

## The Impact of Skimming and Scanning on EFL Reading Comprehension

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### Abstract

Reading is a core skill in English language learning, yet many students face difficulties in understanding academic texts due to limited use of reading strategies. In such cases, teachers play a key role in equipping learners with effective techniques. This study investigates the impact of skimming and scanning strategies on improving reading comprehension among intermediate-level students.

A pre-experimental design was adopted with 22 students from a preparatory school in Türkiye, selected through convenience sampling. After receiving explicit instruction, participants practiced skimming and scanning for six hours over three weeks. Pre- and post-tests were administered to assess progress, and the data were analyzed using SPSS.

Findings revealed that students benefited from the strategy training, showing improved ability to comprehend and navigate challenging texts. These results highlight the importance of integrating explicit strategy instruction into reading lessons, especially at the preparatory level. It is recommended that language instructors incorporate such training regularly to promote learner autonomy and reading fluency.

Although the study presents encouraging outcomes, its generalizability is limited due to factors such as sample size, duration, and potential external influences. Future research should consider experimental or longitudinal designs with larger, more diverse samples. Moreover, combining strategy instruction with digital tools may further enhance learners' engagement and reflect modern reading habits.

