



**EFL Second-Year University Students' Views of Skimming and Scanning Strategies in  
Enhancing Reading Efficiency**

آراء طلاب السنة الثانية في الجامعة الذين يدرسون اللغة الإنجليزية كلفة أجنبية حول استراتيجيات  
القراءة السريعة والمسحية في تحسين كفاءة القراءة

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**Abstract**

This study investigates the perceptions of second-year EFL university students regarding the use of skimming and scanning strategies in academic reading. Adopting a quantitative analytical research design, the study examines students' self-reported practices, perceived usefulness, and challenges associated with applying these strategies. Data were collected through a structured questionnaire administered to 25 EFL students at the Faculty of Education, Ajelat, University of Zawia.

The findings indicate that the majority of participants view skimming and scanning as beneficial strategies for managing reading tasks and addressing time constraints, particularly in examination contexts. Students reported using skimming to gain a general understanding of texts and scanning to locate specific information efficiently. However, the results also reveal several challenges, including limited vocabulary knowledge and concerns about potentially missing important information. It is important to note that these findings reflect students' self-reported perceptions rather than objectively measured improvements in reading performance. The study concludes that skimming and scanning are perceived by EFL students as supportive strategies for efficient academic reading. It recommends providing clearer instructional guidance on the appropriate use and limitations of these strategies within university-level EFL reading instruction.

**Keywords:** Reading strategies, skimming, scanning, academic reading, quantitative study

**ملخص البحث**

تبحث هذه الدراسة في آراء طلاب السنة الثانية بقسم اللغة الإنجليزية كلفة أجنبية بالجامعة حول استخدام استراتيجيات القراءة السريعة والمسحية في القراءة الأكاديمية. تعتمد الدراسة تصميمًا بحثيًا كميًا تحليليًا لدراسة الممارسات التي أبلغ عنها الطلاب بأنفسهم، وتصوراتهم حول فائدة هذه الاستراتيجيات، والتحديات المرتبطة بتطبيقها. تم جمع البيانات من خلال استبيان منظم طبق على عينة قوامها 25 طالبًا من طلاب اللغة الإنجليزية كلفة أجنبية بكلية التربية، العجيلات، جامعة الزاوية. تكشف النتائج أن غالبية المشاركين يرون في القراءة السريعة والمسح الضوئي استراتيجيتين مفيدتين لإدارة مهام القراءة والتعامل مع ضيق الوقت، لا سيما في سياقات الامتحانات. أفاد الطلاب باستخدام القراءة السريعة لاكتساب فهم عام

للنصوص، والمسحبة لتحديد معلومات محددة بكفاءة. ومع ذلك، تشير النتائج أيضاً إلى العديد من التحديات، بما في ذلك محدودية المعرفة بالمفردات والمخاوف بشأن احتمال فقدان معلومات مهمة. تجدر الإشارة إلى أن هذه النتائج تعكس تصورات الطلاب المبلغ عنها ذاتياً وليس تحسناً مقاساً بشكل موضوعي في أداء القراءة. تخلص الدراسة إلى أن طلاب اللغة الإنجليزية كلغة أجنبية ينظرون إلى القراءة السريعة والمسحبة كاستراتيجيتين داعميتين للقراءة الأكاديمية الفعالة. وتوصي بتوفير إرشادات تعليمية أوضح حول الاستخدام المناسب لهذه الاستراتيجيات وحدودها ضمن تدريس القراءة باللغة الإنجليزية كلغة أجنبية على المستوى الجامعي.

**الكلمات المفتاحية:** استراتيجيات القراءة، القراءة السريعة، القراءة المسحبة، القراءة الأكاديمية، دراسة كمية

## 1. Introduction

Academic reading represents one of the most cognitively demanding skills in university-level English as a Foreign Language (EFL) contexts. Unlike general reading tasks encountered in earlier stages of language learning, academic texts require sustained attention, selective information processing, and the ability to navigate structurally complex discourse. Contemporary research in second language reading emphasizes that successful comprehension is not solely dependent on vocabulary size or grammatical knowledge; rather, it relies heavily on strategic processing and the regulation of cognitive resources (Jeon & Yamashita, 2022; Grabe, 2022).

At the university level, students are expected to read efficiently under time constraints, especially during examinations or when dealing with multiple course requirements. Nevertheless, many EFL learners continue to rely on linear, word-by-word reading approaches. Such practices often stem from limited reading automaticity and a strong dependence on detailed lexical processing. Recent studies indicate that excessive bottom-up processing may overload working memory and reduce overall comprehension efficiency, particularly in foreign language settings (Koda, 2022; Zhang & Koda, 2023). As a result, learners may struggle not because of insufficient knowledge alone, but because of ineffective strategic engagement with texts.

In response to these challenges, reading strategy instruction has gained renewed attention in applied linguistics. Among the most frequently emphasized strategies are skimming and scanning, which are categorized as selective reading techniques. Skimming enables readers to identify a text's macrostructure and central argument through rapid, global processing, whereas scanning allows them to locate specific pieces of information without engaging in full-text analysis (Yamashita, 2021; Jeon, 2023). These strategies are particularly relevant in academic contexts where efficiency and task-oriented reading are essential.

Recent empirical work has shown that strategic reading behavior correlates with improved academic performance and reading confidence in EFL contexts (Aghaie & Zhang, 2022; Teng, 2023). However, the relationship between strategy instruction and actual learner practice remains complex. While strategies such as skimming and scanning are commonly introduced in university curricula, learners differ significantly in their awareness, perceived usefulness, and reported frequency of use. Some students internalize selective reading practices, whereas others revert to detailed, translation-based approaches despite explicit instruction (Liu & Brantmeier, 2020).

Importantly, much of the contemporary research on reading strategies has focused on experimental or quasi-experimental designs that measure gains in comprehension speed or accuracy following instructional interventions (Teng, 2023; Jeon & Yamashita, 2022). Although such designs provide valuable evidence of effectiveness, they do not always capture learners' subjective experiences, beliefs, or perceived challenges. Descriptive analytical studies, by contrast, offer insight into how learners conceptualize strategy use within authentic academic environments. Understanding students' perspectives is particularly significant in contexts where reading practices are shaped by local educational traditions and examination culture.

Within Libyan higher education, academic reading in English often occurs in environments where exposure to extensive English input outside the classroom is limited. Students may therefore approach reading tasks with heightened reliance on careful decoding and translation. Yet there is limited empirical documentation of how Libyan EFL learners perceive the role of skimming and scanning in their academic reading practices. Exploring their reported experiences can illuminate whether these strategies are understood as practical tools, superficial shortcuts, or examination techniques.

Accordingly, the present study adopts a descriptive analytical approach to examine second-year EFL university students' views on the use of skimming and scanning strategies in academic reading. Rather than attempting to measure performance improvement, the study focuses on learners' perceptions, reported practices, and experienced challenges. By situating student perspectives within contemporary models of strategic reading, the study seeks to contribute contextually grounded insight into how selective reading strategies function within a university-level EFL environment.

### 1.1 Research Objectives

The present study aims to:

1. Explore second-year EFL university students' views regarding the use of skimming and scanning strategies in academic reading tasks.
2. Identify how students report using skimming and scanning strategies when dealing with academic texts.
3. Examine students' perceptions of the role of skimming and scanning in managing reading time and locating relevant information.
4. Identify the main challenges students report encountering when applying skimming and scanning strategies during reading tasks.

### 1.2 Research Questions

This study seeks to answer the following questions:

1. What are second-year EFL university students' views on the use of skimming and scanning strategies in academic reading?
2. How do students report using skimming and scanning strategies when reading academic texts?
3. How do students perceive the role of skimming and scanning strategies in managing reading tasks and time constraints?
4. What challenges do students report encountering when applying skimming and scanning strategies?

## 1. Theoretical Framework

This section outlines the conceptual foundations underpinning the study by situating skimming and scanning within contemporary models of second language (L2) reading. Rather than treating these strategies as isolated classroom techniques, the framework conceptualizes them as components of strategic text processing in academic EFL contexts. The discussion progresses from general models of L2 reading to strategy theory, and finally to the specific functions of skimming and scanning in university-level academic tasks. This structure ensures theoretical alignment with the descriptive-analytical orientation of the present research.

### 2.1 Reading as a Cognitive–Strategic Process in EFL Contexts

Current models of second language reading conceptualize comprehension as an interactive and dynamic process that integrates lower-level linguistic decoding with higher-level cognitive and metacognitive regulation. Contemporary scholarship emphasizes that reading in a foreign language is constrained not only by vocabulary knowledge but also by processing efficiency, working memory capacity, and strategic awareness (Grabe, 2022; Koda, 2022).

In academic EFL settings, reading often serves as the primary channel for accessing disciplinary knowledge. Students are required to interpret complex arguments, synthesize information across texts, and respond critically to written materials. Research indicates that university-level EFL readers frequently experience cognitive overload when they rely excessively on bottom-up processing, particularly when automaticity in word recognition has not yet been fully developed (Zhang & Koda, 2023). Consequently, successful academic reading requires strategic allocation of attention rather than exhaustive lexical decoding.

Contemporary reading theory therefore distinguishes between intensive, careful reading and more global or selective approaches. Intensive reading is associated with detailed analysis and close textual scrutiny, while selective reading supports rapid orientation to text structure and task-specific objectives (Yamashita, 2021). Skilled readers shift flexibly between these modes depending on purpose, time constraints, and task demands. This adaptive flexibility is a defining characteristic of strategic reading competence.

### **2.2 Reading Strategies and Strategic Regulation**

Reading strategies are generally defined as conscious, goal-directed actions that readers employ to enhance comprehension, regulate cognitive effort, and manage reading tasks effectively. Recent perspectives frame strategies within broader models of self-regulated learning, highlighting planning, monitoring, and evaluation as integral components of strategic engagement (Teng, 2023).

In L2 contexts, strategy use becomes particularly salient because linguistic processing is slower and more cognitively demanding than in the first language. Empirical research demonstrates that proficient L2 readers tend to deploy strategies selectively, adjusting their approach according to textual complexity and reading purpose (Jeon & Yamashita, 2022). Rather than processing all texts uniformly, strategic readers prioritize information, predict content, and allocate time efficiently.

Importantly, contemporary research has also problematized the assumption that strategy instruction automatically leads to consistent strategy use. Learners' beliefs, prior educational experiences, and perceived usefulness of strategies significantly influence whether they adopt or abandon specific techniques (Liu & Brantmeier, 2020). This insight is particularly relevant for descriptive studies that seek to explore students' reported practices rather than experimentally measured outcomes.

### **2.3 Skimming as Global Text Processing**

Within the broader taxonomy of reading strategies, skimming is conceptualized as a form of global processing aimed at constructing a macro-level representation of a text. Rather than attending to every lexical item, readers focus on structural signals such as titles, headings, topic sentences, and discourse markers to infer central themes and organizational patterns (Yamashita, 2021; Jeon, 2023).

From a cognitive perspective, skimming reduces processing load by limiting attention to high-information segments of the text. This selective allocation of attention enables readers to form an initial schema of the text's structure before engaging in more detailed analysis. In academic environments, skimming is often used as a preliminary stage that supports decision-making regarding text relevance, depth of engagement, and time investment.

Recent studies suggest that effective skimming is associated with higher levels of metacognitive awareness and academic reading confidence (Aghaie & Zhang, 2022). However, learners who equate reading with complete lexical comprehension may perceive skimming as superficial or risky. Such perceptions may limit the strategy's adoption despite its documented efficiency benefits.

#### 2.4 Scanning as Targeted Information Retrieval

Scanning differs from skimming in its objective and attentional focus. Whereas skimming seeks to identify general meaning and structure, scanning involves searching for specific pieces of information aligned with a clearly defined goal. This may include locating dates, terminology, definitions, statistical data, or key arguments relevant to a particular question (Jeon, 2023).

Cognitively, scanning involves rapid visual movement across text segments guided by expectation rather than full semantic processing. The reader's purpose determines the search pattern, and comprehension is restricted to relevant textual fragments. In academic contexts particularly under examination conditions scanning supports efficient retrieval of information without requiring full-text engagement.

Although scanning is widely recommended in EFL instruction, research indicates variability in learners' reported ability to implement it effectively. Students accustomed to linear reading patterns may find it difficult to bypass non-essential information, especially when they associate comprehension with thoroughness (Teng, 2023). Thus, the strategy's effectiveness is closely linked to learners' confidence and strategic flexibility.

#### 2.5 Complementarity of Skimming and Scanning in Academic Reading

Skimming and scanning are best understood as complementary rather than isolated techniques. Skimming supports macro-level orientation, enabling readers to grasp overall organization and central ideas, while scanning facilitates micro-level retrieval aligned with task demands. Together, they allow readers to regulate cognitive effort and distribute attention strategically across a text.

In academic settings characterized by dense reading loads and time constraints, these strategies function as efficiency-enhancing tools rather than substitutes for deep comprehension. Selective reading does not eliminate the need for intensive analysis; instead, it informs decisions about when and where detailed reading is necessary (Grabe, 2022).

Strategic readers move fluidly between global and local processing, integrating skimming, scanning, and intensive reading according to contextual demands. The degree to which learners develop this flexibility may significantly influence their academic performance and perceived reading competence.

#### 2.6 Learners' Perceptions and Reported Strategy Use

While experimental studies have demonstrated measurable benefits of strategy instruction, descriptive investigations reveal that learners' beliefs and reported practices often diverge from pedagogical intentions. Students' perceptions of usefulness, confidence, and task relevance shape whether strategies are actively applied or merely acknowledged in theory (Liu & Brantmeier, 2020).

Exploring learners' reported use of skimming and scanning therefore provides valuable insight into how these strategies are experienced within authentic university environments. Such research does not aim to verify actual performance gains; rather, it maps patterns of perceived utility, habitual practice, and reported challenges.

In EFL contexts where reading practices may be influenced by translation-based educational traditions and examination-driven study habits, understanding students' perspectives becomes particularly important. A descriptive analytical approach enables the identification of strategic awareness levels and perceived barriers, thereby contributing to context-sensitive pedagogical reflection.

### 3. Methodology

This chapter outlines the methodological procedures adopted to investigate second-year EFL university students' views on the use of skimming and scanning strategies in academic reading. Consistent with the descriptive analytical orientation of the study, the methodology focuses on capturing learners' reported perceptions and practices rather than measuring experimental

gains in reading performance. The design, participants, instrument, data collection procedures, and data analysis methods are presented below to ensure transparency and replicability.

### 3.1 Research Design

The present study adopts a descriptive analytical research design. This approach is appropriate for exploring patterns of perceptions, reported behaviors, and self-reported challenges within a defined population. Unlike experimental designs that aim to measure causal effects of instructional interventions, descriptive research seeks to document and interpret naturally occurring attitudes and practices.

In alignment with the theoretical framework, the study conceptualizes skimming and scanning as strategic reading behaviors. However, rather than evaluating students' actual implementation through performance-based testing, the research examines how students perceive and report using these strategies in academic contexts. The analytical component involves transforming qualitative perceptions into quantifiable indicators to identify recurring trends within the sample.

### 3.2 Research Context

The study was conducted within a university-level EFL program in Libya. At this stage of study, students are regularly exposed to academic reading materials as part of literature, linguistics, and methodology courses. Reading tasks often require time management, text summarization, and identification of key information under examination conditions.

Although skimming and scanning are introduced in earlier language courses, their consistent application in academic settings may vary depending on individual learning habits and instructional emphasis. This context provides a relevant setting for examining students' reported engagement with selective reading strategies.

### 3.3 Participants

The participants consisted of second-year EFL university students enrolled in the English Language Department. A total of 25 students participated voluntarily in the study.

The selection of second-year students was intentional. At this stage, learners have completed foundational language courses and have begun engaging with more academically demanding reading materials. This level therefore represents an appropriate point for examining strategic reading awareness.

All participants shared similar educational backgrounds within the same institutional context, which ensured relative homogeneity in exposure to reading instruction. Participation was voluntary, and responses were collected anonymously to encourage honest reporting.

### 3.4 Research Instrument

The questionnaire consisted of closed-ended items organized into four thematic dimensions aligned with the research objectives:

1. Students' awareness and understanding of skimming and scanning strategies
2. Reported frequency of use during academic reading tasks
3. Perceived role of the strategies in managing time and locating information
4. Reported challenges encountered when applying the strategies

Items were formulated using a five-point Likert scale ranging from *Strongly Agree* to *Strongly Disagree*. This format enabled the quantification of students' subjective perceptions and facilitated statistical analysis of response distributions.

The instrument was designed to reflect the conceptual distinctions outlined in the theoretical framework, particularly the differentiation between global processing (skimming) and targeted retrieval (scanning). Care was taken to ensure clarity of wording and accessibility of language to avoid ambiguity or misinterpretation.

Before administration, the questionnaire was reviewed for content alignment with the research objectives and theoretical constructs to enhance content validity.

### 3.5 Data Collection Procedures

The questionnaire was administered during the second semester of the academic year. Students were informed about the purpose of the study and assured that participation was voluntary and anonymous. No identifying information was collected.

The instrument was distributed electronically to ensure uniform access and minimize data entry errors. Participants completed the questionnaire independently without instructor intervention, reducing the likelihood of response bias influenced by authority presence.

Completed responses were automatically compiled and prepared for statistical analysis.

### 3.6 Data Analysis

Given the descriptive analytical nature of the study, data analysis focused on identifying patterns of agreement, variation, and reported tendencies among participants.

Responses were analyzed using descriptive statistical measures, including:

- Frequencies
- Percentages
- Mean scores
- Standard deviations

These indicators allowed for the identification of dominant response patterns across the four dimensions. Mean values were used to determine general trends of agreement, while standard deviation values provided insight into the consistency or dispersion of responses.

The analysis did not include inferential statistical testing, as the primary objective was to describe patterns within the specific sample rather than to generalize findings to a broader population. Accordingly, interpretations remain confined to the participating cohort.

### 3.7 Validity and Reliability

- **Content Validity**

Content validity was established through careful alignment between questionnaire items, research objectives, and theoretical constructs discussed in the previous chapter. Each item was designed to reflect a specific aspect of strategic reading behavior or perception.

- **Internal Consistency**

To evaluate the reliability of the instrument, Cronbach's Alpha coefficient was calculated. The resulting value indicated acceptable internal consistency, suggesting that the items within each dimension measured coherent aspects of the same underlying construct.

It is important to note that reliability in this context refers to consistency of responses rather than objective accuracy of self-reported strategy use.

### 3.8 Ethical Considerations

Ethical principles were observed throughout the research process. Participation was voluntary, and respondents were informed of their right to withdraw at any stage. All responses were anonymized, and the collected data were used exclusively for academic research purposes.

No personal or sensitive information was requested, and data were stored securely to maintain confidentiality.

### 3.9 Methodological Alignment with the Study

The chosen methodological approach directly supports the study's aim of exploring students' views rather than measuring performance outcomes. By employing a structured questionnaire and descriptive statistical analysis, the research provides a systematic representation of learners' perceptions within a defined academic context.

The methodology therefore maintains coherence with the theoretical framework, which conceptualizes skimming and scanning as strategic reading behaviors, and with the research objectives, which emphasize reported practices and perceived challenges.

## 4. Results and Discussion

This chapter presents the findings of the study and interprets them in light of the research objectives and theoretical framework. Consistent with the descriptive analytical design, the

analysis focuses on patterns in students’ awareness, reported use, perceived effectiveness, and reported challenges of skimming and scanning strategies.

#### 4.1 Dimension One: Awareness of Skimming and Scanning

**Table 4.1** Students’ Awareness of Skimming and Scanning (N = 25)

Item	Strongly Agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly Disagree f (%)	Mean	SD
I understand what skimming means	9 (36%)	11 (44%)	3 (12%)	2 (8%)	0 (0%)	4.08	0.86
I understand what scanning means	8 (32%)	12 (48%)	3 (12%)	2 (8%)	0 (0%)	4.04	0.84

Students show high conceptual awareness (mean = 4.06) of both strategies, reflecting familiarity with definitions. The variability (SD ~0.85) suggests that understanding is not uniform; some students may recognize the terms but not fully grasp procedural application. In the Libyan context, classroom reading often emphasizes terminology and comprehension via translation, which explains this pattern.

#### 4.2 Dimension Two: Reported Use of Strategies

**Table 4.2** Reported Use of Skimming and Scanning in Academic Reading

Item	Strongly Agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly Disagree f (%)	Mean	SD
I skim texts before reading in detail	6 (24%)	9 (36%)	5 (20%)	4 (16%)	1 (4%)	3.60	1.05
I use scanning when answering exam questions	7 (28%)	10 (40%)	4 (16%)	3 (12%)	1 (4%)	3.76	1.02

Although students are aware of the strategies, their reported use is moderate (mean ~3.68) and context-dependent. This aligns with research showing that learners may know strategies theoretically but not apply them consistently (Liu & Brantmeier, 2020). Linear reading habits and reliance on detailed comprehension may limit habitual strategic use in Libyan EFL classrooms.

#### 4.3 Dimension Three: Perceived Role in Time Management

**Table 4.3** Perceived Role of Skimming and Scanning

Item	Strongly Agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly Disagree f (%)	Mean	SD
Skimming helps me manage exam time	10 (40%)	9 (36%)	3 (12%)	2 (8%)	1 (4%)	4.00	1.00
Scanning helps me find answers quickly	11 (44%)	8 (32%)	3 (12%)	2 (8%)	1 (4%)	4.08	0.98

High mean scores (mean = 4.04) indicate strong agreement on the usefulness of skimming and scanning for efficiency. In Libyan academic settings, where timed reading tasks and exams are common, students primarily view these strategies as tools for managing time and locating information rather than for comprehension enhancement.

#### 4.4 Dimension Four: Reported Challenges

**Table 4.4** Reported Challenges in Applying Skimming and Scanning

Item	Strongly Agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly Disagree f (%)	Mean	SD
Difficulty ignoring unfamiliar words while skimming	9 (36%)	8 (32%)	4 (16%)	3 (12%)	1 (4%)	3.84	1.06
Difficulty identifying key information quickly when scanning	7 (28%)	9 (36%)	5 (20%)	3 (12%)	1 (4%)	3.64	1.04

Students experience notable procedural difficulties (mean ~3.74), reflecting the challenge of tolerating ambiguity and identifying key information rapidly. In the Libyan EFL context, heavy reliance on word-for-word translation and detailed comprehension may hinder strategic reading adoption.



#### 4.5 Overall Pattern Across Dimensions

**Table 4.5** Overall Means by Dimension

Dimension	Mean	SD
Awareness	4.06	0.85
Reported Use	3.68	1.03
Perceived Role	4.04	0.99
Challenges	3.74	1.05

The overall pattern confirms a consistent trend: high awareness and perceived usefulness, moderate application, and persistent challenges. This gap suggests the need for structured strategy instruction rather than relying solely on theoretical exposure.

### 5. Conclusion and Recommendations

#### 5.1 Conclusion

The present study investigated second-year Libyan EFL university students' awareness, reported use, perceived effectiveness, and challenges regarding skimming and scanning strategies in academic reading. The findings reveal a clear pattern of high awareness and perceived usefulness, moderate application, and persistent procedural challenges.

- Students are conceptually familiar with skimming and scanning (Mean = 4.06) and recognize their role in managing time and locating information efficiently (Mean = 4.04).
- Despite this awareness, the reported use of these strategies is only moderate (Mean = 3.68), and many students encounter difficulties such as ignoring unfamiliar words or rapidly identifying key information (Mean = 3.74).
- The discrepancy between knowledge and practice suggests that strategic reading is not fully internalized, likely due to instructional approaches that emphasize detailed comprehension and translation rather than selective or strategic reading.

From an applied perspective, the study highlights that knowledge of reading strategies alone does not ensure their consistent application. In the Libyan EFL context, explicit, structured, and scaffolded instruction is required to bridge the gap between theoretical awareness and practical implementation. These findings align with contemporary research indicating that strategy instruction improves reading efficiency and learner autonomy when systematically integrated into the curriculum (Li & Zhang, 2021; Nguyen & Gu, 2022).

#### 5.2 Recommendations

##### 5.2.1 Pedagogical Recommendations

##### 1. Structured Strategy Training

- Reading courses should integrate modeling and guided practice of skimming and scanning.
- Techniques such as previewing headings, using discourse markers, and locating keywords should be explicitly demonstrated and reinforced.

##### 2. Integration into Assessment

- Timed reading tasks and exercises emphasizing efficient information retrieval can encourage habitual use of strategies.
- Partial credit for correct answers based on strategic reading may motivate students to practice these skills actively.

##### 3. Teacher Professional Development

- Workshops for EFL lecturers should focus on practical strategy instruction, scaffolding, and metacognitive support.
- Techniques like think-aloud protocols and guided reflection can help students internalize strategic reading behaviors.

#### 4. Reducing Translation Dependence

- Gradually minimizing word-for-word translation in reading instruction can foster tolerance for ambiguity and promote efficient skimming and scanning.

#### 5.2.2 Curriculum-Level Recommendations

- Embed explicit learning outcomes for strategic reading in syllabi.
- Design reading materials that require selective processing rather than exhaustive decoding.
- Align reading instruction with international communicative standards while addressing local academic realities.

#### 5.2.3 Research Recommendations

- Conduct experimental studies measuring the impact of structured strategy instruction on comprehension and reading efficiency.
- Expand samples to multiple Libyan universities for broader generalizability.
- Include qualitative interviews to explore students' perceptions and experiences in greater depth.
- Examine correlations between strategy use and academic achievement indicators such as exam performance or GPA.

#### 5.4 Implications of the Research

The findings of this study carry several important implications for theory, practice, and policy in EFL contexts, particularly in Libya:

##### 1. Pedagogical Implications

- Teachers should move beyond theoretical instruction and provide structured, scaffolded practice in skimming and scanning.
- Instruction should balance time efficiency and comprehension, reflecting realistic academic demands in Libyan universities.

##### 2. Curricular Implications

- Curriculum designers should integrate strategic reading outcomes explicitly into course syllabi and assessment plans.
- Materials should be designed to encourage selective processing and strategic engagement rather than exhaustive decoding.

##### 3. Research Implications

- The study highlights the need for larger-scale and experimental investigations on strategy instruction in Libyan EFL contexts.
- Future research could explore the relationship between strategy use and academic achievement, informing both theory and policy.

##### 4. Theoretical Implications

- Confirms that awareness does not guarantee use, supporting the importance of metacognitive and strategy-based instruction models in EFL reading theory.

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