

## Developing intensive reading for ESP students

Nafosat ZAYNITDINOVA<sup>1</sup>

University of Management and Future Technologies

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### ABSTRACT

This article addresses effective techniques to enhance reading comprehension through natural exposure for ESP students. The main objective of this research is to highlight the importance of reading skills in professional development within communicative teaching methods. This can be achieved through explicit systematic instructions of reading skills so that to facilitate students' reading comprehension by applying their reading ability in their academic success. Drawing on insights from established literature, the article highlights the importance of collaborative learning, communicative language teaching (CLT), and motivation in fostering engagement and proficiency. The study also examines practical techniques, such as the "Jigsaw" activity, that encourage vocabulary expansion, critical thinking, and active participation.

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## Nofilologik yo'nalishdagi talabalar uchun intensiv o'qishni rivojlantirish

### ANNOTATSIYA

#### Kalit so'zlar:

Intensiv o'qish,  
ESP talabalar,  
o'qishning samarali usullari,  
lug'at,  
til tuzilishi,  
"Jigsaw" o'qish,  
hamkorlikda ishlash,  
tanqidiy fikrlash.

Ushbu maqola NFO' talabalar uchun tabiiy ta'sir qilish orqali o'qishni tushunishni kuchaytirishning samarali usullarini ko'rib chiqadi. Ushbu tadqiqotning asosiy maqsadi kommunikativ o'qitish usullari doirasida o'qish ko'nikmalarining kasbiy rivojlanishdagi ahamiyatini ta'kidlashdir. Bunga talabalarning o'qish qobiliyatini akademik muvaffaqiyatlarida qo'llash orqali o'qishni tushunishni osonlashtirish uchun o'qish qobiliyatlari bo'yicha aniq tizimli ko'rsatmalar orqali erishish mumkin. O'rnatilgan adabiyotlardan olingan ma'lumotlarga asoslanib, maqola hamkorlikda o'rganish, kommunikativ tilni o'rgatish

<sup>1</sup> Teacher, Department of Philology, University of Management and Future Technologies.  
E-mail: [nafosatxonzaynitdinova@gmail.com](mailto:nafosatxonzaynitdinova@gmail.com)

(CLT) va qiziqish va malakani oshirishda motivatsiya muhimligini ta'kidlaydi. Tadqiqotda so'z boyligini kengaytirish, tanqidiy fikrlash va faol ishtirok etishni rag'batlantiradigan "Jigsaw" faoliyati kabi amaliy usullar ham ko'rib chiqiladi.

## Развитие навыков интенсивного чтения для студентов нефилологических специальностей

### АННОТАЦИЯ

#### Ключевые слова:

интенсивное чтение,  
студенты ESP,  
эффективные методы  
чтения,  
словарный запас,  
языковая структура,  
чтение по принципу  
«Jigsaw»,  
совместная работа,  
критическое мышление.

Данная статья рассматривает эффективные способы улучшения понимания прочитанного посредством естественного воздействия для студентов ESP. Основная цель этого исследования – подчеркнуть важность навыков чтения в профессиональном развитии в рамках коммуникативных методов обучения. Этого можно достичь с помощью четких систематических инструкций по навыкам чтения, чтобы облегчить понимание прочитанного путем применения студентами своих навыков чтения в академических достижениях. Опираясь на информацию из установленной литературы, статья подчеркивает важность совместного обучения, коммуникативного метода обучения языку (CLT) и мотивации в повышении интереса и навыков. В исследовании также рассматриваются практические методы, такие как метод "Jigsaw," который способствует расширению словарного запаса, развитию критического мышления и активному участию.

### INTRODUCTION

Learning a foreign language involves developing linguistic skills so that students can master the language proficiency for their academic success. With the growth of the English language all over the world we can see its impact on every field of our daily life. Considering the study of English internationally, the process of developing reading comprehension is one of the essential skills for any language learner.

Reading is considered a source of information as well as a means of consolidating and bringing language acquisition for every learner. While developing reading comprehension teachers mainly should focus on constant practice which enables the students to comprehend the content of a text. Through continuous practice students develop using effective strategies to comprehend the main ideas and the specific information as well as grasp the grammar structure with the vocabulary of the text. As Zahra Bakhtiari et.al [9] state that constructing meaning by analyzing the information, evaluating the sources and finding interconnections with students' background knowledge as well as reflecting on the data develops a thorough comprehension of a text for the readers.

Moreover, Rumptz [as cited in Meikardo, 15] explains this in his words "Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words".

In general, the significance of reading supports students to be engaging and turn to a more analytical and comprehensive view from a traditional teacher-centered view. This process involves both teachers and students to work collaboratively to make the reading stage something meaningful to their lives. This study focuses on the improvement of intensive reading with students who lack using reading strategies in the English courses. These English courses mostly follow grammar and the main skills as reading, writing, listening and speaking need to be developed significantly.

### **LITERATURE REVIEW**

Samatova B [16] demonstrates that three basic factors that effect ESP students' language acquisition:

- 1 Providing educational resources relevant and interesting to students
- 2 Teachers' techniques of conducting the lesson
- 3 Presenting different types of control works based on method and skill

As Samatova B [16] indicates that implementing principles and methods of increasing students' motivations towards to foreign language acquisition in teaching process is in need. This study indicates to establish teaching language skills as it should foster students be more autonomous and independent learners. Meanwhile, teachers are supposed to conduct their lessons going beyond the traditional way of teaching with grammar-based approach to a more analytical view of language teaching. Kasimova D.X. [10] states that critical thinking abilities depend on content of a lesson and connecting it to professional orientation using various tools and strategies.

According to Dzurriyyatun Ni'mah & Fitri Awaliyatush Sholihah [6] intensive reading is focused on improving reading skill, text comprehension, and reading speed of the students. The process of intensive reading is considered the most essential skill in learning English. This is the case where students must read and understand the texts given by the teachers. In addition, intensive reading provides students to understand the lexical meaning of vocabularies and the language structure of the text. This approach focuses on grammatical forms, discourse markers, and other surface structure details emphasizing students' understanding literal meaning of the passage. In this stage learners can develop their text comprehension as well as their language skills and literacy. In intensive reading class students are considered to acquire more knowledge and develop reading habits as they are mainly focused on reading intensively with paying attention to the vocabulary, reading skills and strategies.

The process of reading is mainly considered as entirely and essentially reading for particular information. Students' activity of reading is related to a high degree of comprehension and retention over a long period of time. This is the stage of reading in depth as well as comprehending the given passage properly. Meikardo [15] states that "Intensive reading aims to make students understanding the content of the text effectively, to get the successfulness in reading comprehension by the accurate argumentation and to increase and to improve the students' vocabulary".

Hedge [8] explains that particular reading component of an English language acquisition may include a set of learning goals for

- ✓ the ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom
- ✓ building a knowledge of language which will facilitate reading ability
- ✓ building schematic knowledge

- ✓ the ability to adapt the reading style according to reading purpose (i.e., skimming, scanning)
- ✓ developing an awareness of structure of written texts in English
- ✓ taking a critical stance to the contents of the texts

“Reading is considered as a selective activity based on an imprecise hypothesis driven process ... [in which] .... the reader contributed more than did the visual symbols on the page” [7] Grabe classifies the cognitive contributions of the reader into (a) lower-level processing, which is associated with identification skills; and (b) higher-level interpretation, which involves reasoning and comprehension skills.

Students who face difficulties in comprehending the content in reading lack having a wide range of vocabulary skills. ESP students learn specific technical vocabulary for their further career. This demands ESP students to understand various textbook reading tasks including diverse concepts with its terminology. Moreover, adequate competence in reading academic texts enables students to gain a wide range of knowledge as well as to possess their position in the competitive job market through communicating properly in social and professional fields. “One significant way to enhance students’ reading comprehension skills is to exposure reading strategies by implementing interesting techniques in order to avoid boredom.” [13] Applying effective reading techniques is the key to provide students with useful understanding and insights about the nature of reading comprehension. Ornprapat [13] states that students will involve principally two main strategies: cognitive and metacognitive strategies to comprehend the text better.

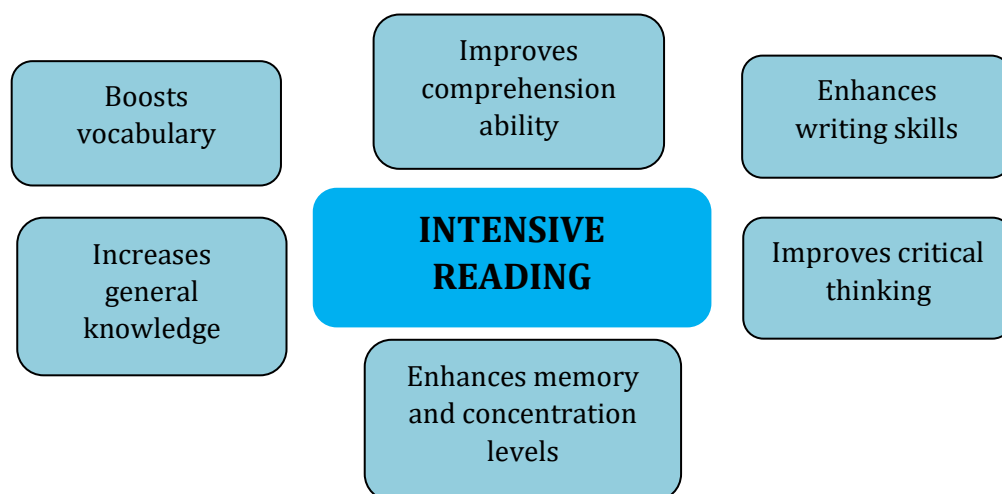
While learning reading most learners have difficulties coming across unfamiliar words or understanding the context appropriately. However, using the words inappropriately the meaning of the sentences may affect to the meaning as well. Reading strategies are considered the techniques that students employ to accomplish their reading objectives, such as highlighting unknown words. Evidently, when using these tactics learners, certainly, gain in reading comprehension, however skilled readers utilize frequently different reading tactics, such as underlining, scanning and skimming, critical reading and problem-solving. The main goal of ESP reading comprehension is to develop the reader’s cognitive skills too. While reading they come across several independent words and comprehend how these words are formed in context [4].

## **METHODS AND DISCUSSIONS**

Reading comprehension in L2 language proficiency is achieved through two hypotheses: the Linguistic Threshold Hypothesis (LTH) and the linguistic Interdependence Hypothesis (LIH) [1] This study demonstrates that reading comprehension in L2 is related to L2 proficiency. Meanwhile, L2 proficiency development depends on applying L1 reading techniques as well. Taking into account reading is linked to other language skills, this process fosters students interacting with each other. Students can develop their vocabulary and grammar exposing themselves to a variety of readings. Thus, teachers who are responsible for teaching language effectively make use of a range of teaching approaches so that to enable students be confident and independent readers.

Cardinas & Andres [3] state that teachers’ aim is providing students with more input, making activities in which they activate their previous knowledge, and bridge the gaps between their reading comprehension and their previous experiences. “Intensive reading approach and comprehension strategies have a positive effect on the students’ performance regarding making predictions, summarizing, checking for vocabulary, and

contextualizing unknown words” [3] Paran asserts that teachers can make use of intensive reading to maximize students’ learning process going through the three phases of the reading process: pre-, while, and post-reading [14]. These stages of reading attribute for active participation and foster students think analytically. Intensive reading features are illustrated in Figure 1.



**Figure 1. The Intensive reading**

Conducting the lesson following comprehensive strategies in teaching intensive reading creates a positive atmosphere in class as well as developing understanding variety texts that gives a sense of achievement for ESP students.

Patel and Jain [as cited in Meikardo, 15] highlight that there are few characteristics of intensive reading are as follows:

1. This reading helps learner to develop active vocabulary.
2. Teacher plays main role in this reading.
3. Linguistics items are developed.
4. This reading aims at active use of language

Patel and Jain also mention that intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms [15]

According to Mart intensive reading focuses on accuracy rather than fluency by emphasizing detailed study of vocabulary and grammar. As through detailed analysis of the reading materials in intensive reading allow learners to master the language effectively [12].

The “Jigsaw” reading activity is aimed to develop students reading skills, as well as teaching them the target vocabulary. Teachers may modify this activity according to students’ levels too, by choosing the topic or vocabulary for certain skills. In this process learners monitor or operate their reading skills, such as readers try to guess what may happen in the next of the text. In the pre-teaching step teachers introduce the new vocabulary, however introducing vocabulary does not provide the perfect vocabulary acquisition, because presenting is not just enough for learners without production. In the while stage, putting the article into correct order not to develop critical reading skills, but also contributes learners prediction skills in order to better understand the context. The post- stage also addresses the vocabulary by finding synonyms. Learning the words with



the help of the words improves how to link the words together and expand the vocabulary range twice, three or four times, furthermore, it depends on how the words are related to each other according to their meaning. Additionally, working in groups enhances students' collaboration and exchange of ideas. Sometimes it takes more time for the activities which students do individually because every learner has own speed of performing any skills, in such cases, group working is the best option to manage the time efficiently and put the student into situations that help them to communicate in the target language explicitly. Larsen- Freeman claims that in cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively [11]. This method of teaching reading encourages students think in terms of "positive interdependence" and creates friendly atmosphere rather than working competitively. While learning cooperatively students interact with each to acquire the target language sharing useful information with each other. This is the stage where students with different cognitive and learning styles learn better from each other in collaborative environment.

### CONCLUSION

Enhancing reading comprehension in ESP students through natural exposure is a multifaceted process that integrates systematic instruction, student engagement, and a balance between fluency and accuracy activities. By focusing on effective strategies, such as intensive reading and communicative language teaching methods, educators can foster students' reading proficiency and overall language competence.

Key techniques like the "jigsaw" activity, vocabulary expansion strategies, and collaborative learning environments enable learners to interact meaningfully with texts, promoting critical thinking and comprehension. Moreover, maintaining student motivation and tailoring reading tasks to individual needs, cultural contexts, and interests play a pivotal role in achieving success. Ultimately, the findings reinforce that a student-centered approach, supported by communicative and interactive methodologies, is essential for improving reading comprehension. This not only enhances academic performance but also equips learners with the cognitive skills and confidence needed for professional and personal growth in a globalized world.

These methods align with a student-centered approach, emphasizing fluency and comprehension over grammatical accuracy. By incorporating meaningful, context-driven tasks tailored to learners' needs and cultural backgrounds, educators can create effective and dynamic reading environments. The findings underscore that a balanced focus on fluency and accuracy, coupled with interactive and collaborative methods, is essential to developing ESP students' reading proficiency, preparing them for academic and professional success in a global context.

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