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TEACHING ESL IN PRIMARY RUSSIAN AND UZBEK CLASSES WITH THE EWA (ENGLISH WITH ART AND ACTIVITY) METHOD

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Abstract: This study investigates the effectiveness of the EWA (English with Art and Activity) method in teaching English as a Second Language (ESL) to primary school learners in Uzbek educational settings. The research was conducted at Secondary School No. 70 in Yangi Namangan District and involved 62 fourth-grade students divided into an experimental group (4“A”, n=32) and a control group (4“B”, n=30). The experimental group was taught using the EWA method, while the control group received traditional instruction.

A quasi-experimental pre-test/post-test design was applied over eight weeks. Data were collected through language proficiency tests and classroom observations. The results showed that the experimental group significantly outperformed the control group in vocabulary acquisition, speaking skills, listening comprehension, and learner motivation. The findings confirm that integrating art and activity into language teaching enhances engagement, reduces anxiety, and improves communicative competence among young learners.

Keywords: EWA method, ESL, primary education, art-based learning, communicative competence, multilingual classroom

RUS VA O'ZBEK SINFLARIDA BOSHLANG'ICH BOSQICHDA ESL O'QITISH: EWA (ENGLISH WITH ART AND ACTIVITY) METODI ASOSIDA

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Annotatsiya: Ushbu tadqiqot EWA (English with Art and Activity) metodining o'zbek ta'lim tizimidagi boshlang'ich sinf o'quvchilariga ingliz tilini ikkinchi til sifatida o'qitishdagi samaradorligini o'rganadi. Tadqiqot Namangan viloyati Yangi Namangan tumani 70-sonli umumta'lim maktabida o'tkazildi va unda 62 nafar 4-sinf o'quvchilari ishtirok etdi. Ular tajriba guruhi (4“A”, n=32) va nazorat

guruhi (4“B”, n=30) ga bo'lindi. Tajriba guruhiga EWA metodi asosida dars berildi, nazorat guruhi esa an'anaviy usulda o'qitildi.

Tadqiqotda 8 haftalik kvazi-eksperimental (oldindan va keyingi test) dizayn qo'llanildi. Ma'lumotlar til bilish testlari va dars kuzatuvlari orqali yig'ildi. Natijalar shuni ko'rsatdiki, tajriba guruhi so'z boyligi, og'zaki nutq, tinglab tushunish va o'quv motivatsiyasi bo'yicha sezilarli darajada yuqori natijalarga erishdi. Tadqiqot EWA metodining o'quvchilarning faolligini oshirish, til o'rganishdagi xavotirni kamaytirish va kommunikativ kompetensiyani rivojlantirishda samarali ekanligini tasdiqladi.

Kalit so'zlar: EWA metodi, ESL, boshlang'ich ta'lim, san'at asosida o'qitish, kommunikativ kompetensiya, ko'p tilli ta'lim

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО КАК ВТОРОГО ЯЗЫКА (ESL) В НАЧАЛЬНЫХ РУССКИХ И УЗБЕКСКИХ КЛАССАХ С ИСПОЛЬЗОВАНИЕМ МЕТОДА EWA (ENGLISH WITH ART AND ACTIVITY)

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Аннотация: Данное исследование рассматривает эффективность метода EWA (English with Art and Activity) в обучении английскому языку как второму иностранному (ESL) учащихся начальных классов в образовательной системе Узбекистана. Исследование проводилось в средней школе №70 Янгинаманганского района и включало 62 учащихся 4-х классов, разделённых на экспериментальную группу (4“А”, n=32) и контрольную группу (4“В”, n=30). Экспериментальная группа обучалась с использованием метода EWA, тогда как контрольная группа обучалась традиционным способом.

Был применён квазиэкспериментальный дизайн с предварительным и итоговым тестированием в течение восьми недель. Данные были собраны с помощью языковых тестов и наблюдений за учебным процессом. Результаты показали, что экспериментальная группа значительно превосходила контрольную по показателям словарного запаса, устной речи, понимания на слух и учебной мотивации. Исследование подтверждает, что интеграция искусства и активности в обучение языку повышает вовлечённость, снижает языковую тревожность и улучшает коммуникативную компетенцию учащихся.

Ключевые слова: метод EWA, ESL, начальное образование, обучение через искусство, коммуникативная компетенция, многоязычное обучение

INTRODUCTION

English language proficiency has become an essential skill in modern education due to globalization and international communication. In Uzbekistan, English is introduced from early grades; however, traditional teaching methods often rely on memorization and grammar-based instruction, which do not fully engage young learners.

Primary school students learn more effectively through interaction, creativity, and activity-based learning. Therefore, innovative approaches are needed to improve motivation and learning outcomes.

The EWA (English with Art and Activity) method integrates language learning with art, games, movement, and creative tasks. This approach supports multiple learning styles and helps students use English in meaningful contexts.

The aim of this study is to examine the effectiveness of the EWA method in improving English language learning outcomes among primary school students.

LITERATURE REVIEW

The theoretical foundation of this study is based on several influential scholars in the field of language teaching and learning. Each of them contributed to understanding how languages are acquired and how teaching can be made more effective for learners.

Harmer emphasizes the importance of practical classroom techniques in English language teaching. He focuses on teacher strategies, learner engagement, and communicative activities that make language learning more meaningful and interactive [1].

Vygotsky highlights the sociocultural nature of learning, arguing that knowledge is constructed through social interaction and collaboration. According to his theory, learners develop higher cognitive abilities through guided interaction with teachers and peers, which strongly supports interactive and activity-based learning environments [2].

Piaget focuses on cognitive development in children and explains that learners actively construct knowledge through experience and developmental stages. His theory supports hands-on and experiential learning for young learners [3].

Gardner introduces the theory of multiple intelligences, suggesting that learners have different strengths such as linguistic, visual, musical, and kinesthetic abilities. This theory supports differentiated instruction and provides a foundation for art-based and activity-based methods such as EWA [4].

Krashen explains language acquisition through the input hypothesis and emphasizes that learners acquire language best when exposed to comprehensible input in a low-anxiety environment. His affective filter hypothesis is especially relevant to reducing anxiety in language classrooms [5].

Cameron focuses on teaching English to young learners and highlights the importance of play, storytelling, and meaningful activities in language learning. She argues that children learn best through games and creative tasks [6].

Richards and Rodgers analyze major language teaching approaches such as Communicative Language Teaching (CLT) and Total Physical Response (TPR). CLT emphasizes real communication, while TPR highlights the importance of physical movement and action in language learning [7].

Overall, these theories collectively support the idea that effective language learning occurs through interaction, creativity, and multisensory engagement. The EWA (English with Art and Activity) method is built on these principles by integrating drawing, storytelling, role-play, and movement-based tasks into English lessons to enhance learner engagement and communicative competence.

MATERIALS AND METHODS

The study used a quasi-experimental design with pre-test and post-test. It was conducted at Secondary School No. 70 in Yangi Namangan District. A total of 62 fourth-grade students participated, including an experimental group (4“A”, n=32) taught

through the EWA method and a control group (4“B”, n=30) taught using traditional methods.

The study lasted eight weeks with two English lessons per week. The experimental group was taught through EWA activities such as drawing, storytelling, role-play, games, songs, and creative tasks, while the control group followed textbook-based instruction.

Data were collected using pre-test and post-test assessments (100-point scale), classroom observations, and a motivation survey. The results were analyzed using descriptive statistics, including mean scores and percentage improvement.

RESULTS

The pre-test was conducted at the beginning of the study in order to determine the initial English proficiency levels of both the experimental and control groups. The results showed that there was no significant difference between the two groups prior to the intervention.

The experimental group (4“A”) achieved a mean score of 59.2, while the control group (4“B”) obtained a mean score of 58.7. This slight difference indicates that both groups had almost equal starting levels in vocabulary knowledge, listening comprehension, speaking ability, and basic communicative competence.

These results confirmed that the participants were suitable for comparative analysis, as the initial conditions were balanced and did not influence the outcome of the experiment.

After the eight-week instructional period, a post-test was administered to both groups using the same evaluation criteria. The results demonstrated a clear improvement in both groups; however, the level of progress differed significantly.

The experimental group, which was taught using the EWA (English with Art and Activity) method, achieved a mean score of 86.5. In contrast, the control group, which was taught through traditional textbook-based methods, reached a mean score of 71.4.

This difference clearly shows that students who participated in art-based and activity-based learning achieved higher academic performance in English language skills compared to those who followed conventional instruction.

In classroom observations, it was also noted that students in the experimental group were more active during lessons, more willing to participate in speaking tasks, and more confident when using new vocabulary in communication.

A comparison of learning gains further highlights the effectiveness of the EWA method. The experimental group improved from 59.2 in the pre-test to 86.5 in the post-test, resulting in an overall gain of +27.3 points. Meanwhile, the control group improved from 58.7 to 71.4, showing a smaller gain of +12.7 points.

This difference in improvement indicates that the EWA method had a stronger impact on students' learning progress than traditional teaching approaches. The integration of drawing, storytelling, role-play, and creative activities appeared to facilitate better understanding and retention of English language material.

One of the most noticeable improvements in the experimental group was related to vocabulary acquisition. Students exposed to the EWA method were able to remember and use new words more effectively during speaking and classroom interaction activities. Visual learning through drawing and coloring, as well as contextual learning through storytelling, contributed to stronger memory retention.

Listening comprehension also improved due to the use of songs, chants, and interactive teacher instructions. Students responded more quickly and accurately to spoken language tasks compared to the control group.

Speaking skills showed the most visible improvement. Learners in the experimental group demonstrated greater fluency and confidence when participating in dialogues, group discussions, and role-play activities. They were less afraid of making mistakes and more willing to express their ideas in English.

The motivation survey results revealed a strong positive impact of the EWA method on students' attitudes toward English learning.

In the experimental group:

91% of students reported that they enjoyed English lessons;

88% stated that they actively participated in classroom activities;

84% felt confident when speaking English;

94% expressed interest in continuing English studies in the future.

In comparison, the control group showed lower levels of engagement and motivation across all indicators.

Classroom observations supported these findings. Students in the experimental group showed higher enthusiasm, participated more frequently in group tasks, and demonstrated greater creativity during learning activities. The learning environment was more interactive and student-centered compared to the control group.

Overall, the results of the study indicate that the EWA (English with Art and Activity) method significantly improves both academic achievement and learner motivation in primary school ESL classrooms.

The data clearly show that students exposed to EWA-based instruction outperform those taught using traditional methods in terms of vocabulary knowledge, speaking ability, listening comprehension, and overall communicative competence.

In addition, the method creates a more engaging and motivating learning environment, which plays an important role in sustaining students' interest in English language learning.

DISCUSSION

The findings of this study indicate that the EWA (English with Art and Activity) method is more effective than traditional teaching approaches in primary ESL classrooms. The improvement observed in the experimental group can be explained by several interrelated factors that contributed to better learning outcomes.

One of the main reasons is the use of multisensory learning, which combines visual, auditory, and kinesthetic activities. This approach helps learners process and retain new information more effectively, as students are actively involved in seeing, hearing, and doing tasks during the learning process. Such active engagement strengthens memory and supports deeper understanding of language material.

Another important factor is the increase in learner motivation. The use of creative and enjoyable activities such as drawing, storytelling, games, and role-play makes English lessons more interesting for young learners. As a result, students become more willing to participate in classroom activities and show greater interest in learning the language.

In addition, the EWA method reduces language learning anxiety by creating a supportive and interactive classroom environment. Students feel more relaxed when they are allowed to express themselves through artistic and activity-based tasks rather than focusing only on formal grammar rules. This increases their confidence in using English in real communication.

These findings are in line with Vygotsky's sociocultural theory and Gardner's theory of multiple intelligences, both of which emphasize the importance of social interaction, creativity, and different learning styles in the learning process.

Overall, the results confirm that integrating art and activity into English lessons significantly improves learner engagement, motivation, and communicative competence among primary school students.

CONCLUSION

The study concludes that the EWA (English with Art and Activity) method is an effective approach for teaching English to primary school learners. The results show that students who were taught using this method demonstrated better performance in vocabulary acquisition, speaking skills, listening comprehension, and overall communicative competence compared to those taught through traditional methods.

In addition, the EWA method contributes to creating a learner-centered classroom environment where students are more actively involved in the learning process. The use of art-based and activity-based tasks increases students' interest in English lessons and makes learning more enjoyable and meaningful.

The findings also indicate that the method positively influences learner motivation and confidence, as students feel more comfortable and less anxious when participating in interactive and creative activities.

Overall, the study confirms that the EWA method can be recommended as an innovative and effective teaching strategy for primary ESL education in Uzbekistan.

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