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Developing a Bilingual Linguistic Identity through the Written Scientific Texts Creation

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Abstract

The research aimed at identifying approaches for building a bilingual individual through written an academic text, using five text types for achieving this goal. The analysis of text types used in this study were glossed, bilingual, dictionary assisted text, authentic, task-based text that reveals valuable insights into their effectiveness and areas for improvement in language learning. After engaging with the texts, they wrote annotations and reviews. The study showed the following results: The glossed text approach has demonstrated significant effectiveness in enhancing comprehension, however, challenges remain in providing detailed examples, crafting comprehensive conclusions, ensuring precise grammar. Working with bilingual texts students could identify the main ideas and use vocabulary correctly, but, their texts often lacked depth in argumentation and critical analysis. Using dictionary was helpful for understanding vocabulary and grammar, it was less effective for in-depth text analysis and synthesis. Authentic texts provided exposure to real-world language but also posed difficulties that require targeted instructional strategies. Task-based texts, while engaging, highlighted areas where students need more focused support. The experiment involved fifteen first-year philology students, aged 19 to 20, from a higher educational institution who were learning Russian as a foreign language, with Kazakh as their first language (L1).

Keywords: *Bilingual Linguistic Identity, Glossed Text, Bilingual Text, Dictionary Assisted Text, Authentic Text*

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Introduction

Kazakhstan is a multilingual and multiethnic country where both Kazakh, the state language, and Russian, the official language, play crucial roles in communication across various areas

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such as governance, business, education, and social interactions. The prevalence of these languages mirrors the nation's historical, cultural, and political context, which has required its citizens to be highly adaptable linguistically. In today's society, knowing just one language is becoming less adequate, especially in Kazakhstan, where significant socio-political and economic changes over the last twenty years have increased the need for multilingual skills. These developments have notably influenced many sectors, with education being one of the most impacted (Kublasheva et al., 2022).

In the modern world, proficiency in at least two languages has become increasingly essential. This necessity arises from recent geographical and political developments that have facilitated communication between individuals separated by thousands of kilometers (Obasi, 2024). Gaining proficiency in multiple languages is not just a personal benefit; it is essential for Kazakhstan's integration into the global community. Enhancing linguistic skills among students, especially within a bilingual or multilingual framework, is a key goal of current educational policies. A skilled bilingual learner should be able to think systematically in both languages, summarize and communicate written content effectively, and express complex ideas clearly and coherently (Kurmanbayuly & Zhumabaeva, 2021). These skills are vital not only for academic achievement but also for professional and intercultural interactions.

The foundations of bilingual education go beyond just learning languages; they involve building a linguistic identity that meets both national and global communication standards. Experts highlight the need for both educators and students to develop bilingual skills to engage in international scientific and professional discussions. With the rapid pace of globalization and digitalization, being able to communicate in multiple languages has become a crucial skill rather than just a supplementary one (Aleksanyan & Sokolova, 2023).

Additionally, bilingualism enhances cognitive flexibility, cultural understanding, and the ability to collaborate across disciplines and cultures. These skills are especially important in light of Kazakhstan's trilingual education policy, which aims to ensure proficiency in Kazakh, Russian, and English to boost the country's competitiveness on the global stage. By integrating bilingual and multilingual education into the broader context of knowledge-based economic growth, Kazakhstan is preparing a workforce that is adaptable, innovative, and connected to the world.

Therefore, promoting bilingual skills is vital not only for personal academic and career growth but also for the country's development and international relations. The effective execution of bilingual education policies, backed by modern linguistic and educational research, will be key in shaping the future of Kazakhstan's education system and society.

The development of a bilingual program is greatly shaped by various social, cognitive, and motivational factors that influence students. A key aspect of this process is the teacher's role, acting as a facilitator, motivator, and guide in the students' journey of language acquisition. Successful bilingual education depends on innovative teaching strategies that promote linguistic competence while also supporting cognitive and communicative growth. Today's educators use a variety of methods to improve bilingual proficiency, such as content-based instruction, task-based learning, and scaffolded immersion techniques. Moreover, building a bilingual linguistic identity through scientific writing requires the integration of different teaching approaches. This research assesses the importance of these methods in developing

bilingual identity and highlights the most effective strategies for enhancing scientific writing skills in a bilingual setting.

The topic of teaching written expression includes several aspects of written communication, such as different text types, genres, and stylistic conventions. Mastering written expression involves acquiring the knowledge, skills, and strategies needed to create coherent, well-structured, and meaningful discourse. According to Moldabayeva et al. (2023), effective written communication requires a systematic approach that focuses on textual coherence, clarity of communication, and awareness of the audience. Additionally, it entails developing critical thinking, argumentation skills, and the ability to adjust to various disciplinary writing conventions. In our research, we specifically examine the linguistic and structural features of scientific texts, which are essential for academic and professional communication.

A key element in developing proficiency in scientific writing is the use of authentic texts. Djumabaeva (2020) points out that authentic material play a crucial role in preparing students for real-world reading and writing tasks. By engaging with these texts, second language learners can cultivate higher-order cognitive skills, including critical analysis, synthesis, and evaluative reasoning. Gómez Rodríguez (2016) emphasizes the many advantages of authentic texts, highlighting that they expose learners to natural language use, mirror real-world contexts, and offer insights into current events and societal changes. Furthermore, authentic texts improve learners' intercultural competence, enabling them to interact with diverse perspectives and disciplinary discourses. They also promote a sense of achievement and motivation by allowing learners to participate in meaningful, contextually relevant tasks.

In light of the growing demands of globalization and academic mobility, the ability to produce well-structured scientific texts in multiple languages is vital for professional success and cross-cultural engagement. Developing bilingual scientific literacy also requires an understanding of academic integrity, proper citation practices, and effective argument construction. Thus, promoting bilingual scientific literacy through sound educational practices is essential for equipping students with the skills needed for active participation in global academic discussions. By incorporating targeted instructional strategies and utilizing authentic materials, bilingual education programs can improve students' abilities to tackle complex linguistic and academic challenges, ensuring their success in both national and international scholarly communities.

As well as, learning to write a scientific text can be facilitated by reading a glossed text. Glossing is an instructional method that enhances incidental vocabulary acquisition by providing learners with contextual support. According to Hong (2010), "The two most important reasons to use glosses are to assist reading comprehension and aid vocabulary learning." Glosses serve multiple functions in facilitating text comprehension, as Ko (2005) explains, by offering additional details on specific content, skills, strategies, and the meanings of complex words. For second language learners, glosses typically include definitions, synonyms, or explanations that help clarify challenging vocabulary.

Jacobs et al. (1994) points out that glosses mainly help with reading comprehension and vocabulary acquisition by easing cognitive load and improving the retention of words. Holley and King (1971) also highlight two more benefits of glossing for vocabulary learning. First, glossing can enhance performance on paired-associate vocabulary tests, as clear definitions

help avoid misunderstandings and incorrect guesses. Second, glosses aid in the correct use of newly learned words by strengthening contextual understanding.

In experimental contexts, glossed reading can be utilized to assess different facets of vocabulary acquisition and reading comprehension. It enables researchers to evaluate how well students learn and remember new vocabulary through glossed texts. Moreover, glossed reading allows for the assessment of contextual interpretation, showing how learners use glosses to accurately infer word meanings. Additionally, glossed texts help evaluate overall reading comprehension by revealing how they improve students' abilities to understand and process complex materials. Lastly, glossing can help reduce errors by decreasing incorrect guesses, thus enhancing accuracy in word recognition and usage.

These insights highlight the importance of glossed reading materials in supporting second language acquisition by boosting vocabulary retention, improving reading comprehension, and promoting a more structured approach to learning vocabulary. Therefore, incorporating glossing techniques into language instruction can be an effective pedagogical strategy for developing language skills and academic literacy in bilingual learners.

Bilingual texts are a vital resource for language learners, providing parallel versions that enhance understanding and vocabulary development in a second language (L2). These texts offer organized linguistic input, allowing learners to interact with material that exceeds their current proficiency while also strengthening their first language (L1) skills. By delivering information in both L1 and L2, bilingual texts support learners in building linguistic competence, improving reading comprehension, and boosting motivation through exposure to engaging and relevant content. As noted by Zhang (2019) and Semingson et al. (2015), bilingual texts generally include two main elements: the L1 version and its corresponding L2 translation. The most prevalent format is full-text translation, where the entire content appears in both languages. These translations can be organized in various ways, such as side-by-side text on a single page, facing-page formats, or separate pages for each language version. Such arrangements allow learners to cross-reference and compare linguistic structures, which helps enhance their understanding and retention of new vocabulary.

In addition to bilingual texts, dictionary use plays a crucial role in language proficiency development. As students advance in their comprehension and expressive abilities in English and other target languages, they must employ effective language learning strategies to manage unfamiliar vocabulary. Gonzales (1999) highlights that efficient dictionary use significantly benefits learners by fostering independent learning and enhancing their ability to decode and comprehend complex texts. The ability to reference lexical information autonomously cultivates confidence and self-sufficiency among students, equipping them with essential skills for lifelong language learning.

While context clues, morphological analysis, and inferencing strategies play a role in vocabulary acquisition, dictionaries are still among the most effective tools for enhancing lexical knowledge. For example, Kazakh and Russian dictionaries usually offer detailed information, such as spelling, syllabication, pronunciation, etymology, grammatical usage, and synonyms. Additionally, some dictionaries include illustrative examples that help clarify word meanings and promote a deeper understanding.

To further investigate the effectiveness of dictionary use, a comparative analysis will be carried out to evaluate vocabulary gains among learners who use dictionaries compared to those

who utilize alternative methods, such as context-based learning, mnemonic techniques, or digital translation tools. By exploring these various approaches, this research seeks to identify the most effective strategies for improving vocabulary retention and overall language proficiency.

In the end, incorporating bilingual texts and dictionary-based learning strategies into language education leads to stronger linguistic development, enhancing comprehension, cognitive flexibility, and intercultural competence among bilingual and multilingual learners. Task-based texts serve as valuable pedagogical tools for enhancing the development of written skills in language learners.

Task-Based Language Teaching (TBLT) is an instructional approach that centers on learners, encouraging them to actively interact with language materials to achieve specific objectives or complete meaningful tasks. According to Dorathy and Mahalakshmi (2016), TBLT promotes deep engagement, enhancing both linguistic skills and communicative abilities by immersing students in authentic, goal-oriented learning experiences. By incorporating purposeful tasks into language instruction, TBLT fosters active learning, leading to notable improvements in students' written and spoken language performance.

Skehan (1998) points out that TBLT aids in interlanguage development by mimicking real-life communicative activities—like writing formal reports, composing essays, or participating in structured dialogues—that require learners to use language as a practical tool for problem-solving and interaction. The use of task-based texts ensures that language learning goes beyond theoretical knowledge, encouraging practical application and contextual understanding. Additionally, Benson (2001) highlights the essential role of TBLT in nurturing bilingual identity, as it places learners at the forefront of their language development. This student-centered approach enables learners to negotiate course content, choose linguistic forms from their existing knowledge, discuss various strategies for completing tasks, and assess task outcomes, thereby fostering autonomy and metacognitive awareness.

Ahmadian (2016) identifies five key characteristics of tasks that enhance their effectiveness in language acquisition. First, a task is a structured learning activity that requires learners to use the target language to achieve a specific goal. Second, a task may focus on either communicative meaning-making or specific linguistic structures. Third, it emphasizes language use in authentic communicative contexts, giving learners opportunities to engage in meaningful exchanges. Fourth, task-based activities integrate multiple language skills—such as reading, writing, speaking, and listening – ensuring a holistic approach to language development. Lastly, tasks encourage learners to reflect on language use, enhancing their ability to manipulate linguistic structures effectively.

Incorporating task-based texts into language education allows educators to create engaging and interactive learning environments that improve students' ability to write clearly and coherently. By applying TBLT principles, students develop cognitive and linguistic flexibility, which are crucial for achieving bilingual proficiency and academic literacy. Consequently, task-based methods play a vital role in enhancing not just writing skills but also the broader linguistic abilities needed for effective bilingual and multilingual communication.

The growth of writing skills is closely tied to the practice of annotating scientific texts, as structured annotation is essential for developing analytical thinking, understanding texts, and improving language skills. Using prepared annotation templates acts as a helpful teaching tool,

guiding students in organizing their ideas, synthesizing complex information, and boosting their academic writing skills. When creating annotation templates, foreign-language texts often serve as a basis for enhancing professional competence, allowing learners to interact with specific terminology and academic language in the target language. When integrated into writing instruction, annotations offer valuable insights into a learner's language skills and developmental progress (Hyland, 2003).

The selection of texts for annotation must adhere to specific pedagogical criteria to maximize their instructional effectiveness. Firstly, they should be tailored to meet the needs and interests of students, ensuring that the content is both relevant and intellectually stimulating. Secondly, annotated texts should incorporate elements of novelty to foster engagement and maintain learner motivation. Thirdly, the material should align with students' future professional specializations, as integrating subject-specific content into language instruction enhances the practical applicability of acquired skills (Storch & Tapper, 1996).

In the present study, we employ communicative teaching methods, incorporating the analysis of diverse text types to assess their role in developing bilingual identity. This methodological framework enables an in-depth exploration of how structured annotation facilitates scientific writing skills and promotes bilingual proficiency. By evaluating the impact of these methods, the research seeks to elucidate their effectiveness in shaping a bilingual linguistic personality and enhancing academic literacy. Moreover, the findings aim to contribute to the broader discourse on bilingual education by providing empirical insights into the role of annotation as a strategic instrument for fostering both linguistic and cognitive development in multilingual settings. Ultimately, this study underscores the importance of annotation as a transformative approach that bridges linguistic competence and professional expertise, ensuring that students acquire the necessary skills to engage in academic and scientific communication at an advanced level.

Materials and Methods

The aim of this research is to explore the development of a bilingual personality by examining the use of academic text types and their role in cultivating communicative skills through scientific writing. The study focuses on students from the philology department of a higher educational institution and various types of scientific texts, which serve as the primary research material. The comprehensive analysis of these texts and student experiences will provide insights into the role of academic writing in the development of bilingual competencies. To achieve the goal, the following tasks were undertaken:

- Analyzing scientific texts. Through methods of analysis and synthesis, various types of scientific texts were examined. Five specific types, authentic, adapted, bilingual, glossed, and contextualized texts were selected for further study.
- Text transformation. The selected scientific texts were transformed according to the text types used in the experiment. This involved applying contextualization and simplification methods to make the texts more accessible and suitable for the study.
- Reviewing lexicogrammatical resources. Lexicogrammatical and explanatory dictionaries were reviewed to work with non-adapted text. This review aimed to develop critical thinking, independent research, and analysis skills in bilingual individuals, ultimately leading to the recommendation of the most effective resources.

– Preparing glossed texts. This involved using contextual support and integration methods to examine terms, antonyms, and synonyms, and preparing a model of glossed text guided by the main text.

– Simplifying vocabulary and sentence structure. Complex vocabulary in the original texts was simplified by providing synonyms, and compound sentences with complex structures were adapted into simpler sentences to aid comprehension.

– Preparing bilingual texts. Bilingual texts were prepared in two languages, with a comparative analysis of language use, syntax, and terminology. Methods of comparative analysis and contextual learning were employed to understand the differences and similarities between the two languages.

– Creating annotation templates. To assess comprehension of the analyzed texts, templates for annotations were created. These templates were designed to evaluate mastery of terms, new vocabulary, and the ability to identify the main idea, ultimately determining the potential for critical thinking development.

As well as the research employed both analytical and synthetic methodologies to assess various approaches to reading and comprehending scientific texts. A comparative analysis was conducted on texts' types such as adapted texts, plain texts, authentic texts, and glossed texts. Qualitative research methods were utilized throughout the study, including the processes of text reading, annotation, and review writing. These methods were also applied in the analysis of results to assess the efficacy of the scientific texts in fostering a bilingual personality and in improving communicative skills.

Participants

The experiment involved fifteen first-year students from the philology department of a higher educational institution who were studying Russian as a foreign language. The selection of students at the elementary level was based on the premise that developing scientific writing skills should begin at the early stages of language learning. All participants were native Kazakh speakers, aged 19 to 20 years

The students were divided into five groups, with three participants assigned to each of the five text types: glossed, bilingual, dictionary-assisted, authentic, and task-based texts. Each student completed two written tasks after being introduced to their assigned text type:

Annotation writing: Students were required to summarize and analyze the content of their assigned text.

Essay writing: Based on their annotation, students composed an essay related to the text, applying the acquired knowledge and linguistic structures.

Prior to participation, students were provided with a consent form to indicate their willingness to be part of the study and to permit the use of their responses for research purposes. Participation was voluntary, and students had the right to withdraw from the study at any stage without facing any consequences.

To ensure confidentiality, personal data was anonymized, and research ethics protocols were strictly followed. While participants were given instructions on how to engage with the texts and write annotations, they were not informed that the ultimate objective of the study was to investigate the role of academic text types in developing bilingual competencies through writing. This helped maintain unbiased engagement with the study materials.

Experiment Design

The experiment was designed to evaluate students' interaction with different types of academic texts, as detailed in Table 1. Descriptive analysis (Swales, 1990) was used to determine the results of the experiment, and the criteria for determining the level of understanding of the text were evaluated on a 5-point scale (see Table 2). Five criteria were established to assess the skills students should acquire from working with these texts.

Table 1
Text Types Used in the Experiment

	Scientific Text Types Used in Experiment
1	Glossed Text
2	Bilingual Text
3	Dictionary Assisted Text
4	Authentic Text
5	Task-Based Text

Table 2
Evaluation Criteria

Criteria	Description	Scores
Comprehension of main ideas	Completely grasped the main idea of the text	5
	Mostly grasped the main idea of the text	4
	Somewhat grasped the main idea of the text	3
	Did not grasp the main idea of the text	2
Understanding of details	Profoundly recognizes and recalls specific facts, events, names, dates, and other concrete details mentioned in the text.	5
	Sufficient recognition of specific facts, events, names, dates, and other concrete details mentioned in the text well.	4
	Insufficient recognition of specific facts, events, names, dates, and other concrete details mentioned in the text.	3
	Doesn't recognize and recall specific facts, events, names, dates, and other concrete details mentioned in the text	2
Vocabulary and language use	A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features.	5
	The resource is sufficient to allow some flexibility and precision	4
	Simple vocabulary may be used accurately but the range does not permit much variation in expression.	3
	The resource is limited and inadequate for or unrelated to the task	2
Grammatical understanding	A wide range of structures within the scope of the task is used with full flexibility and control	5
	A variety of complex structures is used with some flexibility and accuracy.	4
	The range of structures is limited and rather repetitive.	3
	A very limited range of structures is used	2
Critical response and reflection	Is able to identify and explore the central themes and arguments presented in the text	5
	Is able to identify and explore many of themes and arguments presented in the text	4
	Is able to identify and explore some of themes and arguments presented in the text	3
	Is not able to identify and explore themes and arguments presented in the text	2

For the research, material from Yaritsa (2012), '*Read Technical Texts in Russian: Textbook on Scientific Style of Speech*' were selected as the primary material. This educational resource is designed for students in technical, natural science, medical, and biological fields and is tailored to learners at A1, A2, and B1 levels in Russian as a foreign language.

The experimental text chosen was "Environmental Pollution" and was converted into several formats: glossed text, bilingual text, task-based text, and simplified text. Three copies of each text type were prepared for the study. For the text, a list of terms and new vocabulary to be learned was compiled. Initially, fourteen Russian words from the texts were selected as target vocabulary items. Additionally, some terms are international and may not have direct translations, leading to misconceptions that they are translated into Kazakh exactly as they are in Russian. Recently, Kazakh equivalents for several international terms have been proposed, reflecting ongoing developments in terminology. After selecting the texts and establishing the terms, words, phrases, and evaluation criteria, the transformation of the texts was undertaken. Initially, glossed texts were prepared. Glosses are commonly used to assist learners who encounter comprehension difficulties while reading. According to Cohen (1990), there are four main types of reading strategies used by second language learners: support strategies, paraphrasing strategies, strategies for maintaining text coherence, and strategies for monitoring strategy use. The creation of glossed texts followed these stages:

- Complete understanding of the text. The text was thoroughly discussed to determine its content, identify new words, and understand any nuanced meanings.

- Identifying complex words and phrases. Special terms, complex words and phrases, archaic terms, and neologisms that might pose difficulties for students were identified and marked.

- Writing clear explanations. Clear, concise, and informative explanations and definitions were crafted for each complex word or phrase. Examples or contextual information were provided to illustrate the meaning of the terms as used in the text.

- Inserting glosses. Glosses were inserted into the text in various ways. We chose to include a separate glossary section at the end of the text, where definitions and explanations were provided. This approach avoids cluttering the main text with excessive annotations.

- Review and edit. The glossed text was reviewed and edited to ensure accuracy and clarity. The glosses were checked to confirm they were useful and not overly detailed. This method was applied consistently across all three texts.

Bilingual text was prepared in the third turn "Bilingual texts include two elements: the original text in the first language (L1) and its translation into the second language (L2). The most prevalent method for presenting bilingual texts is through full-text translations" (Semingson et al., 2015). Preparing bilingual texts involves creating a document that presents information in two languages, often for purposes like language learning, international communication, or providing accessibility (Schon, 2004).

The creation process involved translating the Russian text into Kazakh and presenting both versions side-by-side for easy comparison.

- Translation and layout. The Russian text was translated into Kazakh. A side-by-side format was used, it involves presenting the L1 and L2 texts on the same page or on facing pages, allowing learners to easily compare and contrast the two languages (Zhang & Webb,

2019). This layout facilitated direct comparison of language and vocabulary, with readers first engaging with the text in their native language (L1) before reading the translation in the second language (L2).

– Sequential reading strategy. According to errorless learning theory (Skinner, 1954), reading the L1 version before the L2 translation enhances comprehension of vocabulary and content. This approach helps minimize errors and reinforces correct understanding by ensuring that learners grasp the content accurately in their native language before addressing the translation.

– Accuracy and consistency checks. Both the original text and its translation were meticulously reviewed for accuracy. This included checking for grammatical errors, typographical mistakes, and formatting issues in both languages. The translation was cross-verified to ensure it accurately reflected the content and nuances of the original text.

– Glossary. A comprehensive glossary was included to address technical terms and specialized vocabulary that might require further explanation. This glossary provided clear definitions and context to aid readers' understanding of the specific terminology.

– Terminology and style consistency. Consistency in terminology and style was rigorously maintained throughout the text to prevent confusion and misinterpretation. This approach ensured that the message remained clear and coherent in both languages.

By following these stages, the bilingual texts were crafted to provide a clear, accurate, and accessible resource for learners, enhancing their understanding and comparison of the original and translated versions.

To ensure accurate translation and a thorough understanding of the text's purpose and meaning in completing tasks in dictionary assisted text, a review of bilingual dictionaries was conducted. The Kazakh-Russian dictionary by Kaldybai Bektaev (2007) was selected for this purpose. This dictionary spans 697 pages and includes vocabulary from various functional styles of modern Kazakh literature, including scientific, journalistic, artistic, and fictional texts. It also features a Russian-Kazakh section with over 20,000 words, along with an appendix listing Kazakh language endings and their application to nouns and verbs, as well as the original text was used as an authentic material for the fifth stage of the experiment.

Next, authentic texts, which are originally created in the target language and reflect real-life language use, were selected for this purpose. The methods employed for transforming these texts included selection, contextualization, and simplification.

In preparing the authentic text, background information was provided to help learners understand the context and significance of the material. Complex sections of the text were simplified while preserving the original meaning and style to ensure that learners could grasp the content effectively.

In the next stage, the text was converted using a task-based approach, which integrates key principles from communicative language teaching. Dorathy and Mahalakshmi state: "Tasks are a central component of TBLT in language classrooms because they provide a context that activates learning processes and promotes second language acquisition" This method represents a shift from traditional approaches, focusing on developing effective communication skills through practical and engaging tasks. By providing real-world contexts for language use, the task-based approach enhances both learner engagement and practical application (Dorathy & Mahalakshmi, 2016).

The following types of tasks were employed: To assess the learner's knowledge and understanding of the text, multiple choice questions were created. These questions evaluated the learner's grasp of specific facts, concepts, and principles from the text. This task type is particularly effective for determining whether learners genuinely comprehend the material. True/False/Not Given tasks aimed to evaluate a learner's ability to interpret and assess information presented in the text. Learners were required to distinguish between information explicitly stated in the text and information that was either implied or not provided. This task necessitates careful analysis of both the statements made in the text and any gaps or omissions in the information, thereby testing critical thinking and interpretive skills. Missing Words Completion exercise involved filling in blanks within a text using appropriate words or phrases. It assessed learners' vocabulary knowledge and their ability to select contextually appropriate words. By employing these task-based strategies and resources, the experiment aimed to enhance learners' comprehension, language use, and translation skills, providing a comprehensive evaluation of their language proficiency and understanding of the text.

Results

During the experiment, the adapted text types were distributed among fifteen students. Each group of three students worked with the text: "Zagreznenie sredy" (Environmental Pollution). The students were assigned to different text types: glossed text, bilingual text, dictionary assisted text, authentic text, or task-based text. The texts were divided among fifteen students, with each student assigned to one of five text types where three students received the same text type.

Each student was given one hour to read their assigned text and understand its content. After reading, they used provided templates to annotate the text, with an additional forty minutes allocated for this task. In the final stage, students reviewed the original text based on their reading and annotations.

Three students worked with the glossed text and demonstrated the following outcomes:

Two students effectively identified the main idea of the text. One student summarized, "*The main idea of the text is that environmental pollution is a serious and multifaceted problem with significant negative impacts on various elements of our planet, including air, water, soil, and noise environments*". The second student similarly captured the essence of the text, though in a more general manner. They highlighted the text's focus on pollution's wide-ranging effects but did not elaborate extensively on the underlying issues. All three students correctly identified key details of the text, including different types of pollution: air, water, soil, noise, thermal, and radioactive. They pointed out the causes and consequences of these types of pollution. However, none of the students provided specific examples from the text or additional examples of their own, which limited their depth of explanation.

The students used new vocabulary correctly within their sentences and attempted to explain the meaning of the terms. Their ability to integrate new words into their writing showed a good grasp of the glossary's purpose.

The students' written texts were generally grammatically correct. They used sentence structures, speech parts, modal verbs, and auxiliary verbs appropriately. The students successfully summarized the text and attempted to engage in critical thinking. They mentioned

various pollution types, discussed their causes and effects, and proposed potential solutions to the problems presented.

Despite these efforts, the final summaries were incomplete as the students struggled to provide a concluding sentence that effectively wrapped up their reflections.

Overall, students working with the glossed text demonstrated a solid understanding of the main ideas and details, correctly used new vocabulary, and wrote grammatically competent texts. They made a commendable effort to summarize and critically engage with the material but faced challenges in providing detailed examples and concluding their summaries effectively.

Three students who worked with the bilingual text showed the following results: All three students effectively identified the main idea of the text: The first student noted, "*The main idea of the text is that environmental pollution is a serious and multifaceted problem affecting air, water, soil, and noise*".

The second student observed, "*The text describes various types of pollution, such as air, water, soil, noise, and thermal pollution, as well as radioactive pollution. It also mentions the sources of these pollutions and their negative consequences for ecosystems, human health, and cultural monuments*".

The third student highlighted, "*The text discusses possible measures to combat pollution, such as improving emissions treatment, reducing the use of toxic substances, and waste processing. Overall, the text emphasizes the importance of taking action to protect the environment and ensure its sustainability*".

The students were able to identify key details within the text. The third student excelled by paraphrasing specific examples from the text. The first and second students correctly used 13 of the 14 target vocabulary words, while the third student used all 14 words accurately in their written work.

From a grammatical perspective, students demonstrated good progress. They correctly used participles, deprecations, definitions, complex words, sentences, and complex nominative constructions. However, one student made errors in the structure of active and passive verbs and two students made mistakes with modal verbs and constructions.

Despite their strong performance in other areas, all three students struggled with demonstrating critical thinking skills. Their written texts lacked elements of critical thinking, such as formulating and supporting arguments, presenting facts, and substantiating claims.

Overall, the students working with the bilingual text displayed strong comprehension and vocabulary usage, with good grammatical accuracy. However, they did not effectively demonstrate critical thinking skills in their written responses.

Three students, who engaged with the dictionary assisted text, demonstrated the following outcomes:

The first and second students exhibited partial understanding of the text's main idea. Although they acknowledged that environmental pollution is detrimental to humanity, they struggled to fully explain why the author described various types of pollution. They noted the harmful effects but did not thoroughly articulate the rationale behind the author's discussion of specific pollution types. The third student demonstrated a comprehensive understanding of the main idea, correctly identifying that the text discusses possible measures to reduce pollution,

such as waste treatment, using less polluting fuels, and installing treatment systems. This student also noted that these measures often encounter financial and political challenges.

All three students showed varying levels of detail in their summaries. While the text mentioned five types of environmental pollution, the first and second students only identified and described three types superficially. The third student provided a more detailed account, aligning more closely with the information presented in the text. The first student used 11 out of the 14 target words from the text, the second student used 12, and the third student used 13. This indicates that all students incorporated a significant portion of the vocabulary into their summaries, though there was variability in the extent of usage. Grammatical errors were infrequent among all three students, and sentence structures were generally simple. This suggests that while the students' grammatical accuracy was high, their sentence complexity was relatively low. The students successfully summarized the main ideas of the text and attempted to integrate their own thoughts. However, their summaries often lacked detailed explanations and did not fully capture the intricacies of the text. Overall, while the students were able to grasp the core ideas and integrate some vocabulary, their summaries varied in detail and depth.

Next, three students who worked with the authentic text faced the following challenges:

One student failed to identify the main ideas, which were the different types of environmental pollution and their consequences. This indicates a significant difficulty in grasping the central theme of the text. The remaining two students struggled with attention to detail and did not adequately reveal the causes of contamination. They noted the general impact of pollution but did not delve into the specific reasons behind different pollution types. The first student used 8 out of the 14 target vocabulary words from the text, the second student used 10, and the third student used 12. This shows some level of vocabulary integration, but none of the students fully utilized all the target words. All three students demonstrated frequent grammatical errors and mistakes in sentence structure. This suggests that while they engaged with the text, their writing was hindered by issues in grammatical accuracy and sentence construction. Two students successfully summarized the main ideas of the text and attempted to incorporate their own thoughts. However, the summaries were often incomplete and lacked depth. One student struggled significantly with understanding the text and was unable to provide a coherent summary or meaningful personal insights. Overall, the students working with the authentic text experienced challenges in identifying the main idea, detailing the causes of pollution, and demonstrating grammatical accuracy. These difficulties highlight the need for more effective strategies in engaging with complex texts and integrating target vocabulary.

Three students who engaged with the task-based text exhibited the following issues:

Two students incorrectly identified the main idea of the text as focusing solely on determining the types of environmental pollution. They stated that the text described how pollution contaminates rivers and lakes, kills living organisms, and harms ecosystems, without fully capturing the broader scope of the text's main message.

In the "True," "False," "Not Given" task, these students struggled to accurately determine the text details. They failed to identify the primary sources of pollution and could not provide detailed explanations about them, even when specific sources were mentioned in the text.

Errors were also prevalent in the "missing words" completion task, which was designed to assess vocabulary usage and grammatical understanding. The students struggled to use the

vocabulary and grammatical structures correctly, resulting in incomplete or incorrect responses. The written summaries and reviews produced by these students contained the aforementioned errors. They were unable to reflect accurately on the text or convey its full meaning in their written work. Overall, the students working with the task-based text faced significant challenges in understanding the main idea, answering detail-oriented questions, and applying vocabulary and grammatical structures accurately. These issues impacted their ability to effectively reflect on and analyze the text.

Discussion

Based on the students' review annotations and performance across glossed, bilingual, dictionary assisted, authentic and task-based text types, the following results were obtained:

Glossed Text

The analysis of student performance with the glossed text reveals several important insights into the effectiveness of this approach in enhancing reading comprehension and writing skills. The performance of the three students who worked with the glossed text was notably strong, with an overall indicator score of 82.6% where one student achieved a score of 80% and two students each scored 84%. This suggests that the bilingual text approach was effective in supporting their comprehension and writing skills (see Table 3). The majority of students were able to identify the main idea of the text, demonstrating that the glossed text facilitated understanding of complex concepts. One student captured the text essence thoroughly, while another provided a more general summary. This suggests that glossing can aid in clarifying overarching themes and ideas. Students effectively recognized various types of pollution and their impacts. However, the lack of specific examples or additional details indicates that while glossing helps in understanding key concepts, it may not always ensure a deep grasp of finer details or contextual examples. All students correctly incorporated new terms into their writing, which suggests that the glossary and annotations were helpful in enhancing their lexical knowledge. This highlights the glossed text's role in expanding students' vocabulary and improving their ability to use new words in context. The effort to explain the meaning of terms indicates that glossing aids in comprehension beyond mere recognition, facilitating a deeper understanding of specialized vocabulary. Most students used sentence structures, parts of speech, and modal verbs appropriately, reflecting a solid grasp of grammar. Issues such as punctuation errors and problems with connecting sentences were noted. This suggests that while glossing helps with comprehension and vocabulary, it may not fully address all aspects of grammatical accuracy. These errors could indicate a need for additional support in refining grammatical skills. Students made notable attempts to summarize the text and discuss its implications, but their final summaries were often incomplete. This suggests that while glossing aids in understanding, it may not always translate into effective summarization skills. The students showed an effort to engage in critical thinking by discussing pollution types and proposing solutions. However, the lack of a concluding sentence and limited depth in reflections suggest that additional strategies might be needed to enhance critical thinking and provide thorough analyses. Overall, the findings of this study indicate that the glossed text approach is a valuable tool for enhancing reading comprehension, vocabulary acquisition, and grammatical accuracy among students learning Russian as a foreign language. The high overall

performance score (82.6%) demonstrates its effectiveness in supporting comprehension of complex academic material. Most students successfully identified central themes, incorporated new terminology, and used sentence structures appropriately. However, their summaries varied in depth, and some struggled with punctuation and sentence cohesion. While glossing aids in comprehension and vocabulary expansion, it does not fully develop summarization skills or syntactic fluency. To address this, additional training in text structuring, targeted grammar exercises, and contextualization activities may be necessary.

Despite its strengths, the glossed text approach has limitations in fostering critical thinking and deep conceptual understanding. While students attempted to discuss key issues and propose solutions, their reflections lacked depth and conclusive statements. This suggests that glossing supports basic comprehension but may not inherently develop higher-order analytical skills. Integrating structured critical thinking exercises, guided writing tasks, and scaffolded discussions could enhance its effectiveness. Future research should explore how glossed texts can be combined with complementary methods to further improve bilingual students' academic writing skills and overall linguistic development.

Table 3

Evaluation of a Glossed Text

Evaluation criteria	Student1	Student 2	Student3	Total
Comprehension of main ideas	4	5	4	
Understanding of details	4	4	4	
Vocabulary and language use	4	4	4	
Grammatical understanding	4	4	5	
Critical response and reflection	4	4	4	
Average grade	4	4,2	4,2	
Max grade	5	5	5	average
Average grade	80%	84%	84%	82.6%
Max grade	100%	100%	100%	

The Bilingual Text

The bilingual text approach had a significant role in shaping the students' performance in reading comprehension and writing. "They contain two features: the L1 text and the L2 text. The most common way of presenting bilingual texts is the format of full-text translations" The analysis of student performance with the bilingual text reveals both strengths and areas for improvement, reflecting the impact of this approach. When working with a bilingual text, students' average score was 79 %, one student got 76 % and two students show 80 % (see Table 4). The bilingual text was instrumental in helping students grasp the main ideas of the text. All three students were able to effectively identify and articulate the core message of the text, which centered on environmental pollution and its various forms. This indicates that the side-by-side presentation of L1 and L2 texts facilitated a clearer understanding of complex concepts. The bilingual text approach significantly aided vocabulary acquisition. The students correctly used a majority of the target vocabulary words, with the third student using all 14 words accurately. This success suggests that seeing words in both languages helped reinforce their meanings and applications. By comparing terms in L1 and L2, students were able to understand and use new vocabulary more effectively; it means that the bilingual text provided contextual clues that supported correct usage, which is crucial for mastering complex terminology. While the

bilingual text contributed positively to grammatical understanding, some errors persisted. Students demonstrated good control over complex sentence structures and parts of speech, but there were notable issues with the use of active/passive verbs and modal constructions. The bilingual format may have contributed to these grammatical challenges by exposing students to differences in grammatical structures between the two languages. The bilingual text likely provided some assistance in understanding grammatical nuances. However, the persistence of errors suggests that further targeted instruction on grammatical structures is necessary. The findings suggest that the bilingual text approach effectively supported students' reading comprehension and vocabulary acquisition by providing clear contextual clues through L1 and L2 comparisons. The side-by-side format allowed students to grasp main ideas with ease and reinforced the meanings of key terms, leading to accurate vocabulary usage. However, while this approach helped students recognize linguistic patterns and complex sentence structures, persistent grammatical errors—particularly in active/passive verb use and modal constructions—indicate the need for additional targeted instruction. The bilingual format, though beneficial for comprehension, may have contributed to these grammatical difficulties by exposing students to structural differences between the two languages. Despite its advantages, the bilingual text approach did not fully develop students' critical thinking and argumentation skills. While they successfully identified key ideas and used new vocabulary, their writing lacked depth, supporting evidence, and analytical reasoning. This suggests that while bilingual texts aid comprehension, they do not inherently promote higher-order thinking. To address this, integrating structured exercises focused on argumentation, fact-based analysis, and synthesis of ideas could complement the bilingual text approach, ensuring a more comprehensive development of both linguistic and cognitive skills in bilingual learners.

Table 4*Evaluation of Bilingual Text*

Evaluation criteria	Student1	Student 2	Student3	Total
Comprehension of main ideas	4	4	4	
Understanding of details	4	4	5	
Vocabulary and language use	4	5	4	
Grammatical understanding	4	4	4	
Critical response and reflection	3	3	3	
Average grade	3,8	4	4	
Max grade	5	5	5	average
Average grade	76%	80%	80%	79%
Max grade	100%	100%	100%	

Dictionary Assisted Text

Students who used a dictionary to understand plain text demonstrated varying levels of comprehension and summarization skills. The average performance was 68%, with individual scores of 68%, 72%, and 64%. This suggests that while dictionary support aids in understanding plain text, there are notable differences in how effectively students leverage this tool (see Table 5). The primary role of the dictionary was to help students understand unfamiliar words and phrases within the text. Students who used the dictionary were able to correctly integrate a significant portion of the target vocabulary into their summaries. This suggests that the dictionary effectively supported their comprehension of specific terms and concepts,

allowing them to better grasp the text's content. Despite the aid from the dictionary, comprehension levels varied. The first and second students demonstrated partial understanding, recognizing that environmental pollution is harmful but struggling to fully explain the author's rationale behind discussing various pollution types. The dictionary provided clarity on individual words but did not necessarily facilitate a deeper understanding of the text's broader themes and connections. All students were able to use a substantial portion of the target vocabulary, with the third student using all 14 words accurately. This reflects that the dictionary helped students incorporate new terms into their summaries, enhancing their ability to express ideas related to the text's content. However, the variability in vocabulary usage indicates differences in how well students could integrate these terms contextually. While students could identify key details and main ideas, their summaries varied in depth. The first and second students provided superficial descriptions of pollution types and did not fully address the text's details. The dictionary helped with understanding individual words but did not necessarily enhance the students' ability to synthesize and elaborate on complex ideas from the text. The third student, who provided a more detailed summary, demonstrated that effective summarization also requires skills beyond just understanding vocabulary. Students showed good grammatical accuracy, using participles, definitions, and sentence structures correctly. This indicates that the dictionary support helped with understanding the grammatical context of individual words, contributing to correct usage in sentences. Despite high grammatical accuracy, students predominantly used simple sentence structures. The dictionary facilitated correct word usage but did not necessarily support the development of more complex sentence structures. The analysis of students' performance using the dictionary-assisted text approach reveals both advantages and drawbacks. While the dictionary was helpful for vocabulary acquisition and grammatical accuracy, it didn't necessarily lead to improved comprehension or critical thinking. Students were able to use target vocabulary in their summaries, showing that the dictionary helped them understand specific terms. However, the differences in comprehension levels and the struggle to grasp broader themes indicate that knowing individual words doesn't guarantee a full understanding of the text. As well as, although grammatical accuracy was high, students mostly relied on simple sentence structures, suggesting that dictionary support alone doesn't promote syntactic complexity. The lack of critical engagement, as seen in superficial summaries and limited argumentation, highlights the need for additional strategies like guided discussions, contextual analysis, and structured writing exercises to foster higher-order thinking skills alongside vocabulary support. (see Table 5).

Table 5*Using a Dictionary for Understanding a Plain Text*

Evaluation criteria	Student1	Student 2	Student3	Total
Comprehension of main ideas	3	3	4	
Understanding of details	3	3	3	
Vocabulary and language use	4	4	4	
Grammatical understanding	3	3	3	
Critical response and reflection	4	3	4	
Average grade	3,4	3,2	3,6	
Max grade	5	5	5	average
Average grade	68%	64%	72%	68%
Max grade	100%	100%	100%	

Authentic Text

The students who worked with authentic and task-based texts achieved the same average results, 64%, for both types of texts. In the task-based text, all three students scored 64%. In the authentic text, one student scored 68%, the second 64%, and the last 60% (see Tables 6 and 7). Students working with the authentic text displayed mixed results in identifying the main ideas. One student performed better, showing a clear understanding of the text's central themes, while others struggled. This disparity suggests that authentic texts, which are often more complex and less structured than simplified or glossed texts, can present challenges in comprehending overarching themes. The difficulty in capturing and explaining specific details from the text was evident. Authentic texts often include more nuanced and detailed information that requires a higher level of analytical skill. The fact that students had trouble identifying and explaining various pollution types and their causes reflects the complexity of authentic texts and the need for more sophisticated reading strategies. The variation in vocabulary usage among students highlights another challenge. Authentic texts tend to introduce more diverse and contextually rich vocabulary. Students' ability to incorporate and use this vocabulary correctly was inconsistent, pointing to the necessity of targeted vocabulary instruction and practice. The frequent grammatical errors observed in students' written work with the authentic text indicate difficulties in applying correct grammar and sentence structure. Authentic texts often contain more complex sentence structures and varied grammatical forms, which can be challenging for students who are still developing their language proficiency. The struggle to summarize and engage in critical thinking suggests that authentic texts demand higher-order cognitive skills. Students found it challenging to produce comprehensive summaries and offer insightful reflections, highlighting the need for enhanced critical thinking exercises and scaffolding to help them better analyze and synthesize information. Overall, the analysis of students' performance with authentic texts reveals both the advantages and challenges of this method in language learning. Authentic texts offer exposure to real-world language and complex structures, but they also pose difficulties in comprehension, vocabulary usage, and grammatical accuracy. Students showed varying abilities in identifying main ideas; some had a clearer understanding while others faced challenges, indicating that the unstructured nature of authentic texts requires more advanced analytical skills. The inconsistency in vocabulary usage further highlights the need for targeted instruction to help students effectively integrate new terms. Moreover, frequent grammatical errors and difficulties in summarization suggest that authentic texts require higher-order cognitive skills, which students found hard to develop

on their own. Finally, the findings indicate that while authentic texts can be valuable learning tools, their effective use necessitates additional support through guided reading strategies, structured vocabulary exercises, and the development of critical thinking skills to improve students' comprehension and written expression. (see Table 6).

Table 6*Evaluation of an Authentic Text*

Evaluation criteria	Student1	Student 2	Student3	Total
Comprehension of main ideas	4	3	3	
Understanding of details	3	3	3	
Vocabulary and language use	3	3	3	
Grammatical understanding	4	3	4	
Critical response and reflection	3	3	3	
Average grade	3,4	3	3,2	
Max grade	5	5	5	average
Average grade	68%	60%	64%	64%
Max grade	100%	100%	100%	

The Task-Based Text

The analysis of students' performance with the task-based text reveals several insights into the challenges and effectiveness of this approach. Two students misidentified the main idea of the task-based text, focusing narrowly on specific types of pollution rather than the broader context or argument presented in the text. Their summaries were limited to discussing how pollution affects rivers and lakes, without capturing the text's full scope. This suggests that students may struggle with extracting the overarching message from complex or multifaceted texts. Task-based texts often require a synthesis of information from various sections, which can be challenging for students if they have difficulty understanding the overall argument or theme. In the "True," "False," "Not Given" task, students struggled with accurately determining details and identifying primary sources of pollution. They were unable to provide detailed explanations, even for explicitly mentioned sources. This indicates a difficulty with tasks that require precise attention to detail and accurate comprehension. Task-based texts often include detailed information that students need to interpret and analyze. Difficulty in this area might reflect a need for improved skills in extracting and organizing specific information. Errors were common in the "missing words" completion task, which was designed to assess vocabulary usage and grammatical understanding. Students had trouble using the vocabulary and grammatical structures correctly, leading to incomplete or incorrect responses. This suggests that students may need additional support in both vocabulary acquisition and grammatical accuracy. The ability to correctly apply vocabulary and grammar is essential for completing task-based exercises successfully. The analysis of students' performance with task-based texts highlights important areas where additional support is needed to improve comprehension and writing skills. Although task-based texts offer a structured method for language learning, students encountered challenges in identifying main ideas, extracting specific details, and using vocabulary and grammar effectively. These difficulties indicate that while task-based learning promotes active engagement with texts, it may benefit from extra instructional strategies, such as guided reading exercises, explicit vocabulary teaching, and focused grammar practice. By addressing these issues, students can enhance their analytical skills, better synthesize

information, and perform more successfully in task-based assignments, ultimately boosting their overall language proficiency (see Table 7).

Table 7

Evaluation of a Task-Based Text

Evaluation criteria	Student1	Student 2	Student3	Total
Comprehension of main ideas	3	4	4	
Understanding of details	3	3	3	
Vocabulary and language use	4	3	3	
Grammatical understanding	3	3	3	
Critical response and reflection	3	3	3	
Average grade	3,2	3,2	3,2	
Max grade	5	5	5	average
Average grade	64%	64%	64%	64%
Max grade	100%	100%	100%	

Overall, students occasionally made punctuation errors across all five text types. However, evaluating these errors was not an objective of the study, as punctuation mastery was considered to depend on individual student ability and could be assessed through other types of written assignments. Therefore, punctuation errors in the experimental text types were not taken into consideration.

Conclusion

The research aimed at identifying approaches for building a bilingual individual through written an academic text, using five text types for achieving this goal. The analysis of text types used in this study were glossed, bilingual, authentic, plain text where students used dictionary and task-based text that reveals valuable insights into their effectiveness and areas for improvement in language learning. The glossed text approach has demonstrated significant effectiveness in enhancing comprehension, vocabulary usage, and grammatical accuracy. However, challenges remain in providing detailed examples, crafting comprehensive conclusions, and ensuring precise grammar. The bilingual text approach was effective in aiding comprehension and vocabulary usage, as evidenced by the high average results among students. While students could identify the main ideas and use vocabulary correctly, their texts often lacked depth in argumentation and critical analysis. This suggests that while bilingual texts improve comprehension and vocabulary, they may not inherently develop critical thinking skills. Students using a dictionary with plain texts showed moderate results, indicating that while the dictionary was helpful for understanding vocabulary and grammar, it was less effective for in-depth text analysis and synthesis. Students demonstrated partial understanding of the main ideas and struggled with detailed explanations. Authentic texts provided exposure to real-world language but also posed difficulties that require targeted instructional strategies. Task-based texts, while engaging, highlighted areas where students need more focused support. Overall, each text type offers unique benefits and challenges. The glossed and bilingual texts were effective in improving comprehension and vocabulary but required additional support for critical thinking and detailed analysis. Dictionary use aided vocabulary understanding but was limited in fostering deeper text comprehension. Authentic and task-based texts provided valuable real-world exposure but highlighted areas needing improvement in task performance

and text analysis. To enhance language learning outcomes, it is essential to integrate these approaches thoughtfully, addressing specific challenges and leveraging their strengths. By combining effective strategies and supports, educators can better support students in developing a comprehensive set of language skills, including comprehension, vocabulary usage, grammatical accuracy, and critical thinking.

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