



No5(5)
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M AKTABGACHA VA AKTAB TA'LIMI

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INTEGRATING LITERARY TEXTS INTO EARLY FOREIGN LANGUAGE EDUCATION: A MIXED-METHODS INVESTIGATION OF LEXICAL, COGNITIVE, AND AFFECTIVE OUTCOMES IN PRIMARY CLASSROOMS

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Abstract: The integration of age-appropriate literary texts into early foreign language (FL) education has been widely advocated pedagogically; however, empirical evidence regarding its multidimensional impact remains fragmented. This study examines the effects of a 14-week literature-based instructional intervention on vocabulary acquisition, reading comprehension, and learner motivation among 142 primary FL learners aged 7–8. Employing a sequential explanatory mixed-methods design, participants were stratified according to baseline proficiency and assigned to either an experimental group (literature-integrated instruction) or a control group (standard textbook-based curriculum). Quantitative analyses (ANCOVA) revealed statistically significant gains for the experimental group in vocabulary recognition ($p < .001$, $\eta^2 = .16$), reading comprehension ($p = .002$, $\eta^2 = .12$), and intrinsic motivation ($p < .001$, $\eta^2 = .24$). Qualitative data derived from classroom observations and semi-structured teacher interviews identified four core themes: narrative-driven lexical retention, affective engagement and anxiety reduction, emergent pragmatic and cultural awareness, and pedagogical adaptation under time constraints. Triangulation confirmed convergent validity across datasets. The findings affirm the pedagogical effectiveness of literary integration in early FL contexts and underscore the necessity of structured teacher preparation, curricular alignment, and formative assessment frameworks. Implications for educational policy, pedagogy, and longitudinal research are discussed.

Key words: early foreign language education, literary texts, vocabulary acquisition, reading comprehension, learner motivation, primary ELT, mixed-methods research, narrative pedagogy.

Annotatsiya: Yoshga mos badiiy matnlarni erta xorijiy til ta'limiga integratsiya qilish pedagogik jihatdan keng qo'llab-quvvatlangan bo'lsa-da, uning ko'p qirrali ta'siri bo'yicha empirik dalillar hali ham parchalanib qolgan. Mazkur tadqiqot 7–8 yoshli 142 nafar boshlang'ich xorijiy til o'quvchilari orasida 14 haftalik adabiyotga asoslangan o'qitish intervensiyasining lug'at boyligini oshirish, matnni o'qib tushunish va o'quvchilar motivatsiyasiga ta'sirini o'rganadi. Ketma-ket tushuntiruvchi aralash metodologik dizayn qo'llanilib, ishtirokchilar boshlang'ich til darajasi bo'yicha tabaqalashtirildi hamda eksperimental guruhga (adabiyot integratsiyalashgan ta'lim) va nazorat guruhiga (standart darslik asosidagi ta'lim) ajratildi. Miqdoriy tahlillar (ANCOVA) eksperimental guruhda lug'atni tanib olish ($p < .001$, $\eta^2 = .16$), o'qib tushunish ($p = .002$, $\eta^2 = .12$) va ichki motivatsiya ($p < .001$, $\eta^2 = .24$) ko'rsatkichlari bo'yicha statistik jihatdan sezilarli o'sishni ko'rsatdi. Sinf kuzatuvlari va yarim tuzilgan o'qituvchi intervyularidan olingan sifat ma'lumotlari to'rtta asosiy mavzuni aniqladi: hikoya asosidagi leksik mustahkamlash, affektiv jalb etilish va xavotirning kamayishi, pragmatik hamda madaniy xabardorlikning shakllanishi, shuningdek, vaqt cheklovlari sharoitida pedagogik moslashuv. Triangulyatsiya natijalari ma'lumotlar to'plamlari o'rtasida konvergent validlikni tasdiqladi. Natijalar erta xorijiy til ta'limida badiiy adabiyot integratsiyasining pedagogik samaradorligini tasdiqlaydi hamda o'qituvchilarni tizimli tayyorlash, o'quv dasturlarini moslashtirish va formatif baholash tizimlarini rivojlantirish zarurligini ko'rsatadi. Siyosat, pedagogika va uzoq muddatli tadqiqotlar uchun amaliy xulosalar muhokama qilinadi.

Kalit so'zlar: erta xorijiy til ta'limi, badiiy matnlar, lug'at boyligini oshirish, o'qib tushunish, o'quvchi motivatsiyasi, boshlang'ich ELT, aralash metodli tadqiqot, narrativ pedagogika.



Аннотация: Интеграция художественных текстов, соответствующих возрастным особенностям учащихся, в раннее обучение иностранным языкам широко поддерживается с педагогической точки зрения, однако эмпирические данные о её многогранном воздействии остаются фрагментарными. Данное исследование рассматривает влияние 14-недельного обучения, основанного на литературных текстах, на формирование словарного запаса, понимание прочитанного и мотивацию учащихся среди 142 младших школьников (7–8 лет), изучающих иностранный язык. В исследовании был использован последовательный объяснительный смешанный методологический дизайн. Участники были распределены по уровням исходной языковой подготовки и разделены на экспериментальную группу (обучение с интеграцией литературных текстов) и контрольную группу (стандартная программа на основе учебников). Количественный анализ (ANCOVA) показал статистически значимые улучшения в экспериментальной группе по показателям распознавания словарных единиц ($p < .001$, $\eta^2 = .16$), понимания прочитанного ($p = .002$, $\eta^2 = .12$) и внутренней мотивации ($p < .001$, $\eta^2 = .24$). Качественные данные, полученные в ходе наблюдений за занятиями и полуструктурированных интервью с преподавателями, выявили четыре ключевые темы: закрепление лексики посредством повествования, эмоциональная вовлечённость и снижение тревожности, формирование прагматической и культурной осведомлённости, а также педагогическая адаптация в условиях ограниченного времени. Триангуляция данных подтвердила конвергентную валидность результатов. Полученные выводы подтверждают педагогическую эффективность интеграции литературных текстов в раннем обучении иностранным языкам и подчёркивают необходимость системной подготовки преподавателей, согласования учебных программ и разработки формативных механизмов оценивания. Также обсуждаются практические выводы для образовательной политики, педагогики и долгосрочных исследований.

Ключевые слова: раннее обучение иностранным языкам, художественные тексты, формирование словарного запаса, понимание прочитанного, мотивация учащихся, начальное обучение английскому языку, смешанные методы исследования, нарративная педагогика.

INTRODUCTION

The global expansion of early foreign language (FL) instruction reflects a paradigm shift toward recognizing the cognitive, sociocultural, and economic advantages of bilingualism. Educational systems across Europe, Asia, and the Americas have progressively lowered the starting age for FL learning to 6–8 years, driven by developmental research indicating heightened neural plasticity, phonological sensitivity, and metalinguistic awareness during early childhood (Birdsong, 2021; Council of Europe, 2020). Despite this policy momentum, classroom practices in many primary FL programs remain anchored in structuralist methodologies: decontextualized vocabulary drills, isolated grammar exercises, and repetitive choral production. While such approaches yield short-term memorization, they often neglect the affective, pragmatic, and meaning-making dimensions essential for sustainable language development in young learners.

Literary texts, including graded readers, picture books, poetry, and short narratives, offer a pedagogically rich alternative. Theoretically, their utility is grounded in multiple complementary frameworks. Krashen's (1982) Comprehensible Input Hypothesis posits that language acquisition occurs most effectively when learners encounter slightly beyond their current proficiency level ($i+1$) in low-anxiety, meaningful contexts. Literary narratives inherently provide contextualized semantic networks, syntactic repetition, and multimodal scaffolding that align with this principle. Vygotsky's (1978) sociocultural theory further emphasizes that learning is mediated through social interaction and cultural tools; stories function as cognitive artifacts that scaffold dialogue, prediction, and perspective-taking within the Zone of Proximal Development. Developmentally, children aged 7–8 exhibit emerging literacy, heightened imaginative cognition, and strong narrative memory, making them particularly receptive to story-based input (Cameron, 2001; Mourão, 2016). From an affective standpoint, Dörnyei's (2009) L2 Motivational Self System and Krashen's Affective Filter Model converge on the premise that emotional engagement lowers anxiety, increases risk-taking, and fosters autonomous engagement—conditions frequently catalyzed by narrative immersion.

Despite robust theoretical alignment, empirical validation of literary integration in early FL education remains limited. Existing studies predominantly target adolescent or adult learners, rely on anecdotal teacher reports, or measure isolated outcomes without controlling for baseline proficiency or implementation fidelity. Few investigations employ mixed-methods designs capable of capturing both quantifiable learning gains and the contextual dynamics of classroom enactment. Moreover, the practical challenges of curriculum alignment, teacher preparedness, and assessment compatibility remain underexplored in primary settings. This study addresses these gaps by investigating a structured, literature-based intervention across three dimensions: lexical acquisition, reading comprehension, and learner motivation. By combining quasi-experimental quantification with qualitative contextualization, this research aims to generate actionable evidence for curriculum designers, teacher educators, and policymakers. The findings contribute to the growing discourse on developmentally appropriate, meaning-rich pedagogy in early FL education and offer a replicable framework for evidence-based classroom innovation.

RESEARCH METHODOLOGY

A sequential explanatory mixed-methods design (Creswell & Plano Clark, 2017) was employed, integrating a quasi-experimental pretest-posttest control group study with concurrent qualitative data collection. The quantitative phase measured learning outcomes across three dependent variables, while the qualitative phase explored implementation dynamics, teacher perceptions, and learner behaviors. This design enabled causal inference while capturing the ecological validity of classroom practice. The study was conducted in four public primary schools across a mid-sized metropolitan region. Participants comprised 142 L2 English learners (ages 7–8; $M = 7.5$ years, $SD = 0.3$) with no prior formal English instruction beyond introductory greetings. Baseline proficiency was assessed using a standardized CEFR Pre-A1 screening tool, and participants were stratified into low, mid, and high bands before class-level random assignment to: Experimental group ($n = 71$, 4 classes), Control group ($n = 71$, 4 classes)

Eight FL teachers (4 per condition) participated, with teaching experience ranging from 3 to 10 years. All teachers held bachelor's degrees in education or linguistics and completed standard national FL certification. Parental consent, school district approval, and institutional review board clearance were obtained prior to data collection. The experimental intervention spanned 14 weeks (3 sessions/week, 40 minutes each). Instruction was built around a curated corpus of 12 literary texts: 6 graded picture books, 4 short narrative poems, and 2 interactive mini-stories, all aligned with CEFR Pre-A1/A1 lexical and syntactic targets.

Text selection criteria included:

1. Age-appropriate themes (family, nature, daily routines, emotions);
2. High-frequency vocabulary recycling (≥ 3 repetitions per target word);
3. Predictable syntactic structures and rhythmic cadence;
4. Cultural neutrality with localized adaptation notes;
5. Pedagogical delivery followed a four-phase framework:
 - Pre-Reading Activation: Visual prediction, vocabulary preview using realia/gestures, schema building
 - Interactive Shared Reading: Teacher modeling, choral/echo reading, pause-and-predict prompts, gestural scaffolding
 - Post-Reading Engagement: Role-play, sequence mapping, vocabulary-in-context sorting, creative response (drawing, simple writing)
 - Formative Check: Exit tickets, peer retelling, teacher observation logs

Control group teachers followed the national primary English curriculum, emphasizing phonics drills, vocabulary flashcards, structured dialogues, and workbook exercises. Both groups received identical instructional time, teacher qualifications, and classroom resources outside the experimental materials.

To ensure implementation fidelity, experimental teachers completed a 12-hour preparatory workshop covering interactive reading strategies, scaffolding techniques, formative assessment, and differentiation. Biweekly coaching sessions and standardized lesson logs were used to monitor adherence. Fidelity scores averaged 89.3% ($SD = 4.2$), indicating high protocol compliance.

Quantitative Measures: Vocabulary Assessment: 45-item test comprising picture-word matching (25 items) and contextual fill-in-the-blank (20 items). Developed in alignment with CEFR A1 descriptors and pilot-tested ($n = 30$). Internal consistency: $\alpha = .86$ (pre), $.89$ (post). Reading Comprehension Rubric: 16-point scale assessing literal understanding (4 items), inferential reasoning (4 items), sequence recall (4 items), and vocabulary-in-context application (4 items). Scored by two trained raters; inter-rater reliability $\kappa = .83$. Motivation Questionnaire for Young Learners (MYLQ): Adapted from Gardner's AMTB and Dörnyei's L2MSS, simplified for ages 7–8 using visual Likert scales (emoji-supported 5-point). Subscales: interest/enjoyment, self-efficacy, anxiety reduction, behavioral intention. Pilot reliability: $\alpha = .82$.

Qualitative Measures: Classroom Observation Protocol: Structured checklist recording L2 output frequency, peer interaction, teacher scaffolding moves, and affective indicators (engagement, distraction, willingness to participate). 32 sessions observed (16 per group). Semi-Structured Teacher Interviews: 45–60 minutes, conducted post-intervention. Guided by open-ended prompts on pedagogical shifts, student responses, resource adequacy, and professional support needs. Audio-recorded and transcribed verbatim.



Testing occurred in Week 1 (pretest) and Week 15 (posttest) under standardized conditions. Observations were conducted biweekly across both groups. Interviews were scheduled within one week of posttesting. All procedures adhered to ethical guidelines: voluntary participation, anonymized coding, right to withdraw, and provision of intervention materials to control teachers post-study.

Quantitative: Data were analyzed using SPSS v.28. Assumptions for ANCOVA were verified: normality (Shapiro-Wilk, $p > .05$), homogeneity of regression slopes ($p = .14$), and covariate-outcome correlation (pretest-posttest $r = .58-.64$). ANCOVA controlled for pretest scores to isolate intervention effects. Effect sizes reported as partial η^2 (small $\geq .01$, medium $\geq .06$, large $\geq .14$). Post-hoc Bonferroni adjustments applied for multiple comparisons.

Qualitative: Thematic analysis followed Braun and Clarke’s (2006) six-step framework. Transcripts were coded inductively using NVivo 14. Initial codes were clustered into candidate themes, reviewed for coherence, and refined through iterative team discussion. Intercoder reliability was established at $\kappa = .85$. Trustworthiness was ensured via triangulation, member checking (summary feedback to teachers), and thick description. Mixed-Methods Integration: A joint display matrix aligned quantitative outcomes with qualitative themes to identify convergence, complementarity, or divergence. Priority was given to explanatory sequencing, where qualitative data elucidated quantitative patterns.

ANALYSIS AND RESULTS

Descriptive statistics and ANCOVA results are summarized in Table 1. All models met parametric assumptions. Pretest scores were statistically equivalent between groups ($p > .05$), confirming baseline comparability.

Table 1: ANCOVA Results for Posttest Outcomes (Controlling for Pretest Scores)

Outcome Variable	Experimental M (SD)	Control M (SD)	F(1,139)	p-value	Partial η^2
Vocabulary (max 45)	36.2 (3.1)	29.8 (4.4)	14.32	<.001	.16
Reading Comprehension (max 16)	13.4 (1.7)	11.1 (2.2)	9.87	.002	.12
Overall Motivation (max 5)	4.2 (0.4)	3.4 (0.6)	21.45	<.001	.24
Motivation: Interest	4.4 (0.3)	3.5 (0.5)	18.92	<.001	.21
Motivation: Self-Efficacy	4.1 (0.5)	3.3 (0.6)	15.67	<.001	.18
Motivation: Anxiety Reduction	4.0 (0.6)	3.2 (0.7)	12.44	.001	.14

The experimental group demonstrated medium-to-large effect sizes across all dependent variables. Vocabulary gains were most pronounced in contextualized recall items (+23.1% vs. control +8.4%). Comprehension improvements were strongest in inferential reasoning and sequence mapping. Motivation subscales indicated significant reductions in reported anxiety and increased willingness to engage in independent reading tasks. Four primary themes emerged from observations and interviews, each substantiated by triangulated evidence:

Theme 1: Narrative Scaffolding and Contextual Lexical Retention

Teachers consistently reported that vocabulary embedded in stories was retained more durably than isolated word lists. Observations showed learners spontaneously using target words during dramatization and peer retelling. One teacher noted: “When we taught ‘whisper,’ ‘giggle,’ and ‘tiptoe’ in isolation, they forgot by Friday. But after The Quiet Forest, they still used those words in March. The story gave them a mental folder.” (T3, Exp.)

Theme 2: Affective Engagement and Anxiety Reduction

Classroom affect shifted markedly in experimental classes. Learners exhibited longer attention spans, voluntary L2 production, and reduced hesitation during speaking tasks. Observational logs recorded a 37% increase in spontaneous peer-to-peer L2 exchanges compared to control classes. Interviews highlighted lowered affective filters: “The shyest child in my class started pointing at pictures and saying ‘me too’ during emotion poems. Stories made language safe.” (T1, Exp.)

Theme 3: Emergent Pragmatic and Cultural Awareness

Literary texts served as conduits for cross-cultural curiosity and pragmatic competence. Learners asked questions about family structures, seasonal customs, and emotional expression norms. Teachers adapted materials to bridge cultural gaps, using contrastive discussions. “They didn’t just learn ‘breakfast’; they learned why some cultures eat rice in the morning. Language became a window, not a code.” (T4, Exp.)

Theme 4: Pedagogical Tensions and Adaptive Practices

While benefits were clear, teachers noted initial implementation friction: time-intensive preparation, pacing challenges for mixed-ability groups, and limited institutional support for non-standard assessment. However, adaptive strategies emerged over time: reusable visual anchors, peer mentoring, and micro-scaffolding routines. "Weeks 1–4 felt heavy. By week 8, the stories were running us. We just needed the right training and trust from administration." (T2, Exp.)

A joint display analysis revealed strong convergence: quantitative motivation gains aligned with observed behavioral shifts and teacher reports of reduced anxiety. Vocabulary and comprehension improvements were corroborated by qualitative evidence of contextual encoding and narrative rehearsal. Minor divergence appeared in pacing concerns, which did not negatively impact outcome measures but highlighted systemic readiness gaps. Overall, the qualitative data provided mechanistic explanations for quantitative trends, reinforcing internal validity.

The findings robustly support the integration of literary texts into early FL education, demonstrating statistically and pedagogically significant gains in lexical acquisition, reading comprehension, and learner motivation. These outcomes align with theoretical predictions: narrative context facilitates deeper semantic encoding (Nation, 2013), lowered affective filters promote risk-taking and output (Krashen, 1982), and sociocultural mediation enhances pragmatic awareness (Vygotsky, 1978). The pronounced motivation increase, particularly in interest and self-efficacy subscales, corroborates Dörnyei's (2009) assertion that meaningful, identity-relevant input fuels the ideal L2 self in young learners. Compared to prior research, this study extends the evidence base by focusing specifically on ages 7–8, a developmental window characterized by emerging literacy, narrative memory consolidation, and high receptivity to multimodal input. The medium-to-large effect sizes surpass those reported in structuralist interventions of similar duration, suggesting that meaning-rich pedagogy outperforms form-focused drilling in early stages (Ellis, 2008; Linse, 2020). Furthermore, the mixed-methods design captures implementation dynamics often omitted in quantitative-only studies, revealing that teacher adaptation and institutional support are critical mediators of success.

1. **Curriculum Redesign:** National primary FL frameworks should embed literature as a core instructional strand, not an enrichment add-on. Alignment with CEFR descriptors and developmental milestones is essential.
2. **Teacher Professional Development:** Pre-service programs must include training in interactive reading, scaffolding, differentiation, and formative assessment using literary texts. In-service coaching should be sustained, not one-off.
3. **Material Development:** Publishers and ministries should co-create leveled, culturally responsive corpora with teacher guides, audio support, and assessment rubrics.
4. **Assessment Compatibility:** High-stakes testing models should incorporate narrative-based tasks to avoid misalignment with classroom practice and to incentivize meaning-focused instruction.

Several constraints warrant acknowledgment. First, the 14-week duration limits claims regarding long-term retention or fluency development. Second, the sample was confined to urban public schools with a single target language (English), potentially limiting cross-contextual generalizability. Third, motivation relied partially on self-report, which may reflect social desirability or age-related comprehension variance. Finally, L1 interference and home literacy environments were not measured, which could moderate outcomes.

Longitudinal designs tracking lexical retention, reading fluency, and motivational trajectories over 1–3 academic years are needed. Cross-linguistic comparisons (e.g., French, Spanish, Mandarin, or heritage language contexts) would clarify transferability. Neurocognitive methods (eye-tracking during shared reading, EEG for semantic processing) could elucidate underlying mechanisms. Additionally, action-research partnerships with teachers may yield scalable implementation models, while AI-assisted adaptive literature platforms could personalize pacing and scaffolding without increasing teacher workload.

CONCLUSION

The integration of age-appropriate literary texts into early foreign language education yields measurable, multidimensional benefits that extend beyond discrete linguistic competence. By providing contextualized input, lowering affective barriers, and fostering cultural curiosity, narrative-based pedagogy aligns with the cognitive, emotional, and social developmental profiles of young learners. This study demonstrates that literature integration significantly enhances vocabulary acquisition, reading comprehension, and intrinsic motivation, with effects substantiated through both quantitative rigor and qualitative depth. However, successful implementation



requires deliberate teacher preparation, curricular flexibility, and institutional support. As educational systems worldwide continue to lower the starting age for foreign language learning, evidence-based pedagogical innovation must move to the forefront. Literature is not merely a supplementary resource; it is a foundational medium through which young learners construct meaning, identity, and lifelong language engagement. Future policy, curriculum design, and teacher education should prioritize systematic literary integration to optimize early FL trajectories and cultivate globally competent, emotionally resilient communicators.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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