

SUGGESTING ACTIVITIES FOR CLASSROOM READERS

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**Abstract:** This article examines a variety of pedagogically grounded activities aimed at enhancing the effectiveness of classroom reading instruction in EFL contexts. Drawing on contemporary theories of reading comprehension and learner engagement, the study proposes a set of structured tasks—including pre-reading prediction exercises, while-reading monitoring strategies, and post-reading analytical and creative responses—that foster deeper interaction with the text. The activities are designed to promote lexical development, textual interpretation, and reading fluency while accommodating diverse learner needs and proficiency levels. The article argues that the systematic integration of these activities can significantly improve students' reading comprehension and support the development of autonomous, motivated readers. The findings offer practical implications for language teachers seeking to refine their classroom practices and optimize learning outcomes.

**Keywords:** Reading comprehension, classroom reading activities, EFL classroom, pedagogical activities, learner engagement.

**Reading** is a fundamental skill that allows people to access, understand, and interpret written information. It is more than simply recognizing letters and words; it involves a complex mental process in which the reader decodes symbols, understands their meaning, and connects them to prior knowledge and experience. Through reading, individuals can gain knowledge, learn new ideas, and develop critical thinking skills. The process of reading includes several key components. First, there is **decoding**, which involves recognizing letters, words, and sentences correctly. Without accurate decoding, comprehension becomes difficult. Second, **understanding** is crucial. This means grasping the literal meaning of the text, identifying main ideas, details, and the relationships between different parts of the text. Third, **interpretation** involves making inferences, predicting outcomes, and connecting the text to personal experiences or

broader knowledge. Finally, reading often requires **engagement**—thinking critically, asking questions, and responding to the text in meaningful ways. There are also different types of reading that serve various purposes. **Skimming** is reading quickly to get the general idea of the text. **Scanning** involves looking for specific information. **Intensive reading** is careful, detailed reading to fully understand the content. **Extensive reading** is reading longer texts for pleasure or general comprehension, which helps develop fluency and vocabulary. In essence, reading is a dynamic process that combines decoding, comprehension, interpretation, and critical thinking. It is essential for academic success, personal development, and effective communication in everyday life. By practicing reading regularly, learners can improve their understanding, expand their vocabulary, and become more confident and independent readers.

### *Reading comprehension*

Reading comprehension is the ability to process written text, [understand](#) its meaning, and to integrate with what the reader already knows. Reading [comprehension](#) relies on two abilities that are connected to each other: word reading and language comprehension. Comprehension specifically is a "creative, multifaceted process" that is dependent upon four [language skills](#): [phonology](#), [syntax](#), [semantics](#), and [pragmatics](#). Reading comprehension is beyond basic [literacy](#) alone, which is the ability to decipher characters and words at all. The opposite of reading comprehension is called [functional illiteracy](#). Reading comprehension occurs on a gradient or spectrum, rather than being yes/no (all-or-nothing). In [education](#) it is measured in [standardized tests](#) that report which [percentile](#) a reader's ability falls into, as compared with other readers' ability. Besides, it is the ability to understand, interpret, and process information from a text. It involves more than just reading words; it requires grasping the meaning, identifying the main ideas, understanding the author's intent, and recognizing relationships within the text.

### *Classroom reading activities*

**Classroom reading activities** are structured tasks or exercises designed by teachers to help students practice reading skills, understand texts better, and engage actively with the material in a classroom setting. These activities go beyond just reading silently—they involve interaction, discussion, and application of what students read. Classroom reading activities boost comprehension and engagement through interactive methods like **role-playing** (acting out scenes), **storyboarding**, **character interviews**,

**text hunts** (scavenger hunts for answers), **prediction games** (guessing endings), **book clubs**, and **vocabulary games** (Bingo, matching). Activities can be done before, during, or after reading, focusing on retelling, analyzing, or extending the text creatively, using drama, art, or writing to deepen understanding.

## **EFL classroom**

English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. An EFL classroom is where English is taught in a non-English-speaking country, distinct from ESL (English as a Second Language) by its context of limited real-world English use, often featuring students sharing a native language and culture, requiring teachers to use diverse methods like literature, games, and cultural integration to make learning relevant and foster skills beyond grammar, focusing on communication, critical thinking, and cultural understanding. In an EFL classroom, the teacher plays a crucial role in facilitating language acquisition. Teachers plan lessons that combine listening, speaking, reading, and writing skills, often incorporating activities that make learning interactive and meaningful. Classroom tasks are designed to engage students, provide opportunities for practice, and help learners connect new language to their existing knowledge.

*Key features of an EFL classroom include:*

- **Structured learning environment:** Lessons are carefully planned to introduce vocabulary, grammar, and language skills step by step.
- **Teacher-centered and learner-centered approaches:** While the teacher guides the lesson, students are encouraged to participate actively through discussions, pair work, or group activities.
- **Use of classroom resources:** Textbooks, audiovisual aids, flashcards, and digital tools are often used to support understanding and make learning engaging.
- **Focus on communication:** Activities are designed to help students use English in meaningful contexts, improving fluency, accuracy, and confidence.
- **Cultural exposure:** Since students do not live in an English-speaking environment, teachers often introduce cultural aspects to make learning more authentic and relatable.

In EFL classrooms, reading plays an essential role in language development. Teachers use **classroom reading activities** such as predicting content, answering guided questions, vocabulary exercises, and role-plays to enhance comprehension and engagement. These activities not only improve language skills but also motivate students to become independent and confident users of English. Overall, an EFL classroom is a carefully structured and interactive learning space, designed to provide students with the skills and confidence needed to use English effectively both inside and outside the classroom.

## Pedagogical activities

Pedagogical activity is an activity organized to teach, educate and develop students. Pedagogical activity is a collaborative activity. Two active parties participate in it: teacher-student. The goal is to develop the personality of the student. The purpose of the pedagogical activity is related to the implementation of educational work, which has been serving as a universal idea of forming a highly spiritual person for centuries. Educational work and teaching are reflected as the main types of pedagogical activity. N.V. Kuzmina distinguishes the following three interrelated components of pedagogical activity: constructive, organizational, and communicative.

- Constructive activity is meaningful (selecting and systematizing educational material, planning and organizing the pedagogical process), constructive operative (planning one's own and students' actions); reflects constructive-material (designing the educational-material base of the pedagogical process) aspects.
- Organizational activities – involving students in various types of activities.
- Communicative activity – establishing the relationship of pedagogue with students, teaching team, community, neighborhood and parents.

The uniqueness of pedagogical activity is *manifested* in the following.

1. A person is not an inanimate substance of nature but is an unrepeatable active being who perceives his own special features, and events and evaluates them in his own way. As it is noted in psychology, each person is unique. He is also a participant of the pedagogical process with his own goals, enthusiasm and personality.

2. A teacher works with a person who is constantly growing and changing. It is impossible to use the same pattern, and formed behavior in approaching them. This requires the pedagogue to constantly search creatively.

3. In addition to the pedagogue, students are influenced by the environment, parents, teachers of other subjects, mass media, and social life. That is why the work of the pedagogue involves simultaneously making corrections to the total effects and the thoughts that have arisen in the students themselves.

*The uniqueness of the pedagogical goal can be found in the following.*

1. The purpose of the pedagogical activity is determined by the society, that is, the result of the pedagogue's activity is related to the interests of the society. His work is aimed at improving the personality of young people in all aspects. The pedagogical activity ensures the social cohesion (sequence) of the generation. It transfers the experience of one generation to the next generation and realizes the natural possibilities of a person to gain social experience.

2. The activity of a teacher is always related to the management of the personal activity. It is important that the pedagogical goal becomes the student's goal. It is necessary for the teacher to clearly imagine the goal of his activity and the ways to achieve it, and to be able to tell them that achieving this goal is also important for students. As Goethe said: "Speak with confidence, and both the words and the audience will come naturally".

3. Management of the student's activity in the pedagogical (educational) process is complicated because the goal of the pedagogue is always directed toward the future of the student. Realizing this, skilled pedagogues logically design their activities according to the needs of students. This is the essence of cooperative pedagogy.

Thus, the specificity of the purpose of pedagogical activity requires the following from the teacher: – to understand fully the social tasks of society and accept them as one's personality. "Growing" the goals of the society and becoming its pedagogical point of view; – creative approach to specific actions and tasks; – taking into account the interests of students, turning them into the defined goals of pedagogical activity.

## **Learner engagement**

Learner engagement is the level of attention, motivation, and interaction a participant brings to the learning experience. It goes beyond attendance, engaged learners actively collaborate with instructors and peers, apply new knowledge, and return for more. Learner engagement is the foundation of every successful [\*continuing education program\*](#). When learners are actively involved, they retain more knowledge, build new skills, and are more likely to return for additional training opportunities. [\*Modern learners\*](#) want flexible, interactive formats that fit their schedules and learning styles. Short videos, online courses, webinars, and hands-on experiences consistently rank among the most preferred options. They also expect organizations to keep innovating, with 77% of learners believing that associations that fail to evolve will lose credibility as sources of professional development. Without engagement, even the best curriculum can fall flat. Low participation leads to weaker outcomes, missed learning opportunities, and eventually, higher dropout rates. On the other hand, when learners are motivated, curious, and supported, they not only complete courses but apply new knowledge directly to their professional lives—creating a measurable return on your education strategy.

## Examples of Learner Engagement in the Class

### *1. Interactive Digital Classrooms*

Online discussion boards, live chat, and breakout sessions mirror the best parts of in-person learning. These spaces give students a voice, encourage collaboration, and create a sense of community even in virtual settings. Incorporating polls, short quizzes, and reflection prompts can make digital lessons more dynamic and interactive.

### *2. Real-World Skill Application*

Adults learn best when they can connect theory to practice. Instructors can boost engagement by using case studies, simulations, or project-based assignments that let learners apply new knowledge to real scenarios. This approach reinforces long-term skill development and keeps learners focused on outcomes that matter to their careers.

### *3. Blended Learning Experiences*

Combining live instruction with on-demand resources allows learners to engage at their own pace while still benefiting from instructor interaction. Learners can review recorded sessions, revisit materials, and participate in follow-up activities that deepen

understanding. Blended learning keeps engagement high by giving learners flexibility without losing accountability.

#### ***4. Peer Feedback and Reflection***

Encouraging learners to review each other's work or share experiences fosters community and accountability. Reflection activities, like short journal entries or discussion posts, help learners process what they've learned and identify new areas to strengthen their skills.

#### **Conclusion**

In conclusion, classroom reading activities play a crucial role in developing learners' reading comprehension, fluency, and critical thinking skills. Well-designed activities such as pre-reading discussions, while-reading tasks, and post-reading follow-up exercises help learners actively engage with texts rather than passively consume information. By incorporating interactive and learner-centered activities, teachers can create a supportive reading environment that motivates students and encourages meaningful interpretation of texts. Moreover, the effective use of reading activities allows teachers to address learners' diverse needs, learning styles, and proficiency levels. Classroom readers become more beneficial when activities are aligned with clear instructional objectives and communicative goals. Therefore, suggesting and implementing appropriate reading activities not only enhances comprehension but also contributes to learners' overall language development in the EFL classroom.

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