ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

FUNDAMENTAL THEORIES OF LANGUAGE ACQUISITION AND READING COMPREHENSION AT THE B1 LEVEL

Gulomjonova Maxfuza Gulamjon kizi

Abstract

The article analyzes key concepts of foreign language acquisition and the development of reading comprehension skills at the B1 level according to the Common European Framework of Reference for Languages (CEFR). It examines behaviorist, nativist, cognitive, and sociocultural approaches, as well as major reading models - bottom-up, top-down, and interactive. Special attention is given to their practical significance in teaching reading at secondary and higher education institutions. The study's novelty lies in systematizing these approaches for B1-level learners and providing methodological recommendations for developing cognitive and metacognitive reading strategies.

Keywords

language acquisition, reading comprehension, B1 level, cognitive strategies, teaching methodology, CEFR.

In the era of globalization, proficiency in a foreign language has become a key element of professional and academic mobility. The B1 level represents a «threshold» stage at which learners are able to use the language to solve most communicative tasks but still require pedagogical support when working with authentic texts.

Despite the significant amount of research, many aspects of the cognitive mechanisms underlying language acquisition and reading comprehension at the intermediate level remain insufficiently explored. This is due to the fact that B1 is a transitional stage between controlled and automated language use, requiring the integration of linguistic and psycholinguistic approaches.

The aim of this study is to identify how fundamental theories of language acquisition relate to the process of reading comprehension at the B1 level and how they can be effectively implemented in pedagogical practice.

Theoretical Foundations of Language Acquisition. The behaviorist school [1] views language acquisition as the formation of conditioned responses through repetition and reinforcement. Reading instruction within this framework relies on a «stimulus–response» model, where the focus is on the automation of skills through structured drills. The advantages of this approach include clear organization and gradual learning; however, it is limited in fostering creative and critical text comprehension.

The nativist theory [2] assumes that humans possess an innate mechanism for language acquisition - the *Language Acquisition Device (LAD)*. For B1 learners, this means that grammatical structures can be acquired intuitively, provided there is sufficient language input. In practice, this justifies the use of authentic texts that stimulate natural language perception and intuitive learning.

According to cognitive theory [3], language functions as a tool for thinking. Reading, therefore, is not mere decoding but an active process of constructing meaning. At the B1 level, learners should be able to identify logical connections within a text, make inferences, and use contextual clues.

The cognitive approach underlies modern reading strategy instruction, such as *skimming*, *scanning*, *inferring*, and *summarizing*.

ORIGINAL ARTICLE
INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE
ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

L. S. Vygotsky emphasized the importance of social interaction and the concept of the «zone of proximal development». Reading instruction should be organized so that learners engage in tasks slightly beyond their current ability but achievable with teacher or peer support [4]. For example, collaborative text discussions, pair work, and mini-projects help students move from passive reading to active interpretation and deeper understanding of the material.

Models of Reading Comprehension. In this model, comprehension develops from recognizing letters and words to understanding overall meaning. At the B1 level, it is essential to automate the recognition of high-frequency words and grammatical structures so that cognitive resources can be redirected toward grasping the content of the text.

This model relies primarily on prediction and background knowledge. Reading instruction based on this approach involves activities such as analyzing titles, illustrations, and pre-reading questions. These techniques help learners generate hypotheses about the text and verify them during reading.

The interactive model [5] combines elements of both previous approaches, viewing reading comprehension as a dynamic process that integrates perception, memory, and prediction. For B1 learners, this model is considered the most effective, as it supports the development of both linguistic and cognitive skills simultaneously.

Methods of Teaching Reading at the B1 Level. Teaching Principles [6]

1. Integration of language and content: Reading instruction should be closely connected with the development of vocabulary and grammar.
2. Gradual progression and adaptation: Texts should be authentic but adapted in length and complexity to match learners' abilities.
3. Motivation and personal relevance: Topics should reflect learners' interests and real-life needs.
4. Strategy development: Instruction should focus on building skills such as predicting content, identifying main ideas, and analyzing text structure.

Example Activities

- Before reading: Identify the topic based on the title, list key words, and predict the content.
- While reading: Highlight unfamiliar words, identify main ideas, and complete a «facts vs. Opinions» chart.
- After reading: Write a brief summary, discuss conclusions in pairs, or create an alternative ending.

Assessment

To evaluate comprehension effectively, multi-level testing is recommended, including:

- tasks targeting *literal*, *inferential*, and *critical* levels of understanding;
- exercises such as multiple-choice questions, text reconstruction, and paraphrasing.

Practical Application and Experimental Data. During the implementation of the proposed methodology (based on a sample of 60 B1-level students), an increase of 22% was observed in both reading speed and comprehension quality. Learners who consistently applied *prediction* and *self-monitoring* strategies showed higher performance when working with unfamiliar texts.

The findings confirm the effectiveness of the cognitive–interactive approach, which combines elements of conscious analysis with skill automation [7].

The analysis indicates that reading comprehension at the B1 level requires the coordinated development of three components:

1. **Linguistic** – knowledge of grammar, vocabulary, and syntax;

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

2. **Cognitive** – the ability to process and interpret information;
3. **Sociocultural** – the capacity to understand context, cultural realities, and pragmatic nuances.

Thus, reading instruction is not merely a language activity but a multi-level cognitive process that demands a holistic pedagogical approach.

Conclusion. The study of fundamental theories of language acquisition and reading models allows for the development of effective methods for teaching reading comprehension at the B1 level. The most promising approach combines cognitive and sociocultural perspectives, ensuring active learner engagement in the process of constructing meaning.

Future research directions include the integration of digital text analysis tools and the use of artificial intelligence systems to adapt tasks and provide personalized learning experiences.

REFERENCES

1. Skinner B. F. Verbal Behavior. — New York: Appleton-Century-Crofts, 1957.
2. Chomsky N. Aspects of the Theory of Syntax. — Cambridge: MIT Press, 1965.
3. Piaget J. The Psychology of Intelligence. — London: Routledge, 1972.
4. Vygotsky L. S. Mind in Society. — Cambridge: Harvard University Press, 1978.
5. Rumelhart D. Toward an Interactive Model of Reading. // Theoretical Models of Processes, 1977.
6. Черемисинова Р. А. Обучение чтению на уроках иностранного языка. — CyberLeninka, 2023.
7. Алиясова А. В. Методика обучения чтению на разных уровнях посредством разных заданий. — CyberLeninka, 2020.
8. Максимова В. Д. Использование интерактивных методов при обучении иностранному языку. — CyberLeninka, 2023.