The Lingua Spectrum
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Benefits of interactive technologies on the improvement of beginner learners' reading skills

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Annotation. *The advantages of using interactive technologies to help beginning (A1 level) language learners improve their literacy skills are examined in this article. It talks about how digital technologies, such gamification, digital storytelling, and online platforms, improve reading comprehension and engagement and provide a creative substitute for conventional teaching techniques. These approaches establish a dynamic learning environment that provides a solid basis for future language acquisition by encouraging independent study and teamwork.*

Keywords: *Interactive Technologies, A1 Level Learners, Literacy Skills, Reading Comprehension, Language Acquisition, Digital Storytelling, Gamification, online platforms, autonomous learning, engagement, pedagogical strategies.*

Преимущества интерактивных технологий в формировании навыков чтения у младших школьников

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Аннотация. *Статья посвящена изучению преимуществ внедрения интерактивных технологий для развития навыков чтения у начинающих, изучающих язык (уровень А1). В ней рассматривается, как цифровые инструменты - такие как цифровое повествование, геймификация и онлайн-платформы - способствуют улучшению понимания прочитанного и вовлеченности, предлагая инновационную альтернативу традиционным методам обучения. Использование этих методологий, стимулирующих самостоятельное обучение и сотрудничество, создаёт динамичную образовательную среду, закладывающую прочный фундамент для дальнейшего освоения языка.*

Ключевые слова: *Интерактивные технологии, учащиеся А1 уровня, навыки грамотности, понимание прочитанного, изучение языка, цифровое повествование, геймификация, онлайн-платформы, самостоятельное обучение, педагогические стратегии.*

Boshlang'ich sinf o'quvchilarining o'qish ko'nikmasini shakllantirishda interfaol texnologiyalarning foydalari

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Annotatsiya. *Ushbu maqola A1 darajadagi yangi til o'rganuvchilarning savodxonlik ko'nikmalarini rivojlantirishda interaktiv texnologiyalarning afzalliklarini o'rganadi. Unda raqamli vositalar - raqamli hikoyachilik, gamifikatsiya va onlayn platformalar kabi - o'qish tushunishini oshirish va qiziqishni rag'batlantirishda qanday yordam berishi ta'kidlanadi, bu esa an'anaviy o'qitish usullariga innovatsion muqobil hisoblanadi. Ushbu metodologiyalar mustaqil o'rganish va hamkorlikni rivojlantirib, tilni yanada chuqur o'rganish uchun mustahkam asos yaratadigan dinamik ta'lim muhitini ta'minlaydi.*

Kalit so'zlar: *Interaktiv texnologiyalar, A1 darajadagi o'quvchilar, savodxonlik ko'nikmalari, o'qish tushunishi, til o'rganish, raqamli hikoyachilik, gamifikatsiya, onlayn platformalar, mustaqil o'qish, pedagogik strategiyalar.*

Times have changed, teachers have evolved, and we now have a new brand breed of teaching and learning technologies. In the context of language acquisition, reading proficiency stands as a fundamental cornerstone, particularly for A1 level learners who are at the nascent stages of their linguistic endeavors. The challenge of fostering effective reading skills in this demographic necessitates a commitment to innovative and interactive methodological technologies that engage learners in meaningful ways. Traditional pedagogical approaches often fall short, failing to capture the interest and motivation crucial for language development. Consequently, the integration of interactive technologies – such as digital storytelling, gamification, and online reading platforms – can transform the learning experience, making it more dynamic and learner-centered. It can be difficult to teach children to read, particularly those who have difficulty at a young age. Even though every child develops at a different rate, using some teaching techniques can help all of them get ready for future difficulties, such as learning to read. Multisensory learning is one of the best ways to educate kids to read, according to exciting developments in reading curricula. By harnessing these modern tools, educators can create an environment that not only improves reading comprehension but also encourages a love for reading among A1 learners. This essay aims to explore the potential of these interactive methodologies in enhancing reading competencies, thereby equipping learners with essential skills for further language acquisition.

Methodology. To assess the effect of interactive methodological technologies on the reading proficiency of language learners at the A1 level, a thorough literature analysis was carried out. Peer-reviewed publications, scholarly works, and case studies released between 2010 and 2023 were the focus of the review. Based on research design, sample characteristics, technology intervention kinds, and reading skill improvement outcomes, a selection of literature was critically examined. Thematic analysis was used to synthesis the data in order to identify common trends, advantages, and difficulties related to the use of digital resources in literacy training.

Literature review. A1 level learners, characterized by their beginner status in language acquisition, require targeted educational strategies to successfully develop reading skills, which are fundamental to their overall language proficiency. At this stage, learners typically possess a limited vocabulary and an elementary understanding of grammatical structures, necessitating a focus on simplified texts that can foster comprehension and engagement. Enhancing reading abilities at this level is crucial as it lays the groundwork for future language development and supports effective communication skills. Implementing interactive methodological technologies offers an innovative approach to engage these learners, making reading a more dynamic and participatory experience.

Such technologies can provide access to varied reading materials and facilitate collaborative learning environments. A study revealed that the absence of adequate academic resources significantly impacts foundational language skills, highlighting the need for innovative strategies to enhance these learners engagement and motivate their language development (Almeida C et al., 2024). Engaging with diverse reading tools not only enriches their vocabulary but also cultivates a deeper interest in language learning (Erazo C. et al., 2023).

The integration of interactive methodological technologies in language learning environments is pivotal for enhancing the educational experience, particularly for A1 level learners grappling with reading skills. By employing various digital platforms, educators can foster an engaging and supportive atmosphere that nurtures linguistic competencies. Tools such as online discussion forums and e-learning modules not only facilitate autonomous learning but also contribute to maintaining learner motivation, which is essential for beginners. For instance, research highlights the potential of online environments in promoting out-of-class language practice, thereby enriching the educational process (Oxbrow et al., 2010). Furthermore, interactive technologies enable educators to identify gaps in students understanding, aligning instructional strategies with learners needs (Alario-Hoyos et al., 2017). Ultimately, the effective application of these technologies not only bridges the gap between theory and practice but also empowers A1 learners to develop crucial reading skills in a dynamic and interactive format.

In the realm of education, interactive methodological technologies encompass a range of digital tools and pedagogical strategies designed to enhance learner engagement and facilitate comprehension. These technologies can take various forms, such as gamified learning platforms, multimedia resources, and collaborative online environments, all aimed at fostering a more immersive educational experience. For A1 level learners, who are often characterized by limited language exposure, the utilization of such methodologies proves vital. For instance, the PETALL project exemplifies how technology-driven tasks can engage language learners through collaborative partnerships, offering teachers effective resources and best practices to support instruction (Lopes et al., 2017). Additionally, ongoing research highlights the need for evidence-based approaches to inform the design and implementation of these technologies, especially in developing contexts where gaps in pedagogical knowledge persist (Boddy et al., 2013). Ultimately, these interactive technologies not only improve reading skills but also empower learners to take an active role in their education.

Incorporating interactive technologies into reading instruction requires a strategic approach that emphasizes both cognitive engagement and metacognitive development. Essential to this process is the implementation of models such as the Cognitive Academic Language Approach (CALLA), which provides a structured framework for fostering reading comprehension among A1 level learners. As evidenced by recent studies, utilizing Web 2.0 resources within the CALLA model facilitates not only the presentation of content but also encourages student reflection and self-assessment through digital artifacts created in platforms like Liveworksheets.com (Vanegas G. et al., 2023). Furthermore, research indicates that blended learning methodologies bolster metacognitive strategies, promoting skills such as planning and self-evaluation, which are critical for learners with limited English proficiency (Rojas L et al., 2015). This multifaceted approach not only enhances engagement but ultimately leads to improved reading skills, aligning technological tools with pedagogical goals in effective ways.

Reading comprehension for A1 students involves more than just decoding text; it also involves creating meaning through a range of sensory stimuli. At this fundamental level, multimodal approaches – which include visual, aural, and kinesthetic components – can greatly improve comprehension. For example, picture books with audio narration help students make the connection between spoken language and written and visual representations. According to Mayer (2009), this dual coding helps with comprehension and memory retention. Additionally, contextualized learning promotes relevance and engagement by incorporating reading into worthwhile activities. Learners can do things like labeling items in a mock grocery shop, reading directions for a craft project, or

following easy recipes in place of discrete vocabulary drills. With this method, reading becomes an active, intentional activity rather than a passive pastime. This approach also significantly improves the development of early literacy.

It is essential to employ straightforward, standardized texts, like those in leveled readers or modified children's books. High-frequency vocabulary and repeating patterns seen in these texts help students become more confident and fluent (Duke & Cartwright, 2021). Additionally, reading can be made fun and engaging for A1 students by introducing play elements like puppet storytelling, role-playing basic situations, or interactive digital games.

Additionally, incorporating cultural components that are pertinent to the backgrounds of the students might improve understanding and engagement. To make the learning process more relatable and significant, this may entail utilizing culturally relevant imagery, tales, or themes that speak to their experiences.

Lastly, boosting drive and confidence requires regular, constructive reinforcement. At the A1 level, giving constructive criticism and acknowledging little accomplishments can motivate students to keep going and cultivate a love of reading.

Engaging A1 level learners requires the implementation of effective, interactive methodologies that stimulate interest and enhance reading skills. Techniques such as the use of mobile applications have shown promise in improving vocabulary acquisition, as illustrated in research proposing the integration of digital tools in language education. For instance, the development of a mobile application aimed at enhancing lexical proficiency supports the notion that interactive technology can significantly facilitate learning among young students (Borrallos Pérez et al., 2023). Additionally, adopting eclectic methods that combine various instructional strategies can cater to different learning styles and preferences, ultimately fostering better engagement and oral production in elementary settings (Almeida C et al., 2024). These approaches not only provide learners with diverse materials but also create a dynamic learning environment that encourages participation. Ultimately, such tailored techniques hold the potential to significantly improve A1 learners reading skills, making the process both enjoyable and effective.

Making reading a multimodal experience can greatly improve comprehension and retention for A1 students. By using the senses of sight, hearing, touch, and movement, learning becomes more memorable and stronger neural connections are formed. Learners can reinforce their comprehension by physically interacting with the alphabet and language through the use of tactile materials such as textured picture cards or sandpaper letters (Shams & Seitz, 2008).

Early reading success depends on the development of strong phonemic awareness, or the capacity to identify and control specific sounds in spoken words. Phonics training can be made more interesting and successful by using kinesthetic activities, such as clapping syllables, leaping sounds, or representing phonemes with hand gestures. By helping students physically represent language sounds, these exercises provide abstract ideas a tangible form (Ehri, 2020).

Additionally, including drama and storytelling into reading lessons can improve comprehension and student interest. Researchers studying language instruction usually characterize storytelling in terms of its operation and function in fostering communication between storytellers and listeners. Storytelling exercises have been identified as a way to inspire pupils who have trouble with reading and writing (National Council of Teachers of English, 1992, p. 1). "Relating a tale to one or more listeners through voice, gesture, and interactions" is how this method is defined.

Dyson et al. (1994) pointed out that in order to effectively connect with an audience, storytelling requires both a narrative structure and the use of emotional and mental images.

This is due to the fact that listeners also utilize mental imagery, which gives the storyteller audio and visual input (Dyson & Genishi, 1994; Maddumage, 2021a, 2021b, 2021c). Similarly, Hsu (2010:7) defines storytelling as "the use of voice, eye contact, gestures, facial expressions, and interaction to connect a tale with listeners." The interaction between the audience and the storyteller creates a story during this process. In addition to the storyteller's use of voice and gestures, the

audience's physical reactions – such as squinting, looking, or smiling – provide input on how well the story is being told.

Both the storyteller and the listener are essential to the success of storytelling, claims Dugan (1997). In order to make literacy instruction more successful and interesting, Dugan advises language teachers to concentrate on improving social interaction and teamwork.

McDrury and Alterio (2003) define storytelling by considering its content and subject matter, suggesting that stories provide insight into the real world, different cultures, traditions, and values. As a result, storytelling is regarded as a strategy for conveying human experiences.

Groeber, Wang, and Lee (2007) stress that reading aloud is not the same as narrating. They contend that asking children to read aloud and then summarize the memorized story for their peers is an essential part of storytelling. This approach encourages creativity and works well as a teaching tool for children who struggle with speaking since they get better with practice.

Remenyi (2005) and Maddumage (2022, 2023) support this perspective by pointing out that storytelling is a basic teaching strategy that educators can employ to help students convey their knowledge.

These definitions lead to the conclusion that storytelling is an innovative teaching strategy that promotes the exchange of human experiences. It's also a procedure when a storyteller engages an audience by using mental imagery and narrative structure. Storytelling as a teaching method increases students' openness to interacting and communicating in group or classroom settings.

According to several study, increasing cooperation and connection through storytelling led to better performance from students who had previously struggled with reading and writing (NCTE, 1992). As a result, encouraging student cooperation is crucial to raising language proficiency and boosting communication in classrooms.

Students can better grasp plot, characters, and chronology by visualizing and internalizing the story through the use of puppets, storyboards, or simple story acting. 2. With this method, reading becomes an active, participatory experience rather than a passive one. Visual tools like picture dictionaries, graphic organizers, and flashcards can also help with word learning and comprehension. By giving students visual cues to help them relate words to their meanings, these resources help make abstract ideas easier to understand.

It's also crucial to create an environment that is rich with print. Students' awareness of the written word is developed through exposing them to print in relevant situations through labeling classroom objects, putting up simple signs, and giving them access to a range of age-appropriate books and publications.

Lastly, boosting motivation and confidence need regular, encouraging feedback. At the A1 level, students can cultivate a positive attitude toward reading by acknowledging little accomplishments and offering helpful support.

According to the literature review, including interactive technologies significantly improves A1 students' reading comprehension. Online platforms, gamification, and digital storytelling all regularly show higher levels of learner engagement, better vocabulary acquisition, and better reading retention. These technologies help people go from passive to active learning, which encourages self-evaluation and independent learning, according to the evaluated studies. Furthermore, it has been demonstrated that the cognitive approach and blended learning models strengthen metacognitive techniques, which supports the development of critical reading abilities.

Results. The results highlight how interactive methodological technology can revolutionize language learning for beginning students. Digital interventions' multimodality accommodates a range of learning preferences and produces an immersive, captivating learning environment. In particular, digital storytelling and gamification not only pique interest but also offer contextualized learning opportunities that make up for the shortcomings of conventional teaching techniques. The benefits of cognitive approach frameworks and blended learning underscore the significance of including cognitive and metacognitive development techniques. Notwithstanding these benefits, there are still

issues with guaranteeing fair access to educational materials and offering sufficient teacher preparation for successful technology integration. To evaluate long-term effects and investigate the scalability of these digital interventions across many educational environments, future research should concentrate on longitudinal studies.

In conclusion, the integration of interactive methodological technologies offers a promising pathway to enhance the reading skills of A1 level learners. These technologies not only facilitate a more engaging learning environment but also cater to the diverse needs of students, promoting individualized learning experiences. As demonstrated in various educational studies, the effectiveness of digital tools in supporting reading development has been well-documented, highlighting the influence of both teaching practices and technology on student achievement (Harrison et al., 2000). Furthermore, the design of language courses that incorporate such interactive elements can empower learners by fostering autonomy and collaboration, thereby reinforcing their reading comprehension skills (Jakubiec-Bontko et al., 2009). Ultimately, it is imperative that educators continue to explore and implement these innovative methodologies to optimize the learning outcomes for A1 learners, ensuring they acquire essential literacy skills for their academic journeys.

In summarizing the key points discussed, it becomes evident that the integration of interactive methodological technologies significantly enhances the reading skills of A1 level learners. These technologies not only facilitate engagement through gamified learning experiences but also promote individualized learning pathways, catering to distinct learner needs. The evidence presented illustrates that such interactive methods, whether through digital platforms or multimedia resources, foster motivation and retention, crucial components in the acquisition of reading skills. Looking toward the future, the implications of this technological integration are profound. Educators must continue to explore and refine these interactive tools, ensuring they align with pedagogical goals while remaining adaptable to the rapidly evolving digital landscape. Additionally, ongoing research is vital to assessing the long-term effects of these methodologies on reading proficiency, ensuring that strategies remain effective and relevant in enhancing literacy among beginner learners.

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