

A COMPREHENSIVE REVIEW OF USING LSRW SKILLS FOR BETTER CAREER PREPAREDNESS

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Abstract

Communication skills are critical for students to succeed in their academic and professional lives. Technical knowledge is important and helpful to enter the workplace and work-related achievements after higher education, their ability to communicate, collaborate with others, and convey information depends on their level of proficiency in listening, speaking, reading, and writing skills. This review aims to discuss the pedagogical importance of four language skills – listening and speaking, reading and writing (LSRW). It explains the connection between these abilities and the reasons they ought to be taught collectively and how these skills are connected and why they should be taught together rather than as separate classroom activities. The article will also consider the connections between the language skills and the potential of task-based learning, digital language labs, use of multimedia resources, role-plays, presentations, interviews, and peer reviews for their enhancement. Since science and engineering students are required to read, write, and discuss technical information, research, and specifications, this review will focus on students' communicative competencies in technical education. The article will also address the major pedagogical issues of LSRW in technical education, including the high-class sizes and lack of technological equipment and appropriate assessment strategies, such as the overemphasis on written assignments. The review concludes with the scholars' recommendations on fostering students' confidence and communicative competence for achieving educational goals and attaining professional readiness.

Keywords

LSRW skills, communication skills, integrated language teaching, career readiness, engineering education.

1. Introduction

The workplace has changed rapidly because of globalization, technology, and cross-location collaboration, the workplace has swiftly evolved. As a result, students require more than just technical expertise. They must also be able to articulate their thoughts, comprehend others, and collaborate well with others.

The four fundamental language abilities are speaking, listening, reading, and writing. These abilities are interconnected. A student who pays close attention can comprehend information more fully. Reading well introduces new concepts and vocabulary. Speaking and writing are supported by these inputs. Similarly, students can apply what they have learned through speaking and writing. Grammar rules, translation, and memorization have frequently been the main emphasis of traditional language

instruction. Although these approaches can impart language skills, students may still struggle to speak English successfully in authentic contexts. More chances to employ language for purposeful ends are offered by an integrated approach. This essay provides a brief overview of the integrated LSRW approach and describes how it can be used in both general education and science and engineering classes.

The main objectives of this article are to explain the importance of Listening, Speaking, Reading and Writing (LSRW) skills and to show the relationship between receptive and productive language skills. It also aims to examine the value of integrated and task-based language teaching and discuss how digital tools and language laboratories can support LSRW development. Furthermore, the article explains the relevance of LSRW skills in science and engineering education, identifies major classroom challenges, and suggests practical solutions to overcome them. It also highlights the role of effective communication in improving students' confidence and academic performance. Finally, the article aims to encourage the development of well-rounded language skills for success in education and future professional life.

2. Comprehension of the LSRW Framework

LSRW consists of four connected skills they require absorbing information, reading and listening are receptive abilities. Because speaking and writing require the creation of language, they are productive skills. These abilities come together to provide a well-rounded approach for learning languages. Learners that possess receptive skills are better able to comprehend culture, sentence patterns, and terminology. Productive skills enable students to apply and refine these concepts in their own unique ways. Ignoring any talent might lead to an imbalanced ability and communication issues. As a result, effective language programs integrate all four skills into a single learning process.

To listen is to comprehend what someone is saying. Active listening entails paying attention, comprehending, and occasionally seeking further clarification. Additionally, it improves tone, emphasis, and pronunciation. People are better able to comprehend and participate in genuine conversations when they can hear various dialects and speech rates. Additionally, practicing listening helps the brain understand rapid speech without consciously translating every word. Additional meaning that facilitates comprehension can be conveyed by body language, gestures, and tone of voice. Improved listening skills help students become more perceptive and capable of responding more effectively in discussions.

Speaking is putting ideas into words. Easy language, a steady tempo, and a powerful voice are used in clear speaking. A message's reception is also influenced by nonverbal cues like body language, gestures, eye contact, and facial expressions. Gaining confidence through practice and overcoming the fear of making mistakes are essential to improving fluency. Debates, presentations, and group discussions are examples of activities that foster quick thinking and innovative language use among students. As students gain self-assurance, they learn to adapt their vocabulary and tone to the context, whether it be formal or informal. Speaking plainly facilitates genuine connections and improves mutual understanding.

Recognizing words on a page is only one aspect of reading. It entails comprehending the basic idea of what is being read, making educated guesses about what is not said explicitly, figuring out what the author is attempting to convey, and applying the knowledge to actual situations. People pick up more vocabulary when they read a variety of literature, including studies, stories, and news. Additionally, they observe grammatical constructions that are uncommon in everyday speech. Frequent reading necessitates examining arguments and the supporting data, which aids with concentration and critical thinking. Additionally, seeing words in authentic contexts improves spelling and adds variety and pleasure to writing.

Choosing the perfect words, applying proper grammar, and communicating ideas clearly are all important aspects of writing. Planning, producing a first draft, reviewing it, and making revisions are typical phases in good writing. It assists students in structuring their ideas and expressing them in a way that is both memorable and clear. Writing allows students to think deliberately, organize their ideas, and select the appropriate tone, in contrast to speaking, which can be hurried and impromptu. Writing official documents, collaborating with others, and succeeding academically all require strong writing abilities. Writers gradually discover their own style and improve their ability to communicate themselves by critiquing their own work and receiving feedback from others. Writing helps people transform their thoughts into coherent, persuasive statements with practice.

These four language abilities are interrelated. Reading and listening provide people with the language they need to comprehend. They can utilize the language in authentic contexts via speaking and writing.

3. Moving from Isolated Skills to Integrated Learning:

An integrated skills approach links various language activities within a single learning task. For instance, students could read a short article, discuss its main ideas, listen to additional information, and then write a summary. This single activity allows students to practice multiple language skills. Task-based learning is effective because students acquire language while completing real-life tasks.

Effective activities include role-plays, job interviews, phone calls, group presentations, debates, article reviews, and peer feedback. Role-plays give students a chance to practice workplace conversations. Interviews help students enhance their listening and speaking skills while also building confidence. Presentations require students to research, read, organize information, prepare written material, and speak before an audience. Peer reviews involve reading someone else's work, discussing it, and refining their own writing. The key advantage of this approach is that students use language in situations that are closer to real academic and professional life.

4. The Role of Digital Technology in Learning

Digital technology can contribute to making language learning more engaging. Language labs enable students to listen, record their own voices, and practice at a pace that suits them. Multimedia resources such as videos, podcasts, and authentic audio help learners become familiar with various accents and how language is used in everyday situations. Digital writing tools and AI-assisted learning systems provide feedback on grammar, word choice, tone, and organization. Online communication activities also give students the chance to interact with fellow learners and native speakers. The source document outlines an eight-step digital lesson model: brainstorming, vocabulary preparation, title introduction, prediction, arranging jumbled text, listening for verification, reading comprehension, and acting out the story. This sequence guides students from preparation and comprehension to active communication. Nevertheless, technology should support teaching rather than take the place of the teacher. Teachers continue to play a key role in selecting suitable materials, providing feedback, and fostering a supportive learning environment.

5. Incorporating LSRW competency in Science and Engineering Education

For students who are studying science and engineering, communication skills carry particular importance. People working in technical professions frequently take part in meetings, follow instructions, read technical documents, explain their solutions, write reports, and deliver presentations of their findings. When technical ideas are shared with people who are not experts, such as clients or decision-makers, those ideas need to be explained in a clear manner. In technical fields, weak

communication can result in costly errors, safety hazards, or delays to projects. Because of this, today's industries place high value on engineers and scientists who are able to express their ideas clearly and who collaborate effectively within teams. Strong communication abilities also support leadership roles and career advancement. This means that becoming proficient in the four LSRW skills matters just as much as building technical knowledge in STEM disciplines. While doing lab work, students must listen carefully to instructions, read through procedures and safety information, take part in discussions about their observations, and write down their results.

Research projects draw on all four of these skills. Students review previous studies, listen to discussions or presentations, articulate their own ideas, and produce written reports. When students read safety manuals and operating instructions, it helps laboratories operate both safely and accurately. Listening actively during lab briefings allows students to grasp important details and steer clear of mistakes. When classmates talk things over out loud, they can analyse unexpected data and sharpen their scientific reasoning on the spot. Writing lab reports that are clear and precise trains students to communicate scientific findings effectively, which prepares them for peer review and publication. For this reason, communication ought not to be taught as a subject that stands on its own. Teachers of technical subjects can weave communication activities into their lessons. To illustrate, a student could read a procedure, explain an experiment out loud, and then write a brief report about it. Activities like these help students build both their technical knowledge and their communication abilities. When language practice is woven directly into the main engineering courses, communication starts to feel relevant and connected rather than remote and separate from the technical material. Instructors who teach technical subjects can design assignments such as evaluating technical proposals, delivering presentations about projects, or breaking down and examining research papers. This emphasis allows students to recognize language as an instrument for tackling technical challenges, rather than viewing it as nothing more than an academic exercise. Ultimately, when communication is built into engineering courses, graduates leave better prepared to integrate smoothly into professional working environments.

6. Reading, Thinking and Writing

Higher education ought to assist students in cultivating the ability to think critically. The acts of reading, thinking, and writing can be understood as parts of one connected process. Students begin by gathering information through reading, after which they analyse and evaluate that information, and in the end, they express their understanding through writing. Reading supplies the initial information, which introduces students to a range of different viewpoints, arguments, and evidence. Thinking is the internal process that enables learners to inspect assumptions, identify biases, and weigh up counterarguments. Writing demands that students express their thoughts in a clear, well-organized, and logically sound explanation. If reading is not thorough, thinking will lack depth; if thinking is not focused, writing will remain shallow. For this reason, teaching students to move through all three stages—reading, thinking, and writing—helps them grow into active scholars rather than passive learners.

Students can demonstrate that they are thinking critically by agreeing. When you agree with an author, the point is not simply to repeat that author's words. It means contributing additional information, such as new facts or other sources, to support the author's main point. When you disagree, it is important to do so thoughtfully by identifying flaws in the reasoning, methods, or evidence, instead of merely saying "no" without offering an explanation. Making use of real-life examples helps students understand how abstract ideas function in the real world. Restating complex theories in simpler language demonstrates that a student genuinely grasps the concept. These methods help students become more confident and more capable of thinking for themselves during academic discussions. This approach prevents students from merely copying information and instead encourages them to think carefully about what they read.

It also helps them develop strong communication skills that prove useful both in school, college and in the workplace. By concentrating on active thinking rather than simple memorization, students learn to comprehend difficult ideas more effectively. This skill enables them to figure out how to distinguish genuinely useful information from material that has no value, to assess whether the sources they rely on can be trusted, and to arrive at sensible, well-founded decisions. When it comes to the workplace, employers tend to place a great deal of value on individuals who can take raw, unprocessed data and transform it into written reports that are clear, genuinely helpful, and persuasive. Eventually, when reading, thinking, and writing are brought together, graduates are better equipped to handle large volumes of information throughout their careers, applying clear thinking and robust analytical skills along the way.

7. Obstacles to putting integrated LSRW teaching into practice

Several practical issues can influence how effectively integrated LSRW teaching is delivered. Certain schools or colleges may lack the necessary tools, such as language labs, audio-visual equipment, or dependable internet access. Large class sizes can make it difficult for teachers to provide individual speaking practice or detailed feedback to every student. In classrooms that lack proper facilities, carrying out interactive activities such as listening exercises or recording students' voices can be challenging. With large groups, teachers frequently resort to traditional teaching methods rather than promoting active learning. Consequently, students in schools with limited resources or excessive numbers of students may not receive equal opportunities to develop their speaking and writing skills.

How exams are structured is another major challenge. If tests concentrate mainly on grammar and reading, both students and teachers may give insufficient attention to listening and speaking. This may create a mismatch between what is taught and the communication skills that real jobs demand. Conventional written tests tend to emphasize memorization and passive learning instead of active, real-time communication. When speaking and listening are absent from important exams, students concentrate more on passing tests than on using language in real situations. Thus, redesigning exams to include listening and speaking matters if teachers and students are to be encouraged to practice genuine communication. Teacher training is another significant factor. Teachers require effective activities, digital tools, and time to design integrated lessons. Schools and colleges ought to back teachers with continuous training and supply the resources they need. Without adequate training in communication-focused teaching methods, teachers find it difficult to build balanced lessons that link all four language skills. Heavy workloads frequently leave teachers with too little time to prepare useful materials or offer individualized feedback. Therefore, schools should provide regular training sessions and easy access to resources to help teachers handle these challenges.

8. Strategies for practical Recommendations

Teachers can enhance LSRW learning by incorporating all four skills into daily lessons. Depending on students' abilities, short videos, podcasts, news clips, discussions, presentations, and reading journals can be utilized. Bringing in a range of real-world materials keeps students engaged while helping them pick up vocabulary and sentence structures in various formats. Additionally, designing tasks in which students apply what they learn from reading or listening to support their speaking or writing can help them communicate more naturally. Schools and colleges ought to establish or upgrade digital language labs and offer training in teaching methods centred on communication. Improving assessments by adding listening and speaking activities alongside reading and writing can help students practice all four language skills. Enhancing digital tools can provide students with interactive resources and immediate

feedback. Revising evaluation methods to include oral presentations and listening tests encourages students to focus on all four language areas.

In science and engineering programs, communication activities can be woven into lab work, seminars, project presentations, technical reports, and group discussions. Students should receive regular feedback to support their improvement. Merging language tasks with technical subjects can help future engineers explain complex ideas clearly to a variety of audiences. Prompt, constructive feedback helps students strengthen both their technical knowledge and their communication abilities. The ideal approach is to proceed gradually and in a practical manner. Students don't need to become fluent overnight. Frequent opportunities to listen, speak, read, and write can help them build confidence and language skills gradually. Steady, low-pressure practice lowers stress and fosters a supportive learning environment. Over time, these everyday habits build strong, lasting language skills that extend beyond the classroom.

9. Discussion

The review indicates that the skills of listening, speaking, reading, and writing ought to be regarded as an interconnected system, rather than as a set of separate, isolated skills. Receptive skills, such as listening and reading, assist students in understanding and learning, whereas productive skills, such as speaking and writing, enable them to express what they have learned. When integrated activities are used, learning within the classroom becomes considerably more meaningful for students. Rather than simply memorizing rules, students put language to use in order to solve problems, share ideas, explain concepts, and respond to others. Digital tools can support students in practicing more effectively by allowing them to listen, record, review, and repeat as they go. When it comes to career readiness, this approach proves especially valuable, since real work seldom involves only a single skill. For instance, a meeting may call for listening, speaking, reading an agenda, and writing notes all at once. Similarly, a project may require reading data, discussing it, presenting the findings, and writing up a report. Therefore, building communication skills should form a continuous part of education, rather than being treated as merely an extra activity.

10. Conclusion

The skills of listening, speaking, reading, and writing (LSRW) play a vital role in achieving success at school and college, performing effectively in a job, and developing as an individual. These skills reinforce one another and produce the best results when they are practiced together as a set. According to the review, schools and colleges ought to place greater emphasis on real-world tasks and on learning that is centered around the students themselves, instead of relying only on isolated grammar exercises. Activities such as role-plays, interviews, presentations, debates, peer reviews, the use of multimedia tools, and the use of digital language labs can offer students genuine opportunities to practice speaking and communicating. For students who are studying science and engineering, learning listening, speaking, reading, and writing together is particularly beneficial, since they frequently need to share technical information with coworkers, clients, and other people. Even though schools and colleges may encounter difficulties such as a lack of sufficient resources, large classes, or outdated methods of testing, these challenges can be addressed through careful planning, teacher training, and fair approaches to assessing students. On the whole, developing listening, speaking, reading, and writing should be a natural and valuable part of education. When students are given real opportunities to use these skills, they grow more confident, communicate more effectively, think more critically, and become better prepared for the world of work.

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