

Scanning

- Scanning is a quick reading, focusing on locating specific information.
- Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed.
- Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

When it is used

- Scanning is used often with technical, scientific or professional materials to locate specific information.
- Scanning is a valuable skill for second language learners to develop because often they do not require a detailed read of a text. There are many everyday uses for scanning, relevant to a purpose, such as reading a schedule.



Role of Teacher

- The teacher selects passages that do include specific information.
- The teacher may use authentic materials that are commonly scanned in real life, such as the telephone directory, menus, bus schedules.
- The teacher may ask students before they scan a text to note how the information is organized in the text.
- The teacher needs to remind students that as they read carefully to find the required information, they should pay particular attention to titles and keywords.

Role of the Student

- The student forms questions before reading. What specific information are they looking for?
- The student looks for contextual clues. The student tries to anticipate what the answer might look like and what sorts of clues would be useful.
- The student is aware of the graphic form that the answer may take, such as a numeral, a written number, a capitalized word or a short phrase that includes key words.

Activities

- Activities may include exercises that are devised by the teacher in which students scan for a single word or specific text.
- Activities may include exercises that are often carried on as a competition so students will work quickly.
- It is an accepted view today that efficient readers are not passive. They react with a text by having expectations and ideas about the purposes of the text as well as possible outcomes. They reflect on expectations as they read, anticipate what will come next. In other words, they "*interact with the text*".

References:

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- <https://ejoy-english.com/blog/differences-between-skimming-and-scanning/>
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