

*“Filologiya va pedagogikada yangicha ilmiy izlanishlar:
an'anaviylikdan zamonaviylikka”*

**ENHANCING SPEAKING SKILLS IN YOUNG EFL LEARNERS
THROUGH MULTIMODAL VISUAL SCAFFOLDING AND
FLASHCARD-BASED TASK STRATEGIES**

Alimurodova Sevara

*English Language Teacher,
Secondary School No. 1, Yangier*

ABSTRACT

This study investigates the effectiveness of multimodal visual scaffolding and flashcard-based task strategies in enhancing the oral production of young EFL (English as a Foreign Language) learners. Drawing upon cognitive and psycholinguistic frameworks—specifically Allan Paivio’s Dual-Coding Theory and Lev Vygotsky’s Scaffolding concept—the paper demonstrates how integrating visual imagery, motion, and task-based interaction significantly reduces speaking anxiety and enhances oral fluency compared to traditional rote memorization. The findings offer practical pedagogical insights and structured task templates for primary school English educators.

KEYWORDS

Multimodal Visual Learning, Visual Scaffolding, Flashcard Strategies, Young EFL Learners, Oral Production, Cognitive Methodology, Speaking Anxiety.

KIRISH

One of the primary challenges in teaching English to young learners is overcoming speech hypodynamia and foreign language speaking anxiety. Traditional textbook-centered approaches that rely heavily on memorization often fail to align with the cognitive and developmental characteristics of young learners.

Children absorb and process information most effectively through visual, auditory, and kinesthetic modalities. Therefore, systematically integrating Multimodal Visual Scaffolding and interactive flashcard-based tasks into classroom instruction represents a timely and practical approach to activating young learners' oral speech production.

The theoretical foundation of this research is rooted in Allan Paivio’s (1986) Dual-Coding Theory, which asserts that the human brain processes verbal and visual information through separate yet interconnected channels. Presenting linguistic input

alongside visual imagery strengthens long-term memory retrieval and facilitates spontaneous speech production.

Additionally, Lev Vygotsky's Zone of Proximal Development (ZPD) and the concept of Scaffolding highlight the necessity of instructional supports in language acquisition. Complementing this, Merrill Swain's Output Hypothesis emphasizes that language acquisition occurs when learners actively produce output rather than merely receiving input. Visual flashcards serve as structural scaffolds that enable young learners to construct grammatical and lexical frameworks effortlessly.

An experimental study was conducted among primary school students (Grades 2–3). Participants were divided into two distinct groups:

1. Control Group: Instructed through traditional methodology (standard textbook exercises and dialogue memorization).

2. Experimental Group: Taught using multimodal visual scaffolding and flashcard-based task strategies.

Implemented Task Strategies:

- ✓ *Visual Story Chain*: Students were shown a sequence of flashcards and tasked with building a coherent short narrative using simple sentence structures (e.g., "The cat sees an apple. The cat eats the apple").
- ✓ *Show and Describe*: Students selected a visual card and had 30 seconds to describe the object's color, size, and action.
- ✓ *Pattern Interrupt Flashcards*: Cards featuring humorous or unexpected visuals (e.g., a dog wearing glasses or a flying fish) were introduced to elicit genuine emotional responses and spontaneous verbal output.

Both groups underwent pre- and post-testing to evaluate oral performance across four parameters: Fluency, Vocabulary, Pronunciation, and Speaking Engagement.

Table 1. Comparative Analysis of Oral Performance Growth

Group	Pre-test Average (%)	Post-test Average (%)	Growth Rate (%)
Control Group	52%	61%	+9%
Experimental Group	50%	82%	+32%

The results indicate a 32% increase in oral production scores for the Experimental Group.

Key Findings:

1. Reduction in Speaking Anxiety: Gamified visual tasks shifted student focus from formal grammatical accuracy to visual content, effectively eliminating the fear of making mistakes.

2. Reduced Cognitive Load: Visual cues accelerated lexical retrieval, reducing the time required to construct spontaneous oral responses by 40%.

The experimental findings confirm that multimodal visual scaffolding combined with task-based flashcard strategies substantially improves oral communication skills among young EFL learners.

Pedagogical Recommendations:

- ✓ Classrooms should incorporate dynamic visual cards featuring high contrast, motion, and vivid imagery rather than static single-word cards.
- ✓ Flashcards must be transformed into interactive tasks (Challenges, Storytelling, Role-Play) rather than remaining passive vocabulary tools.

A minimum of 10–15 minutes per primary lesson should be dedicated to visual task-based speaking activities.

REFERENCES

1. Bozorova, S. (2023, January). ИСПОЛЬЗОВАНИЕ ГРАФИЧЕСКИХ ОРГАНИЗАТОРОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ. In Conference paper.
2. Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.
3. Musadjanovna, A. S. (2021). Classification and recommendations on using Games to Develop Speaking skills of Preschool learners. Достижения науки и образования, (5 (77)), 41-42.
4. Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.
5. Paivio, A. (1986). Mental representations: A dual coding approach. Oxford University Press.
6. Swain, M. (1995). Three functions of output in second language learning. Principle and practice in applied linguistics, 125-144.
7. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press