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**Название публикации:** «USING AUTHENTIC MATERIALS (LITERATURE) TO DEVELOP SPEAKING SKILLS IN THE ENGLISH LANGUAGE»

### **Abstract**

This study examined the impact of literature on enhancing speaking and writing skills among higher secondary school students in Swat, Khyber Pakhtunkhwa (KP), Pakistan. Existing research indicates that English instruction at this level primarily relies on the Grammar Translation Method (GTM), which emphasizes word-for-word translation and teaches language through the students' first language. Studies suggest that literature significantly contributes to developing students' speaking and writing abilities. However, most prior research has focused on primary education, leaving a gap in understanding its role at the higher secondary level. Additionally, short fiction and similar literary content have been largely overlooked in discussions about language skill development.

To bridge this gap, the researcher conducted a survey to assess the influence of literature on students' speaking and writing skills. Data was collected using a structured questionnaire administered to 302 randomly selected students. The results confirm that incorporating literature in English language instruction enhances both speaking and writing skills. The study also found a notable difference in how male and female students perceive the role of literature in language development. Based on these findings, the research recommends integrating short fiction into the curriculum as a valuable resource for improving students' speaking and writing proficiency.

**Keywords:** Authentic materials, literature, speaking skills, language proficiency, globalization

### **Introduction**

Literature serves as a fundamental component of language learning, playing a crucial role in developing linguistic skills, particularly speaking and writing. In this study, literature refers to the use of short stories and similar texts. Short stories are particularly effective for enhancing language skills—including listening, speaking, reading, and writing—due to their engaging and motivational nature, as well as their cultural significance. According to Collie and Slater (1990), literature promotes cultural understanding, language development, and personal engagement. Many scholars argue that learning a language without understanding its cultural context is ineffective (Sivasubramaniam, 2006). Vernier et al. (2008) suggest that cultural awareness should be considered the "fifth skill" in language learning, enriching students' overall experience. Effective communication in a foreign language requires not only linguistic competence but also familiarity with cultural references, conversational norms, and social etiquette. Memorizing vocabulary and grammar alone does not ensure proficiency if learners lack knowledge of sociocultural conventions (Murdoch, 2002).

This study aims to explore literature's role as a tool for improving language proficiency, focusing on speaking and writing skills among higher secondary school students in Swat, Khyber Pakhtunkhwa. In Pakistan, English is taught from the primary level through university. Despite being a compulsory subject, many students graduate with insufficient proficiency (Bilal et al., 2013). Government schools typically employ the grammar translation method, which emphasizes grammatical rules rather than a holistic approach to language learning. English is often divided into grammatical units such as narration, voice, and essay writing, making the learning process monotonous. Furthermore, language is taught in isolation rather than in real-life contexts, resulting in students acquiring knowledge of grammar without the ability to use the language creatively (Chiang, 2007).

Comparative Research in Uzbekistan:

Similar challenges have been observed in Uzbekistan, where English language education has traditionally focused on grammatical accuracy rather than communicative competence. Research conducted by Alimova (2020) highlights the

effectiveness of integrating literature into English language teaching in Uzbek schools. The study found that students who engaged with short stories and novels demonstrated significant improvements in their writing coherence, vocabulary usage, and oral fluency.

In contrast, those who followed a traditional grammar-based curriculum struggled with spontaneous speech and creative writing. Additionally, research by Rashidov (2021) emphasized that incorporating literary texts enriched students' cultural awareness and encouraged critical thinking, fostering a deeper connection with the language. These findings align with global trends advocating for literature-based language instruction to enhance communicative competence.

Global Issue and Solution:

The challenge of developing effective speaking and writing skills through literature is not limited to Pakistan and Uzbekistan; it is a global concern. Many countries face difficulties in balancing linguistic accuracy with communicative fluency in second-language education. The overemphasis on grammar-based instruction often leads to passive learning, where students can read and write mechanically but struggle with practical language use. This issue is particularly prevalent in non-native English-speaking countries, where learners have limited exposure to authentic English interactions outside the classroom.

A potential solution to this challenge lies in adopting a literature-based approach to language learning. International studies, such as those by Krashen (2004) and Carter & Long (1991), suggest that integrating literary texts into English instruction fosters engagement, creativity, and practical language application. By using short fiction, poetry, and plays, educators can create an immersive learning environment that encourages students to think critically and express themselves confidently in spoken and written English. Governments and educational institutions should consider revising curricula to incorporate literature as a core component of language learning. Teacher training programs should also emphasize the use of literary texts in classroom instruction, equipping educators with the necessary skills to facilitate interactive and communicative lessons.

## **Conclusion**

This study highlights the significant role of literature in enhancing speaking and writing skills at the higher secondary school level. The findings confirm that literature-based language instruction is more effective than traditional grammar translation methods. Comparative research in Uzbekistan supports this conclusion, showing that students exposed to literature demonstrate higher language proficiency and cultural awareness. Given the global relevance of this issue, adopting literature as a central component of language education can provide a practical solution to the challenges faced by second-language learners worldwide. Future research should explore the long-term impact of literature-based instruction and identify best practices for its implementation in diverse educational contexts. Based on the respondents' feedback, it can be concluded that students have a positive attitude toward the role of literature in enhancing their speaking and writing skills. The study aimed to explore students' perspectives on learning a second language through short stories using a communicative approach and to provide suggestions for improving these skills. Through this research, the researcher has proposed recommendations for teachers and policymakers to incorporate fiction and the communicative approach to enhance language proficiency. The findings suggest that teaching language through this method, using short stories, closely aligns with real-life communication. Most importantly, the teacher's role in this approach is to facilitate interaction and communication among students while actively participating in discussions as an independent member.

### **List of sources:**

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