

# Teaching Methods, Tools, And Their Bilingual Features In English Language Instruction For Grades 10–11 In Karakalpak Schools

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**Abstract:** This article analyzes the process of teaching English in the upper (10th–11th) grades of schools in the Republic of Karakalpakstan, the methods and tools used, and the impact of the bilingual environment on students' language acquisition. Methodological recommendations are provided by identifying the causes of interference, phonetic and grammatical errors commonly observed among bilingual students.

**Keywords:** English language, teaching methods, bilingualism, tools, interference, Karakalpak schools.

**Introduction:** In the modern educational process, the demand for learning foreign languages—particularly English—is steadily increasing. Given the prominent role of English in international communication, information technology, education, and science, mastering this language deeply has become a key factor in ensuring students' competitiveness. This is especially relevant in the schools of Karakalpakstan, where students grow up in a bilingual environment (Karakalpak and Uzbek). As a result, the process of learning English in such a setting exhibits specific linguistic and psycholinguistic characteristics.[1]

The methods and technologies employed in language instruction must be carefully selected to align with this bilingual context. Otherwise, students may experience phonetic, grammatical, and lexical interference.[2] For this reason, the development of effective teaching approaches, tools, and instructional formats that enhance students' language competence has become a pressing priority in today's educational landscape.

Moreover, evaluating and analyzing the quality of students' academic preparedness—and implementing corrective measures when necessary—is essential for improving subject-matter proficiency. In this process, the effective management and assessment of teaching quality are directly linked to broader educational objectives, such as ensuring continuity in learning, maintaining consistency, fostering life skills, and

adhering to the paradigm of "continuous quality education," which is a key societal demand.[3]

To organize this process effectively, the following tasks must be addressed:

- Systematically assess students' academic achievements and the overall quality of education using quality indicators, and prepare comparative analyses;
- Monitor and compare the dynamics of students' speech development and identify the influencing conditions and factors;
- Compare the outcomes of various pedagogical technologies and promote those with higher effectiveness;
- Introduce updates to state educational standards (SES), curricula, and teaching-methodical complexes in accordance with developments in society, science, and technology.

In order to improve English language instruction in upper grades of Karakalpak schools, teaching methods can be classified into four main groups: verbal presentation methods, visual methods, practical methods, and active–interactive teaching methods.[4]

## Verbal Methods

Verbal methods are among the primary tools in foreign

language instruction. A teacher's rich verbal repertoire has a significant positive influence on students.[5] In particular, when introducing new topics—especially grammatical ones—verbal methods play a leading role. Oral language practice sessions help develop students' skills in verbal communication.[6] The practice of spoken language is crucial for the formation, development, and advancement of students' communicative functions. Through verbal interaction, students begin to understand dialects, peripheral languages, and pronunciation differences across various countries in the target language.

### **Visual Methods**

Visual methods comprise a set of techniques that facilitate, accelerate, and simplify the comprehension and assimilation of new educational material. In educational practice, visual aids are widely used during the explanation phase of new content. In this process, the teacher plays a central role. The teacher is responsible for using various visual materials such as slide shows, pictures, illustrations, diagrams, clusters, concept maps, tables, video and audio materials, films and cartoons, colorful practical demonstrations, and role-playing exercises that provide deeper immersion into linguistic content.[7] Students typically play a passive role when visual materials are used to present new content. However, when students are assigned specific tasks involving visual materials, they transition from a passive to an active learning phase.

### **Practical Methods**

Practical methods hold an exceptional and irreplaceable role in English language instruction, as they involve the acquisition of knowledge through real-life experiential learning. These methods are a key factor in forming communicative functions in a foreign language. Practical methods are instrumental in developing students' ability to communicate effectively in real-life situations in the target language. They enhance skills such as expressing opinions, asking and answering questions, and engaging in discussions. Examples of effective psycholinguistic strategies include exercises like "In My Opinion," "My Decision," "However...," and "According to Scholars..." all of which yield significant results.[8]

### **Active and Interactive Methods**

Active methods represent one of the most relevant contemporary approaches, as the learning process is inherently linked to the student's cognitive activity.[9] Interactive methods teach students to make independent decisions and communicate freely in the target language. These methods encompass cognitive, emotional, motivational, and technological components.[10] Collectively, they contribute to the

comprehensive development of the learner.

Interactive methods serve as a crucial factor in creating a friendly and supportive environment in the process of teaching English. These methods foster trust, mutual understanding, collaboration, friendship, and cooperation between students and the teacher. Working and thinking together increases learners' engagement, enhances the assimilation of knowledge, and contributes to the development of their intellectual and emotional-personal qualities. A friendly learning atmosphere helps ensure that students grasp the material more easily, without pressure, and within a warm and encouraging pedagogical setting.

In working with textbooks, language comprehension in bilingual students develops through visual, intellectual, interpretive, and motor activities.[11] In this context, reproductive methods—which involve consolidating knowledge and reproducing it through exercises—are considered effective.

The use of reproductive methods during textbook-based instruction yields positive results. These methods involve not only receiving and processing learning content and information but also reproducing and applying it in practical exercises. Furthermore, the teacher plays an active role in reinforcing knowledge by regularly conducting various linguistic and grammatical drills.

The coordinated work of different sensory modalities during language acquisition naturally leads to productive outcomes. Thus, during textbook work, stages such as reading, reviewing, note-taking, analyzing, organizing, and summarizing are all considered active phases of the learning process. Although textbook-based learning is a traditional method, it still remains relevant today. Through this process, students can ask questions, discuss learning content, express opinions, and even engage in debates related to the material.

In the upper grades (10–11) of Karakalpak schools, the effective use of modern technological tools and methodological resources in teaching English has become increasingly important. Teaching aids are one of the essential components of the pedagogical process. Through these tools, educational content is delivered, knowledge is reinforced, and students' communicative competence in the target language is developed.[12]

In contemporary classrooms, the following teaching tools are commonly employed:

- **Multimedia Tools:** Video and audio materials, animations, and interactive slides increase student

engagement in language learning and enhance their listening and comprehension skills. For instance, platforms like BBC Learning English, Voice of America, and TED Talks provide access to authentic speech samples in English.

- Digital Platforms and Applications: Tools such as Quizlet, Kahoot, Duolingo, and Google Classroom reinforce knowledge through quizzes, exercises, and interactive games. These platforms are particularly effective in bilingual environments, as they encourage independent learning and foster active student participation.
- Textbooks: In addition to textbooks aligned with the national curriculum, internationally recognized textbooks such as Project, English File, Speakout, and New Headway are widely used. These materials are designed for different proficiency levels and support the systematic development of grammar, vocabulary, and phonetics.
- Audiobooks and Podcasts: Exposure to authentic language samples through listening exercises helps students adapt to natural pronunciation and accents. This is especially important for bilingual learners whose native languages (e.g., Karakalpak and Russian) differ significantly from English. Such resources assist in improving their ability to distinguish foreign pronunciations.
- LMS Platforms (Learning Management Systems): Systems like Moodle and Edmodo are used to plan instruction, assign and monitor tasks, and assess student performance. These platforms support independent learning and help teachers manage the educational process more effectively.[13]

Utilizing these tools enables the development of students' communicative competence, encourages them to express ideas independently in English, and enhances the overall effectiveness of the learning process. These tools are particularly valuable in bilingual classrooms, where they help reduce linguistic interference and support clearer language acquisition.

Karakalpak students typically grow up in a bilingual environment shaped by the interaction of Karakalpak and Uzbek languages within a specific socio-cultural context. This background gives rise to several bilingual challenges in the process of acquiring English. These challenges can be analyzed as follows:

Interference refers to the conscious or unconscious transfer of phonetic, grammatical, or lexical features from the native language into English speech.[14] Students often struggle to pronounce certain English sounds that are absent in both Karakalpak and Uzbek. Common examples include:

- Substituting the [θ] sound with [s] or [t]: e.g., saying sink or tink instead of think;
- Substituting the [ð] sound with [z], [d], or [t]: e.g., saying dis instead of this.

Such phonetic interference can lead not only to pronunciation errors but also to misunderstandings during listening comprehension.

The grammatical structures of Karakalpak and Uzbek differ significantly from English, which results in grammatical interference. Frequently observed mistakes include:

- Failing to conjugate verbs according to tense or subject: e.g., He go to school instead of the correct He goes to school;
- Incorrect word order in sentences: e.g., She every day reads a book instead of She reads a book every day;
- Omitting the verb to be: e.g., He happy instead of He is happy.

These errors stem from the transfer of simplified or structurally different native-language patterns into English.

Students also encounter difficulties in correctly using synonyms, polysemous words, and idiomatic expressions in English. For example:

- Synonyms: Confusing fun ("enjoyment") with funny ("humorous");
- Polysemous words: Misunderstanding the multiple meanings of get (e.g., "to obtain," "to arrive," "to become") and misusing it in context;
- Literal translation of idioms: Misinterpreting It's raining cats and dogs as "cats and dogs are falling from the sky."

These issues highlight the need for specialized instructional approaches to teach the connotative and stylistic richness of English. Addressing such problems is essential for ensuring accurate and context-appropriate language use in bilingual learners.

Bilingual learners often experience psycholinguistic phenomena during the process of language acquisition, such as hesitation in language selection, speech pauses, and translational thinking. These factors can influence the speed and quality of language acquisition, as well as affect learners' motivation and verbal engagement.

## ANALYSIS AND RESULTS

Observations conducted within the scope of this study revealed that improving students' auditory competence—crucial for their future academic performance—is closely linked to their listening comprehension processes. However, current

pedagogical practice shows that there are several contradictory issues in developing auditory skills in bilingual students using their bilingual background. These challenges include:

- When learning English, students tend to rely on the language acquisition mechanisms of their native language (Karakalpak), trying to transfer them to the target language. This leads to communicative and linguistic difficulties in language acquisition, as well as semantic challenges in processing information.
- In order to comprehend spoken foreign language, students must understand the syntactic and pragmatic structures of speech through morphological tools (e.g., lexical and syntactic markers), which requires extensive long-term training due to difficulties in decoding and meaning interpretation.
- A lack of systematization in the didactic tasks and exercises used for auditory instruction;
- Textbooks and instructional materials often contain lexical and grammatical exercises that are not directly aimed at developing specific communicative competencies;
- In processing foreign-language information, there is insufficient organization of linguistic units (e.g., conversation, discourse, written and oral speech) in terms of their semantic and pragmatic integration;
- Misunderstanding the figurative or idiomatic meanings of words and affixes due to insufficient exposure to natural language contexts;
- A lack of integration between speech intention, oral and written discourse, and interactional context, including the failure to connect linguistic and non-linguistic elements in instruction;
- A general lack of emphasis on improving listening comprehension skills during class time, as well as insufficient opportunities for students to engage in independent thinking, creativity, and exploratory learning.

To enhance learners' speech competence—crucial for their academic and communicative success—it is essential to:

- Sustain students' interest in the subject consistently throughout the learning process;
- Encourage creative and independent approaches to every language task;
- Establish continuous teacher-student collaboration in the learning environment;
- Make extensive use of information and communication technologies in the classroom to support student engagement and learning outcomes.

Analysis of academic sources, teaching materials, and practical classroom observations has demonstrated that bilingual learners require a substantial amount of targeted tasks during lessons to enhance their speaking, reading, and writing skills in English.

A teacher can create a supportive and learner-friendly environment in the classroom through the following strategies:

- Organizing the learning process within a framework of democracy, inclusivity, and equality;
- Avoiding authoritarian methods and instead wisely applying liberal, learner-centered pedagogical approaches;
- Fostering collaboration, mutual understanding, and open exchange of ideas in the classroom;
- Encouraging the free choice of socially relevant and engaging topics for discussion;
- Promoting learner autonomy by providing opportunities for independent thinking and task completion.

Modern teaching practices such as group work, brainstorming, concept mapping, step-by-step exercises, clustering, critical thinking analysis, debates, problem monitoring, individual and independent tasks, role-reversal ("student as teacher"), and problem-based learning methods are especially effective in this context.

It is well established that interactive methods increase lesson effectiveness. In English language instruction, student freedom and autonomy are often key determinants of successful skill acquisition. Only when learners have cognitive freedom and personal expression are they able to achieve true language freedom. Without a sense of personal autonomy, linguistic freedom cannot flourish. If students are able to express their thoughts and demonstrate their skills confidently and independently during lessons, they are more likely to transfer their knowledge successfully into real-life communication.

## **CONCLUSION**

In conclusion, the findings of this study confirm that in English language teaching for grades 10–11 in Karakalpak schools, special attention must be given to the competence of teachers, the use of research-based, problem-solving, and heuristic methods, and the implementation of purpose-driven pedagogical strategies. Experimental work also highlighted the necessity of developing students' creative potential and correcting instances of language interference in speech.

Furthermore, it became clear during the study that the

teacher's level of speech proficiency significantly affects how well students comprehend and internalize English-language material. One of the core features of bilingualism—perceptual capacity (especially observational skills)—emerged as a key cognitive trait throughout the research process. Although all learners participate in communication, their life experiences, background knowledge, and skills vary, which in turn affects their level of communicative engagement.

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