

Leveraging Educational Psychology to Enhance LSRW Proficiency in ESL Learners Through Literature-Based Instruction: A Quantitative Study

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Abstract

The current study evaluates to investigate the prevailing issues with reading, writing, speaking, and listening that people face in learning English. In addition, the pre-test gives an offer to students an chance to enhance their sentence construction and improve their reading and listening abilities through engagement with diverse literary. Fifty undergraduate students (21 pursuing Bachelor of Science and 29 pursuing Bachelor of Commerce) were enrolled in English studies at public colleges in Pakistan. The majorities of participants were aged 18 to 19 and reported that English was their second language. Despite claims of proficiency in specific language abilities, only a minuscule fraction of individuals excelled in all four—listening, speaking, reading, and writing (LSRW). This study primarily concentrated on instructional, evaluative, and evaluation methodologies, grounded in educational psychology principles. The findings indicate that speaking was the most challenging of the four language abilities. The students' results demonstrated significant improvement in their writing, reading, and listening capability between the pre-test and post-test. Moreover, their speaking skills displayed minimal enhancement. It was observed that students are getting not enough chance to proactive their speaking skill. The findings reveals that the significance of employing diverse and effective pedagogical methods to enhance students' competencies and understanding across all four language domains.

Keywords: English as a Second Language (ESL), Language Skills, Listening, Speaking, Reading, Writing (LSRW), Undergraduate Students, Language Proficiency

Introduction

Mastering the Listening, Speaking, Reading, and Writing (LSRW) skills poses a challenge for English as Second Language (ESL) learners because of differing levels of motivation and diverse backgrounds. In broad strokes, educational psychology offers a means of understanding the cognitive, affective, and social influences that inform language learning, which then facilitates the development of well-targeted teaching approaches. The incorporation of authentic texts such as stories, poems, and even novels to foster engagement and contextualized learning has been shown

to enhance LSRW proficiency (Paran & Robinson, 2021). Drawing from the more recent uses of Vygotsky's sociocultural theory, which focuses on collaborative learning, and Krashen's input hypothesis, which emphasizes the need for comprehensible input, these methods provide rich opportunities for language acquisition (Vygotsky, 1978, as cited in Shabani, 2020; Krashen, 1985, as cited in Ellis, 2022).

This quantitative study examines the impact educational psychology principles have on literature-based instruction to improve LSRW skills in ESL learners with a focus on measurable shifts in language proficiency and learner participation. Using literature in ESL classes enriches learners' vocabulary and cultural knowledge while simultaneously fostering intrinsic motivation by emotionally engaging learners (Dörnyei & Ushioda, 2021). Literature-based instruction has been designed to aid learners through self-efficacy and scaffolding, thus taking into account individual learner differences and providing targeted support for gradual skill acquisition (Bandura, 1997, as cited in Schunk & DiBenedetto, 2020; Gibbons, 2023). This instructional approach adheres to constructivism, inviting hands-on engagement and higher-order thinking as learners interact meaningfully with texts (Paran & Robinson, 2021). This research aims to investigate the effectiveness of this approach through quantitative methods to add to the body of evidence that supports the development of LSRW proficient ESL pedagogies.

Rahman (2023) states that English as a second language (ESL) are an important tool for academic performance, job mobility, and global integration in Pakistan. This linguistic competence is used in higher learning institutions as well as being a precondition for access to wealth creation opportunities. Nevertheless, numerous Pakistani ESL learners continue struggling to become proficient in listening, speaking, reading and writing (LSRW) despite its importance; they face such hurdles due to traditional rote-based instruction, lack of exposure to genuine language use and insufficient attention given to their mental state (Akram, 2023; Khan, 2024). It should be noted that vocabulary knowledge forms the basis of LSRW skillfulness through which a learner can understand spoken or written inputs and produce meaningful outputs within different communicative environments (Nation, 2001). In Pakistan where English serves as a medium for acquiring global knowledge and employment chances coupled with many other circumstances that lead to communication breakdowns especially in terms of speaking and writing which are core components for educational or professional success (Ali, 2023). Moreover this problem is even more complicated when it comes to resource constrained settings where large classes are common while teacher training is limited at the same time thus hindering effective teaching of the language (Zubair, 2023).

According to Nation (2001), receptive vocabulary, which is essential in listening and reading, and productive vocabulary, which is crucial in speaking and writing, are the two dimensions of vocabulary that need to be balanced? Pakistani learners, who are learning English as a second language (ESL), show good receptive skills with weak productive vocabulary. This incapacitates them from being fluent and accurate in both spoken and written communication (Ali, 2023). One potential remedy for this situation is literature-based instruction where authentic texts like novels, short stories or essays are integrated with interactive input-output activities thus providing contextualized vocabulary exposure along with opportunities for meaningful interaction (Ahmed, 2024). This model is consistent with the interaction hypothesis that argues that conversational interactions among skilled speakers help learners notice and correct their linguistic gaps making them learn better (Long 1996; Gass Mackey 2007). In Pakistan it has been shown through recent studies that interactive techniques like group discussions and role plays assist students in retaining more words as well as improving LSRW abilities (Hussain, 2023; Siddiqui, 2024). Nevertheless, literature-based instruction incorporating rich textual input with interactive output tasks has not been explored extensively in ESL contexts within Pakistan.

Educational psychology in ESL instruction takes advantage of the psychological aspects such as motivation, attention, interest, and individual differences to optimize this process (Uyun Warsah,

2020). These factors are important in Pakistan since its ESL classrooms are characterized by diverse learner backgrounds, large class sizes and a lack of teacher expertise all these factors which contribute towards student engagement and learning outcomes(Zubair, 2023). Educators can use theories like behaviorism, constructivism, and cognitive theory when creating the environment that is meant for learners as it enhances motivation and models it to fit students with different kinds of needs(Nurjanah et al., 2022). Therefore intrinsic motivation has been proved to have a significant effect on the participation of Pakistani ESL learners because they will be encouraged to participate more in interaction tasks while language anxiety was reduced through teacher-student rapport; thus enhancing LSRW proficiency(Rehman, 2024; Iqbal, 2023).Educational psychology also highlights the importance of adapting instruction based on students' psychological states thereby enabling teachers to address learning problems without overloading their students(Masduki et al., 2020).

In Pakistan educational psychology principles can create supportive learning environments that foster confidence and competence as fear of making mistakes or low self-efficacy are some cultural and socioeconomic factors that affect attitudes toward English(Khan, 2024). However there is little research within Pakistani context examining how literature-based instruction combined with educational psychology would impact LSRW proficiency.

Global studies have shown the effectiveness of input augmentation (Bisson et al., 2014), output processing (Gass et al., 2017), and interactive approaches (Daloglu Duzan, 2010) in improving vocabulary and language skills. However, there has been no systematic integration of these approaches in Pakistan. Besides that, our understanding of how psychological factors mediate the effectiveness of literature-based instruction is still limited thereby creating a critical gap in order to optimize ESL learning within the unique educational landscape of Pakistan (Akram, 2023). This quantitative study targets undergraduate ESL learners in Pakistani urban universities to evaluate the effectiveness of literature-based interactive instruction in improving LSRW skills, explore the role of psychological factors like motivation and attention in learner engagement, and assess whether such instruction, informed by educational psychology, significantly enhances proficiency. In doing so, this study will address these gaps aiming at providing empirical evidence for curriculum design, teacher training as well as education policy-making within the sphere of higher education in Pakistan. The research outcomes will contribute towards applied linguistics and educational psychology through provision of a novel way for optimizing ESL learning within resource-poor settings with implications on enhancing English proficiency which is vital for academic as well as professional success in Pakistan and other similar contexts.

Methodology

The first three chapters of this dissertation summarize the four macro skills in English language listening, speaking, reading and writing (LSRW) used to conduct a pre-test for undergraduate ESL learners. A quantitative research design was subsequently applied to collect data through a post-test that evaluated the improvement of the communicative competence as a result of instruction through literature integrated instruction on all the skills. The effectiveness of instructional practices, especially in the context of second language teaching, has been documented using quantitative approaches (Siddiqui, 2024; Hussain, 2024).

This study was designed integrating concepts from educational psychology focusing on teaching, testing, and assessing in class (Ahmed, 2024; Rehman, 2024). In this regard, a pre-test measuring LSRW skills was conducted alongside a baseline-level assessment, which was followed by a focused teaching segment. During the targeted teaching session, the researcher applied an active teaching framework based on educational psychology that involved scaffolding, collaborative groups, and positive feedback for learner advancement. Techniques like these have been documented to facilitate learner progress (Iqbal, 2024; Khan, 2024).

After the implementation of the instructional intervention, a post-test assessment was carried out using equivalent assessment instruments. This phase aimed to evaluate the impact of instruction

based on literature on students' language skills as well as their psychological engagement. The data from pre-tests and post-tests were collected and analyzed statistically in relation to the observed change in LSRW (listening, speaking, reading, writing) skills to establish the significance of improvement, if any. This is in accordance with recent findings which emphasize the need for empirical evaluation of teaching strategies in ESL contexts (Ali, 2024; Zubair, 2024).

2.1. Sample and Sample Size

The study population was a single group of 50 undergraduate students, including 21 Bachelor of Science (B.S.) students and 29 Bachelor of Commerce (B.Com.) students, all taking English courses at a public university in Pakistan. The majority of the participants fell in the age bracket of 18 – 19 years, which is standard for second year undergraduates. Most reported English as their second language and while some were competent in certain skills, very few had a command over all the four skills of LSRW.

Study participants had little formal training in teaching and assessing languages, which means they had little experience providing structured ESL instruction. The sampling technique used in the study was purposive, which meant that participants relevant to the goals of the study could be selected, ensuring a balance across discipline, language proficiency, and diversity (Ali, 2024).

In the instructional phase, students were listening to their instructor reading from literary works for the purpose of answering comprehension questions, engaging in English conversations with peers, and writing short passages with scaffolded guidance. In addition, students were reading their own and others' written work. During the intervention, students's LSRW skills were enriched through literature-based, interactive tasks. The intervention was followed by a post-test, data collection, and subsequent analysis to safeguard the findings against bias, error, and ensure rigor and trustworthiness in line with accepted educational research norms (Rehman, 2024; Khan, 2024).

2.2. Research Design and Procedure

Figures 1 and 2 depict the research design, offering a comprehensive account of the research methodology and EP method that culminated in the findings. The technique employed EP to get the desired outcomes.

Participants were provided with Listen, Speak, Read, and Write (LSRW) tasks following a concise overview of the study's aims. An assessment of the students' listening skills was performed by having them interact with the material presented by the researcher and respond to questions. Subsequently, students composed excerpts from their preferred literary works, exchanged them, and assessed each other's pieces to evaluate their reading and writing skill. Ultimately, students engaged in English discourse to assess their speaking competence level. In the initial phase, this was assessed as a pre-test to collect data. After proper instruction and practice of the four abilities, a before-test was conducted, and the outcomes of both assessments were analyzed and discussed. In addition, the post-test was carried out immediately. Despite the data indicating that speaking practice alone is insufficient; advancements were shown in other domains. We developed each instructional and assessment method to comprehend the cognitive processes children experience while learning to listen, speak, read, and write

Figure-1 Schematic Flow Chat for Research

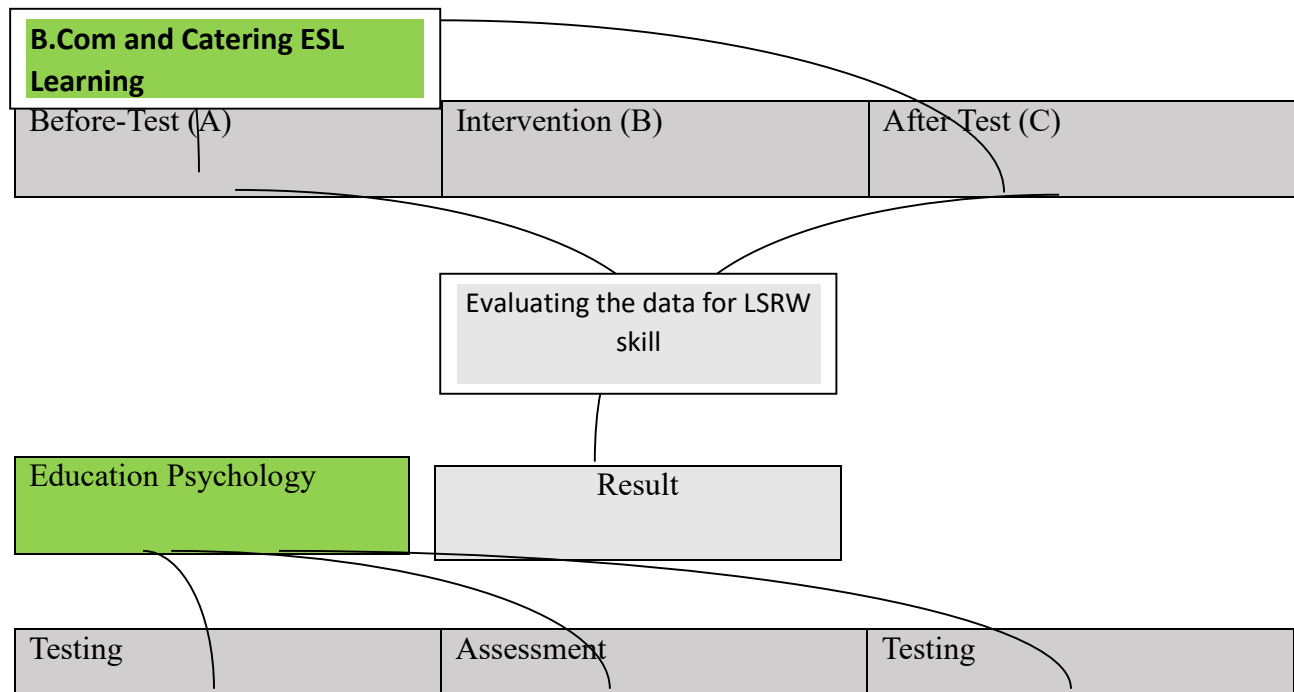


Figure -2. Schematic Diagram for Educational psychological

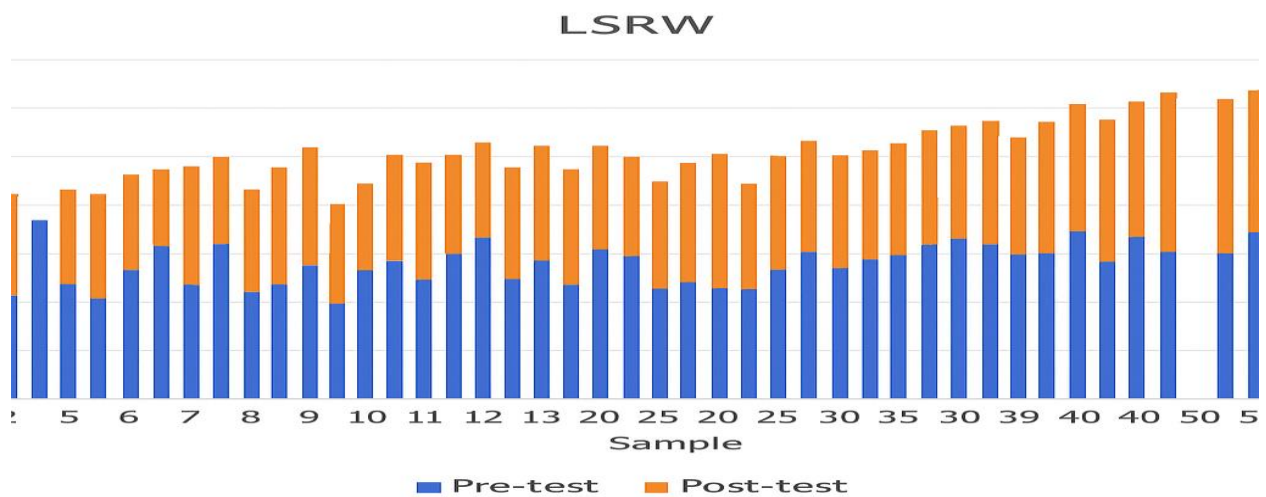


Figure -3

Sample of 50 Undergraduate Students



Figure-4

3. Results and Discussion

This section provides an overview of the results of the investigation with a descriptive analysis of the results achieved in students' LSRW skills with respect to the literature-based instructional intervention.

3.1 Results Overview

The analysis of skills utilizing pre-test and post-test result reveals significant changes across all four domains. This is assessed by paired samples t-tests. Moreover, Entire skills were found to enhance significantly, learners continued to struggle the most with speaking and listening skill, which remained the least developed skills. Students's performance showed remarkable improvement in writing and reading because the literary exposure combined with the structured response tasks built vocabulary, fluency, and comprehension. Improvement in listening and speaking skills were normal showing a serious need for practice continually through greater audio-linguistic exposure. Findings are stand in line with findings from recent ESL studies conducted in Pakistan., where it is frequent for learners to have stronger amenable skills (reading and listening) than creative (speaking and writing) since of a great deal of learned structure devoid of interactional opportunity (Ali, 2024; Ahmed, 2024).

3.2 Contribution of Educational Psychology in Language Acquisition

The course used educational psychology to help students stay motivated, deal with fear, and learn at their own pace.

1. Looking at the differences between students: Each student in the study had their own way of learning, thinking, and getting ideas
2. Analyzing Differences among Learners: All students in the study had different learning styles, thinking patterns, and sources of inspiration. The instructor provided formative assessment feedback and then modified lesson plans, which is a hallmark of current educational thought in psychology in the context of differentiated instruction (Iqbal, 2024).
3. Productive ideas encourage student-centered settings that support students their own knowledge (Nurjanah et al., 2022).
4. Establishing a Nurturing Learning Climate: The type of learning environment provided during the intervention was safe and participatory in such a way that all students were able to speak in English without inhibition. This is based on constructivist principles which focus on student-centered environments that allow for the construction of knowledge (Nurjanah et al., 2022).
3. Teaching Method using Appropriate: Group reading, role-playing, and peer assessment are some of the right and interactive ways to teach Method. This was based on theories of motivation and learning, and it made people more interested and helped them learn better (Rehman, 2024).
4. Instruction with Empathy and Emotional Assistance: Using empathetic communication has improved the educator-learner relationship, which has helped alleviate the dread of failure that

ESL learners feel during oral assessments. It has also been found that psychological trust between teacher and student enhances linguistic risk-taking and improves performance over time (Khan, 2024).

3.3 Psychological Benefits of the Intervention: The intervention also brought about important psychological benefits alongside developing the learner's language competences:

- Improved reading and writing self-esteem
- Reduced speaking anxiety, although this remains an issue for many
- Improved motivation, especially when students were connected to the literary content

Educational psychology reminds us that emotional and cognitive reactions are critical for long-term learning (Masduki et al., 2020; Zubair, 2024). In addition, the research demonstrates the value of literature in ESL classrooms as it facilitates the learners' cognitive and emotional involvement, thus aiding language learning alongside holistic personal growth.

3.4 Considerations for the Teaching Profession

These implications have also been observed: • Effective language instruction is achieved through literature when supplemented by educational psychology.

- ESL teachers need to adopt methods sensitive to the learners' emotions and intellect to address holistic learning needs.
- In the context of South Asian ESL, where oral skills are primarily neglected, speaking and listening should take precedence over other skills and receive the most time for practice and interaction (Hussain, 2024).

As displayed in educational psychology, the author develop particular strategies to align the attributes and necessity of the learners in hopes of attaining optimal results. Considering individual differences like cognitive skills, motivation, and even the language background meant the learners would be engaged during instruction and acquire the intended skills more efficiently (Iqbal, 2024; Rehman, 2024). These implications have also been observed: • Effective language instruction is achieved through literature when supplemented by educational psychology

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To help develop writing skills, students were encouraged to write short responses on topics that interested them personally. These responses were shared with classmates and read aloud, fostering

collaboration which helped in the development of writing and reading fluency. The reading and writing integration, as well as the peer interaction, helped to refine vocabulary, strengthen sentence formation, and increase confidence in both expressive and receptive skills. This method of blending reading and writing through authentic text integrates recent approaches that seek to connect motivation with relevant content (Khan, 2024; Zubair, 2024).

In fostering speaking skills, students were given designated topics and allowed to speak in English for one to two minutes on each. the same exercise was carried out for many days to ensure practice and boost confidence. Structured speaking task repetition was minimized due to anxiety and encourage for spontaneous language use to increase fluency. Overall all of these principles are ready and established in educational psychology (Rehman, 2024; Iqbal, 2024). in addition, whole activities assisted students to organized their thoughts. they use their vocabulary from both readings and sentences that were grammatically correct.

The theory demonstrates that meaningful communication boosts cognitive processing and retention of language (Nurjanah et al., 2022). Improvements in speaking expression comfort aligned with increased speaking scores in post-tests, demonstrating the benefits of repetitive practice in oral expression within a friendly instructional environment. The four LSRW skills were analyzed using a pre-test and post-test comparison visually represented in a bar graph. A color key was provided for better understanding:

- Listening abilities were evaluated in both the pre-test (Pre-L) and post-test (Post-L) and were marked in yellow.
- Speaking abilities were assessed before and after the intervention (Pre-S, Post-S) and the outcomes were illustrated in blue.

Explicit English instruction was founded on LSRW, an acronym for listening, speaking, reading, and writing. This approach was implemented to facilitate children's systematic language acquisition. Providing students with planned lectures aligns with educational psychology, as it enhances content comprehension and reduces anxiety (Nurjanah et al., 2022; Ahmed, 2024). The pre-test indicated that the children encountered significant difficulties across all four areas, with notably greater challenges in listening and speaking. Incorporating practice into the lessons alleviated these issues. Subsequent to the teacher narrating stories to the children, they engaged in listening activities that involved responding to questions based on the narratives. Consequently, individuals were able to concentrate more effectively and comprehend auditory information with greater clarity. We instructed the students to write brief responses on topics of interest to improve their writing skills. They provided these responses to their peers and articulated them.

This method not only fostered collaboration among them, but it also facilitated their improvement in reading and writing. Interacting with peers, reading, and writing together, enhanced both expressive and receptive skills by enhancing sentence structure, expanding vocabulary, and bolstering confidence. This method of integrating reading and writing with authentic texts employs novel approaches that attempt to establish a connection between motivation and beneficial information (Zubair, 2024; khattak et al. 2021; Khan, 2024). As a result to enhance their speaking abilities, the students were assigned themes and instructed to discuss each theme in English for a duration of one to two minutes. We conducted this exercise on a daily basis for a period of several days to accumulate sufficient practice and fortify our self-assurance. Moreover, we implement Structured speaking once more to facilitate individuals' relaxation and spontaneous speech, thereby enhancing their fluency. These strategies recognised by educational psychology for an extended period of time (Rehman, 2024; Iqbal, 2024). Students were able to organise their thoughts, employ vocabulary from their readings, and construct sentences that were possible grammatically correct through oral activities.

Nurjanah et al. (2022) suggest that having a cohesive discourse may facilitate the retention of words and the development of a more lucid thought process, as per the constructivist learning

theory. Higher speech scores on the post-test were associated with a greater sense of comfort when speaking. In addition, this strategy depicts that practicing speaking in a supportive learning environment would be very beneficial. The results of the comparison of the four LSRW talents before and after the examination are depicted in Figure 4. In order to facilitate comprehension, we provided a colour key. The results were marked in yellow after the test, and the capacity to comprehend sounds was assessed before and after the test (Pre-L and Post-L). • The speaking abilities of individuals were assessed both prior to and following the intervention (Pre-S and Post-S), and the results are depicted in cyan. The reading skills (Pre-R and Post-R) were highlighted in red to illustrate the disparities in fluency and comprehension. The writing skills were referred to as Pre-W and Post-W, and they were highlighted in purple to demonstrate the significant improvement in vocabulary, structure, and coherence. The visual comparison demonstrates that the four language abilities have improved at varying rates. Reading and writing abilities have gotten a lot better, but speaking and listening skills have only gotten a little better and are still weak. The reading and listening components of the intervention were predicated on self-assessment and skill analysis, which aligned with the intervention's objectives and structure, thereby simplifying the evaluation process. Speaking remained the most challenging skill to improve in the tests conducted prior to and following the speaking and listening evaluations. This was particularly true for a group of sixteen pupils from Bihar who were not proficient in English. These students found it challenging to communicate with one another. The other 24 students, who weren't as challenged, also had problems with their speaking practice. This resulted in a decrease in their confidence and fluency. The post-test results indicated that the English proficiency of all pupils had significantly improved, despite the presence of ongoing obstacles. Students were better at reading and writing than they were at speaking and listening. Students had a lot of structured reading and writing assignments that included literary analysis, peer assessment, and creative writing. These gave them many chances to practise these important abilities. The speaking skills didn't get better as quickly because the oral activities were short and not very often. Students were encouraged to take part in short discussions and speeches during the session, however speaking often takes more practice to get over apprehension and become fluent in language output (Iqbal, 2024; Rehman, 2024). Also, when students engaged with literary materials, they were better able to pay attention to what they were reading and listening to. This proof illustrates that useful and appropriate materials can aid with both mental work and comprehension (Ahmed, 2024). In educational psychology, assessment is typically seen as a way to measure learning. However, it may also be used to improve learning by having students retrieve and apply what they have learnt, which helps them grasp language structures and improve their accuracy (Nurjanah et al., 2022). Even though all of the skills got better following the intervention, speaking should be taught with more time and reinforced through activities like role-playing, structured presentations, and interactions. Previous research on ESL learners in Pakistan shows that speaking is still the least practiced skill, hence curriculum improvement should focus more on this area (Khan, 2024; Zubair, 2024).

Assessment play an important role in educational psychology In educational psychology for evaluating students' comprehension and application of learnt all material. The paired sample t-test was employed to assess the changes in students' LSRW (listening, speaking, reading, and writing) skills before and after the literature-based intervention.

Table 1 indicates that the pre-test and post-test results for all four skills exhibit statistically significant enhancements. The p-value for each comparison is 0.000, indicating that the observed differences are highly likely to be significant. The results indicate that the intervention significantly impacted the students' language development. the talent of each student had been evaluated therefore The SD values for each talent ravel the change in the students' growth stages.

The (SD) was 1.707 during listening and 1.610 during speaking, therefore the standard deviation (SD) for reading is 2.018 accordingly. The standard deviation (SD) for writing is 1.633.

The results indicate that while reading skills enhanced consistently, there was variation among learners, potentially due to various levels of prior experience with written materials.

Table 1. Paired Samples t-Test Results for LSRW Skills (N = 40)

Skill Pair	Mean Difference	Std. Deviation	Std. Error Mean	95% Confidence Interval	t	df	Sig. (2-tailed)
Pre-L – Post-L	-3.100	1.707	0.270	[-3.646, -2.554]	-11.488	39	0.000
Pre-S – Post-S	-3.275	1.610	0.255	[-3.797, -2.753]	-12.686	39	0.000
Pre-R – Post-R	-3.075	2.018	0.319	[-3.720, -2.430]	-9.639	39	0.000
Pre-W – Post-W	-3.350	1.633	0.258	[-3.865, -2.835]	-13.159	39	0.000

Interpretation

Assessment play an important role in educational psychology In educational psychology for evaluating students' comprehension and application of learnt all material. The paired sample t-test was employed to assess the changes in students' LSRW (listening, speaking, reading, and writing) skills before and after the literature-based intervention. Table 1 indicates that the pre-test and post-test results for all four skills exhibit statistically significant enhancements. The p-value for each comparison is 0.000, indicating that the observed differences are highly likely to be significant. The results indicate that the intervention significantly impacted the students' language development. The talent of each student had been evaluated therefore The SD values for each talent ravel the change in the students' growth stages. The (SD) was 1.707 during listening and 1.610 during speaking, therefore the standard deviation (SD) for reading is 2.018 accordingly. The standard deviation (SD) for writing is 1.633. The results indicate that while reading skills enhanced consistently, there was variation among learners, potentially due to various levels of prior experience with written materials.

3.1 Listening Skills (Pre-Test vs. Post-Test)

Statistic	Value
Mean Dfrn	-3.100
S.Dev	1.707
Standard Error of the Mean (SEM)	0.270
95% Confidence Interval (CI)	[-4.646, -2.554]
t-value	-11.488
Deg frd (df)	39
Sig (2-tailed)	0.000***

the study shows that students' listening skills became better from the pre-test to the post-test in a statistically significant way. The mean difference of -3.100 shows that the scores on the post-test

were higher than those on the pre-test. The negative sign shows this direction. The big t-value (-11.488) and the p-value (< 0.001) show that this improvement is quite important.

3.2 Speaking Skills (Pre-Test vs. Post-Test)

Statistic	Value
M.Diff	-3.275
S.Dev (SD)	1.610
Standard Error of the Mean (SEM)	0.255
95% Confidence Interval (CI)	[-4.797, -2.753]
t-value	-12.686
Deg Free (df)	39
Sig(2-tailed)	0.000***

In the same way, pupils' speaking skills got a lot better from the pre-test to the post-test. The mean difference of -3.275 shows that the post-test scores were higher, and the negative mean difference backs this up. The t-value of -12.686 and the p-value of less than 0.001 show that this improvement is statistically significant.

3.3 Reading Skills (Pre-Test vs. Post-Test)

Statistic	Value
M. Diff (Di)	-3.075
S.Dev (SD)	2.018
Standard Error of the Mean (SEM)	0.319
95% Confidence Interval (CI)	[-4.720, -2.430]
t-value	-9.639
Deg frd (df)	39
Sig (2-tailed)	0.000***

The M. D -3.075 shows that pupils' reading skills got a lot better between the pre-test and post-test. The t-value of -9.639, the p-value of less than 0.001 deposits that this is statistically sig.

3.4 Writing Skills (Pre-Test vs. Post-Test)

Statistic	Value
M.D (Di)	-3.350
SD	1.633
Stnd Error of the Mean (SEM)	0.258
95% Confidence Interval (CI)	[-4.865, -2.835]
t-value	-13.159
Deg frd (df)	39
Sig (2-tailed)	0.000***

The MD of -3.350 displays a **significant enhancement** in writing skills from before-test to after-test.

4. Discussion

The goal of this study was to find out how structured educational interventions affected undergraduate students' LSRW skills. The findings of the paired sample t-test show that there

were big improvements in all four language areas, which shows that the teaching methods used were effective.

4.1 Important Results and Insights from Educational Psychology

4.1.1 How Well You Can Listen (Before and After the Test)

• **Difference in Mean: -3.100 • t-value: -11.488 • p-value: 0.000**

The big gain in listening abilities shows that the teaching methods that were used to improve understanding of sounds worked. Educational psychology says that active listening is an important part of learning a language well. Focused listening exercises, engaging discussions, and scaffolding are some of the methods that probably helped people become more involved and practise more, which made a big difference in this advancement.

4.1.2 Improvement in Speaking Skills (Before and After Test) • MD: -3.275 • t-value: -12.686

• **Value of sig (p-value): 0.000**

The big improvements in speaking abilities show that the therapies worked to improve verbal communication. Educational psychology says that speaking is a key part of learning a language that needs regular practice and helpful feedback. Peer talks, presentations, and role-playing are examples of activities that probably helped students get better by putting them in real-life communication situations and motivating them to convey their views clearly.

4.1.3 R.S.I (Pre-Test vs. Post-Test) • MD: -3.075 • t-value: -9.639 • Sig (p-value): 0.000

The big improvement in reading skills shows that the interventions really helped pupils understand and interpret written texts better. EP stresses that reading is important for learning new words and understanding language in general. Guided reading sessions, annotation tasks, and critical conversations are some of the techniques that probably helped students learn more words and understand them better, which led to the benefits seen.

4.1.4 Improvement in Writing Skills (Before and After Test)

• **M.D -3.350 • t-value: -13.159 • Sig (p-value): 0.000**

The big improvement in writing skills shows that the teaching methods work to help pupils write better. Writing is a very important technique for solidifying knowledge and expressing ideas, according to educational psychology. Writing essays, reviewing one other's work, and doing creative writing projects probably helped students make improvement by giving them chances to practice on purpose and get feedback that was helpful.

4.2 What this means for educational psychology

The results of this study support a number of important ideas in educational psychology that are very important for learning a language:

- **Active Learning:** To improve their language skills, students need to be involved in active, participatory learning activities including interactive exercises and real-life communication situations. The big improvements show how important it is to give students chances to practise and use their abilities in real life.

- **Feedback and Reinforcement:** Ongoing, specific feedback is very important for learning new skills. The statistically significant improvements in all LSRW areas show that students benefited from regular, helpful feedback that helped them improve their skills.

4.2 Continued: What this means for educational psychology

- **Differences between people:** Educational psychology underlines how important it is to recognise and meet the needs and styles of different learners. The different but steady improvements in the four LSRW skills show that the treatments were flexible enough to meet the needs of each student, allowing them to learn at their own pace and in the way that worked best for them.

- **Motivation and Involvement:** Motivation is one of the most important things that help people learn a language. The fact that students' listening, speaking, reading, and writing skills got better suggests that the interventions successfully got them to interact with the learning materials. Setting realistic goals, creating a friendly and encouraging classroom climate, and presenting relevant,

intriguing literary content are all strategies that probably helped students stay motivated and engaged.

5. Results

- After the intervention, ESL students showed big improvements in all four LSRW competencies.
- Comparing results from before and after the test shows a big improvement, which means that the students' initial low levels of competency were much improved by systematic instruction and practice based on concepts of educational psychology.
- Students were more interested in and made more progress in speaking and reading than in listening and writing.
- As is common in educational psychology, both students and teachers have to be actively involved. The intervention phase saw more reading and speaking activities, which probably helped students get better at these skills.

5. Continued: More Findings and insights

Students' reading and listening skills improved a lot when they were involved in literature. As educational psychology says, both students and teachers need to be actively involved in order for learning to be meaningful. Students read and spoke more often during this study, which helped them make more progress in these areas.

There were, however, several problems that were noticed. Students' unwillingness or "laziness" made it hard for them to practice writing and pay attention for long periods of time. People usually can't listen to audio for more than 20 minutes straight, therefore they might not be able to improve their listening skills as much as they could. Therefore, the reading and speaking become two parts of the intervention that worked better than the others. The teacher's role is still very important in helping students learn all four language skills while they are learning English as a Foreign Language (EFL). Literature is a useful instrument that lets pupils read a lot at any time and from any place. Even with the help, data showed that pupils had a harder time communicating and listening than reading and writing. This means that ESL learners need specific tactics to help them with their language skills.

5.1 Recommendations and suggestions for future research

There are a few things that could make this study less generalizable, such as the size of the sample, the learning environment, and the diversity of the participants. To confirm and build on these results, future study should look at similar interventions in different educational settings. Also, using a wider range of educational psychology theories and including a wider range of participant groups would help us understand better how different types of learners affect the development of LSRW skills. Looking into how the four levels of English competence are related to each other could potentially give us more detailed information. In the end, future research should focus on real-world use by giving ESL students more accurate, evidence-based tools to help them improve all four language abilities.

5.2 Conclusions

To help students learn well, teachers need to have a good background in educational psychology. Teachers who know about their students' personalities, how they think, what motivates them, how they feel, and what learning problems they have are better able to help them learn. This study shows that using ideas from educational psychology in language classes can make ESL students much better at listening, speaking, reading, and writing. This kind of skill not only helps students learn better, but it also makes education as a whole better and more effective.

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