

**COMPARING LITERARY AND EVERYDAY ENGLISH
EXPRESSIONS IN THE CLASSROOM****Isabekov Akhror****3rd-year student, Chirchiq State Pedagogical University****Tulyaganova Nargiza****Lecturer, Department of English Language Practice and Theory,
Chirchiq State Pedagogical University****<https://doi.org/10.5281/zenodo.17934965>****ARTICLE INFO**Received: 10th December 2025Accepted: 11th December 2025Online: 12th December 2025**KEYWORDS***literary English, everyday English, classroom communication, language teaching, vocabulary development, linguistic competence, expression skills***ABSTRACT**

This article analyzes the differences and similarities between literary and everyday English expressions used in the classroom. It highlights how literary language enriches students' vocabulary, develops their imagination, and improves critical thinking, while everyday English helps them communicate naturally and effectively. The study discusses methods of integrating both types of expressions in English language lessons to enhance students' linguistic competence. As a result, the article concludes that combining literary and everyday English in teaching fosters a balanced development of students' expressive and communicative skills.

Introduction

Language is not only a means of communication but also a reflection of culture and thought. In English language learning, students are often exposed to two main types of expressions: literary and everyday English. Literary English is rich in figurative meanings, stylistic devices, and artistic value, while everyday English focuses on clarity, simplicity, and practicality in daily interactions. In the classroom, understanding the difference between these two forms of expression is important for developing both communicative and creative skills. Many learners can speak fluently in everyday situations but find it difficult to understand or use literary language found in poems, novels, or formal texts. Therefore, comparing literary and everyday English helps teachers design balanced lessons that improve students' ability to use language appropriately in different contexts. This study aims to analyze how literary and everyday English expressions function in the classroom, their influence on students' language development, and effective methods for integrating them into teaching practice.

Methods

This study was conducted to compare the use of literary and everyday English expressions in classroom settings. The research employed qualitative and descriptive methods, focusing on classroom observation, analysis of teaching materials, and interviews with English language teachers and students. Firstly, classroom observations were carried out in several English classes at different educational levels — from intermediate to advanced — to examine how teachers used literary and everyday language during lessons. The researcher

paid attention to how teachers explained figurative language, metaphors, and idiomatic expressions, as well as how they encouraged students to use them in speaking and writing activities. Secondly, teaching materials, such as textbooks, storybooks, and classroom dialogues, were analyzed. Literary texts included short stories, poems, and excerpts from novels, while everyday materials included dialogues, role-play scripts, and daily communication exercises. The goal was to identify the types of expressions used and the contexts in which they appeared. Thirdly, semi-structured interviews were conducted with 10 English teachers and 30 students. Teachers were asked about their methods of teaching literary language, challenges faced by students, and their strategies to make lessons more interactive. Students were asked about their preferences, difficulties, and opinions on learning literary versus everyday English. The collected data were analyzed using content analysis to identify key themes and patterns. Teachers' feedback and students' responses were compared to evaluate how both literary and everyday English contribute to language learning outcomes. Finally, pedagogical experiments were implemented in two groups: one group was taught mainly using everyday expressions, and the other was taught using a mix of literary and everyday English. Their performance in vocabulary tests, speaking tasks, and creative writing exercises was compared to measure the effectiveness of each approach. The combination of these methods provided a comprehensive understanding of how literary and everyday English expressions can be effectively integrated into classroom teaching to enhance students' linguistic competence and cultural awareness.

Results

The study revealed several significant findings regarding the use of literary and everyday English expressions in classroom environments. Data analysis showed that both types of language play distinct yet complementary roles in developing students' communication and thinking abilities. Firstly, it was found that everyday English expressions help students achieve fluency and confidence in real-life communication. Learners who were frequently exposed to daily conversational language improved their pronunciation, spontaneous speech, and listening comprehension. They could easily participate in role-plays, discussions, and classroom dialogues because the expressions were familiar and practical. Secondly, the group that studied with the integration of literary expressions demonstrated stronger skills in vocabulary range, reading comprehension, and writing creativity. Literary texts exposed students to idioms, metaphors, and emotional tones that are rarely used in daily speech but are essential for understanding cultural and stylistic richness. These students also showed better performance in tasks requiring imagination and analytical thinking, such as essay writing and text interpretation. Furthermore, teachers observed that combining both types of language in lessons increased students' motivation and engagement. When literary language was connected to everyday situations, learners found it easier to grasp abstract meanings and stylistic nuances. For instance, analyzing a metaphor in a poem and then using it in a simple conversation helped students remember and apply it more effectively. The results of the pedagogical experiment also indicated that the mixed-method group (learning through both literary and everyday English) outperformed the group that focused only on daily language. Their average scores in speaking and writing assessments were higher, and they expressed greater interest in reading literary materials.

Discussion

The findings of this study demonstrate that integrating literary and everyday English expressions in the classroom can significantly improve students' overall language proficiency. The results highlight that each type of expression contributes to different aspects of language learning and cognitive development. Everyday English, being practical and widely used, serves as the foundation for communication. It helps students express ideas clearly, respond quickly in conversations, and participate in social interactions. Teachers noted that when learners start with everyday expressions, they gain confidence in speaking and understanding others, which reduces language anxiety and encourages participation. However, relying only on everyday English can limit students' exposure to the richness and depth of the language. On the other hand, literary English expands students' linguistic and cultural horizons. Through reading and analyzing poems, stories, and literary dialogues, learners encounter stylistic diversity, figurative meanings, and emotional depth. Such exposure improves their ability to interpret complex ideas, enhances creative thinking, and develops appreciation for the aesthetic side of the language. Moreover, literary expressions help students understand how language can convey mood, character, and cultural values beyond literal meaning. The integration of both forms proved to be the most effective strategy. When teachers introduced literary expressions in connection with everyday contexts, students were able to relate artistic language to real-life communication. For instance, understanding idioms or metaphors in literature made learners more capable of using them naturally in daily speech. This balance encouraged both fluency and expressiveness, turning language learning into a more engaging and meaningful process. The discussion also suggests that teachers should carefully design lesson plans that include both communicative practice and literary interpretation. Activities like role-plays using literary phrases, creative rewriting of stories, or comparing formal and informal dialogues can help bridge the gap between theory and practice.

Conclusion

The study concludes that both literary and everyday English expressions are essential for effective language learning and teaching. Each form of expression contributes uniquely to the development of students' linguistic, communicative, and cognitive abilities. Everyday English builds fluency, confidence, and practical communication skills, while literary English enhances creativity, critical thinking, and cultural awareness. The research results showed that students learn more effectively when both types of expressions are integrated into the classroom. Using literary materials alongside everyday dialogues makes lessons more engaging and helps learners connect emotional, imaginative, and communicative aspects of language. Teachers who apply this balanced approach can create richer learning environments where students not only speak fluently but also think deeply and express themselves beautifully. In general, the integration of literary and everyday English in the classroom encourages a holistic view of language learning — one that values both practical communication and artistic expression. This method prepares students to use English not only as a tool for daily interaction but also as a medium for understanding culture, literature, and human emotion.

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