

БІЛІМ БЕРУДІҢ ТЕОРИЯСЫ МЕН ПРАКТИКАСЫ ТЕОРИЯ И ПРАКТИКА ОБРАЗОВАНИЯ THEORY AND PRACTICE OF EDUCATION

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G.T. Yersultanova¹, Zh.T. Zhylytyrova^{2*}, M.A. Kassymbekova³, M.K. Jandildinov⁴

¹*Al-Farabi Kazakh National University, Almaty, Kazakhstan;*

^{2,3}*Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan;*

⁴*Zhezkazgan Baikonurov University, Zhezkazgan, Kazakhstan*

(*Corresponding author's e-mail: zhanarzht1@gmail.com)

¹ORCID 0000-0001-8913-6067

²ORCID 0000-0003-2963-2610

³ORCID 0000-0002-5568-1259

⁴ORCID 0000-0001-6240-0841

Instructional Strategies for Teaching Reading Comprehension in Inclusive EFL Classrooms: A Case Study

This study aims to research how teachers introduce reading comprehension instructions in inclusive classrooms via various instructional methods. The methods regard the special needs of students in traditional classrooms in accordance with the principles of inclusive education. The study examines a range of instructional strategies used by teachers for satisfaction of needs of students in classes in order to deliver reading comprehension instruction in inclusive classrooms that follow the inclusive education principles. The research primarily examines English language lecturers' teaching approaches to inclusive learners. Through an analysis of theories and literature, the article highlights efficient teaching strategies and offers insights into the elements of reading comprehension. This review covers a range of reading comprehension-related topics and discusses contemporary approaches to reading comprehension education. To gather and analyze data, a variety of collection methods were used, including observations in educational institutions such as 8th grade public school classes. Additionally, experimental investigations were conducted to compare instructional strategies, identify gaps, and implement effective teaching strategies for reading comprehension. The data obtained clearly makes it very evident that teachers always need to keep learning and enhancing their skills and knowledge in the field of inclusive education.

Keywords: reading comprehension, inclusive classes, inclusive learners, instructional strategies, data collection, lesson observation, extra classes, English as a foreign language.

Introduction

Reading comprehension is considered crucial for students in both classroom and extracurricular settings. This skill is essential as it enhances students' motivation to learn English language and engage in various activities. Consequently, motivation to read is fundamental for learners to effectively understand texts, which is particularly important for EFL students. Given the necessity for academic success across all learning areas, it is imperative for all English foreign language students to enhance their reading comprehension skills for improved academic performance.

This research study is considered relevant to students, teachers and educational policies. Currently, Kazakhstan is in favor of inclusive instruction; therefore, this study will help assess what schools experience. An assessment would help to develop viable instructional strategies for implementing inclusive education. Moreover, this investigation may bring the light to help the policy to investigate and develop the educational

program. In 2002, Kazakhstan enacted the Law on special and medical-pedagogical correctional support for children with impairments, promoting an inclusive approach to protecting children's rights and societal place [1]. The law provides support for children with disabilities, addressing challenges in upbringing, education, employment, and disability prevention. Kazakhstan ratified the Convention on the Rights of Persons with Disabilities in 2015, ensuring equal opportunities for disabled citizens. The UNDP supports activities under the National Plan for Ensuring Rights and Improving Quality of Life for Persons with Disabilities [2].

Currently, the priority strategic direction for the development of the education system in the Republic of Kazakhstan is the creation of conditions for children and adults with disabilities to receive quality education. The State Program for the Development of Education for 2011–2020 in the Republic of Kazakhstan has planned “ensuring equal access of all participants in the educational process to the best education resources and technologies” [3].

Research studies are done into education and disabilities and how the two interrelate, common education instructors are finding themselves demanding to teach in an inclusive classroom. An inclusive classroom is an educational environment where children with and without impairments are taught together. Numerous current researches suggested that it is principally the contradictory of special educational classroom, in which learners with infirmities learn with only other students with disabilities [4]. Those inclusive environment or classroom have different learners with various disabilities, such as behavioral issues, personal problems, social matters, intellectual discrepancies, cognitive impairments, and physical ranges. This means each classroom should be measured as inclusive. So, the objective of the teacher is to teach every learner with the same effort, not seeing the disability. Furthermore, instruction is particularly vital to sustain an inclusive classroom. The majority of prior research indicates that inclusive learning environments are beneficial for the learners with and without impairments. The idea of inclusive education is based on the thought that each child, independent of his ability, disability or other differences, has right to effectively attend typical schools and classes [5]. Students with disabilities particularly gain from inclusive classrooms by experiencing increased social interactions, developing relationships, and expanding their networks. Inclusive classroom settings foster confidence in students with disabilities by providing higher expectations and fostering inclusion. These environments foster a sense of belonging and rigor, allowing them to navigate the world with ease [6].

Research on reading comprehension has yielded numerous interventions, revealing significant implications for effective classroom practices. For inclusive children, the interventions have greatly improved reading, particularly when strategy training is used to assist with organizing reading materials into intelligible frameworks.

Modern scholars claim that to facilitate the creation of meaning during the reading process, teacher should involve in process comprehension instructional strategies. In any sphere instruction takes significant part, as well in education field, instruction has a direct impact on learning and teaching processes [7]. First of all, when students — especially those with disabilities — do not understand what to do and how to accomplish it, the lesson or activity becomes uncontrollable and fails. Therefore, learning environment in inclusive education is primarily based on a trusting relationship between a student and a teacher. This trust forms the foundation for effective interaction and mutual understanding [8]. Hence, we can define instructional strategies as methods that educators employ to assist students in developing their mastery and comprehension of skills. When students choose the right instructional techniques on their own and apply them successfully to complete assignments or reach objectives, those strategies are considered effective [9]. In order to achieve results, students need: step by step instruction, variety of instructions, opportunities to transfer skills and ideas from one situation to another, real-life situations, meaningful connection between skills and ideas, opportunities to be independent and demonstrate gained knowledge.

According to Mastropieri instructional strategies categorize into four types of instructions, they are: direct, indirect, experiential and interactive [9]. Direct instruction is a method that provides information or develops skills via methods like lectures, questioning, explicit teaching, and demonstrations.

Indirect instruction is a learner-driven approach where the teacher facilitates and acts as a supporter, and resource, involving high levels of learner involvement in observing, investigating, and drawing inferences. It leverages learners' interests and curiosity, encouraging problem-solving tasks, reading for meaning, reflective discussions, and concept mapping.

Experiential instructional strategies are learner-focused and activity-oriented, focusing on the learning process rather than the product. They have five phases: experiencing, sharing, analyzing, inferring, and applying. Examples include simulations, role-playing, experiments, and surveys.

Interactive instruction is a strategy that emphasizes discussion and sharing to develop social skills, organize thoughts, and create rational arguments. It involves defining the topic, discussion time, group composition, and size. Examples include debates, role-playing, simulations, brainstorming, peer learning, and cooperative learning. As Mahapatra and Sabat state, students with reading difficulties may struggle with basic reading skills such as interpreting words, nevertheless comprehension is the greater weakness [10]. Students with learning disabilities often lack basic reading strategies, which aid in memory and interpretation of what and how they read.

Combining direct instruction with cognitive strategies for intervention led to a considerable improvement in reading comprehension, as reported by Mastropieri and Scruggs [9]. According to Bender, a lot of children with learning difficulties have trouble organizing their work, so educators must help them gain metacognitive skills so that their pupils may successfully complete school assignments [11]. Metacognitive teaching practices, such as questioning the purpose and structure of texts, activating past knowledge, and arranging content for improved reading comprehension should be taught to students with learning impairments.

Reading ability is a crucial skill for academic and everyday life, as defined by Lopera. It involves a communication process between the author and reader, and comprehension has evolved over time, encompassing various definitions and approaches [7]. Ahmadi and Pourhossein stated that the main goal of reading is to advance the precise message from a text that the writer intended for the reader to receive [12]. Allen, a scholar, argued that the concept of reading has evolved from a receptive process to an interactive procedure [13]. A series of recent studies has indicated that the word “comprehension” is defined as the ability and skill to understand, moreover an activity that helps learners understand a language. Numerous studies have attempted to explain “comprehension” as the foundation of reading, since the purpose of the written language is to communicate. In addition, Butterfuss R, et al assume that the reading comprehension involves generating a clear mental understanding of the information presented in a text. It encompasses three interconnected components: the reader, the text, and the activity, all of which are influenced by a wider sociocultural context [14]. Moreover, reading comprehension is the ability to combine ideas to obtain information from content. Teachers should focus on learning to read, as it is crucial for receiving and reproducing information, especially when teaching English as a foreign language. Morrow’s works highlight that comprehension is a mental process requiring various techniques and capabilities. To sum up, we can state that reading comprehension is important because it serves as a measure of literacy levels. Learners are expected to construct meaning from the text, build, and apply the concepts and communicate effectively. Analysis conducted by cognitive scientists has revealed the importance of understanding how readers create meaning while reading. In particular, they examined the mental processes that skilled readers employ to achieve comprehension. Specifically, they studied the mental activities that good readers engage in to achieve comprehension [15]. Reading comprehension in a second or foreign language is a process that comprises learning skills, learning patterns, and growing the ability to display gained skills from the classroom to the real-world application [16]. In other words, comprehension is the capacity to apply the knowledge gained from reading to various scenarios.

Impact of Instructional Strategies on Inclusive Learners in Reading Comprehension of Graphic Organizers

According to some scholars, such as Sprenger, graphic organizer is the most powerful way for inclusive students to build semantic memories [17]. Students can translate their knowledge into words and convey ideas through discussion and images. Additionally, he said that by utilizing graphic organizers, students need to go beyond simply learning definitions and incorporate the word’s meaning with accommodated knowledge to develop theoretical pictures that represent vocabulary in a variety of contextual contexts. Those graphics include semantic feature analysis, cognitive concept maps, and framed outlines.

Teacher should give this instruction as a post-reading task aiming at asking students to complete it after they finish reading the texts. At this stage, the learners would be able to elicit the ideas from the text and demonstrate the hierarchy of the ideas in graphics. A key feature of this instruction is that graphics can be designed to represent different text structure patterns.

Thus, we can define graphic organizers as spatial and visual displays created to support the instruction and comprehension of textual materials by the application of various concepts that characterize the text’s structure, content, and essential conceptual linkages.

Incorporating reciprocal teaching strategies to improve inclusive learners' reading comprehension

By using instructional practices that promote reading comprehension, teachers can empower students with learning difficulties to take control of their comprehension before, during, and after reading. Among these instructions notable is reciprocal instruction. Reciprocal teaching is the reading comprehension instruction that encourages learners to master the skills that effective readers do automatically, such as summarizing to support self-review, questioning, predicting upcoming information and inferencing-hidden message of the content, identifying and clarifying confusing information. Furthermore, an important aspect of this technique is that students use these four skills of comprehension on a common text in pairs or in small groups. It inquires teachers and learners to allocate the teacher's role, permitting both to manage the discussions about reading. Some scholars have confirmed that this instruction improves students' self-regulating and self-planning abilities.

Table 1 provides a description of the teacher's approach to teaching reading comprehension using the reciprocal instructional technique. This strategy can be expanded to include pre-, during-, and post-reading procedures. Based on the descriptions provided in table 1, it can be determined that reciprocal teaching is a type of supported dialogue training that emphasizes social interaction, modeling, and scaffolding strategies for improving reading comprehension. By using this instruction, the instructor may help the students relate the meaning of the book to social situations by giving them sufficient exposure and model for the four main methods that have previously been established.

Table 1

An example of teaching reading comprehension using the reciprocal instruction approach

Reading phase	Teacher's instructions
Pre-reading stage	
Activating learners' background knowledge	Introduce the topic. Present theme-related pictures to students. Connect the pictures to learners' prior knowledge by asking a few questions about the visual displays.
Predicting Phase	Distribute the reading materials to the learners. Distribute reciprocal worksheets to be completed in each step of reciprocal instruction. Then ask them to predict what the passage is about or what would happen in the text by observing the picture or title of the text. Ask them to write their predictions on the worksheets.
Questioning stage	Ask the learners to make a list of questions that they expect to be answered according to the text, giving time to write their questions.
While reading	
Clarifying stage	Ask learners to read deeply the text in order to answer the questions they have made, to look for the meaning of the difficult and unknown words in a dictionary, to clarify the questions based on their comprehension of the content by writing them on the worksheets, then to write the meaning of the difficult words or sentences.
Post-reading stage	
Summarizing	Teacher asks students to analyze answers, summarize the main point and conclude the text by own words, write their summary on the worksheets, deliver summarized results in front of the class, and collect their works.

Based on whole previous information in this paragraph we can add that suggested instruction has a lot of advantages for both inclusive and non-inclusive learners and the main purpose of reciprocal instruction serves to: 1) foster learners to ask questions while reading, 2) teach them actively participate in monitoring their understanding, 3) stimulate students to think about what the passage, and 4) allow them to collaborate with other peers to better understand the content.

Ideally, reciprocal instruction was based on theory of Zone of Proximal Development, which was proposed by Vygotsky [18]. In line with his approach, children can advance their learning to reach a level of real development by working through issues on their own. They can also reach the next stage of potential development with the help of adults or professional scaffolding, as well as through interacting and working together with peers who are more advanced in comparison to them. Teachers of languages must give their pupils the resources they need, which include effective intervention and language-acquiring instructions. They must also gradually withdraw these resources from the students as they use them independently.

This conceptual structure is grounded in sociocultural theories, including the Zone of Proximal Development. The ZPD measures a student's potential for learning with assistance from a specialist or from peers

who possess greater skill. In the real world, children are able to resolve issues independently. However, there is always a possibility that they may need help from others.

Methods and materials

To ensure data rationality during the research, both qualitative and quantitative research methods were used to examine the effectiveness of instructional strategies including graphical organizers and reciprocal training in improving reading comprehension for inclusive classrooms.

Before and during a three-month study period, students' comprehension skills were assessed using a pre-test and post-test approach. The purpose of this time frame was to track changes in eighth-grade pupils' reading comprehension at public and private schools of Almaty city.

The pre-test was set up to determine the students' areas of strength and weakness in the comprehension topic to identify specific features, deduce the meaning, understand specifics, and draw conclusions from it. The goal of the post-test was to examine the efficacy of the suggested teaching strategies — such as visual organizers and reciprocal instructions.

The Participants

Purposive sampling was the basis for the methods used to select the schools that took part in this investigation. Its goal is to choose situations that will yield rich data relevant to the study's goal. The school was chosen from the city's list of educational institutions. Finding a school where inclusive students study in similar classes/grades, at the same age, and with the same proficiency in English was crucial. The research study was carried out in a public school in Almaty, where students studied English for two hours a week.

Table 2 provides a summary of the two regular teachers who took part in observation lessons. The participated regular female school teacher was university graduate holding a BA degree with a minimum of two years of teaching experience in inclusive classroom. It is important to mention that the teacher does not possess a special education certificate or qualification to teach in inclusive classrooms.

Table 2

Background information of participated teacher

Participants	Teaching experience	Teaching experience in inclusive classrooms	Gender	Age
P1 (public schools teacher)	12	2	Female	46

Lastly, the researchers selected 8th graders, between the ages of 14 and 15, who were enrolled in private schools in Almaty, as the study's subjects. The participants were native Kazakh and Russian speakers from a public school.

The information regarding the total number of pupils in the experimental group, both with and without disabilities, is displayed in the bar chart in Figure 1. Twelve students in all were engaged in the research study; three of them, or 25 % of the class, were inclusive learners, and nine of them, or 75 % of the class, were non-inclusive learners.



Figure 1. Total Number of participated students both inclusive and non-inclusive

The total quantity of male and female students from the experimental groups that took part in the study is depicted in the Figure 2.

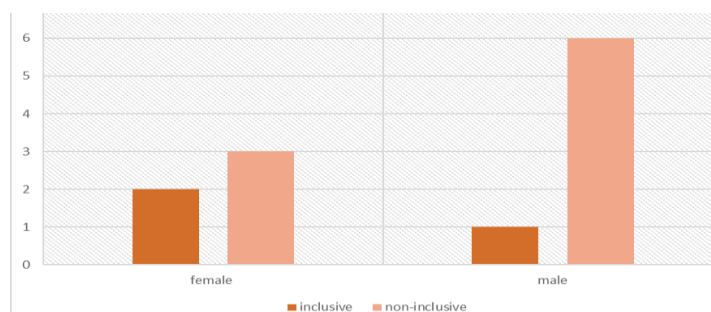


Figure 2. The gender of participants from experimental group

The male-inclusive student was born with a catastrophic brain injury. This impairment happens when the brain is damaged by an outside factor. Damage to other structures, such as behavioral, mental, social, and physical indicators, could be part of it. The learning disability of the second student is nonverbal. This disease is typified by a notable disparity between stronger verbal abilities and inferior motor abilities. Thus, this pupil struggles to decipher nonverbal clues from body language and facial expressions. Actually, youngsters of this type typically have inadequate motor skills. Another student has impaired eyesight due to diabetic complications, which damage the small blood vessels in the retina.

Instruments of Data Collection

This research study uses a variety of data collection techniques, including lesson observation, extra lessons and pre- and post-testing to find variations before and following the experiment and to assess the efficacy of the combined instructional strategy that was proposed.

Leading pre-tests and post-tests

Pre-test in the study was organized in order to identify strengths and weaknesses of the whole class. The post test was carried out in a purpose of comparing the results and achievements after the experiment and to check whether the proposed instructional strategies are effective. Tests were focused on vocabulary development, identifying main idea, sequencing, inferencing, and were designed to assess reading comprehension abilities. Each test lasted 40 minutes and included ten related questions based on reading texts.

Organizing Lesson Observations

The Creswell Observation Protocol was employed for the detailed lesson observation. To record instructional strategies and student interactions in inclusive environments, 8 class sessions were observed. To guarantee a comprehensive study, observations were divided into three columns for description as a chronological account of the events that occurred in the class, interpretation to analyze the in-class activities, and reflection for thorough analysis.

Conducting extra classes

Five extra lessons were conducted for the experimental group. Before organizing and planning additional lessons in reading comprehension, careful work was carried out with theories which related to teaching reading comprehension. The most effective instructions such as graphic organizers and reciprocal instructional strategies were chosen for inclusive classes according to the suggestions of many scholars. All five lessons were focused on instructions that were noted earlier. Extra classes lasted an hour for five weeks. Table 3 describes the procedure of all five extra lessons.

Table 3

The model of combined instruction

Step 1	Teacher scaffolded students learning by modeling, guiding and applying the strategies while reading. Read a section of the text aloud and modeled the four steps.
Step 2	Divided students into small groups of four and allocated a role to each students.
Step 3	Students read a few paragraphs of a text. Students use notetaking strategies such as underlying.
Step 4	Predictions help the group predict what they will read about next by using clues and inferences in the text. Then the questioner helps the group to ask and answer questions about the text and reminds the group to use all types of questions. The summarizer restates the main ideas in the text and helps the group state the main point in their own words. The clarifier helps the group find parts of the reading that are not clear and find ways to clear up these difficulties.
Step 5	Roles in the group switch and the next selection of the text is reading. Students repeat the process in their new roles. Teacher continues to guide the learners in using strategies until they can use them independently.

Overall, this section included details on the research study's methods and technique and all of the materials were analyzed. The results and conclusions of this study are also presented in the following section.

Results and Discussion

The research employed quantitative and qualitative analysis. Pre- and post-tests, lesson observations, and additional lessons served as the basis for data collection. Key findings were then identified through thematic analysis. Three parts comprise the data presentation. The first section illustrates the data gathered from pre-test. The second section presents the information which obtained from the lesson observation and reports. The next third section provides qualitative data information from extra classes. The last fourth section illustrates the data obtained from post-tests of both groups.

Pre-test analysis

The pre-test was organized to identify students' strengths and weaknesses. Tests were in paper forms and each of them took 30 minutes. Key reading skills like recognizing main ideas, summarizing, sequencing, inferencing, and decoding were covered. Each test contained one text and five questions that were related to text. The assignment contained a total five questions. Table 4 below gives detailed explanation of students' responses and gives a detailed assessment of how students coped with the pre-test in experimental group.

Table 4

Pre-test Students' Responses

Reading comprehension questions	% of Correct Answers	Number of Students
Summarization	66,6	8/12
Inferencing	41,6	5/12
Decoding	91,6	11/12
Sequencing	50	6/12
Identification of main idea	58,3	7/12

As the Table 4 shows, the lowest results of 41,6 % were related to inferencing and 50 % for sequencing. The next item is summarization which presents that only eight students responded correctly which means 66,6 %. The identification of main idea section had moderate 58,3 % results than other, as seven students responded correctly. The last decoding showed the highest percentage 91,6 % of correct responses which means that twelve students of the whole group answered correctly.

Table 5 below briefly illustrates the information about correct answers of two inclusive students from experimental group. Inclusive students showed significantly lower results compared to the overall group.

Pre-test Learners' Responses

Reading comprehension questions	% of Correct Answers	Number of Students
Summarization	33,3	1/3
Inferencing	33,3	1/3
Decoding	66,6	2/3
Sequencing	33,3	1/3
Identification of main idea	66,6	2/3

According to the table, the lowest percentages of 33,3 % had inferencing, summarization and sequencing sections, which means that only 1 learner provided correct answer. Two items such as decoding and identification of main idea had the same percentage of right answers of 66,6 % which means that two inclusive students answered correctly.

Lesson observations analysis

The lessons observation reports were intended to get information about instructional strategies that teachers used to teach learners comprehension during reading task. Furthermore, considerations and the explanations were written independently from the descriptive information during observation stage.

This report is about an experimental group of intermediate learners. The class consists of 15 students and three of them were inclusive students.

Subsequently, given table 6 contains information that was gathered from observations of eight English lessons particularly reading comprehension tasks which were conducted in group.

Table 6

Observations Reports Protocol of EFL Inclusive Classroom

Dates:	Activities: Reading Comprehension	Duration: 20 mins X 8 hours Overall 160 mins
Descriptive proceedings	Interpretations	Researchers' reflections
Teacher started lessons from revising previous materials	Students make advantage of their past knowledge.	The instructor was able to identify and support learners with problems.
Teacher did not use warm-up before reading	Students were not lead into the reading task. Teacher did not provide a meaningful context for reading.	There was no motivation to learn more and teacher did not arouse learners' curiosity about the text.
While reading questioning: Do you have any questions about the first paragraph? Is there anything you are wondering about right now?	The instructor assists students in deciphering and understanding what they are currently reading. Struggling students to ask questions.	Students are engaging with the text.
Post -reading discussions: Teacher-students interaction.	Teacher asks summarize the paragraph. Requires students to think critically. Students tell the story by their own words by paraphrasing it.	These instructions assist students in processing concepts, thinking critically about the material, and reflecting on the material they have just learned.
Teacher asked questions: "What is the main message if this text or paragraph? What does the author want you to think about?"	It is a way of knowing something by using logic to understand and guessing something more than what is being said, "hidden message".	This is very useful exercise for high level skills, such as analyzing, creating, evaluating.

Continuation of Table 6

Dates:	Activities: Reading Comprehension	Duration: 20 mins X 8 hours Overall 160 mins
Teacher asked questions about students' experience	Connecting strategy instruction. Learners connect the text to self to other texts and to events that have or are happening in the world, their lives.	Making connections to the text help learners understand and comprehend better what they are reading.
Teacher translated unfamiliar words directly.	Teacher should reduce the use of L1 at this level and use different tools for presenting vocabulary, because it helps students develop the ability to define words and describe things, as this is a beneficial instrument for language learners.	Teacher should get students to stop translating and start thinking in English.
Teacher did not use visual aids but asked question: "What does the character or setting look like in your minds?"	Creating pictures in students' minds based on text they read or words hear.	It helps to comprehend effectively by create mental images by using new words.

The teacher relied on questioning and summarization techniques that were mainly non-interactive and did not use visual aids and warm-up activities before reading. An interesting technique for choosing a volunteer reader was to throw a ball which made it possible for all students to participate and helped to create a relaxed atmosphere in the classroom. Even though the lesson seemed to be well designed and was relevant to lower-intermediate level of learners, gaps in activities were caused by poor time management.

Supplementary lessons analysis

Five additional lessons were conducted for the experimental group focusing on reciprocal teaching and graphic organizers. These additional classes were primarily intended to evaluate the efficacy of the suggested curriculum. The learners were instructed by the researchers to use four comprehension strategies and an additional visual organizer on their initial day of reciprocal teaching. Learners gradually took responsibility for their learning, actively participating in discussions and self-assessment activities due to the combined instructional strategies.

The experiment group underwent reading activities for 11 weeks, involving the following process for a total of 5 expository texts. The Figure 3 demonstrates 4 stages of reading activities for reciprocal teaching strategy that the teacher introduced to students.

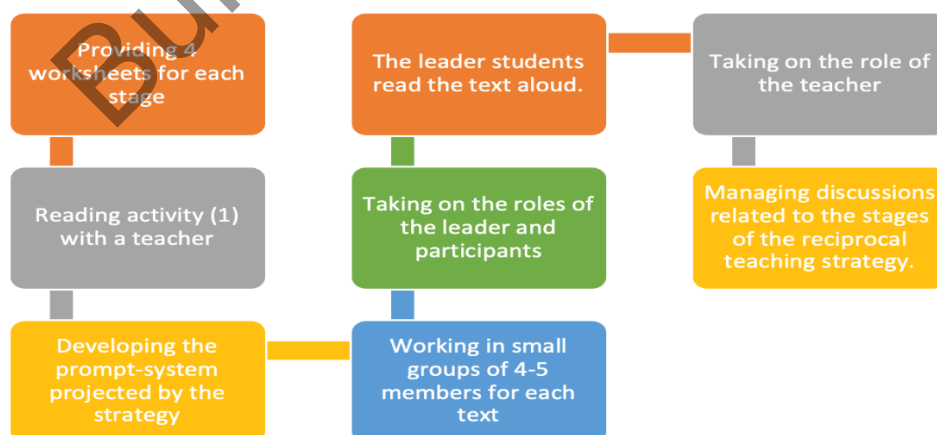


Figure 3. The stages of reading activities for reciprocal teaching strategy

Post-test analysis

The post-test aimed to compare the effectiveness of proposed instructional strategies between control and experimental groups. The post-test contained one text and five related questions for intermediate level, with a similar structure but different content.

As previously noted, the learners in the experimental group received special instructions throughout the five additional lessons which included graphic organizer instructional tactics in conjunction with reciprocal mixing.

After the research, the table 7 displays the outcomes of the post-test that the inclusive trainees from the experimental group had received.

Table 7

Post-test learners' responses

Reading comprehension questions	% of Correct Answers	Number of Students
Summarization	83,3	10/12
Inferencing	66,6	8/12
Decoding	58,3	7/12
Sequencing	75	9/12
Identification of main idea	83,3	10/12

The data unequivocally demonstrates that the experimental group's performance improved as compared to the pre-test findings. It was noteworthy that while the indications for decoding questions were low at this point, the marks for summarization, inference, sequencing, and major idea identification were somewhat elevated.

As for the findings of the post-test for inclusive learners from the experimental group are displayed in the table 8 below.

Table 8

Post-test learners' responses

Reading comprehension questions	% of Correct Answers	Number of Students
Summarization	100	3/3
Inferencing	66,6	2/3
Decoding	0	0/3
Sequencing	100	2/3
Identification of main idea	100	2/3

The experimental group's inclusive learners' post-test results show notable improvements in reading comprehension. All students successfully completed summary and sequencing questions and correctly identified the main idea showing 100 %. With only 66.6 % accuracy, inferencing skills were still difficult to master. Notably, there was no progress in decoding skills (0 %), suggesting that learners need more vocabulary or phonetic training. Although additional efforts are required for inferencing and decoding abilities, the data generally indicates that there were advances in the outcomes in summarizing, sequencing, and recognizing the main theme.

On the whole, the study's outcomes were based on various forms of work analysis, including:

- analysis of observations were done in order to evaluate the instructional strategies used by teachers;
- pre- and post-test results were analyzed to find out the differences between the control and experimental groups;

- selection of the weaker group was connected to assess the effectiveness of the instructional strategies and to compare the progress outcomes of two groups.

As previously stated, the purpose of this study was to investigate reading comprehension instructional strategies in inclusive classrooms and to evaluate theoretical frameworks for suggested hybrid instructional strategies like graphical organizers and reciprocal education (questioning, summarizing, clarifying, and predicting). The following questions guided the research during the investigation:

1. What instructional strategies do teachers use to provide reading comprehension?
2. How does a combined instructional strategy promote reading comprehension?

Research topics were addressed through talks during data processing, and the results of findings were separated into two themes, which are as follows: utilization of instructional strategies to facilitate reading comprehension and the efficacy of combining instructional tactics to enhance reading comprehension.

Theme 1: Utilization of instructional strategies in inclusive classroom by regular teacher.

The findings of the theme 1 were obtained via numerous observations from EFL inclusive classroom. The qualitative data gathering was done to reveal the instructional tactics that a standard instructor employs to help students understand what they have read.

In order to help students to use background knowledge and activate existing information, the teacher began lessons by revising previous materials. This approach is beneficial for inclusive students as it helps identify and support problems. To improve understanding and critical thinking, the teacher used various methods to convey information, such as summarizing, paraphrasing, and asking questions. These strategies helped learners reflect on their learning, process concepts, and express their thoughts. Furthermore, the teacher also connected the content to real-life events by asking questions about learners' experiences. Prior knowledge helps readers make inferences and has a positive effect on reading.

Lack of interactive and visualization instructional strategies.

As was previously mentioned, instructional practices are crucial, particularly when it comes to educate in inclusive classrooms. During the period of observations, the study draws attention to the deficiency of visual instructional strategies and interactive teaching methods in inclusive classrooms. Students' involvement and conception were hindered by the teacher's lack of use of visual aids, different graphics, and warm-up exercises. The literature review highlighted that employing visual aids—such as graphs and images—can significantly support inclusive learners in grasping complex concepts.

Furthermore, interactive instructional strategies that could have promoted student collaboration and critical thinking — such as role-playing, discussions, and peer learning — were not used. According to the observations, the teacher's lack of specialized training in inclusive education had an impact on the learning process and the development of the special students' needs. Therefore, teachers should use a variety of teaching strategies to support students in developing an optimistic mindset toward reading comprehension and successfully serve inclusive students.

Theme 2: The effectiveness of combined instructional strategies for promoting reading comprehension.

This section provides and answers for second research question and verifies whether the proposed instructional strategies were effective in terms of instructing reading comprehension in inclusive classrooms.

Based on the data analysis of the pre-test, summarization, inferencing, sequencing, and major idea identification were challenging. Additional lessons that included visual organizers, prediction, summarizing, and questioning were implemented in order to overcome these problems. Based on the post-test results significant improvements were shown indicating that reading comprehension abilities were improved in inclusive classrooms through a systematic blend of teaching strategies.

Figure 4 below illustrates outcomes that were obtained. The given line chart illustrates the correlation of the results between pre-test and post-test of inclusive students from the experimental group.

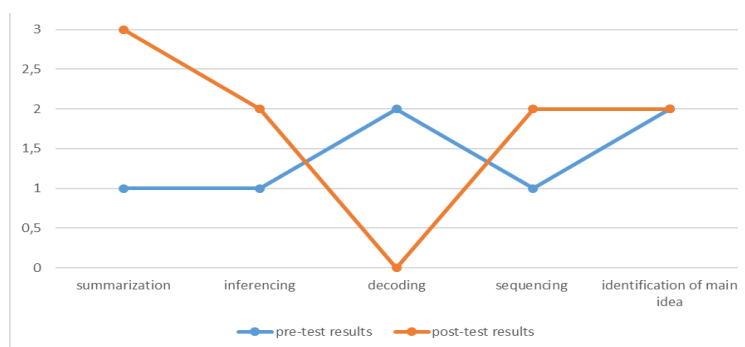


Figure 4. “The correlation of the results between pre-test and post-test of inclusive students from the experimental group”

As the figure 4 shows, considerable changes in the final results are visible. The data demonstrates improvements in results regarding summarization, inferencing and sequencing also identification of main idea. With the regards of decoding, the indicator of this category displayed a decline in consequences compared to pre-test. It is possible to determine the post-test progress by comparing the overview item results. As the data shows, for pre-test only one student gave the correct answer, but for the post-test all three students answered correctly. As to the inference and sequencing questions, there were given one correct response, by comparison, in the post-test two learners answered properly. Identification of the primary concept figures does not alter.

In general, class observations showed that decoding, question-and-answer sessions, and reading aloud were the most common teaching tactics. Additionally, the data acquired indicated that the experiment verified the efficiency of the suggested combination instruction to a partially extent.

Conclusion

This section offers details on the decisions that were taken when processing the research and assesses the efficacy of suggested instructional practices for inclusive classrooms. In addition to testing theoretical models of suggested combined instructional strategies like graphical organizers and reciprocal instructions (examining, analyzing, clarifying, and predicting), the goal of this study was to examine the instructional strategies for reading comprehension in inclusive school settings from both public and private educational institutions. Therefore, we can define instructional strategies as methods that educators use to help students gain greater independence in their ability to learn and comprehend material.

The study discovered while teaching tactics are integrated, reading comprehension abilities during English as a Foreign Language (EFL) classes greatly improve. These techniques support students' ability to anticipate, deduce, formulate questions, recognize themes in texts, define ambiguous terms, and summarize texts. The four primary components of the integrated instruction assist students overcome obstacles, planning, tracking their comprehension, and evaluate their preparation, which eventually results in increased independent reading. Reciprocal teaching, making connections between reading and attitudes of students and lives, and helping them stay focused on their long-term goals — as identified by observation analysis — all contribute to greater reading motivation.

Despite their diverse needs, methods for reading comprehension are designed to accommodate all students. Good teachers are familiar with their students and offer assistance when required. As a result, from a social-cultural standpoint, students can receive help from classmates and teachers even though their comprehension levels may differ. Because of this, reading comprehension instruction should concentrate on meeting the needs of students who may come from diverse backgrounds and have a range of demands.

Both sides of a single coin are inclusive education and high-quality instruction. It's time to give up thinking about inclusive learning as a difficult, specialized process requiring abilities that regular teachers do not possess. A specialist would not provide extra help to some students, present more challenging assignments to others, or take the time to learn about each students' interests and areas of strength. They are a necessary component of any good teacher's daily routine.

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Г.Т. Ерсұлтанова, Ж.Т. Жылтырова, М.А. Қасымбекова, М.К. Джандильдинов

Инклюзивті сыныптарда шет тілі ретінде ағылшын тілінде оқылымды түсінуге үйретудің әдістемелік тәсілдері: кейс зерттеу

Зерттеудің мақсаты инклюзивті сыныптарда мұғалімдердің түрлі оқыту әдістерін қолдану арқылы оқылымды түсінуді үйрету. Әдістер сабақта оқушылардың ерекше қажеттіліктерін ескере отырып инклюзивті білім беру ұстанымдарын қарастырады. Зерттеу жұмысы инклюзивті білім беру ұстанымдарын негізге ала отырып, инклюзивті сыныптарда оқылымды түсінуді қамтамасыз ету үшін өз сыныптарындағы оқушылардың әртүрлі қажеттіліктерін қанағаттандыру үшін мұғалімдер қолданатын оқыту стратегияларын зерттейді. Зерттеуде ең алдымен, ағылшын тілі мұғалімдерінің инклюзивті оқушыларды үйрету тәсілдеріне назар аударылады. Теориялар мен әдебиеттерді талдау арқылы мақалада оқытудың тиімді стратегиялары қарастырылған және оқылымды түсінуге элементтеріне түсінік берілген. Әдебиеттерді талдау негізінде оқуды түсінуге қатысты бірқатар тақырыптар қарастырылған және оқылымды түсінуге үйретудің заманауи тәсілдері талқыланды. Деректерді жинау және талдау үшін әртүрлі әдістер, соның ішінде мемлекеттік білім беру мекемелеріндегі 8-сынып сияқты оқу орындарында бақылап-қадағалау жұмыстары жүргізілді. Бұдан

басқа, зерттеу жұмыстары оқу-әдістемелік стратегияларды салыстыру үшін, кемшіліктерді анықтау үшін және оқуды үйретуде тиімді оқыту стратегияларын енгізу үшін эксперименталды зерттеулер жүргізді. Алынған мәліметтер мұғалімдер инклюзивті білім беру саласында өз білімдері мен дағдыларын үнемі жетілдіру керек екендігін анық көрсетеді.

Кілт сөздер: оқылмды түсінуге үйрету, инклюзивті сыныптар, инклюзивті оқушылар, оқыту стратегиялары, мәліметтерді жинау, сабақтарды бақылау, қосымша сабақтар, ағылшын тілі шет тілі ретінде.

Г.Т. Ерсұлтанова, Ж.Т. Жылтырова, М.А. Касымбекова, М.К. Джандильдинов

Методические подходы к обучению пониманию прочитанного в инклюзивных классах английского языка как иностранного: кейс исследование

Целью данного исследования является изучение того, как учителя преподают освоение чтения в инклюзивных классах, используя различные методы, которые рассматривают особые потребности учащихся в обычных классах в соответствии с принципами инклюзивного образования. Исследование рассматривает ряд учебных стратегий, используемых учителями для удовлетворения различных потребностей учащихся в классах, чтобы обеспечить обучение пониманию прочитанного в инклюзивных классах, которые следуют принципам инклюзивного образования. В первую очередь внимание уделяется подходам преподавателей английского языка к обучению инклюзивных учащихся. В статье на основе анализа теорий и литературы рассматриваются эффективные стратегии обучения и основные элементы понимания прочитанного. В литературном обзоре рассматриваются различные аспекты понимания прочитанного, а также современные подходы к обучению и развитию этого навыка. Для сбора и анализа данных применялись разнообразные методы, включая наблюдения в учебных заведениях, таких как классы 8-х классов государственных школ. Кроме того, были проведены экспериментальные исследования, направленные на сравнение стратегий обучения, выявление пробелов и внедрение эффективных методов преподавания понимания прочитанного. Полученные результаты ясно демонстрируют необходимость для учителей постоянно совершенствовать свои знания и навыки в области инклюзивного образования.

Ключевые слова: обучение осмыслению прочитанного, инклюзивные классы, инклюзивные учащиеся, учебные стратегий, сбор данных, наблюдение за уроками, дополнительные занятия, английский язык в качестве иностранного языка.

Information about the authors

Yersultanova, G.T. — PhD, Associate Professor, Department of Foreign Philology and Translation, Al-Farabi Kazakh National University, Almaty, Kazakhstan; e-mail: gyersultanova@gmail.com, ORCID: 0000-0001-8913-6067

Zhylytyrova, Zh.T. (contact person) — PhD, Associate Professor, Vice Rector for International Cooperation, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan; e-mail: zhanarzh1@gmail.com, ORCID: 0000-0003-2963-2610

Kassymbekova, M.A. — PhD, Associate Professor, Department of Methodology of Foreign Language Education, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan; e-mail: marhabat.k@mail.ru, ORCID: 0000-0002-5568-1259

Jandildinov, M.K. — PhD, Associate Professor, Department for Pedagogy, Psychology and Philology, Zhezkazgan Baikonurov University, Zhezkazgan, Kazakhstan; e-mail: m.jandildinov@gmail.com, ORCID: 0000-0001-6240-0841