



**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS**
**USING MOBILE TECHNOLOGIES (MALL) TO DEVELOP
READING SKILLS OF B1-LEVEL LEARNERS: CHALLENGES AND
SOLUTIONS**

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Annotation: This article examines the use of Mobile-Assisted Language Learning (MALL) in developing reading skills among B1-level learners. Within the scope of the study, linguistic, technological, pedagogical, and psychological challenges are identified, and practical recommendations are proposed to address these issues within the educational context of Uzbekistan.

Keywords: MALL, reading skills, B1 level, CEFR, mobile applications, digital literacy

**B1 DARAJADAGI O'QUVCHILARDA O'QISH KO'NIKMALARINI
RIVOJLANTIRISHDA MOBIL TEXNOLOGIYALARDAN (MALL)
FOYDALANISH: MUAMMOLAR VA YECHIMLAR**

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Annotatsiya: Mazkur maqolada B1 darajadagi o'quvchilarda o'qish ko'nikmalarini rivojlanirishda mobil texnologiyalardan (Mobile-Assisted Language Learning – MALL) foydalanish masalasi tahlil qilinadi. Tadqiqot doirasida lingvistik, texnologik, pedagogik hamda psixologik muammolar aniqlanib, ularni O'zbekiston ta'lim muhitida bartaraf etish bo'yicha amaliy tavsiyalar ishlab chiqiladi.

Kalit so'zlar: MALL, o'qish ko'nikmalar, B1 daraja, CEFR, mobil ilovalar, raqamli savodxonlik.

**ИСПОЛЬЗОВАНИЕ МОБИЛЬНО-ОПОСРЕДОВАННОГО ИЗУЧЕНИЯ
ЯЗЫКОВ (MALL) В РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ У ОБУЧАЮЩИХСЯ
УРОВНЯ В1: ПРОБЛЕМЫ И ПУТИ ИХ РЕШЕНИЯ**

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Аннотация: В статье анализируется использование мобильных технологий (Mobile-Assisted Language Learning – MALL) в развитии навыков чтения у обучающихся уровня В1. В рамках исследования выявляются лингвистические,



технологические, педагогические и психологические проблемы, а также разрабатываются практические рекомендации по их преодолению в образовательной среде Узбекистана.

Ключевые слова: *MALL, навыки чтения, уровень B1, CEFR, мобильные приложения, цифровая грамотность.*

Introduction

In recent years, Mobile-Assisted Language Learning (MALL) has emerged as one of the effective approaches in English language teaching. Mobile applications such as ReadTheory, Duolingo, BBC Learning English, and LingQ provide learners with access to authentic materials, immediate feedback, and the opportunity to monitor their learning process anytime and anywhere. However, despite these opportunities, many B1-level learners fail to achieve the expected outcomes in developing reading skills through mobile devices.

According to the Common European Framework of Reference for Languages (CEFR), B1-level learners are expected to understand factual texts, identify key information, and draw conclusions based on textual context. The transition from traditional instruction to mobile learning introduces several challenges, including linguistic difficulties, technological barriers, insufficient methodological preparedness of teachers, and psychological effects of the digital environment. Therefore, the aim of this article is to systematically analyze these challenges and propose effective solutions.

Literature Review

Developing reading skills in a foreign language is a complex process that depends on vocabulary knowledge, grammatical competence, and comprehension strategies. Researchers emphasize that mobile technologies enhance learner autonomy and motivation. Burston (2015) notes that MALL supports continuous learning through adaptive and gamified reading experiences. In contrast, Traxler (2019) argues that mobile environments may distract learners and promote surface-level understanding rather than deep reading.

Lin and Yu (2021) found that while mobile applications contribute to vocabulary development, they do not automatically foster higher-order skills such as inference and critical reading. Deterding (2021) highlights that gamification may increase short-term motivation but can negatively affect deep comprehension. In developing countries, including Uzbekistan, low levels of digital literacy remain a significant barrier to the effective implementation of MALL.

Analysis of Challenges

1. Linguistic Barriers. B1-level learners often struggle to independently comprehend mobile-based texts due to limited vocabulary and grammatical knowledge. Many mobile applications rely on authentic materials containing idiomatic expressions, cultural references, and academic vocabulary that exceed learners' linguistic capacity. Without



teacher guidance, learners may misinterpret content or lose motivation. Additionally, small screen sizes make reading difficult and limit annotation or highlighting, which negatively affects deep comprehension.

2. Technological and Accessibility Issues. The effectiveness of mobile learning depends on stable internet access, appropriate devices, and positive user experience. In many schools and universities in Uzbekistan, learners face outdated smartphones, limited data packages, or unstable internet connectivity. These issues hinder consistent practice and lead to learner disengagement (Alamer & Alrishan, 2022). Moreover, some applications require subscription fees or frequent updates, making them inaccessible to all learners.

3. Pedagogical Challenges. Teachers play a central role in guiding and assessing MALL-based activities. However, many educators lack specialized training in mobile learning pedagogy. Without proper integration into lesson plans, mobile activities remain isolated tasks rather than meaningful learning experiences (Kukulska-Hulme & Shield, 2020). Teachers also face difficulties in monitoring learners' independent reading progress and assessing comprehension beyond multiple-choice tests.

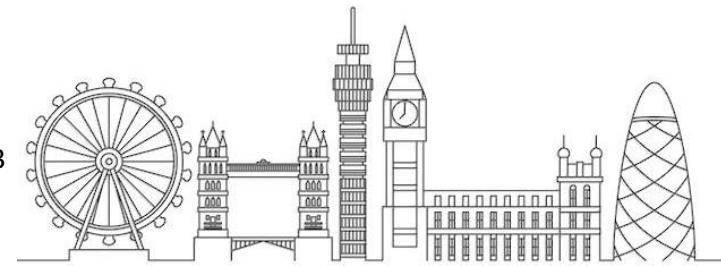
4. Cognitive and Psychological Factors. Mobile reading environments expose learners to distractions such as social media notifications, advertisements, and multitasking. Since B1-level learners have not fully developed self-regulation and critical reading skills, maintaining concentration is challenging. Prolonged screen exposure leads to digital fatigue and reduced information retention (Chen & Li, 2020). Additionally, some learners experience anxiety when using new applications, which reduces participation. Difficulties in evaluating information credibility may also result in superficial knowledge acquisition.

5. Cultural and Contextual Constraints. Many mobile reading materials are designed for international audiences and fail to reflect local cultural contexts. Cultural mismatch can reduce learner engagement and hinder comprehension. In Uzbekistan, cultural identity and local relevance play a significant role in education. Therefore, localized content is essential for effective reading development.

Discussion

The findings and literature review indicate that the effectiveness of MALL depends not merely on the availability of mobile applications but on their pedagogically grounded implementation. For B1-level learners, the primary issue is the tendency toward surface reading rather than deep comprehension in mobile environments. As Traxler (2019) suggests, this issue is closely related to difficulties in maintaining attention on mobile devices.

Gamification-based applications may enhance short-term motivation; however, they risk prioritizing scores and rankings over meaningful comprehension. Deterding (2021) demonstrates that learners often focus on rewards rather than textual understanding.





Therefore, mobile reading activities should be integrated with classroom discussions and guided instruction.

Cultural and contextual relevance is another crucial factor. Many international platforms lack alignment with Uzbek learners' cultural background. In this regard, locally developed platforms with Uzbek-language interfaces are gaining importance. For example, Ibrat Academy provides free, level-based content for learning English as well as Korean, Turkish, and Russian. Such platforms offer culturally appropriate and accessible learning environments for B1-level learners.

Based on the identified challenges and discussion, the following recommendations are proposed:

First, English language teachers should receive systematic training in MALL pedagogy to effectively integrate mobile technologies into instruction.

Second, mobile applications should be selected based on alignment with CEFR B1 criteria to ensure appropriate linguistic difficulty.

Third, blended learning models should be adopted by combining mobile reading activities with classroom discussions, group tasks, and written assignments.

Fourth, greater emphasis should be placed on developing culturally adapted and localized content. Platforms such as Ibrat Academy can effectively support reading literacy due to their contextual relevance.

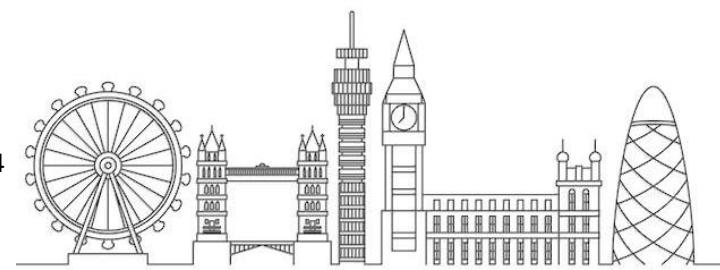
Fifth, the use of interactive reading platforms such as ReadTheory, CommonLit, and Newsela can enhance individualized learning and promote learner autonomy.

Conclusion

The findings of this study indicate that Mobile-Assisted Language Learning (MALL) offers significant pedagogical potential for developing reading skills among B1-level learners. Mobile applications can enhance vocabulary acquisition, reading speed, and learner motivation; however, these outcomes are not achieved automatically. The effectiveness of MALL depends on pedagogical design, instructional goals, and contextual application.

The identified challenges—technological limitations, insufficient methodological training, and cultural-contextual issues—highlight the need for a comprehensive approach to MALL implementation. In particular, combining international platforms with locally adapted solutions such as Ibrat Academy can serve as an effective strategy for improving reading literacy in Uzbekistan.

In conclusion, integrating MALL technologies with traditional teaching methods, enhancing teachers' methodological competence, and prioritizing localized content can lead to sustainable and effective outcomes in developing reading skills. The results of this study may serve as a methodological foundation for future empirical research on MALL-based reading instruction.





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