ACTIVE READING STRATEGIES IN CONTENT-BASED INSTRUCTION

Feruza Masharipova
Urgench State University, umarbek.babajanov24@mail.ru

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Masharipova Feruza
Urgench State University ,
Department of Roman- German Philology,
E-mail: masharipova07@gmail.com

Dr. Kay Mizell
Collin College
Texas, USA
E-mail: kmizell@collin.edu

Abstract: The concept of active reading is gaining more attention nowadays, and the reading strategies designed to develop students' active reading skills are among the most urgent ones, especially in the academic setting, where the majority of information is to be acquired through reading. The article discusses the necessity of active reading strategies in the Content Based Instruction domain and reflects on the experience of implementing them in the Special English courses provided by Foreign Philology faculty of the Urgench State University. Description of the reading strategies classified in accordance with their emphasis on the lesson phases, such as Pre-Reading (THIEVES), Pre-and Post-Reading (KWL), Pre-, While-, and Post-Reading (Cornell Note-Taking, SQ3R (Cornell Method), and SQ4R Reading Strategy) along with the analysis of the students' skills developed and the role teachers played while putting them into practice is provided. It is stated that using these reading strategies enables students to consciously accept the reading material and not only to comprehend it properly but also to admit the importance of reading for their professional and personal develpment. As an example, the usage of the SQ4R strategy in the Research Writing course with the fourth grade students of the Urgench State University is discussed and the outcomes that are related to the advantages of the reading strategy application are formulated.

Key Words: content-based instruction, reading strategies, SQ3R, SQ4R, Cornell Note-Taking, THIEVES reading strategy

Introduction.

Despite becoming more and more widespread, teaching English as a Foreign Language (EFL) remains in the center of scholars' attention, since the more it develops, the more questions arise. Because people evolve when their lifestyles alter, teachers exchange information leading to the creation of new strategies, and students' learning styles change with shifts in their home and academic environments—teaching methodology, especially in the area of EFL, requires constant updates. For example, in a recent study of online reading habits in this digital age, [20] found that students generally prefer traditional over online formats for academic reading although their preference depended on their practice in reading electronic content and whether they found it difficult (p. 223), adding another concern that reading faculty must weigh among the longer standing ones, such as effective reading strategies.

Literature Review. Content-Based Instruction (CBI), as a modern domain in EFL, nowadays has received international recognition, and many scholars explore it in their research. Even if it is sometimes defined as "only a kind of teaching idea, not a specific teaching model" [19] CBI is understood as one of the approaches in English for Special Purposes (ESP) [25] and is "very popular among English for Academic Purposes (EAP) teachers" [29]. Many practitioners have written works about using this methodology to create more effective English lessons [28]. Scholars concentrate on the nature of CBI and the importance of the learning information chosen for it [3]. They analyze the phenomenon of CBI and learn the methods used in applying it at the university level English classes [12]. In a study of a CBI implementation in EFL classes in a university in Taiwan, Cheng and his collegues [5] found that students negatively reacted to adopting a stronger version of CBI, preferring instead more language skill training but their choice of future careers influenced their reaction.

Usually considered as an American synonym for Content and Language Integrated Learning (CLIL) [41], CBI now is given a specific definition. As Howard Brown and Annette Bradford [2] state in their work about the role of English as a language of instruction in higher education around the world, English Medium Instruction (EMI), CLIL, and CBI should be considered as different approaches, since they have different goals. They believe that EMI is used "to teach academic subjects

in countries or jurisdictions where the first language (L1) of the majority of the population is not English," and that it "may or may not include the implicit aim of increasing students' English language abilities," as the name "English Medium Instruction" indicates. By contrast, CLIL "integrates language and content learning," in order "to provide students with opportunities for meaningful input and output in L2 and meaningful engagement with content" [2]. And unlike the first two, CBI is distinguished as an approach that provides "learners with authentic language input and engages learners in authentic language use [2]. A hybrid methodological approach with the educator transmitting the content-based material and the students collaborating, and thus having more autonomy, improved comprehension in a sociolinguistics class in Japan [1].

In our previous works, we discussed the importance of developing the reading competence of students in the CBI domain [17]. Considered one of the major skills, reading greatly concerns educators. As it has been already admitted,

Reading is not a single factor process. It is a multivariate skill involving a complex

combination and integration of a variety of cognitive, linguistic, and nonlinguistic skills

ranging from the very basic low-level processing abilities involved in decoding print and encoding visual configurations to high-level skills of syntax, semantics, and

discourse, and to still higher-order knowledge of text representation and the integration

of ideas with the reader's global knowledge [24].

It is essential to note that recently not only reading comprehension [29], but also reading fluency [39] and reading rate [40] have moved into the centre of interest in the process of teaching English. In order to improve students' needs for reading and, moreover, to develop them into skilled readers, scholars try to evaluate and implement a variety of methods and sometimes multiple ones. These include silent and oral reading instructions [10], a comprehensive approach to reading instruction [34]; [35] and schema theory as a part of the psychological model of ESL reading [4]. In order to

enhance students' ability to read fluently and to comprehend information acquired through reading, scholars have worked out various reading strategies, which researchers carefully learned. They provide very detailed analysis of the reading strategies with close interest in the instructions [38] and also analyze relations between reading strategy use and reading proficiency [13]. Recently, it has become clear that reading strategies are no longer the kind of professional secret of educators or a confidential game plan that allows them to help their students. By contrast, it is now believed that students' awareness of the reading strategies makes them "become thoughtful, constructively responsive, and strategic readers while reading academic material" [22], so students are encouraged to use reading strategies in their learning processes to do so independently. Scholars have already discussed and analyzed the importance of using CBI while teaching reading, emphasizing that "by using the Content-Based Instruction (CBI) method, students are exposed to different kinds of strategies that involve them actively to comprehend the reading text" [29].

Working on the development of reading strategies prompted scholars to look into the differences between the concepts of active and passive reading. Active reading is defined as a process in which students are "actively engaged with the text they are reading" [8]. As Josh Gaston explains, active reading is contrasted to passive reading in which readers read the text, because they have to do it, passively accept information, read it only one time, and determine the author's idea in the text. Gaston emphasizes that, by contrast, in active reading students are absorbed in the reading. The learners criticize and ask questions while reading, rereading, and re-examining the text in order to develop their own understanding of it and to formulate their own opinion about the text content [8], [16] lists "reading for argument, note taking, interactive reading, and reviewing" among the important study skills that "increase concentration, comprehension, and retention."

Studying in the western universities (specifically universities in the USA) gives students a very important advantage that makes it both desirable and attractive for learners from all over the world to study there, and that is a very genuine interest in and attention to students, whom educators placed in the center of teaching (students-

centered education), beginning perhaps two decades ago. That advantage is proved by those educators' having organized and developed various student support centers, where the learners can get sincere assistance and clear instructions for solving their problems and doing their tasks. In such places they are taught namely how to manage their time, where to get financial support or part-time employment, and what is more important—how to study, how to complete tasks, how to submit works, and how to read effectively. A perusal of several files presented by such centers from several universities, such as Ontario Tech University; Learning Assistance Center of the University of Hawaii, Manoa; Counseling Department of the University of the Fraser Valley (student services); Academic Success Center of Iowa State University, available online, [26]; and many others shows that these centers for teaching and learning provide clear instructions on how to make the reading process both effective and time-saving. It is worthwhile to notice that on the web-site of Iowa State University three of five help icons are related to reading strategies, while two others are about developing time management and problem-solving skills.

Materials and Methods.

There are many reading strategies and approaches that help to engage students in active reading, make them see the text better, and improve their reading skills. Nowadays, even a random search enables us to discover a wealth of reading strategies. We allowed ourselves to distribute some of them among pre-, while-, and post-reading phases of the lesson as Table 1 below shows [36].

Table 1

Reading Strategies: Learning Phases and Strategy Steps

Learning Phase	Strategy Steps
Pre-Reading	Activate Prior Knowledge Use Context Clues Think Aloud Make Predictions Use Word Attack Strategies Question the Text Predict Set a Reader Purpose

While-Reading	Locate Key Words Visualize Monitor and Repair Understanding Paraphrase Annotate the Text Adjust Reading Rate Use Graphic Note taking Skim SSQ (Stop, Summarize, Question)
Post-Reading	Reread Use Graphic Organizers Summarize Evaluate Understanding Infer Prioritize Information Make Text-Connections (text-to-self, text-to-text, text-to-world)

It is essential to note that the mentioned strategies can be used individually, that is one by one, or combined with various selected ones, depending on the goal for the lesson and the purpose of the reading. Over the years teachers find it very effective to activate students' prior knowledge of the topic before starting to read the text, set up a reading purpose, and let students guess what the text is going to be about. In the same way, skimming the text before starting to read it carefully—to locate key words, visualize it, use graphic note-taking, and stop to check the understanding—help to use every minute of reading effectively and to avoid distractions in the process of reading. And finally, re-reading the text in order to evaluate understanding of it and create text connections to the text being read, to other texts, and to life in general are the most essential strategies that provide purposeful and conscious reading.

The differences between strategies are usually related to the specific understanding of the reading process and its purposes. Some people believe that students should be properly armed before they start to read and that makes them develop reading strategies with the emphasis on the pre-reading phase. A clear example of this is in Table 2, the [37], developed by S.L. Manz (2002) and offered by the Academic Success Center of Iowa State University:

Table 2

THIEVES Reading Strategy

Learning Phase	Strategy Steps	Students Skills'	Teacher's Role in the Classroom
Pre-Reading	Title Headings Introduction Every First Sentence in a Section Visuals and Vocabulary End of Article End of Chapter Summarize Thinking	Attention Analyzing Predicting Foreshadowing	Leading Facilitating Encouraging Communicating Scaffolding
While-Reading	-	-	-
Post-Reading	-	-	-

The [37] is understood as an abbreviation made of all techniques united in the pre-reading phase, since the students are advised to use it "before beginning your comprehensive read of the content, and especially before attending your lecture/discussion." Students first need to pay attention to the title of the text and all its headings. They should then carefully read the introduction and every first sentence in the section. After that they can look through the visuals and vocabulary needed, pay close attention to the End of Article and/or Chapter, and then Summarize their thinking. Related questions help students to follow the given steps carefully and thus to succeed in the reading and understanding of the reading content or the lecture. The advantages of this strategy are obvious, since it helps students to become more attentive, teaches them to analyze the key information, and predicts what will follow, so they will be able to develop foreshadowing skills, which are equally important for their academic studies and real life. The teacher who decides to use this strategy in an English reading class will have to lead the process and facilitate students' activities. The strategy provides a good chance to encourage students to work, to communicate with them, and to use the scaffolding technique when students face difficulties while accomplishing the tasks. A slight disadvantage of the THIEVES Reading Strategy is that it focuses only in the pre-reading phase and does not give a way to control the while-reading and post-reading phases. That is the reason the strategy is offered for independent studying and not for

class use. However, if teachers combine it with the other reading strategies, they can find it very useful and rewarding.

Another strategy that concentrates on pre-reading and post-reading phases is the KWL Reading Strategy presented in Table 3 [15].

Table 3

KWL Reading Strategy

Learning Phase	Strategy Steps	Students' Skills	Teachers' Role in the Classroom
Pre-Reading	What Do You **K**now about the Topic? What Do You **W**ant to Know?	Schemata - Recalling Information from Own Mental Background Developing Reading Expectations	Leading Facilitating Modeling Serving as a Counselor
While-Reading	-	-	-
Post-Reading	What Did You **L**earn about the Topic?	Reading Comprehension Summarizing	Scaffolding, Listening Evaluating

Two out of three key questions should be asked during the pre-reading phase, and the last question is for the post-reading phase. The usefulness of the strategy is proved by using the Schemata on the pre-reading phase, which is encoded in the question: "What do you know about the topic?" Students are encouraged to use their background knowledge, since new knowledge is better acquired when it is connected to their previous knowledge. Another important question, which stands for the second letter in the abbreviation, is: "What do you want to know?" This step can be used to help students to predict what the text will be about, but first and foremost it helps to develop students' reading expectations, a strategy which is essential if we want to see them as active readers in the future. Another good feature of this strategy is its attention to the post-reading phase, which is expressed with the help of the question: What did you learn about the topic? It helps to improve students' reading comprehension and teaches them to summarize the information learned. This strategy is also lacking in the while-reading phase, since it concentrates on the students' proper preparation for reading and on evaluating their comprehension. This strategy can be very useful in

teaching students at the intermediate level, mostly teenagers, who are usually very curious and happy to learn new topics. The teacher again needs to lead the discussion on the pre-reading stage, facilitate the step, and serve as a counselor, if it appears necessary, for example, when students cannot formulate their expectations at once. Teachers can use scaffolding techniques to help students to prepare for reading, later listen to them, and then evaluate their comprehension on the final phase.

Using the strategies with balanced attention to all three phases of learning is more desirable, since the three concentrate on the most important step of learning—the reading itself. One such strategy is the Cornell Note Taking[i] method. Table 4 indicates the steps in the pre, while, and post phases of absorbing content [6].

Table 4

Cornell Note Taking

Learning Phase	Strategy Steps	Students' Skills	Teachers' Role in the Classroom
Pre-Reading	Record Question	Attention Analyzing Predicting Foreshadowing	Leading Modeling
While-Reading	Recite	Reading	Monitoring
Post-Reading	Reflect Review	Reading Comprehension Summarizing	Scaffolding Listening Evaluating

The Cornell Note-Taking (2020) method is used in the academic setting since it helps students to better understand and further memorize the content of the subject learned while listening to the lectures or/and exploring the information independently. The essential part of it is the pre-reading phase, where students are encouraged to record the information in the note-taking division of the paper "using telegraphic sentences." Then in a cue-part of the paper they are asked to "formulate questions based on the notes in the right-hand column." The while-reading part, which is defined here as Recite, is not exactly reading but rather restoring the information following the questions listed. This is to help students to logically understand and memorize the material in the text or in the lecture. Reflecting and reviewing during the post-reading phase, which together help to evaluate the importance of information memorized, are

essential for effective reading since they represent the principal characteristics of active reading. With its strong emphasis on organization the Cornell Note-Taking helps students to become more attentive and to develop such skills as analyzing, predicting the information, as well as reading and summarizing the information. Using it in the ESL classroom, the teacher serves as a leader while preparing students for reading, as a monitor during the while-reading phase, and as an evaluator carefully listening and evaluating students' ideas in the post-reading phase. The fact that the Cornell Note-Taking method originally was not created for reading, but mostly for consuming academic information presented by the lectures, led professionals to build on its basis, thereby developing the SQ3R reading strategy.

The SQ3R [31] is a five-step reading and study strategy designed to process information and to increase retention. Often considered the preferred method for reading textbooks on the tertiary level, the acronym SQ3R gives clear steps to comprehend material. Table 5 lays out the students' skills and the educators' role in its use with the second column presenting the steps of the [31].

Table 5

SQ3R (Cornell Method) **Learning Phase**	**Strategy Steps**	**Students' Skills**	**Teachers' Role in the Classroom**
Pre-Reading	Survey Question	Attention Analyzing Predicting Foreshadowing	Leading Modeling
While-Reading	Read	Reading	Monitoring
Post-Reading	Review Recite	Summarizing Reading Comprehension	Scaffolding Listening Evaluating

The SQ3R is defined as "a Reading/Study formula designed to help process and increase retention of written information." Here the "Record" step of the Cornell Note-Taking method is replaced by "Survey," since in this method students do not have to first record the information, but can work with the text that is already written, the text which is ready for reading. After surveying and analyzing the key points of the texts, students are encouraged to ask questions to predict what to expect from the information following. This method has finally fully established the "Read" step with the further

reciting and reviewing of the text. That enables teachers also to monitor the while-reading phase in order to evaluate students' reading skills properly. The SQ3R method is designed to balance work on all phases of reading activity. As it was mentioned above, the central part, which is Reading in itself, forms the core of the whole activity. The strategy allots equal attention to pre- and post-reading phases, since both of them consist of two steps. In the pre-reading part students survey the information and formulate related questions to provide better concentration on and understanding of the text. In the post-reading students are encouraged to review the information gained and to recite it. Both phases will help to better understand the whole picture of the concept and to clearly present it in students' own words. By speaking the main points of the texts out loud, students will use it, so the text will become a part of their own mental world. From this point it should be noted that this strategy is much better than all of the ones listed above. However, even this strategy had to be developed gradually over several decades, and the better version of it was presented as a SQ4R.

Building on the strengths of the SQ3R, the SQ4R system offers an efficient method of reading, comprehending, and retaining information. Table 6 presents the visual of the three phases of reading with the [32] six steps given in the second column.

Table 6

SQ4R Reading Strategy

Learning Phase	Strategy Steps	Students' Skills	Teachers' Role in the Classroom
Pre-Reading	Survey Question	Attention Analyzing Predicting Foreshadowing	Leading Modeling Analyzing the Needs Managing the Process
While-Reading	Read	Reading	Monitoring
Post-Reading	Recite/Respond Review Relate/Record	Reading Comprehension Summarizing Critical Thinking	Scaffolding Listening Evaluating Providing Additional Information When Necessary

The developers presented many versions of both the SQ3R and SQ4R strategies that slightly differ in the order of the steps, but not in their meaning. SQ4R is

considered a more advanced reading strategy, since it has a wider scale of post-reading activities, which in some sources are defined as Recite-Review-Relate and in others as Respond-Review-Record steps. The essential point here is that after reading and reciting the main points of the text, based on the questions having been formulated after the text survey for better concentration and understanding of the text, students are encouraged to Relate the information gained to other sources: to other texts, to their background information, and to their prior knowledge. This is not only a good practice for the schemata, but also a very valuable exercise for developing critical thinking skills and for providing a better understanding of the world as well as their own place in it. In order to make it even more effective, teachers can try to provide additional information to help students to relate and critically analyze the information.

For optimally engaging the students in active reading, an effective educator helps students understand the ways they learned in previous settings, the methods that best improved their learning, and the contexts in which they learn new material—meta learning [21]. This self-awareness in the reading process is particularly important. "Organizing new knowledge around core concepts becomes the building blocks of their understanding. Further, seeing learning [and especially reading] as transformative rather than just as reproductive moves the students to in-depth learning, so they master content but also encounter new information, anomalies, and irregularities only to imagine creative approaches to comprehend, explain, and make sense of the aberrations".

Another version of the final step in the SQ4R strategy, Record, helps students to concentrate on the key information from the text and memorize it by recording those points in their textbooks. Teachers can encourage students to use the Relate step when the text provides a space for thinking and reflecting, and the Record step when the information mostly consists of facts to be memorized. The role of the teacher in SQ4R is the same as that of the SQ3R; however, the fourth and final step requires a more creative approach that depends on the nature of the reading task and the text given for a class. Using these reading strategies enables students to consciously accept the reading material and not only to comprehend it properly but also to admit the

importance of reading for their professional and personal development. In other words, the reading strategies help students to become active and conscious readers and, ultimately, to embrace reading as a crucial part of their lives.

Responsible teachers are the ones who always create an opportunity for students to learn and who understand their own mission in helping students to discover the best ways to study. The main task of the teacher is to teach how to learn, so the students can continue to study even in the absence of the teacher, or even when they are no longer students by themselves. As participating faculty (Foreign Philology, 2020), we discussed our experience in teaching English at the Urgench State University in Uzbekistan in our previous article [17], and here we will try to look at the possible opportunities for university teachers in our part of the world to apply the strategies to turn our students into active readers.

Local Study Design

Foreign Philology faculty of the Urgench State University include three chairs, such as English Language and Literature, Roman German Philology, and English for Specific Purposes. The department trains future professionals for the bachelor degree program "Philology and Teaching Languages" in English, German, and French. We provide students with classes in General English Courses (language learning) and such Special Courses as "Developing Intercultural Competence" and "Research Writing." The distribution for reading activities in those courses varies, since they all have specific aims and more or less concentrate on improving all four major skills. We teach our 170-hours per semester General English classes five lessons per week with three of them scheduled for listening and writing and two classes for reading and writing. So the percentage of reading share is 20%, since only one class out of five classes every week is devoted to reading. The Developing Intercultural Communication course with forty-hour classes is scheduled for one semester with close attention to improving communication skills, such as speaking and listening; this cultural communications class allocates a larger share for reading (approximately 35%), since it provides students with cultural information that is necessary to acquire through reading. Students read the information, discuss it, and later reflect on it, writing a couple of passages that express their opinion about the information learned. And finally, the Research Writing course with a total of eighty hours for class work pays equal attention

to developing reading and writing skills. Here, it is important for students to learn how to write academic papers; however, since it is impossible to do research without reading, the latter holds one of the dominant positions here. The time allotted to each skill can be seen from Table 7:

Table 7

Foreign Philology Course of Study Design

Course	Semesters	Class Hours per Semester	Independent Learning per Semester	Percentage for skills				
				Reading	Listening	Speaking	Writing	Grammar
GE	1-6	170	12	20%	20%	20%	20%	20%
DIC	6-7	40	8	35%	25%	25%	15%	-
RW	7-8	40	8	50%	-	-	50%	-

To help our students to become active readers, we have to use these hours to practice reading strategies. However, since there are many strategies to use and activities to do, we cannot plan our classes entirely based only on these reading strategies, even though using them occasionally proved their effectiveness. Here we are sharing our experience in working with the SQ4R strategy in the Research Writing course with the fourth grade students of our university. In order to provide them with an authentic source, we chose an article from the *English Teaching Forum Journal* kindly provided by the US Embassy in Tashkent. The article by Gordon Myskow, "Three Interactive Alternatives for Developing Reading Fluency" [23] presents three interactive, easy to use in the classroom, and highly effective activities (Start-up! Pop-up! End-up!) with detailed explanations of every step in them. The fourth grade students who were assigned to read this article had already developed good reading skills; however, it was the first time that they had used SQ4R strategy for reading

The lesson was planned and went as follows. At the beginning of class, after the traditional entry part with greetings and a roll-call, the teacher informed the students about a new activity they would try that day and explained the structure of the SQ4R. Each step on all phases of the reading activity was shown with clear examples, and then the article was presented. Students were offered to start with the survey part. Here,

they looked at the key points of the article, such as the title ("Three Interactive Alternatives for Developing Reading Fluency") and the subtitles (Fluency Activity 1: START-UP! Fluency Activity 1: POP-UP! Fluency Activity 3: END-UP! Conclusion). After that they were asked to skim the passages written in blue, such as the introductory part and the highlights. The introduction gave them some understanding of "I.S.P. Nation's four strands of language learning," that is "meaning-focused input, meaning-focused output, language-focused learning, and fluency development" [23] and the highlighted sentence focused their attention on "the pressure of reading" [23]. Looking through the handouts provided for Students A and B in every activity, they understood that lively examples for all of them would be provided and would need to be learned more closely. Students also noticed that the procedure for every activity was presented in six clear steps, so they became ready to learn about them. When students had determined the outer structure of the article, they were permitted to move to the second step of the activity—formulating their questions coming from the expectations they developed.

The questions students generated were surprisingly simple, such as: What is reading fluency? Why is it necessary to develop it? What are the three alternatives? How do the Start-up, Pop-up, and End-up activities differ from each other? What is in the student handouts? What is the purpose of this article? How can reading this article help us to develop our writing/reading skills?

In order to help students to better understand the article, we decided to expand their expectations by adding the following questions: Why do we need to conduct interactive reading activities? How is paired reading essential for developing reading fluency? For the while-reading phase of the activity, students were allowed to do silent reading, since they are quite confident readers and can go through the authentic material with minor difficulties. After they finished reading, we started with the post-reading phase, with three more Rs, the steps Recite Review and Relate. For the Recite step we allowed students to take notes on the key points of the article. The Review step tasked them with summarizing the main ideas of the article, and the Relate step called for reflection on the material learned from their own experience as readers.

For the students the surprising effect of the SQ4R activity related to the productivity they demonstrated while doing the Relate step. Never before in our classes were students so consciously active in presenting their opinions about the texts they had just read. Since the class time was not enough to listen to every student, they were allowed to leave their writing responses in the Telegram group, where they usually discuss the course issues. The group was overflowing with their writing responses and comments on each other's ideas. It was especially noticeable that, despite the simplicity of the questions the students generated in the pre-reading phase, their post-reading reviews of the article proved much more serious. They focused on such issues as "speed reading" and "using Nation's four strand model as the main conceptual framework for a master's level TESOL practicum course in the Japanese EFL context" (A. Yo'ldashev) [42]; "processing different types of meaning from the main ideas in Start-up! (pre-reading) to specific information in Pop-up! (while reading) and connections among ideas in End-up! (post reading)" (F. Oktyabrova) [27]; "meeting the fourth fluency condition, a large amount of input" (S. Komilova) [14]; "improving reading fluency and other interpersonal skills" (M. Matchonova) [18] and many others. The most valuable effect of using SQ4R in class was that it boosted a particular self-confidence in our students and made them believe that they could work with authentic material in a time-saving mode. Some of them even shared their surprise, since they did not expect they could consume the article and reflect on it so easily. Most of our students said that they would continue to use the SQ4R strategy in their future reading practices.

Conclusions

We continued to use the SQ4R strategy in our classes and came up with the following understanding of it.

1. SQ4R is a highly effective reading strategy to use in the CBI domain to work with authentic reading materials;

2. It is designed with balanced attention to all three phases of the reading activities, such as Pre-Reading, While-Reading, and Post-Reading, and can be used in the classrooms to develop students' reading skills;

3. The true effect of this strategy can be seen even in the first classroom usage; however, it was noticeable that mostly students better acquire it after the second trial, because their previous experience in using the strategy gives them certain confidence and a sense of competition.

4. Using SQ4R in the classroom stimulates students individually, making them personally accountable for their participation. It creates a healthy environment for a direct connection between students, making them actively read and reflect as well as engage with communication that also leads to subsequent language learning.

5. While using the SQ4R strategy in the classroom, teachers found it rewarding to alternate pair-work (Survey), class work (Question), individual work (Read, Recite, Review) and group work (Relate). Encouraging students to present their final ideas in the shape of a group project proved to be useful and effective.

6. The SQ4R strategy is essential in improving active reading skills, since it creates self-motivation and self-encouragement in students: during the process, they create their own purpose, chose their goal for reading, and try to achieve it. The necessity of expressing their opinion in the form of group presentation or written response to a group for the further discussion makes students approach the task with a good sense of responsibility. Ironically, the strategy encouraged their sense of autonomy.

Our understanding of the SQ4R strategy brought us to the following conclusions for this research:

1. Reading skills are among the most important in the CBI domain, since the largest amount of information on the professional level is acquired through reading;

2. While developing students' reading skills, the educator should focus on turning students into active readers, paying close attention to improving their fluent and conscious reading skills;

3. Reading strategies developed for this purpose, all prove their usefulness for different levels and can be used to achieve various educational goals; however, for the best results those that were designed with a balance in phases of Pre-While-Post-Reading activities are more desirable, such as SQ4R that proved its effectiveness having been used in the higher educational level.

4. Using reading strategies in the classroom should not be turned into a means to an end. On the contrary, they should be aimed at developing certain skills of the students, who should decide whether they will or will not implement them for their future reading practices. The true goal of the educators is to present to their students as many ways as possible for better learning to provide them with an opportunity to consciously choose the best and most suitable strategy for themselves.

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