Harnessing educational psychology to enhance ESL students' LSRW proficiency through literature: A quantitative study

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ABSTRACT: The present study aimed to ascertain the challenges encountered by English language learners in the domains of writing, reading, speaking, and listening. Through the utilization of the pre-test, students have the opportunity to engage in sentence construction as well as enhance their reading and listening skills by engaging with assigned literary materials. Additionally, they may refine their ability to effectively communicate in English with their classmates. The researcher disseminated the self-generated post-test questions. The investigation employed a quantitative methodology. This survey was done using a sample of 40 undergraduate students who are currently studying English as a second language and are affiliated with the Viscom and Catering programs. The study adopts educational psychology for teaching, testing, and assessing. The results suggest that English speaking is the most challenging of the three skills. Students are demonstrating significant improvement in their writing, reading, and listening skills when comparing their pre-test and post-test results. The speaking proficiency of the ESL students did not show substantial improvement as a result of insufficient opportunities for practice. In addition, instructors are recommended to employ a diverse range of effective teaching practices to enhance students' proficiency in the four language skill domains.

KEYWORDS: educational psychology; English as a second language; quantitative method; writing; reading; listening; speaking; undergraduate participants

1. Introduction

Undoubtedly, gaining unfettered access to a comprehensive, internally developed lexical database is a burning desire for everyone hoping to become proficient in a second or foreign language (L2/FL). Such a strong drive to learn the language is theoretically supported[1–3], and is attributable to vocabulary knowledge's supportive role in meeting a variety of language users' communicative demands, serving as the fundamental component of both language comprehension and production skills[4]. In today's communicative classrooms, having comprehensive vocabulary knowledge not only satisfies the learners' general demand for language understanding and usage, but it also has the potential to benefit teachers in maintaining their authoritative and powerful positions.

It has always been assumed that vocabulary is a problematic domain that accounts for the majority of communication breakdowns, despite vocabulary's central place in language teaching and learning curriculums. This is because vocabulary is important for language acquisition and plays a leading role in

facilitating effective communication, which has forced those in charge of language teaching programs to place a particular focus on vocabulary development tasks/activities[5]. It is important to take into consideration the distinction that Nation[6] identified between receptive and effective language knowledge in order to arrive at a clear understanding of the cause of such a shortage. In accordance with Nation's[6] classification, in order to successfully navigate an L2 or FL-mediated communication, in addition to having sufficient receptive vocabulary knowledge to comprehend the message being conveyed by the interlocutor, there is a requirement for high levels of effective (expressive) vocabulary knowledge in order to get across the message that is intended to be communicated.

Even though there is a wealth of empirical evidence that demonstrates the crucial impact that input augmentation approaches play with regard to (e.g., Bisson et al.[7]; Bulan and Kasapoglu[8]; Gass and Mackey[9]) techniques for processing output of (e.g., Gass et al.[10]; Shahraki and Kassaian[11]; Kwon[12]; Soleimani and Mahmoudabadi[13]) instructional methods that involve interaction (e.g., Daloğu and Duzan[14]; Hoa and Trang[15]; Motaei et al.[16]; Gashti[17]; Shokouhi and Pishkar[18]), besides the cycle of input and output (e.g., Benati[19]; Kaivanpanah et al.[20]; Pei and Lin[21]; Shirzad et al.[22]). The authors are unaware of any investigation into the cumulative effect of these factors on trainee teachers' English vocabulary retention. Thus, this innovative study investigated whether literature-based interactive input-output activities could improve trainee teachers' vocabulary recall.

To compensate for the lack of understandable information, Long[23] proposed the interaction hypothesis, which states that conversing with native speakers—which is possible by changing interaction—is necessary and sufficient for second language learning. Interaction fascinated many ELT academics. Ellis[24] states that Long's interaction hypothesis stresses interaction without eliminating SLA's need for intelligible information. Gass and Mackey[9] underline the value of interaction because it enables learners to selectively focus on undesirable qualities. Thus, through conversation, students may find that their communication style is different from that of a native speaker and that their point was not effectively conveyed.

Psychological research has revealed that personal integrity is essential for growth and development in every setting. English educators and professors are consistently cognizant of the elements influencing their work. Moreover, several variables might impact a student's acquisition of knowledge. The factors may be categorized into two distinct groups: internal and external. External variables encompass many individuals and entities, such as parents, English teachers/lecturers, community members, and the students themselves. Meanwhile, variables encompass elements that are both physical and psychological in nature.

Learning is influenced by a minimum of seven psychological elements, including intellect, attention, interest, talent, motivation, maturity, and preparation. These are the characteristics that every educator must examine in order to regulate and structure the learning process to ensure it is efficient, purposeful, and ideal. A proficient English instructor can understand and grasp both the academic challenges and psychological concerns faced by a student. English educators that possess the ability to understand the difficulties faced by their pupils are those who refrain from imposing their own desires on students, actively address student grievances and learning difficulties, and avoid assigning tasks that are beyond the capabilities of their students.

Juwita and Hamdan define psychology as a scientific discipline that explores mental diseases and the psychological processes of individuals in the context of education. Educational psychology is a field that investigates the challenges and support systems affecting students' emotional well-being during the

learning process. By comprehending students' psychological states, English teachers/lecturers may effectively manage and seek resolutions for these issues. English teachers/lecturers must possess a comprehensive comprehension of educational psychology in order to support efficient and focused learning. Kulsum asserts that psychology is essential in the realm of education. Education is vital because it plays a pivotal role in facilitating the advent of globalization and is one of the most significant factors in determining a nation's advancement. Lack of educational advancement in a nation will result in its inability to compete with other nations, leading to its decline. Hence, the use of psychology is vital for the optimal functioning of the area of education.

Educational psychology is a multidisciplinary discipline that combines the study of psychology and education. Psychology is etymologically derived from the Greek word "psyche" meaning soul or vital breath, and "logos," meaning science. Psychology may be defined as the examination of how individual behavior and the environment interact. Education, on the other hand, pertains to the systematic pursuit of information in order to enhance one's understanding and grasp of scientific fields. The core of education is the interaction between English teachers/lecturers and their pupils. If an instructor can successfully build these interactions, teaching can also be productive. For a teacher to cultivate strong relationships, a solid understanding of educational psychology is necessary. Educational psychology relies on the capacity to discern the attributes and mental condition of every pupil.

Educational psychology involves applying the principles and methods of psychological science to the field of education. It aims to assist in the transmission of knowledge to students by considering their physical growth and health. This implies that psychology plays a crucial role in the effectiveness of educational endeavors. The reason is that the subject matter of psychology is human beings. Education also exhibits a similar pattern, resulting in a mutually beneficial and essential combination. The study conducted by Uyun and Warsah focuses on various aspects of educational psychology, specifically those related to learning activities. These aspects include the impact of genetics and the environment, individual differences, the learning process and its influencing factors, learning theories, intelligence, learning motivation, transfer problems in learning, learning evaluation, and mental health. Furthermore, engaging in conversations pertaining to subjects closely associated with learning difficulties with the aim of enabling educators to establish ideal learning environments and offer suitable educational support to pupils. Educational psychology serves as a comprehensive framework for understanding the learning process, different types of learning, theories of learning, student development across various domains, factors that influence motivation to learn, effective strategies for learning, classroom discipline, individual differences among students, counselling and guidance, the role of English teachers and lecturers, and methods of evaluation.

Educational psychology is a specialized field of psychology that focuses on the study of children's behavior within the context of education. Educational psychology is a specialized field within psychology that specifically examines the physical and mental development of children in relation to the process of learning and education. Its primary focus is on promoting successful learning outcomes for students. Educational psychology, as described by Taqwim, is a scientific discipline that investigates, analyses, and directs the moral development of pupils in order to attain educational objectives and enlightenment. The psychological factor has great significance for pupils as it enables English teachers/lecturers to ascertain suitable learning methodologies for their students. An English teacher/lecturer is required to possess the aptitude and tactics to comprehend the attributes of their students. Through the study of educational psychology, educators gain insights into the unique learning

characteristics of each student and develop strategies to effectively address individual variances in personality.

Masduki et al. assert that the aim of educational psychology is to enhance comprehension of student behavior during the execution of routine tasks inside an educational institution. Saidah asserts that the utilization of psychological concepts in education is of utmost significance, with the objective of guaranteeing the optimal growth and progress of students. Put simply, educational psychology aims to enhance the quality of the educational process at certain educational institutions. Specifically, educational psychology plays a crucial role in enhancing students' competitiveness. Enhancing students' psychological competitiveness via the promotion of children's ambitions and creativity, the enhancement of learning behavior, coaching, enrichment, and self-improvement.

Nurjanah et al. assert that the objective of educational psychology is to facilitate students' ongoing learning by identifying their interests, talents, abilities, strengths, and potential. Educational psychology is crucial in schools as it addresses various aspects that commonly occur within educational settings. This includes the identification of student characteristics and the application of educational psychology theories, such as behaviorism, humanism, constructivism, and cognitive theory, to effectively teach and guide students. By understanding these theories, educators can facilitate a seamless learning process and create a comfortable atmosphere for students.

Educational psychology is a specialized field of psychology that focuses on studying individual behavior in order to uncover facts, generalizations, and psychological theories related to education. This is done through the use of scientific methods, with the goal of enhancing the effectiveness of the educational process. According to this argument, it is evident that education and psychology are inseparable.

1.1. Research objective

The purpose of the study is to evaluate the significance of four skills in language. As a result, the objectives that follow are suggested.

- To identify the improvement in four skills.
- To explore the involvement committed by the ESL learners through education psychology.
- To assess the enhancement of four skills via literature interaction through educational psychology.

1.2. Research questions

To direct this study, a few research questions have been developed:

- Have ESL learners improved their four skills in the English language?
- Are students involved in learning to enhance their language skills?
- Do language skills improve via literature interaction for the ESL students through educational psychology?

2. Method

In this study, the four skills—listening, speaking, reading, and writing—were employed as a pre-test to gauge students' starting abilities. The quantitative approach was then employed to collect data for the post-test, which measured appropriate communication through literature interaction with the appropriate four language skills. This research approach is commonly used in many fields of study to get the most beneficial outcomes from a quantitative study. Here, as per the areas focused on teaching, testing, and assessment methods of educational psychology in the classroom environment, a pre-test was

conducted using the initial testing method, then the researcher taught them the four methods and their usage. Later, a post-test was conducted for testing methods in educational psychology. Later, the data are assessed to draft the results of both the pre-test and the post-test.

2.1. Sample and sample size

The study included 40 undergraduates—16 B.Sc. catering students and 24 Viscom students. Most participants wanted to learn English as a second language. Few were fluent in all four language skills (listening, speaking, reading, and writing). The participants were unfamiliar with teaching and assessment methodologies. The majority of the students were 17–18 years old. Standard purposive sampling was used for random selection. Students listened to a lecturer read a literary work and answered questions, then spoke English with peers. They developed phrases with teacher assistance, shared their writings, and read aloud. The researcher collected data and administered the post-test, verifying the reliability of the research.

2.2. Research design and procedure

The research design is illustrated in **Figures 1** and **2**, outlining the research procedure and educational psychology processes until the results. The procedure involved educational psychology to achieve beneficial results.
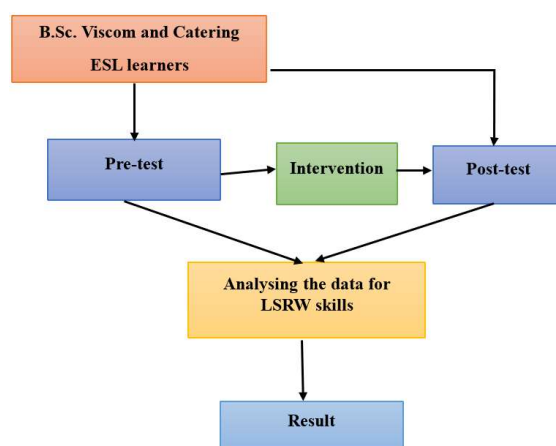
Figure 1. Research design using a schematic diagram.
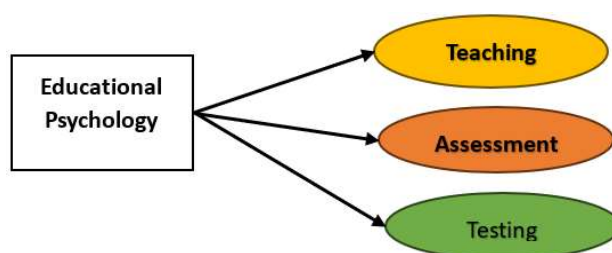
Figure 2. Educational psychological design using schematic diagram.

After a brief explanation of the study's objectives, participants were assigned Listen, Speak, Read, and Write (LSRW) tasks. Students listened to literature read by the researcher and responded to questions to assess their listening skills. Next, they composed passages from their favorite books, shared, and read each other's works to assess their writing and reading skills. Finally, students conversed in English to evaluate their speaking skills. This was examined in the initial stage as a pre-test. After teaching and practicing the four skills, a post-test was administered, and the results of both tests were analyzed. The

outcomes showed inadequate speaking practice but improvement in other skills. All teaching, testing, and assessing methods were aimed at understanding students' psychology in learning LSRW.

3. Result and discussion

Presented below is a summary of the outcomes of the research as well as statistical data, which will allow you to evaluate the level of development that has been accomplished. Speech and listening were the categories in which students fared the lowest, according to the total scores. The results of the exam indicate that children have a significant amount of difficulty with LSRW abilities.

There are various benefits to studying educational psychology, which include: 1) Understand the differences among students. Each student has a unique personality. As an English teacher/lecturer, it is crucial to understand the unique characteristics of each student as they develop and advance. This understanding can promote interaction between English teachers and students to enhance efficient learning. 2) Creating a conducive learning atmosphere. Gaining proficiency in engaging and communicating with students in the realm of educational psychology is crucial for cultivating an ideal learning atmosphere and expediting the learning process. 3) Choose a suitable learning methodology. Acquiring expertise in psychology in order to discern student characteristics will facilitate the choice of suitable learning methodologies. By ascertaining the learning methodologies favored by students, educational workers may efficiently provide an optimal learning environment through the implementation of appropriate instructional tactics. 4) Offer instruction and support to students.

Psychology allows English teachers/lecturers to utilize an empathic approach in order to build trust with students. When pupils possess trust and faith in their English instructors, the task of problem-solving may be readily achieved. Promote the attainment of knowledge. The objective of educational psychology is to empower English teachers/lecturers to provide motivation and inspiration to students, thereby cultivating a profound inclination towards learning. Educational psychology examines the unique characteristics of pupils and their influence on their motivation to participate in learning, eventually cultivating a strong enthusiasm for educational endeavors. Further advantages and applications of educational psychology include comprehending the characteristics of students, such as their cognitive capacity and rate of learning. English teachers/lecturers can enhance their ability to construct successful learning approaches for different student groups by understanding these characteristics. By taking into account the particular features of the students, this enhances the occurrence of optimum learning.

In order to acquire each talent, the researcher provided the students with detailed instructions. Teaching is one of the methods that are utilized in educational psychology. During the first part of the process, students are instructed in the English language on LSRW material. making use of the research methods in order to collect the information that is required to accomplish the objective of the study. A determination was made by the researcher on the challenges that the students encountered when it came to speaking and listening. During the pre-test, the LSRW abilities were much lower than they were during the post-test. Every single one of the forty students initially had some kind of difficulty with each of the four talents. Following the completion of the pre-test, the students were given the opportunity to practice each of the four skills. When the lecturer reads a chapter from a literary work, it is expected of the students that they will pay attention and react to questions with their thoughts. The assignment that was given to the students was to compose a few words about their preferred subjects. After that, their pals began exchanging these lines with one another, and then they started reading out loud the sentences that their friends had written. This allowed for the development of reading and writing skills via practice. They can improve their speaking skills by being given a specific topic to discuss and being given the opportunity to

speak in English for one or two minutes. In order to enhance their LSRW capabilities, they were instructed to perform this activity over a period of many days. After some time had passed, the results on the post-test began to gradually improve, as shown in **Figure 3**.
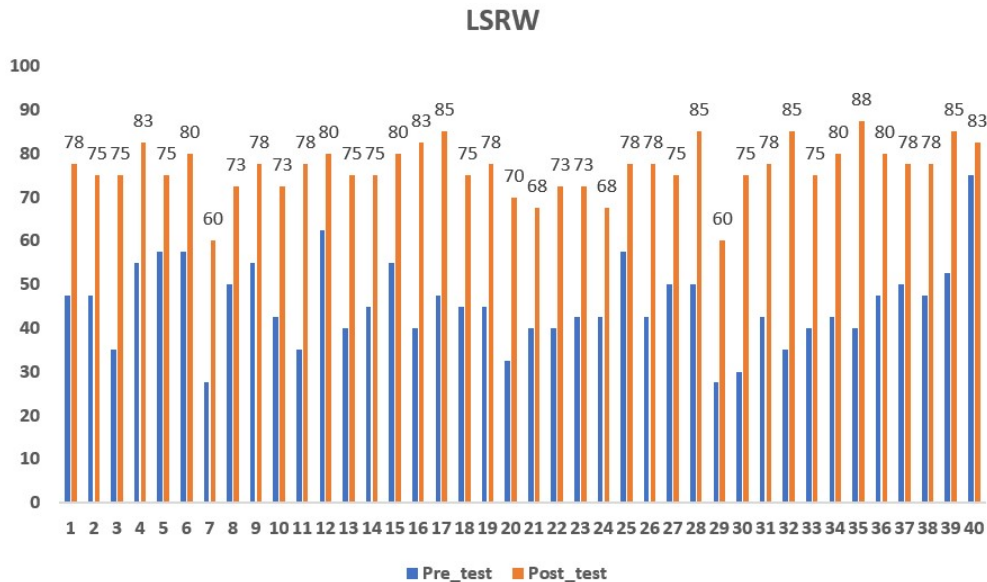

Figure 3. Students result in pre-test and post-test.

The pre-test and post-test (Post-L, Pre-L) for listening abilities were both depicted in yellow, indicating that they were being tested. Speaking abilities were evaluated in both the pre-test and the post-test (Post-S, Pre-S), and the results are displayed in a bluish color. Reading abilities were evaluated both before and after the exam (Pre-R, Post-R), and the results are displayed in red. The bars on the graph representing the results of the pre-test and post-test (Pre-W, Post-W) for writing skills displayed a purple color, as shown in **Figure 4**.
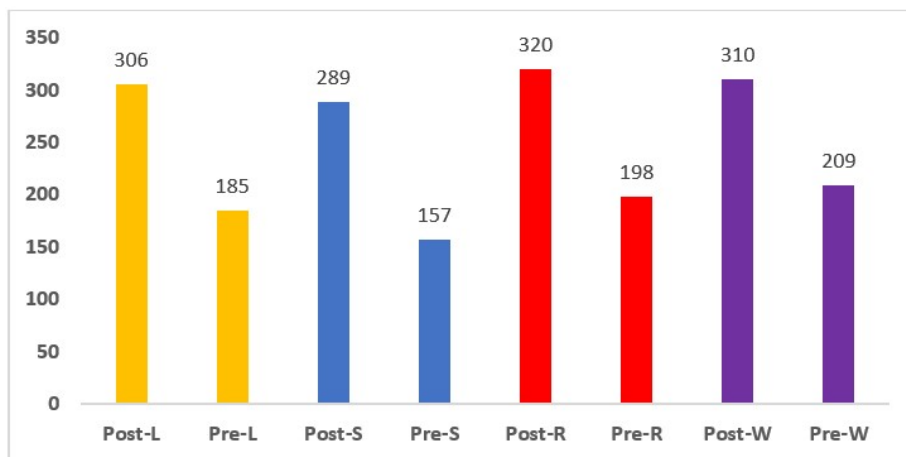

Figure 4. LSRW results in both pre-test and post-test.

Based on the results of the pre-test and the post-test for each of the four LSRW and on the results of the pre-test for speaking abilities, it appears that sixteen students from Bihar are unable to speak English since they are not accustomed to using it. The remaining 24 kids do not have sufficient practice speaking English. After the post-test, the students' English skills were much improved. The students are more proficient in reading and writing than they are in listening and speaking. The amount of speaking practice that students receive is insufficient. Despite this, pupils have plenty of opportunities to practice reading

and writing. During the post-test, students demonstrated strong performance in the areas of reading, writing, listening, and speaking. Students were better able to focus on listening and reading exercises when they were reading literary works. In this case, according to educational psychology, testing is also a means to help students comprehend LSRW and to make them improve their skills accordingly. After taking certain practice tests, students were able to improve their ability to read, write, and listen in a more effective manner. On the other hand, in order to improve their speaking abilities, they need to commit a greater amount of work to the particular talent of speaking.

In the field of educational psychology, the assessment reveals the outcome of how the participants have learnt and comprehended the LSRW information. In this section, the evaluation and analysis components were broken down in great detail. In **Table 1**, paired sample test analysis is performed for LSRW, and the outcomes of all four skills are compared between the pre-test and the post-test. There is a significance level of 0.000 for the findings of the two-tailed analysis, which indicates that all of the pairings exhibit significant results. Reading has a standard deviation of 2.018, hearing has a range of 1.707, writing has a range of 1.633, and speaking has a range of 1.610. Consequently, the findings indicate that there are considerable results for LSRW abilities.

Table 1. Statistical analysis for LSRW.

Paired samples test									
		Paired differences					*t*	*df*	Sig. (2–tailed)
		Mean	Std. Deviation	Std. Error mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre-L–Post-L	−3.100	1.707	0.270	−3.646	−2.554	−11.488	39	0.000
Pair 2	Pre-S–Post-S	−3.275	1.610	0.255	−3.797	−2.753	−12.686	39	0.000
Pair 3	Pre-R–Post-R	−3.075	2.018	0.319	−3.720	−2.430	−9.639	39	0.000
Pair 4	Pre-W–Post-W	−3.350	1.633	0.258	−3.865	−2.835	−13.159	39	0.000

The students' performance on the post-test demonstrates that they have improved in all four competencies as a result of their practice in those areas. There are sixteen students from catering who are students from Bihar. These students have some difficulties comprehending English, and they write with incorrect sentence construction. They are able to read literary works, but they are unable to speak properly in the language. It is not the case that the remaining 24 pupils have a difficult time learning English. They have a strong appreciation for reading and listening. Along the same lines as kids in Bihar, these pupils are having difficulty writing in English with the right form of sentences, and they are also having difficulty speaking correctly. At the beginning of their English education, each of the forty students had not provided sufficient experience in the language. Few people are proficient in all four talents in the English language.

For the purpose of teaching, testing, and evaluating the English knowledge of students who are learning English as a second language, educational psychology is utilized. This includes students who are learning visual communication and catering. Earlier on, a pre-test was administered to the students in order to assess their level of understanding of LSRW. After the researcher discovered that the students had a low level of proficiency in LSRW, the researcher began teaching the skills one after the other and provided the students with exercises to practice each skill. After providing sufficient practice, the researcher next administered a post-test to determine the extent to which the participants' English LSRW

abilities had improved as a consequence of the learning experience. Following the completion of the results, the evaluation was carried out using the Excel and SPSS tools for the scientific results.

The paired sample test results provide insight into the differences in students' performance on pre- and post-tests for listening, speaking, reading, and writing skills. Here is an analysis of the results:

3.1. Listening skills (pair 1: Pre-L–Post-L)
- Mean Difference: -100
- Standard Deviation: 1.707
- Standard Error Mean: 0.270
- 95% Confidence Interval: [-646, -2.554]
- *t*-value: -488
- Degrees of Freedom (*df*): 39
- Significance (2-tailed): 0.000

The mean difference of -3.100 indicates that students' listening skills improved significantly from the pre-test to the post-test. The negative sign signifies that post-test scores were higher than pre-test scores. The *t*-value of -11.488 and a *p*-value of 0.000 (less than 0.05) suggest that this improvement is statistically significant.

3.2. Speaking skills (pair 2: Pre-S–Post-S)
- Mean Difference: -275
- Standard Deviation: 1.610
- Standard Error Mean: 0.255
- 95% Confidence Interval: [-797, -2.753]
- *t*-value: -686
- Degrees of Freedom (*df*): 39
- Significance (2-tailed): 0.000

The mean difference of -3.275 indicates significant improvement in students' speaking skills from pre-test to post-test. The negative mean difference and the *t*-value of -12.686, with a *p*-value of 0.000, show that the improvement is statistically significant.

3.3. Reading skills (pair 3: Pre-R–Post-R)
- Mean Difference: -075
- Standard Deviation: 2.018
- Standard Error Mean: 0.319
- 95% Confidence Interval: [-720, -2.430]
- *t*-value: -639
- Degrees of Freedom (*df*): 39
- Significance (2-tailed): 0.000

The mean difference of -3.075 reflects a significant improvement in reading skills. The *t*-value of -9.639 and *p*-value of 0.000 indicate this difference is statistically significant.

3.4. Writing skills (pair 4: Pre-W–Post-W)
- Mean Difference: -350
- Standard Deviation: 1.633
- Standard Error Mean: 0.258

- 95% Confidence Interval: [-865, -2.835]
- *t*-value: -159

   Degrees of Freedom (df): 39

- Significance (2-tailed): 0.000

The mean difference of -3.350 shows a significant improvement in writing skills. The *t*-value of -13.159 and a *p*-value of 0.000 confirm that this difference is statistically significant.

4. Discussion

The study aimed to assess the impact of structured educational interventions on the development of listening, speaking, reading, and writing (LSRW) skills among undergraduate students. The results of the paired sample test provide compelling evidence of significant improvements across all four skills, indicating the effectiveness of the educational methods employed.

4.1. Key findings and educational psychology insights

4.1.1. Listening skills improvement (pair 1: Pre-L–Post-L)

Mean Difference: -3.100

t-value: -11.488

Significance (*p*-value): 0.000

The significant improvement in listening skills suggests that the educational strategies implemented were successful in enhancing auditory comprehension. Educational psychology emphasizes the importance of active listening as a foundational skill for language acquisition. Techniques such as focused listening exercises and interactive discussions likely contributed to this improvement by engaging students and providing them with ample practice opportunities.

4.1.2. Speaking skills improvement (pair 2: Pre-S–Post-S)

Mean Difference: -3.275

t-value: -12.686

Significance (*p*-value): 0.000

The substantial gains in speaking skills highlight the effectiveness of the interventions in promoting verbal communication. According to educational psychology, speaking is a critical component of language learning that requires both practice and feedback. Activities such as peer conversations, presentations, and role-playing exercises could have facilitated this growth by providing real-life speaking scenarios and encouraging students to articulate their thoughts clearly.

4.1.3. Reading skills improvement (pair 3: Pre-R–Post-R)

Mean Difference: -3.075

t-value: -9.639

Significance (*p*-value): 0.000

The improvement in reading skills indicates that the interventions were effective in enhancing students' ability to understand and interpret written text. Educational psychology stresses the importance of reading for vocabulary development and comprehension. Strategies such as guided reading sessions,

comprehension questions, and exposure to diverse literary genres likely played a role in this improvement by helping students develop critical reading strategies and build their reading fluency.

4.1.4. Writing skills improvement (pair 4: Pre-W–Post-W)

Mean Difference: -3.350

t-value: -13.159

Significance (*p*-value): 0.000

The significant enhancement in writing skills suggests that the educational methods employed were effective in improving students' written communication. Educational psychology highlights the importance of writing as a means of consolidating learning and expressing ideas. Activities such as essay writing, peer review, and creative writing assignments likely contributed to this improvement by providing students with opportunities to practice writing and receive constructive feedback.

4.2. Implications for educational psychology

The findings from this study underscore several important principles from educational psychology that are relevant to language learning:

Active learning: Engaging students in active learning processes, such as interactive exercises and real-life communication scenarios, is crucial for skill development. This study demonstrated that providing students with practical, hands-on activities significantly enhanced their language skills.

Feedback and reinforcement: Consistent feedback and reinforcement are vital for improving performance. The significant gains observed in the post-tests suggest that students received valuable feedback on their performance, which helped them refine their skills.

Individual differences: Educational psychology emphasizes the need to recognize and accommodate individual differences in learning. The diverse improvements across LSRW skills indicate that the interventions were flexible enough to cater to different learning styles and needs, allowing each student to make progress in their own way.

Motivation and Engagement: Motivation plays a critical role in language learning. The improvements in all four skills suggest that the educational interventions were successful in motivating students to engage with the material. Techniques such as setting achievable goals, providing a supportive learning environment, and using relevant and interesting materials likely contributed to this heightened motivation.

5. Findings

- The four LSRW skills have been improved by the ESL students.
- When compared to the pre-test, all four skills were shown to have improved in the post-test. The students had a low level of LSRW in the first test; however, after receiving instruction and practice in LSRW, the findings of the post-test indicate that there was an improvement in LSRW. This development was achieved with the assistance of educational psychology carried out inside the educational environment.
- Students show more engagement in speaking and reading than in listening and writing.
- Educational psychology says students and teachers must participate more in learning. This time period has seen students read and speak a lot, improving their abilities. Laziness prevented the pupils

from writing or showing attention, and humans cannot listen to more than 20 min of audio. Thus, reading and speaking throughout this investigation were more successful.

- Effective literary engagement improved pupils' reading and listening abilities. Educational psychology says students and teachers must participate more in learning. This time period has seen students read and speak a lot, improving their abilities. Laziness prevented the pupils from writing or showing attention, and humans cannot listen to more than 20 min of audio. Thus, reading and speaking throughout this investigation were more successful.

6. Conclusion

As one of the educational talents, having a competent understanding of educational psychology is a must for those who work in the field of education.   mainly due to the fact that an educator who possesses educational abilities will be able to help other people (students) learn, and the quality of an educator is a factor that impacts becoming more competent. Due to the fact that it assists educators in comprehending student personality, thinking pattern, learning preparedness, motivation, emotional state, and learning issues, educational psychology is an essential practice for educators to have in order to facilitate successful teaching of students.

In EFL teaching, the teacher's role is critical in helping students acquire four language skills. Every educator aspires to accomplish this learning objective. Literature is one of the many teaching tools that many teachers use to achieve this goal. Teachers can assign students to read extensively anywhere they are at any time. LSRW data from pre- and post-tests show that students have difficulty speaking and listening. It is better to read and write than to speak and listen. According to this study, LSRW and complex language are difficult for ESL students to understand. The study's generalizability may be restricted by a number of issues. In order to reach a more definitive conclusion, future research should look at comparable challenges in diverse learning environments. Many more psychologists can be used in future studies with different participants. Determine whether the four English proficiency levels of the students are connected. The last phase is to put the four skills into practice by assisting ESL students in using more accurate tools.

Author contributions

Conceptualization, SS; methodology, SS; data curation, SS; writing—review and editing, BRA. All authors have read and agreed to the published version of the manuscript.

Conflict of interest

The authors declare no conflict of interest.

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