

Review Article

Teaching four Skills of English Language Writing, Reading, Speaking, and Listening through Literature

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Abstract: English is considered one of the most challenging languages in the world due to its complex structure and rich grammar, which significantly impact the teaching and learning process. Additionally, globalisation's influence has increased the importance and widespread use of the English language, especially in educational and professional fields. English literature opens the gate to all aspects and structures of the English language. It is written coherently, enabling students to learn the language successfully. English literature is written to educate audiences on how to navigate the world around us, regardless of differences in positions and jobs. It helps the audience, especially students in intermediate schools, learn how to read, write, listen, and speak, as their age allows them to absorb a wide range of topics. Literary texts are composed of poetry, prose, etc., characterised by artistic beauty that influences both the listener and the reader. They serve as a vessel for good literary heritage and can be used to develop linguistic, expressive, stylistic, and aesthetic skills among students. As cultural and humanistic material, studying them helps learners understand human nature. Literary texts represent a learning process aimed at intentionally changing learners' cognitive, psychological, social, and perceptual behaviours. Additionally, as linguistic material, they aim to contribute to proper pronunciation, effective performance, eloquent delivery, accurate understanding of what is heard or read, and enriching the learners' vocabulary, which leads to achieving the goal.

Keywords: Language instruction, Communication skills, Linguistic skills, Poetry, Prose.

INTRODUCTION

Learning a foreign language such as English is important because it can open one's mind to different cultures. It also fosters diversity while preserving identity and culture, helping individuals become more aware on a global level. Al-Hamadani, Mokhaled. (2017).

Learning the English language also facilitates better understanding among people, ultimately contributing to creating a better world. On a personal level, it enhances one's cultural awareness and professional competence. These exemplary features can be obtained from learning literature on the English language. Abdullah & Abdusy S. A (2014).

The literature of English is unique and delicate. It carries between words emotions, feelings of love, encourages to struggle to be alive, and motivations and gives the readers something to make them imagine they are heroes. The prose of the literature also talks about the life of the environment around us. Kinneavy, J. L. (1971). The following section (Literature Review) will mention many kinds of literature.

As a researcher and teacher of the English language for many years, I see that teaching English Literature using traditional methods and techniques is very important because it helps improve student's English language skills. Students' knowledge is expanding, and they have ideas about many cultures because English encompasses every aspect of our lives,

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such as communication, science, trade, aviation, entertainment, broadcasting, and diplomacy. Osikomaiya, Olufunke. (2007).

Literature had appeared by the early 19th century, and many writers had written plays, novels, tales, and pottery. The literature spread worldwide through trading, travelling, and wars. Zabihullah. (2019).

Literature, literary and linguistic activities in the educational process are an essential motivator and a significant factor in shaping and refining students' scientific and social personalities by instilling various principles, skills, and positive behaviors. Among these skills, self-expression and the ability to articulate the thoughts crowded in their minds in clear and accurate language are paramount. The researcher believes this skill is one of the most significant challenges facing new generations, given the proliferation of distractions, diversions, and individualism. Curtis, Alisha. (2015).

However, focusing on literature classes can also reinforce and develop essential learning skills in reading, writing, listening, and speaking in the English language and enhance critical thinking skills through inference and analysis. Khatib, M. (2011).

Additionally, it fosters critical social behaviors, such as encouraging community engagement, raising social responsibility awareness, and cultivating teamwork. Various literary activities, such as memorizing and reciting poetry, writing and analyzing stories, composing literary essays, etc., help develop students' initiative and motivate them to participate in external activities such as conferences, seminars, and cultural and scientific events. So, writing, reading, speaking, and listening skills in English will gradually grow through literature. Pavey, J. (1972).

Al-Husseini and Khuraim (2010) stated that the importance of the four language skills, listening, speaking, reading, and writing, becomes evident for any language learner, especially learning it as an acquired language. A skilled teacher who can elevate their students' proficiency in these four skills is crucial in teaching literature. Among these skills, writing, listening, speaking, and reading tend to improve more due to their frequent practice in daily life, as they are social skills that students engage in more often, both in class and with native English speakers who write plays, novels, and poetry. However, despite its connection to reading, writing remains an individual skill that requires focused attention and practice. English literary texts are composed of poetry and prose, characterized by artistic beauty that influences both the listener and the reader. They serve as a vessel for good literary heritage and can be used to develop linguistic, expressive, stylistic, and aesthetic skills among students. As educational material, English literary texts represent a learning process to create intentional changes in learners' cognitive, psychological, social, and perceptual behaviors. Savvidou, C. (2004).

Additionally, as linguistic material, they aim to contribute to proper pronunciation, effective performance, eloquent delivery, accurate understanding of what is heard or read, and enriching the learners' vocabulary. As cultural and humanistic material, studying them helps learners understand human nature. (ibid)

LITERATURE REVIEW

What is literature?

The term "literature" (Adab) holds both a general and a specific meaning. Its meaning may extend to include all forms of knowledge or narrow to focus on well-crafted expressions of poetry, prose, and related works. Western literature can also observe a similar expansion and narrowing of the term. Allen, D. R., Smith, P. G., & Malgaretti, F. G. (2003).

Literature has two meanings: a general meaning and a specific meaning. The general meaning encompasses everything written in any language, including scientific research and literary arts. (ibid)

The specific meaning refers to expressing inner thoughts and hidden emotions in an elegant, creative style while adhering to the rules that facilitate such expression. Literature encompasses all forms of written expression in fiction, interpreting the essence of nature and life. It reflects a desire to comprehend, convey, and ultimately share human experiences. Druce & Tyson (2007) Beers, K *et al.*, (2003).

There are three schools of literature: Classical, Romantic, and Realistic. Each of these schools significantly impacted literary movements and influenced different styles. The Classical school focused on strict adherence to rules and logical thinking, while the Romantic school emphasized creativity, emotions, and imagination. The Realistic school, in contrast, dealt with depicting life as it is, focusing on societal issues and daily life. These schools shaped modern literature, each with a unique art and expression perspective. Applebee A, N *et al.*, (2006).

The immersion in a multicultural and diverse environment helps students develop a broader understanding and greater appreciation of differences, allowing them to communicate effectively in diverse contexts.

According to Carlisle, A. (2000), such experiences enhance cognitive, social, and emotional skills, contributing to a more profound empathy and understanding of others. Exposure to different languages, traditions, and perspectives fosters creativity and adaptability, helping students overcome biases and embrace inclusivity. This environment prepares them for global citizenship and enhances their overall educational experience.

Literature empowers students with a minimum level of diverse knowledge, which is essential for them as citizens, by behaviorally connecting them to the implications of this knowledge. This aims at fostering their appreciation for science on the one hand and for various life disciplines on the other. They learn the language without needing reading and writing for effective communication. Brown, H. D. (2007).

Reading

“{1.} Read: In the Name of your Lord, who created {2.} Created man from a clinging clot {3}. Read: And your Lord is the Most Generous {4} He Who taught by the pen {5} Taught man what he never knew.” (The Noble Qur'an, Surah Al-Alaq).

From the verses of Surah Al-Alaq, it is clear that reading is the most crucial aspect of education. The skill of reading serves as the foundation for the other three skills: writing, listening, and speaking. Reading stories and books that do not contradict religion and teach values should be presented to the child according to his understanding. Reading should be a priority in the early childhood stage due to its essential role in instilling good values. Enjoyment and entertainment through reading are also reasons for encouraging students to read. The level of reading varies depending on the student's age. Simple, enjoyable language, beautiful illustrations, and a well-crafted storyline with precise and secure content are all critical factors in selecting suitable reading material for students. Amer, A. (2003).

Reading is a cognitive process that involves understanding symbols and decoding them. This knowledge-based activity identifies word meanings, leading to text comprehension. During reading, prior knowledge is activated to assist in understanding the content and organizing thoughts. This process allows the reader to connect new information with existing knowledge while making sense of the text they are reading. Carlisle, A. (2000).

Reading, whether done aloud or silently, may require either focusing on the meaning of the text or simply skimming through it. Silent reading, where there is no need to vocalize or even to fixate on every word, can be quick. Skilled readers can comprehend and retain information rapidly without needing to analyze every word, especially in areas where they have prior experience. The reading process also involves a visual component, allowing swift and efficient text processing supported by understanding and concentration. The task of reading silently can be cognitively demanding, yet it is ultimately productive and informative. (ibid)

Lack of vocabulary is one of the obstacles that many face when it comes to reading comprehension. The more extensive the vocabulary, the greater the ability to understand, whether in daily life, work, or formal settings. Vocabulary helps boost confidence when using the language and assists in advancing one's career.

A person with a rich vocabulary can communicate better with others. Students must focus on understanding the content when reading an article or a book. However, their ability to comprehend other tasks will increase day after day. Davis, J. (1989).

The narrative and plot help strengthen memory retention when reading a story or novel. Similarly, recalling an article's points, themes, sources, events, and characters also improves memory. Additionally, reading short texts repeatedly can help reinforce memory retention of specific details. Reading is considered a tool for communication, allowing students to connect effectively with others. Through reading, students can discuss and engage with others about what they have read on various topics. Sami *et al.*, (2021).

The relationship between reading and writing is also closely connected. Writing enhances word recognition and sentence awareness, increasing learners' familiarity with words. Many reading experiences require writing skills, and knowing these skills through reading enhances the effectiveness of reading. El-Koumy, Abdel Salam. (1997). On the other hand, learners often do not write words or sentences they have not encountered through reading. Writing can help learners achieve the goals or ideas they aim to understand through reading. Writing encourages learners to comprehend, analyze, and critique what they read. Ultimately, language communication involves speaking and listening or writing and reading, with four essential language skills: listening, speaking, reading, and writing." (ibid)

Writing.

Writing is a complex process. It involves the skill or ability to conceptualize ideas and express them in letters, words, and grammatically correct structures, using a range of styles that vary in scope, depth, and fluency. It also requires

presenting these ideas with clarity, processing them sequentially, and refining both the ideas and their expression to achieve greater precision and thoughtfulness. Anderson, Jack. (2008).

Writing, along with reading, listening, and speaking, is an essential language skill. Writing, as a productive skill, comes from developing these skills. Although listening skills are often unused, they contribute significantly to critical thinking and analytical abilities, which are essential for expanding students' cognitive awareness. The connection between information and active writing helps develop students' abilities to analyse, synthesise, and compare accurately and precisely. Moreover, reading improves their ability to produce correct language structures and increases their proficiency in writing with linguistic and informational accuracy. Hartley, James. (2007).

In addition to developing accurate comparisons and producing correct logical arguments, writing is connected to the language's syntactic and grammatical rules, which leads to better comprehension and communication. Research shows that language learners need structured practice in understanding the relationships between words and ideas and how to express them. Therefore, writing skills are integral to achieving clarity and precision in internal and external communication. Klimova, Blanka. (2012).

The intermediate stage is a critical phase of education, building upon the earlier stages of primary and secondary school education. It serves as a bridge to the final stage of general education. The students at the intermediate stage are expected to reach a level of writing proficiency that prepares them for higher (Secondary) education, where they will need to complete various academic writing tasks. Al-Hamash, K. I., & Al-Jobouri, A. (1990).

This phase aims to equip students with the skills to transition smoothly between secondary and university education. Given the nature of university studies, academic studies at the university level require the execution of writing tasks with a high degree of competence. These tasks include writing reports, research papers, summaries, and lecture notes. (ibid)

There is a relationship between listening skills and writing skills because mastering writing primarily depends on good listening, which enables the learner to distinguish between letters and sounds. Good listeners undoubtedly increase their linguistic, intellectual, and cultural wealth, enriching their expression. Although speaking is an expressive skill and reading is a receptive skill, there is a significant relationship between speaking and reading, as each affects and is affected by the other. Weakness in speaking leads to a weakness in reading ability and, consequently, in writing. Hartley, James. (2007).

Listening

Listening skills are critical for exchanging information between the speaker and the listener. They help both parties focus their attention and encourage the speaker to continue talking. Attentive listening reinforces impressions, promotes openness between the speaker and the listener, and aids in acquiring knowledge and experience through learning from others. Additionally, it enhances the ability to read thoughts and understand what lies between the lines, bringing a person closer to achieving creative understanding. Maru, *et al.*, (2020).

The relationship between listening and speaking is evident in that they develop and function interchangeably, complementing each other. Growth in one means growth in the other; with practice, learners achieve proficiency in both. Opportunities to learn listening skills are present in all speaking situations, making the relationship between the two interactive and reciprocal.

Speaking. Prima, Asima & Tampubolon, Asima. (2021). The increasing need for digital communication, especially for those whose job involves interacting with others in a professional setting or learning English as a second language, highlights the importance of mastering this skill. Professionals whose work involves communication must adapt to speaking and writing in English more than ever, whether in person or virtually. (ibid)

In addition, a strong command of English is becoming essential for those engaged in knowledge-based industries or training programs, where they can effectively interact with international colleagues and benefit from diverse learning resources. Given the growing demand for this ability in both academic and professional contexts, educators and learners alike need to prioritize acquiring and improving their English communication skills. Maru, *et al.*, (2020).

In the stage of teaching intermediate school students, it is important to create bridges of communication through speaking English, which helps in:

- Getting to know each other.
- Introducing and reinforcing speech and language materials.

When the psychological barrier disappears, the student can listen without the fear of speaking, and then you can move forward. The student is then ready to learn reading and writing. Hartley, James. (2007).

These fundamental language skills allow you to communicate clearly while also enhancing your ability to listen carefully. In professional settings, writing with accuracy and clarity is equally essential. Reading is vital for understanding and processing large quantities of information and knowledge. (ibid)

The Relationship between Literature and the Four Skills

Literary texts provide students with plentiful linguistic resources that help them practice speaking, listening, reading, and writing skills while also clarifying grammar rules and introducing new vocabulary. Benton, M. & Fox, G. (1990)

With the development and accumulation of human knowledge, writing, as a purposeful creative work, has become a complex process. Its value and impact are derived from blending creativity with prior reading and analysis. The more diverse and carefully selected a writer's readings are, the more distinctive and rich their writings become in both structure and meaning. However, literature plays a big role in developing reading skills because all kinds of literature have their own audience. Additionally, there are listeners for speakers. Hence, the circle between the literature and the four skills is completed dynamically. These four skills are in the following short story: let's take it for a lesson. Ghosn, I. (2002).

“Stanley is lying in a hospital bed. His wife, Iris, looked upon him. Stanley wants to get up, but Iris is worried about him.

Eventually, Stanley gets to his feet. He asks Iris to turn the radio on.

Time for One Last Dance... McCallum, R. (n.d.).

*******The teacher should use the following lesson plan for this story.** Lazar, G. (1993).

*The main questions ‘(Who are the characters? What are your feelings? Where is it taken up?’

* Ask students to read silently and loudly

* True or false quiz (Stanly is at home. Iris visited her brother.)

* New words (lying, get to, turn on, last dance)

* Give meaning for the following (worried, get up, time for)

* Share the questions for discussion.

* Ask students to write a short paragraph to summarize the story.

According to the lesson plan for this short story, students have learned the four skills of reading, writing, listening, and speaking. Long, M. (1986).

Listening involves attentive hearing, which includes understanding, comprehension, focus, and analysis. Speaking is the ability to express and communicate verbally with clarity and fluency. Prima, Asima & Tampubolon, Asima. (2021).

Reading has two interrelated meanings: decoding written symbols and understanding, comprehension, and analysis. The final skill, writing, is the ability to express ideas through written words. Hartley, James. (2007).

Literature plays a significant role in enhancing students' four skills in the English language. Ghosn, I. (2002).

The story was written for native English-speaking readers and is crafted with a well-structured and impactful dramatic narrative. Despite its short length, the story contains events that engage the reader emotionally. Additionally, it is rich in new vocabulary. However, English language teachers should prepare a good lesson plan to make the lesson coherent and compelling. (ibid)

The relationship between literature and the four English language skills reading, writing, speaking, and listening is integrated and resembles a cohesive chain. Benton, M. & Fox, G. (1990)

Literature is crafted with a unique style and structure and often contains a distinct rhythm. It encourages students to read attentively and with interest, with the support of the English teacher, who plays a crucial role in conveying the ideas and structuring the events. The teacher can divide the students into groups to ensure that everyone participates in reading, leading to listening skills. (ibid)

This then progresses to translating ideas into written form in the students' notebooks, followed by discussions about the topic, which guides the students toward developing their speaking skills.

The teachers should ask students to write a song about the story or create a play, for example. Alternatively, they can create a video, write a blog post, or retell the story through tweets or text messages. Teachers should also motivate students by allowing students to be creative as long as they incorporate the key themes and plot. Teaching literature allows students to develop an extraordinary ability to think outside the box, and they use drama activities, which is a method that enables learners to enhance their communication skills and critical thinking, learn new vocabulary, and increase their motivation to learn. Lazar, G. (1993).

Literature can make language teaching more enjoyable. It helps us discuss grammar and sentences with our students interactively. We can discuss interesting topics, encourage our students to express their viewpoints and introduce controversial and more in-depth subjects, such as translations. Guetatlia, Siham & Hamane, Soraya. (2022).

Teaching four English language skills through literature has many advantages for students because literature enhances the mental and intellectual capacities of the reader. The potential for societal reform that literature holds, which many writers and authors have relied on to improve society. The vast knowledge that literature imparts upon reading is a historical record of peoples and civilisations. The contribution to personal refinement through its poetic language, culture, and high taste. W. (1995).

Literature covers the way of teaching the target language's culture and enables students to move beyond the written text to delve into its meaning. It offers a unique approach to teaching reading by engaging students and sparking their enthusiasm for the reading process, motivating them to become lifelong readers. (ibid)

Teaching English literature explores the fascinating elements of both literature and language. It examines how we communicate, how words and language have evolved, and what this means for us and society. Studying English literature and language gives you the tools to analyse spoken and written words critically and creatively. However, the relationship between literature and the four English language skills is very strong, and it leads students to use reading, writing, speaking and listening in one step because the four skills will be in the same circle. Benton, M. & Fox, G. (1990)

RESEARCH METHODOLOGY

This section presents the research methodology employed in the study, including the research design, the sample selection, and the data collection tools.

1. Research Design: This research assumes a quantitative descriptive project to investigate the influence of literature on enhancing reading, writing, listening, and speaking skills among middle school students. The study explores the effectiveness of integrating literary texts in intermediate schools (first- and second-year students.) classrooms to improve language skills.

2. Research Sample: The study was accompanied by two middle schools, targeting first—and second-year students. Each grade consists of 6 classes, with an average of 30 students per class. The total number of students for each grade is 180, resulting in a combined total of 360 students.

A random sample technique was used to certify that the sample was illustrative of the population. A sample size of 30% of the total population, including 108 students (54 from each grade), was selected for the study. Students were divided into four exam rooms.

Grade Level	Total Students	Sample Size (30%)
First Year	180	54
Second Year	180	54
Total	360	108

3. Data Collection Tools: The study used groupings as tools to collect data:

- 1. Questionnaires:** Teachers and students completed a structured questionnaire to gather their viewpoints on using literature to develop the four English language skills.
- 2. Interviews:** Semi-structured interviews were conducted with selected teachers to gain deeper insights into the challenges and assistance of integrating literature in language teaching.
- 3. Classroom Observations:** Observations were carried to a successful issue to evaluate students' engagement and performance during literature-based lessons.

The questions for both teachers and students to collect their views on the use of literature in emerging the four English language skills (listening, speaking, reading, writing):

The Questions for Teachers:

1. How often do you use literature (stories, poems, novels, plays) in your English language classes?
2. In your opinion, how does literature help develop reading skills in students?
3. How do you incorporate literature into activities that enhance speaking skills?
4. What role does literature play in improving students' writing skills?
5. How do you use literary texts to develop students' listening skills?
6. What types of literary genres do you find most effective in supporting language learning?
7. What challenges do you face when using literature in teaching English language skills?
8. How do you assess students' progress in language skills through their engagement with literature?
9. Do you find literature more effective for certain skills (reading, writing, listening, speaking) than others? Why or why not?
10. How do you ensure that literary materials suit students' language proficiency levels?

The Questions for Students:

1. How often do you read or get involved with literature (stories, poems, plays) in your English classes?
2. Do you think reading literature helps you enhance your reading skills? How?
3. How does discussing literature in class help your speaking skills?
4. Have you noticed improvements in your writing skills through literature-based assignments? If yes, in what way?
5. Do you think listening to teachers or classmates read literature aloud enhances your listening skills? Why or why not?
6. What kinds of literary works (stories, poems, plays) do you like reading in class? Why?
7. Do you face any difficulties when using literature to learn English?
8. Do you feel reading literature helps you comprehend English well? Can you give examples?
9. How do literature activities in class help you interact with others in English?
10. Would you prefer more or less focus on literature in your English language classes? Why?

Data Analysis

The responses of Teachers and Students.

Teachers' answers on using literature to progress students' reading, writing, speaking, and listening skills are currently a well-adjusted viewpoint, with some in favour and others recognising challenges.

Groups of literature on language learning highlight its significant role in improving all four skills. They discuss that literature delivers a reliable, rich language experience, which naturally builds vocabulary, enhances comprehension, and proposes diverse contexts for employing grammar and structure. Through reading and deliberating literary texts, students develop more thoughtful reading skills, engage in meaningful speaking activities, and increase their writing through imaginative and analytical assignments. Listening skills are also improved through contact with audio readings and peer discussions. These teachers are sure that literature raises imagination, critical thinking, and a deeper appreciation of the language, making it a powerful tool in the classroom.

However, some teachers think that while literature holds potential, it often offers tasks that make it challenging to use efficiently in emerging language skills. They highlight students' struggles, particularly when engaging with complex texts that may be beyond their language know-how. This can lead to disengagement or frustration, especially when the texts require significant background knowledge or cultural context. Additionally, the time constraints of the curriculum, the need to simplify texts for less proficient students, and the effort required to adapt literary works to meet diverse learning needs make literature a more demanding resource to integrate regularly. These teachers argue that while literature is beneficial, it requires careful selection, additional support, and strategic planning to truly benefit language learners.

In summary, while literature can be a valuable tool for improving language skills, its effectiveness depends on how it is implemented, the level of the students, and the resources available to support both teachers and learners.

The students' responses to how literature can help improve their reading, writing, speaking, and listening skills present two contrasting views.

Many students agree that literature is very helpful in developing their language skills. They find that reading stories, poems, and plays enhances their vocabulary and comprehension. At the same time, discussions and writing activities based on literary texts give them more opportunities to practice speaking and writing meaningfully. Listening to teachers or peers read aloud also helps them with pronunciation and listening comprehension. These students appreciate

literature's richness and creativity in language learning, making it an engaging and effective tool for developing all four skills.

On the other hand, some students believe that other topics outside of literature may be more beneficial for improving their language skills. They argue that reading non-literary texts, such as articles, essays, and real-world materials, provides more practical language use. These students feel that reading about current events, science, or factual content is more relevant to their daily lives and interests. They also suggest that such topics might offer more precise, more straightforward language that can be easier to understand and apply to real-life situations than the sometimes complex or abstract language found in literary texts.

In conclusion, while many students find literature to be a valuable resource for improving their language skills, others prefer more practical, real-world reading materials. Both perspectives highlight the importance of providing a balanced and varied approach to language learning, catering to different learning preferences and needs.

Interview of Teachers

The interviews with teachers about how literature can help improve students' writing, reading, speaking, and listening skills revealed two key perspectives.

One group of teachers strongly believes that literature is highly beneficial in developing these skills. They argue that literature exposes students to a wide range of vocabulary, complex sentence structures, and diverse contexts, naturally enhancing their reading and writing abilities. Literature-based discussions and presentations also provide ample opportunities for students to practice speaking, while listening to audio versions or peers reading aloud supports the development of listening skills. These teachers see literature as a versatile tool that improves language proficiency and fosters creativity, critical thinking, and cultural awareness.

However, another group of teachers suggests that while literature is valuable, it should not be the sole focus. They recommend incorporating other types of texts alongside literature, such as non-fiction, articles, or real-life materials. These teachers believe that topics related to current events, science, or technology may offer more practical, real-world language applications that can be immediately relevant and engaging for students. By combining literature with more varied content, students can develop broader language skills suited to different contexts and purposes.

In conclusion, while literature is widely recognised as a powerful tool for enhancing language skills, many teachers advocate for a more diverse approach, integrating literature with other topics to provide a well-rounded and practical language learning experience for students.

Classroom Observations

Based on my classroom observations, it is evident that literature can significantly contribute to improving students' writing, reading, speaking, and listening skills. However, teachers must adopt suitable strategies and innovative techniques that engage students and address their varying language proficiencies to maximise its benefits. Simply relying on traditional methods may not be enough to fully develop these skills. Teachers should integrate interactive and multimodal approaches, such as discussions, role-playing, and the use of audio-visual materials, to make literature more accessible and engaging. Additionally, scaffolding the text and offering differentiated instruction are essential for meeting the diverse needs of learners.

Moreover, balancing literature with other texts and real-world topics is essential. Incorporating non-fiction, articles, and current events alongside literary works helps students develop practical language skills that apply to everyday life. This balanced approach ensures that students appreciate the richness of literature and acquire a broader set of language tools to thrive in various contexts.

In conclusion, while literature is a valuable resource for language development, its success in the classroom depends on the methods used to teach it. By combining literature with practical strategies and varied content, teachers can create a dynamic and comprehensive learning experience that benefits all students.

CONCLUSION

This study explores literature's role in enhancing the English language's four skills: writing, reading, speaking, and listening.

Teaching intermediate students schools (first and second stage) the four skills through literature brings many advances that English language teachers can run all the skills in one unified lesson. The kinds of literature such as stories,

pottery, novels and other kinds can provide students with the structures of sentences, grammar, arrange events, and ideas about our life, expand students' acknowledgement and have ideas about other cultures Benton, M. & Fox, G. (1990).

In conclusion, literature as a tool for teaching the four skills of English reading, writing, speaking, and listening offers numerous benefits to both teachers and students. Literature provides rich, authentic language that enhances students' linguistic abilities and stimulates critical thinking, creativity, and cultural awareness. Through carefully selected literary texts and the use of innovative teaching strategies, educators can create engaging learning environments where students develop all four language skills in an integrated manner. (ibid)

However, the effectiveness of literature in language teaching depends mainly on the techniques employed. Teachers must adopt flexible, student-centred approaches that include scaffolding, interactive activities, and multimodal resources to ensure accessibility for learners of varying levels. Additionally, combining literature with other text types and real-world content helps students develop practical language skills relevant to their daily lives. McKay, S. (2001). Ultimately, teaching English through literature requires a balanced and thoughtful approach. When implemented effectively, literature can be a powerful and versatile tool for enhancing students' mastery of the English language in a meaningful and holistic way. (ibid)

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