

AN INNOVATIVE METHODOLOGY FOR EVALUATING AND ASSESSING B1-LEVEL STUDENTS' READING SKILLS IN ENGLISH LESSONS THROUGH MOBILE APPLICATIONS

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Annotation

The integration of digital technologies in foreign language teaching has led to significant innovations in evaluation and assessment methodologies. This paper examines how mobile applications can be effectively used to evaluate and assess the reading skills of B1-level learners in English lessons. The study focuses on formative and summative assessment strategies within a mobile-assisted language learning (MALL) framework. The paper also explores how adaptive reading platforms and mobile testing tools contribute to individualized feedback, motivation, and data-driven evaluation. Findings suggest that mobile-based assessment supports continuous learning, fosters learner autonomy, and enhances the validity of reading skill evaluation in English language teaching.

Keywords: assessment, evaluation, reading skills, B1 level, mobile learning, MALL, English language teaching

Introduction

In modern English language education, the assessment of reading skills has moved beyond traditional paper-based testing toward more dynamic and technology-integrated approaches. The growing availability of mobile devices and digital platforms offers new possibilities for monitoring and improving reading comprehension. Mobile-assisted language learning (MALL) provides teachers and learners with innovative methods to practice, assess, and analyze reading performance in flexible, interactive environments (Kukulska-Hulme & Shield, 2020). At the B1 (intermediate) level, learners are expected to understand main ideas, locate specific information, and infer meaning from moderately complex texts. However, assessing these skills through traditional exams often fails to capture real-time comprehension processes or provide personalized feedback. Mobile applications, such as ReadTheory, British Council Learn English, Duolingo English Test, and LingQ, can fill this gap by offering adaptive reading exercises and immediate evaluation mechanisms that track progress automatically (Lin & Yu, 2021). This paper presents a methodological approach for evaluating and assessing reading skills at the B1 level using mobile

technologies. It aims to propose practical, evidence-based tools and techniques that English language teachers in Uzbekistan and similar contexts can apply in their classrooms.

Literature Review

Assessment plays a central role in the language learning process. According to Brown and Abeywickrama (2019), assessment serves not only to measure learners' performance but also to promote learning through feedback and reflection. With the advancement of digital learning tools, evaluation has become more formative, continuous, and interactive.

In MALL contexts, reading assessments can be embedded within mobile learning applications. These platforms automatically adjust the difficulty of texts and questions based on the learner's performance, creating an adaptive learning environment (Burston, 2015). Mobile-based tests can assess a range of subskills, including skimming, scanning, vocabulary recognition, and inference-making. Additionally, gamified features such as progress bars, points, and achievements encourage learner motivation (Deterding, 2021). Research by Alamer and Alrishan (2022) indicates that students assessed through mobile applications show higher motivation and retention rates than those using traditional testing methods. Similarly, Chen and Li (2020) found that mobile-based reading evaluations provide more immediate and personalized feedback, allowing teachers to track progress efficiently.

Proposed Methodology

The proposed methodology follows a formative–summative hybrid approach. It combines continuous, in-app feedback (formative assessment) with periodic evaluations (summative assessment) aligned with CEFR B1 descriptors. The framework is based on three principles: authenticity, adaptivity, and feedback orientation. Assessment Tools include ReadTheory, BBC Learning English, Duolingo English Test, and Google Forms quizzes. The procedure involves pre-assessment diagnostics, weekly formative tasks, a final mobile-based test, and reflective feedback. Evaluation Criteria focus on accuracy, reading speed, vocabulary range, inference skills, and consistency across time. Data collected through mobile apps generate detailed performance reports for both teachers and students, enabling data-driven assessment and continuous improvement.

The methodology demonstrates that mobile-assisted assessment enhances engagement and reliability in evaluating reading skills. Continuous data collection allows teachers to identify learners' weak areas and adapt instruction accordingly. Real-time feedback encourages self-regulated learning and promotes autonomy

(Nation, 2013). Challenges include technical access issues, distractions, and content validity. Teachers must ensure alignment with CEFR objectives and provide digital literacy support to all learners.

Conclusion

Mobile applications offer effective tools for assessing reading skills among B1-level English learners. By integrating formative and summative assessments within mobile environments, teachers can ensure continuous progress tracking and meaningful feedback. This methodology aligns with Uzbekistan's educational modernization goals, emphasizing digital literacy and communicative competence.

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