The Extent of Using Intensive Reading Skills by Tenth Grade English Language Teachers in Amman Second Directorate Schools, from Their Point of view

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Abstract:

The goal of the study was to investigate how many English teachers in Amman's Second Directorate of Education practiced intensive reading skills based on their point of views. A descriptive-analytical methodology was used. A questionnaire was prepared the data. To collect Its validity and reliability were assured. All tenth grade English language teachers (101) at Amman Second Directorate of Education Schools for the academic year (2020/2019) were included in the study. There were no statistically significant differences in the application of intensive reading skills by English language teachers due to gender or experience. The researcher made several recommendations in light of the findings, including designing training programs for English teachers that match the criteria for intensive reading comprehension skills.

Keywords: Intensive reading skills; teachers' point of views; English language teachers.

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درجة استخدام معلمي اللغة الإنجليزية للصف العاشر مهارات القراءة المكثفة في مدارس مديرية عمان الثانية من وجهة نظرهم

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ملخص:

هدفت الدراسة إلى التعرف إلى درجة ممارسة مهارات الاستيعاب القرائي المكثف من قبل معلمي اللغة الإنجليزية في مديرية عمان الثانية من وجهة نظرهم. ولتحقيق هدف الدراسة تم استخدام المنهج الوصفي التحليلي وتم إعداد استبانة لجمع البيانات بعد التحقق من صحته وثباتها. تضمن المشاركون في الدراسة جميع معلمي اللغة الإنجليزية للصف العاشر في مديرية التربية والتعليم عمان الثانية للعام الدراسي (2019/2020) وعددهم (101) معلماً ومعلمة. أظهرت نتائج الدراسة أن استخدام معلمي اللغة الإنجليزية لمهارات القراءة المكثفة كان معتدلا. أيضا، أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في استخدام مهارات القراءة المكثفة من قبل معلمي اللغة الإنجليزية يعزى لمتغيري الجنس والخبرة. في ضوء النتائج، أوصى الباحث ببعض التوصيات مثل تصميم برامج تدريبية لمعلمي اللغة الإنجليزية لتشمل الاحتياجات التدريبية المتعلقة بمهارات الاستيعاب القرائي المكثف.

الكلمات المفتاحية: مهارات القراءة المكثفة، تصورات المعلمين، اللغة الإنجليزية.

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1. Introduction

Many students are inexperienced with reading English literature due to the difficulty of reading in a foreign language, this is one of several reasons why students were hesitant to read (Widiawati &Cahyono, 2006). Reading comprehensively requires comprehending and interpreting what is read on the basis of previous knowledge and experiences. As a result, whether or not a learner succeeds in English is determined by his ability to read comprehension (Murphy, 2015).

Several Jordanian students got very little knowledge from what they were in reading English, in step with Al-Zu'bi (2014), as they scan with none specific ways for memorizing new words, obtaining the most concepts, obtaining the which means from context, recognizing and identifying and implementing synchronic linguistics, or reading at the speech level. To assist youngsters, comprehend what they are reading, academics ought to investigate the importance of reading comprehension ways in developing language reading competence, word data, and synchronic linguistics

One of Jordan's English language education challenges has been noted as a lack of English language reading skills (Al-Khatib, 2008). As a result, schools and teachers are concerned that they are on their own in teaching their children the diverse reading abilities required in the twenty-first century (Al-Habahba, Pandian & Mahfoodh, 2016). Because it is difficult for them to understand and retain the material in the reading text, children have poor comprehension abilities and little involvement in the teaching learning process. Students have difficulty responding to the questions when completing the activities in the text since they do not understand the material's theme (Asmawati, 2015).

Reading is a challenging task, and among the tactics used to assist students improve their reading ability is concentrated reading. This method is intended to aid students in some way in improving their reading comprehension skills (Popescu, 2012). As a result, intensive reading can help with comprehension improvement.

As more than just a significant indicator of reading among the other talents, many definitions have evolved. As a result, many experts agree that reading is essential. Reading is the most significant language skill for autonomous learning, according to AlQudah, Al-Khataybeh, and Mohaidat (2002). Reading can help students develop a better comprehension of the language and other subjects. "By reading a lot, readers can increase their English background knowledge and extend their vision, inspire their

concept, construct their values, train their creative performance, and develop their intelligence," according to Al-Drees (2008, p. 18).

Reading comprehension is defined by Mayer (2003, p. 26) as a "method for improving learners' ability to gain knowledge from the text." "Reading comprehension," Millrood continued, " is a visual processing that entails evaluating textual content, processing data, and making decisions, and comparing it to prior experience" (2011, p, 117).

Comprehension is one of the most difficult aspects of learning to read. Students must go beyond analyzing individual words and sentences in order to have a thorough understanding of the topic as a whole. In order to derive meaning from a book, students must engage in an active interaction between their previous knowledge of the situation, the goal of the recommended reading, and the complexity of vocabulary and language used by the writers (Fountas & Pinnell, 2001), because it involves students to participate in a variety of cognitive tasks, procedures, and skills. These talents include the ability to smoothly read words, comprehend language grammar, infer, utilize background information, and maintain working memory when required (Kendeou, McMaster, & Christ, 2016).

Furthermore, based on the definitions, the researcher concluded that reading entails decoding the author's intent in the text. Reading comprehension is also an interactive method in which readers use a number of skills, as well as past knowledge and experience, to engage with the text and arrive at the desired meaning. Furthermore, It is the capacity to recognize what you're reading; it is a communication between the reader, the text, and the surrounding environment.

Students must be able to read and comprehend English in order to succeed in both their academic and personal lives. In students' academic careers, reading comprehension is the foundation for grasping the English topic matter. Reading is an important skill since it provides kids with information, values, skills, enjoyment, and good manners. Because the researcher is interested in how much English teachers practice Intensive Reading comprehension skills, it is important not to dismiss reading skills practice as a teaching technique. Because reading is regarded the mother of all talents, it is a vital learning tool and one of the most important abilities in everyday life. (Ali et al., 2010).

Rabel (2005) claimed that reading boosts a person's creativity. Unlike movies, where the director, writer, and producer make all of the decisions, books allow students to conceive how a character might look or how a tale

might unfold in their thoughts. As a result, reading a book provides an opportunity for a learner to exercise and strengthen their creative abilities.

People must be able to comprehend English in order to be successful in their everyday life. Students, In particular, need English reading comprehension skills in order to get and maintain a positive job and participate fully in other activities. People who do not speak English well may get work, but their income will be significantly lower than that of competent readers (Hoeh, 2015).

According to Hamdan (1991), learning how to read in English as a second language is essential because it teaches students how to obtain information efficiently and provides basic language forms including rhythm, spelling, and pronunciation. Reading introduces students to novel vocabulary, concepts, cultural material, language functions, and expressions, letting them to better comprehend these concepts, material, linguistic functions, and expressions. Reading allows students to develop their English language abilities by supplying them with real situations and an additional listening and speaking tool. It also gives them access to literature, journalism, and culture, as well as the opportunity to polish their core skills.

2. Intensive Reading

Intensive reading is the deliberate activity of reading a text from beginning to end in its entirety. It is a method of reading short texts carefully and with certain goals in mind (Koay, 2015). Extensive reading, according to Wright and Brown (2006), In addition to understanding actual meaning, connotations, and rhetorical relations, it is important to pay close attention to language structures, idiomatic expressions, and other issues facing qualities, and other such things.

Students read a range of texts along the same topic or by the same author during intensive reading, which causes material and grammatical structures to repeat themselves, providing them with numerous opportunities to comprehend the text's semantics (MacLeod, 2013).

Intensive reading exercises include recognizing words that connect one thought to another, analyzing what is suggested versus stated, forming conclusions, examining the sequence of material and how it impacts the message, and selecting terms that signal a change from one part to another (Paran, 2003).

Intensive reading has a number of benefits as well as drawbacks. It serves as a basis for students to gain stronger language control, as well as a check on each student's understanding level (MacLeod, 2013). According to

Arinawati (2012), intensive reading has some drawbacks, including limited actual reading practice due to the small amount of text; students may not be able to read at their own level because everyone in the class is reading the same material; the text was chosen by the teacher, so it may or may not appeal to the reader; and little prospect to learn language patterns.

According to Nuttall (1986), if the educator reads the book aloud before commencing work on it, they have assumed some of the students' obligations given the limited amount of data and the intricacy of the scenario. Others (Gorsuch, 2012; Grabe, 2010; Huang, 2013; Bernhardt, 2010; Abraham, 2002) claimed that some students would fail to explain the text without guidance. Others have suggested that if students are unable to progress, the content may be inappropriate (Attaprechakul, 2013; Popescu, 2012& Alpatkein, 2006).

Reading academic texts is a vital skill that l2 learners must master, that according to Levine, Ferenz, and Revez (2000). Students may lack basic reading abilities would be unable to comprehend, interpret, or apply the text's information in real-life settings. Reading materials are usually preceded by questions in order to increase understanding, and questions are usually the most dynamic component of reading targe.

3. Literature review

There have been several researches that has examined the intensive reading skills and strategy on reading comprehension based on some variables. For example, during the academic year 2017-2018, Khazaal (2019) conducted a study to determine the impact of an intensive reading strategy on English for specific purposes college students' vocabulary development. To accomplish this goal, 40 college students (20 students in the experimental group and the same number in the control group) were randomly selected from the college of political sciences at A-Nahrain University in Iraq. A pre-posttest was administered for both groups, which consisted of 50 items. The control group was treated by the traditional way of teaching vocabulary, while the experimental group was treated by using an intensive reading strategy for about ten weeks. Based on the findings of this research, it was found that the new strategy has a positive impact on students' mastering vocabulary that was proven from the improvement of students' mean score from pretest to posttest.

Also, Hong-Nam and Leavell (2006) investigated the Language learning strategy use of ESL students in an intensive English learning context. The participants of the study were 55 ESL students enrolled in a

college Intensive English Program (IEP). The study found a positive relationship between strategy use and English competence, with students at the intermediate level reporting more use of learning techniques than students at the beginning and advanced levels. The study also found that the students preferred to use metacognitive strategies most, whereas they showed the least use of affective and memory strategies, and females tended to use affective and social strategies more frequently than males.

Salataci and Akyel (2002) carried out a descriptive study to examine the impact of intensive reading teaching on Turkish and English reading. The participants consisted of 8 Turkish students enrolled in a pre-intermediate level class of a one-year intensive English course at a Turkish technical university. Think-aloud protocols, observation, a background questionnaire, a semi-structured interview, and the reading component of the Preliminary English Test were used to collect data (PET). The results indicated that the Intensive Reading strategy had a positive effect on comprehension reading in English.

On the other hand, Miftah (2013) developed the Intensive-Extensive Reading Strategy (IERS) to improve the students' reading comprehension. The participants of the study consisted of 32 students of the second semester of the English Education Study Program of STAIN Palangka Raya in the 2010/2011 academic year. The findings showed that during the implementation of IERS, it was improved the percentage of the students achieving scores greater than or equal to C (60-69) and the percentage of their involvement in the reading activities. Consequently, the implementation of the Intensive-Extensive Reading Strategy can improve the students' reading comprehension, but it should follow the appropriate procedures of the implementation of IERS.

To compare the effectiveness of intensive and extensive reading comprehension strategies, Erfanpour (2013) examined the effect of intensive and extensive reading strategies on EFL learners' reading comprehension. To achieve this goal, 70 EFL male students were selected randomly from two different high schools in Shiraz (the participants were assigned to two equal groups: 35 students in the intensive group and 35 students in an extensive group). For ten weeks, their teacher supported the extensive reading group in becoming acquainted with books other than their textbook. In contrast, the intensive group studied their textbook, plus ten texts. In order to collect the data, both groups took pre and post-reading exams, and the interview was conducted with five students in each group in relation to

the effect of these two strategies on reading comprehension. The extensive group was helped by the findings of the interview and reading exam, which suggested that these two strategies, particularly extensive reading, had a positive influence on the reading comprehension of EFL learners. It also allows the teacher to become familiar with various books other than their textbook for ten weeks.

Also, Bell (2001) carried out a study to compare the effectiveness of Intensive and Extensive reading speed and reading comprehension. The participants consisted of 26 students at the British Council English Language Centre in Sana'a, Yemen; they were divided into two groups (14 received an extensive reading program and 12 received an intensive program). The reading comprehension test results revealed that students in the Extensive Reading group excelled those in the Intensive Reading group.

In light of the previous studies, it can be concluded that the intensive strategy still requires further research, especially in the context of English as a foreign language, and the present study aims to explore the problem more deeply by addressing a number of variables such as the attitudes of learners from reading comprehension, and gender as one of the factors affecting student reading comprehension. These studies helped the researcher determine the value of the study and the purpose for it, as well as design the study's instrument. This study distinguishes from other previous studies that most studies focused on the Intensive, while the current study focused on teacher practice of Intensive Reading Skills.

4. Problem and Questions of the study

The Ministry of Education (MoE) (2006) stated that the primary goal of reading comprehension in the English language is to assist students in reading and comprehending English. Miftah (2013) argued that many English teachers are baffled as to why their students lack the abilities required to grasp English texts. Several factors contributed to these concerns, including teacher's technique, which was more teacher-centered and conventional.

The goal of the analysis is to find out how much intensive reading skills are used by English teachers in the first secondary level by responding to the questions:

1. What are the degrees to which tenth grade English language teachers in Amman's Second Directorate of Education practice intensive reading skills?
2. Are there any statistically significant differences in extent of exercising

intensive reading skills by tenth grade English language instructord of Amman Second Directorate of education, according to their viewpoint, according to gender (male, female)?

3. Are there any statistically significant differences in extent of using intensive reading skills by tenth grade English language teachers in Amman Second Directorate of education, according to their point of view, due to the teachers' experience (less than 10 years/ 10 years and above)?

5. Purpose of the Study

The goal of the study is to investigate how frequently tenth-grade English teachers in Amman's Second Directorate of Education use intensive reading skills.

6. Significance of the Study

This study may potentially benefit English teaching and learning in Jordan by bringing scientific data on how to exercise Intensive Reading comprehension abilities to EFL teachers and curriculum developers.

7. Limitations of the Study

This study was restricted to tenth grade English language teachers from Amman Second Directorate of education in Jordan (2019- 2020).

8. Definition of Terms

- **Reading comprehension:** is "a visual and cognitive process for extracting meaning from writing by examining the written text, digesting information, and connecting it to prior experience," according to Millrood (2011). (2011 p, 117).
- **Intensive reading** is a technique for boosting students' comprehension of a given subject. According to Koay (2015), intensive reading is the process of thoroughly and attentively reading a text from starting to ending. It prioritizes question-and-answer instruction and incorporates presenting explanation and visualization to illustrate word meanings.
- **Tenth grade English Teachers**: teachers from Amman's Second Directorate of Education who teach English to students in the tenth grade for the 2019/2020 academic year.

9. Methodology

The Design of the Study

The author used the descriptive methodology to evaluate the viewpoints of English language teachers on their practices in intensive

reading comprehension skills, as well as to respond the research questions.

Participants of the Study

The research involved both male and female English teachers for tenth grade from the Directorate of Education of Amman Kasbah District for the scholarly year (2019/2020), and a total of (101) teachers (male/ female) were enrolled as shown in Table (1).

Table (1): Distribution of participants on study variables

Gender	Experience		Total
	10 years and less	More than 10 years	
Male	99	90	34
Female	43	93	85
Total	85	38	010

Source: (Statistics of Planning Department Amman Directorate of Education, 2020)

The Instrument of the Study

The researcher designed a questionnaire to help the researchers achieve the study's goal. From their perspective, this instrument measured the extent to which English Teachers at the Directorate of Education of Amman Second Directorate practiced intensive reading skills. The questionnaire's final draft had 18 items, each of which identified one of the reading skills.

Validity of the Questionnaire

To help the researchers attain the study's goal, the researchers designed a questionnaire. This tool, in their opinion, measured the influence to which English Teachers at Amman's Second Directorate of Education practiced Intensive Reading comprehension skills. The final edition of the questions on the survey was 18 items, each of which matched one of the reading skills.

Reliability of the Questionnaire

The reliability of the teachers' questionnaire was validated using Cronbach's alpha. Based on the results of the study, the 'Cronbach Alpha' formula's calculated reliability was (0.88), which is made applicable for responding to the questionnaire.

Variables of the Study

- There are two types of gender: male and female (Male, Female).
- There are two levels of teaching experience: a bachelor's degree and a master's degree. (Less than ten years, more than ten years).

10. Procedures of the Study

- As part of the study's mission, the researcher examined the study problem, questions, variables, and statistical method.

- The questionnaire featured 18 questions that measured reading comprehension skills and was built using educational literature and previous investigations.
- In EFL, the instrument was given before a jury and supervisors, and their number was registered (10).
- The Cropnach-Alpha alpha of internal consistency, which was revealed to be zero, was used to establish the instrument's reliability (0.88).
- The Amman Kasbah Region Directorate of Education sent surveys to English teachers in the 12th grade (101). The section of the questionnaire sections: the first (18) scored reading comprehension capacities, while the second (18) covered personal details.
- Going to collect and typing questions into the computer once subjects have filled them.
- Implementing statistical studies and then showing and debating the results.

11. Statistical Analysis

Methods of quantitative data analysis were applied. The researcher used the Software Sciences pacege(SPSS) to interpret and analyze the data obtained from questionnaires; they extracted the means, standard deviations, and ranks for each item, as well as a t-test. In examining the results; the researcher selected the following criteria to gauge the practice: (1–2.33) is low, 2.34-2.67 is moderate, and 3.68–5 is high.

12. Results of the Study

Results of the first question: "What is the degrees to which eleventh-grade English language teachers in Amman's Second Directorate of Education practice intensive reading skills?"

Table 2 shows the means, standard deviations, and ranks for the degrees of Intensive Reading abilities that English teachers adopt in order to resolve this inquiry (2).

Table 2: Standard deviations, means, and ranks for the using of Intensive Reading skills degrees

Rank	No.	Reading Comprehension Skill	Mean	SD	Degree of using
1	6	I tell my students that they should look up the definitions of new words in context.	4.47	0.81	High
2	4	I tell my students to skim the material to get the gist of what's going on.	3.74	1.10	High
3	3	I tell my students to scan the text for information.	3.45	1.70	moderate

Rank	No.	Reading Comprehension Skill	Mean	SD	Degree of using
4	2	I tell my students to read the material and figure out what each paragraph's major theme is.	3.43	1.28	moderate
5	16	Students are instructed to read the text in order to extract the sequencing events.	3.29	1.23	moderate
6	8	Students are taught to locate and retain information from the text.	3.27	1.41	moderate
7	5	Students are taught to read the text in order to comprehend the author's use of language.	3.21	1.50	moderate
8	1	Students are taught to deduce the author's intent from the text.	3.11	1.46	moderate
9	17	I tell my students that they should apply the material to their own lives.	3.11	1.33	moderate
10	9	I teach students how to tell the difference between fact and opinion in the text.	2.97	1.40	moderate
11	10	Students are taught to develop inferences based on the information provided in the text.	2.73	1.59	moderate
12	12	After finishing the reading text, I instruct students to generalize.	2.42	1.54	moderate
13	18	I teach students to become more conscious of synonyms and antonyms.	2.39	1.02	moderate
14	7	To summarize the material, I teach students to combine ideas.	2.32	1.29	low
15	13	I teach students how to understand and evaluate textual material.	2.15	0.88	low
16	14	Students are taught to infer the motivations of characters and themes.	2.09	1.38	low
17	11	From the book, I teach students to distinguish between cause and effect.	2.02	0.96	low
18	15	I tell my students to read the material and make predictions about what will happen next.	1.84	1.53	low
		Total	2.89	1.48	moderate

According to the statistics, the total degree of using intensive reading skills among eleventh-grade English teachers was medium, according to the Amman Second Directorate of Education. As shown in Table (2), the mean for overall degree of learning Intensive Reading abilities was (2.89), with a standard deviation of (2.89). (2). (1.48). With mean scores of (4.47) and (3.74), and standard deviations of (0.81) and (1.10), in both, only two Intensive Reading skills, understanding meanings of new words in contexts and skimming the text to get the core idea, display high levels of practice.

Table (2) also illustrates that five Intensive Reading skills possess low levels of practice: (1) combining ideas to summarize the text (2.32) and a standard deviation of (1.29); (2) defining and evaluating information from the text (2.15) and a standard deviation of (0.88); (3) inferring motives of characters and themes (2.09) and a standard deviation of (1.38); and (4) distinguishing cause and effect from the text (2.09) and a standard deviation of (1.38).

The total degree of using intensive reading skills was moderate, two skills have high degrees, eleven skills have moderate degrees, and five skills have low degrees in filling the questionnaire, according to English teachers' views in the Directorate of Education of Amman Kasbah District.

Results related to the second question: Are there any statistically significant differences in extent of exercising Intensive Reading skills by tenth grade English language instructors in the Directorate of Education of Amman Second Directorate, according to their perspective, according to gender (male, female)?

To clear this up, an independent t-test was utilized to check the mean difference in degrees of using Intensive Reading abilities between the two gender groups. Table (2) shows the means and standard deviations for the two gender groups based on how much they perform their Intensive Reading skills. The male group had a mean of (2.81) and a standard deviation of (1.56), whilst the female group had a mean of (2.95) and a standard deviation of (1.56).

Table (3): t-test between the Males and Females on their degrees of using Intensive Reading skills

Group	N	Mean	SD	t	Sig.
Male	43	2.81	1.56	0.050	0.296
Female	58	2.95	1.41		

*P< .05

Table (3) also shows that the independent t-test stipulated that there were no proportionally substantial variations means of the gender groups in using the Intensive Reading skills degrees (t =0.050; Sig. = 0.296), asserting that the two groups were similar in using the Intensive Reading skills from the teachers' viewpoint.

The study revealed that there were no significant disconnects among male and female English teachers teaching tenth grade in the Directorate of Education of Amman Second Directorate as a result of asking that question.

Results related to the third question: Are there any statistically significant differences in extent of using intensive reading skills by tenth

grade English language teachers in the Directorate of Education of Amman Second Directorate, according to their point of view, due to the teachers' experience (less than 10 years/ 10 years and above)?

An independent t-test was employed to test the difference between the means in rates of using Intensive Reading abilities between the two groups in order to answer this question (ten years or less, more than ten years). Table 1 summarizes the means and standard deviations for the two groups' degrees of developing Intensive Reading abilities, as reported by the teachers (3). Instructors with less than ten years of experience had a mean of (3.08) and a standard deviation of (1.53), whereas teachers with more than ten years of experience had a mean of (3.53) and a standard deviation of (1.53).

Table 4: t-test between the (ten years or less) and (more than ten years) experienced teachers' groups on their degrees of using Intensive Reading skills

Group	N	Mean	SD	t	Sig.
10 years or less	56	3.08	1.53	0.63	0.295
more than 10 years	45	3.53	1.38		

*P< .05

Table (4) also suggests that t-value test's (t =0.63; Sig. = 0.295) denotes that there were no significant difference in the degrees of exercising Intensive Reading skills between the (ten years or less) and (more than ten years) experienced teachers' groups, indicating that the two groups were equal in their practice of the skills.

As a result of the teachers' experiences, the analysis showed that there were no significant differences in their points of view among English teachers teaching tenth grade students in Amman's Second Directorate of Education (ten years or less, more than ten years).

13. Discussion of the Results

The overall degree of using intensive reading skills among English language teachers in the Directorate of Education of Amman Kasbah Area was moderate, according to the analyses of this study's data methods, with two skills getting great degrees, eleven skills having moderate degrees, and five skills having little degrees.

This could be due to the fact that there were other intensive reading training programs available, the teacher's guide's instructions are confused, and supervision visits are scarce. As a result, instructors are just being totally focused on these abilities. According to researcher, teachers' beliefs about intensive reading are moderate because they do not see it as essential after the great legacy that teaching style has left in government schools,

given the time it takes to restore concepts and standards in order to increase the number of students in the classroom, the burden of weekly lessons for teachers, educational homework, and other connected daily duties.

As a result of these issues, there were no significant differences between the two sexes of English teachers, nor were there any significantly difference between English teachers based on their experience (ten years or less, more than ten years).

This is due to the fact that all teachers, males and females, follow the same Ministry of Education guidelines because they all sat through another training program, which supports to gender-neutral uniformity in their tasks, according to the researcher. This could be due to the fact that the one of the resemblances of the educational guidance conditions, which will reveal on their results, is that the situations that may affect determining the gender and experience orientation toward the practice of reading skills, lowering the risk of statistically significant differences emerging.

The study also contends that the uniformity of teacher preparation settings during service explains this effect. Teachers are normally performed in the same competencies and training programs that the Ministry of Education has standardized, and researchers have found that teachers' point of views of profit from programs are equal because they all relate the material to enhance employees' performance through reading skills practices, activate their participation in the learning and teaching process, and teachers hold to what is being guided as part of the training.

14. Study Recommendations

In light of the results of a study, the following methods have been discussed:

- Focus on training for English language teachers at all levels in government schools, namely Intensive Reading skills training, during the service.
- Preparing courses for pre-service teachers on intensive reading abilities
- Organizing specialist courses and workshops on Intensive Reading skills and how to use them in the field for the Ministry, educational departments, and educational supervision departments.
- Supervision methods are used by educational supervisors to elevate the levels of English teachers and encourage them to use a combination of Intensive Reading skills.

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