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BOOSTING READING COMPETENCE IN TECHNICAL STUDENTS: A RECIPROCAL TEACHING APPROACH

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ABSTRACT

This article explores the use of reciprocal teaching to enhance the English reading competence of technical students. Drawing on research and classroom evidence, it highlights how the strategies of predicting, questioning, clarifying, and summarizing improve comprehension, engagement, and critical thinking. The approach is particularly effective in technical education, where students encounter complex texts and specialized vocabulary.

Keywords: reciprocal teaching, reading competence, technical students, predicting, questioning, clarifying, summarizing, English as a Second Language (ESL), collaborative learning, metacognition.

ANNOTATSIYA

Ushbu maqola texnika yo'nalishi talabalarining ingliz tilida o'qish malakasini oshirish uchun o'zaro ta'limdan foydalanishni o'rganadi. Tadqiqot va auditoriyadagi dalillarga asoslanib, u bashorat qilish, so'roq qilish, aniqlashtirish va umumlashtirish strategiyalari qay tariqa tushunish, faollik va tanqidiy fikrlashni yaxshilashini ta'kidlaydi. Yondashuv, ayniqsa, murakkab matnlar va maxsus lug'atga duch kelinadigan texnika yo'nalishi ta'limidagi talabalar uchun samaralidir.

Kalit so'zlar: o'zaro ta'lim, o'qish kompetensiyasi, texnika yo'nalishi talabalari, bashorat qilish, so'roq qilish, aniqlashtirish, umumlashtirish, ingliz tili ikkinchi til sifatida (ESL), hamkorlikda o'rganish, metakognitsiya.

АННОТАЦИЯ

В данной статье рассматривается использование метода взаимного обучения для повышения уровня владения английским языком у студентов технических специальностей. Опираясь на исследования и данные, полученные в ходе обучения, авторы показывают, как стратегии прогнозирования, постановки вопросов, уточнения и обобщения улучшают понимание текста, вовлеченность и критическое мышление. Этот подход особенно эффективен в техническом образовании, где студенты сталкиваются со сложными текстами и специализированной лексикой.

Ключевые слова: взаимное обучение, навыки чтения, студенты технических специальностей, прогнозирование, постановка вопросов, уточнение, обобщение, английский как второй язык (ESL), совместное обучение, метакогниция.

INTRODUCTION (KIRISH/ВВЕДЕНИЕ)

In our increasingly globalized and technology driven world, many academic and professional resources are available primarily in English. For students in technical fields — such as engineering, computer science, and applied technologies — reading English texts is more than a classroom requirement; it's a core skill that supports learning, research, and future career success. Yet many

technical students struggle not just with vocabulary but with understanding complex texts, drawing inferences, and engaging deeply with written material.

Traditional reading instruction often centers on teacher lectures or individual silent reading, which does little to build students' active comprehension skills. To address this, educators and researchers have explored alternative methods that focus more on interactive engagement and metacognitive strategies.

One highly regarded approach is reciprocal teaching, first developed by Annemarie S.Palincsar and Ann L.Brown in 1984, which trains learners in four key reading strategies — predicting, questioning, clarifying, and summarizing — through guided, collaborative discussion.[1]

LITERATURE REVIEW AND METHODS (ADABIYOTLAR TAHLILI VA METODOLOGIYA/ЛИТЕРАТУРА И МЕТОДОЛОГИЯ)

Reciprocal teaching has been extensively studied since its introduction by Palincsar and Brown (1984). This strategy combines four complementary reading techniques — predicting, questioning, clarifying, and summarizing — to enhance comprehension. Research shows that students who engage in reciprocal teaching demonstrate higher reading achievement than those in traditional reading programs (Rosenshine & Meister, 1994).

Recent studies have applied this approach in English as a Second Language (ESL) and technical education contexts. A 2021 systematic review found that reciprocal teaching consistently improves comprehension and strategy use across age groups, academic levels, and linguistic backgrounds. Other studies highlight that students not only understand texts better but also develop metacognitive skills that allow them to monitor and regulate their own learning (Rosenshine, 1995; Abdullah et al., 2021).

In technical education, where students encounter specialized terminology and complex sentence structures, these strategies are particularly valuable. By scaffolding reading processes and promoting collaborative dialogue, reciprocal teaching helps learners navigate challenging texts more effectively, fostering both comprehension and critical thinking.

RESULTS (NATIJALAR/РЕЗУЛЬТАТЫ)

Research has repeatedly shown that reciprocal teaching can significantly improve students' reading comprehension across age groups and language learning contexts. For example:

- The original studies introducing reciprocal teaching found that students engaged in structured dialogue about text — guided by both teacher and peers — demonstrated greater gains in comprehension and strategy use compared to traditional instruction.[2]
- A major synthesis of 19 experimental studies reported that reciprocal teaching interventions generally yielded positive effects on reading comprehension, especially when learners received explicit instruction in strategy use before engagement in the dialogues.
- A 2021 systematic review focusing on English as a Second Language (ESL) learners found that significant improvements in reading outcomes were consistently associated with reciprocal teaching interventions. The approach was effective across diverse student backgrounds and educational levels.[3]

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[1] Palincsar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. Cognition and Instruction, 2, 117-175.

[2] Palincsar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. Cognition and Instruction, 2, 117-175.

[3] Ting Pick Dew, Suyansah Swanto, Vincent Pang. The effectiveness of reciprocal teaching as reading comprehension intervention: a systematic review. June (2021). Journal of Nusantara Studies (JONUS), 6(2), pp156-184.

• In a recent quasi experimental study, first semester university students showed a statistically significant improvement in reading performance after reciprocal teaching — with average comprehension scores increasing by almost 10 points post intervention.

In addition, multiple individual studies involving secondary and university learners have demonstrated that students exposed to reciprocal teaching improved in their ability to use the four main strategies (predicting, questioning, clarifying, summarizing), which contributed directly to improved comprehension outcomes.

DISCUSSION (МИНОКАМА/ОБСУЖДЕНИЕ)

Why does reciprocal teaching work?

The strength of reciprocal teaching lies in its active, metacognitive, and collaborative nature. Instead of passively reading, students engage in dialogue where they:

- Predict what might happen next in the text
- Ask questions that focus attention on main ideas
- Clarify difficult concepts and unfamiliar vocabulary
- Summarize understanding in their own words

These steps resemble the natural processes of expert readers who constantly monitor their understanding and adjust their strategies as needed, which helps learners internalize powerful comprehension skills.

Reciprocal teaching also aligns with social constructivist theory, where learning is mediated through interaction with peers and the teacher, and scaffolding, where initial structured support is gradually reduced as learners gain confidence and independence.

A key advantage of this method — especially for technical students learning English — is that it reinforces critical thinking as well as reading competence. By discussing texts cooperatively and explaining their thinking, learners not only understand content more deeply but become better equipped to tackle unfamiliar technical material.

However, successful implementation depends on skilled guidance and practice. Teachers must model strategies explicitly and create a classroom environment where students feel comfortable engaging in discussion and taking cognitive risks.

CONCLUSION (XULOSA/ЗАКЛЮЧЕНИЕ)

In summary, reciprocal teaching proves to be a powerful and effective approach to enhancing reading comprehension, especially for students in technical fields who face the dual challenge of mastering complex subject matter and English language skills. By emphasizing active engagement through predicting, questioning, clarifying, and summarizing, this method fosters deep understanding and cultivates essential metacognitive abilities. Research consistently demonstrates its positive impact across diverse educational contexts and learner backgrounds.

The effectiveness of reciprocal teaching lies in its alignment with natural expert reading behaviors and its foundation in social constructivist theory, promoting collaborative learning and gradual independence. For technical students, this approach not only improves comprehension but also strengthens critical thinking, enabling them to confidently navigate specialized texts and unfamiliar terminology.

Looking ahead, the continued integration of reciprocal teaching in technical education promises to equip learners with the skills necessary for academic and professional success in a globalized world. With thoughtful implementation and skilled guidance, educators can empower students to become self-regulated, critical readers—ready to meet the complex demands of their fields and to engage with knowledge in meaningful, transformative ways.

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