

Overcoming Reading Challenges Among A1-Level Learners Through Interactive Technologies

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ABSTRACT

This article examines the main reading challenges faced by A1-level learners and explores effective ways of overcoming these difficulties through the use of interactive technologies. At the beginner level, learners often experience problems related to limited vocabulary, slow reading speed, low motivation, and insufficient comprehension skills. The study highlights the pedagogical potential of interactive technologies in addressing these challenges by creating engaging, learner-centered, and supportive learning environments. Interactive tools such as multimedia materials, digital reading tasks, gamified activities, and audio-assisted texts contribute to improving learners' reading comprehension, motivation, and overall reading performance. The article emphasizes that the systematic integration of interactive technologies into reading instruction significantly enhances the effectiveness of teaching reading skills at the A1 level.

Keywords: A1-level learners, reading challenges, interactive technologies, reading comprehension, foreign language teaching.

INTRODUCTION

Reading is considered one of the fundamental language skills that plays a crucial role in foreign language acquisition, especially at the beginner level [1: 45; 2: 112]. For A1-level learners, reading is not only a source of linguistic input but also a means of developing vocabulary, grammar awareness, and basic communicative competence [3: 28]. However, learners at this level often encounter various difficulties that hinder the effective development of reading skills. These challenges include limited vocabulary, insufficient grammatical knowledge, low motivation, slow reading speed, and difficulties in understanding the general meaning of texts [4: 67].

In recent years, interactive technologies have been increasingly integrated into foreign language education to address these issues [5: 19]. Interactive technologies create learner-centered environments, promote active participation, and provide immediate feedback, which is particularly beneficial for A1-level learners [6: 54]. The use of digital tools, interactive tasks, multimedia materials, and online platforms allows teachers to adapt reading activities to learners' cognitive and linguistic needs [7: 83].

The present article aims to analyze the main reading challenges faced by A1-level learners and to explore effective ways of overcoming these challenges through the use of interactive technologies. The study emphasizes the pedagogical value of interactive approaches in improving reading comprehension, motivation, and learner engagement at the elementary level [8: 141]. A1-level learners typically demonstrate a limited command of vocabulary and grammatical structures, which significantly affects their reading performance [1: 51]. At this stage, learners rely heavily on word-by-word decoding, which slows down the reading process and often prevents them from grasping the overall meaning of a text [9: 96]. As a result, reading becomes a mechanical activity rather than a meaningful one.

Another major challenge is low motivation. Many beginner learners perceive reading in a foreign language as difficult and intimidating [10: 22]. Traditional reading activities based on printed texts and comprehension questions may fail to sustain learners' interest and active involvement [11: 74]. This lack of motivation negatively influences learners'

confidence and willingness to read independently [6: 59].

In addition, A1-level learners often struggle with unfamiliar topics and cultural references presented in reading texts [12: 38]. Without sufficient background knowledge, learners find it difficult to infer meaning from context. Pronunciation difficulties and weak phonological awareness also interfere with reading comprehension, especially when learners attempt to read aloud [3: 35]. These challenges indicate the need for innovative instructional approaches that can simplify reading tasks, increase learner engagement, and support comprehension at the beginner level [8: 145].

Interactive technologies offer a wide range of opportunities to enhance reading instruction for A1-level learners [5: 27]. Unlike traditional methods, interactive tools encourage active learner participation and allow for multimodal input, combining text, images, audio, and video [7: 91]. This multimodality supports comprehension by engaging multiple senses and reducing cognitive load [13: 104]. Digital platforms such as interactive whiteboards, educational applications, and online learning environments enable teachers to design visually rich and engaging reading tasks [6: 61]. For example, illustrated texts, clickable vocabulary items, and audio-supported reading materials help learners understand unfamiliar words and structures more easily [14: 56].

Interactive technologies also facilitate immediate feedback, which is essential for beginner learners [11: 79]. When learners receive instant confirmation or correction, they become more aware of their progress and errors, which contributes to more effective learning [5: 33]. Moreover, interactive tasks promote learner autonomy by allowing students to control the pace and sequence of their reading activities [10: 29].

One effective way to overcome reading difficulties is the use of interactive vocabulary support tools [14: 61]. Digital glossaries, flashcards, and word-matching activities help learners expand their vocabulary in a contextualized manner [1: 58]. By clicking on unknown words and accessing visual or audio explanations, learners can comprehend texts without constant teacher assistance [7: 97]. Gamified reading activities also play a significant role in addressing motivation-related challenges [15: 42]. Games such as quizzes, puzzles, and reading-based challenges create a positive learning atmosphere and encourage learners to engage with texts willingly [6: 66].

These activities transform reading into an enjoyable experience rather than a stressful task [11: 82].

Another important strategy involves the use of interactive pre-reading and post-reading tasks. Pre-reading activities such as predicting content through images or titles activate learners' background knowledge and prepare them for reading [12: 41]. Post-reading tasks, including interactive comprehension questions and collaborative discussions, reinforce understanding and promote critical thinking even at the beginner level [8: 149].

Audio-assisted reading tools further support learners who struggle with pronunciation and decoding [3: 37]. Listening to texts while reading helps learners develop sound-symbol correspondence and improves fluency [9: 101]. This approach is particularly effective for A1-level learners who benefit from repeated exposure to correct pronunciation and intonation [14: 64].

The integration of interactive technologies into reading instruction requires careful pedagogical planning [5: 36]. Teachers should select tools that are appropriate for learners' proficiency level and learning objectives [6: 69]. Overly complex platforms may overwhelm A1-level learners and reduce the effectiveness of instruction [10: 33]. Teachers also need to balance technology use with clear instructional guidance [11: 86]. Interactive technologies should support learning goals rather than replace meaningful teacher-learner interaction [8: 152]. When used strategically, these tools enhance scaffolding and allow teachers to address individual learner needs more effectively [13: 109].

Furthermore, teacher training plays a crucial role in the successful implementation of interactive technologies [7: 102]. Educators must be equipped with both technical skills and methodological knowledge to design effective reading activities [15: 47]. Continuous professional development ensures that teachers can adapt to new tools and integrate them meaningfully into their teaching practice [5: 41].

CONCLUSION

A1-level learners face numerous challenges in developing reading skills, including limited vocabulary, low motivation, and difficulties in comprehension [1: 62; 4: 73]. Interactive technologies provide effective solutions to these challenges by creating engaging, learner-centered,

and supportive learning environments [6: 72]. Through the use of multimedia materials, gamified activities, audio-supported texts, and interactive tasks, teachers can significantly enhance reading comprehension and learner motivation [11: 89]. Interactive technologies not only simplify reading processes but also promote learner autonomy and confidence at the beginner level [8: 156]. Therefore, the integration of interactive technologies into reading instruction should be considered an essential component of modern foreign language education. When applied thoughtfully and systematically, these tools contribute to the successful development of reading skills among A1-level learners [5: 44].

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