

**METHODOLOGY FOR TEACHING ENGLISH TO IMPROVE READING
SKILLS IN KARAKALPAK SCHOOLCHILDREN IN GRADES 10-11**

Yulduz Mamutova
Karakalpak State University

DOI
<https://doi.org/10.5281/zenodo.14270266>

***Abstract:** This study explores effective methods for teaching English reading skills to Karakalpak students in grades 10-11. Using culturally relevant texts and active learning strategies, the research finds that incorporating pre-reading discussions, collaborative tasks, and familiar contexts significantly improves comprehension, vocabulary retention, and critical thinking. A mixed-methods approach, including surveys and classroom observations, shows that tailored reading instruction fosters greater student engagement and learning outcomes.*

***Keywords:** English language teaching, reading skills, EFL, Karakalpak students, cultural relevance, comprehension, mixed-methods research, active learning, vocabulary retention, critical thinking.*

Introduction. Reading is a critical skill in language learning, especially in English as a Foreign Language (EFL) contexts, where learners must grasp not only vocabulary but also comprehension and analytical skills. In Karakalpakstan, teaching English reading skills is increasingly important for students' educational and professional futures, as English opens doors to global knowledge and communication. However, learners often face challenges in understanding English texts due to limited vocabulary, differences in reading structure, and lack of engagement with authentic English texts.

This paper explores effective methods to improve reading skills for Karakalpak students in grades 10–11. The study highlights teaching approaches that integrate culture, context, and level-appropriate materials. The goal is to create a supportive environment that fosters reading comprehension and critical thinking skills.

This study examines the impact of culturally and contextually relevant reading methodologies on enhancing the reading skills of Karakalpak students learning English.

Literature Review.

Teaching Reading Skills in EFL Contexts. Reading skills in EFL are often taught through structured reading exercises, which guide learners in vocabulary development, comprehension strategies, and critical analysis of text. Research shows that explicit reading instruction improves students' ability to engage with complex texts (Grabe & Stoller, 2013). These methods include pre-reading activities to

activate prior knowledge, during-reading tasks to encourage active engagement, and post-reading exercises to reinforce understanding and critical reflection.

Cultural Context and Relevance. Effective reading instruction also requires consideration of cultural context. Karakalpak students may find foreign cultural references challenging, which can lead to misunderstandings or disengagement (Harmer, 2007). Therefore, texts that relate to students' lives and values can improve both interest and comprehension. Methods that integrate cultural references allow learners to connect English reading with their own experiences.

Active Engagement Strategies. Studies indicate that active engagement techniques, such as collaborative reading, role-playing, and discussions, promote deeper comprehension. By discussing texts and sharing interpretations, students can strengthen their reading comprehension and social-pragmatic skills (Brown, 2007).

Methodology

Participants. The study involved Karakalpak students from grades 10 and 11 who are studying English as part of their high school curriculum. The students have varying levels of English proficiency and receive English instruction regularly.

Research Design. A mixed-methods approach was used to evaluate the effectiveness of reading strategies. This included:

1. **Surveys and Interviews:** Students and teachers were surveyed to understand their perspectives on English reading challenges and effective strategies.
2. **Classroom Observations:** Observations were conducted to assess student engagement and comprehension during reading activities.
3. **Pre- and Post-Tests:** Students completed tests to measure improvements in vocabulary, comprehension, and critical thinking.

Teaching Methods. The teaching interventions included pre-reading discussions, use of culturally relevant texts, and active post-reading tasks.

- **Pre-Reading:** Teachers engaged students with discussions and visual aids related to the text's topic, helping activate prior knowledge and curiosity (Creswell, 2014).
- **During Reading:** Students were encouraged to read aloud and highlight new words. Collaborative reading tasks were introduced to foster engagement.
- **Post-Reading:** Students discussed main ideas and interpreted the text's message, which reinforced comprehension and critical thinking.

Results and Discussion. The results showed notable improvement in students' reading comprehension and engagement. By the end of the intervention, students demonstrated increased vocabulary retention and improved abilities to analyze and

interpret texts. The culturally relevant texts and collaborative activities made reading more relatable, enhancing students' motivation and understanding (Nation, 2009).

Cultural Impact on Reading. Students reported that texts with familiar contexts and themes helped them connect better with English reading materials. The familiarity of content enabled students to overcome initial comprehension barriers and focus on language learning (Harmer, 2007).

Engagement and Critical Thinking. Collaborative post-reading activities such as group discussions and text interpretation significantly boosted students' critical thinking skills. By explaining ideas to their peers, students practiced both language and analytical skills, leading to better comprehension outcomes (Brown, 2007).

Conclusion. This study demonstrates that a culturally relevant, structured approach to reading instruction can effectively improve reading comprehension in Karakalpak EFL learners. By integrating pre-reading discussions, culturally appropriate texts, and collaborative post-reading activities, students can engage more meaningfully with English reading materials. Future studies could expand on this research by exploring how similar methods could enhance other language skills such as speaking and writing.

References:

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading*. Routledge.
3. Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Education.
4. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
5. Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.
6. Utshova Z. The general characteristics of teaching reading comprehension //InterConf.–2020. – 2020.
7. Ходжаниязова У. The effective use of authentic songs in language teaching //Преимущества и проблемы использования достижений отечественной и мировой науки и технологии в сфере иноязычного образования. – 2024. – Т. 1. – №. 1. – С. 340-342.