



DEVELOPING LEARNERS' ENGLISH PROFICIENCY FROM B1 TO B2 LEVEL: EFFECTIVE PEDAGOGICAL STRATEGIES

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Abstract: This paper discusses effective strategies for improving learners' English proficiency from the B1 (Intermediate) to the B2 (Upper-Intermediate) level within the context of English language teaching in academic lyceums in Uzbekistan. The study identifies key areas of development, including vocabulary expansion, communicative competence, grammar mastery, academic reading, and structured writing. The integration of digital tools, communicative approaches, and formative assessment practices is highlighted as essential for achieving B2-level outcomes. The findings demonstrate that a systematic, technology-supported, and student-centered instructional approach significantly accelerates learners' progress.

1. Introduction

Achieving the B2 level of English proficiency is a major milestone for learners in Uzbekistan, especially those studying in specialized educational institutions such as academic lyceums. While B1 learners can understand familiar topics and express basic ideas, B2 learners must demonstrate independent communication, handle abstract concepts, and produce cohesive written and spoken discourse.

This study addresses the practical question: How can teachers effectively upgrade students' proficiency from B1 to B2?

The paper focuses on the instructional strategies applied by teachers at the Namangan Academic Lyceum of the Ministry of Internal Affairs and aims to identify methods that foster consistent progress across all four language skills.

2. Methods

A qualitative pedagogical design was used to collect and analyze data over an academic semester. The methods included:

- classroom observations of English lessons;
- teacher reflections on instructional approaches;
- student performance analyses based on monthly assessments;
- evaluation of digital learning tools such as Quizlet, BBC Learning English, Cambridge online platforms, and interactive classroom applications (Kahoot, Quizizz).

Forty B1-level students participated in the study. Their progress was monitored using CEFR-aligned speaking, writing, reading, and listening tests.

3. Results

3.1 Vocabulary Growth as the Foundation of Improvement

Students showed the fastest progress when systematic vocabulary learning was implemented. Using Quizlet and spaced repetition applications resulted in:

- broader active vocabulary (weekly gain of 40–50 new words);
- better retention of academic and thematic word sets;
- increased confidence in speaking and writing tasks.

3.2 Enhanced Speaking Skills through Communicative Practice

Daily speaking tasks such as debates, role-plays, problem-solving discussions, and opinion-sharing significantly improved fluency. Students at the end of the study:

- spoke for 5–7 minutes without long pauses;
- used B2-level discourse markers (however, moreover, nevertheless);
- demonstrated clearer pronunciation through exposure to authentic audio materials.

3.3 Advancement in Listening Comprehension

Listening performance improved notably due to weekly practice with BBC Learning English, TED-Ed videos, and Cambridge B2 listening samples. Students developed:

- better understanding of natural speech;

- improved ability to take notes;
- higher accuracy in recognizing main ideas and details.

3.4 Mastery of B2-Level Grammar

Targeted grammar lessons enabled students to use complex structures such as:

- mixed conditionals;
- passive reporting verbs (“It is believed that...”);
- advanced relative clauses;
- modal verbs in the past.

Accuracy rates increased by 30% in writing and speaking assessments.

3.5 Improved Academic Writing Skills

Through guided instruction, students mastered B2 writing genres, particularly opinion, problem-solution, and advantages-disadvantages essays. Key indicators of improvement included:

- greater coherence and cohesion;
- appropriate use of linking devices;
- ability to write 180–200-word texts independently.

3.6 Digital Tools Increasing Motivation and Engagement

The integration of Kahoot, Quizizz, Quizlet, BBC apps, and the Cambridge LMS boosted students' motivation. Classroom competition and instant feedback improved focus and retention. Students described lessons as “more enjoyable,” “more dynamic,” and “easier to understand.”

4. Discussion

The findings indicate that moving learners from B1 to B2 requires a combination of vocabulary enrichment, communicative practice, structured grammar support, and consistent exposure to authentic input. Technology significantly enhances both motivation and learning outcomes.

The success of students at the Namangan Academic Lyceum suggests that a balanced, multi-skill approach is essential. Teachers must ensure that vocabulary, speaking, listening, reading, and writing develop together, not in isolation.



Additionally, regular formative assessment allows educators to identify weaknesses and adjust instruction promptly.

5. Conclusion

The transition from B1 to B2 proficiency is achievable when teachers implement systematic, technology-supported, and communicative methods. The most effective strategies identified include:

- structured vocabulary expansion using digital tools;
- consistent speaking activities;
- weekly listening practice with authentic materials;
- targeted instruction of advanced grammar;
- guided essay writing;
- ongoing assessment and feedback.

These methods help learners develop independence, fluency, and confidence in English, ultimately preparing them for higher academic and professional requirements.

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