

METHODOLOGY FOR THE DEVELOPMENT OF READING SKILLS OF STUDENTS AT THE B1 LEVEL IN ENGLISH LESSONS THROUGH MOBILE APPLICATIONS

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Abstract: *this article explores an effective methodology for the development of reading skills among B1-level learners of English through the use of mobile applications. It provides a theoretical framework based on Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Mobile-Assisted Language Learning (MALL). The study highlights how mobile technologies—such as apps offering graded texts, interactive exercises, and instant feedback—enhance students’ motivation, autonomy, and comprehension strategies. Furthermore, the paper discusses the pedagogical stages of reading (pre-reading, while-reading, and post-reading), identifies suitable mobile applications, and analyzes both advantages and challenges of the approach. The findings emphasize that mobile-assisted reading instruction fosters learner independence, supports vocabulary acquisition, and cultivates lifelong reading habits, making it a powerful supplement to traditional teaching methods.*

Keywords: *reading skills; B1 level; English lessons; mobile applications; MALL; communicative methodology; task-based learning; learner autonomy; digital literacy; reading comprehension.*

Introduction

Reading is one of the core receptive skills in foreign language acquisition. For learners at the B1 level (intermediate stage according to the Common European Framework of Reference for Languages – CEFR), reading proficiency
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represents both a goal and a means of exposure to authentic input. The B1 learner can understand the main points of clear, standard texts on familiar matters, yet still struggles with extended or complex written discourse.

The integration of digital technologies, especially mobile applications, has transformed language pedagogy by offering individualized, flexible, and interactive reading opportunities. Mobile-Assisted Language Learning (MALL) has become an essential component of communicative methodology in contemporary classrooms. This article presents a comprehensive methodology for developing reading skills of B1-level students in English lessons through the use of mobile applications. The study aims to:

- Identify pedagogical principles that guide effective reading instruction at B1 level;
- Explore the features of mobile applications that enhance reading comprehension;
- Propose a step-by-step methodology integrating mobile tools into English lessons;
- Evaluate potential challenges and strategies for implementation.

Reading as a Language Skill

Reading is not a passive process of decoding symbols but an interactive cognitive activity involving prediction, inference, and meaning construction. Linguists such as Goodman (1967) and Smith (1985) viewed reading as a “psycholinguistic guessing game,” where the reader actively builds understanding based on textual and contextual clues. At the B1 level, readers are typically capable of understanding straightforward factual texts, identifying main ideas, and coping with everyday materials.

However, they may face difficulties with idiomatic expressions, implicit meanings, or culturally specific references. Hence, methodological support must focus on strategic reading, vocabulary development, and text structure awareness.

Mobile-Assisted Language Learning (MALL)

MALL utilizes mobile technologies—smartphones, tablets, and e-readers—to promote ubiquitous learning. Key advantages include portability, personalization, multimodality, and motivation. Research confirms that MALL enhances learner autonomy and facilitates incidental vocabulary acquisition through repeated exposure. For reading skills, mobile apps provide graded texts, built-in dictionaries, comprehension quizzes, and collaborative reading spaces.

Pedagogical Frameworks: This methodology is grounded in Communicative Language Teaching (CLT), Task-Based Learning (TBL), Constructivism, and Blended Learning Model principles. Together, these frameworks encourage authentic interaction, learner autonomy, and integration of technology into meaningful classroom contexts.

Objectives and Principles of Teaching Reading at B1 Level

The objectives include improving comprehension strategies, expanding vocabulary, developing inferencing skills, increasing reading speed, and fostering motivation. The main methodological principles are: from control to autonomy, integration of skills, authenticity, scaffolding, and interactivity.

Proposed Methodology

The methodology integrates mobile applications into three phases: pre-reading, while-reading, and post-reading. Each phase employs specific mobile functions to support skill development.



***Pre-Reading Stage**

Aims: activate background knowledge, predict content, and introduce vocabulary using quiz apps, short videos, and flashcards.

*** While-Reading Stage**

Aims: develop comprehension and strategy. Techniques include interactive reading with LingQ, annotation on Google Docs, and audio-supported reading.

*** Post-Reading Stage**

Aims: consolidate comprehension, relate information to experience, and encourage production via blogs, quizzes, and peer feedback.

The methodology for developing reading skills of B1-level students through mobile applications offers a wide range of pedagogical, psychological, and technological advantages. These advantages contribute not only to the improvement of reading comprehension but also to the development of learners' motivation, autonomy, and digital literacy—skills essential for 21st-century learning.

One of the most significant advantages of using mobile applications is the promotion of learner autonomy. Mobile-assisted environments allow students to control their learning pace, select reading materials that match their interests, and practice independently beyond classroom hours. This self-directed learning environment encourages students to become active participants rather than passive recipients of information. Moreover, apps that provide progress tracking and personalized feedback foster a sense of responsibility and ownership over learning outcomes. Motivation plays a key role in reading development. Mobile applications often integrate gamification elements such as badges, progress bars,

levels, and interactive quizzes that make learning more enjoyable. When students see tangible progress in their app dashboards, they experience a feeling of success, which increases intrinsic motivation. In addition, colorful interfaces, audio-visual features, and instant feedback create a multisensory learning experience, keeping learners engaged longer than in traditional paper-based reading lessons. In addition to that, mobile learning eliminates spatial and temporal barriers. Students can access reading materials anytime and anywhere, whether they are commuting, at home, or in school. Many mobile apps offer offline reading options, voice-over functions for visually impaired learners, and multilingual support. This accessibility makes English learning more inclusive and convenient for diverse learners with different learning needs and schedules.

Mobile Applications Suitable for Reading Development

Applications such as Oxford English Library, BBC Learning English, and Read Along offer short, level-based stories. News in Levels and Breaking News English provide real-world texts rewritten for CEFR levels. LingQ and Duolingo Stories support vocabulary development. Collaborative platforms like Google Classroom and Padlet enable discussion, while annotation tools such as Rewordify and Evernote assist textual analysis. Modern mobile applications utilize Artificial Intelligence (AI) and adaptive algorithms that tailor reading content to individual proficiency levels. For instance, when a learner struggles with certain vocabulary items, the app can automatically provide additional examples or simplified explanations. This personalized instruction ensures that every learner receives a customized learning trajectory, which is often difficult to achieve in traditional classrooms with large groups. Incorporating mobile applications into reading

instruction naturally develops students' digital literacy skills—the ability to use technology critically, responsibly, and effectively. Learners become familiar with online dictionaries, annotation tools, hyperlinks, and interactive texts. These digital reading practices mirror real-world literacy demands and prepare students for academic and professional contexts where digital reading is the norm. Additionally, mobile applications provide instant feedback on comprehension questions, vocabulary quizzes, and pronunciation exercises. This immediacy enables learners to correct misunderstandings on the spot, rather than waiting for teacher evaluation. In addition, many apps include built-in analytics that show reading speed, time spent per task, and vocabulary growth—allowing teachers to monitor progress and tailor instruction accordingly.

There is vital one is that authentic and up-to-date content, through mobile platforms, learners gain access to authentic, real-world materials such as online news, blogs, short stories, and social media posts written for native speakers. This exposure allows B1-level learners to encounter natural language use, idiomatic expressions, and cultural references in context. Reading current, real-world materials enhances both linguistic competence and intercultural awareness, making language learning more meaningful and relevant. Another major advantage is the integration of reading with listening, speaking, and writing. Many reading apps offer text-to-speech functions, allowing students to listen to the text while reading, which improves pronunciation and listening comprehension. Post-reading discussion forums and speaking prompts help transfer receptive skills into productive ones. Thus, reading becomes a gateway skill that strengthens overall communicative competence. Several applications, such as Padlet, Google

Classroom, or Flip, promote social interaction by allowing learners to comment, share reflections, or discuss texts collaboratively. This not only builds comprehension but also develops critical thinking and peer communication skills. The social element transforms reading from an individual cognitive act into a collaborative cultural experience, aligning with communicative and sociocultural teaching approaches.

Finally, mobile reading encourages students to cultivate lifelong learning habits. Because mobile devices are part of everyday life, integrating reading into mobile platforms helps normalize reading as a daily practice. Students learn to use their devices not only for entertainment but also for intellectual enrichment. Over time, this creates a sustained reading culture and supports continuous skill development beyond formal education.

Conclusion:

The development of reading skills at the B1 level requires a thoughtful integration of linguistic input, cognitive strategy training, and motivational support. The use of mobile applications introduces flexibility, interactivity, and learner-centered practices that traditional classroom methods often lack. Through graded texts, adaptive exercises, and multimedia resources, mobile tools encourage students to read actively, think critically, and manage their learning independently.

The proposed methodology—organized into the three phases of pre-reading, while-reading, and post-reading—provides a systematic framework for implementing technology in reading lessons. It not only improves comprehension but also enhances vocabulary growth, critical thinking, and cultural awareness. Despite certain challenges such as digital distraction, technical limitations, and the

need for teacher training, the overall benefits are substantial. When thoughtfully applied, mobile-assisted reading fosters autonomous learning, continuous engagement, and long-term motivation to read in English.

In conclusion, integrating mobile applications into B1-level English instruction represents a forward-looking and inclusive approach to language education. It aligns with the demands of the digital age, helping students become confident, independent, and competent readers both inside and outside the classroom.

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