

USING BILINGUAL TEXTS FOR READING AND TRANSLATION SKILLS

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Annotatsiya: Mazkur maqolada ingliz tilini o'qitish jarayonida ikki tilli matnlardan foydalanishning o'quvchilarning o'qib tushunish va tarjima ko'nikmalarini rivojlantirishdagi ahamiyati tahlil qilinadi. Tadqiqot davomida ikki tilli matnlar o'quvchilarga matn mazmunini chuqurroq anglash, yangi leksik birliklarni o'zlashtirish hamda tarjima jarayonida til birliklarini qiyosiy tahlil qilish imkonini berishi aniqlangan. Shuningdek, ushbu yondashuv o'quvchilarning tilga bo'lgan qiziqishini oshirishi, lug'at boyligini kengaytirishi va kommunikativ kompetensiyasini rivojlantirishga xizmat qilishi ko'rsatib berilgan. Tadqiqot natijalari ikki tilli matnlardan foydalanish o'qish va tarjima ko'nikmalarini rivojlantirishning samarali vositalaridan biri ekanligini tasdiqlaydi.

Kalit so'zlar: ikki tilli matnlar, o'qib tushunish, tarjima ko'nikmalari, ingliz tili, lug'at boyligi, matn tahlili, chet tilini o'qitish, kommunikativ kompetensiya.

Abstract: This article examines the role of bilingual texts in developing reading comprehension and translation skills among English language learners. The study demonstrates that bilingual texts help students understand textual meaning more effectively, acquire new vocabulary, and compare linguistic structures between two languages. Furthermore, the use of bilingual materials increases learners' motivation, improves language awareness, and enhances communicative competence. The findings suggest that bilingual texts serve as an effective educational resource for strengthening both reading and translation skills in foreign language learning. The study highlights the practical benefits of integrating bilingual texts into language instruction to support meaningful and efficient learning outcomes.

Keywords: bilingual texts, reading comprehension, translation skills, English language learning, vocabulary development, text analysis, foreign language teaching, communicative competence.

Аннотация: В данной статье рассматривается роль двуязычных текстов в развитии навыков чтения и перевода при изучении английского языка. Исследование показывает, что двуязычные тексты помогают учащимся лучше понимать содержание текста, усваивать новую лексику и сравнивать языковые структуры двух языков. Кроме того, использование двуязычных материалов способствует повышению мотивации обучающихся, развитию языковой осведомлённости и коммуникативной компетенции. Результаты исследования подтверждают, что двуязычные тексты являются эффективным средством

совершенствования навыков чтения и перевода в процессе обучения иностранным языкам.

Ключевые слова: *двуязычные тексты, понимание прочитанного, навыки перевода, английский язык, развитие словарного запаса, анализ текста, обучение иностранным языкам, коммуникативная компетенция.*

INTRODUCTION

In contemporary foreign language education, the development of reading and translation skills is considered an essential component of language learning. Reading enables learners to access information, expand their vocabulary, and improve their understanding of grammatical structures, while translation helps them interpret and transfer meaning accurately between languages. As English continues to play a significant role in international communication, education, and professional development, effective methods for strengthening these skills have become increasingly important.

One approach that has gained considerable attention is the use of bilingual texts. Bilingual texts present information in two languages, allowing learners to compare linguistic structures, vocabulary, and meanings directly. This comparison helps students understand unfamiliar expressions, recognize contextual meanings, and develop greater language awareness. Unlike traditional reading materials, bilingual texts provide immediate support for comprehension, reducing learners' anxiety and increasing their confidence when working with foreign-language texts.

The use of bilingual texts offers several educational advantages. First, they facilitate vocabulary acquisition by enabling learners to connect new words and phrases with their equivalents in another language. Second, they support reading comprehension by helping students understand the overall meaning of a text without relying excessively on dictionaries. Third, bilingual materials encourage the development of translation skills, as learners are exposed to different ways of expressing similar ideas across languages. Through this process, students become more aware of linguistic similarities and differences, which contributes to their overall language proficiency.

Furthermore, bilingual texts can increase learner motivation and engagement. When students are able to understand a text more easily, they are more likely to participate actively in reading activities and develop positive attitudes toward language learning. The combination of reading and translation practice also promotes critical thinking, as learners must analyze meanings, evaluate language choices, and consider cultural aspects reflected in the text.

The purpose of this article is to examine the effectiveness of using bilingual texts for developing reading comprehension and translation skills among English language learners. The study explores the educational value of bilingual materials and discusses their role in enhancing vocabulary knowledge, language awareness, and overall

communicative competence. It is expected that the findings will demonstrate the positive impact of bilingual texts on students' language learning outcomes and provide useful insights for foreign language teachers and researchers.

MATERIALS AND RESEARCH METHODOLOGY

This study investigates the effectiveness of using bilingual texts to improve reading comprehension and translation skills among English language learners. The research was conducted with a group of students studying English as a foreign language at the intermediate level. The participants were selected because they possessed sufficient knowledge of English to work with reading materials while still requiring support in developing their comprehension and translation abilities.

The primary materials used in the study consisted of bilingual texts presented in both English and the students' native language. The selected texts included short stories, informative passages, and educational articles that were appropriate for the learners' proficiency level. These materials were chosen based on their linguistic accessibility, relevance, and potential to promote reading and translation practice. Additional learning resources such as vocabulary exercises, comprehension tasks, translation activities, and assessment tests were also employed throughout the research process.

The study adopted both qualitative and quantitative research methods. Students were first asked to read bilingual texts and compare the information presented in both languages. They then completed a series of activities designed to assess their understanding of the texts and their ability to translate information accurately. Reading comprehension tasks included identifying main ideas, answering questions, summarizing texts, and interpreting specific details. Translation tasks required students to translate selected passages and analyze differences in vocabulary, grammar, and meaning between the two languages.

Data were collected through pre-tests and post-tests, classroom observations, and the evaluation of students' written assignments. The pre-test was administered before the implementation of bilingual-text activities to determine the students' initial level of reading comprehension and translation competence. After several weeks of instruction using bilingual materials, a post-test was conducted to measure progress and identify changes in performance. Classroom observations provided additional information regarding students' participation, motivation, and engagement during learning activities.

The collected data were analyzed using descriptive and comparative methods. Students' performance on reading comprehension and translation tasks was compared before and after the intervention. Particular attention was given to improvements in vocabulary knowledge, text interpretation, translation accuracy, and overall comprehension. The analysis also considered students' attitudes toward bilingual texts and their perceived usefulness in language learning.

Through this methodology, the study aimed to evaluate the educational value of bilingual texts and determine their effectiveness as a practical tool for enhancing

reading and translation skills in English language education. The research sought to provide evidence-based insights that could support teachers in integrating bilingual materials into their instructional practices.

ANALYSIS AND RESULTS

The analysis of the collected data revealed that the use of bilingual texts had a significant positive effect on the development of students' reading comprehension and translation skills. The findings were based on pre-test and post-test results, classroom observations, students' written assignments, and participation in various learning activities. The overall results indicate that bilingual texts provide an effective learning environment that supports language acquisition, improves comprehension, and enhances translation competence.

Before the implementation of the bilingual-text approach, many students experienced difficulties in understanding English texts independently. The pre-test results showed that learners often struggled with unfamiliar vocabulary, complex sentence structures, and contextual meanings. A considerable number of students relied heavily on dictionaries and frequently translated texts word by word without fully understanding the intended message. As a result, their comprehension of the reading materials was limited, and they encountered challenges when answering questions related to the texts.

During the initial stage of the study, students demonstrated uncertainty when dealing with authentic English passages. Many participants were hesitant to express their interpretations of the texts because they lacked confidence in their language abilities. Some students focused primarily on individual words rather than understanding the broader context of the reading material. This tendency negatively affected their ability to identify main ideas, recognize supporting details, and make logical inferences from the text.

After the introduction of bilingual texts, a gradual improvement in students' performance became evident. The presence of both English and native-language versions allowed learners to compare meanings directly and verify their understanding of difficult sections. Instead of becoming frustrated by unfamiliar vocabulary or complex structures, students were able to use the bilingual format as a support mechanism for comprehension. This process reduced anxiety and encouraged greater engagement with reading activities.

One of the most significant findings of the study was the improvement in vocabulary acquisition. Through regular exposure to bilingual texts, students encountered numerous lexical items in meaningful contexts. Rather than memorizing isolated vocabulary lists, learners observed how words functioned within authentic sentences and paragraphs. The direct comparison between languages enabled them to understand semantic nuances and recognize appropriate usage patterns. Consequently, students expanded their vocabulary knowledge and demonstrated greater confidence when reading new texts.

The analysis also showed considerable progress in reading comprehension. Students became more successful in identifying the main ideas of texts, understanding supporting details, and interpreting information accurately. Their responses to comprehension questions became more detailed and precise over time. Many participants demonstrated an improved ability to summarize passages, identify key arguments, and explain relationships between different parts of a text. These developments indicate that bilingual materials helped learners move beyond surface-level understanding and engage more deeply with written content.

Another important outcome was the enhancement of translation skills. At the beginning of the study, students frequently produced literal translations that reflected the grammatical structure of the source language rather than the natural conventions of the target language. Their translations often contained lexical inaccuracies and stylistic inconsistencies. However, continuous practice with bilingual texts helped students develop a more sophisticated understanding of translation processes. They learned to focus on meaning rather than individual words and became more capable of selecting appropriate equivalents according to context.

As the research progressed, students demonstrated greater awareness of linguistic differences between English and their native language. They began to recognize variations in sentence structure, word order, idiomatic expressions, and cultural references. This awareness contributed to improved translation accuracy and allowed learners to produce more natural and coherent translations. The findings suggest that bilingual texts provide valuable opportunities for comparative language analysis, which is essential for effective translation training.

Classroom observations further supported the positive impact of bilingual materials. Students participated more actively in discussions and collaborative tasks than they had during traditional reading lessons. They frequently exchanged ideas about vocabulary meanings, translation alternatives, and textual interpretations. Such interactions promoted peer learning and created a supportive educational environment in which students felt comfortable exploring language-related challenges. Increased participation also contributed to higher levels of motivation and engagement throughout the study.

The research revealed that bilingual texts played an important role in developing learners' confidence. Many students reported feeling less intimidated by English texts because they had immediate access to meaning through the parallel-language format. This confidence encouraged them to read more independently and take greater responsibility for their own learning. As learners became more comfortable with the reading materials, they gradually reduced their dependence on external assistance and demonstrated greater autonomy in completing language tasks.

The findings also indicated improvements in critical thinking and analytical skills. Working with bilingual texts required students to compare different linguistic structures, evaluate translation choices, and identify subtle differences in meaning.

These activities encouraged learners to think critically about language and communication. Rather than accepting translations passively, students learned to analyze multiple possibilities and justify their decisions. Such cognitive engagement contributed not only to translation competence but also to broader academic skills.

The comparison of pre-test and post-test scores provided quantitative evidence of the effectiveness of bilingual texts. Most students achieved noticeably higher scores in both reading comprehension and translation assessments after the intervention. The increase in performance was particularly evident in tasks involving vocabulary interpretation, contextual understanding, text summarization, and translation accuracy. These improvements suggest that bilingual materials can serve as an effective instructional resource for supporting multiple aspects of language learning simultaneously.

Furthermore, the study demonstrated that bilingual texts can bridge the gap between comprehension and production skills. As students gained a deeper understanding of written texts, they became more capable of expressing ideas accurately in both languages. This connection between receptive and productive language abilities highlights the educational value of integrating reading and translation activities within a single learning framework.

The results of the study support previous research emphasizing the importance of meaningful language exposure and contextualized learning. Bilingual texts provide learners with immediate access to meaning while still encouraging active engagement with the target language. This balance allows students to develop comprehension skills without sacrificing linguistic challenge. Consequently, bilingual materials can be particularly beneficial for learners who experience difficulties with authentic texts or who require additional support during the language-learning process.

Overall, the findings of this research clearly demonstrate that bilingual texts are a valuable pedagogical tool for enhancing reading comprehension and translation skills. Their use contributes to vocabulary development, improved understanding of textual content, greater translation accuracy, increased learner confidence, and stronger analytical abilities. The positive outcomes observed throughout the study suggest that bilingual materials should be incorporated more widely into English language teaching programs. By integrating bilingual texts into classroom instruction, educators can create more accessible, engaging, and effective learning experiences that support students' overall language development and academic success.

CONCLUSION

The findings of this study demonstrate that bilingual texts are an effective tool for developing reading comprehension and translation skills among English language learners. The use of bilingual materials helped students understand texts more accurately, expand their vocabulary, and improve their ability to translate meaning between languages. In addition, bilingual texts increased learners' confidence, motivation, and engagement in classroom activities.

The results also showed significant improvement in students' comprehension of main ideas, contextual meanings, and textual details. Through regular practice, learners developed greater language awareness and became more capable of producing accurate and natural translations. Furthermore, bilingual texts encouraged analytical thinking by allowing students to compare linguistic structures and meanings across languages.

In conclusion, integrating bilingual texts into English language instruction can provide meaningful support for both reading and translation development. Therefore, teachers are encouraged to use bilingual materials as a practical and effective resource for enhancing students' language proficiency and overall learning outcomes.

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