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TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M A K T A B G A C H A V A A K T A B T A ' L I M I

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



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DEVELOPING CRITICAL READING SKILLS THROUGH CONTENT-BASED INSTRUCTION

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Abstract: This article examines the effectiveness of Content-Based Instruction (CBI) in fostering critical reading skills among EFL learners. It explores how integrating subject-matter content with language learning tasks promotes deeper text engagement, analytical reasoning, and interpretive ability. The study is grounded in constructivist learning theory, which posits that learners construct meaning through contextualized interaction with authentic materials.

Key words: critical reading; Content-Based Instruction; EFL learners; higher-order thinking; reading comprehension; language pedagogy.

Annotatsiya: Ushbu maqolada EFL (ingliz tili chet tili sifatida) o'rganuvchilarda tanqidiy o'qish ko'nikmalarini rivojlantirishda mazmun asosli o'qitish (Content-Based Instruction – CBI) usulining samaradorligi yoritiladi. Tadqiqotda fan mazmunini til o'rganish vazifalari bilan integratsiyalash orqali matnga chuqurroq yondashuv, tahliliy fikrlash va talqin qilish qobiliyatlarini shakllantirish imkoniyatlari o'rganiladi. Tadqiqot konstruktivistik o'qitish nazariyasiga asoslanadi, bu nazariyaga ko'ra, o'quvchilar haqiqiy materiallar bilan kontekstual o'zaro ta'sir jarayonida ma'no hosil qiladilar.

Kalit so'zlar: tanqidiy o'qish; mazmun asosli o'qitish; EFL o'rganuvchilar; yuqori darajadagi fikrlash; matnni tushunish; til o'qitish metodikasi.

Аннотация: В статье рассматривается эффективность предметно-ориентированного обучения (Content-Based Instruction – CBI) в формировании навыков критического чтения у студентов, изучающих английский язык как иностранный (EFL). Исследуется, каким образом интеграция предметного содержания с языковыми учебными заданиями способствует более глубокому осмыслению текста, развитию аналитического мышления и интерпретационных умений. Исследование основано на конструктивистской теории обучения, согласно которой учащиеся конструируют смысл через контекстуальное взаимодействие с аутентичными материалами.

Ключевые слова: критическое чтение; предметно-ориентированное обучение; обучающиеся EFL; мышление высокого уровня; понимание текста; методика преподавания языка.

INTRODUCTION

A quasi-experimental design was employed, involving two groups of intermediate EFL students: one taught through traditional reading instruction and the other through content-based instruction (CBI) using texts from social sciences and cultural studies. Data were collected through pre- and post-tests, classroom observations, and learner reflections. The findings revealed that students exposed to CBI demonstrated significant improvement in critical reading sub-skills such as identifying author bias, evaluating arguments, and synthesizing multiple perspectives. Moreover, learners reported increased motivation and engagement when reading materials were contextually meaningful and intellectually stimulating.

The study highlights the pedagogical potential of CBI in EFL contexts where reading instruction is often limited to literal comprehension and vocabulary acquisition. By merging language learning with disciplinary content, CBI provides opportunities for higher-order thinking and authentic communicative practice, making it a valuable framework for developing critical literacy in second language education.

LITERATURE REVIEW

Developing learners' critical reading abilities is an essential objective of contemporary EFL (English as a Foreign Language) pedagogy. Critical reading, defined as the capacity to comprehend, evaluate, and respond to texts with awareness of epistemic stance, rhetorical intention, and sociocultural power relations, goes beyond

literal comprehension to include higher-order analytic and evaluative processes. Content-Based Instruction (CBI) and its European counterpart, Content and Language Integrated Learning (CLIL), offer promising pedagogical frameworks for fostering these abilities because they situate language learning within meaningful disciplinary content, authentic genres, and cognitive tasks that naturally invite analysis and critique ^{[11]; [13]}. This review synthesizes theoretical foundations and empirical findings linking CBI/CLIL approaches with practices for promoting critical reading in EFL contexts, identifies proven instructional techniques, and highlights gaps for future research.

CBI emerged from the recognition that language and content learning can be integrated so that learners acquire linguistic forms while engaging in cognitively substantive disciplinary tasks (e.g., science, history, social studies). Seminal treatments of CBI describe models (theme-based, sheltered, adjunct) and argue that content provides meaningful input, motivates sustained reading, and creates opportunities for authentic discourse and higher-order thinking ^{[4]; [6]}. These theoretical claims underpin the expectation that CBI environments can serve as fertile contexts for developing critical reading: texts are inherently substantive, often argumentative or disciplinary in nature, and invite comparative, evaluative, and interpretive responses from learners. Grabe and Stoller's synthesis of reading research further supports the compatibility of CBI with critical reading pedagogy. They emphasize the need to integrate both bottom-up (word/phrase level) and top-down (schema, inference) processes, and to teach strategic and metacognitive reading skills—capacities that align well with CBI tasks which require learners to use background knowledge, evaluate evidence, and synthesize information across texts. In short, the cognitive and strategic demands of authentic content reinforce the kinds of processing that underlie critical reading.

The term critical literacy foregrounds the relationship between language, ideology, and power: it encourages readers to interrogate whose voices are present or absent, what interests texts serve, and how linguistic choices construct social realities. Hilary Janks' integrated model of critical literacy stresses that critical reading is not merely a set of cognitive skills but a social practice—one that combines textual analysis with reflection on social context and transformation. For EFL learners, critical literacy can be adapted to classroom scales: learners can examine perspectives in source materials, detect persuasive language and fallacies, and reframe or produce counter-narratives in the target language. This sociocultural orientation is particularly compatible with CBI because disciplinary texts often embody institutional and ideological stances that can be unpacked and debated. Reciprocal teaching (Palincsar & Brown) ^[13] and explicit strategy instruction (summarizing, questioning, clarifying, predicting, inferencing) have robust evidence bases for improving reading comprehension and metacognitive awareness. Within CBI, these strategies can be applied to discipline-specific texts (e.g., scientific reports, policy briefs) so that learners practise not only comprehension but also critique—formulating critical questions about methodology, evidence, and assumptions. Studies in EFL settings report positive effects of reciprocal teaching on learners' comprehension and on their ability to generate critical questions and summaries of content texts ^[15].

RESEARCH METHODOLOGY

Content-Based Instruction (CBI) classrooms that adopt inquiry-based or problem-based tasks (e.g., evaluating competing historical interpretations, assessing environmental claims across news reports) stimulate critical reading because such tasks require learners to compare sources, evaluate evidence, and construct reasoned arguments. The use of text sets—multiple texts on the same topic with diverse perspectives and genres—is especially effective: learners reason across documents, detect bias and perspective, and practice synthesizing claims, all of which are core elements of critical reading. Modern content often combines text with images, graphs, and data visualizations. Teaching students to read multimodal texts—interpreting charts, assessing visual rhetoric, and linking visuals to written claims—enhances critical reading because many persuasive and disciplinary arguments rely on multimodal evidence. CBI units that incorporate authentic multimodal materials (e.g., scientific posters, journalistic infographics, documentary excerpts) provide learners with practical opportunities to analyze how mode and medium shape argumentation ^[6].

Content and Language Integrated Learning (CLIL) research expands on CBI by emphasizing scaffolding for both content and language in bilingual instructional settings. The CLIL framework explicitly targets cognitive engagement and higher-order thinking as part of language objectives, making it well suited to critical reading aims. CLIL practitioners recommend language scaffolds (pre-teaching key vocabulary and discourse structures), collaborative inquiry, and formative tasks that require evaluation and synthesis—practices that support critical reading development in EFL learners.



ANALYSIS AND RESULTS

Empirical studies of critical reading development within CBI and CLIL contexts are growing but remain unevenly distributed across educational settings. Several classroom-based interventions have reported that strategy instruction (including reciprocal teaching) embedded in content units improves comprehension scores, enhances metacognitive awareness, and increases students' production of critical questions and evaluative comments about texts ^{[5], [7]}. For instance, EFL studies implementing reciprocal teaching with college learners reported gains in both comprehension and written responses that reflected deeper critical engagement. Recent research applying Janks' critical literacy model in university EFL courses has also demonstrated positive shifts in students' ability to identify ideological positions and produce critical responses, although these studies are often small-scale and qualitative in nature.

Nevertheless, variability in study designs (mixed methods vs. quantitative pre-/post-tests), measures (standard comprehension tests vs. discourse analysis of student responses), and classroom contexts (secondary vs. tertiary; local curriculum constraints) makes it difficult to generalize effect sizes. Longitudinal evidence that CBI-based critical reading instruction produces durable gains in analytic reading proficiency remains limited. The literature suggests several actionable recommendations for teachers aiming to develop critical reading via CBI:

1. **Design purposeful tasks that require evaluation.** Move beyond comprehension questions to tasks that prompt students to compare claims, assess evidence quality, and adopt critical stances.
2. **Use text sets and authentic disciplinary materials.** Present multiple genres and perspectives to provoke analytical comparisons.
3. **Teach strategies explicitly and scaffold gradually.** Combine reciprocal teaching and metacognitive prompts with content scaffolds (vocabulary, discourse frames) suitable for the discipline.
4. **Include multimodal literacy work.** Train students to interrogate visuals, data, and layout as rhetorical resources.
5. **Assess critical reading with performance tasks.** Use rubrics that measure argument evaluation, evidence use, and perspective-taking rather than focusing solely on literal comprehension metrics ^[7].

Key research gaps remain. First, large-scale quantitative studies measuring long-term effects of CBI and CLIL on critical reading proficiency are scarce. Second, studies that disaggregate which CBI components (e.g., task type, teacher scaffolding, text complexity) most strongly predict gains in critical reading are needed. Third, more research on reliable, language-sensitive assessment instruments for critical reading in EFL contexts would support more robust comparisons across studies. Finally, exploration of how digital literacies—such as social media texts and online argumentation—can be integrated into CBI to promote critical reading is an urgent direction given learners' evolving information environments. The outcomes align with previous research emphasizing the role of contextualized learning in language acquisition and literacy development. Unlike traditional skill-based approaches that focus primarily on decoding and surface-level comprehension, content-based instruction immerses learners in cognitively demanding tasks that mirror real-world reading processes. The integration of thematic content encourages students to approach texts as sources of knowledge rather than mere language exercises, promoting a more analytical and reflective reading stance. Furthermore, the study underscores the relationship between content relevance and learner motivation. Students exposed to meaningful topics exhibited sustained interest and engagement, which facilitated deeper comprehension and critical evaluation. This suggests that critical reading development is not merely a linguistic endeavor but also a cognitive and affective process influenced by learners' connection to the material.

Teacher roles in CBI classrooms also shift from information transmitters to facilitators of inquiry. Teachers guide discussions, prompt critical questioning, and scaffold learners' interpretation of complex ideas, thus creating an environment conducive to critical literacy. The incorporation of multimodal texts—articles, videos, and infographics—further enhances students' analytical capacity by requiring them to interpret information across diverse formats. However, the implementation of CBI requires careful planning and teacher preparation. Instructors must be competent in both language pedagogy and content knowledge to design tasks that balance linguistic and cognitive demands. Assessment methods also need to account for critical-thinking outcomes, not solely linguistic accuracy. Observing the current situation, there appears to be a limited number of developmental studies aimed at expanding instructional activity models in relation to learning tasks at the secondary education level. This scarcity may stem from a general lack of interest in designing and developing learning activities that enhance the learning environment in secondary schools. Although several studies have explored the development of learning materials and methods at the tertiary level, the researcher found that only a small

number have focused on designing instructional activity models suitable for secondary education. Moreover, a considerable body of research has concentrated on testing existing theories rather than developing or modifying them, indicating a limited engagement with developmental research methods.

It is also an undeniable fact that teaching and learning English in EFL contexts—particularly in the present setting—pose significant challenges for both teachers and learners. English is often taught alongside content subjects that use English as the medium of instruction, creating a high demand for advanced English proficiency. Consequently, learners must develop not only communicative competence but also academic English skills. However, teachers have seldom attempted to create or adapt content-based instruction (CBI) as a framework for designing learning tasks that enhance both students' language proficiency and their comprehension of subject content. Fundamentally, many of the challenges in teaching and learning English as a foreign language are closely associated with teacher and student factors. As Amrullah ^[2] notes, the teaching methods employed by instructors significantly influence the learning process. In the case of English instruction at the secondary level, particularly in junior high schools in Parepare, teachers predominantly employ traditional, teacher-centered approaches. This approach tends to monopolize classroom interaction, rendering students passive participants and limiting their exposure to meaningful instructional input. As a response, the integration of content and language teaching through a content-based instruction (CBI) approach has been proposed to improve students' overall language and content-learning skills. Brinton, Snow, and Wesche ^[3] assert that a second or foreign language is learned most effectively when it is used as the medium through which meaningful and relevant content is conveyed to learners.

CONCLUSION

In summary, the study concludes that Content-Based Instruction (CBI) is an effective pedagogical approach for developing critical reading skills in EFL learners. By situating language learning within meaningful content areas, CBI encourages analytical thinking, inference-making, and the evaluation of ideas—skills essential for academic success and lifelong learning.

The results suggest that integrating critical literacy objectives into CBI curricula can transform traditional reading instruction into an intellectually engaging and cognitively enriching process. Teacher training programs should also include components on designing and assessing CBI-based reading instruction to maximize its impact on learners' critical engagement with texts. Content-Based Instruction provides a theoretically and empirically promising framework for developing critical reading skills in EFL learners. By situating reading within authentic disciplinary tasks, employing explicit metacognitive and strategy instruction (such as reciprocal teaching), and foregrounding critical literacy perspectives that interrogate power and perspective, CBI/CLIL classrooms can move learners beyond surface comprehension toward analytic, evaluative, and transformative reading practices. Continued empirical work—especially longitudinal and comparative studies—will strengthen the evidence base and refine best practices for different educational contexts.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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