

Skimming and scanning activities

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Abstract

In this case study ways to practice the reading skills of our students, as well as reading comprehension work. We all have strategies when teach our students this difficult task. Usually the measures taken are often not the spot for all students so we must adapt these activities to the context where we are to improve teaching practice. At least these activities may help teachers to realize their practical cases in the opposition exams.

Keywords: skimming and scanning activities

Título: Caso practico skimming and scanning activities.

Resumen

En este caso práctico se trabaja las formas de practicar las habilidades lectoras de nuestro alumnado, así como la comprensión de la lectura. Todos tenemos unas estrategias a la hora de enseñar a nuestro alumnado esta difícil tarea. Por lo general las medidas adoptadas no suelen ser las acertadas para todo el alumnado por lo que debemos adaptar dichas actividades al contexto donde nos encontremos para mejorar la práctica docente.

Palabras clave: caso práctico, oposiciones, primaria, inglés.

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As a way of introduction we can point out that our society can easily come into contact with other cultures and languages through communication travel and even new technologies, this is why teaching and learning a foreign language is so important. This factor is well known as GLOBALIZATION.

The four skills should be worked at our English's classroom. Reading will be the main skill we will deal with along this practical case where we will work through Skimming and Scanning activities. At this practical we will be the English teacher at the second level of primary education.

As a respond to these necessities and in order to justify the practical case we should bear in mind our main current law which is the LOMCE 8/2013 from December 9th or well known as Organic Law to the Right Education Improvement. This law on his Royal Decree 126/2014 from February 28th determines the Objectives, where the importance of the Objective "F" is reflected. It determines the importance of develop a foreign language in our students in at least one foreign language at the end of primary education. Moreover, our Decree 54/2014 from July 10th determines the Basic Curriculum of Primary Education in Castilla La Mancha where the Contents are reflected. Decree 66/2013 from September 3rd determines the attention to the diversity in Castilla La Mancha. Finally, the ECD 65/2015 from January 21st determines the Key Competence.

The context of our school will determine the way we will work. Our school is located in the center of the city of Cuenca. It is a one lined school and in our classroom there is an average of twenty one students per class. In our classroom we will find nineteen students which will provide us the opportunity to develop better students' arrangements. There are important digital resources as a Smart Board with a good quality sound and a good internet connection. We are at the first term working the unit number one of my programming at this second level of primary education. Moreover, families are involved in a very positive way on their offspring learning process.

Now we are going to move to talk about the initial evaluation. This will be an important factor in order to determine our students' previous knowledge as well as their preferences, motivations and interests. It has been developed at the beginning of the course year and at the beginning of any didactic unit of work in form of initial Brainstorming. It determined that our students are good at oral skills however initial evaluation determined they have medium level at written skills. Also, our students have problems to extract specific information from written text, thus this work will provide our students the opportunities to improve it.

Coordination is another important factor we should bear in mind. We will coordinate at three focuses: the first one, with the tutor, in order to work in the same line and under the same educative principles. We have design a point program in order to increase the motivation of our students. Coordination with the tutor will be last twice a month. Secondly, it will be with the families in order to involve them in their students learning. It will be developed at any session of work through English to take away as homework as you will see later. Coordination with families will be at least once a term. Finally, coordination with the Orientation department will offer us professional measures to deal with the special education needs we will find in our classroom. Coordination with the orientation department will be last at least once a month.

Now it is the appropriate moment to talk about the Curricular Elements where the Objectives, Contents, Key Competences, Methodology, Session Activity, Attention to the diversity and Evaluation will support the main aspects of the unit to offer all of you a global and specific view of the way we will work with our pupils in the English classroom's context.

First, we should start with the Objectives. They have been taken from our Royal Decree 126/2014 from 20/02. As we have mentioned before the main one is the Objective "F" in order to develop communicative competence. Moreover, we have selected some Specific Objectives for this section of work that we will have a look before the methodology point. These are the following: Read a story text with the appropriate pronunciation and fluency. And, understand easy oral texts while reading.

The second curricular elements are the Contents. These have been taken from Decree 54/2014 from 10/07. In our autonomous community there are two blocks of contents. The first one is related to the Receptive skills of listening and reading, and the second one to the Productive skills of where Speaking according to LOMCE 8/2013 takes a more important role over the Writing one. At this section the Contents chosen are the following: vocabulary related to "Feelings" and the structures we will work are related to the correct use of the "To be verb" in positive, negative and question form.

The Key Competences are an important factor to deal with. This is reflected in our Decree 66/2013 from 03/09. There are seven Key Competences that will be worked along all the units of my programming. However, for this section we are going to give priority to the Cultural Competence because we are working through songs where our students will learn cultural factors, as we have mentioned before, through songs. Moreover, linguistic competence will be an important factor too in order to learn and practice phonological patterns. Sociocultural competence will be worked in order to develop respect and tolerance among others when they pronounce through songs. Finally, we will work the learning to learn competence to make our students active learners.

The Methodology will be an important point to develop at this practical case. It will be open and flexible to our students' needs and interests: moreover, it will be based in an Eclectically Method where the main reference will be the Communicative Approach and where other methods such as Suggestopedia, Direct Method or even the Total Physical Response will take part in our active methodology.

Students' arrangements will be varied. The main arrangement will be in U-Shape where with simple chair movements we will work in pairs for speaking activities, in small groups of three or four for Role Plays and even in big groups for competition games.

Materials should be varied. We are going to combine traditional materials as Worksheet or Realia with nowadays materials such as the Smart Board or Internet.

The Roles have changed too recently. The role of the teacher has changed in the last decades. Nowadays, the teacher will be an assessor, a provider of materials and opportunities to use the four skills, an elicitor and the main important of all of them, a good communicator and a motivator or encourager.

Role of the students have changed too. We will give our students the opportunity to be responsible to their own learning. Thus, the learning to learn competence will be an important value too.

Families' role has changed as the two previous ones. Families are more involved on their offspring's learning. Thus, we will design some English to Take Away at the end of any session of work to involve them in our students learning process. This will be in form of homework with something funny or interesting to deal with.

Skimming and scanning activities are usually considered Speed-reading because they are not used for intensive reading. Skimming a text involves running your eyes over it quickly to get the main ideas. Scanning, on the other hand, allow us to quickly search for a particular piece of information in a text or story.

With these reflection in mind we will deal with the following Session of Work where cover our students' needs and interests will be the main priority and the key of this practical case.

The methodology we will use is based on the well Known "three Ps" where a Warm-up will precede the Presentation Stage and an "English to take Away" in form of homework will enclose the session at home.

As we have mentioned in the context we are at the first term working the unit number one at this second level of primary education. The title unit is "Peter feels thirsty".

At Warm-up our students will set in U-Shape. We will start with a Warm-up where our students will review the vocabulary previously seen along the unit. This will be do it through an activity called "Talking Dice", where students will through the dice and they have to say the name of the flash card that is on the Dice's top using the To be verb in positive form. It will be last ten minutes long.

At presentation stage our students will have a look for a minute to the story called "Peter feels thirsty". Students will play a Skimming activity to answer the questions individually in form of "Brainstorming" in the Blackboard by turns. The story will be presented in the Smart Board in writing form.

At practice stage we will work a Scanning activity to extract specific information from the story. Thus, our students will read on their text books the story individually at the same time they listen from the Smart Board's speakers. Specific question will be used.

At production stage our pupils will work in groups of four, one group will work with odd numbers, where there will be four groups of four and one of three students. They will work a "Word Puzzle" where they have to re-order the pictures' cards from one to eight.

English to take away will provide our students the opportunity to involve their families in their learning. It will be something worked as something interesting or funny to share with families. At home, both students and families have to visit the school's blog and they will Act Out the story with their families. Children will be responsible to coordinate the activities, share the characters and provide the adequate advices. Moreover, they will provide feedback on the School's blog just clicking on the happy or sad face according to their Co-Evaluation.

Attention to the diversity is an important factor reflected on Decree 66/2013 form 03/09. In our classroom we have a student which is not all the time in the school because her family is moving around our community searching for jobs. Thus, she has got low level at the four skills and she will have an Individual Plan of Work to compensate this drawback. She is considered as an ACNEAE because she has an "Itinerary girl" profile. At this session our student will be provided with a vocabulary list at the Warm-Up stage in order to can follow the "Talking Dice activity" Also, at presentation and practice stages she will have a reduce list of questions to answer to extract global and specific information. At production stage or student will work in the same group as one of the stronger students in order to help her to follow the "Word Puzzle" game. Moreover, we will prepare activities for Amplification and Reinforcement measures for those students who needs and extra support, help or an adapted methodology as well as to those who need amplification measures or extra material for fast finishers. Attention to the diversity will try to cover our students' needs and drawbacks, thus we should be up to date to our students' demands.

Evaluation will be necessary. It is based on the Order 05/08/2014 which regulates the evaluation and organization of the primary education stage. Through evaluation we will try to answer to the three classical answers: when to evaluate, what to evaluate and how to evaluate.

To answer to the first question, when to evaluate, we will do it at three different moments: the first one with an Initial Evaluation at the beginning of the course year. It will be a double intention: the first one to determine our students' previous knowledge and the second one to know about their preferences, motivation and interest. It will be very important to work with a more attractively methodology. Secondly, it will be formative along all the course year and finally it will be summative at the end of course year to evaluate all the whole learning process as well as the teaching one.

What to evaluate will be the second question to answer. At this point we will evaluate our students' results and our students' records. LOMCE 8/2013 establish the need to evaluate according to Co-Evaluation and Self-Evaluation. Co-

Evaluation will let our students to evaluate our students' group knowledge as well as why there are different marks to different efforts and the second one, Self-Evaluation to evaluate their own individual learning.

How to evaluate will be the last question to make ourselves. We will evaluate through direct observation, through the teacher's register diary and with a term exam where we will evaluate the four skills. Evaluation will be developed in an intrinsically way at sessions five, six, seven and eight most of the time through activities, games and role plays at production stage. At this point, the teacher with the use of her/his direct observation and her/his teacher's register diary will evaluate pronunciation patterns when our students are playing through "The Voice Kids" game. Moreover, once a term our students will be evaluated on the four skills with a term test. LOMCE 8/2013 determines the need to use the Evaluation Criteria as well as the Standards of Evaluation. Thus, the Evaluation Criterion we will work for this session of work will be the following one: Understand different type of texts related to the vocabulary of the unit. The Standards of evaluation related to this criterion are: Extract specific information from reading texts and take the global idea of different texts and reading stories. Thus, we have used Skimming and Scanning activities for this purpose development.

This brings us to the two last points of this practical case: the first one, the Conclusion to rest the main aspects of the case and the second one, the Bibliography to determine the main references of our study.

As a way of Conclusion we can point out that we can point out that we should foster in our students the four linguistic skills. LOMCE 8/2013 determines the importance of outline the oral skills over the written ones. However, it does not mean we should not work them. Reading is a need in a globalized word where the new technologies open new windows to learning. Our students are digital natives of the twenty first century. We should offer them as much as possible resources. Reading let them to take part in a digital community where written skills are a need. Both, Skimming and Scanning activities provide our students the opportunity to develop learning extracting Global and Specific information.

Teachers should be up to date to offer the best resources to our children. We should carefully plan the way to teach. We can support this skill learning with many other resources and methodologies such as the use of "songs", "games", and even "dramatizations". Initial Evaluation will provide us the opportunity to earn about our students preferences and motivations as well as to choose their appropriate level. Key Competences let us to work at the seven Competences ways that we should develop in an integrated way. At all lights, Reading should be worked in different ways to develop different types of learning.

Just a final reflection: Learning could happen anywhere, at anytime and can come from everybody; just we need to have an open mind for engage it!



Bibliography

The bibliography for the development of this Unit has been taken from a variety resources, some classical and other moderns such as Brewster and Ellys "The primary English Teacher Guide" by Penguin, 1992. Harmer, J "The practice of English Language Teaching" by Longman, 1991. Brumfit, C "Communicative Methods in Language Teaching", Cambridge University Press, 1984. Littlewood, W "Communicative Language Teaching" by Cambridge University Press, 1981. And Philipps, "Young Learners" Oxford University Press, 1997.

Moreover, some important laws have been taken into account along the unit as the following listed:

- LOE 2/2006 from 03/05: Organic Law of Education
- LOMCE 8/2013 from 09/12: Organic Law to the Right Education Improvement.
- R.D 126/2014 from 28/02: Curriculum of Primary Education.
- D. 54/2014 from 10/07: Basic Curriculum of Primary Education in C-La Mancha.
- D.66/2013 from 03/09: Attention to the diversity Decree of Castilla La Mancha.
- ECD 65/2015 from 21/01: Key Competences.
- O.03/08/2014: Evaluation and developments Order
- O.02/07/2012: Organization and centers' development.
- D.7/2014 from 22/01: Plurilinguism's law Decree.

Moreover, there have been used some interesting Web pages like the following: www.goanimate4schools.com which provides the opportunity to send and receive animates videos and emails among schools all over the world. www.primaryresources.co.uk/english/english.htm which provides interesting materials for children and teachers such as pdfs and games for all ages. www.teachingenglish.org.uk/teaching-teens/resources a British Council Web page which provides lesson plans, activities, stories and poems, songs, CLIL activities and teaching tools for teachers and teenagers.