">https://media.neliti.com/media/publications/571793-law-and-constitutional-guarantees-in-the...</a>	< 1%		 Palabras idénticas: < 1% (17 palabras)
2	 <b>Chapter II signed.pdf</b>   Chapter II(632125)_Chapter II signed.pdf #65c4b3 Viene de de mi grupo	< 1%		 Palabras idénticas: < 1% (16 palabras)
3	 <b>keystoliteracy.com</b>   The Importance of Teaching Prosody as Part of Reading Flu... <a href="https://keystoliteracy.com/blog/the-importance-of-teaching-prosody-as-part-of-reading-fluen...">https://keystoliteracy.com/blog/the-importance-of-teaching-prosody-as-part-of-reading-fluen...</a>	< 1%		 Palabras idénticas: < 1% (11 palabras)

**Annex C: *Sample questionnaire***

**Questionnaire for Teachers**

1. What does reading comprehension in English mean to you in the learning process of eighth-grade students?
2. What strategies do you currently use to reinforce reading comprehension in your English classes?
3. Have you ever used the scanning technique with your students? What results did you obtain?
4. How interested or motivated are your students when you use reading techniques such as scanning?
5. What advantages do you think scanning has over other reading strategies?
6. What challenges or limitations do you think may arise when using this technique in the classroom?
7. What resources or materials do you think are most appropriate for using scanning in your English classes?
8. Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?
9. What recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?
10. In your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

## Annex D: Interview Transcription

### Interview Transcription 1

#### Participants:

- **Interviewer – Student 1 (S1):** Medina Suárez Cindy Pilar
- **Interviewer – Student 2 (S2):** Regalado García Gabriela Renata
- **Interviewee – Teacher A:** Lcda. Génesis Mejillones

**S1:** Good afternoon, teacher Génesis. Thank you very much for giving us your time for this interview. To begin, what does *reading comprehension in English* mean to you in the learning process of eighth-grade students?

**Teacher A:** Good afternoon, Cindy and Gabriela. For me, reading comprehension in English means the ability of students to understand, interpret, and use information from written texts. It is not only about translating words but about grasping the meaning and purpose of what they read. In eighth grade, this skill is essential because students begin to face more complex texts that require them to identify main ideas, infer meaning, and relate the content to real-life situations.

**S2:** That's very interesting, teacher. Could you tell us what strategies you currently use to reinforce reading comprehension in your English classes?

**Teacher A:** I usually use pre-reading discussions, vocabulary previews, and comprehension questions after reading. I also encourage students to make predictions about the text and to summarize what they have read. These strategies help them to focus on understanding rather than just decoding words.

**S1:** Have you ever used the *scanning technique* with your students? What results did you obtain?

**Teacher A:** Yes, I have used the scanning technique, especially with short informative texts such as articles or timetables. The results were very positive. Students learned to locate specific information quickly, such as names, numbers, or dates, without getting lost in the details. It also improved their confidence during reading tests.

**S2:** How interested or motivated are your students when you use reading techniques such as scanning?

**Teacher A:** They are usually quite motivated because scanning feels like a fun challenge. They enjoy the competition of finding information first, and it keeps them active throughout the reading task.

**S1:** What advantages do you think scanning has over other reading strategies?

**Teacher A:** Scanning is a very efficient strategy because it teaches students to look for precise information. Unlike other techniques, it saves time and helps students to focus on their reading purpose.

**S2:** And what challenges or limitations do you think may arise when using this technique in the classroom?

**Teacher A:** The main challenge is when students have limited vocabulary, which can make it difficult for them to recognize key words. Another limitation is when the text is too long or dense, which can make it harder to apply the technique effectively.

**S1:** What resources or materials do you think are most appropriate for using scanning in your English classes?

**Teacher A:** Short texts, newspaper articles, advertisements, or comprehension worksheets from the textbook are perfect for practicing scanning. Authentic materials such as brochures or schedules are also very useful because they resemble real-life reading situations.

**S2:** Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?

**Teacher A:** It helps them to become more autonomous because they realize they can find information without always depending on the teacher or translating every word. This gives them confidence to approach new texts independently.

**S1:** Finally, what recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?

**Teacher A:** I recommend starting with simple texts and giving clear instructions on what information to find. It is also important to combine scanning with other reading techniques to ensure overall comprehension.

**S2:** And as a final question, in your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

**Teacher A:** I think there should be more research on how to adapt the scanning technique for students with different proficiency levels and how it can be integrated with digital learning tools in Ecuadorian classrooms.

**S1:** Thank you so much, teacher Génesis, for sharing your experience and insights with us.

**Teacher A:** You're welcome, girls. It was a pleasure to participate.

## Interview Transcription 2

### Participants:

- **Interviewer – Student 1 (S1):** Medina Suárez Cindy Pilar
- **Interviewer – Student 2 (S2):** Regalado García Gabriela Renata
- **Interviewee – Teacher B:** Julissa Pincay

**S1:** Good afternoon, teacher Julissa. Thank you very much for accepting our invitation to this interview. To begin, what does *reading comprehension in English* mean to you in the learning process of eighth-grade students?

**Teacher B:** Good afternoon, girls. Reading comprehension is the foundation for language learning. It allows students to understand ideas, connect information, and develop critical thinking. In eighth grade, it becomes especially relevant because students must read to learn, not only learn to read.

**S2:** That's a great point. What strategies do you currently use to reinforce reading comprehension in your English classes?

**Teacher B:** I frequently use reading aloud, pair discussions, and comprehension quizzes. I also encourage students to use context clues to guess the meaning of unfamiliar words.

**S1:** Have you ever used the *scanning technique* with your students? What results did you obtain?

**Teacher B:** Yes, I have used scanning when preparing students for reading tests. The results were good—students improved their ability to identify specific information such as numbers, dates, and names.

**S2:** How interested or motivated are your students when you use reading techniques such as scanning?

**Teacher B:** Students are moderately interested, but their motivation increases when I present scanning as a competition or interactive activity. They like when they can move around the classroom to find answers on posters or worksheets.

**S1:** What advantages do you think scanning has over other reading strategies?

**Teacher B:** The main advantage is efficiency. Scanning teaches students to read with a clear objective. It saves time and helps them develop strategic reading habits.

**S2:** What challenges or limitations do you think may arise when using this technique in the classroom?

**Teacher B:** One limitation is that students sometimes focus too much on finding answers and forget to understand the text's overall meaning.

**S1:** What resources or materials do you think are most appropriate for using scanning in your English classes?

**Teacher B:** I use magazine fragments, short articles, and reading passages from online platforms. These materials usually contain factual information that fits the scanning purpose.

**S2:** Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?

**Teacher B:** It fosters autonomy because students realize they don't need to translate everything word by word. They learn to rely on key information and context, which helps them become more confident readers.

**S1:** What recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?

**Teacher B:** My advice is to teach scanning step by step, starting with very short and simple texts. Teachers should also combine it with skimming and comprehension discussions.

**S2:** Finally, in your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

**Teacher B:** It would be valuable to research how scanning can be applied through digital resources and how it affects students' reading speed and comprehension in bilingual or public schools.

**S1:** Thank you very much, teacher Julissa, for your time and for sharing your experience with us.

**Teacher B:** You're welcome. It was a pleasure to collaborate with you.

### Interview Transcription 3

#### Participants:

- **Interviewer – Student 1 (S1):** Medina Suárez Cindy Pilar
- **Interviewer – Student 2 (S2):** Regalado García Gabriela Renata
- **Interviewee – Teacher C:** Lcda. Jamirleth Figueroa

**S1:** Good afternoon, teacher Jamirleth. Thank you for taking the time to speak with us. To begin, what does *reading comprehension in English* mean to you in the learning process of eighth-grade students?

**Teacher C:** To me, reading comprehension is the ability to construct meaning from a text, connect it to prior knowledge, and use that information effectively. In eighth grade, it is crucial for helping students succeed academically in English and other subjects.

**S2:** That's very insightful. What strategies do you currently use to reinforce reading comprehension in your English classes?

**Teacher C:** I use pre-reading questions, vocabulary brainstorming, and group discussions. I also encourage summarizing and identifying main ideas after reading.

**S1:** Have you ever used the *scanning technique* with your students? What results did you obtain?

**Teacher C:** Yes, I've used it several times, especially with informative and descriptive texts. The results have been very positive. Students have become faster readers and more capable of identifying specific information.

**S2:** How interested or motivated are your students when you use reading techniques such as scanning?

**Teacher C:** They show high levels of motivation. Scanning turns reading into a task that feels more like a game or mission. They feel excited to find answers quickly.

**S1:** What advantages do you think scanning has over other reading strategies?

**Teacher C:** Scanning helps students develop accuracy and reading efficiency. Unlike general reading, it focuses attention on specific data, which is very useful for exams or real-life tasks.

**S2:** What challenges or limitations do you think may arise when using this technique in the classroom?

**Teacher C:** The main challenge is that students sometimes confuse scanning with skimming. Also, weak readers may find it hard to locate information if they don't know the key vocabulary.

**S1:** What resources or materials do you think are most appropriate for using scanning in your English classes?

**Teacher C:** Short biographies, school magazines, and digital texts work perfectly. I also use reading comprehension apps and worksheets with factual questions.

**S2:** Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?

**Teacher C:** It clearly develops autonomy because students take control of their reading process. They learn how to approach new texts with strategies instead of fear or dependence on translation.

**S1:** What recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?

**Teacher C:** I recommend providing clear examples, modeling the process, and giving students constant practice with varied topics. Pair or group work also helps students feel more confident.

**S2:** Finally, in your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

**Teacher C:** It would be useful to explore how scanning influences comprehension speed and retention among Ecuadorian students and how it can be effectively assessed in the classroom.

**S1:** Thank you so much, teacher Jamirleth, for sharing your insights and experience with us today.

**Teacher C:** You're very welcome. It was a pleasure to participate in this interview.

#### Interview Transcription 4

##### Participants:

- **Interviewer – Student 1 (S1):** Medina Suárez Cindy Pilar
- **Interviewer – Student 2 (S2):** Regalado García Gabriela Renata
- **Interviewee – Teacher D:** Lcdo. Marco Lavayen

**S1:** Good afternoon, teacher Marco. Thank you for taking the time to be part of this interview. To begin, what does *reading comprehension in English* mean to you in the learning process of eighth-grade students?

**Teacher D:** Reading comprehension means being able to understand and analyze information in English, as well as to infer meaning beyond words. It is a key part of developing full communicative competence in eighth graders.

**S2:** Thank you for that explanation. What strategies do you currently use to reinforce reading comprehension in your English classes?

**Teacher D:** I use visual aids, contextual guessing, and collaborative reading. I also guide students through before-, during-, and after-reading activities to build comprehension progressively.

**S1:** Have you ever used the *scanning technique* with your students? What results did you obtain?

**Teacher D:** Yes, I have applied scanning many times using authentic materials like menus, flyers, and advertisements. The results were excellent; students became faster at finding information and improved their test results.

**S2:** How interested or motivated are your students when you use reading techniques such as scanning?

**Teacher D:** They are very enthusiastic because scanning is dynamic. It breaks the monotony of reading. When I turn it into a competition or include real-life materials, they participate actively.

**S1:** What advantages do you think scanning has over other reading strategies?

**Teacher D:** The main advantage is practicality. Scanning teaches students to read with a clear goal and to identify relevant information efficiently, which helps them in academic and everyday contexts.

**S2:** What challenges or limitations do you think may arise when using this technique in the classroom?

**Teacher D:** Sometimes students misunderstand the objective of scanning and read everything word by word. Another limitation is that they might not fully understand the context of the information they find.

**S1:** What resources or materials do you think are most appropriate for using scanning in your English classes?

**Teacher D:** I prefer using authentic materials such as brochures, menus, schedules, and digital texts. These materials resemble real-life reading situations and make learning more meaningful.

**S2:** Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?

**Teacher D:** It definitely promotes autonomy because students realize they can manage a reading activity on their own. They develop self-confidence and depend less on translation or teacher guidance.

**S1:** What recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?

**Teacher D:** Teachers should clearly explain the purpose of scanning, provide examples, and gradually increase the difficulty of the texts. Feedback is essential so students understand their progress.

**S2:** Finally, in your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

**Teacher D:** More studies should explore how to integrate scanning into digital education and how it influences comprehension in large or mixed-ability classes typical of Ecuadorian schools.

**S1:** Thank you very much, teacher Marco, for sharing your experiences and insights with us.

**Teacher D:** You're very welcome. It was a pleasure to contribute to your research.

## Interview Transcription 5

### Participants:

- **Interviewer – Student 1 (S1):** Medina Suárez Cindy Pilar
- **Interviewer – Student 2 (S2):** Regalado García Gabriela Renata
- **Interviewee – Teacher E:** Eduarda Tigero

**S1:** Good afternoon, teacher Eduarda. Thank you very much for accepting to be part of this interview. To begin, what does *reading comprehension in English* mean to you in the learning process of eighth-grade students?

**Teacher E:** For me, reading comprehension in English means understanding the message, purpose, and details of a text. It goes beyond recognizing words — it's about interpreting, connecting ideas, and applying the information in new contexts. In eighth grade, it's essential because students begin to develop higher-order thinking skills through reading.

**S2:** That's a great explanation. What strategies do you currently use to reinforce reading comprehension in your English classes?

**Teacher E:** I often use brainstorming, guided reading, and comprehension questions. I also include prediction activities before reading and summarizing tasks afterward. These strategies help students engage with the text at different stages of the reading process.

**S1:** Have you ever used the *scanning technique* with your students? What results did you obtain?

**Teacher E:** Yes, I have used scanning quite frequently, especially with practical materials such as advertisements, brochures, and short articles. The results were very positive — students learned to identify specific information quickly and became more confident when taking reading tests.

**S2:** How interested or motivated are your students when you use reading techniques such as scanning?

**Teacher E:** They are usually very motivated because scanning feels like a game or a race to find answers. When the activity is presented as a challenge or competition, students participate enthusiastically and show real engagement.

**S1:** What advantages do you think scanning has over other reading strategies?

**Teacher E:** Scanning is very practical and efficient. It teaches students to focus on what is relevant and to read with a specific purpose. Unlike other strategies that require reading every detail, scanning helps save time and promotes strategic reading.

**S2:** What challenges or limitations do you think may arise when using this technique in the classroom?

**Teacher E:** One limitation is that some students try to read word by word instead of searching for keywords. Another challenge is that weaker readers might struggle if they don't have enough vocabulary or background knowledge of the topic.

**S1:** What resources or materials do you think are most appropriate for using scanning in your English classes?

**Teacher E:** Authentic materials are the best option — menus, schedules, tickets, and online articles. These materials make the activity more realistic and show students that reading in English has practical applications in daily life.

**S2:** Based on your experience, how do you think this technique contributes to the development of reading autonomy in students?

**Teacher E:** It helps students become more independent readers. When they see that they can find information by themselves, they stop depending on translations or constant teacher help. It builds confidence and promotes self-learning.

**S1:** What recommendations would you give to other teachers for effectively applying scanning in teaching reading comprehension?

**Teacher E:** I would suggest starting with very simple texts, explaining clearly what scanning means, and modeling the process step by step. It's also important to mix scanning with other techniques like skimming to achieve full comprehension.

**S2:** Finally, in your opinion, what aspects should be researched or improved in relation to the use of the scanning technique in the Ecuadorian educational context?

**Teacher E:** I think research should focus on how scanning can be adapted to digital tools and virtual learning environments. It would also be useful to explore how this technique can support students with different reading abilities.

**S1:** Thank you so much, teacher Eduarda, for sharing your valuable insights and experience with us.

**Teacher E:** You're welcome. It was a pleasure to participate and contribute to your research project.