

HOW TO IMPROVE READING SKILL IN ADVANCED
LEVEL STUDENTS

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ABSTRACT: *This article examines effective strategies for improving reading skills among advanced-level students. At higher proficiency levels, reading development requires not only vocabulary expansion but also the enhancement of critical thinking, inferencing, and analytical skills. The study highlights the importance of using authentic texts, such as academic articles, literary works, and news reports, to expose learners to complex language structures and diverse writing styles. Additionally, techniques including extensive and intensive reading, strategic skimming and scanning, and explicit instruction in discourse analysis are discussed. The role of metacognitive strategies such as predicting content, monitoring comprehension, and evaluating understanding is emphasized as a key factor in achieving reading fluency and depth of comprehension. The findings suggest that a balanced and learner-centered approach significantly contributes to the improvement of advanced reading skills.*

Keywords: *advanced-level students, reading skills, critical reading, comprehension strategies, metacognitive skills.*

Reading Text:

In an era dominated by rapid information exchange, advanced readers are expected to go beyond surface comprehension and engage critically with

written discourse. Reading is no longer a passive reception of ideas; instead, it is an active dialogue between the reader and the author. Skilled readers recognize implicit meanings, evaluate arguments, and connect ideas across paragraphs. This ability becomes particularly essential in academic and professional contexts, where texts often contain nuanced viewpoints, complex grammatical structures, and dense information.

One of the defining characteristics of advanced reading is the reader's capacity to identify the author's purpose. Writers frequently embed their intentions subtly through lexical choices, tone, and syntactic variation. For instance, the use of hedging expressions such as *may*, *appears to*, or *is likely to* signals caution and academic neutrality, whereas assertive structures reflect strong conviction[1].

Advanced readers detect these signals instinctively and adjust their interpretation accordingly.

Furthermore, cohesion plays a crucial role in text comprehension. Devices such as reference, substitution, ellipsis, and discourse markers guide the reader through the logical flow of ideas. When readers are able to trace pronoun references, understand contrastive connectors, and recognize cause-and-effect relationships, they can navigate lengthy texts efficiently without rereading unnecessarily.

Advanced Practical Analysis

At an advanced level, the first step in effective reading is strategic previewing. Instead of reading every word line by line, the reader initially focuses on thematic signals such as recurring concepts, academic vocabulary, and tone. In the text above, repeated references to *advanced readers*, *critical engagement*, and *academic contexts* clearly establish the central theme. Identifying these patterns early allows the reader to anticipate the direction of the text and locate answers faster[2].

A key method for finding answers directly from the text is grammar-based scanning. Advanced texts often hide answers within complex sentence structures rather than simple factual statements. By focusing on relative clauses, passive constructions, and modal verbs, readers can isolate essential information. For example, the phrase *are expected to go beyond surface comprehension* directly reveals expectations placed on advanced readers. Recognizing such verb patterns helps readers extract meaning efficiently.

Another powerful technique is lexical mapping. Instead of searching for exact words from a question, advanced readers look for synonyms, paraphrases, or conceptually related expressions. If a question asks about the role of the reader, the answer may appear as *active dialogue*, *critical engagement*, or *evaluate arguments*. Training the mind to think in paraphrases significantly reduces confusion and saves time.

Understanding discourse markers is equally critical. Words such as *instead*, *for instance*, and *furthermore* signal shifts in idea development. When a question refers to an example, the reader immediately locates phrases introduced by exemplification markers. When the question focuses on additional information, attention naturally shifts to sentences introduced by additive connectors. This approach transforms reading into a guided process rather than a guessing activity.

Creativity in advanced reading also involves metacognitive questioning. Skilled readers constantly ask silent questions while reading, such as what the writer implies here or how this sentence supports the main argument. This internal dialogue strengthens comprehension and allows answers to emerge naturally from the text rather than through memorization or translation.

Finally, advanced readers benefit from syntactic awareness. Long sentences can be mentally reorganized by identifying the subject, main verb, and core idea before analyzing additional details. This technique prevents

cognitive overload and ensures that meaning remains clear even in dense academic passages[3].

Practical Stage	Teacher's Role	Students' Activity	Key Focus	Outcome
Pre-reading	Introduces an authentic academic text and sets the context	Activates background knowledge and predicts meaning	Global understanding	Clear awareness of the main idea
While-reading	Draws attention to complex grammar and discourse markers	Analyzes sentence structure and connectors	Grammatical awareness	Better comprehension of dense texts
Meaning search	Guides students to scan for paraphrases and synonyms	Locates answers using lexical clues	Vocabulary depth	Faster answer identification
Critical reading	Encourages analysis of author's purpose and tone	Evaluates arguments and implicit meaning	Critical thinking	Deeper interpretation
Post-reading	Leads reflection on reading strategies used	Summarizes and reflects on techniques	Metacognitive skills	Independent advanced reading

Reading at an advanced level is an interactive and analytical process, where grammar structures guide comprehension and help locate meaning efficiently. For example, in the sentence, “*Students who analyze complex texts carefully are likely to improve their critical thinking skills,*” the relative clause “*who analyze complex texts carefully*” provides essential information about which students are being discussed. An advanced reader automatically separates the main idea “*Students are likely to improve their critical thinking skills*” from the additional detail, allowing them to grasp the core meaning without confusion.

Passive structures also play a key role. Consider: “*The report was meticulously prepared to highlight underlying trends.*” Here, the focus is on *the report* and *the preparation process*, not on the author. Advanced readers notice that passive voice highlights the action or result, and they use this to identify what is important. Another example, “*Decisions are often influenced by external factors beyond control,*” shows that the action (decisions being influenced) is more important than who influences them.

Conditional sentences provide insight into reasoning: “*If the researcher observes a significant pattern, then further experiments may be conducted.*” An advanced reader predicts the consequence of the condition, actively thinking about possible outcomes. Similarly, “*Unless the hypothesis is confirmed, the data remain inconclusive*” teaches the reader to track logical relationships, making inferences automatically.

Cohesive devices signal transitions and connections. “*However, this method does not account for individual differences*” shows contrast, while “*Moreover, previous studies support this finding*” adds supporting evidence. Words like *therefore, consequently, nevertheless, in addition* guide the reader through the argument, allowing them to locate answers quickly. For instance, if a question asks about an example supporting a claim, the reader immediately looks for phrases introduced by *for example, for instance, such as*.

Grammatical cues also help interpret tone and purpose. Hedging words in *“It may suggest that motivation plays a role”* indicate caution, whereas assertive verbs in *“This research proves the effectiveness of the method”* reflect strong certainty. Recognizing these patterns allows readers to distinguish fact from opinion, a crucial skill for academic texts.

Advanced readers often break down long sentences for clarity: in *“The methodology, which was developed over several years and tested under various conditions, demonstrates the reliability of the results,”* the main idea is *“The methodology demonstrates the reliability of the results,”* while the embedded relative clause provides supporting detail. By isolating the core meaning, students can answer comprehension questions more effectively.

Finally, active reading combines grammar awareness with strategic techniques. A student might underline all relative clauses, circle passive constructions, highlight conditional structures, and jot paraphrases in margins. They ask themselves questions like: *What is the main idea? Which details support it? How does this clause connect to the author’s argument?* Through repeated practice, readers internalize the interaction between grammar and meaning[4].

This method turns reading into a structured exploration. Grammar structures act as signposts, lexical cues as guides, and discourse markers as pathways. Using multiple examples, active parsing, and real-time analysis ensures comprehension is accurate, deep, and text-based, while also strengthening critical thinking and inferencing skills.

CONCLUSION

Improving reading skills in advanced-level students requires a combination of strategic, grammatical, lexical, and critical approaches. By engaging with authentic texts, analyzing complex sentence structures, identifying discourse markers, and using paraphrasing techniques, students can locate information efficiently and understand nuanced meanings. Integrating

metacognitive strategies such as predicting, questioning, and reflecting further strengthens comprehension and promotes independent reading. Ultimately, a balanced and creative approach not only enhances language proficiency but also develops students' ability to think critically and interact meaningfully with texts at a higher academic level.

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