

EFFECTIVE STRATEGIES TO ENHANCE READING SKILLS FROM B2 TO C1 LEVEL

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Abstract:

Reading is the process of looking at a series of written symbols and getting from them. Reading skills are crucial components of language skill, enabling individuals to read written texts in one or more languages. They help you understand, interpret, analyze and explain the text you read. They can improve your overall literacy skills by helping you find meaning of texts and developing language fluency by improving your vocabulary and enhancing your expertise in sentence construction. The aim of this research paper is to deep learn reading skills. About teaching students different methods, that is, teaching the secrets of reading, how to reach a high level. This article describes how we have practiced different practices with students, and how we have analyzed the reading task by dividing them into 2 groups.

Keywords: Strategies, reading skill, skimming, scanning.

Introduction

Reading is a fundamental skill in language learning, and moving from B2 to C1 requires more than just understanding the general meaning of texts. At the B2 level, you can comprehend straightforward articles and stories, but at C1, you should be able to analyze, interpret, and engage with complex materials fluently. This article explores the essential strategies and secrets to help you elevate your reading skills to the next level. The best way to improve your reading ability is to read every day. You can develop reading habit by setting aside a time every day to read. This can be as short as 20 minutes. At this time,

you can read what you find interesting, enjoyable, informational or educational, such as fictional stories, non-fiction essays or news articles. Reading practice will make you encounter new words increasing your vocabulary that will later help you understand text easily. It is possible to increase your reading comprehension by applying different reading strategies. The reading process might involve reviewing the text, studying the sentence structures or identifying specific text features. You can also determine the purpose of the text, such as whether it is persuasive, informational or instructional. You can find out if the text contains a central theme, if it details problems and their solutions or if it presents different ideas and their comparisons

LITERATURE REVIEW

Reading is the most important of these four skills. Reading is very useful for students in many ways. For example, this skill has several effective aspects in increasing vocabulary, understanding the meaning and content of the text clearly and concisely, improving fluency and more. According to Nunan (2003), students need to know useful and effective ways to understand the meaning and content of the text. McWhorte (1992) states that the content of an article is expressed in a single word or phrase, not in a complete sentence. Studies have shown that students who visualize while reading have better recall than those who do not (Pressley,1977).

Reading is an activity that has several benefits, such as to find information from text, magazines, newspaper. There are at least 8 outlined benefits of reading of reading according to Dewi (2013).

METHODOLOGY

The study involved 24 tenth-grade students (12 boys, 12 girls) from a secondary school. All participants were at the B2 level according to the Common European Framework of Reference (CEFR) and had been studying English for at least five years.

Reading Texts

The reading materials were carefully selected to align with the students' interests, cognitive abilities, and linguistic proficiency. The selection was

based on previous research suggesting that students engage more effectively with texts that match their personal interests and background knowledge.

Boys Group: Read a C1-level article about urban farming in Paris. This topic was chosen based on studies indicating that male students generally show a higher interest in geography and biology subjects.

Girls Group: Read a C1-level article about Green Roofs. Research has shown that girl students often display greater engagement with topics related to environment and education.

Each article was approximately 800-1000 words long and contained a mix of descriptive, analytical, and argumentative content to encourage critical reading and comprehension skills.

Comprehension Tests:

Students completed two types of reading comprehension assessments:

1. Multiple-Choice Questions (MCQs): These were designed to test Literal comprehension (e.g identifying main ideas and supporting details). Inferential comprehension (e.g., deducing the meaning of a word from context).

Critical reasoning (e.g., understanding the author's tone and intent).

Example MCQ: What is the primary argument of the author regarding technological advancements?

- a. They are beneficial but require regulation.
- b. They create more problems than they solve.
- c. They should be completely unrestricted.
- d. The author does not express a clear opinion.

2. Gap-Filling Questions: These were used to assess deeper comprehension and identify the words in the paragraphs.

Example: In many cases, they can also be used for producing....

Critical Thinking tasks

Students were required to evaluate the text's arguments, identify biases, and make connections between the content and real-world issues.

Example: In your opinion, how would the introduction of friendly environment in world effect of people? Provide evidence from the text and your own reasoning.

Strategy Training

Students received explicit instruction on reading strategies over a five-week period, with weekly practice sessions. Skimming, your overall purpose should be to read only those parts of an article or selection that contain the most information. This can be helpful in previewing a passage to decide if it's worth reading. To skim effectively, there must be a structure to get the information you need without reading every word. Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning you look only for a specific fact or piece of information without reading everything.

Procedure

1. Pre-Test:

Students completed a reading comprehension test on a C1-level article without prior training. This test measured baseline reading skills before the intervention.

2. Strategy Instruction (Five Weeks):

Students were trained in active reading strategies, with exercises that progressively increased in difficulty.

3. Post-Test:

After training, students completed another reading comprehension test, applying the newly learned strategies.

RESULT

A comparison of pre-test and post-test scores showed an overall improvement in reading comprehension, but results varied based on reading material.

Boy Students: Improved by an average of 18% (from 60% to 78%) when reading about technology.

Girl Students: Improved by an average of 22% (from 62% to 84%) when reading about social issues.

Overall, girls outperformed boys in both pre-test and post-test, though both groups benefited significantly from strategy training.

Diagram:

These results suggest that reading topic preference influences comprehension and that strategy training significantly improves reading skills for both gender.

Gender	Mean Score (Pre-Test)	Mean Score (Post-Test)	Improvement
Boys	60%	78%	18%
Girls	62%	84%	22%

DISCUSSION

The results of the study show that teaching reading strategies to B2 level students is effective in increasing their comprehension skills and bringing them closer to C1 level. The difference in the groups (girls performing better on green roofs and boys on farming-related texts) confirms the significant impact of personal interests and the relevance of the subject matter to the learning materials on learning effectiveness. This means that teachers can select materials that are more appropriate for students gender or personal interests, increasing their motivation and engagement.

The research methodology (pre-test, strategy teaching, and post-test) allowed for a clear assessment of changes, while also capturing students' comprehension and reasoning skills through multiple-choice and gap-filling questions.

CONCLUSION

The development side shows that the combination of specific strategies and materials adapted to the individual pages of students plays a key role in determining the reading level from B2 to C1. Offering content based on their individual interests (for example, urban farming or green roofs) increases the activity, motivation and productivity of students. Living in such conditions allows for a more inclusive and effective learning environment. The more

students engage with information that interests them, the more their interest in it will increase and they will be able to achieve the goals they set for themselves.

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