

**INTEGRATION OF READING INSTRUCTION MODELS AND METHODS IN  
FOREIGN LANGUAGE TEACHING INTO A SYSTEM FOR IMPROVING  
EFFECTIVENESS*****Ozodova Mukaddas****Tashkent State Pedagogical University*  
[muqaddasozodova0@gmail.com](mailto:muqaddasozodova0@gmail.com)

**Abstract:** This article examines existing models and methods of teaching foreign language reading at the higher education level, provides a comparative analysis, and proposes an integrated three-phase model based on the combination of cognitive, communicative, and interactive approaches. The research is grounded in the study of both domestic and international theoretical sources, as well as an empirical analysis of the effectiveness of various methodologies. The study offers recommendations for implementing new strategies aimed at developing critical thinking, flexibility in information processing, and the automation of reading skills.

**Keywords:** reading instruction, integrated model, cognitive approach, communicative approach, critical thinking, reading strategies, CLIL (Content and Language Integrated Learning), skimming, scanning, authentic texts, teaching practicum, digital learning technologies, reflection, translation-reading method, educational platforms.

**Introduction**

Current trends in foreign language teaching require students not only to possess basic skills in understanding written texts but also the ability to analyze, interpret, and critically evaluate them. In the context of globalization and the strengthening of cross-cultural communication, the ability to work effectively with texts in foreign languages has become a crucial skill for professionals in various fields. However, traditional reading instruction methods in higher education are often focused on the linear acquisition of texts and fail to consider cognitive processes that significantly influence comprehension and interpretation. This can lead to problems for students when encountering complex academic and professional texts, which in turn decreases their motivation to study the language.

Research shows that existing foreign language reading instruction models are often applied in a fragmented manner and do not form a cohesive system. These approaches do not always meet modern educational standards and are not capable of effectively preparing students for the diversity of texts they encounter during their studies and professional careers. Moreover, traditional methods often fail to develop critical thinking and analytical skills, which are necessary for in-depth text comprehension.

Therefore, there is a need to integrate various approaches and models of reading instruction into a unified concept that will promote the development of comprehensive reading skills in students. This study aims to review and summarize existing approaches to foreign language reading instruction, identify their shortcomings, and explore possibilities for improvement. The main focus will be on the development of an integrated three-phase model that combines the best elements from various methods and ensures deeper student engagement in the reading process.

The connection to previous work lies in the fact that much of the research in this field focuses on individual aspects of reading instruction, such as vocabulary development, the use of different types of texts, or methods for assessing comprehension levels. However, these approaches are often not considered in the context of a comprehensive approach that links both theoretical and practical aspects of reading. The novelty of this study lies in the proposal of an integrated model that takes into account cognitive, psycholinguistic, and pedagogical aspects of the reading process.

The aim of the study is to explore, summarize, and systematize existing models and methods of foreign language reading instruction, as well as to develop an integrated three-phase model that will enhance reading effectiveness and foster critical thinking in students.

### **Research Methodology**

To achieve the objectives of this study, various methods were employed to better understand existing approaches to foreign language reading instruction and propose effective ways to integrate them.

#### **1. Analysis of Theoretical Sources**

One of the key methods used in the study was the analysis of theoretical sources, including works by domestic and international experts in foreign language teaching methodology, cognitive psychology, and pedagogy. This analysis allowed us to identify key trends in reading instruction approaches and assess how different theories and practices could be applied to foreign language teaching. We examined works by authors such as J. Rosenblatt, who proposed the concept of "critical reading," and domestic researchers such as S.L. Rubinstein, who studied cognitive processes related to text perception and understanding. This approach helped us form a deeper understanding of how students' skills in perceiving and interpreting texts develop, as well as how to best adapt existing methods to meet the needs of students from various age groups.

#### **2. Comparative Study**

A significant part of the study involved a comparative analysis of domestic and international approaches to teaching reading. We compared the methods used in Russian and foreign practices, which allowed us to identify significant differences and similarities. In Russian and Uzbek educational practices, the emphasis is often placed on traditional "reading with translation," where the main focus is on analyzing grammatical structures, requiring in-depth work with the language features of the text. In contrast, in foreign countries, methods like active reading, which incorporate new technologies such as online platforms and interactive materials, are becoming increasingly popular. In Europe and the U.S., much attention is paid to developing critical thinking through text analysis and interaction. This approach not only helps students better understand the content but also helps them develop skills for critically evaluating information.

#### **3. Survey**

In order to gather empirical data, a survey was conducted among 50 participants, including 30 students and 20 foreign language teachers. The survey aimed to assess participants' attitudes towards current teaching methods and their satisfaction with the reading process. The data collection period lasted 4 weeks, during which participants responded to questions regarding their experiences with traditional versus innovative teaching methods. The questions focused on their perceptions of the effectiveness of current methods, challenges faced in integrating innovative approaches, and their opinions on how digital platforms could improve reading instruction. Among the key questions asked were:

- How satisfied are you with the current reading methods?
- Do you think digital platforms and new technologies could improve the reading process?
- What challenges do you face when using traditional or innovative reading methods?
- How would you rate the effectiveness of reading methods in improving comprehension?

The data collected revealed that students found traditional methods ineffective in promoting active engagement with the text, often requiring significant effort for translation and vocabulary memorization. Teachers, on the other hand, noted difficulties in integrating more innovative methods, such as the use of digital platforms, due to limited time and resources. This feedback formed the foundation for proposing improvements to the existing methods and adapting new approaches to the educational process.

#### 4. **Analysis of Educational Programs**

In addition to analyzing theoretical sources and practices, we conducted a study of educational programs from various universities focused on teaching reading. This helped us identify methods actively used in different educational institutions. For example, some universities in the U.S. widely employ methods based on integrating various types of speech activities, including reading, discussions, and written assignments. In Europe, more attention is being given to the use of authentic materials, such as articles, interviews, and videos, which expose students to texts closer to real-life situations. These findings were useful in developing our integrated three-phase reading instruction model, which considers the experience of international educational systems and adapts it to domestic education.

### **Results of the Research**

The practical part of the study was conducted as part of pedagogical practice at School No. 168 in the Chilonzar district, where the integrated three-phase reading instruction model was implemented. The study involved 50 participants, including 30 students from grades 6–9 and 20 foreign language teachers. The research was carried out over a 4-week period, and the data collected from the surveys and observations were analyzed to assess the effectiveness of the new model.

At the first stage, a preliminary diagnostic assessment was conducted to determine the baseline reading skills of the students. The results of the testing and surveys revealed that most students faced difficulties in fully comprehending texts; they primarily focused on translating individual words, rather than grasping the overall meaning of the text. Only a few students demonstrated the use of more advanced strategies, such as predicting content, analyzing the structure of the text, or identifying key ideas. Teachers confirmed that the dominant method used in the classroom was the traditional "reading with translation," and interactive approaches that promote critical thinking were rarely implemented.

At the next stage, the three-phase model was applied during English language lessons. Each lesson followed a structured approach: activation of background knowledge, discussion of the topic, prediction based on the title and illustrations, setting reading goals, followed by text analysis, working with key phrases, new vocabulary, and grammar. The final phase of each lesson involved discussion, mini-projects, and reflection. Students shared their understanding of the text, expressed opinions, and applied the learned material in practice, such as through essays or oral presentations.

Positive changes were observed after the first few lessons. Students became more actively involved in the pre-reading activities, making predictions and drawing conclusions about the content. Even previously passive students began to ask questions and share their views. A follow-up test after the full implementation of the model showed that approximately 80% of the students improved their comprehension, learned to work with the structure of the text, analyzed content, and expressed their opinions. This was a significant improvement compared to the parallel group, where the traditional approach was used. In the traditional group, only a third of the students showed improvement, and the improvements were mainly limited to memorizing new words.

The subjective perceptions of students also shifted. According to survey results, students found reading more engaging, as they recognized that a text is not merely a set of words to translate but a source of information and a medium for communication. Students particularly appreciated the pair work, interactive tasks, and the opportunity to express their opinions. Teachers noted that students' interest in English lessons increased, their motivation grew, and they became more confident in reading. One teacher mentioned, "Finally, we began discussing the ideas behind the text, not just its grammar." The school administration also evaluated the results positively, acknowledging that the new approach made lessons more modern and focused on understanding rather than mere memorization. They expressed interest in recommending the model for implementation in other classes.

Thus, the implementation of the three-phase model was highly effective. It not only improved reading skills but also enhanced overall cognitive activity, motivating students to engage with texts in a deeper, more meaningful way. The data obtained suggested that traditional approaches need to be reconsidered, and more flexible, insightful reading instruction strategies should be adopted for foreign language teaching.

### Tables and Figures

**Table 1: Preliminary Diagnostics Results (Initial Test)**

This table presents the results of the initial test, focusing on the students' reading comprehension and their approach to understanding texts.

Student Group	Understanding of Text	Focus on Translation	Use of Prediction Strategy	Percentage Improvement
Group (Initial)	A 35%	60%	10%	N/A
Group (Traditional)	B 40%	55%	15%	N/A

**Figure 1: Student Engagement During Pre-Reading Activities**

This graph illustrates the increase in student engagement during pre-reading activities after the implementation of the integrated model.

**Table 2: Post-Implementation Test Results**

This table shows the results of the follow-up testing conducted after the full implementation of the three-phase model.

Student Group	Comprehension Score	Engagement Discussion	Use of Critical Thinking	Percentage Improvement
Group A (Post)	80%	70%	60%	+45%

Student Group	Comprehension Score	Engagement Discussion	in Use of Critical Thinking	Percentage Improvement
Group B (Traditional)	55%	40%	20%	+15%

**Survey Participants:**

A total of 50 participants took part in the surveys: 30 students and 20 teachers. The survey collected feedback on their experiences with traditional versus innovative teaching methods, their satisfaction with current methods, and their perceptions of the effectiveness of digital platforms in enhancing reading instruction.

**Analysis**

The data collected during the study provided valuable insights into the effectiveness of the integrated three-phase reading instruction model, compared to traditional methods. The survey and testing results indicate significant shifts in students' reading comprehension and engagement over the course of the study.

The initial diagnostic test and survey data revealed that most students (over 60%) struggled with understanding the text's meaning, focusing primarily on translating individual words rather than comprehending the overall context. This behavior was consistent with the traditional "reading with translation" method that was predominantly used in the school. Only a small percentage of students applied more advanced reading strategies like predicting content, analyzing the structure, or identifying key ideas. Teachers also reported that traditional methods limited students' ability to engage critically with the text.

After implementing the integrated three-phase model, where pre-reading activities such as predicting, activating background knowledge, and setting reading goals were introduced, students showed a significant improvement. By the end of the cycle, approximately 80% of students in the experimental group demonstrated better text comprehension and could analyze its structure. This contrasts sharply with the control group, where only a third of the students showed any improvement, and those who did primarily improved in vocabulary retention rather than comprehension.

Notably, the post-implementation surveys indicated that students found the new approach more engaging. Many reported that the interactive elements, such as working in pairs and discussing the text, helped them better understand the material. The positive feedback from students was also reflected in teacher observations, with instructors noting a greater level of confidence and motivation among the students. Teachers emphasized that students became more interested in the ideas presented in the text, rather than focusing solely on its grammatical components.

The results of the survey also showed that students appreciated the opportunity to express their opinions about the text, something they had not felt comfortable doing with traditional methods. This was confirmed by the teachers, who highlighted that the model fostered more active participation and critical thinking in class discussions.

The statistical comparison of the two groups (experimental vs. control) revealed that the students who were taught using the integrated three-phase model outperformed those in the traditional method group in terms of both reading comprehension and cognitive engagement. These findings suggest that the three-phase model provides an effective alternative to traditional reading instruction by encouraging a more holistic and interactive approach to reading comprehension.

## Discussion

This study set out to explore how reading instruction in foreign language learning can be made more engaging, meaningful, and effective, especially for modern students whose cognitive styles and learning preferences differ from those assumed by traditional methodologies. While working on this research, I aimed not only to examine the theoretical and practical aspects of reading instruction, but also to develop and test a model that fosters student involvement and deeper comprehension.

One of the most striking observations was the considerable contrast between reading instruction methods used in Uzbekistan and Russia, and those employed in many Western countries. In local higher education institutions, the translation-reading method still dominates. Students are typically asked to translate texts word-for-word, followed by grammatical and lexical analysis. Although this method can be helpful for beginners, especially for developing accuracy, it often fails to promote intuitive understanding and fluid comprehension. Students become reliant on translation instead of developing the ability to grasp meaning holistically, which is essential in real-life reading situations.

In contrast, countries like Germany, France, the United Kingdom, and the United States have embraced interactive, technology-supported, and integrative approaches. For example, role-play reading in German universities, reading through digital platforms in France, CLIL-based reading in the UK, and strategic reading in American institutions all illustrate a shift toward meaningful engagement with texts. These methods help students not only understand what they are reading but also critically analyze and interact with the material. They also expose learners to authentic language use, preparing them for real-world communication.

Based on these insights and my own teaching experience during pedagogical practice at School No. 168, I developed a **three-phase model of reading instruction** designed to foster deeper involvement and reflection. The model includes:

1. **Pre-reading (Preparation):** Students activate prior knowledge, make predictions, and establish a purpose for reading.
2. **While-reading (Comprehension):** Students engage with the text through critical reading strategies, analyze meaning, and break the text into logical sections.
3. **Post-reading (Reflection):** Students reflect on content, participate in discussions, write responses, and apply what they've learned.

This model integrates cognitive, communicative, and interactive approaches, making reading not just a decoding exercise but an intellectually stimulating and socially engaging process. In practice, I observed that when students were encouraged to guess the theme of the text, anticipate content, and later discuss their interpretations, their eyes lit up. They were more eager to participate, express opinions, and even debate ideas — something that rarely happens in a traditional “read and translate” classroom.

Another notable outcome was the **positive feedback and support from both teachers and the administration** at the school. This response confirmed the relevance and potential impact of the new approach and gave me further motivation to continue refining it. I believe that the three-phase model is adaptable to different age groups and language levels and can be effectively applied both in school and university contexts.

However, the study was not without limitations. The scale of the research was relatively small, and the duration of classroom implementation was limited to a few weeks. A more

extended observation period and involvement of a larger sample across different institutions would provide more reliable data and allow for the measurement of long-term effects.

For future research, it would be valuable to:

- Expand the model to include interdisciplinary tasks and project-based learning;
- Integrate more authentic, profession-related texts to increase motivation;
- Conduct longitudinal studies to assess the sustainability of improvements in reading comprehension and engagement;
- Examine how digital tools can be systematically incorporated into each phase of the model.

Overall, this research demonstrated that when we change our approach to reading, we transform not only how students engage with texts, but also the atmosphere in the classroom and the role of the teacher. This transformation holds the potential to significantly enhance the effectiveness of foreign language education.

### Conclusion

The results of this study confirm that traditional reading instruction methods, particularly those focused on literal translation and memorization, are no longer sufficient to meet the needs of modern students. The integrated three-phase reading model that was developed and implemented during the research demonstrated significant improvements in students' comprehension, engagement, and critical thinking skills. By treating reading as an interactive process that includes prediction, group discussions, and reflection, students not only improved their understanding of texts but also developed greater confidence and initiative in their learning process.

The findings highlight the potential of integrating cognitive, communicative, and interactive approaches to reading instruction, offering a more holistic and engaging experience for learners. The positive feedback from both students and teachers further supports the effectiveness of this model and suggests that it can be adapted to various educational contexts, ranging from primary to higher education.

### Suggestions for Future Research

While this study provides valuable insights into the effectiveness of the integrated three-phase reading model, several directions for future research can further enhance the understanding of reading instruction and its application:

1. **Longitudinal Studies:** Future research should involve long-term studies to track the sustained impact of the three-phase model over time. This would help determine whether the improvements in reading comprehension and engagement persist beyond the immediate intervention period.
2. **Comparative Studies:** Comparative research could be conducted to examine the effectiveness of the three-phase model in different educational systems, both domestic and international. This would allow for the identification of best practices and the adaptation of the model to diverse cultural and linguistic contexts.
3. **Technology Integration:** Further research could explore how digital tools and platforms can be incorporated into the three-phase model to enhance its effectiveness. This would include investigating the use of interactive technologies, such as online reading platforms, educational games, and collaborative digital tools, to foster student engagement and comprehension.

4. **Expansion of Text Types:** Future studies could involve a broader range of text types, including literary, academic, and media texts, to assess how the model works with different genres and levels of complexity. This would help refine the model's applicability to various types of reading material.

5. **Teacher Training and Support:** Research could also focus on the professional development of teachers in applying the three-phase model. Understanding the challenges teachers face in implementing this approach and providing them with the necessary training and resources could further enhance its impact in the classroom.

By building on these areas of future research, educators can continue to refine and adapt reading instruction methods to better meet the needs of students, fostering a deeper understanding and appreciation of reading as both an academic and a life skill.

### References:

1. Solovova, E. N. (2006). *Methods of Teaching Foreign Languages: Basic Course*. Moscow: ARKTI.
2. Gez, N. K. (2004). *Methods of Teaching Foreign Languages in Secondary School*. Moscow: Vysshaya Shkola.
3. Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (2nd ed.). Harlow, UK: Pearson Education.
4. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Harlow, UK: Pearson.
5. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
6. Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language* (3rd ed.). Oxford: Oxford University Press.
7. Cambridge Assessment English. (n.d.). *Resources and Research on English Language Teaching*. Retrieved from <https://www.cambridgeenglish.org>
8. Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.
9. Wallace, C. (2001). *Reading*. Oxford: Oxford University Press.
10. Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
11. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
12. Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
13. Day, R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
14. Duffy, G. (2014). *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies*. Guilford Press.
15. Stanovich, K. E. (2000). *Progress in Understanding Reading: Scientific Foundations and New Frontiers*. Guilford Press.
16. Goodman, K. (1986). *What's Whole in Whole Language?* Heinemann.
17. Clarke, M. A. (1979). The Short-Circuit Hypothesis of ESL Reading — or When Language Competence Interferes with Reading Performance. *The Modern Language Journal*.



18. Smith, F. (2004). Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. Routledge.
19. Bernstein, N. A. (1966). Essays on the Physiology of Movements and Physiology of Activity. Moscow: Medicina.
20. Sklyarenko, N. N. (2021). Methods of Teaching Reading in a Foreign Language. Moscow: VLADOS.
21. Solomatina, T. N. (2020). Modern Technologies in Foreign Language Teaching. St. Petersburg: St. Petersburg State University Press.
22. Vyatyutnev, S. I. (2018). Teaching the Comprehension of Foreign Texts: Methods and Technologies. Kazan: Kazan University.
23. Shatilov, S. F. (2003). Methods of Teaching Foreign Languages in Secondary School. Moscow: Prosveshchenie.