

AN INTERACTIVE APPROACH TO TEACHING READING SKILLS

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Abstract. Reading instruction at the A1 level is a crucial stage in foreign language education, as learners develop basic decoding, word recognition, and initial comprehension skills. Traditional teacher-centered approaches often limit learner engagement, whereas interactive, learner-centered instruction promotes active participation and meaningful text interaction. This article presents an informative analysis of an interactive approach to teaching reading skills to A1 learners. Drawing on contemporary research, it examines pedagogical principles and instructional practices that support reading development, motivation, and learner autonomy at the beginner level.

Keywords: A1 learners, reading skills, interactive learning, learner-centered instruction, foreign language education.

Annotatsiya. A1 darajadagi o'quvchilarga o'qish ko'nikmasini o'rgatish chet tilini o'zlashtirishda muhim bosqich hisoblanadi, chunki bu bosqichda asosiy dekodlash, so'zlarni tanish va dastlabki tushunish ko'nikmalari shakllanadi. An'anaviy o'qituvchi markazli yondashuvlar o'quvchi faolligini cheklashi mumkin, interaktiv yondashuv esa faol ishtirok va matn bilan mazmunli ishlashni ta'minlaydi. Ushbu maqola A1 darajasida o'qish ko'nikmasini shakllantirishda interaktiv yondashuvning pedagogik ahamiyatini tahlil qiladi.

Kalit so'zlar: A1 darajadagi o'quvchilar, o'qish ko'nikmasi, interaktiv ta'lim, o'quvchiga yo'naltirilgan yondashuv, chet tilini o'qitish.

Аннотация. Обучение чтению на уровне А1 является важным этапом в иноязычном образовании, поскольку на этом уровне формируются базовые навыки декодирования, распознавания слов и начального понимания текста. Традиционные, ориентированные на преподавателя подходы часто ограничивают активность обучающихся, тогда как интерактивное обучение способствует их вовлечённости и осмысленной работе с текстом. В статье представлен информативный анализ интерактивного подхода к обучению чтению на уровне А1, рассматриваются его педагогические принципы и значение для развития мотивации и автономии обучающихся.

Ключевые слова: обучающиеся уровня А1, навыки чтения, интерактивное обучение, личностно-ориентированный подход, обучение иностранным языкам.

Introduction. Reading is a fundamental component of foreign language learning and plays a central role in providing learners with linguistic input, vocabulary exposure, and grammatical patterns. At the A1 level, learners are expected to understand short and simple texts, recognize familiar words, and extract basic information from written input (Council of Europe, 2020). However, reading instruction at this level presents distinct pedagogical challenges due to learners' limited linguistic resources and developing cognitive strategies. In many educational contexts, reading instruction for beginner learners remains dominated by traditional methods, such as teacher-led reading, translation, and mechanical comprehension questions. While these methods may support basic decoding, they often fail to promote active engagement or meaningful interaction

with texts. As a result, learners may experience difficulties in comprehension, low motivation, and limited development of reading strategies.

Recent developments in language pedagogy emphasize the importance of interactive and learner-centered approaches. Interactive learning views reading as an active process in which learners construct meaning through interaction with texts, peers, and instructional tasks. Such approaches align with communicative and constructivist theories of learning, which highlight the role of active participation and social interaction in knowledge construction (Richards & Rodgers, 2014). Despite increasing interest in interactive approaches, there is a need for a systematic and informative examination of how these approaches can be applied specifically to teaching reading skills at the A1 level. Existing literature often focuses on higher proficiency levels or addresses interactive learning in general terms without explicit reference to beginner reading instruction. This article aims to address this gap by providing an informative overview of interactive reading instruction for A1 learners.

The purpose of this article is to analyze the pedagogical foundations, instructional characteristics, and educational benefits of an interactive approach to teaching reading skills at the A1 level. The objectives are to (1) clarify the role of interaction in beginner-level reading instruction, (2) outline key interactive practices suitable for A1 learners, and (3) discuss their implications for reading development and learner engagement.

Literature Review. Reading at the beginner (A1) level is primarily concerned with the development of basic decoding skills, word recognition, and the comprehension of short and simple texts. According to the CEFR, A1 learners are expected to understand familiar names, everyday expressions, and simple sentences, particularly when supported by visual or contextual cues (Council of Europe, 2020). Scholars emphasize that reading at this level is not yet strategic in nature but largely dependent on lexical familiarity, phonological awareness, and repeated exposure to language forms (Grabe & Stoller, 2019).

Research in second language reading highlights that beginner learners require substantial scaffolding to process written input effectively. Nation (2013) argues that limited vocabulary knowledge is one of the main barriers to comprehension at early stages of language learning, making supportive instructional practices essential. Similarly, Ur (2012) notes that reading instruction for beginners should prioritize clarity, simplicity, and learner confidence rather than speed or text length. These perspectives underscore the need for pedagogical approaches that actively support learners' cognitive processing during reading.

Interactive learning is grounded in the assumption that language acquisition occurs through active engagement and meaningful interaction. In the context of reading instruction, interaction involves learners' engagement with texts, tasks, peers, and

instructional materials rather than passive reception of information. Richards and Rodgers (2014) associate interactive approaches with communicative language teaching, which views reading as a meaning-making process rather than a mechanical decoding activity.

Learner-centered instruction further emphasizes the active role of learners in constructing understanding. According to Ellis (2017), interaction facilitates language development by encouraging learners to notice linguistic forms and negotiate meaning. When applied to reading instruction, learner-centered approaches allow beginners to engage with texts through guided tasks that promote comprehension and participation. Studies suggest that such approaches increase learner motivation and reduce anxiety, particularly at lower proficiency levels (Dörnyei, 2009).

Methods. This article adopts an informative and analytical approach based on a review and synthesis of existing scholarly literature. Rather than reporting empirical data, the study draws on theoretical models of reading, interactive learning theory, and pedagogical frameworks in foreign language education. The IMRAD structure is used to organize and systematize the discussion in accordance with academic publishing standards.

The analysis is grounded in academic sources published between 2000 and 2025, including peer-reviewed journal articles, academic books, and policy documents related to reading instruction, interactive learning, and technology-enhanced language education. Sources were selected based on their relevance to beginner-level language learning, reading pedagogy, and learner-centered instructional approaches. The selected literature was analyzed thematically to identify key concepts related to interactive reading instruction. These themes include learner interaction, task-based reading activities, scaffolding strategies, and learner engagement. The findings were synthesized to provide an integrated perspective on how interactive approaches can support reading skill development at the A1 level.

Results. The literature indicates that interactive reading instruction is characterized by active learner involvement, meaningful task design, and continuous interaction with texts. At the A1 level, interactive reading tasks are typically structured to support basic decoding and comprehension while encouraging learner participation. Such tasks include matching words to images, sequencing sentences, identifying key information, and responding to simple comprehension prompts. Interactive approaches also emphasize learner-centeredness, allowing learners to take an active role in the reading process. Instead of passively receiving explanations, learners engage with texts through guided tasks that promote attention, repetition, and gradual comprehension. This active engagement supports the development of essential reading sub-skills, such as word recognition and sentence-level understanding (Grabe & Stoller, 2019).

From a cognitive perspective, interactive reading instruction facilitates deeper processing of textual input. By requiring learners to manipulate language elements and respond to tasks, interactive approaches promote attention and memory retention. This is particularly beneficial for A1 learners, who rely heavily on repetition and contextual support to internalize new language forms (Nation, 2013). Affective outcomes are also highlighted in the literature. Interactive reading activities are associated with increased learner motivation and reduced anxiety. Beginner learners often perceive reading as challenging; however, interactive and collaborative tasks can create a supportive learning environment that encourages participation and confidence (Dörnyei, 2009). The reviewed literature consistently emphasizes that interactive reading instruction aligns well with the developmental needs of A1 learners. By integrating visual support, structured interaction, and immediate feedback, interactive approaches provide scaffolding that enables learners to access texts beyond their independent reading level. This instructional value supports gradual progression from guided to more autonomous reading.

Discussion. The analysis demonstrates that an interactive approach offers significant pedagogical advantages for teaching reading skills at the A1 level. One of the key implications is that interaction transforms reading from a passive decoding exercise into an active meaning-making process. This shift is essential for beginner learners, who benefit from structured opportunities to engage with language input.

Another important consideration is the role of learner-centered instruction in fostering motivation and engagement. Interactive approaches encourage learners to participate actively and collaboratively, which can enhance their willingness to engage with reading tasks. This aligns with contemporary views of language learning as a socially mediated process (Ellis, 2017). From a pedagogical standpoint, the findings suggest that teachers should prioritize interactive task design when teaching reading to A1 learners. Tasks should be simple, visually supported, and aligned with learners' linguistic abilities. Interactive reading instruction does not require complex technology; rather, it relies on purposeful task design that promotes interaction and comprehension.

In conclusion, an interactive approach to teaching reading skills provides a theoretically sound and pedagogically effective framework for beginner-level instruction. By emphasizing learner interaction, active engagement, and scaffolding, such approaches can support both cognitive and affective dimensions of reading development at the A1 level. Future research may build on this conceptual foundation by exploring specific instructional models and classroom applications.

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