Polo del Conocimiento

Mejora del dominio del idioma inglés en el nivel A1: un estudio integral que integra sitios web interactivos y el desarrollo de la escucha para un aprendizaje eficaz

Enhancing English Language Proficiency at the A1 Level: A Comprehensive Study Integrating Interactive Websites and Listening Development for Effective Learning

Aprimorando a proficiência na língua inglesa no nível A1: um estudo abrangente que integra sites interativos e desenvolvimento auditivo para uma aprendizagem eficaz

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Resumen

Esta investigación explora enfoques innovadores para aumentar la competencia en el idioma inglés en el nivel A1 mediante la integración de sitios web interactivos y ejercicios de escucha dirigidos. Con un enfoque en crear un entorno de aprendizaje dinámico y atractivo, el estudio tiene como objetivo identificar el impacto de este enfoque combinado en la adquisición del lenguaje. El diseño de la investigación incluye un análisis de plataformas existentes de aprendizaje de idiomas, la exploración de sitios web interactivo personalizados y la implementación de actividades de escucha seleccionados. Una muestra diversa de estudiantes de inglés en el nivel A1 participará en el estudio, sometiéndose a evaluaciones antes y después para medir la efectividad de la metodología integrada. Se espera que los hallazgos clave arrojen luz sobre los beneficios de incorporar elementos interactivos y actividades de escucha enfocadas para los estudiantes de idiomas en el nivel principiante. La investigación destaca la importancia de estrategias adaptativas y mejoradas por la tecnología para atender a diversos estilos de aprendizaje y fomentar una experiencia de aprendizaje del idioma más integral.

Palabras clave: Competencia en el idioma inglés; Nivel A1; Sitios web interactivos; Desarrollo de la escucha.

Abstract

This research explores innovative approaches to increasing English language proficiency at A1 level by integrating interactive websites and guided listening exercises. With a focus on creating a dynamic and engaging learning environment, the study aims to identify the impact of this combined approach on language acquisition. The research design includes an analysis of existing language learning platforms, exploration of personalized interactive websites, and implementation of selected listening activities. A diverse sample of English learners at the A1 level will participate in the study, undergoing before and after assessments to measure the effectiveness of the integrated methodology. It is hoped that the key findings will shed light on the benefits of incorporating interactive elements and focused listening activities for language learners at the beginner level. The research highlights the importance of adaptive and technology-enhanced strategies to cater to diverse learning styles and foster a more comprehensive language learning experience.

Keywords: English language proficiency; Level A1; interactive websites; Listening development.

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Resumo

Esta pesquisa explora abordagens inovadoras para aumentar a proficiência na língua inglesa no nível A1, integrando sites interativos e exercícios de escuta guiada. Com foco na criação de um ambiente de aprendizagem dinâmico e envolvente, o estudo visa identificar o impacto desta abordagem combinada na aquisição da linguagem. O desenho da pesquisa inclui uma análise das plataformas de aprendizagem de línguas existentes, a exploração de sites interativos personalizados e a implementação de atividades auditivas selecionadas. Uma amostra diversificada de alunos de inglês no nível A1 participará do estudo, passando por avaliações antes e depois para medir a eficácia da metodologia integrada. Espera-se que as principais conclusões esclareçam os benefícios da incorporação de elementos interativos e atividades auditivas focadas para alunos de línguas no nível iniciante. A pesquisa destaca a importância de estratégias adaptativas e aprimoradas pela tecnologia para atender a diversos estilos de aprendizagem e promover uma experiência de aprendizagem de idiomas mais abrangente.

Palavras-chave: Proficiência em língua inglesa; Nível A1; sites interativos; Desenvolvimento auditivo.

Introducción

The integration of technology and interactive features in websites has transformed educational methodologies and strategies, creating dynamic learning environments influenced by various factors, including socio-political, socio-educational, socio-economic, and socio-cultural aspects, as well as scientific and technological advancements Natividad & Abrogena, (2023) This paper explores the impact of interactive websites on teaching and learning, emphasizing the importance of thoughtful selection and utilization by educators.

Interactive websites represent a significant technological advancement, providing engaging audio, video, visual, and written material that enhances classroom engagement Zotos et al., (2014). These websites foster interactivity, interdependence, and meaningfulness among students, transforming them into proactive learners who assist their colleagues Atmowardoyo et al., (2020). alterations brought about by interactive websites are shaped by various elements such as social-political, social-educational, social-economic, and social-cultural aspects, as well as scientific and technological advancements, which have a significant impact on academics. Interactive websites

allow individuals to engage in conversations about shared interests and requirements on online platforms.

In addition to standalone interactive resources like quizzes and games, social media applications such as LinkedIn, Twitter, and Facebook play a role in facilitating knowledge sharing and communication among instructors and students. Ayu & Pratiwi, (2021) These platforms enable students to subscribe to teachers' pages for academic and extracurricular notifications. Simple interactive resources include a range of educational tools such as quizzes, games, math tools, tax calculators, and gap activities designed to satisfy specific learning objectives for both instructors and students. Efficient software that provides prompt feedback has the potential to enhance academic performance and stimulate interest.

Utilization for educational purposes

Educators may recall that students prefer visual stimuli rather than written language. A teacher's website should visually embody academic objectives, linguistic elements, and student preferences. Teachers should prioritize the meticulous selection of images, pictures, and other visuals to enhance students' comprehension of the subject's curriculum and educational objectives. According to Amalia, (2020) online accessibility refers to the act of ensuring that websites are useable by all individuals. Accessibility refers to the act of making accommodations for all individuals, especially those with disabilities. Adherence to design guidelines is necessary to ensure that individuals with disabilities have an equitable experience. To ensure that everyone can access content, websites must be made accessible.

Website content may be of textual, auditory, or visual elements. According to Zhang & Pérez-Paredes, (2021), content refers to many creative components, including text, apps, images, emails, data, e-services, audio, and video files. The content of a website attracts visitors. The websites of EFL instructors should accurately mirror their objectives as well as cater to the interests, requirements, academic aspirations, and language proficiency of their students. The content of websites should accurately represent their variety. Blogs, business websites, non-governmental organization platforms, e-commerce sites, educational platforms, entertainment websites, portfolio websites, social media platforms, forums, and web portraiture platforms provide comprehensive information in many scientific or empirical fields of human interaction, eliminating the need for

instructors and students to browse through several sources. The internet enables easy access to knowledge.

The provision of multilingual support, particularly in the context of foreign-language acquisition, confers advantages to educators, learners, and guardians. It imparts new vocabulary and captivates learners. Teachers are required to incorporate language content on their web pages. The purpose is to create a website that is bilingual and actively involves students in learning and participation. That would enhance extracurricular activities. Students consistently prefer websites that align with their own needs, interests, and preferences. Academic websites should incorporate students' expertise and personal perspectives. Foreign language training should prioritize the development of both broad and specific language skills, as well as the ability to engage in fluent and effortless conversation Tabieh et al., (2021)

Advantages of interactive websites

Scientific study indicates that the use of technology, such as Interactive Websites for English instruction, enhances language acquisition, stimulates student motivation, and ignites creativity and enthusiasm. Susanti et al., (2021)) asserts that language learning technology enhances the diversity of the learning environment. Consequently, the expansion of learning opportunities and enhancement of quality result in a greater variety and accessibility of academic content for the majority of students, thereby fostering increased engagement.

Interactive websites facilitate the process of acquiring language skills. The platform provides interactive films, blogs, social networking features, and academic platforms. These technologies facilitate English language acquisition, foster interaction with both native and non-native speakers, and provide insights into Anglophone cultures, beliefs, and ways of life. Websites enhance motivation, independent learning, critical thinking, innovation, creativity, interaction, communication, research, and cooperative language acquisition. According to Syakur et al., (2020) instructors who utilize technology must address the specific requirements of their students to facilitate a relaxed learning environment and overcome educational obstacles in language skill development.

Technology empowers students with the ability to independently control their studies and access a wide range of materials, facilitating self-directed learning. Technology catalyzes student motivation and prompts teachers to modify their instructional approaches. According to Lazebna

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& Prykhodko, (2021) teachers who do not utilize technology are unable to maintain pace with advancements. Teachers must possess a thorough understanding of these tactics to effectively instruct language skills.

The homepage of Brainmine

Initially, educators should evaluate the extent to which the website's activities align with classroom topics and cater to the proficiency levels of the students. Furthermore, the content should be appropriate for the student's respective age groups. It is recommended to choose websites that cater to a wide range of interests and offer various learning methods. In addition, it is prohibited for websites to have pornographic advertisements or connections. Ultimately, websites that are designed to meet specific learning objectives in the classroom can be beneficial.

Lyrics training

It provides language learners with authentic resources through the use of Lyrics Training. This is an attractive and free educational technology resource that offers music videos in several languages, accompanied by lyrics and a groundbreaking smartphone lyrics display. Because of these characteristics, Lyric Training is captivating for students. According to Nabila, (2022)), this website employs YouTube music videos using famous songs to enhance the appeal of language learning. The instructional foundation of this program encourages language practice by utilizing the Internet's accessibility and user-friendly features. Additionally, the game mode facilitates English conversation. Lyrics Training is an enjoyable and effective method for honing one's listening skills, pronunciation, and understanding of idiomatic expressions in the target language.

Video lessons

Each activity ends with a vocabulary and listening comprehension exam. Additionally, scripts for each video or audio are produced so students may improve their pronunciation while listening. Interactive features make this tech tool rich. Students may choose the website's level, category, features, speaker's method, subject, and nation to decide the stuff they're covering Nazarov, (2023). Educators might enhance their English vocabulary, grammar, pronunciation, and listening comprehension by utilizing music video texts on an interactive website. Engaging in the activity of watching music videos and studying the words of beloved songs is both enjoyable and educative.

Lyric Training is a valuable and flexible tool for teachers of foreign languages. It provides an entertaining method to enhance linguistic competence while also offering educators the opportunity to explore the influence of music in language learning.

Listening

It is important to differentiate between communication, communicative competence, and linguistic competence. According to Amanov, (2023), individuals can spontaneously acquire different aspects of language proficiency. Communicators encompass a multitude of deliberate and involuntary factors that impact communication. Communicative competence, as defined by the author, refers to the skill of effectively communicating within a society while considering linguistic features, social norms, history, and culture. Communication students should authentically express their views and ideas, using their unique linguistic style. These guidelines state that social involvement is not hindered by communicative capacity, linguistic abilities, and communication. By incorporating these attributes, both native and non-native language proficiency may be enhanced. Teachers can enhance communication through effective methodologies and advanced technologies.

Listening comprehension involves the interpretation of speech and is an active form of receiving information. Elmetaher, (2021) examines the process of decoding and interpreting sound sequences to understand and assess phonemes, phrases, sentences, and speech. From this standpoint, the ability to understand spoken language is of utmost importance; without it, effective communication becomes unattainable. Listening comprehension has a direct impact on speech and is cultivated through the contact between individuals engaged in communication. The listener demonstrates the ability to appropriately comprehend and engage in a discourse that encompasses cognitive, perceptual, geological, and social aspects, in response to the speaker's ideas.

Language teaching techniques that assess students' comprehension of a conversation, film, lecture, or dictated text highlight the importance of listening skills. The learner can confirm using vocal, written, or gestural responses. Teachers encourage students to engage actively in communicative learning. Language training necessitates the utilization of electronic devices and software to accommodate learning advancements and the prevalence of technology in society.

Stages of listening

To have a significant influence on the development of listening skills, it is imperative to comprehend the many phases involved. Linh, (2021) the process of listening comprehension consists of three stages: pre-listening, while listening, and post-listening. To ensure accurate orientation, it is imperative to streamline this procedure rather to make it more complex.

Pre - listening

According to Linh, (2021) the pre-listening phase stimulates and readies individuals for authentic listening. The process entails the utilization of active inference and the creation of hypotheses, rather than only decoding. The initial stage involves crucial planning, during which objectives are established and inquiries such as "whose guidance will I seek?" are raised. What auditory stimulus should I perceive? What is the purpose of listening? What are they anticipating my response to be? Teachers must instruct students in the art of active listening; without this essential skill, students cannot effectively absorb information or achieve excellent outcomes.

Pre-listening exercises used in the classroom assist students in identifying chapters, significant topics, and specific material within the speech. At this level, youngsters are encouraged to discern specific or broad auditory attributes and develop the ability to identify them. Linh, (2021) found that students with enhanced auditory comprehension abilities are more likely to perform well in global evaluations. The instructor plays a vital role in preparing students by posing inquiries, offering illustrations, reviewing various sorts of conversations, and providing instructions for pronunciation to improve enunciation.

While listening

The main objective of listening comprehension is accomplished during the act of listening. According to. Linh, (2021), students aim to respond to inquiries, construct mental representations of auditory information, and provide explanations for their auditory impressions. Students require linguistic abilities to interpret information. The nature of comprehensive listening can vary depending on the instructional approach employed with learners, either leading to opposition or working in harmony. In this interactive activity, teachers instruct students on strategies to maximize their acquisition of knowledge and assess their listening comprehension. The software enhances the auditory perception of the English language across all proficiency levels.

Post listening

Teachers should actively engage in all stages of listening skill development. Every stage is vital, but the post-listening stage assesses objectives. The purpose of this step is to decipher the explicit meaning of the speech and facilitate the process of repeating and reconstructing it. The instructor assesses the extent of students' learning through active listening. This linear and circular technique may be used in other processes. Students can pose inquiries, engage in debates, or enrich the verbal material. Pérez-Segura et al., (2022) propose that engaging in collaborative work, either in pairs or groups, might foster introspection and facilitate a thoughtful assessment of auditory stimuli. Students might enhance their academic performance by engaging in collaborative efforts through partnerships or group work. Teachers can assess their students' listening skills with post-listening activities.

Listening Modalities

According to Yurko & Styfanyshyn, (2020) it is crucial to acknowledge that intense listening is relevant in everyday situations and that listening attentively is essential for giving suitable suggestions. Auditory comprehension refers to the accurate perception and understanding of spoken words, phrases, and sentences. Students are required to differentiate between characters in real or hypothetical situations, carefully listen to specific phrases, and respond to repeated conversations to engage in intensive listening. Engaging in live discussions can enhance one's ability to listen attentively. The instructor possesses the ability to peruse written works, identify narratives, or engage in real-time conversations.

According to Dizon, (2020) the process of developing listening skills is intricate. Multiple language-learning factors contribute to this phenomenon. Authentic listening and instructive listening are distinct from each other. To enhance pedagogical listening, the teacher must possess appropriate materials and employ an effective strategy. Teachers have a crucial role in facilitating the acquisition of micro-skills among students, such as the ability to retain language fragments, differentiate between English sounds, comprehend meaning in various grammatical structures, and process speech at varying tempos. Distinguish between the literal and inferred meanings. The teacher utilizes internet resources such as technology, Ted Talks, Quiz Tube, and Fun Brain.

Rusmiyanto, (2023   proposes employing artificial intelligence to simulate real-world scenarios to facilitate students' learning. To compensate for the limited exposure to English as a foreign language in regular conversation, teachers must augment the input. This further equips students with the necessary skills for authentic English usage. Engaging in conversations with individuals from other countries during class and actively participating in English topics outside of class can enhance one's confidence in authentic listening. Utilizing appropriate tools facilitates the process of youngsters internalizing language and actively participating in real-life scenarios.

Methodology

A quantitative approach was used to acquire data using numerical measures. This research observed and assessed high school students' listening skills. To investigate the link between interactive websites and students' listening abilities, scientific contrast was used to show causes and effects. Additionally, assumptions were tested or analyzed and proposals were made. Since data was acquired via a testing tool, the quantitative technique was used.

The study employed a rubric to show that interactive websites improved students' listening abilities. Because descriptive and inferential data supported the alternative hypothesis, Interactive websites do not improve listening skills among A1 level students was rejected. This shows the investigation is quantitative. A detailed bibliographical assessment of pertinent literature established a theoretical basis for the study, which informed its findings. Overall, the quantitative technique, testing instrument, and rubric collected substantial data that supported the study's premise.

This study used socio-educational methods to examine people's learning, social, educational, and cultural life. According to Kilburn et al., (2014) social education addresses these linked dimensions of life. This technique verified the educational premise by assessing students' learning environments and daily listening skills. A socio-educational method was used to provide answers to social concerns in each location. The Ecuadorian Ministry of Education expects students to have proficient English in the four language competencies. This study directly benefited students and indirectly benefited teachers and the educational community. The socio-educational technique led to a thorough assessment of the subject, examining its broader consequences beyond students.

This study approach was referenced in scientific research publications, books, theses, websites, exam evaluation guides, rubrics, and other resources. These elements make the research documentary bibliographic. The researcher collected relevant data using direct collecting

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equipment to demonstrate bibliographic support. The researcher's discovery was supported by preceding investigations of the devices. Field research has these traits. The inquiry begins with an exploratory study, then a descriptive evaluation measure, and finally a variable association approach to determine the best way to solve the suggested problem. Each is mentioned below:

By retaining this typology, the study might investigate a little-researched or unknown subject in a specific environment. This project analyzes a population and its sample using various data-collecting technologies. After the exploratory level, the descriptive level is used to determine the origin of the problem and verify the direct and indirect effects of several studied processes on the operationalization of variables to meet objectives.

Variable Association

This kind of study will measure the association between variables in the same participants in a given situation. Operationalizing variables and verifying the structured hypothesis will create the right propositional framework for solving the problem.

Sampling

The research population consisted of 21 students of A1 level determined a random sample from the population. The random sample members were tested to see how well Interactive Websites will improve English students' listening abilities. The research involved 65 students in the A1 population. Gender, age, English proficiency, motivation for learning English, location of origin, and education level were comparable among the students. The groups conducted pre- and post-tests and used Interactive Websites in the intervention plan to acquire English listening.

A diagnostic exam from Cambridge University was used to assess students. Students' listening skills were assessed. Teachers and students consented to this research. The instrument test collects data and shows how interactive websites affect listening. The research used explanatory, pre-experimental, and correlational approaches. Tests and rubrics used descriptive methods. The quasi-experimental technique used a Cambridge University test and rubric Starters in a pre- and post-test to assess students' English listening skills. Results showed the need to increase intense, extensive, authentic, instructional, and listening. This quantitative research was done on a five-part test in which the teacher gave 15 points, 25% of the overall score.

The main characteristics of research are the measurement of phenomena, induction, prediction, the establishment of hypotheses, and depth, Hernández Sampieri 2018). These features are common to the quantitative approach. This chapter analyzes the investigative aspects that led to obtaining the quantitative data of the investigation, theorizing about the research used, about the hypotheses. It also explains the elements involved in the diagnostic stage and the post-test, the statistical analysis applied, the processes and data obtained throughout the project.

The data obtained in the research are observable and measurable, these data were taken with the test instrument with its respective test for the evaluation of listening. The 21 students were evaluated in the classroom through the teaching practice according to the nature of the project, the empirical evidence obtained demonstrates the postulates established in the objectives of the project.

Results and analysis

The research demonstrates the influence that the independent variable interactive websites had on listening skill. To demonstrate this assertion a Starters test of the University of Cambridge to determine the level of students in the listening skill was used. The data was obtained through a pre and post-test. These tests were used to measure the level of change after the application of Websites. The results were the following.

Pretest Listeninf test Starters

Students	TOTAL/15
S1	6,0
S2	4,0
S3	6,0
S4	3,0
S5	4,0
S6	9,0
S7	3,0
S8	7,0
S9	3,0
S10	7,0
S11	5,0
S12	4,0

S13	5,0
S14	7,0
S15	8,0
S16	5,0
S17	4,0
S18	3,0
S19	4,0
S20	3,0
S21	4,0
Mean	**5,0**

Note: This table shows the result of the pretests starters listening

Elaborated by Guambo, 2023

The research aimed to investigate the relationship between Interactive Websites and listening skill. The pre-test results from the sample group provide insights into the initial levels of listening skills. The total listening score of 5 out of 15 reflects the overall performance of the sample group in the pre-test. It suggests a relatively low level of proficiency in listening English, which can be attributed to the combined effects of vocabulary, interaction, and comprehension difficulties.

Based on the pre-test results, it is evident that the participants in the study require significant improvement in multiple aspects of their English language skills. The low scores in the listening section indicate areas that need attention and targeted interventions. In the subsequent stages of the research, the participants engaged with word Interactive Websites as part of an intervention or treatment. It was necessary to observe how their performance improved after utilizing these websites and to analyze the post-test results to determine the effectiveness of Websites in enhancing listening and related language skills.

Table N° 4: Posttest listening starters

Students	TOTAL/15
S1	10
S2	6
S3	7
S4	8

S5	6
S6	9
S7	8
S8	7
S9	5
S10	6
S11	7
S12	8
S13	8
S14	9
S15	10
S16	7
S17	9
S18	6
S19	7
S20	7
S21	9
Mean	7,6

Note: This table shows the result of the pretests starters speaking

Elaborated by Guambo, 2023

Analysis of Post-Test Results:

The purpose of the research was to examine the impact of websites on listening skills. The post-test results provide insights into any changes or improvements in this ability.

The total speaking score increased from 5 out of 15 on the pre-test to 7.6 out of 15 in the post-test. This improvement suggests that the interactive websites had a positive impact on the participants' overall speaking proficiency. Although the increase is moderate, it indicates progress in their ability to communicate effectively.

Overall, the post-test results suggest that the use of interactive websites had a limited but positive influence on the sample group's language skills. The participants showed slight improvements in vocabulary, interaction and listening score. These results indicate that the interactive websites contributed to some extent in enhancing the participants' vocabulary, interaction, and overall listening skills. To further enhance language skills, it may be beneficial to incorporate a combination of interactive websites with other strategies or interventions, such as interactive

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conversations, targeted intensive listening exercises, and more active listening practice. Further research is necessary to determine the long-term effects and potential benefits of using this resources in combination with other language learning approaches.
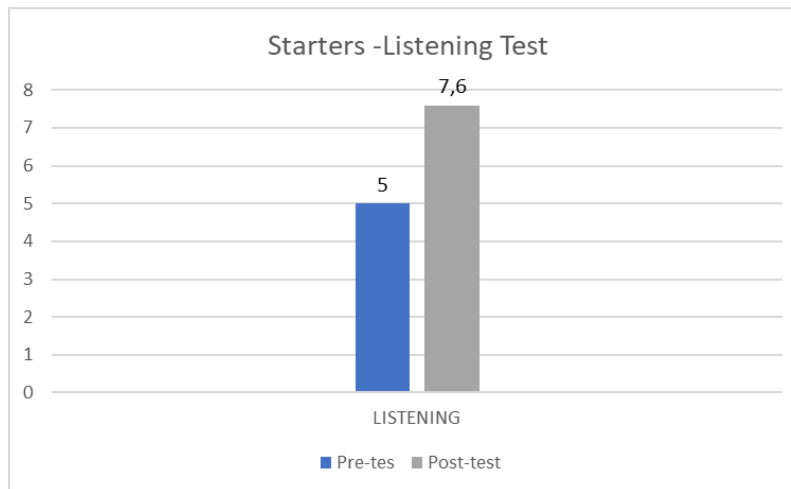
Table N° 8: Listning Score Starters test

Starters **Total Score Listening**

Pre-test	Post-test
5,0	7,6

Note: This table shows the result of the pretests starters speaking
Elaborated by Guambo, 2023

Graphic N° 4: Total score starters test Listening

Note: This graphic shows the result of the pretests starters speaking
Elaborated by Guambo, 2023

T-student Test

To execute the T-student test, regarded as a statistical test of contrast, it was necessary to consider the table of data observed in the pre- and post-tests in the variable listening about the object of the research, in this case, proposed within the field study in the sample of the group being studied. From the observed results, a comparison chart was created with the researcher's accumulated scores, and a logical model of the acceptance and rejection of the null hypothesis and alternative hypothesis was constructed. Before the analysis T-student, a normality test was applied.

The expected result was less than 0.5 of significance, and the result was ,004, It means there is symmetry between the pre and post-test. Based on the data it is possible to use T-student test. It was concluded that a T-Student test to analyze the effectiveness of interactive websites in improving listening based on the starters test. The results of the T-Student test indicate a positive outcome following the application of interactive websites. The T-Student test compares the means of two sets of data, in this case, the pre-test and post-test scores of listening skills in the starters test. The null hypothesis assumes that there is no significant difference between the two means, while the alternative hypothesis suggests that there is a significant difference after the implementation of the interactive websites.

Upon performing the T-Student test, the results show a statistically significant increase in listening scores after the application of interactive websites. This positive outcome supports the alternative hypothesis and indicates that the use of Interactive websites had a significant impact on listening improvement among the participants. The positive results of the T-Student test suggest that the Interactive websites effectively enhanced participants' listening skills as measured by the starters test. The findings imply that the interactive nature and engagement provided by the Interactive websites positively influenced the participants' listening development.

These results have practical implications for language learning and teaching. The utilization of Interactive websites can be considered an effective method to supplement traditional listening learning approaches. Integrating interactive and engaging activities through technology can enhance students' listening skill. However, it is important to note that the T-Student test provides insights specifically related to listening improvement. Further research is necessary to explore the broader impact of interactive websites on other language skills, such as speaking, listening, and writing.

In conclusion, the T-Student test results support the effectiveness of interactive websites in improving listening skills based on the starters test. These findings highlight the potential of incorporating interactive technologies like Interactive websites as valuable tools in listening learning and instruction.

Conclusions

The culmination of this research underscores the potential of integrating interactive websites and targeted listening development in enhancing English language proficiency at the A1 level. The

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findings reveal a significant positive impact on learners' language acquisition, demonstrating the effectiveness of a multifaceted approach.

The tailored interactive website emerged as a pivotal tool, providing learners with an engaging platform for practice and reinforcement of language skills. The incorporation of interactive elements not only increased learner motivation but also facilitated a more immersive and dynamic language learning experience.

Moreover, the structured listening modules played a crucial role in honing learners' auditory comprehension skills. The deliberate selection of authentic and varied listening materials contributed to a well-rounded language learning experience, fostering better communication and comprehension abilities among participants.

As we move forward, it is imperative to recognize the adaptability and scalability of this integrated methodology. The study encourages educators and language learning practitioners to leverage technology and pedagogical innovation to create personalized and effective learning environments for A1-level English learners.

In conclusion, this research signifies a significant step toward redefining language learning methodologies at the beginner level, emphasizing the importance of interactive tools and targeted listening exercises for a comprehensive and impactful language acquisition process.

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