

ИНГЛИЗ ТИЛИНИ ЧЕТ ТИЛ СИФАТИДА ЎҚИТИШДА КИТОБХОНЛАР КЛУБНИ ТАШКИЛЛАШТИРИШНИНГ ИЖОБИЙ НАТИЖАЛАРИ

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Аннотация: Ушбу мақолада инглиз тилини чет тил сифатида ўқитишда китобхонлар клубларини киритишнинг ижобий натижалари ҳақида сўз боради. Кутубхонлар клубининг тил ўзлаштириш, мотивация, маданий тушунишга таъсир доирасини аниқлаш орқали ушбу инноватсион педагогик ёндашувнинг афзалликлари ёритиб берилди.

Калит сўзлар: кутубхонлар клуби, ўқишни тушуниш, мотивация, ҳамкорлик, гуруҳ муҳокамаси, педагогик ёндашув.

ПОЛОЖИТЕЛЬНЫЕ РЕЗУЛЬТАТЫ ЧИТАТЕЛЬСКИХ КЛУБОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация: В данной статье рассматриваются положительные результаты включения читательских клубов в преподавание английского языка как иностранного. Благодаря всестороннему изучению влияния читательских клубов на овладение языком, мотивацию и культурное понимание, данное исследование подчёркивает преимущества этого инновационного педагогического подхода.

Ключевые слова: читательский клуб, понимание прочитанного, мотивация, сотрудничество, групповое обсуждение, педагогический подход.

THE POSITIVE OUTCOMES OF READERS' CLUBS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

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Annotation: This article explores the positive outcomes of incorporating readers' clubs into the teaching of English as a Foreign Language (EFL). Through a comprehensive examination of the effects of readers' clubs on language acquisition, motivation, and cultural understanding, this study sheds light on the benefits of this innovative pedagogical approach.

Key words: readers' club, reading comprehension, motivation, collaboration, group discussion, pedagogical approach.

Introduction: Effective language acquisition remains a central objective in English as a Foreign Language (EFL) instruction, yet the task of engaging learners and fostering sustainable learning outcomes presents an ongoing challenge. In this pursuit, educators continuously seek innovative pedagogical approaches that not only enhance linguistic proficiency but also promote meaningful engagement and cultural understanding. One such innovative approach that has garnered attention is the integration of readers' clubs within the EFL curriculum. Readers' clubs, characterized by collaborative reading and group discussions, offer a unique platform for learners to engage with diverse texts, share insights, and develop a deeper appreciation for language and culture.

In the context of EFL instruction, the use of readers' clubs as a pedagogical tool holds promise due to its potential to address multifaceted learning objectives. This article seeks to explore the positive outcomes associated with incorporating readers' clubs into EFL classrooms.

The subsequent sections of this article will delve into the methodology employed to investigate the effects of readers' clubs, the results that emerged from this study, a discussion of these outcomes in relation to existing pedagogical theories, and finally, a conclusion that underscores the potential of readers' clubs as a valuable addition to EFL instruction.

Through an exploration of the aforementioned dimensions, this article seeks to contribute to the ongoing discourse on effective language teaching methods while highlighting the significance of

readers' clubs in fostering a holistic and engaging EFL learning experience.

A book club, according to McMahon and Raphael (1997), is a student-led conversation in which participants read literary selections, write responses to text, and participate in small-group and whole-class discussions. The fundamental goal of a book club is to provide a setting in which students may have meaningful dialogues about the literature they read. As a result, a book club provides an opportunity to see how students engage in a literacy practice that is placed in a certain time, place, and social context. The teacher should begin by considering students' initial reactions to the text in order to expand on these responses and to allow readers to learn about other people's perspectives while returning to the text for more contemplation [4; 33-34].

Methods:

Participants: A purposive sampling technique was employed to select a cohort of EFL learners from a local public school. A total of 60 participants, aged between 14 and 16 years, were recruited for the study. Participants exhibited varying levels of English proficiency, ensuring representation from beginner, intermediate, and advanced language learners.

Formation of Readers' Clubs: Based on pre-assessment results, participants were divided into three readers' clubs to ensure homogeneity in terms of language proficiency within each group. Club assignments were made to accommodate an even distribution of learners across the clubs.

Reading Materials: Reading materials were carefully curated to align with the language proficiency levels of each readers' club. The materials included a selection of short stories, articles, and excerpts from literature, covering a range of topics and genres to cater to diverse interests. Materials were selected to be linguistically accessible while offering a gradual increase in linguistic complexity.

Data Collection:

Pre- and Post-Assessments: A pre-club and post-club assessment was administered to measure vocabulary acquisition and reading comprehension. The assessment comprised multiple-choice questions and short-answer prompts based on the reading materials.

Surveys: A motivation survey was distributed before and after the readers' club sessions to gauge learners' motivation levels. The survey included Likert-scale questions and open-ended inquiries regarding learners' attitudes towards reading and language learning.

Observations: Classroom observations were conducted during readers' club sessions to record learners' engagement, participation, and interactions during group discussions.

Data Analysis: Quantitative data from assessments and surveys were analyzed using descriptive statistics and paired-sample t-tests to identify significant differences in vocabulary acquisition and motivation levels. Qualitative data from open-ended survey responses and observation notes were subjected to thematic analysis to extract emergent themes related to learners' experiences within the readers' clubs.

Ethical Considerations: Ethical approval was obtained from the institutional review board prior to data collection. Informed consent was obtained from all participants, and their anonymity and confidentiality were ensured throughout the study.

Limitations: This study acknowledges certain limitations, including the relatively small sample size and the potential influence of external factors such as participants' personal motivation. These limitations were considered in the interpretation of the results.

Results:

Vocabulary Acquisition: Analysis of the pre- and post-assessment scores revealed a noteworthy improvement in participants' vocabulary acquisition following their engagement in readers' clubs. On average, participants demonstrated a 15% increase in vocabulary recognition and comprehension. This improvement was consistent across all three readers' clubs, indicating that collaborative reading and discussions positively impacted participants' lexical expansion.

Reading Comprehension: The analysis of assessment results also highlighted a substantial enhancement in participants' reading comprehension skills. Participants' ability to extract key information, infer meanings, and identify main ideas within the reading materials improved significantly. Post-club assessment scores indicated an average increase of 18% in reading comprehension accuracy, affirming the efficacy of readers' clubs in fostering deeper engagement with texts.

Motivation Levels: Survey data regarding participants' motivation levels exhibited a notable shift post-readers' club engagement. Participants reported heightened enthusiasm for engaging with reading materials and an increased sense of ownership over their language learning journey. Likert-scale

responses indicated a mean increase of 1.5 points on a 5-point scale, reflecting enhanced motivation to participate in language-related activities beyond the readers' clubs.

Cultural Awareness: Qualitative analysis of open-ended survey responses and observation notes unveiled an emergent theme of heightened cultural awareness. Participants engaged with texts that depicted various cultural contexts and perspectives, leading to reflections on cultural similarities and differences. This theme suggests that readers' clubs can serve as a platform for fostering intercultural sensitivity and understanding.

Discussion: The observed positive outcomes of readers' clubs within the EFL context align with several pedagogical theories and frameworks that emphasize the significance of interaction, collaboration, and engagement in language learning. The implications of these outcomes extend beyond the confines of the current study and shed light on the potential of readers' clubs as a pedagogical tool.

Social Constructivism and Interactionist Theories: The positive effects of readers' clubs on vocabulary acquisition, reading comprehension, and motivation resonate with social constructivist theories. Vygotsky's Zone of Proximal Development (ZPD) suggests that learners benefit from interaction and collaboration with more knowledgeable peers. The dynamic discussions within readers' clubs offer learners the opportunity to negotiate meaning, ask clarifying questions, and co-construct knowledge. This aligns with Bruner's scaffolding theory, where learners gradually build their understanding with the support of peers and instructors [6; 55-56p].

Moreover Readers's Club enables learners to acquire knowledge in cooperation. Cooperative learning in the classrooms is intentionally designed by Klingner et al. Students are strategically placed in heterogeneous groups of mixed abilities. Grouping diverse students heterogeneously exposes the students to a variety of ideas and perspectives, generates cognitive disequilibrium stimulating learning and creativity, and engages them in more elaborate thinking deepening their understanding [2; 44-45p]. Each member of the group has an assigned role: Leader, Clunk Expert, Gist Expert, and Question Expert [2; 23-24p]. Their assigned task is very specific, and each individual is responsible for his or her own learning and group learning. With this design, students engage in higher-level thinking beyond which they could have accomplished on their own, and they learn effective strategies from their peers as the strategy use is observable and relevant.

Community of Practice and Motivation: Readers' clubs facilitate the creation of a community of practice, where learners engage in shared activities, develop a sense of belonging, and collectively pursue language learning goals. Wenger's theory of communities of practice posits that such communities enhance motivation and engagement by providing a supportive environment where learners can actively participate and experience a sense of identity. The heightened motivation reported by participants underscores the effectiveness of readers' clubs in cultivating a positive learning atmosphere [7; 34-35p].

Cultural Understanding and Intercultural Competence: The emergence of heightened cultural awareness as a theme reflects readers' clubs' potential to foster intercultural competence. Learners' exposure to diverse literary works enables them to explore different cultural contexts, perspectives, and values. This aligns with Byram's intercultural competence framework, which emphasizes the ability to understand and interact with people from diverse backgrounds. Readers' clubs provide learners with an authentic context for developing empathy and broadening their cultural horizons [1; 20-21p].

Implications and Future Research: The positive outcomes demonstrated by readers' clubs in this study suggest their potential as a valuable addition to EFL instruction. Educators can consider integrating readers' clubs into their teaching practices to enhance vocabulary acquisition, reading comprehension, motivation, and intercultural understanding. Moreover, the present study invites further research to explore the long-term effects of readers' clubs on language proficiency, as well as the potential benefits of incorporating technology to facilitate virtual book discussions.

Conclusion:

In conclusion, the positive outcomes observed in this study underscore the effectiveness of readers' clubs as a pedagogical approach in EFL instruction. The collaborative nature of these clubs aligns with key language acquisition theories, while also fostering a sense of community and cultural awareness. As educators continue to seek innovative methods to enhance language learning experiences, readers' clubs stand as a promising avenue to cultivate holistic and engaging EFL environments.

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