

Intensive reading strategies in EFL reading comprehension improvement

Estrategias de lectura intensiva en la mejora de la comprensión lectora en EFL

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ABSTRACT

This study aims to investigate the efficacy of using intensive reading strategies in improving reading comprehension in the EFL classroom. Because of the children's poor reading comprehension, classroom exercises are devised. It is a quantitative research method with a quasi-experimental design. A survey is administered to two groups of students to assess their reading comprehension assessments. Following that, both the control and experimental groups complete a pre-test. The experimental group then participated in a classroom intervention that focused on using intensive reading tactics to increase their reading comprehension. The target population is then given a post-test, and the findings were children examined to assess the improvement in students' reading comprehension before and after treatment. It is determined that intensive reading tactics are beneficial in boosting reading comprehension; thus, they should be used to assist students in their English language learning journey.

Keywords: Active learning; strategy; skills; learning; teaching.

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RESUMEN

El propósito de esta investigación es de la implementación de estrategias de lectura intensiva en la mejora de la comprensión lectora en el aula de inglés como lengua extranjera. Las actividades de aula se diseñaron debido al bajo nivel de comprensión lectora de los estudiantes. Fue un método de investigación cuantitativo con un diseño cuasi experimental. Dos grupos de estudiantes respondieron una encuesta para evaluar sus percepciones sobre su comprensión lectora. Después de eso, tanto el grupo de control como el experimental realizaron una prueba previa. Luego, el grupo experimental participó en una intervención en el aula enfocada en la aplicación de estrategias de lectura intensiva para mejorar su comprensión lectora. Luego, la población objetivo realizó una prueba posterior y los resultados se analizaron para comparar la mejora en la comprensión lectora de los estudiantes antes y después del tratamiento. Luego del tratamiento presencial, se concluye que las estrategias de lectura intensiva son efectivas para mejorar la comprensión lectora; por lo tanto, se sugiere aplicarlos para apoyar al estudiante en su viaje de aprendizaje del idioma inglés.

Palabras claves: Aprendizaje activo; estrategia; habilidades; aprendizaje; enseñanza.

Introduction

When approaching learning a foreign language, in this case, English, teachers must develop language skills like listening, speaking, writing, and reading. When observing the reports of Education First (2021), related to overall English language proficiency, Ecuador had the lowest score. Therefore, students need a higher level of English proficiency. In other words, the expected level of English has not been met.

Furthermore, in the Language Center ESPOCH, specifically in the fourth level, it has been detected through activities in the classroom and the development of questionnaires like PET exam or First Certificate of English, since they usually practice with them, a wide range of students struggle with the reading section. Students need help to identify the central idea, and the time or place in which the events take place, recognize frequently used vocabulary in class, and construct sentences with the correct use of phrasal verbs. Another situation to improve is related to the spelling of words due to the common practice of reading and writing. On the other hand, it was the most difficult due to unknown phrasal verbs, and they needed help understanding the content and context. Likewise, the lack of strategies to deduce sentences and the low interest in how the texts are presented constitute other factors that considerably affect the comprehension of English in the classroom.

In general terms, there are areas for improvement in reading and understanding texts in English. The students have limited vocabulary, and it is difficult to identify specific information about the reading. However, the texts can offer information of interest to the students; their presentation could be more attractive to them. Therefore, the problem for this research will be: how effective is the implementation of intensive reading strategies in reading comprehension improvement?

Language skills

The four abilities that a language user must acquire to communicate effectively in all settings are speaking, listening, reading, and writing (Ministerio de Educación del Ecuador, 2016). The Common European Framework of Reference for Languages (2001), divides language capabilities into two categories: receptive and productive. Listening and reading are examples of receptive skills, often known as passive skills. The language can be received orally or in writing. Speaking and writing, on the other hand, are productive abilities. Language learners actively generate and interact through communication, hence these skills are likewise called active (Harmer, 2007). As a result, the current study will concentrate on reading abilities.

Reading

Reading is indeed a pleasure. Reading is one of the essential processes of the human being since it constitutes the fundamental door of knowledge and is one of the essential tools for solving problems. In this sense, it is considered a constructive process of meaning (Harmer, 2007; as cited in Ali AL-Garni & Almuhammadi, 2019).

According to Chen (2018), reading is the process by which written language is understood; in this understanding, both the reader, his way, his expectations, and his previous knowledge intervene. After reading, any text is believed to have been understood because it tends to repeat what it says there. Reading is not decoding; it is not repeating what is written but rather interpreting and giving meaning to the text based on prior knowledge. To read, people must simultaneously handle decoding skills easily and contribute objectives, ideas, and previous experiences to the text. They need to get involved in continuous prediction and inference, which is supported by the information provided by the text and their knowledge.

According to the author mentioned above, the reader is expected to construct meanings and activate knowledge schemes to elaborate more than one interpretation or meaning in everything that is read in the text.

According to Bakar and Nizza (2019), reading is considered a fundamental instrument for learning; no activity is conceived away from it. In this sense, a renewed teaching of reading is advocated, in which it is proposed to circumstantiate the process with the immediate reality of the student and to impart an active, participatory, constructive teaching developed with strategies that allow the construction of knowledge. This reflection offers positive scenarios to stimulate students' capacities, aptitudes, and interests to apprehend any area of knowledge. Hence, mastering how learning occurs and the assimilation, codification, and subsequent recovery of information is one of the tasks that the teacher must keep in mind to improve their methods.

Benefits

Reading is a cognitive process that benefits people's mental, emotional, and social health (Charlton, 2018). Those who read more regularly acquire what is known as a reading habit (Aitchison, 1987). Among the main advantages of reading Numan (2019), cites the following:

- allows one to acquire knowledge and increases communication capacity.
- helps develop the ability to analyze and solve problems.
- constitutes an entertainment option.
- allows for the development of empathy and interpersonal relationships.
- enriches the inner world.
- expands vocabulary and encourages writing.
- stimulates concentration.
- encourages the imagination.
- exercises neural connections.
- allows the reader to release emotions.

Reading as a process

Learning to read is a process that begins at a very young age, between the ages of five and six, in primary school (Aitchison, 1987). It opens the doors of education and writing, which is another crucial process in the intellectual formation of a person.

Several components are necessary for the reading procedure to be conceivable. First, the physical aspect, eye movement, and sight fixation are required to read because this process involves the visual perception of words or symbols. Then, there is a phonation process (conscious or not) in which reading goes to speaking and listening to the ear. Finally, the celebration comes into play so that the information reaches the brain, and the reader can understand (Canoy & Loquias, 2022).

Types of reading

There are different types of reading that adapt to the reader's demands. Deep reading necessitates more concentration, attentiveness, and intense intellectual exertion. A rapid reading, on the other hand, aims to identify the most important sections of a text rather than delving further. A revision reading assumes a previous reading of analysis, such as reviewing a previously read work. These two types of reading are usually referred to as intensive and extensive reading (Bakar & Nizza, 2019).

Extensive reading

Extensive reading consists of reading complete texts, of a certain length to understand their general meaning. This type of reading is indicated for the reader with sufficient knowledge of the foreign language to read the text with little effort and grasp its essential content without needing to go to the dictionary.

Extensive reading has four objectives. The first is the development of appropriate reading habits, such as using strategies; for example, deducing from the context the meaning of unknown words. The second objective is the acquisition of the language and its components. For that reason, extensive reading favors learning vocabulary and syntactic structures due to the extension of the reading. The third one is to acquire the sociocultural contents of the target language. It is about knowing what any native of their own country has, such as, for example: what is sung on a birthday, when the three wise men come, what is eaten at Christmas or what time is dinner in Great Britain and English-speaking countries. The last is the experience of enjoying reading. Although this objective applies above all to teaching first languages, it can also play an essential role in teaching foreign languages (Tuğrul, 2018). According to Tuğrul (2018), stories or graded reading booklets are used for extensive reading in a foreign language, specially created for learners with different proficiency levels.

Intensive reading

Intensive reading is the action to perform an exhaustive and detailed study of the text (Canoy & Loquias, 2022). Its practice includes strategies to identify specific information, discriminate relevant information from complementary information, and make inferences from explicit data, among other skills (Numan, 2019). In addition, intensive reading aims to capture a large number of data and relate them into large units of meaning, which is proposed to appropriate knowledge, is the reading that is done when studying. This type of reading is done to develop skills related to reading comprehension (Chen, 2018).

Among the fundamental principles of intensive reading are:

Overview: This can be achieved through various reading strategies such as skimming (pointing towards the overall idea of the text); the use of information derived from the title; reading the first lines of the text; and the observation of illustrations, subtitles, and footnotes. This Intensive reading is an exhaustive and detailed study of the text (Canoy & Loquias, 2022). Its practice includes strategies to identify specific information, discriminate relevant information from complementary information, and make inferences from detailed data, among other skills (Numan, 2019). In addition, intensive reading aims to capture a large number of data and relate them into large units of meaning, which is proposed to appropriate knowledge while studying. This type of reading is done to develop skills related to reading comprehension (Chen, 2018).

Purpose: According to Tuğrul (2018), the reader subject predetermines the objective he or she wants to achieve with reading, thus focusing his or her mental structures towards achieving such an end. The reader should ask:

What information do you need?

What level of detail is needed regarding the information?

Where is the emphasis placed: on ideas, sequences, and concrete facts?

How long must the information be retained: until evaluation, for a more extended period, a lifetime...?

How is the information used to think, write a report, or take an exam.

Questions: They have to follow the same order that presents the information in the text.

Reading: This is a line-by-line reading guided by the objective and the questions that must be answered.

Summary: Through the summary, the reorganization of the main ideas and the secondary ideas is pursued. It is proposed to go paragraph by paragraph to remember all the essential points.

Assessment: This is a self-assessment of the information retained during the intensive reading process.

Comprehension: There are three fundamental levels within comprehension: a first level of translation or intelligent reading, which allows information to be obtained by decoding literal or explicit, intentional, or implicit meanings. Moreover, complementary; a second level of interpretation that allows evaluating the information product of a critical reading, in which the reader thinks, values, and evaluates; and a third level, which allows extrapolation, the creative reading in which it is applied, its validity is discovered, it is exemplified, it is created (Elder, 2008).

Intensive reading allows the reader to learn to control their learning. The student learns to analyze words, phrases, and sentences to achieve maximum understanding, pay attention to the meaning and form of the language, and solve their doubts through the textbook, a dictionary, or questions to the teacher or classmates (Numan, 2019).

Intensive reading strategies

Inferring: The reader reconstructs the meaning of the text from the data found in it and from the previous information that he or she possesses from experience. Inferences establish relationships between the different elements of a text and are fundamental and practical to integrate the information in it with prior knowledge (Hall et al., 2020). In this regard, when information is inferred from a text, a constructive process is carried out: the reader expands knowledge by proposing hypotheses about the meaning of the text to achieve its understanding.

Predicting: It consists of establishing adjusted and reasonable hypotheses about what will be found in the text, relying on the interpretation built on what has already been read and on the baggage of knowledge and experiences of the reader. One aspect that plays an essential role is previous knowledge and experiences, which will predict (Asrifan et al., 2018).

Skimming consists of reading only the text's first and last parts, for example, the introduction and the conclusion. The idea is to keep only the most important concepts, which tend to be concentrated in these parts, and avoid the rest. This strategy can be advantageous to review class notes, or complementary bibliography to the bulk of the material, or to get an idea of whether the text is engaging. However, the reader must ensure he understands what he reads (Fauzi, 2018).

Scanning consists of exploring the text, that is, looking for the information needed in the document without reading it thoroughly thanks to visual exploration. It is about reviewing the text until finding the term, word, concept, or idea needed to be reread. For this to work, it is vital to understand the structure of the text since this way; the reader will know which paragraphs he should go to and in which part he is looking for should be (Fauzi, 2018).

Literature review

Previous study on the development of reading comprehension has investigated the various reading processes to establish what is and how intensive reading methods promote reading comprehension. According to this viewpoint, various past studies have been evaluated to provide an overview that efficiently leads to the current research.

Firstly, some authors emphasize the learners' difficulties in reading. Thus, Young Park et al. (2019), state that one of the main problems occurs before reading. In this case, students show a negative predisposition from the beginning, since they did not know where to start (Logsdon, 2019). Fundamentally, this is produced by the blockade before the strange and what seemed impossible to do without help. Likewise, the difficulty of a text does not depend so much on the text itself, but on the exercises that are required regarding it and the students' level (Canoy & Loquias, 2022). These authors provided the researcher for the current study with the initial idea to start with students because of their low level of reading comprehension.

A previous study matched the recommended methodology for the current investigation. In light of this, Canoy and Loquias (2022), sought to identify the children's reading performance profile as well as common reading errors in the pupils' pre-test and post-test findings. Others, like Fauzi (2018), recommended evaluating the effectiveness of intensive reading tactics on reading comprehension (Canoy & Loquias, 2022; Williams & Vaughn, 2019; Numan, 2019).

In addition, there are some intensive reading strategies. In fact, Tuğrul (2018), and Fauzi (2018), in their studies remark on the application of skimming and scanning to improve reading comprehension. Other authors like Peng et al. (2021) remark questioning; and Canoy and Loquias (2022), propose peer tutoring to support students in their improvement. Moreover, Williams and Vaughn (2019), advise that teachers should remark on word study, fluency, vocabulary, and comprehension for an effective classroom intervention.

All of the studies mentioned above have lighted the path to be taken in the current study because they are focused on assisting students in achieving higher levels of reading comprehension, provide guidance on intensive reading tactics to be implemented, and use similar methodology. In this context, the current study sought to ascertain the efficacy of intensive reading tactics on reading comprehension. To accomplish this goal, the author used several measures, including assessing students' judgments of their reading comprehension skills and determining the effectiveness of intensive reading tactics on students before and after intervention.

Conceptual framework

Regarding the theory of language learning that underlies Intensive reading, Renandya et al. (2019), explain that this approach is based on the comprehensible input hypothesis, as was proposed by Krashen (1981; 1985; 1998). This hypothesis states that a language is learned by understanding an abundant amount of oral and written messages, that are interesting, significant, and understandable for learners; whereas comprehensible is understood as the fact that the messages are just above the linguistic abilities of the learner. Hence, intensive reading is associated with this hypothesis, since this approach assumes that the learner reads texts in detail and understands them.

However, the comprehensible hypothesis has been questioned by various scholars in the area and some consider it an inaccurate theory (Gass & Selinker, 2001; Swain, 1995). In this context, some authors who defend intensive reading have tried to give it a foundation outside of the comprehensible hypothesis and that is more consistent with other theories of language acquisition. It is convenient to point out that Tuğrul (2018), establishes a parallelism between the principles of intensive reading and the interactionist theories of language acquisition, pointing out that when reading deeply and for meaning, learners engage in the negotiation of meaning with the text. When encountering an unknown word in a text, the student formulates hypotheses about its meaning, and these hypotheses can be verified or rejected as the word is re-encountered throughout the text in other linguistic contexts. Continuing with this reasoning, the aforementioned author points out that reading and re-reading provide opportunities for the learner to establish associations between form and meaning.

Methodology

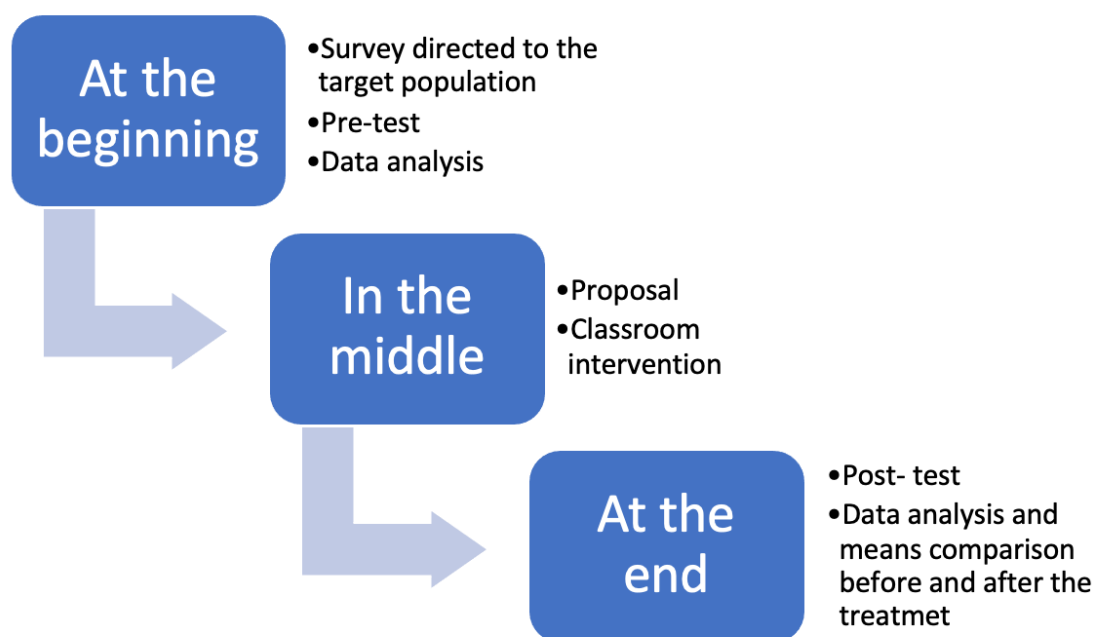
Research methods, techniques, and instruments

This study used a qualitative method with a quasi-experimental design. Quantitative is a way of dealing with quantifiable or measurable facts (Rogers & Revesz, 2019). The qualitative research method, on the other hand, collects entire talks on a single topic. Then it moves on to its interpretation, emphasizing the cultural and ideological dimensions of the outcome. This entails comprehending the phenomenon's natural and everyday context. It also considers the meanings assigned to it and the assessments made by others. To put it another way, the qualitative method seeks to comprehend what individuals believe and say (Surmiak, 2018). The data for this study came from the test and the survey. The test had twenty correct answers, and the survey had a Likert scale; therefore, quantifiable data were gathered.

It also had a quasi-experimental design because it was meant to investigate the impact of implementing rigorous reading practices on students' reading comprehension. There were two research groups: control and experimental. Furthermore, the study groups were evaluated both before and after the classroom intervention, however, only the experimental group took part.

Moreover, convenience sampling was designed for the target population; since, the researcher worked with these groups of students (Sakyi et al., 2020). The study followed the next steps shown in the figure 1.

Figure 1. Research process.



Note: This figure represents the research process that will be followed to achieve objectives.

Two instruments were used to collect data. First, a survey to gather information regarding students' impressions about the usage of intensive reading tactics as a means of improving reading comprehension. This poll was piloted by five students from ESPOCH's Language Center's fourth level C, who provided favorable feedback on how it could be improved. There was also a pre-test and a post-test before and after the treatment. It was the B2 FCE exam (reading comprehension and English use). There were 20 questions based on reading comprehension and filling in gaps to assess English proficiency. Students took the test using a Google form. On the other hand, the exam was piloted by five students to check its feasibility (Gadke et al., 2021).

Procedure

In delineating the procedural framework for the current investigation, meticulous attention was devoted to the systematic and methodical design of the study. The procedural protocol was established with the overarching goal of ensuring precision, reliability, and reproducibility in the research process. Each phase of the procedure was carefully conceptualized to address specific research objectives, with a deliberate emphasis on methodological rigor.

The initial phase involved securing necessary permissions from the director of the Language Center at ESPOCH. Subsequently, information was gathered through a structured process. Surveys were administered to students in both control and experimental groups, followed by the administration of a pre-test to the identified demographic. To enhance reading comprehension, a series of worksheets were meticulously designed based on rigorous reading assignments. The experimental group received a pamphlet, while the control group continued their standard English sessions. Post-intervention, both study groups underwent a post-test assessment.

The subsequent phase involved the comprehensive analysis of collected data. As the study adopted a quantitative approach, numerical data obtained from the survey, pre-test, and post-test were scrutinized. Statistical analysis was performed using SPSS, enabling a comparative examination of pre-test and post-test means. The T-student test was applied to ascertain any discernible improvements in student performance.

2.3. Study participants

Participants were assigned by using a non-probability sampling for convenience method. This method was chosen due to the ease with which the researcher contacts the subjects and is done based on proximity. In this case, the participants were students belonging to the fourth level of Language Center of Escuela Superior Politécnica de Chimborazo (ESPOCH) groups A and B, as the table below shows.

Table 1. Participants.

Participants						
Group	Male	Percent	Female	Percent	TOTAL	
Fourth A	3	19%	5	31%	8	50%
Fourth B	4	25%	4	25%	8	50%
	7	44%	9	56%	16	100%

Note: This table represents the participants involved in the research.

Source: Own elaboration

Results

Survey

The results are reported in this part based on the research instruments. First and foremost, the survey was completed by the entire population. The findings were divided into three sections. The first section dealt with students' perceptions of their reading abilities, as seen in Table 2:

Table 2. Survey first part.

	Students' perception of their reading skills										
	Always		Usually		Sometimes		Rarely		Never		TOTAL
	f	%	f	%	f	%	f	%	f	%	
Do you think that reading texts is a good way to improve your English?	10	63%	4	25%	2	13%					16
Do you enjoy reading comprehension activities?					4	25%	8	50%	4	25%	16
Do you feel nervous during reading comprehension activities?	1	6%	1	6%	10	63%	2	13%	2	13%	16
Do you think that your reading skills need improvement?	16	100%									16

Note: This table represents students' perceptions.

Source: Field research.

The first part of the survey reveals that most students think reading texts is a good way to improve the English language; however, they do not enjoy and feel nervous during reading comprehension activities. In consequence, they think that their reading skills need improvement.

On the other hand, the second part of the survey referred to the students' perceptions of the way the teacher promotes the use of Intensive reading strategies as a means of reading comprehension improvement. Table three displays this information.

Table 3. Survey second part.

Students' perception of the way their teacher teaches reading comprehension											
	Always		Usually		Sometimes		Rarely		Never		TOTAL
	f	%	f	%	f	%	f	%	f	%	
Does your teacher encourage you to skim and scan a text to understand it better?					16	100%					16
Does your teacher combine intensive activities in the classroom such as filling gaps, true and false, summarizing, matching, and ordering?					16	100%					16
Do think that reading exercises proposed by your teacher in class are meaningful to you?			1	6%	2	13%	13	81%			16

Note: This table represents students' perceptions of techniques used by teachers for reading comprehension.

Regarding the results presented in Table Three, students answered that their teacher sometimes motivates them to develop skimming not scanning, and combines intensive reading strategies in their reading classes. Likewise, the teacher rarely presents meaningful reading exercises.

The last part of the survey refers to the student's motivation and commitment to improve their reading comprehension.

Table 4. Survey third part.

Students' perception of their commitment to improving their reading comprehension skill											
	Always		Usually		Sometimes		Rarely		Never		TOTAL
	f	%	f	%	f	%	f	%	f	%	
Do you consider that developing intensive reading strategies is a good way to improve English?	16	100%									16
Do you consider that intensive reading skills would help you to improve your vocabulary and use of English?	16	100%									16
Would you like to participate in research about how to improve your English through intensive reading strategies?	16	100%									16

Note: This table represents students' commitment.

Table four shows that all the students consider that implementing intensive reading strategies can be helpful to improve vocabulary, use of English, and enhance their reading comprehension in English. Therefore, they would like to participate in a classroom intervention to improve their reading comprehension.

Pre-test and post-test

The pre-test was used to assess the target population's level of reading comprehension. These data have been collected and analyzed. Following that, students in the experimental group participated in the classroom intervention phase, which consisted of 20 two-hour sessions, while students in the control group remained with their usual English classes. The intervention entailed using rigorous reading tactics to increase reading comprehension. Following that, all participants took the post-test. These results were examined and compared to the pre-test results.

Table 5. Pre-test and post-test.

Reading comprehension performance results		
	Pre-test	Post-test
Control group	7.63	9.13
Experimental group	7.75	14.25

Note: These results were statistically analyzed through a T-student test.

Table. 6. T-test.

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Pre-test	Equal variances assumed	4.56	0.051	-0.104	14	0.919	-0.125	1.205	-2.71	2.46	
Post-test	Equal variances assumed	6.555	0.023	-2.751	14	0.016	-5.125	1.863	-9.121	-1.129	

According to the data in Table 6, there were no differences between the means of the control and experimental groups. On the contrary, it demonstrates that the two-tailed significance in the post-test was 0.016, which is less than 0.05. As a result, there was a substantial difference in means favoring the experimental group.

Discussion

Based on the findings of the current study, the various variables worked against the students' English learning and reading comprehension. Low motivation, expressed demotivation, and anxiety were discovered in the survey administered to the target demographic. The pre-test results, on the other hand, suggested that children performed poorly on standardized examinations. These findings were consistent with those of Young Park et al. (2019). As Setiyorini et al. (2022), and Canoy and Loquias (2022), illustrate, these facts have prompted reflection, questioning, and rethinking of instructional practices and techniques to meet a high level of reading comprehension.

Consequently, the present study reconsidered the traditional methodological strategies with which reading work was carried out in the English class. Instead, based on the results of the pre-test, it was proposed to implement intensive reading strategies to allow meaningful learning and a feeling of achievement. It motivated the students in the reading experience. Therefore, an attempt was made for students to empower themselves in their process and develop their communicative competence from the reading comprehension of authentic texts in a foreign language within a process of intervention in the classroom as suggested by authors such as Young Park (2020), and (Fauzi, 2018).

The intervention included the use of several rigorous reading tactics. Skimming, scanning (Fauzi, 2018), filling gaps, forecasting, and inferring were among the tactics used. It aided kids in developing conversational actions both during and after reading. Students were driven, and their desire to improve was palpable. As a result, the students improved in the post-test. Their findings were consistent with those of Numan (2019), Turul (2018), and Asrifan et al. (2018). However, the findings contradicted those of Williams and Vaughn (2019), who reported that there was no significant difference between the means of the control and experimental groups, making research difficult.

There were two main limitations. Even though students demonstrated their commitment, they were stressed because of their lack of time. Therefore, it would be better if there were a course devoted to developing students' reading comprehension only. Another limitation was the students' level since the target population was in the fourth level. They needed a lot of support during the intervention process because they read without any purpose. It was extremely challenging since students read mechanically. Nevertheless, this research would be helpful for English teachers since it could be applied to improve students' reading comprehension.

Conclusion

After analyzing the findings, it is concluded that prior to the reading instruction, the pupils demonstrated difficulty, low levels, and nervousness when reading in English. However, when intensive reading tactics were put into practice, the outcomes were positive. This finding supports the primary research goal, which was to investigate the effects of intensive reading tactics on reading comprehension.

To achieve the main objective, students were asked about their perceptions of reading comprehension. They said that they felt demotivated and, that reading was difficult for them; however, they thought that reading comprehension contributes to improving their English language learning. Therefore, intensive reading strategies like skimming, scanning, filling gaps, predicting, and inferring were applied.

Furthermore, the effectiveness of intensive reading strategies was determined following a quasi-experimental study by comparing the means of the control and experimental groups. Initially, the control group received 7,63, whereas the experimental group received 7,75. As a result, there was no statistically significant difference. In contrast, after the intervention, students in the experimental group received 14,25, while students in the control group received 9,13. This difference revealed that using intensive reading tactics was beneficial to both students and teachers.

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