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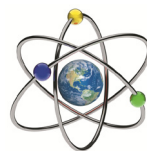
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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STORYBOOK LISTENING AND WORD LEARNING IN EARLY EFL EDUCATION: ACHIEVEMENT AND ATTITUDES AMONG PRIMARY AND ELEMENTARY LEARNERS IN UZBEKISTAN

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Abstract: Vocabulary knowledge is fundamental to EFL success, yet young learners in Uzbekistan are often exposed to decontextualized word lists with limited meaningful aural input. This mixed-methods study investigates the effect of storybook listening on vocabulary acquisition and learner attitudes among primary (ages 6–10) and elementary (ages 10–12) EFL learners in Uzbekistan. A quasi-experimental pre-test/post-test design was employed with 56 participants (28 per age group) over five weeks. Participants were exposed to graded English storybooks in audio format, with vocabulary measured through immediate post-tests and four-week delayed post-tests. Attitudes were assessed via a Likert-scale questionnaire and semi-structured interviews. Quantitative results revealed significant vocabulary gains in both age groups ($p < .05$), with elementary learners demonstrating higher retention scores on the delayed post-test. Qualitative findings indicated overwhelmingly positive attitudes, particularly regarding enjoyment and perceived usefulness. These findings highlight storybook listening as a pedagogically effective and affectively engaging tool for vocabulary development in early EFL contexts, with implications for curriculum design in Uzbekistan and similar Central Asian EFL settings.

Key words: storybook listening, vocabulary acquisition, young EFL learners, learner attitudes, Uzbekistan, audiobooks, incidental learning.

Annotatsiya: Lug'at boyligini bilish ingliz tilini chet tili sifatida (EFL) muvaffaqiyatli o'rganishning muhim omillaridan biridir. Biroq O'zbekistondagi yosh til o'rganuvchilar ko'pincha kontekstdan ajratilgan so'zlar ro'yxati bilan ishlaydi va mazmunli audiovizual emas, balki yetarli darajada mazmunli og'zaki-audial til materiali bilan cheklangan sharoitda ta'lim oladi. Mazkur aralash metodli tadqiqot O'zbekistondagi boshlang'ich (6–10 yosh) va elementar (10–12 yosh) darajadagi EFL o'rganuvchilarida hikoya kitoblarini tinglashning lug'atni o'zlashtirish va o'quvchilarning munosabatlariga ta'sirini o'rganishga qaratilgan. Tadqiqotda besh hafta davomida 56 nafar ishtirokchi (har bir yosh guruhida 28 nafardan) ishtirok etgan kvazi-eksperimental oldingi test/keyingi test dizaynidan foydalanildi. Ishtirokchilarga darajalarga moslashtirilgan ingliz tilidagi hikoya kitoblarining audio formatlari taqdim etildi hamda lug'atni o'zlashtirish darajasi darhol o'tkazilgan keyingi testlar va to'rt haftalik kechiktirilgan keyingi testlar orqali baholandi. O'quvchilarning munosabatlari Likert shkalasiga asoslangan so'rovnomaga va yarim tuzilgan intervyular yordamida baholandi. Miqdoriy natijalar har ikkala yosh guruhida ham lug'at boyligini o'zlashtirishda statistik jihatdan sezilarli o'sish kuzatilganini ko'rsatdi ($p < .05$), bunda elementar darajadagi o'quvchilar kechiktirilgan keyingi testda yuqoriroq saqlab qolish ko'rsatkichlarini namoyon etdi. Sifat tahlili natijalari, ayniqsa, zavqlanish va usulning foydaliligi haqidagi tasavvurlar bilan bog'liq jihatlarida, o'quvchilarning munosabatlari nihoyatda ijobiy bo'lganini ko'rsatdi. Mazkur natijalar hikoya kitoblarini tinglashni EFLning dastlabki bosqichlarida lug'at boyligini rivojlantirish uchun pedagogik jihatdan samarali va o'quvchilarni qiziqitiruvchi vosita sifatida ko'rsatadi hamda O'zbekiston va Markaziy Osiyoning shu kabi EFL sharoitlarida o'quv dasturlarini ishlab chiqish uchun muhim ahamiyat kasb etadi.

Kalit so'zlar: hikoya kitoblarini tinglash, lug'atni o'zlashtirish, yosh EFL o'rganuvchilari, o'quvchilarning munosabatlari, O'zbekiston, audiokitoblar, bilvosita o'rganish.

Аннотация: Знание лексики является одним из фундаментальных факторов успешного изучения английского языка как иностранного (EFL). Однако юные учащиеся в Узбекистане часто работают со списками слов, представленными вне контекста, и имеют ограниченный доступ к содержательному аудиальному языковому материалу. В данном исследовании с применением смешанных методов изучается влияние прослушивания книг с рассказами на усвоение лексики и отношение учащихся к обучению среди изучающих английский язык как иностранный начального (6–10 лет) и элементарного (10–12 лет) уровня в Узбекистане. В рамках квазиэкспериментального дизайна с предварительным и итоговым тестированием в течение пяти недель приняли участие 56 учащихся (по 28 человек в каждой возрастной группе). Участникам предлагались адаптированные по уровню английские книги с рассказами в аудиоформате, а усвоение лексики оценивалось с помощью непосредственного итогового тестирования и отсроченного тестирования через четыре недели. Отношение учащихся оценивалось посредством анкеты на основе шкалы Лайкерта и полуструктурированных интервью. Количественные результаты показали статистически значимый прирост усвоения лексики в обеих возрастных группах ($p < .05$), при этом учащиеся элементарного уровня продемонстрировали более высокие показатели сохранения лексики при отсроченном тестировании. Качественные результаты свидетельствуют о преимущественно положительном отношении учащихся, особенно в отношении удовольствия от обучения и воспринимаемой полезности данного подхода. Полученные результаты показывают, что прослушивание книг с рассказами является педагогически эффективным и эмоционально вовлекающим инструментом развития словарного запаса на ранних этапах изучения EFL и имеет практическое значение для разработки учебных программ в Узбекистане и аналогичных условиях изучения английского языка как иностранного в странах Центральной Азии.

Ключевые слова: прослушивание книг с рассказами, усвоение лексики, юные изучающие EFL, отношение учащихся, Узбекистан, аудиокниги, имплицитное обучение.

INTRODUCTION

Vocabulary knowledge is widely recognized as a cornerstone of language acquisition, particularly for young learners in EFL contexts (Nation, 2001; Webb, 2020). Yet vocabulary instruction in many Uzbek primary and elementary classrooms still relies on rote memorization and decontextualized word lists, providing limited rich and contextualized aural input. Storybook and audiobook listening have emerged as promising alternatives. Grounded in Krashen's (1982) Input Hypothesis, these approaches provide comprehensible, contextualized aural input that may facilitate both incidental and intentional vocabulary learning. Research has repeatedly demonstrated significant vocabulary gains resulting from repeated aural exposure (Elley, 1989; Pavia, Webb, & Faez, 2019; Webb & Chang, 2022). Uzbekistan is a compelling yet underexplored context for this line of inquiry. Following reforms expanded by Presidential Decrees in 2021, English has been compulsory from the first grade of primary school (Ministry of Public Education of Uzbekistan, 2021), creating an urgent need for evidence-based, age-appropriate approaches to early vocabulary development.

However, most research on audio input has been conducted in Western or East Asian settings (De Wilde, Brysbaert, & Eyckmans, 2019; Peters & Webb, 2018), and its transferability to Central Asian learners cannot be assumed. Moreover, few studies have examined young learners' attitudes toward audio-based vocabulary learning, despite the established relationship between positive affect and achievement (Dörnyei, 2001). The present study therefore investigates the effect of storybook listening on vocabulary acquisition and learner attitudes among primary (ages 6–10) and elementary (ages 10–12) EFL learners in Uzbekistan, addressing the following research questions:

- **RQ1:** To what extent does storybook listening improve vocabulary acquisition among primary and elementary EFL learners in Uzbekistan?
- **RQ2:** Is there a significant difference in vocabulary retention between primary and elementary learners following a storybook listening intervention?
- **RQ3:** What attitudes do young EFL learners in Uzbekistan hold toward storybook listening as a vocabulary learning tool?

LITERATURE REVIEW

The importance of vocabulary in second and foreign language acquisition is well established (Nation, 2001; Schmitt, 2010). Lexical knowledge enables learners to comprehend input, produce meaningful output, and develop proficiency across the four macro-skills (Webb, 2020). For young EFL learners, whose exposure to English is largely confined to the classroom, building this foundation early is especially critical (Cameron, 2001). Nation (2001) describes word knowledge as encompassing form, meaning, and use—dimensions that are acquired gradually through meaningful, repeated encounters across varied contexts. Consistent with this view, Cameron (2001) and Read (2004) argue that the quality of vocabulary encounters, including contextual



richness and depth of processing, predicts learning outcomes better than the sheer number of words taught, providing a strong rationale for narrative, audio-based input.

Elley's (1989) seminal "book flood" research showed that children can incidentally acquire a substantial proportion of new words through repeated storybook listening without explicit instruction. More recent work confirms and extends this finding. Pavia, Webb, and Faez (2019) documented meaningful incidental gains from repeated aural exposure to songs, while Webb and Chang (2022) showed that story listening supports several dimensions of word knowledge, including aural recognition, form–meaning mapping, and collocation. Using eye-tracking, Serrano and Pellicer-Sánchez (2022) found that adding audio to reading enhanced noticing of unfamiliar word forms and supported deeper lexical processing, suggesting that the multimodal nature of audiobook listening offers cognitive support beyond listening alone. Recent evidence that a remote, text-supplemented audiobook intervention supported both explicit and incidental vocabulary learning (Developmental Science, 2026) further underlines the accessibility of such approaches in low-resource contexts such as Uzbekistan.

A key theoretical distinction is that between incidental learning—the acquisition of words as a by-product of meaning-focused activity—and intentional learning through deliberate study of form and meaning (Nation, 2001). Storybook listening is primarily incidental, as learners engage with stories for comprehension and enjoyment rather than for explicit vocabulary study. Although gains per encounter are modest, typically 5–15% of unknown words (Pavia et al., 2019), cumulative exposure across sessions can yield substantial growth. Incidental acquisition through meaningful input may also produce more durable knowledge than decontextualized memorization (Laufer & Hulstijn, 2001). The Involvement Load Hypothesis (Laufer & Hulstijn, 2001) helps explain such outcomes: tasks that require need, search, and evaluation promote greater retention, while storybook listening combined with pre-teaching and post-listening discussion generates a moderate to high involvement load.

Affective factors such as motivation, enjoyment, and attitudes toward learning activities significantly shape young learners' engagement and achievement in EFL contexts (Dörnyei, 2001; Nikolov & Djigunović, 2006). Studies of listening-based activities report largely positive findings. Rokni and Ataee (2014) found that elementary EFL learners preferred audiovisual input, citing enjoyment, reduced anxiety, and perceived effectiveness, while research on storybook read-alouds links story listening with curiosity and positive emotions (Cameron, 2001). These affective benefits may be particularly important in Uzbekistan, where learners have limited prior exposure to English and may experience anxiety when learning the language. Nevertheless, few studies have examined Uzbek young learners' attitudes toward storybook listening.

English language education in Uzbekistan has been transformed by Presidential Decree No. 4958 (2012) and subsequent reforms making English compulsory from the first grade, with a strong emphasis on communicative competence (Ministry of Public Education of Uzbekistan, 2021). These reforms have provided institutional support but have also presented challenges, as many teachers lack the training, resources, and exposure to evidence-based methodologies required for effective instruction. Grammar-translation and rote memorization also remain prevalent in Central Asian classrooms, with limited use of authentic input or technology-mediated learning (Holliday, 2005). In this context, storybook listening represents a potentially significant pedagogical innovation, and the present study aims to generate locally relevant, evidence-based recommendations while contributing to the international literature.

RESEARCH METHODOLOGY

This study employs a convergent mixed-methods design (Creswell & Plano Clark, 2018). The quantitative strand uses a quasi-experimental pre-test/post-test/delayed post-test design with two naturally formed age groups (primary and elementary), while the qualitative strand comprises a Likert-scale attitude questionnaire and semi-structured learner interviews. The two strands are analyzed separately and integrated at the interpretation phase. A quasi-experimental rather than a true experimental design was selected because random assignment of individual participants is not feasible in intact school classrooms. Both groups received the same intervention, enabling comparison of vocabulary outcomes across developmental levels under identical instructional conditions.

ANALYSIS AND RESULTS

Participants were 56 EFL learners from two state primary schools in Tashkent, Uzbekistan. Group A comprised 28 primary learners aged 6–10 (M age = 8.2 years, SD = 1.1), while Group B comprised 28 elementary learners aged 10–12 (M age = 11.1 years, SD = 0.8). All participants were native speakers of Uzbek and/or Russian, had not lived or studied abroad, and had not received substantial English instruction outside school. Their teachers confirmed that the participants had no prior exposure to the target vocabulary items. Informed

consent was obtained from parents or guardians, and permission was obtained from the relevant school authorities. Participant anonymity was protected through pseudonymous identification codes throughout data collection and analysis. The materials comprised five graded English storybooks in audio format, drawn from the Oxford Reading Tree (Stages 2–4) and Cambridge Storybooks series. The books were selected based on their coverage of high-frequency vocabulary (Nation & Waring, 1997), the availability of clear professional recordings, and their narrative appeal. Across the five books, 30 target items at the CEFR A1–A2 level were identified, comprising concrete nouns, action verbs, and common adjectives. Vocabulary knowledge was measured using a researcher-designed test consisting of picture–word matching (aural recognition), word–meaning matching in context (form–meaning mapping), and sentence completion (productive use). The test was piloted with 15 comparable learners and demonstrated acceptable internal consistency (Cronbach's $\alpha = .84$). Attitudes were measured using 15 Likert-scale items (1 = strongly disagree to 5 = strongly agree) adapted from Rokni and Ataee (2014), covering enjoyment, perceived usefulness, and confidence.

The intervention was conducted over five consecutive weeks, with two 45-minute listening sessions per week (10 sessions in total). Each session followed a three-phase format: pre-listening presentation of 3–4 target items using picture flashcards and brief contextualization (5 minutes); listening to the recording twice, with the option to follow along in the illustrated storybook (30 minutes); and a brief comprehension check and vocabulary review (10 minutes). No explicit instruction or translation was provided during listening so that incidental acquisition could be assessed under naturalistic conditions. The vocabulary pre-test was administered one week before the intervention, the immediate post-test within 48 hours of the final session, and a parallel-form delayed post-test four weeks later. The attitude questionnaire was administered following the immediate post-test, and semi-structured interviews were conducted with a purposive subsample of 12 participants (6 per age group) within the following week.

Table 1: Summary of Data Collection Instruments and Procedures

Instrument	Purpose	Participants	Timing
Vocabulary Pre-Test	Baseline lexical knowledge	All (N=56)	Week 0 (before intervention)
Storybook Listening Sessions	Intervention (10 sessions)	All (N=56)	Weeks 1–5
Vocabulary Immediate Post-Test	Measure vocabulary gains	All (N=56)	Week 6 (within 48 hrs of final session)
Vocabulary Delayed Post-Test	Measure retention	All (N=56)	Week 10 (4 weeks after post-test)
Attitude Questionnaire (Likert)	Measure affective responses	All (N=56)	Week 6 (after post-test)
Semi-Structured Interviews	Explore attitudes in depth	Subsample (n=12)	Week 6–7

Table 2: Participant Demographics by Group

Group	Age Range	Mean Age	N	L1	EFL Experience
Group A (Primary)	6–10 years	8.2 (SD=1.1)	28	Uzbek/Russian	1–3 years
Group B (Elementary)	10–12 years	11.1 (SD=0.8)	28	Uzbek/Russian	3–5 years
Total	6–12 years	–	56	–	–

CONCLUSION

Quantitative data were analyzed using IBM SPSS Statistics (Version 26). Descriptive statistics were calculated for all three test administrations. Paired-samples t-tests were used to assess within-group gains, while an independent-samples t-test was used to compare delayed post-test scores across the two age groups. Cohen's d was used to estimate effect sizes, with the significance level set at $\alpha = .05$. Questionnaire data were summarized using descriptive statistics and frequency distributions. Interviews were audio-recorded with consent, transcribed verbatim, translated from Uzbek/Russian by a bilingual research assistant, and analyzed thematically following Braun and Clarke (2006). Trustworthiness was supported through member checking, peer debriefing, and maintenance of an audit trail. The quantitative and qualitative findings were integrated in the discussion using a “following a thread” approach (Creswell & Plano Clark, 2018).

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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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