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**The Role of Skimming and Scanning in Developing Reading  
Abilities in ESP Class**

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## Dedication

*This work is dedicated to our parents, all members of our families, and our friends, without whose caring support it would not have been possible.*

## **Acknowledgements**

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## **Abstract**

The study aims at investigating the role of skimming and scanning strategies in developing reading comprehension in ESP class at Kasdi Merbah University of Ouargla (KMUO). By following a descriptive approach, we have designed a questionnaire distributed to 26 students of Third year License in the Biology department at (KMUO) and then analysed the collected data using SPSS system. The results showed that skimming and scanning help ESP students improve their reading comprehension

**Key terms:** *ESP, Reading skills, Reading comprehension, Reading strategies, Skimming, Scanning*

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## **General Introduction**

1. Overview
2. Objectives
3. The statement of the Problem
4. Hypothesis
5. Methodology
6. Motivation to the study
7. Limitations of the study
8. Structure of dissertation
9. Definition of the key terms

# General Introduction

## Overview

Reading is an essential skill for an ESP class. It is an important skill for learners of English as a second language. It composed of four main elements: the reader, the text, fluency, and strategies. They combined together define act of reading. Thus, reading is defined as an interactive process between the reader and the text, which uses different strategies such as skimming and scanning in order to achieve comprehension.

## Objectives

Every research work is conducted to achieve certain purposes. Objectives indicate the destination where we are expected to reach through our efforts. More specifically, we have identified the following objectives:

- To** encourage and motivate ESP learners and teachers practice reading strategies through skimming and scanning
- To** reduce the dependence of learners on dictionaries while reading
- To** increase reading speed

## Statement of the Problem

We have noticed that there is a strong relationship between successful reading comprehension using skimming and scanning strategies and the richness of reader's vocabulary. Also reading speed is another essential factor to consider in ESP class. If an ESP student reads slowly and stops at every word, he will probably find that he is easily discouraged. For that reason, we have observed that many ESP learners face difficulties in reading and understanding English texts because of their schematic knowledge and their ignorance about reading strategies. In this respect, we raise the following research question:

**To what extent do skimming and scanning as core strategies may help ESP students improve their reading comprehension?**

## **Hypothesis**

Attempting to answer the question we formulate the following hypothesis:

**If ESP learners are familiar with skimming and scanning strategies, they will be able to use them more effectively, and then implement them more appropriately for their reading comprehension.**

## **Methodology**

In our study, we opted for an analytical and descriptive method, in which participants are Third Year License Students of Biology at Kasdi Merbah University, Ouargla. These participants are selected at random from different groups. To test and examine the hypothesis stated above; we have used a questionnaire as a tool for collecting data about their conceptions and preferences regarding skimming and scanning strategies. After having gathered data we have conducted the analysis using SPSS system and then made various interpretations.

## **Motivation**

Our motivation beyond the choice of the topic is that many ESP students face problems such as insufficient schematic knowledge and the ignorance about skimming and scanning reading strategies and this makes us seek for the effective ways to improve students' reading comprehension.

## **Limitations of the study**

In our study, we have encountered some limitations, the first being the sample size. The sample consists of a small number so it will not necessarily reflect the attitudes of the majority of the students. The sample selected for the study cannot represent a broader population and thus external validity cannot be achieved. The second limitation is bias. We have to take what people say in questionnaires at face value.

## **Structure of the Dissertation**

The study is divided into three chapters, an introduction and a conclusion. The first chapter is devoted to literature review and it is divided into three sections: reading comprehension, reading in ESP class, skimming and scanning strategies. The Second chapter is designed to present reading strategies and their role in improving reading abilities. The Third is concerned with the methodology, data collection, analysis, and interpretations.

## **Definition of key terms**

**ESP:** English for Specific Purposes

**Reading strategies:** tactics and techniques used by the reader to comprehend a text

**Reading:** is problem-solving behavior that actively involves the reader in process of deriving and assigning meaning

**Reading comprehension:** The ability to understand or the act of understanding what has been read

**Skimming:** A quickly look over a text to get the general information of it

**Scanning:** Is a quickly going through a text to find specific information

# **Chapter One: Literature Review**

## **Introduction**

### **1. Reading Comprehension**

1.1 Definition of reading and reading comprehension

1.2 Purpose of reading

1.3 Types of reading

1.3.1. Intensive reading

1.3.2 Extensive reading

1.4. Reading processing models

1.4.1 Bottom-Up Model

1.4.2 Top-Down Model

1.4.3 Interactive Model

### **2. Reading in ESP**

2.1. Overview of ESP

2.2 Reading in ESP

### **3. Skimming and Scanning Strategies**

## **Conclusion**

# Literature Review

## Introduction

In this study we have divided this chapter into three sections: the first one is about Reading Comprehension, which contains definitions, purposes, types, and processing models. The second is about Reading in ESP class. Concerning the third one it is devoted to skimming and scanning strategies.

## 1. Reading Comprehension

### 1.1 Definitions

Reading is one language skills which is classified under receptive skills. Reading is clearly an important skill. In fact, it is much more than a single skill: it involves the coordination of a range of abilities, strategies, and knowledge (Kate, 2010). According to Stephanie (2007) reading is a dialogue between the reader and the author. For Lakshmi (2007) reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was to convey. Reading is a complex process, because it involves both conscious and subconscious actions by the reader (Thomas, 2009). He claims:

*“reading is not passive, as it involves the reader in active interaction with what is presented in the text in order to make sense of what is written”*(Thomas.P.20)

Reading is considered as the most important skill in language skills, Second or Foreign Language students must master. M.Bojovic (2010) says *“reading is complex, purposeful interactive, comprehension and flexible activity that takes considerable time and resource to develop.”*(M.Bojovic.P01)

Comprehension and reading go hand in hand, reading comprehension is defined as the ability to understand and decode what has been read. To comprehend what is read, readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message (Stephanie, 2007). Carita (2011) explained that reading comprehension is an active process that readers infer the writer's intention by using their own prior knowledge. Comprehension involves the meaning of words as they are related to each other, it requires both right vocabulary and words in order to be effective (Lakshmi 2006). He asserted that *'reading with understanding is a relationship between the conscious and subconscious; like mother and child,* Yaham Hero Purnam (2012) also claimed that *"it is essential for having reading ability because we can transfer and develop science, technology and culture by reading"*

## **1.2 Purpose of reading**

Like any language skill, the purpose of reading is comprehension and creating meaning which involves the combination of the reader's background knowledge and the information in the text. Grabe said:

*"perhaps most often, we read for general comprehension (i.e reading to understand the main ideas and relevant supporting information). We also read for pleasure, with the intention of being entertained or informed"*

## **1.3Types of reading**

In our work, we focus on skimming and scanning while there are others which are the following:

### **1.3. 1. Intensive Reading**

It is the type that involves short reading passages followed by textbook activities to develop comprehension and particular reading skills, most textbooks used to teach FL or SL reading use intensive reading approach, Antonio (2001) believed that *"intensive reading involves using short texts, intended for accurate and detailed exploitation"*. According to Mary and Brenda (1986)

intensive reading is close of a short passage and can be used to develop vocabulary, grammar skills, and comprehension.

### **1.3. 2. Extensive Reading**

It is contrasted with intensive reading, which means reading many books without focus on classroom exercises that may test comprehension skills. “*Extensive reading implies longer texts*” (Ibid). Mary and Brenda (1986) also defined extensive reading, as it is a faster reading of longer passages to develop understanding of writers’ organizational strategies, improve reading speed, and focus on the main ideas.

## **1.4 Reading Processing Models**

Understanding a written text involves three main models: Bottom-up, Top-down, and Interactive Models

### **1.4.1 Bottom-up Model**

The reader begins with the smallest elements and builds up comprehension of what is being read. That is, the students start with the fundamental basic of letter and sound recognition, which allows for morpheme recognition, building up the grammatical structures, the sentences, and longer the text. Nunan (1993) assumed that:

*“in bottom-up processing, the smallest units of language are identified first, and these are chained together to form the next highest units, these units are then chained together to form the highest unit and so on”* (Nunan, P.78)

Thomas (2009) maintained that bottom-up suggests that a reader takes meaning from the text itself, from each word and sentence and from how that text only conveys meaning; this model is thus associated with phonics. In this approach, information is first processed in the smallest sound units and then moves to letters, word, phrases and full sentences

This model is supported by a phonics approach in which many teachers and researchers suggest that for readers to be successful they must be able to break a word down into its smallest parts and individual sounds. It focuses mostly on the intensive reading.

### **1.4.2. Top-down Model**

The reader begins with the largest elements and works down towards smaller elements to build the comprehension of what is being read. In other words the reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. Nunan (1993) inferred that:

*“with top-down approach the reader makes use of his/her background knowledge of the subject at hand, knowledge and expectation of how language works, and motivation, interest and attitudes towards the text and the context it contains, rather than decoding every symbol.”(Nunan, P.78)*

For Thomas (2009), a top-down approach reading is directed by brain (associated with schema theory) that readers bring their prior knowledge and experiences to text as they read and that this influence how they understand and interpret a text. Top-Down model is supported by a meaning based/ whole language approach to reading. And it is focused on extensive reading.

### **1.4.3. Interactive Model**

This model combines elements of both bottom-up and top-down models to search comprehension. In other words reading is an interactive process of bottom-up and top-down processes.

Nunan (1993) added that:

*“this model suggests that in comprehending discourse, we use information from more than one level simultaneously, in other words, comprehension is not a*

*simple matter- either of moving from lower to higher, or from higher to lower- but is an interactive process”(Nunan, P81)*

## **2. Reading in ESP Class**

### **2.1 Over view about ESP**

Since the 1960s ESP has become a vital and innovative activity within the teaching of English as a Foreign or Second Language movement (TEFL/TESL) Howat (1984). It is emerged from the development of the world, the growth of science and technology, and the fact of English being an international language.

Hutchinson and Water (1987) gave three reasons for the emergence of ESP; the demand of brave new world which refers to the emergence of English as an international language of real communication mainly commercial exchanges and technological advances; a revolution in linguistics; and the new focus on the learner. These learners were seen to have different needs and interest, which would have an important influence on their motivation to learn.

They define ESP as an approach rather than a product in which all decisions as content and method are based on the learners’ reason to learn. Strevens’ (1988) definition of ESP makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics concerns English language which is taught to meet specific needs of the learner; related in content to particular disciplines, occupation and activities; centered on language appropriate to those activities in syntax, lexis, discourse and so on; in contrast with general English. The variable characteristics are that ESP may be restricted as to the learning skills to be learned (for example reading only); it may not be taught according to any pre-ordained methodology.

Robinson’s (1991) definition of ESP is based on two key criteria are that ESP is normally goal-directed and that ESP courses develop from a needs analysis, which aims to specify as closely as possible what exactly students have to do through the medium of English.

According to Dudley Evans and St John (1998), ESP has been divided into two main areas English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

## **2.2 Reading and ESP**

Reading is at the heart of much of what ESP students do, both in acquiring knowledge of target community discourse and in conjunction with the use of another skill, such as writing (Brain and Sue 2012).

Acquiring reading skills for students who study English for Specific Purposes should have a great importance. Moreover, reading components for ESP class can provide students with opportunities to read more in their disciplines. For Dudley Evans & St John (1998), teaching reading in ESP is affected by two main factors:

The first factor is the shift from the Text as a Linguistic Object (TALO) to a Text As a Vehicle of Information (TAVI), in which the key principle is that the ESP learners extracting information accurately and quickly is more significant than language details; understanding the macro structure comes before language study; and application of information in the text is of paramount importance.

The second factor is the balance between skills and language in which the recognition is that good reading requires a language and skills. Alderson (1984) tested several hypotheses about the role of language and skills and showed that poor reading in a foreign language is due in part to poor reading in first language; to gather with an adequate knowledge of foreign language. Thus, it is important to make a balance between language skills and language development in reading components of ESP course. Dudley Evans and St John (1998) discussed three key stages in designing and teaching a reading course: the selection of texts, the extracting and recording of information, and information that has been gathered.

Guerrero et al (2011) showed that the goal of reading is to get information you need for specific or personal purposes, thus, reading comprehension evolves understanding and decoding

a text or constructing through a process. Reading is a channel through which students will progress in English after the course is over. A good reading program provides instruction in the skills required at various levels of reading, along with plenty of practice in this skill.

### **3. Skimming and Scanning Strategies in Reading Comprehension**

Skimming and scanning are two specific speeds reading techniques, which enable students to get information from a material very rapidly. These two techniques are similar in process but different in purpose. Furthermore, both of them need several steps to be followed. According to Andrew and Diana (1996) skimming and scanning are two different reading skills; these are practised at the start of each theme: Skimming means looking at a text or a chapter quickly in order to have a general idea of the content, while scanning means looking at a text to find some particular information.

Marjorie and Ann (2002) argued that students need to use the strategies of skimming and scanning to determine if the information they have located is even relevant to their research or information need. Negash (2008) in his research suggested that skimming gave the reader the advantage of being able to predict the purpose of the passage, the main topic or message and some of the developing or supporting ideas; while, when scanning readers only try to identify specific information and often they do not even follow the linearity of the passage to do so.

Phil (2013) revealed that scanning and skimming are probably two of the most useful skills in reading as long as you can overcome the fear that you will miss things if you do not read everything with perfect comprehension at all time; another vital skill that saves a huge amount of time is selective reading. Skimming is a reading strategy which helps the students to get a general idea of the text in short period of time, we skim when we wish to cover the reading material in a hurry. With skimming we are interested only in getting an overall idea of the text, and paying attention only to the key words or ideas of the text and ignore the other details, these only key terms can offer a general idea about the study material; scanning refers to the way we

quickly search through a book or a text while seeking some important information. We scan when we want an answer to a particular question (Anand 2013).

Lynn (2009) considered that skimming involves looking down the page passing your eyes along and down the page, to see if it looks interesting in relation to your topic, when skimming the pages, you consider the information of interest. When you scan the page for more specific details, your eyes, mind and concentration focus on the words that you want to see and they ignore the words that you are not interested in. He provided an example about scanning strategy

*“you will probably use the technique of scanning when looking for specific name in a telephone directory. You look for the initial letter, or possibly for the first few letters, and ignore all of the other information on the page. However, when scanning for information out of a book that is more interesting than a list of names, it is easy to become distracted. You may stop scanning to read some information that you have found to be interesting but is not relevant to what you be looking for”*(Lynn, P.13)

Nobert (2013) provided an example about skimming and scanning, he suggested:

*“when we want information from a manual, we will search for that information by some combination of scanning for key terms and skimming small segments for meaning to see if we are in the right area of the text. When we read newspaper we read headlines and often skim news stories to see if we want to slow down and read more carefully”*

## **Conclusion**

To sum up, this chapter suggests a general overview about reading and reading comprehension, types of reading, and processing reading models; ESP reading, skimming and scanning strategies in reading comprehension class.

# **Chapter Two: Skimming and Scanning Strategies**

## **Introduction**

### 1. Skimming Strategy

#### 1.1 Definition of Skimming

#### 1.2. Purpose of Skimming

### 2. Scanning Strategy

#### 2.1. Definition of scanning

#### 2.2. Purpose of Scanning

### 3. The importance of Skimming and Scanning strategies

### 4. Differences between Skimming and Scanning

### 5. The role of skimming and scanning in developing ESP students 'reading abilities

### 6. How to skim and scan a reading passage

## **Conclusion**

## **Introduction**

As mentioned before this chapter is concerned with skimming and scanning reading strategies; it presents definitions, importance, and role of skimming and scanning strategies. It also discusses the process of skimming and scanning or a reading passage.

### **1. Skimming Strategy**

#### **1.1 Definition**

Skimming is defined as a quick movement of the eyes through a text or article in order to get the gist or the main idea of the text. It is reading sections only, skipping to find the next section of interest (Stephen 2001). Skimming is reading at fastest speed which a person can accomplish, it is used when a reader wishes to cover material in a hurry (Lakshmi 2007). According to Milder R (2009) skimming is a quick type of superficial reading that completed in an effort to get the overall gist of the material. Ward (1998) claimed that skimming is reading at the fastest possible speed to get important information quickly, it is a selective process of looking and reading, when skimming the eyes sweep down the printed page without actually reading every word. For him skimming is an organized search for seeking information about an article, chapter, or a book.

Yan Shem (2009) explained that “*skimming is a fast-reading skill that does not require reading word by word, but it does require a high degree of concentration*” (Yan.P.164), Robert (2011) added that “*skimming is a form of speed reading that is useful for extracting the main idea and supporting details from a reading selection*”. Chris (2012) admitted that skimming is used to get an overview in very short period of time. When people skim a text they are not searching for specific information, but rather to determine if the information is relative to what they are searching for.

Li'ismaawati et al (2014) argues that:

*“skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. It indicates that the students avoid reading a whole text but have to read selectively to get general information of a text”*

Warren R (2016) describes that:

*“skimming is reading that looks only for general idea of a reading material. It is just like what the word is, you are just reading parts of the story, article, or report in generalized manner. It is used when the selected material for reading is quite long”*

## **1.2 The Purpose of skimming strategy**

The purpose of skimming strategy is helping students to read more actively and to find the general idea or the main idea of each paragraph.

Martha and Maxwell (1972) in their research about skimming and scanning claims that *“the goal and perhaps the result of developing effective skimming and scanning techniques is to get the student to read more actively”*.

Robert (2011) also says *“the purpose of skimming is to locate the topic sentences, the main idea, and some of the major supporting details”*. For Milderred R (2009) skimming is useful to determine whether the material is worth reading. Skimming involves reading the first sentence of every paragraph or section, in addition to the chapter headings and all headings in bold print; as well as the reading of the introduction and the conclusion. (Susan 2005). I.S.P. National (2009) suggests that *“being able to skim text is a useful skill because skimming can be used to help decide if a text or section of a text deserves careful reading”*

## 2. Scanning strategy

### 2.1 Definition

Scanning is defined as reading rapidly a passage to get a specific piece of information or to find the answer of a particular question. Scanning is a focused search for specific information (Merry and Brenda 1986)

According to Erik.H (2008) scanning is one of the reading skills you require to locate information quickly in the index of a text book. To do so he suggests; identify the key words in the research item. Then let the eyes go up and down the index columns until you find references beginning with the key words, then focus more finely to search for the specific reference you want. Mildered R (2009) explained scanning strategy as “*scanning involves rapid reading to locate answers to very specific questions concerned with matters such as names, dates, or telephone numbers*”. Lakshmi (2007) added that scanning is also a skill which demands a quick answer to question from the passage or chapter or even the complete book. In scanning you look for a particular word or a set of words, ignoring all else, and glancing over the page rapidly (ibid, 2001)

Ward’s (1998) definition is that scanning involves running the eyes down the printed page, looking for specific bits of information, key words or phrases. For him it is useful for locating statements, definitions, formulas, dates, telephone number or other specific items which require little if any context. He added that “*scanning is useful for finding answer to simple questions and permits the eyes to move rapidly down the page searching for the answer. Once it is found, reading stops*”

Yan Shan (2009) also said that “*scanning is helpful technique when students are looking for answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences* ”(Yan, P.165)

Scanning technique covers a great deal of material in order to locate a specific in order to locate a specific fact or piece of information. The student just read based on the information they need (Li'ismawati et al 2014). Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number. Effective scanning depends on good careful reading and skimming skills (I.S.P. Nation 2009).

Warren R (2016) argued that *“scanning may be similar to skimming but you are mainly looking at facts that are in the text. You are not reading text at all but instead you are only reading specific information”*

## **2.2 The Purpose of scanning strategy**

As mentioned in previous researches the main purpose of scanning is to find specific information in limited period of time. Scanning is also used to determine whether a particular piece of information will answer one of the given questions (Yan Shen 2009).

Scanning involves the identification of the paragraphs or sections that most probably contain the information you need and then look quickly through them vertically; seeking key relevant words (Susan 2005)

## **3. The Importance of skimming and scanning strategies in reading comprehension**

Skimming and scanning are two specific speeds reading techniques which enable students to get information from a material very rapid. According to Robert (2011) skimming and scanning are helpful when searching for information sources especially in libraries or on the internet.

Trevor (2011) defines the importance of skimming and scanning strategies as in “*most people choose to skim and use scanning as a way of helping decide whether they should skim the document*”

And from Trevor’s view we can say that both of skimming and scanning have same function for different purposes.

#### **4.Differences between Skimming and scanning**

According to Tina (2003), the difference between skimming and scanning is that when you scan for information you are looking for something very specific, such as a telephone number or answer to a particular question, you generally stop once you have it. Skimming is used when you are seeking more of a general impression of what the text is about.

Skimming and scanning are two valuable techniques which can help the reader to read faster. Skimming is a rapid reading technique wherein the eye of the reader keeps floating over the reading material and scanning is a technique to find the facts in a very fast manner.

Parmila and G.C. Ahuja (2007) suggeste that

*“skimming is quickly reading topic sentences but skipping over large sections of material. It is a sort of reading that is used to survey a selection to get an overall picture of its holdings. This is the first stage for scanning. Scanning becomes easier if the skimming activity has been performed earlier”* (Parmila &G.C.Ahuja. P154)

They add:

*“skimming and scanning are two very important and useful advanced reading skills which help the reader to read in fantastic speeds. Skimming demands fast moving of eyes down a page in zigzag manner looking for some words or phrases, or sentences here and there to get the kernel of the material; scanning demands a quick answer to a specific question from a passage or a chapter”*(Ibid)

According to Thomas (2010) Skimming is looking over material quickly to locate specific data and scanning is attempt to get a basic understanding of the objectives and the important points of the material you are going to read.

## **5. The role of skimming and scanning in developing ESP students’ reading abilities**

Both skimming and scanning are specific reading techniques for quick and efficient reading comprehension (Grellet 1981). Mark (2009) assumed that skimming is a reading strategy that can be used as pre-reading technique and a speed reading technique.

It is a pre-reading technique in terms that it can help student to connect his background knowledge about the subject to what is in the text, and helping the student to learn in advance what the main focus of the reading passage will be and building comprehension.

It is a speed reading technique in terms of time management, meaning that it allows the reader to get the flavor of the reading passage without all of the details. It can help student to increase his reading comprehension when he returns to read the text in more details.

Mainly the role of scanning strategy is that it can help student to locate where the answers are found in the reading passage. Kumkum (2008) says that *“skimming and scanning methods of reading save time”*

According to Time (2011) skimming is used to quickly identification of the main ideas of a text, usually when there are a lot of materials to read in a limited amount of time. While scanning is used to look for detail that may answer questions, he added that *“for difficult content, skimming and scanning can, at best, help in doing whatever is possible when one running out of time”*

## **6. Skimming and scanning a reading passage**

For Mark (2009) to skim, the reader should first search the text clues and signposts to find the main idea of the reading passage such as unit and chapter titles which provides information about the overall focus of passage. Next read the first paragraph of the text that provides an introduction of text main idea, and then the subtitles and bold print of key terms. Reading the concluding paragraph (s) or summary this will emphasize the key concept.

After skimming the passage start the scanning process which refers to going back to the beginning of the articles or the text, and slowly run your index finger or a pen down the center of each paragraph, to get the answer of a particular question or a piece of information. Researchers like Kusuma, Zuhri, and Kurniasih (2013) also suggested several steps in applying skimming strategy:

- Read the title
- Read the introduction of lead paragraph
- Read the first paragraph completely
- Read the first sentence of each remaining paragraph
- Dip into the text to look for clue words, proper nouns, unusual words
- Read the final paragraph completely

While the steps for scanning strategy are:

- Keep in mind at all the time what is you are searching for

- Anticipate in what form the information is likely to appear numbers, proper nouns, etc
- Analyse the organization of the content before starting to scan to determine which part of the article to scan
- Let your eyes run rapidly over several lines of print at time
- Read the entire sentences when you find the sentence that has the information you seek

They say about skimming “*when someone skims he alternate reads and glances, and the goal is to obtain an impression of the whole*”. And about scanning say “*when you are scanning you do not read the entire text, you read only parts of the text which will answer your question or which serve your purpose of reading*”

When you skim, your eyes should move from titles, to heading and subheadings, to figures, charts, and tables, perhaps taking the important introductory and summary sentences at the beginnings and ending of appropriate paragraphs. Scan is more comprehensive than a skim, it should cover all the elements of a document, not word for word, but as a fast as you can while still feeling that you have passed through the whole thing (David.E2009)

## **Conclusion**

To conclude, in this chapter we have defined skimming and scanning reading strategies, their purpose, their importance in reading comprehension, and their roles in developing ESP students’ reading abilities, and the difference between them as well as the steps of applying skimming and scanning strategies.

# **Chapter Three: Methodology and Data Analysis**

## **Introduction**

1. Methodology and Procedure
2. Context of the Study
3. Participants
4. Data Analysis
  - 4.1 Analysis of students' attitude about reading
  - 4.2 Analysis of using reading strategies
5. Findings

## **Conclusion**

## **Introduction**

This chapter is devoted to present the methodology and procedures of the study, data collection techniques, the study context, participants, and data analysis.

### **1. Methodology and procedures**

The purpose of the study is to investigate the role of skimming and scanning strategies in developing reading abilities in ESP class. To achieve our objectives, we have collected data by means of questionnaire which is divided into two sections. The first section contains three statements about students' attitudes towards reading comprehension, the first question is followed by a choices range from Always to Never, the second question followed by choices range from Agree to strongly disagree, and the third is a multiple choice question. The second section of the questionnaire consists of seven statements investigating the use of reading strategies (skimming and scanning) and their importance; four statements are based on a range of choices from Always to Never, One is a Yes/No question, the following uses a range of answers from Agree to Strongly disagree, and the last question inquires about the use of skimming or scanning.

### **2. Study Context**

The participants of the study consist of third year license students belonging to the department of Biology at Kasdi Merbah University of Ouargla (KMUO)

### **3. Participants**

A sample of 26 students was selected randomly, and two teachers were asked to answer the questionnaire in order to express their assumptions and views about reading strategies and their use in ESP class.

## 4. Data Analysis

The answers collected from students and teachers' questionnaire are presented in the form of tables, and are analysed according to the order of the questions.

### 4.1 Part One: Reading comprehension

The first part of the questionnaire consists of three statements about the students' attitudes towards reading comprehension.

**Table1.1 Students' love of reading English texts**

N°	Question	Always	Sometimes	Rarely	Never
1	How often do you read English texts?	01	14	08	03
		03.84%	53.84%	30.76%	11.53%

Table 1.1 shows that 53.84% of students answered by sometimes, 30.84% answered by rarely, and 11.53% answered by never and only 03.84% by always.

**Table1.2 The importance of reading skill**

N°	Question	Agree	Strongly agree	Disagree	Strongly disagree
2	Do you think that reading is an important skill for information source?	13	10	02	01
		50%	38.46%	07.69%	03.84%

Table 1.2 indicates that 50% of students answered by agree, 38.46% are strongly agree with the statements; while 07.69% are disagree and 03.84% are strongly disagree.

**Table1.3 Guessing meanings of unfamiliar words**

N°	Question	Ask the teacher	Ask a friend	Use the dictionary
3	What would you do when encounter unfamiliar words?	03	04	19
		11.53%	15.38%	73.07%

Table 1.3 reports that 73.07% of students use the dictionary, 15.38% ask their friends, and only 11.53% ask the teacher.

#### 4.2 Part Two: Reading strategies

This part consists of seven statements investigating the use of reading strategies and their importance in reading comprehension. The analysis of this part contains both students and teachers answers.

**Table2.1 The application of reading strategies before reading**

##### a. Students' table

N°	Question	Always	Sometimes	Rarely	Never
1	Before starting to read, do you apply some reading strategies such as skimming and scanning?	04	11	07	04
		15.38%	42.30%	26.92%	15.38%

Table 2.1 shows that 42.30% of students answered by sometimes, 26.92% by rarely, while the result 15.38% for students who always and never apply reading strategies.

**b. Teachers' table**

N°	Question	Always	Sometimes	Rarely	Never
1	Before starting to read, do your students apply some reading strategies such as skimming and scanning?	0	1	1	0
		00%	50%	50%	00%

The table shows that 50% of teachers answer by sometimes and 50% by rarely, while 00% for always and never.

**Table 2.2 The use of title and headings before reading**

**a. Students' table**

N°	Question	Always	Sometimes	Rarely	Never
2	Before reading a text, do you look at any headings or subheadings?	14	06	05	01
		53.84%	23.07%	19.23%	03.84%

The table shows that 53.84% of students answered by always, 23.07% by sometimes, and 19.23% by rarely while 03.84% for never.

**b. Teachers' table**

N°	Question	Always	Sometimes	Rarely	Never
2	Before reading a text, do your students look at any titles, headings, or subheadings?	1	1	0	0
		50%	50%	00%	00%

The table reveals that 50% of teachers answered by always and 50% by sometimes, while 00% for rarely and never.

**Table 2.3 The importance of title and headings in reading comprehension**

**a. Students' table**

N°	Question	Yes	No
3	Do these titles and headings help you understanding the content of the material?	22	04
		84.61%	15.38%

The table shows that 84.61% of students answered by yes and 15.38% by no

**b. Teachers' table**

N°	Question	Yes	No
3	Do these titles and headings help them understanding the content of the material?	2	0
		100%	00%

The table shows that 100% of teachers answered by yes.

**Table 2.4 The use of key terms before reading English texts****a. Students' table**

N°	Question	Sometimes	Always	Rarely	Never
4	Before reading a printed text, do you look for key terms?	10	09	07	0
		38.46%	34.61%	26.92%	00%

The table reveals that 38.61% of students answered by sometimes, 34.61% by always, 26.92% by rarely, while 00% for never.

**b. Teachers' table**

N°	Question	Always	Sometimes	Rarely	Never
4	Before reading a printed text, do your students look for any key terms?	0	1	1	0
		00%	50%	50%	00%

The table reveals that 50% of teachers answered by sometimes and 50% by rarely, while 00% for always and never.

**Table 2.5 The importance of key terms before reading English texts****a. Students' table**

N°	Question	Always	Sometimes	Rarely	Never
5	Do these key terms help you locate the specific information you need?	12	11	03	0
		46.15%	42.30%	11.53%	00%

The table shows that 46.15% of students answered by always, 42.30% by sometimes and 11.53% by rarely while 00% for never.

**b. Teachers' table**

N°	Question	Always	Sometimes	Rarely	Never
5	Do these key terms help them to locate the specific information they need?	1	1	0	0
		50%	50%	00%	00%

The table reports that 50% of teachers answered by always and 50% by sometimes, while 00% for rarely and never.

**Table 2.6 The benefit if using skimming and scanning**

**a. Students' table**

N°	Question	Agree	Strongly agree	Disagree	Strongly disagree
6	Do you agree that skimming and scanning may help saving time?	14	09	03	0
		53.84%	34.61%	11.61%	00%

The table shows that 53.84% of students answered by agree, 34.84% by strongly agree, and 11.61% by disagree, while 00% for strongly disagree.

**b. Teachers' table**

N°	Question	Agree	Strongly agree	Disagree	Strongly disagree
6	Do you agree that skimming and scanning strategies may help saving time?	2	0	0	0
		100%	00%	00%	00%

The table shows that 100% of teachers answered by agree, while 00% for strongly agree, disagree and strongly disagree.

**Table2.7 The use of skimming/scanning**

**a. Students' table**

N°	Question	Skimming	Scanning
7	In your opinion, what is the most useful strategy?	12	14
		46.15%	53.84%

The table shows that 53.84 use scanning while 46.15% use skimming.

**b. Teachers' table**

N°	Question	Skimming	Scanning
7	In your view, what is the most useful strategy?	1	1
		50%	50%

The table shows that 50% of teachers answered by skimming and 5% by scanning.

## 5. Findings

According to the results obtained from the first part of the questionnaire, we can draw a conclusion that the majority of students have a great attitude about reading skill, in fact they consider it as an important source of information. But the problem found here is that the majority of students also depend on dictionaries in their reading.

Concerning the results of the second section of the questionnaire and teachers' comments, we can draw a conclusion that the majority of students use skimming and scanning strategies interchangeably, and since they are scientific students as their teachers claim, they mostly use scanning strategy which helps them to locate specific information in short time.

These results allow us to confirm our hypothesis and answer our research question; that is, the use of skimming and scanning strategies help ESP students to improve their reading abilities in terms of speed reading and time saving.

## **Conclusion**

In this chapter we have discussed the methodology and procedures used for data collection and analysis. Data have been collected from 26 students and 02 teachers by a means of questionnaire. The collected data have been analysed by SPSS system (Statistical Package for Social Sciences). The results showed that Biology students have a positive attitude towards reading, and they use skimming and scanning strategies interchangeably according to their needs and aims.

## **General Conclusion**

In this study, we have included three chapters. In two chapters we have discussed the theoretical aspects of our study. The third chapter deals with the methodology and analysis. We examined reading with ESP students as a complex cognitive activity focusing specifically on strategies such as skimming and scanning. Thus, students should use both of these strategies in appropriate way in order to achieve and develop their reading abilities in ESP class.

We have started our dissertation by defining both reading and reading comprehension. We also tried to show their purposes and types, namely intensive and extensive readings. Then we moved to discover the relationship between reading and ESP.

In the second chapter, we attempted to define both skimming and scanning strategies. Besides, we have stated their types and purposes. We have also discussed the role of both techniques in developing ESP students' reading abilities.

In the third chapter we have conducted the analysis of the data collected by means of questionnaire. The analysis has showed that the majority of the participants like reading English texts. Since most biological books were written in English language, teachers argued that their students use the appropriate strategy in order to get information and develop skills for more comprehension. We have finished our study by suggesting some recommendations that may contribute to solve students' problems that they face in reading comprehension.

## **Recommendations**

Teachers should encourage their students to apply both skimming and scanning strategies appropriately in order to achieve comprehension and develop their skills.

They also need to practice reading most time in order to increase their reading speed.

Teachers should also teach their students' academic and technical vocabulary by prompting them contextualize meaning and vocabulary from the context and then reduce their dependence on dictionaries. This may help them using technical words and expressions for achieving text comprehension.

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## Appendix: Student's Questionnaire

Dear student

Thank you for completing this questionnaire, this not associated with grades. The aim of this questionnaire is to investigate the role of skimming and scanning strategies in developing reading abilities in ESP class. Please read the questions and choose the appropriate answer

### Part one: Reading comprehension:

1/ How often do you read texts in English?

- Always                       Sometimes                       Rarely                       Never

2/ Do you think that reading is an important skill for information source?

- Agree                       Strongly agree                       Disagree                       Strongly disagree

3/ What would you do when you encounter unfamiliar words?

- Ask the teacher.
- Ask a friend.
- Use a dictionary.

### Part two: Reading strategies:

1/ Before starting to read, do you apply some reading strategies such as skimming and scanning ?

- Always                       Sometimes                       Rarely                       Never

2/ Before reading a text , do you look at any title , headings or subheadings?

- Always                       Sometimes                       Rarely                       Never

3/ Do the titles and headings help you understand the content of the material ?

- Yes                                       No

4/ Before reading a printed text, do you look for key terms?

Sometimes       Always       Rarely       Never

5/ Do these key terms help you locate the specific information you need?

Always       Sometimes       Rarely       Never

6/Do you agree that skimming and scanning strategies may help save time?

Agree       Strongly agree       Disagree       Strongly disagree

7/ In your opinion, what is the most useful strategy?

Skimming

Scanning

Why.....  
.....

*Thank you for your time*

## Appendix: Teachers' Questionnaire

Dear teacher

Thank you for completing this questionnaire, this not associated with grades. The aim of this questionnaire is to investigate the role of skimming and scanning strategies in developing reading abilities in ESP class. Please read the questions and choose the appropriate answer.

1/ Before starting to read, do your students apply some reading strategies such as skimming and scanning ?

Always       Sometimes       Rarely       Never

2/ Before reading a text , do your students look at any title , headings or subheadings?

Always       Sometimes       Rarely       Never

3/ Do the titles and headings help them understand the content of the material?

Yes       No

4/ before reading a printed text, do your students look for key terms?

Sometimes       Always       Rarely       Never

5/ Do these key terms help them locate the specific information you need?

Always       Sometimes       Rarely       Never

6/Do you agree that skimming and scanning strategies may help save time?

Agree       Strongly agree       Disagree       Strongly disagree

8/ In your view what is the most useful strategy

Skimming

Scanning

Why?.....

*Thank you for your time*

## Abstract

The study aims at investigating the role of skimming and scanning strategies in developing reading comprehension in ESP class at Kasdi Merbah University of Ouargla (KMUO). By following a descriptive approach, we have designed a questionnaire distributed to 26 students of Third year License in the Biology department at (KMUO) and then analysed the collected data using SPSS system. The results showed that skimming and scanning help ESP students improve their reading comprehension

**Key terms:** *ESP, Reading skills, Reading comprehension, Reading strategies, Skimming, Scanning*

## Résumé

L'objectif de cette étude est de vérifier le rôle de la stratégie de la lecture rapide et la lecture scrutant pour le développement de la compréhension de la lecture dans l'AOS classe à l'université Kasdi Merbah de Ouargla (UKMO). En suivant une approche descriptive, nous avons utilisé un questionnaire distribué à 26 étudiants de troisième année License à la Faculté de Biologie à (UKMO), puis analysé les données collectées à l'aide du système SPSS. Les résultats obtenus ont démontré que les stratégies de la lecture rapide et la lecture scrutant aident les étudiants de l'AOS à développer leur compréhension de lecture.

**Les mots clés :** *AOS, la lecture, les stratégies de la lecture, compréhension de lecture, la lecture rapide, la lecture scrutant.*

## ملخص

الهدف من هذه الدراسة هو التحقق من دور إستراتيجيات القراءة السريعة والقراءة المتفحصة في تطوير مهارات القراءة في قسم الانجليزية للأهداف الخاصة في جامعة قاصدي مرباح ورقلة. وقد اتبعنا في هذه الدراسة المنهج الوصفي واستعملنا الاستبيان كوسيلة لجمع المعلومات, الاستبيان وزع على 26 طالب السنة الثالثة ليسانس بكلية البيولوجيا بجامعة ورقلة وتمت تحليل النتائج المتحصل عليها عن طريق برنامج اس بي أس أس . والنتائج المتحصل عليها أثبتت أن استراتيجيات القراءة السريعة والقراءة المتفحصة تساعد في تطوير مهارات القراءة لدا طلبة الانجليزية للأهداف الخاصة

**الكلمات المفتاحية:** *الانجليزية للأهداف الخاصة, مهارة القراءة, استراتيجيات القراءة, فهم القراءة, القراءة السريعة, القراءة المتفحصة*