



RESEARCH ARTICLE

Designing a Mobile Blended Reading Circle Model to Enhance English Reading Ability and Attitude: A Needs Assessment Study

Lin Qie¹, Sirirat Petsangsri^{2*}, Kanyarat Sriwisathiyakun³

^{1,2,3} School of Industrial Education and Technology, King Mongkut's Institute of Technology, Ladkrabang, Bangkok, Thailand

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ABSTRACT

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*Corresponding Author:

sirirat.pe@kmitl.ac.th

English is a crucial learning task for non-native English students. English reading skills are essential for acquiring fundamental knowledge of vocabulary, grammar, and speaking, while a positive reading attitude can enhance reading abilities. Therefore, this paper aims to propose a mobile blended reading circle model, based on a study of the needs of both teachers and students in English reading instruction and relevant literature, to improve primary students' English reading ability and attitudes towards reading. Teacher needs were assessed through qualitative data collected from interviews with current four English teachers. Student needs were evaluated using quantitative data gathered from a questionnaire administered to 108 students. The assessment results indicated a high level of concern and consistency among both teachers and students regarding instructional design and methods. Both groups broadly supported the improvement of existing teaching models, particularly the integration of technology into the teaching process, which they believe is a key factor in enhancing instructional effectiveness. Additionally, they recognized the potential benefits of technology in education and expressed readiness to embrace educational changes, including more personalized and interactive learning experiences. They are all willing to explore new teaching methods and technological applications to better support student learning and development. Based on the analysis of teacher and student needs, and incorporating insights from 14 relevant studies, this research identified the elements of the model. These elements include pre-analysis, mobile application, reading circle (reading groups, individual reading, discussion, and sharing), and evaluation. Additionally, detailed implementation steps were designed, covering all aspects from technology integration to instructional strategies. In addition to the proposed model, an experimental study will be conducted in the future to validate its effectiveness and practicality.

INTRODUCTION

With the development of globalization, mastering a second language has been considered as highlight in the measurement of employability (Daqiq et al., 2024). At the same time, for students of English as a second or foreign language, reading is one of the most essential ability to acquire (Pardede, 2008), which not only forms the foundation of language learning but also plays a key role in enhancing overall language proficiency due to reading is one of the main methods to acquire fundamental English knowledge, including vocabulary, grammar structures, and speaking (Abid et al., 2023).

In Chinese primary schools, traditional teaching method on reading is led by teachers along with whole learning, and most students' perception of knowledge come from teachers' descriptions and the learners

follow the teachers' lead, and usually in an offline face to face approach which is no longer efficient. While intensive reading can be useful for building a strong foundation in language mechanics, it tends to focus on short passages and specific language points, which may not develop students' broader reading comprehension skills or fluency. Intensive reading may encourage students to focus more on memorizing and regurgitating facts, vocabulary, and rules, while neglecting critical thinking skills like inference, summarization, or evaluating arguments in a text (Jin, 2021). At the same time, intensive reading focuses on small chunks of text, students may not be exposed to longer, more contextually rich materials. This can limit their ability to understand and appreciate full narratives, arguments, or other complex ideas found in extended texts. Constant focus on breaking down sentences for grammatical understanding can make reading feel like a chore rather than a pleasurable or engaging activity. This could diminish students' interest in English as a language to explore rather than just study.

The combination of technology and education has been explored in various fields of education (Zhao & Lai, 2023). The integration of technology and education provided development opportunities for modern education and also accelerated the dissemination and sharing of educational resources. According to the "The Report on the Surprising Winners of the Mobile Internet in China 2022" released by QuestMobile, the TOP1000 Applications with the fastest growth rate in 2022 were mainly in education, life, game, and office industries. Among them, the weekly compound growth rate of education and learning applications was 25%, ranking first among all industries. As an emerging technology, mobile learning applications were gradually applied in education and exerted advantages.

Mobile learning applications were usually used to assist traditional teaching, schools gradually accepted these applications because they gave students an immersive experience and helped them better adapt to the learning environment and complete learning goals (Carvalho et al., 2015; Connolly et al., 2012). But there were limited studies about utilizing updated technologies in English reading education especially for enhancing English reading abilities and reading attitude (Karatay, 2017). Thereby, this study aimed to explore the needs of teachers and students, and propose a learning model to enhance primary student's English reading ability and attitude.

Research Questions

This study poses the following two research questions:

What are the needs of primary school teachers and students for English reading instruction?

What are the elements of the mobile blended reading circle model for enhancing primary school students' English reading ability and attitude?

LITERATURE REVIEW

Mobile blended learning

In recent times, mobile blended learning has emerged as a notable concept. The blended mobile learning environment was first introduced by Hou et al. (2014), with the goal of overcoming the constraints of mobile learning while encouraging the continuous evolution of mobile technology in higher education. According to Glahn and Gruber (2018), mobile blended learning is a distinct form of blended learning, though a unified definition for it has yet to be established. Observations of the application of mobile blended learning in language instruction surfaced when certain scholars introduced the concept of mobile technology-assisted blended learning (MABL). MABL compensates for the limitations of both mobile-assisted language learning (MALL) and blended learning, making the integration of these two frameworks viable in English teaching (Baek & Lee, 2021). To broaden the scope of this study, mobile technology-assisted language learning is included under the umbrella of mobile blended learning.

In recent years, blended learning and mobile learning have been combined and developed into mobile blended learning (Ustun, 2019). Glahn et al. (2015) described mobile blended learning as an approach that merges mobile devices with various educational methods and technologies to structure learning activities.

They noted that adding "mobile" to blended learning emphasizes that each technology serves specific educational purposes, highlighting the role of instructional design. Yaniawati et al. (2022) took a similar stance, emphasizing instructional design and viewing MBL as a blend of mobile devices and other educational techniques. Miao (2017) suggested that MBL incorporates online learning through mobile devices with traditional face-to-face learning, preserving the teacher's guidance role while allowing students to take the lead in their learning process.

Mobile blended learning (MBL) has the potential to enhance interactions between teachers and students, as well as among students themselves. This is due to the fact that MBL typically utilizes a unified teaching application or platform, which provides functions such as previewing, reviewing, testing, and communication during the blended learning process (Rifa'i, 2018). MBL also promotes individualized learning, as students can study at their own pace, using fragmented time throughout the day, thus increasing learning efficiency (Klímová & Pražák, 2019). Additionally, MBL encourages higher-order thinking, allowing students to independently engage with learning material before class, participate in discussions during class, and consolidate their knowledge afterward. This process transitions lower-order thinking into higher-order thinking, as students become active knowledge constructors rather than passive receivers of information. Klímová (2019) and her colleagues tested the effectiveness of MBL in a practical English course at Hradec Králové University in the Czech Republic. They found that incorporating mobile apps into blended learning models improved students' academic performance and knowledge retention.

Mobile technology's integration into blended learning environments is widely accepted, and learners have shown increased motivation and improved knowledge levels (Ustun, 2019). Additionally, mobile devices have become more effective learning tools (Sato et al., 2020).

Reading Circle

The reading circle (RC) is a group-based reading activity designed with a full or half-circle seating arrangement, often referred to as a literary circle or reading club (Luo & Zhang, 2018; Widodo, 2016). A reading circle is a student-centered temporary reading group, usually consisting of 4-6 members, where students independently select and read the same story, poem, novel, or other literature and share their reading experiences (Daniels, 2002). Cameron et al. (2012) highlighted that students lead the reading circle, with the teacher performing a background supervisory role. For the group to function efficiently, teachers often assign roles and monitor group progress. Each member takes on a specific role for discussion and presentation during the activity (Han, 2022). The essential roles in RC include the discussion leader, the vocabulary master, the summary person, the culture collector, the passage person, and the connector (Furr, 2004; Han, 2022). As research on RC has evolved, learners have expanded their reading beyond traditional literature to non-fiction texts (Le, 2021). The RC provides a collaborative learning environment combining independent reading, group discussion, and active participation. Group discussions also allow learners to construct knowledge through dialogue and enhance the classroom climate (Bernadowski, 2013). In this study, the RC is defined as a student-centered reading model, facilitated and supervised by teachers for collaborative learning.

A review of the relevant literature revealed key elements of the RC. The models proposed by Daniels (2002) and Furr (2004) have been particularly influential. Daniels emphasized student-led discussions and outlined 11 core elements of the RC: Furr (2004), however, argued that the Daniels's (2002) first four elements were more suitable for native language learning. To improve the effectiveness of second language learning, he adapted these elements for EFL classrooms: 1) Teachers select reading materials suited to students. 2) Teachers and students jointly form reading groups. 3) Groups read the same text. 4) After reading, teachers provide additional information to fill comprehension gaps. Furr also emphasized the teacher's guiding role in selecting materials and structuring groups, ensuring meaningful discussions and learning.

RCs have been widely used in English teaching. Yakut (2020) employed RCs to improve students' pronunciation, finding that explicit pronunciation training within RCs positively impacted correct

pronunciation. Imamyartha et al. (2021) combined blended learning with RCs, discovering that it promoted reading comprehension and enhanced students' academic motivation. RCs, based on collaborative learning, improve literacy and general skills, with teachers playing a crucial role (Liu, 2015). Furthermore, RCs positively influence students' attitudes toward reading, making it essential to offer diverse methods to foster positive reading attitudes. Research has shown that a 40–50-minute RC activity is more effective than traditional reading activities (Karatay, 2017).

English Reading Ability

The four key skills in language learning are listening, reading, writing, and speaking. Among these, reading has been the most extensively studied by scholars (Pardede, 2008). Reading is a multifaceted activity involving vision, memory, intellect, and comprehension (Syakur & Azis, 2020), engaging senses, perception, organization, experience, thinking, learning, association, and imagination (Hariyati & Syakur, 2018). Wang and Chen (2016) defined reading ability as a combination of decoding skills, language knowledge, comprehension, and cultural awareness, allowing students to gather information, construct new meanings, develop cross-cultural understanding, and foster pluralistic thinking. Through reading, students also gain aesthetic experiences, form positive attitudes, and develop good habits and values.

As time passes, this definition has expanded, recognizing the impact of daily reading habits, technological advancements, and the diversity of text types on reading ability (Mullis & Martin, 2019). English reading ability, emerging from the context of English language teaching, is defined in this study as the capacity to access, comprehend, and use information across various forms of English texts, influenced by visual processing. Building on the above points and aligning with the segment objectives and academic quality standards outlined in Curriculum Standard developed by Chinese Ministry of Education (2022), this study assessed students' English reading ability across three dimensions: reading comprehension, reasoning, and summarization.

Reading Attitude

Attitude is a key indicator for assessing education and teaching effectiveness, meanwhile, attitude has also been considered as one of the most crucial factors influencing reading (Buterbaugh, 2021; Chotitham & Wongwanich, 2014). Students who enjoy reading tend to have a positive attitude towards reading (Gambrell, 1996). Attitudes, based on specific emotions, can affect a person's choices, behavior, or perception in certain situations (Agustiani, 2017). Cecil Smith (1990) argued that reading attitude is a psychological state shaped by emotions, influencing the amount of reading a person does.

Learners with positive attitudes are more inclined to read and gain knowledge, while those with negative experiences tend to develop adverse attitudes towards reading (Kiziltas, 2018). But research has shown that students' reading attitudes have declined over time (Ley et al., 1994), particularly when effective teaching methods are lacking, which may lead to a further decrease in their attitude towards reading (Lau, 2009). Thereby, in teaching practices, students' reading attitude is also important to be improved to enhance their reading abilities (Chow et al., 2018). In this study, reading attitude is defined as the willingness to read, which impacts an individual's reading choices, which is aligned with the definition with The Elementary Reading Attitude Survey Scale (ERAS), developed by McKenna and Kear (1990), measured students' reading attitudes from recreational and academic aspects, and some scholars have applied it to practical activities.

RESEARCH METHODOLOGY

This study was a research and development project divided into two phases:

The first phase: needs assessment of primary school teachers and students for English reading instruction and used mixed-method research. Teachers needs collected qualitative data from four English teachers in the sixth grade of the primary section of the No.3 Middle School. Research instrument was an open-ended interview about the teacher reading instruction and analyzed by content analysis. Interview outline passed IOC (Item-Objective Congruence) assessment.

Students needs collected quantitative data from 108 students selected by simple random sampling following Yamane's formula (Yamane, 1973) with an error of 5% and a confidentiality level of 95% in the sixth grade of the primary section of this school. Quantitative data was collected from student reading instruction questionnaires, which were adapted from Baek and Lee (2018). These questionnaires reflected students instructional needs in reading through textbook content, classroom activities, teacher-student interactions, peer interactions, and mobile technology. The questionnaire used a five-point Likert scale for scoring, with the specific rating criteria as follows: 5 represented "Strongly Agree," 4 represented "Agree," 3 represented "Neutral," 2 represented "Disagree," and 1 represented "Strongly Disagree." The questionnaire passed reliability assessment (Cronbach's $\alpha = 0.72$) and IOC evaluation, ensuring high reliability and validity. Data were analyzed by statistics: means and standard deviation

The second phase: model development. Based on the evaluation results of English reading instructional needs for primary school teachers and students, a model was developed through a review of various research sources. This study provided strong support for model development by systematically reviewing and synthesizing 8 articles on mobile blended learning and 6 articles on reading circle.

RESULTS

The Needs of Primary School Teachers and Students for English Reading Instruction

The following Figure 1:

Figure 1: Teachers Needs of English Reading Instruction

1: What aspects of reading abilities do you want students to acquire through English reading class?
Themes: The essential aspects of reading ability
Sub-themes: Reading comprehension; The importance of vocabulary; Reasoning ability; Summary ability
2: In what areas do you think students have more significant English reading problems?
Themes: Summary ability
Sub-themes: Insufficient reading motivation; Initiative; English reading materials; Fear emotion; Academic pressure
3: What teaching methods or approaches have you used to improve students' English reading ability and attitude?
Themes: Teaching methods or approaches
Sub-themes: Traditional teaching method; Mind map; Interactive activity; No obvious effects
4: What do you think needs to be done to improve teaching English reading in primary schools?
Themes: Diverse teaching resources
Sub-themes: Diversified reading materials; Multimedia resource; Interactive promotion; Using technology
5: What are your opinions on applying mobile technology to English reading teaching?
Themes: Application of mobile technology in reading teaching
Sub-themes: Mobile technology; Individual learning; Student participation; Using correctly
6: Which of the following mobile application is suitable for use in teaching English reading to primary school students? (Please choose from LAIX Reading, PalFish Kids, Coco Baby, English Fun Reading, and Shanbay Reading)
Themes: Coco Baby's preferences
Sub-themes: Coco Baby; Illustrated; Suitable for primary school students
7: Which mobile application facilitates teacher-student communication and is appropriate for primary school students? (Please choose from Tencent Classroom, Ding Talk, Zoom, and Rain Classroom)
Themes: The application of Ding Talk
Sub-themes: Ding Talk; Learning communication platform; It is widely used during the epidemic
Q8: Have you ever heard of reading circles? What are your opinions on using reading circles in teaching English reading?
Themes: The application of reading circle
Sub-themes: Teaching of English reading; Encourage the application of new teaching methods

Teachers Needs of English Reading Instruction

This study learned that teachers relied mainly on traditional teaching methods to teach English reading. Although they used some methods to increase student interest and engagement in teaching, these approaches had yet to produce significant results. Student attitudes towards reading in English were generally low, possibly related to academic pressure and fear of difficulty. It was recommended to explore some featured interactive classroom activities, provide richer reading resources and make better use of technology to stimulate interest. Teachers agreed that reading comprehension, reasoning, and summary abilities were crucial to primary English reading, so future English reading instruction focused on developing these three abilities. In addition, the teachers agreed that Coco Baby and Ding Talk were suitable tools for primary students to learn English reading, and they were also optimistic about the development potential of mobile technology in English teaching. However, given the age of the students, they suggested that special attention should be paid to instruction and proper use of these tools. In conclusion, the teachers expressed their willingness to experiment with new teaching methods to provide a more inspiring and practical educational experience, and they were enthusiastic about the continuous improvement of education.

Students Needs of English Reading Instruction

The following Table 1:

Table 1: Students Needs of English Reading Instruction

Questions	Mean	SD	Meaning
Textbook content (With the current situation about English reading,)			
1. I think the content of the current English textbooks are uninteresting.	4.41	0.64	Agree
2. I think the current English textbook contents are useless.	4.11	0.95	Agree
3. I do not think the contents of the current English textbooks are difficult.	4.09	0.79	Agree
4. I am not satisfied with the current English textbooks.	4.43	0.73	Agree
Total	4.26	0.49	Agree
Classroom activities			
5. I think the current English classroom activities are uninteresting.	4.56	0.53	Strongly Agree
6. I think the current English classroom activities are useless.	4.53	0.56	Strongly Agree
7. I do not think the current English classroom activities are difficult.	4.07	0.78	Agree
8. I am not satisfied with the current English classroom activities.	4.51	0.54	Strongly Agree
Total	4.42	0.36	Agree

Teacher-student interaction

9. I think the interaction with the teacher is uninteresting.	4.23	0.73	Agree
10. I think the interaction with the teacher is useless.	4.22	0.65	Agree
11. I think it is difficult to interact with the teacher.	4.25	0.64	Agree
12. I am not satisfied with the current teacher-student interaction.	4.33	0.72	Agree
Total	4.26	0.52	Agree

Table 1 (Continued) : Students Needs of English Reading Instruction**Peer interaction**

13. I think the interaction with peers is uninteresting.	4.49	0.54	Agree
14. I think the interaction with peers is useless.	4.51	0.56	Strongly Agree
15. I think it is difficult to interact with peers.	4.43	0.57	Agree
16. I am not satisfied with the current peer interaction.	4.40	0.55	Agree
Total	4.46	0.34	Agree

Mobile technology

17. I think the use of mobile technology can improve English reading ability.	4.34	0.66	Agree
18. I think using mobile technology can improve English reading attitude.	4.36	0.65	Agree
19. I am willing to use mobile devices for English reading.	4.37	0.66	Agree
20. I am willing to get richer English reading resources.	4.33	0.76	Agree
21. I am willing to try more diverse English reading activities.	4.42	0.60	Agree
Total	4.36	0.42	Agree

Table 1 shows the specifics of the means and standard deviations of students' opinions: the results in Table 1 show that the mean value exceeds 4 out of 5 dimensions, which are 4.26, 4.42, 4.26, 4.46, and 4.36, indicating that students expect the current English reading instruction to have scope for improvement in

the areas of textbook content, classroom activities, teacher-student interaction, peer interaction and mobile Technology. In particular, students were most eager to improve classroom activities (Mean=4.42, SD=0.36) and peer interaction (Mean=4.46, SD=0.34). At the same time, they thought that the current arrangement of classroom activities did not fully meet their needs, and the peer interaction experience was not satisfactory, ineffective and less effective; meanwhile, students showed a strong desire to use mobile technology (Mean=4.36, SD=0.42) in their learning. Overall, students were not very agree with the current methods of teaching English reading, which provides prerequisites and essential clues for improving the current methods of teaching English reading, indicating that it is necessary to take measures to satisfy students' needs and to improve the effectiveness and quality of English reading teaching.

Mobile Blended Reading Circle Model

Table 2 summarizes the findings from eight studies on the elements of mobile blended learning.

Table 2: Elements of the Mobile Blended Learning

Source	Elements of the Mobile blended Learning			
	Pre-analysis	Mobile application	Design of learning activities	Evaluation
Huang et al. (2008)	√		√	√
Han et al. (2017)	√	√	√	√
Baek & Lee (2018)		√	√	
Rifa'i (2018)		√	√	√
Almazova et al. (2019)	√		√	√
Klímová & Pražák (2019)		√	√	√
Baek & Lee (2021)		√	√	√
Hariadi et al.(2022)	√	√	√	√

Based on the above, this study selected pre-analysis, mobile application, design of learning activities, and evaluation as the key elements of mobile blended learning, which is the basis of the mobile blended reading circle model.

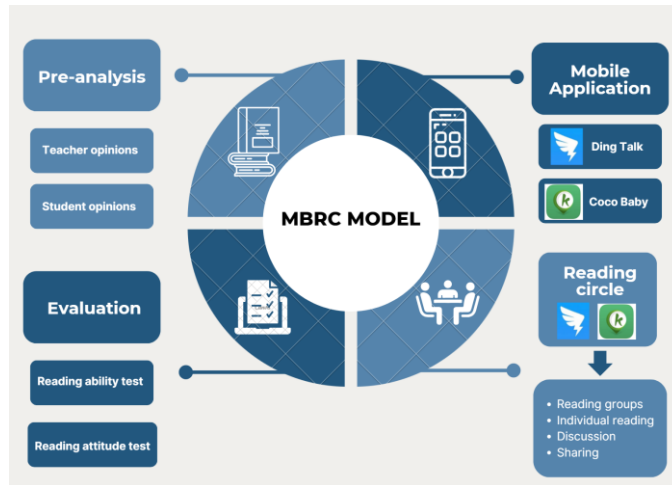
Table 3 summarizes the findings from six studies on the steps of reading circle.

Table 3: Steps of the Reading Circle

Source	Steps of Reading Circle					
	Reading resource	Reading groups	Individual reading	Discussion	Sharing	Evaluation
Daniels (2002)	√	√	√	√	√	√
Furr (2004)	√	√	√	√	√	√
Anderson & Corbett (2008)	√	√	√	√		√
Bernadowski (2013)		√	√	√	√	
Karatay (2017)	√	√	√	√	√	
Dogan & Kaya-Tosun (2020)	√	√	√	√	√	

The design of learning activities in mobile blended learning integrates the steps of a reading circle, following the recommendations in Table 3. The common steps selected include reading groups, individual reading, discussion, and sharing. Therefore, the mobile blended reading circle model has been established, as shown in Figure 2.

Figure 2: Mobile Blended Reading Circle Model



Based on the needs of both students and teachers, as well as the aforementioned studies, more details about this model can be found in Table 4.

Table 4: Details of the Mobile Blended Reading Circle Model

Pre-analysis	➤ Opinions of English reading teaching : - Students - Teachers		
Mobile Application	Ding Talk	Coco baby	
Reading Circle			
Before class (Online)	Mobile Application	Ding Talk	Coco baby
RC	Reading groups	Individual reading	Discussion
	<i>Teacher</i>		<i>Student</i>
	➤ Weekly learning process activity manual ➤ Announce the group and members ➤ Coordinate and organize reading roles and responsibilities ➤ Distribution of role sheets ➤ Identifying and distributing reading materials ➤ Remind reading groups to have an online discussion before class (keep it to half an hour)		➤ Forming reading groups ➤ Identify reading roles and responsibilities ➤ Clarify the sheet of roles ➤ Check the reading materials ➤ Clarify pre-class online discussion time
	➤ Collect questions from students	➤ Individual reading (reading comprehension and reasoning) Filling out the role sheet Record difficult points and ask questions	
	➤ Suggestions and guidance ➤ Collect questions from students	➤ Online reading group discussion (reading comprehension, reasoning and summary) Further refinement of the role sheet Ask group questions	

Table 4 (Continued) : Details of the Mobile Blended Reading Circle Model

In class (Offline)			
RC	<u>Discussion</u>	<u>Sharing</u>	
	<i>Teacher</i>	<i>Student</i>	
	<ul style="list-style-type: none"> ➤ Revisit the reading material ➤ Lecture on points reading material ➤ Focus on answering pre-class questions and encourage peer support to answer questions ➤ Posting class reading tasks ➤ Observation and guidance 	<ul style="list-style-type: none"> ➤ Listen to the teacher's lecture ➤ Clarify class reading tasks 	
	<ul style="list-style-type: none"> ➤ Encourage and guide 	<ul style="list-style-type: none"> ➤ In-class group discussion (reading comprehension, reasoning and summary) Share role content with group members Discussing classroom reading tasks ➤ Reading group sharing (Discussion Leader - Summarizer - Connector - Word Master - Passage Person - Culture Collector) (reasoning and summary) One member shares the discussion with the representative of the group Comments from other groups 	
	<ul style="list-style-type: none"> ➤ Review groups report ➤ Identifies and corrects vocabulary, key sentences, and text comprehension based on student understanding ➤ Emphasize points 	<ul style="list-style-type: none"> ➤ Listen to the teacher's lecture 	
After class (Online)	Mobile Technology	Ding Talk	Coco baby
RC	<u>Discussion</u>	<u>Sharing</u>	
	<i>Teacher</i>	<i>Student</i>	
	<ul style="list-style-type: none"> ➤ Organize online discussions ➤ Remind homework ➤ Homework assessment ➤ Provide other reading resources 	<ul style="list-style-type: none"> ➤ Online discussion and sharing ➤ Complete the homework ➤ Review the teacher's assessment ➤ Self-motivated reading 	
Evaluation	Evaluation: - English reading test - English reading attitude test		

CONCLUSION

This study first explored the needs of both teachers and students in English reading instruction through interviews and questionnaires, respectively. The content analysis of the teachers' interview results showed that

students lacked enthusiasm for English reading due to the pressures of test-oriented education. Additionally, traditional English reading instruction was seen as ineffective in practice. The reading materials were not engaging, and classroom activities needed to be better designed to inspire students' interest and active participation. Teachers agreed that enhancing students' reading skills should focus on three key areas: reading comprehension, reasoning, and summarization. They also expressed a strong desire to improve current reading instruction through the use of technology or more diverse teaching methods. Feedback from 108 sixth-grade students was gathered through the student needs questionnaire. The results revealed that students were dissatisfied with the current textbook content, classroom activities, teacher-student interaction, and peer interaction, with particular frustration expressed towards classroom activities and peer interaction. They expressed a desire for more engaging and practical classroom activities, along with more meaningful opportunities for peer collaboration. Additionally, they showed interest in the use of mobile technology to enhance English reading.

The mobile blended reading circle model developed based on the literature review and the needs assessment of teachers and students. The model was divided into four phases: pre-analysis, mobile application, reading circle (reading groups, individual reading, discussion, and sharing), and evaluation.

DISCUSSION

The needs assessment can be considered the initial phase of model development: pre-analysis, which involves preparing for teaching. Before implementing the new reading model, this study examined students' real needs, including aspects such as textbook content, classroom activities, teacher-student interaction, peer interaction, and mobile technology. This approach consisted of the analysis of learner characteristics, learning content, etc., when designing courses (Suartama et al., 2019; Hariadi et al., 2022), which helped to assess whether the current instructional model was compatible with students and meet learners' needs. In addition, since two-way interactions between teachers and students occurred in classroom teaching and both are actively involved (Rido & Sari, 2018), the study also took into account the perspectives of teachers.

This model aligns with the research by Han et al. (2017), Suartama et al. (2019), and Hariadi et al. (2022), which highlighted the significance of an integrated instructional approach. The reading circle design integrated activities such as reading groups, individual reading, discussion, and sharing, following a sequence similar to those outlined by Daniels (2002), Furr (2004), Bernadowski (2013), and Dogan & Kaya-Tosun (2020). This model aims to enhance students' interest in reading, improve their reading skills, and ultimately boost their comprehension and critical analysis of the materials.

Recommendation

The proposed mobile blended reading circle model could serve as a reference to guide the teachers and students to better utilize the mobile devices to enhance reading abilities and attitudes in the class. Future research may apply experimental study to validate the proposed model by comparison with the traditional group and experimental group with mobile blended reading circle model.

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