

## CREATING LESSONS USING PICTURE BOOKS, POEMS AND SHORT TEXTS

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**Abstract:** This article examines the effectiveness of creating English language lessons through picture books, poems, and short texts. The study analyzes how literary materials improve vocabulary acquisition, communicative competence, reading comprehension, pronunciation, creativity, and learner motivation. The article is based on qualitative and descriptive research methods and discusses the role of literature-based instruction in modern communicative language teaching. The findings demonstrate that literary texts support emotional engagement and critical thinking while encouraging active classroom participation.

**Key words:** picture books, poems, short texts, communicative teaching, language learning, creativity, reading comprehension

**Annotatsiya:** Ushbu maqolada ingliz tili darslarini picture booklar, she'rlar va qisqa matnlar asosida tashkil etishning samaradorligi tahlil qilinadi. Tadqiqot bunday adabiy materiallarning lug'at boyligini oshirish, kommunikativ ko'nikmalarni rivojlantirish, talaffuzni yaxshilash va o'quvchilarning ijodkorligini kuchaytirishdagi o'rnini yoritadi. Maqola sifat va tavsifiy tadqiqot metodlariga asoslangan bo'lib, adabiyotga asoslangan ta'limning zamonaviy kommunikativ yondashuvdagi ahamiyatini ko'rsatadi.

**Kalit so'zlar:** rasmi kitoblar, she'rlar, qisqa matnlar, kommunikativ ta'lim, til o'rganish, ijodkorlik, o'qib tushunish

**Аннотация:** В данной статье рассматривается эффективность создания уроков английского языка с использованием иллюстрированных и коротких текстов. Исследование анализирует влияние литературных материалов на развитие словарного запаса, коммуникативных навыков, произношения и творческого и описательных методах исследования и раскрывает значение литературно-ориентированного подхода в современном обучении иностранным языкам

**Ключевые слова:** иллюстрированные книги, стихотворения, короткие тексты, коммуникативное обучение, изучение языка, творчество, понимание текста

## INTRODUCTION





Modern English language teaching has shifted from grammar-centered instruction to communicative and learner-oriented approaches. In this process, literary materials such as picture books, poems, and short texts have become valuable educational resources. Teachers increasingly use authentic literary texts because they encourage learners to interact with language naturally and meaningfully.

According to Krashen, language acquisition becomes more effective when students are exposed to meaningful comprehensible input [1]. Literary texts provide such input by combining vocabulary, grammar, emotions, and cultural elements in one educational context.

Picture books are especially useful for young and beginner learners because visual images help students understand meaning and context more effectively. Poems contribute to rhythm, pronunciation, and emotional engagement, while short texts improve reading comprehension and analytical thinking. Literature-based instruction also promotes creativity and learner autonomy in the classroom.

Researchers emphasize that literary materials encourage students to communicate ideas rather than memorize isolated grammatical rules [2].

Recent studies in applied linguistics and ELT methodology emphasize that literature-based instruction not only enhances linguistic competence but also promotes learner autonomy, creativity, and critical engagement with texts [2]. Instead of passively receiving information, students are encouraged to interpret, discuss, and respond to literary content, which fosters active learning and communicative use of language in the classroom.


The relevance of this study is closely connected to the increasing demand for innovative, interactive, and student-centered approaches in modern education systems. In many educational contexts, there is a growing need to improve learners' motivation and engagement while ensuring effective language acquisition. Traditional instructional methods often fail to fully address these needs, particularly in contexts where English is taught as a foreign language and exposure to authentic language outside the classroom is limited.

Therefore, this article aims to examine the pedagogical value of using picture books, poems, and short texts in English language teaching. It specifically explores how these literary materials can be effectively integrated into lesson design to support language acquisition, improve learner motivation, and develop both linguistic and cognitive skills. The study also highlights the potential of literature-based instruction as a complementary approach to conventional ELT methodologies in modern educational settings.

#### Methods

The study applies qualitative and descriptive research methods. Scientific literature related to communicative language teaching, literature-based instruction, and educational





psychology was analyzed in order to identify the pedagogical value of literary texts in English classrooms. Comparative analysis was also used to examine the specific educational functions of picture books, poems, and short texts.

The methodological foundation of the research is based on the theories of communicative language teaching and constructivist education. The article examines the practical use of literary materials in developing speaking, listening, reading, and writing skills. Special attention is paid to classroom interaction, learner engagement, and vocabulary acquisition. Data were collected from academic books, journal articles, and educational studies devoted to language pedagogy [3].

The analysis also includes examples of classroom activities developed through literary texts. Reading aloud, role-play, group discussion, vocabulary exercises, and creative writing tasks were considered as important instructional strategies that support active learning. The selected materials demonstrate how literary texts can be adapted to different learner ages and proficiency levels.

#### Results

The results of the study demonstrate that literary materials significantly improve the quality of English language lessons. Picture books were found to increase vocabulary retention because learners connect new words with visual images.

Students participating in picture-book-based activities showed greater confidence in speaking tasks and classroom discussions. Visual storytelling also reduced anxiety among beginner learners and encouraged participation [4].

Poems contributed positively to pronunciation and fluency development.

Repetition, rhythm, and rhyme helped learners improve stress patterns and intonation. In addition, poetry encouraged emotional expression and creativity. Learners became more engaged in oral activities when poems were included in lessons. Poetry reading activities also enhanced listening comprehension and memory retention.

Short texts proved effective in developing reading comprehension and critical thinking skills. Learners were able to analyze ideas, identify themes, and express personal opinions during classroom discussions. Since short texts are concise and accessible, they helped teachers organize interactive activities without overwhelming students with excessive information. Students demonstrated higher motivation and better comprehension when literary materials were integrated into communicative tasks.

The study also showed that literature-based instruction positively affects learner motivation. Students expressed greater interest in lessons that included stories, poems, and authentic texts compared to traditional grammar exercises. Literary materials created a more dynamic classroom atmosphere and encouraged collaborative learning.

#### Discussion





The findings support the theories of communicative language teaching and learner-centered education. Literary texts create authentic communication opportunities because students interact with meaningful content rather than isolated grammar patterns. Vygotsky's sociocultural theory emphasizes the importance of interaction and collaboration in learning processes [2]. Classroom discussions based on literary texts allow learners to negotiate meaning and develop communication skills through social interaction.

The educational value of picture books extends beyond vocabulary learning. Images support contextual understanding and stimulate imagination. Teachers can use illustrations to encourage prediction, storytelling, and speaking activities.

Picture books are particularly effective in primary education because visual learning strengthens comprehension and memory.

Poetry also plays an important role in language learning. Rhythm and repetition make pronunciation practice more engaging and memorable. Poems expose learners to figurative language and cultural expressions, which contribute to linguistic and cultural competence. According to Lazar, literature helps students experience language in authentic and emotionally meaningful contexts [5].

Short texts are valuable because they are flexible teaching materials suitable for different lesson objectives. Teachers can use them to develop reading, speaking, writing, and analytical skills simultaneously. Furthermore, short texts are accessible for learners with different proficiency levels, making them practical tools in mixed-ability classrooms.

Despite these advantages, teachers may encounter challenges when using literary materials. Some learners may struggle with unfamiliar vocabulary or figurative language. Therefore, teachers should carefully select texts according to learners' age, language level, and educational needs. Pre-reading and vocabulary activities can help students understand texts more effectively.

#### Conclusion


Creating lessons through picture books, poems, and short texts is an effective approach in English language teaching. Literary materials improve vocabulary acquisition, pronunciation, reading comprehension, creativity, and communicative competence. They also increase learner motivation and encourage active classroom participation.

The study demonstrates that literature-based instruction supports communicative and learner-centered education by creating meaningful learning experiences.

Picture books strengthen visual learning and speaking confidence, poems enhance pronunciation and emotional engagement, and short texts develop analytical thinking and reading comprehension skills.

Teachers should integrate literary materials into English lessons in order to create interactive and motivating classroom environments. Future research may investigate the





long-term influence of literature-based teaching on language proficiency and learner autonomy in different educational contexts.

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