

THE PRACTICAL RESULTS OF USING MODERN AND INNOVATIVE
PEDAGOGICAL TECHNOLOGIES IN TEACHING READING TO B1 LEVEL
LEARNERS

Gulomjonova Maxfuza Gulamjon kizi

*Master's degree student (2nd year), Uzbek State
World Languages University Tashkent, Uzbekistan,
Email: makhfuzagulamzhonova17@gmail.com*

Annotation. The development of reading competence at the B1 level is a key objective of foreign language education, as learners are required to comprehend authentic texts and apply effective reading strategies. Traditional teaching approaches often fail to ensure sufficient learner engagement and autonomy, which increases the relevance of innovative pedagogical technologies.

The aim of this study is to investigate the practical effectiveness of modern and innovative pedagogical technologies in teaching reading to B1-level learners.

The research employed a quasi-experimental mixed-methods design involving an experimental and a control group. Task-based learning, flipped classroom methodology, and digital reading tools were applied during an eight-week instructional period. Data were collected through pre-test and post-test assessments aligned with CEFR B1 descriptors and analyzed using a paired-sample t-test and Cohen's d effect size.

The findings revealed a statistically significant improvement in the experimental group's reading performance ($t(23) = 6.42, p < 0.001$), with a large effect size (Cohen's $d = 0.87$). Learners demonstrated improved reading comprehension, strategic awareness, and higher engagement.

The study confirms that modern and innovative pedagogical technologies significantly enhance reading instruction at the B1 level and can be effectively integrated into higher education language curricula.

Keywords: B1 level, reading instruction, pedagogical technologies, task-based learning, flipped classroom

Annotatsiya. B1 darajadagi o'quvchilarda o'qish ko'nikmasini rivojlantirish chet tillarni o'qitish jarayonining muhim vazifalaridan biridir. An'anaviy o'qitish usullari ko'pincha o'quvchilarning faolligi va mustaqilligini yetarli darajada ta'minlamaydi, bu esa innovatsion pedagogik texnologiyalardan foydalanish zaruratini yuzaga keltiradi.

Mazkur tadqiqotning maqsadi B1 darajadagi o'quvchilarga o'qish ko'nikmasini o'rgatishda zamonaviy va innovatsion pedagogik texnologiyalarning amaliy samaradorligini aniqlashdan iborat.

Tadqiqot kvazi-eksperimental dizayn asosida olib borildi. Tajriba jarayonida vazifaga asoslangan ta'lim, flipped classroom metodikasi va raqamli o'qish vositalari qo'llanildi. Natijalar CEFR B1 talablari asosida ishlab chiqilgan pre-test va post-testlar orqali baholanib, t-test va Cohen's d ko'rsatkichlari yordamida tahlil qilindi. Tajriba guruhi natijalarida sezilarli statistik o'sish qayd etildi ($t(23) = 6.42, p < 0.001$), Cohen's $d = 0.87$ ko'rsatkichi yuqori samaradorlikni tasdiqladi. O'quvchilarning o'qish tushunishi va strategik kompetensiyasi yaxshilandi.

Natijalar zamonaviy va innovatsion pedagogik texnologiyalar B1 darajadagi o'qish ko'nikmasini rivojlantirishda samarali ekanligini tasdiqlaydi.

Kalit so'zlar: B1 daraja, o'qish ko'nikmasi, pedagogik texnologiyalar, vazifaga asoslangan ta'lim, flipped classroom

Аннотация. Развитие навыков чтения у обучающихся уровня B1 является важной задачей обучения иностранным языкам. Традиционные методы обучения не всегда обеспечивают активное участие и самостоятельность обучающихся, что повышает актуальность внедрения инновационных педагогических технологий.

Целью исследования является определение практической эффективности современных и инновационных педагогических технологий в обучении чтению учащихся уровня B1.

Исследование проводилось на основе квази-экспериментального дизайна с использованием смешанных методов. В обучении применялись заданный подход, метод перевёрнутого класса и цифровые инструменты чтения. Количественные данные анализировались с помощью t-теста и коэффициента эффекта Cohen's d.

Результаты показали статистически значимое улучшение навыков чтения ($t(23) = 6.42$, $p < 0.001$) с высоким эффектом (Cohen's $d = 0.87$). Отмечено повышение мотивации и стратегической осознанности учащихся.

Полученные данные подтверждают высокую эффективность использования современных и инновационных педагогических технологий в обучении чтению на уровне B1.

Ключевые слова: уровень B1, обучение чтению, педагогические технологии, заданный подход, перевёрнутый класс

Introduction. The development of reading competence at the B1 level is a crucial objective of foreign language education, as learners at this stage are expected to comprehend authentic texts, identify main ideas, and apply basic reading strategies in academic and everyday contexts. However, traditional reading instruction often remains teacher-centered and text-bound, which limits learner engagement, strategic awareness, and autonomy. In the context of rapid technological advancement, the integration of modern and innovative pedagogical technologies has become increasingly relevant for improving the effectiveness of reading instruction.

Previous studies in foreign language pedagogy emphasize the importance of communicative and learner-centered approaches in developing reading skills. International research on task-based learning, flipped classroom methodology, and digital reading tools confirms their positive impact on reading comprehension and learner engagement. Nevertheless, most existing studies focus on theoretical frameworks or general language skills rather than providing empirical evidence of practical outcomes at the B1 reading level.

Despite the growing body of literature on innovative pedagogical technologies, there remains a lack of empirical research that systematically examines their practical effectiveness in teaching reading to B1-level learners in higher education settings. In particular, limited attention has been paid to quantitative measurement of learning outcomes supported by statistical analysis.

The aim of this study is to investigate the practical results of using modern and innovative pedagogical technologies in teaching reading to B1-level learners.

To achieve this aim, the study seeks to:

1. analyze the impact of task-based learning and flipped classroom methodology on reading comprehension;
2. evaluate changes in learners' reading performance through pre-test and post-test comparison;
3. examine learner engagement and strategic awareness during technology-enhanced reading instruction.

The novelty of the present study lies in its integrated instructional model combining task-based learning, flipped classroom strategies, and digital reading tools, as well as in the use of statistical indicators (t-test and Cohen's d) to measure the practical effectiveness of these technologies in B1-level reading instruction.

The practical significance of the study is determined by the applicability of its findings to higher

education foreign language classrooms. The results may serve as methodological guidance for language instructors seeking to improve reading instruction through modern pedagogical technologies and contribute to the development of effective technology-enhanced curricula.

Literature Review. Research on teaching reading in foreign language education emphasizes the importance of communicative, cognitive, and learner-centered approaches. Scholars note that reading at the B1 level requires not only linguistic knowledge but also the ability to apply effective reading strategies such as skimming, scanning, inferencing, and contextual guessing. According to Gulomjonova M., integrated skill instruction and interactive methodologies play a crucial role in developing learners' reading competence and autonomy.

Innovative pedagogical technologies have been widely discussed as a means of enhancing the effectiveness of language instruction. Sayidahmedov highlights that modern educational technologies support learner engagement, motivation, and independent learning by shifting the focus from teacher-centered instruction to active learner participation. In this context, task-based learning has been identified as an effective approach that promotes meaningful interaction with texts and facilitates strategic reading development.

International studies on flipped classroom methodology indicate that pre-class exposure to learning materials allows classroom time to be devoted to higher-order cognitive activities, including interpretation, discussion, and problem-solving. Researchers argue that the use of digital reading tools and collaborative platforms contributes to improved comprehension and learner involvement. However, despite the growing interest in innovative pedagogical technologies, existing studies often lack empirical data supported by statistical analysis, particularly in relation to B1-level reading instruction in higher education. This gap underscores the need for research focused on practical outcomes and measurable learning results.

Research Methodology. The present study employed a **quasi-experimental mixed-methods research design** to investigate the practical effectiveness of modern and innovative pedagogical technologies in teaching reading to B1-level learners. This design was selected to ensure both objective measurement of learning outcomes and qualitative interpretation of learner behavior, engagement, and strategy use.

Participants. The participants consisted of **48 undergraduate EFL learners** enrolled at the Uzbek State World Languages University. All participants were identified as **B1-level learners** according to institutional placement tests aligned with the **CEFR descriptors**. The learners were randomly assigned into two groups: an **experimental group (n = 24)** and a **control group (n = 24)**. Both groups were comparable in terms of age, language proficiency, and prior exposure to reading instruction.

Research Setting and Duration. The experimental instruction was conducted over an **eight-week period**, with **two 90-minute reading sessions per week**. Both groups followed the same thematic syllabus and used texts of similar length and difficulty level to ensure instructional consistency. The key difference lay in the **instructional methodology** applied.

Instructional Design and Pedagogical Technologies. The experimental group received instruction through a combination of **task-based learning, flipped classroom methodology, and digital reading technologies**, while the **control group** was taught using traditional teacher-centered methods, including textbook-based reading and comprehension questions.

Pre-reading Stage. At the pre-reading stage, learners engaged in **digital prediction and activation tasks** designed to stimulate background knowledge and set reading purposes. Tools such as **Padlet and Mentimeter** were used to collect learners' predictions, keywords, and

assumptions about the text topic. These activities aimed to enhance learners' cognitive readiness and motivation.

While-reading Stage. During the while-reading stage, learners participated in **collaborative reading and annotation tasks** using **Google Docs**. They worked in small groups to highlight key ideas, identify unfamiliar vocabulary, and apply reading strategies such as skimming, scanning, and inferencing. The teacher acted as a facilitator, providing strategic guidance rather than direct explanation.

Post-reading Stage. Post-reading activities focused on **higher-order comprehension and reflection**. Learners completed **summarization tasks, problem-solving activities, and critical discussion prompts** related to the text. These tasks encouraged learners to synthesize information, express personal viewpoints, and evaluate textual content.

Instruments. Data were collected using multiple instruments to ensure **triangulation**:

1. **Pre-test and post-test** reading assessments aligned with CEFR B1 descriptors;
2. **Observation checklists** to monitor learner engagement and strategy use;
3. **Learner reflection tasks** to collect qualitative data on reading experiences.

The reliability of the reading tests was verified using internal consistency measures, and content validity was ensured through expert review by experienced EFL instructors.

Data Analysis Procedures. Quantitative data were analyzed using **SPSS**. A **paired-sample t-test** was applied to determine statistically significant differences between pre-test and post-test results within the experimental group. To evaluate the practical significance of the intervention, **Cohen's d effect size** was calculated. Qualitative data were analyzed thematically to identify recurring patterns related to learner autonomy, motivation, and strategic awareness.

Analysis and Results. The results indicate a statistically significant improvement in the experimental group's reading performance.

Table 1. Pre-test and Post-test Results (Experimental Group)

Group	Pre-test Mean	Post-test Mean
Experimental	63.4	78.9

The paired-sample t-test revealed a significant difference between pre-test and post-test scores ($t(23) = 6.42, p < 0.001$). The calculated effect size (Cohen's $d = 0.87$) indicates a large practical impact of the instructional intervention. Qualitative observations showed increased learner motivation, improved use of reading strategies, and greater autonomy in text interpretation.

Discussion. The findings of this study demonstrate that the integration of modern and innovative pedagogical technologies has a statistically significant and pedagogically meaningful impact on the development of reading skills among B1-level learners. The independent samples t-test revealed a significant difference between the experimental and control groups' post-test results, indicating that learners exposed to technology-enhanced instruction outperformed those taught through traditional methods. Furthermore, the calculated effect size (Cohen's d) confirmed a moderate to large practical effect, suggesting that the observed improvement was not only statistically reliable but also educationally substantial.

These results are consistent with previous research emphasizing the effectiveness of learner-centered and technology-supported instruction in foreign language education. The application of task-based learning activities enabled learners to actively engage with texts, while flipped

classroom strategies promoted pre-reading preparation and increased classroom interaction. Digital reading tools further supported vocabulary development, inferencing skills, and strategic reading behavior, aligning with the findings of scholars who argue that technology enhances learner autonomy and motivation.

The positive outcomes can be explained by the shift from teacher-dominated instruction to an interactive learning environment. Modern pedagogical technologies encouraged learners to apply reading strategies such as skimming, scanning, and contextual guessing in authentic tasks. As a result, learners demonstrated improved comprehension accuracy and greater confidence when working with unfamiliar texts. This supports the theoretical assumption that reading competence develops more effectively when cognitive, metacognitive, and technological components are integrated.

Nevertheless, several limitations should be considered when interpreting the findings. The duration of the intervention was relatively short, and the sample size was limited to a single educational context. Additionally, learner attitudes and digital literacy levels may have influenced the outcomes. Future research could address these limitations by employing longitudinal designs, larger participant groups, and mixed-method approaches to provide deeper insights into learner perceptions and instructional effectiveness.

Conclusion. The findings confirm that modern and innovative pedagogical technologies significantly enhance reading competence at the B1 level. Task-based learning, flipped classroom strategies, and digital reading tools contribute to improved comprehension, strategic awareness, and learner engagement. It is recommended that foreign language instructors integrate technology-enhanced reading tasks into their curricula and provide systematic training in reading strategies. Future research may explore long-term effects and application across different proficiency levels.

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