Bettering writing-reading attainments as to underlying gaps and bonds in EFL learners

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Abstract: With the emergence of new learning approaches, it has become more troublesome learners can pragmatically learn in the long run, especially when learning a foreign language is involved. Flaws and deficiency in learning arises in most cases of EFL classroom where the development language skills like reading and writing are inconclusive. This study aimed to look into the impact of educational practices on the reading and writing skills of learners, with a specific focus on the gaps and bonds in EFL learning while communication skills carried follow-ups. The study employed a mixed methodology, which embraced communication contexts placed in the teaching process, and self-perceptions of the participants in a multidimensional communication axis to collect data via surveys, observational forms and exploratory statistics. The results indicate that while there is a stable level of variation in terms of reading and writing achievement, there are setbacks in certain areas such as fill-in-the-blank questions in complex activities and sentence rewriting tasks. Additionally, the study found that providing students with picture clues can improve their performance. The study also suggests that blending both reading and writing skills in activities can lead to large linkages and improvements in performance.

Keywords: literacy; learner; teaching; reading; writing

1. Introduction

Reading-driven initiatives befall with teachers' display and efforts to benefit both parties — students and teachers — in vocational success via habits promoted as an epitome to peruse in a self-reliant process (Romero-Castro & Argudo-Serrano, 2022). Strategies geared to the success of writing lead to content streamlining via follow-ups on writing status that goal to maximize motivation and curtail anxiety in composition writing (Xu et al., 2022). Spurring rapport in the classroom is a must by all means. In-class engagement ultimately serves for the vast majority of cases as communication activities reflect their abilities and how the production of tasks impacts their professional lives. Withal, communication constraints can arise related to learner's ephemeral language opportunities to master in the classroom (Alsaghiar, 2022).

In closing years, a persistent endeavor regarding literacy-focused skills evinces major close-ups in literacy-focused communication in ingenious tasks through up-to-date means that bid spoke learning. Improved instruction entails advanced monitoring to check such progress and achievement, in which students decrease their participation when performing such exercises over a long-term period. Continuous learning procedures can disturb writing achievement, i.e., task performance, lexical resource, grammatical scope, accuracy, consistency and cohesion, and earmarking vital elements in the development of writing competence (Pham, 2023). Reading and writing achievements set is a case in point, which is regarded to bind a tremendous level of pedagogical proficiency, notably for L2 learners. A component to mull over this matter is validity teaching for supporting course understanding further speech (Mali, 2022). As knowledge dearth arises for

the production and review of learning within the classroom context, the learner's literacy and acquisition curve are deliberately steeper.

Transitory learning shifts define the long-term achievement of EFL learners, i.e., acquisition stages occur solely in the teacher's classroom guidelines and do not stretch beyond the school context. It thereafter lies in active participation in improving the teacher's overall shortcomings or amiss performance regarding the teacher's classroom direction in skills-based accomplishments. Subsequently, this research can be advantageously grounded on covering learning in language domains with digital methodologies to boost classroom execution (Indah et al., 2022). Pinpointing the glimpse into behavioral communication pitfalls, social skills in a regular milieu unveil measurements independently per pupils on the criteria encountered in training for the alleviation of social anxiety in the classroom (Casale & Haarhoff, 2022) and to accommodate the individual's challenges in specific scenarios involving social skills under demeanor assessment parameters which are tailored to fulfil the learner's interpersonal needs. These studies collect in-depth experiences and judgments of stakeholders in school settings by examining the levels of impairment in groups of students when exposed to integrated language learning conditions over time. Namely, supplementing the intended classroom knowledge and their own knowledge integration to establish autonomous development in children with stimuli in engaging with the curriculum design (Shin, 2022). As in South America, the valid versatility of students in literacy skills enables them to work self-directed through close collaboration with other students.

However, gaps are plausible for teachers, whereas mastery of essential and critical skills is especially lacking in writing (Mateus et al., 2022). Communicative skills-based instruction draws on lesson planning design — powered by a framework that sizes up behavioral characteristics in the course of each learner's learning session and then in the autonomous production of writing and reading assignments — which aims to progressively cover the learner's progress in contemplating errors and shortcomings that may arise on an individual basis, and then to reformulate the imbalanced performance shown and enhance the learner's independent learning throughout the classroom.

Similar grounds, namely the study of literacy instruction setting concerning the learners' abilities, [e.g. Piasta et al. (2022)] sustain the strengths of early literacy education in that effective learning is achieved with the guidance and input of the teacher through consideration of the instruction, the learner's background, and the context in question. Due to the low standards that students frequently reach, issues such as poor interest, inadequate instruction, repeated chores, or inaccessibility of resources damaging to English learners in such places, writing and reading tasks are the skills that draw the most attention to work. The writing activities differ in that they will be produced in distinct circumstances. Thus, learners will be able to employ a variety of language uses in different settings, as well as writing tasks that contain categorizations to be unique in each instance of use, aided by a systematic set of prompts that present a wide array of contextual possibilities to be employed on student's speech acts (Tasker, 2022).

The commitment that learners engage with the development of reading tasks in a sustained manner is achievable by means of learning strategies that will lead them to gain greater satisfaction in the learning process during the set time (Ji et al., 2022). Reading comprehension through a comprehensive approach has been beneficial to language skills through teamwork. Despite the discouraging study patterns of EFL students, there is a dormant interest in the enjoyment of reading activities. In most settings, dealing with reading activities engages students in greater autonomy in the course of learning (Sevy-Biloon, 2022). Writing and reading qualities are tightly related, with connections and reciprocity. In the development of each one, there are interruptions, which are vital in knowing the difficulties in learning that someone has either in reading or writing (Kim, 2022).

Thusly, the monitoring of communicative skills accurately portrays the direction a student can attain in their learning and anticipates potential future achievement in essential competencies of the ordinary human being. It is essential to comprehend that learners must be equipped with reflective feedback by the teacher as a means of amending reading

and writing misimpressions, rather than by themselves (Gilliland, 2022). This work has as an initiative the pursuit of a study group for the ongoing teaching in study units to contain tests that review and follow the progress of each member. This study is not confined to the enrichment of the educational practice but, to strategically present the grounds necessary to handle the type of abilities in reading and writing by establishing items that are adapted to the conditions and aptitudes of each one. The performance varies within the time when writing and reading might render a gap in learning performance. Where classroom resources and their validity for the course can lead to a major indicator for learner engagement, just like reducing pressure in literacy practice (Namaziandost et al., 2022).

There are overwhelmingly divergent trends that point to the current conditions for handicapping and impeding a student's ability to achieve excellent competency in reading and writing, as this study addresses those challenges and needs with a clear roadmap in the student's development's reading and writing skills. It is comely to deem the incursion of organizing content to literacy task's acquaintance, then ameliorate in their language production (Wang, 2022). It channels to link existing communication skills before and after language interaction and how this mold and resonates in each learner's academic and personal life. It is advantageous for this theme, spurring interactivity through the contents of writing and reading, since it involves a significant worth to critical thinking development (Tilahun et al., 2022).

This study comprises the development and monitoring of basic skills that enable successful literacy in social contexts in an environment focused on L2 competencies. It also considers the analysis and improvement of educational practice as a result of triggering behaviors and reading-writing achievements. Similarly, learner backgrounds and communication skills influence how students interact in the classroom (Yang, 2022). These learning accomplishments may have varied attributes; learning in this sort of study favors people systematically delivering abilities across many traits that restrict and lead to finding gaps in understanding. As a result, this fieldwork is organized to forward the classroom skills to be developed, the role of teachers and their conceptions of the influence of learning achievement on individual learners. Literacy and its current status in L2 learners, and other factors that address the monitoring of intrapersonal skills for acquiring comprehension knowledge, are also addressed. In order to prevent unwilling conducts and strategies that are irrelevant to their demands in learning activities, these conduct factors need extraordinary attention in suchlike modalities (Zhou et al., 2022).

In sum, this study explores a design for handling communication skills in asynchronous learning, focusing on writing and reading assignments. It examines the research design and goals for writing and reading in target language settings, considering the gaps that may exist between the two and how to build a clear basis for language usage. The study offers precise results and suggests practical actions to improve these skills and understand the characteristics for future work in literacy improvement.

2. Materials and Methods

This study is the product of continuous work in following at major times of teaching in an EFL classroom the conditions and effects that occur when applying a framework of conditioning knowledge in the axis of communication among those involved. From 18 active young students' data, covering a teaching framework to cope with communication skills growth. Permitting participants to have a primary role in the knowledge-building process renders a first-class output of their learning (Muslikh et al., 2022). It was commissioned to establish a key grounding in the search for information for the development of an educational environment that complements the interpersonal skills of learners while accompanying the course of learning, in which learning impairment may occur. Participants were required to perform certain activities exerting significant value on writing composition and reading comprehension in a foreign language. Classroom understanding was conditioned prior to a diagnostic test that gave a clear perspective on the background of the study group's apprenticeship. With the incorporation of a mixed method, reducing

the daily situations of preconceptions when collecting data from the classroom is achieved (S. Chen et al., 2022).

As regards the mixed methodology, the heuristic approach allowed to deal with personalized topics in learning to trace a steady process as learners evolve in verbal and non-verbal communication, through the consideration of factors pertaining to social behavior and school context. Due to this reason, it delved into such common situations in the digital classroom, in addition to interconnecting the output of students with writing and reading actions at an early age. Indeed, it employs digital tools for literacy classrooms in set learning conditions while proving its effectiveness and scope (Lam & Tse, 2022). These activities in which meaningful relationships are created, and social skills are forged in order to achieve L2, students with skills corresponding to their learning level. For the development of the research, students completed a non-sequential series of post-lecture learning activities, so as to generate a real-life view of students' favorable skills after an expected acquisition of knowledge, which included points on the student's immersion in the activity, problem-solving skills, management of item deadlines, non-dependence on cues in class. For a detailed walkthrough, the teaching design embraces effective scenarios for communication skills considerations back on Table 1. Henceforth, the participants undergo a debriefing process on a multidimensional spectrum of assessment of their discursive skills and teaching outcomes, as well as discovering which content is best accepted and clarifying which type of content is preferred above others.

Table 1. Heuristic teaching design for covering communications skills follow-ups progressively in the EFL classroom

Phase	Teacher-Led Work	Student Roles/Duties	Communication skills follow-up
Activation of Prior Knowledge	After the lesson, the teacher reviews the satisfaction from the taught class to identify any areas that the students enjoyed or struggled with. The teacher should also review the questions and doubts that the students submitted and prepare responses for these. During the lesson, the teacher goes over the main points of the class and summarize the contents for learner understanding.	Students should go through the provided material at their own pace, taking notes and identifying any questions that arise. They should also complete any assigned activity.	Review student satisfaction with the quiz after class. Respond to questions and doubts raised during and after class. Identify the types of questions that were most challenging for students. Identify writing and reading activities that caused students to become bored or perform poorly over time
Educational scenario	The teacher leads a discussion to clarify any misunderstandings	Students actively participate in the discussion and in the interactive activities,	Encourage students to ask questions and clarify any misunderstandings. Help students develop

Phase	Teacher-Led Work	Student Roles/Duties	Communication skills follow-up
	and to further engage the students with the material. The teacher should also incorporate interactive activities, such as quizzes or autonomous work, to facilitate the students' understanding and retention of the material.	asking questions and contributing their own ideas. They should also take notes and complete any assigned in-class activities.	critical thinking skills by posing open-ended questions Monitor student engagement and adjust teaching approach as needed
Make a headway	The teacher provides feedback on the students' progress, identifying any areas where they are excelling or struggling. The teacher should also address any questions or concerns that the students have.	Students reflect on their own progress and identify any areas where they need to improve. They could ask for help or clarification if needed.	Encourage students to explain their thought processes and reasoning Help students learn to communicate their ideas clearly and effectively Promote collaboration and exchange through group activities.
Self-regulation	The teacher reviews the material covered in the lesson and should provide additional resources, such as practice problems or supplementary readings, for the students to further their understanding.	Students utilize the additional resources to consolidate their understanding and to practice applying the concepts they have learned.	Encourage students to ask questions and clarify any misunderstandings Help students develop critical thinking skills by posing open-ended questions Monitor student engagement and adjust teaching approach as needed
Review communication procedures	The teacher assigns a writing or reading activity for the students to complete outside of class. This could be a summary of the material covered in	Students complete the writing or reading activity to the best of their ability, seeking help or clarification if needed.	Encourage students to communicate their ideas and findings to the class Help students develop the skills to present their work effectively Promote communication

Phase	Teacher-Led Work	Student Roles/Duties	Communication skills follow-up
	the lesson, a analysis of a text, or free topic.		and supply doubts for the task
Overall amusement	The teacher reviews the students' completed writing or reading activity and provide feedback on their performance. The teacher should also review the satisfaction for the current class and prepare for the next lesson based on the students' feedback.	Students reflect on the feedback they received and identify any areas where they need to improve. They should also complete the satisfaction survey.	Encourage students to reflect on their learning and progress Help students develop the skills and discover their strengths and flaws Provide comments and practice on learner performance

Stages

In shedding to light major components within communication skills focus on accord with literacy outcomes, a heuristic approach is deployed that exhibit connectedness in the educational practice in this sense for the sphere of the intrapersonal development of the pupil. To this end, similar design tendencies have been followed in distinguishing factors attesting to educational practice's success and research validity in its explicit application (Prochner & Godin, 2022). Filling an intrinsic research niche in shifting methodologies in EFL settings, such a literature review yields a text-based roadmap tied to this study problem. Vast openings are afforded for inquiry efforts approaching this nature. Step by-step designs are functional in leverage of reflecting qualities that enable a broad spectrum of facets unattached to a single methodology path (Cleary et al., 2022).

In an attempt to accompany the early language adoption process whilst covering communicative development with regard to literacy progression along the way, a strategy of this kind is nurtured from several pupil engagement dimensions. Learner monitoring capitalizes on the rationale of engagement assurance to supply learning content mutually responsive to manifold scenarios (Derksen et al., 2022), and holds on epistemological and pragmatic conceptions belonging to connecting learner motivation and performance consistency as mirrored in the classroom (Hofverberg et al., 2022). Learning bonds gather a scalable process for learning interest and quality of outcomes in the assessment effects. Technology-backed linkage of literacy outcomes with social emotional displays is by and large positive for learner autonomy and cognition process in flexible learning opportunities (McNaughton et al., 2022).

Youth's cognition development brings to light variable treatment cases, which involves learners into a relishing procedure with reflective conversational strategies to strive to address their individual's behavioral state (Faulkner, 2022). There is a value grounding in pursuing communication skills research for a controlled academic outcome predictor; it embraces ethical considerations and self-efficacy follow-ups for ensuring language achievement (Escribano et al., 2022). Hence, although numerical resolutions can hint at an identifiable spectrum, qualitative indicators call for complex multi-faceted assessment contexts so as to reflect key experiences for literacy component analysis purposes and scope of effects and coverage obtained. Self-realization and networking activities sustain

literacy abilities increment as an empirical component in connectivism strategies, which support both peer and individual intellectual development in language proficiency (Al Maawali, 2022).

As such, the intentions of this study are to address both of these design constraints first and foremost. Reading and writing achievement may present very different results within the same study group. Accordingly, findings of this study are arrived at through the adoption of digital infrastructure for easing the monitoring of communication skills as a groundbreaking form of digital transformation (Kaputa et al., 2022). As the study concerns the participants' literacy skills, improving these areas is worthwhile having dialogues-based instruction at a level that challenges the student to examine while grasping how literacy progress is achieved on their own abilities (Ryan et al., 2022).

Having reviewed the factors related to this study and students' literacy achievement, implications for the use of technology are raised when looking at the opportunities for literacy gain to favorably target their performance and engagement (Derksen et al., 2022). These considerations address this overt research on manners to ameliorate teaching practices in reading and writing domains and lead to enriched learning experiences for learners in digital applications. Consequently, within this study there are reflective processes undertaken within a heuristic spectrum which draws on the collected experiences attached to the behaviors presented in an interpersonal context, i.e. producing characteristic social environments.
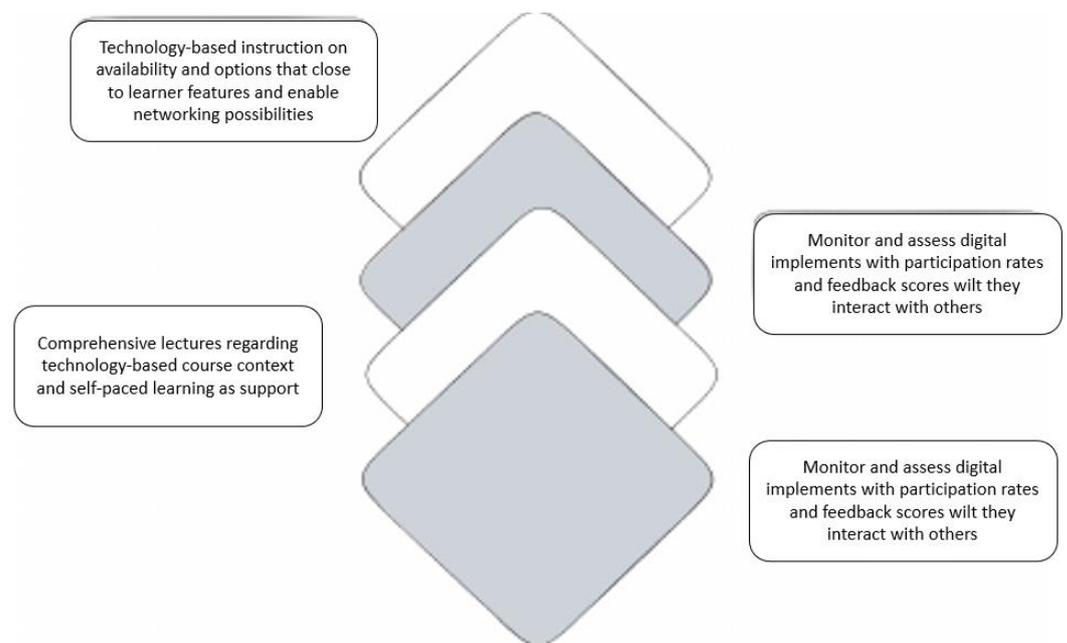
Figure 1. Strategy stack for addressing communication skills follow-ups in digital learning cases [after Perevalova & Lucein (2022)]

A stack-type scenario was constructed in the embodiment of the logical formulation to digitally supported literacy instruction and to examine a bespoke teaching target on learner literacy progress beyond direct instruction, as shown in Figure 1. Each stack represents a crucial step in meeting the cognitive theory for integrated learning (Zhang et al., 2022). As a result, the intentions of the study are illustrated by the effort involved in the monitoring of communication skills that are encouraged during class time while prompting reading and writing activities for subsequent performance review in each student. Pondering communication skills follow-up as independent variable that can be altered for research outcome, this refers to the specific strategies or interventions used to support the development of communication skills in the classroom.

Quality of learning engagement consequently covers the overall level of engagement and involvement that students demonstrate in their learning, as measured through methods such as observations, student surveys, and analysis of student work. For a suitable

interface with the methodology used in this study, a sequential explanatory scheme is given in the form of numerical data collection in the first instance, for follow-ups in support of the qualitative sampling that offers a comprehensive explanation into the context setting the findings emerged. The research questions are hereby posed to beneficially fill existing gaps in student cognitive learning in the areas of literacy with a descriptive approach, as explained.

Hereunder, a blueprint of the research is issued hereafter to examine the potential gains and setbacks that exist in an EFL classroom, with follow-ups on gradual communication skills. To wrap the intentions up, the core of the study and subsequent findings are addressed in the aforementioned research questions that pave the way to determining participants' learning achievements and their learning status. This study considers the relationship between communication skills follow-up, participant behaviors, teaching environments, learner literacy achievements and practices in L2 classrooms. The methods are designed to examine the existing gaps and bonds in reading and writing abilities of L2 learners in the classroom, and explore how communication skills follow-up can be used to shape and cover participant behaviors to enhance teaching environments. Additionally, it explores whether communication skills follow-up contributes to improving learner literacy achievements and practices supported by teaching framework and its implementations. By addressing these research aims, this study aims to provide valuable insights into how to improve L2 learners' reading and writing abilities and develop effective teaching methodologies.

Data gathering

Through exploration and discovery of relevant insights, instruments of mixed degree profess to cover those needs of literacy improvement. Deeming the experiences and perspectives of the stakeholders, this study yields a flexible approach to data collection and analysis. Within this branch, communication skills involve a series of constructs and themes for the evaluation of performance in learning activities. In this field, research efforts are focused on immersive learning experiences that can be replicated on a large scale. The main axes are perceived to be learner self-regulation, immersion, agency, and endurance towards maintaining commitment rates or performance in the classroom. In the following sections, the content assessed in the classroom is presented in a variety of ways and approaches to engagement.

Research paradigm

In studying the qualities of educational degrees in EFL learners, it proposes the investigation of the most common assessment tools in writing and reading skills. Communication is paramount to the success of the course, the performance of a class can be judged in various ways, as with a specific area of study. The following are the communicative skills review and how they condition what is known as literacy achievement in a constructivist paradigm. For quantitative procedures, this paradigm seeks to grant learners an active role when they forge their learning procedure and awareness per se. Whilst posing various scenarios where research can take place, a sample can be predicted on the reliability of results that are constructed in paradigmatic perspectives. The built-in constructs provide links between important concepts and elements of the research for interconnectivity through the credibility of the verification of results with the participants. Indeed, the use of judgmental spaces can permit broader interactions among the study variables, which are grounded in experience and contextual conditions.

Traits-based Research

A trait-based blueprint is implemented based on the traits of the participants since the students are very volatile about the way in which a class can be accepted. Figure 2 follows teaching patterns that reflect their attitudes and can learn from the performance and results of what is explained in class. The findings that can cause this type of research are of the qualitative type for this purpose by selecting the participants in key areas that

determine what works and what does not work for the study group. Through three key cycles, success is estimated in the motivation, sustainability and receptivity of the learner. This path follows notions in the embodied structure of the session-based classroom model based on learner production and evidence.
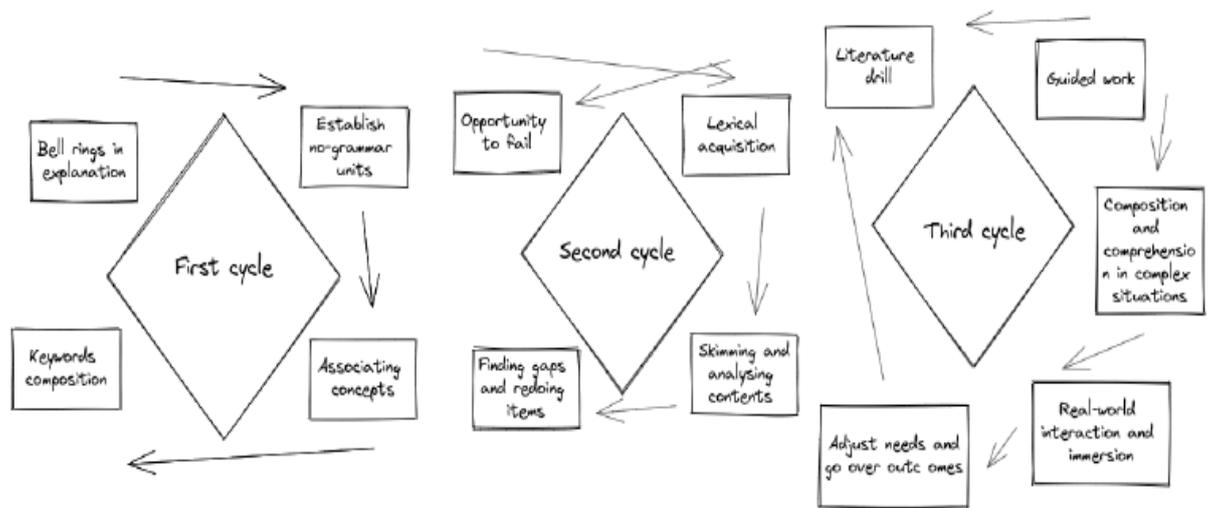
Figure 2. Outline of schedule and achievements blueprints

Study sample

Towards the understanding and status of the study group, instrument design is covered, meeting the objectives of this study, within the data collection techniques, 10-year-old learners were subjected to structured schemes for the assessment and collection of contents. The study raises two main issues: to study the academic part, such as literacy learning; and the second issue is to know the relationships that learners are able to create in a learning area where they are the main stakeholders of their understanding. From that, how information is transmitted depends on the teacher, and how the information is received and interpreted is up to the learner. The participants were asked to complete authentic tasks in academic and social contexts. Due to the nature of the given conditions, the number of participants is subject to variations, i.e. approximately 18 participants were part of the academic proportion of the study.

With planning based on sessions rather than weeks, the workload for early EFL students can be exhausting, but meaningful assignments and connections created in class provide an enjoyable and interactive space for participants, and their variable information is also limited in this quality study by omitting personal information. As part of a structured observational instrument, the first instrument is presented for holding post-class learning instead of homework, which collects data based on drills, which turn out to be the most significant in the course of knowledge acquisition. It considers question types in order to judge the performance of each question in question delivery and combines their results in order to determine which question stands out from the rest and which needs help because it showed a lower score.

In another context, that is key is to monitor the attitudes and behaviors of the students within each station that constitutes a class session and determine the behavior that stands out the most from the group, thus implementing a monitoring behavioral chart as a second instrument. The aforementioned instruments have the same observational feature; however, they consider a different learning environment, and they occur sequentially. It is also necessary to know the opinions of the participants and to determine the degree of satisfaction during the trial process, thus the survey structure is conceived after the 10 sessions, this comprehensive survey targets beyond a rating scale but achieves a multidimensional context for encouraging learning practices in communicative spaces. Thus, this serves for the study on identifying the learning gaps on behalf of the participants themselves, as well as the existence or not of misalignment in learning.

Measures

From this point on, the study endeavors neither to rely only on numerical data nor solely on the theoretical basis included, but rather to provide different learning loads to yield more accurate learning judgments when assessing student performance. As shown previously, the study leverages this variable to its own strengths for the recognition and notoriety of phenomena beyond the discursive contexts. At the outset, the assessment instrument may contain scales in the aforementioned subject constructs, however, due to the nature of the study, providing descriptive data in this setting allows for constant improvement in classroom content as well as research. EFL literacy instruction comprised several factors for the mixed study and teaching quality. For this part of the study, a series of applicable constructs are considered for theming in-class learning. All its elements benefit in the first instance to the effective positive teaching in the context of literary training for literary improvement as a target.

Table 2. Performance factors and reliability statistics for post-class data

Indicators	Mean	SD	Item-rest correlation	Cronbach's α	McDonald's ω
Engagement[a]	3.14	0.690	0.438	0.383	0.440
Initiative	2.14	0.690	0.438	0.383	0.440
Self-regulating	2.71	0.488	0.286	0.516	0.657
Timing	2.43	0.976	0.242	0.607	0.657

Similarly, scale analysis to further remodeling and implementation of the course is provided from the data in Table 2. Engagement, Initiative, Self-regulating and Timing items are presented in high mean scores and relatively low standard deviations. This suggests that the responses to these items are generally consistent and not very varied. The item-rest correlations for these items are also relatively high, which indicates that these items are related to the rest of the items in the scale. The Cronbach's alpha coefficient for these items is considerably high, which indicates that these items are reliable and measure the same underlying construct. The McDonald's omega coefficient is similar, which further supports the reliability and internal consistency of these items. Overall, these items suggest that they are reliable and valid measures of the construct being studied. Narrowing the scope of the classroom work, for qualitative purposes, is employed from this point on to collect the most common behaviors within each class period on a sequential basis. This helps to explore students' experiences to provide input and feedback in order to promote a range of acceptable classroom aptitudes.

Based on perceptions and observations, the next step in the research is to explore the behaviors/traits seen in and out of class sequentially. The measures represent the group's most frequent behavioral attributes such as engaged, distracted or confused; assessed based on communication during lectures, follow-up, homework prompting and long-term exchange especially around due dates. For text-based data such as this instrument, a corpus analysis allows establishing trends in the different categories proposed in the study of classroom behavior. Behavioral data are explored by comparing contexts of communication with their correlations with in-group traits. The patterns found in this setting explore various aspects that are coded at the discretion of the research for tailored analysis. This leads to preliminary measurements that serve as a prelude to more complex data collection processes on the participants. Subsequently, to gather the most significant parts of a class unit, participants are involved in accomplishing such a task.

Understanding which unit is the most engaging for the participants leads to discovering which type of reading and writing activities function in the enjoyment of the task. In addition, this knowledge helps to compare survey results with grades to determine the

relationship between educational quality and communication skills follow-up to class-room improvement. Awareness of learners' gaps in language learning allows the implementation of activities over time in order to be better accepted by the participants and to improve performance later on. Furthermore, how the communication is perceived by the participants is assessed. The scales of the classroom intervention governed five contexts of follow-up in communication skills. As a descriptive statement, the quality is scalable in favor of tracking improvement in literacy traits. This study, by addressing the scales of development in practice, self-study, classroom, teacher-student communication, and homework, permits linking the individual's intrapersonal contexts with their progress and stagnation while attempting to improve their writing and reading skills. Improvement in such skills involves a conscious learning process that is influenced by the teacher's communication practices.

3. Results

Among the major findings with respect to the title of the research, the main themes are exposed under certain test analyses that are proper to the focus of the study. From this point, it is proposed to deepen in the significant resolutions that prove to be of particular interest for the phenomenon of study. Although there are several methods of data collection, some are intended to answer the themes related to the research questions. In other words, additional findings that do not end up making a noticeable contribution to the overall study are limited to a brief statement of their contribution to the scope of the on-going research. Initially, the gaps and linkages in EFL learning are addressed as they occur in sequential and programmed reading and writing activities.

Following the learner's journey through learning encompasses major considerations, whereby the effectiveness of communication skills are tested in this study, underlying results are addressed through structured survey, communication contexts placed in the teaching process as self-perceptions of the participants in a multidimensional communication axis. The learner's interests involved in a broader benefit and achievement of paramount acquisition, targeting the area most appealing to the students brings about improvements in the educational practice and feedbacks duly exposed in depth. In essence, the following descriptions help to elucidate teaching's perspective on how a student can be evaluated throughout a course for collective learning enjoyment and quality. Related factors and their associations are supported by the different compositions of the study area. Thus, these elements influence individually the present study.

In-learning gaps and bonds to literacy achievements

Descriptive statistical findings concerning reading and writing achievement remain stable and robust in terms of variation. Preliminary findings made initially in reading skills merely represent bumps of declines in single-choice sorter questions, the latter rebounding later. Turning to activities involving both skills in coursework, results reveal setbacks on fill-in-the-blank questions in complex activities such as mazes, as well as on sentence rewriting, which involves first reordering sentences and following grammar as appropriate, and on composing knowledge related to the task. These tasks released lower accuracy levels as 43% and 41% respectively. Thusly, the outline for that kind states a mean accuracy of the questions in the study which was 61.9% (SD = 12.1), the median was 61%, and the maximum accuracy was 81%. This was based on 21 items of exploration across 8 units, holding 2-3 questions types per unit.

Table 3. Exploratory results for writing and reading samples

Variables	N	Missing	Mean	Median	SD	Minimum	Maximum
Writing and reading	21	0	61.9	61	12.1	41	81
Reading	10	11	52.5	54.5	13.1	29	75

Results between both sets of skills show results somewhat in favour of tracking skills with both achievements, as provided in Table 3. In the both groups, learning linkages are also addressed, as is the case for those exposed between the two sets and their determinants in their functioning. For the first part of the reading, results exhibit a higher increase of 27% for the single choice questions by the end of the units. Thus, being the variable that most replenished in the first stage. Multiple choice has a higher mean (M= 55.0) despite having less concurrence, and single choice having a more pronounced deviation (SD = 18.96).

Moreover, sorter recorded the least change across units (SD = 11.47). For the second stage, large linkages are the result of blending both skills in the activities. Students showed an 80% improvement in filling in missing spaces (SD = 11.51) when provided with a picture clue, similarly occurring at 81% with single choice questions (SD = 12.12) and a higher mean accuracy than the rest (M =78.05). This first one possessing the highest number of items with 8, followed by matching questions with 5 (SD = 9.91). Constant peaks of quality in the fill in the blanks hint to take in particular consideration afterwards. The peaks are characterized by up to 50%, but in most cases remain overall more stable.

However, it is not the case for question rewriting (SD = 56.0), which remains the lowest with no significant changes. Altogether, these findings are outlined as an overview of which question types proved most difficult to succeed and which managed to remain high. Future considerations will refer to the exhibited and discernible gaps in learning. Strengths in a test might not always be reflected in a drop in performance, such as fill in the blanks.

Common participants' traits on communications skills follow-up

Applying qualitative data analysis, students' aptitudes reflect major trends in behaviors such as: quiet (40), overwhelmed (30), hesitant (37), engaged (33), confused (32). These results coexist within a text analysis, as yield in Figure 3. With remarkable tendencies in the description of results, each session is viewed as a whole. Its categories showed results based on the axis of communication in the lecture, after the lecture, homework preparation, and communication in the free time after the sessions. The student-teacher interaction comprised 11 traits. In terms of categories, the results show a higher number in quiet (12) within the first parameter, then quiet remains in the top with 11, the highest trait was surprisingly obtained in focused (12), and just as surprisingly, the opposite behavior was obtained in confused (8).
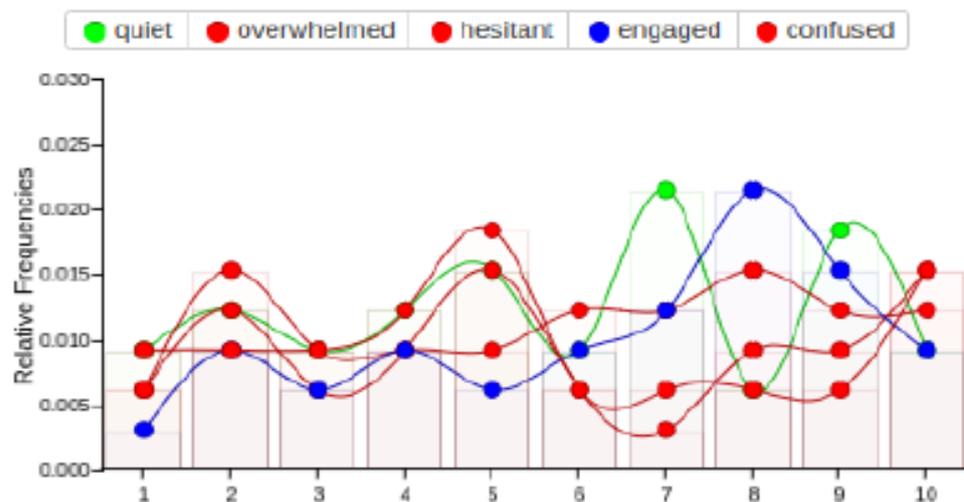

Figure 3. Trends on aptitudes monitoring

Communication skills follow-up as contribution for teaching practices

Findings point to the units most enjoyed by participants in sequential order with a 62%, i.e. Figure 4 display ranking order from survey, as the sorter of units that participants felt they enjoyed the most. Due to the nature of the sorter, results show more than one unit possessing a top ranking from highest to lowest. Results indicate partiality for the practical examples that make up the top-ranked unit (25%), later repeating itself on other podiums within the overall results. Students perceived that between the practical examples (50) and the quizzes (25), most of them proved to be complicated to solve. Likewise, within the type of questions characterizing each test, students found an inclination for free-writing (25%) and sorter (25%) tasks.
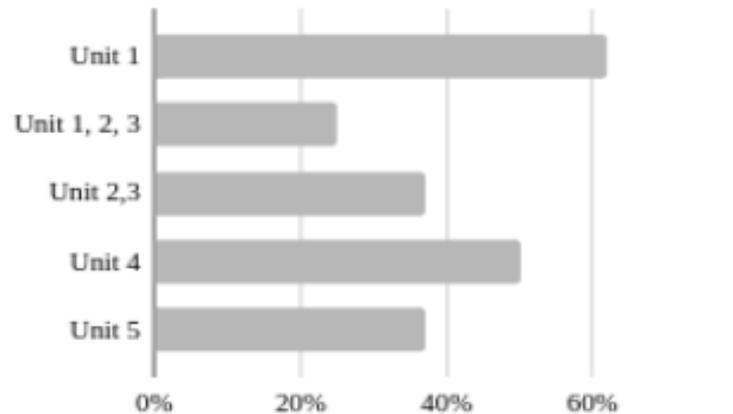
Figure 4.   Learners' immersion sorter

These results indicate, accordingly, that the variety of opinions is persistent, with 30% of them presenting multiple responses within the structured instrument. On the other hand, the next stage for this interest discovered communication skills factors in learning process for writing and reading outcomes through five themes: Practice, Self-study, Classroom, Communication, and Production. For the first theme, there was an outstanding deal of support for communication given in practice (66) when it comes to taking guidelines, as well as finding parental support and control when doing class work with a concordance of 44. Among other things, when not completing a question, the results show a bigger inclination for parental notification (33%) over teacher (6%) as shown in an excerpt below.

I take the test with parental supervision (44%).

I take the test without parental supervision (11%).

Practice theme

In the second theme, participants corroborated help from parents or a close relative in completing homework assignments (67%), which is rarely given at the last minute (6%), among the type of skills contained in the homework assignments, reading was perceived as the most difficult skill (28%). Classroom as a theme presents mixed considerations in the quality of showing careful attention to explanations in class (50%) as compared to not paying attention (17%), and likewise, for learners to perform in an environment of misunderstanding results revealed a higher reference to searching for oneself on the Internet (39%). Results indicate a significant intention to incorporate L1 in the delivery of instruction (33%) as compared to purely L2 instruction (22%). Regarding self-study within this section, findings reveal an autonomy in performing learning activities (44%), as well as an initiative to review course material after a class (28%) and very few participants showed disinterest in not reviewing the learning platform (6%).

I take the initiative to do my course tasks (44%).

My parents force me to do my course tasks (17%).

Self-study theme

As a last scenario, within the options to clarify doubts within the student-teacher interaction, a behavior of asking for clarification of content was positive (44%) while others highlighted a lack of having doubts in those cases (33%). As well as remarkable interaction and respect with greeting forms (72%). For the aspect of receiving feedback from the class, the results show high awareness of the support in class (67%) in most cases. Alternatively, this study brings up results in terms of scenarios as well as the immersion to which the participants felt they were engaged.

This instrument on communication associated to learning domains demonstrated that the participants actually learnt when they are subjected to completing the writing and reading activities. Overall, the foundation was laid for learning rapport and how competence in this area determines the quality of education to establish learners as entities capable of working in various contexts progressively towards the acquisition of lexical and social features in their repertoire of knowledge.

This scope for Figure 5 addresses compelling factors that determine communication skills effectiveness and adaptability (SD = 2.1) across several contexts of rapport in their stakeholders. There is a positive focus on improving learning through follow-ups while mastering writing and reading assignments, which are enhanced by classroom practices. These notions created a valuable working space in improving the common failures that occur in each learning model. The experiences that the students lived and took part in served significantly to their social and academic development, which is evidenced and put into practice progressively within the study.
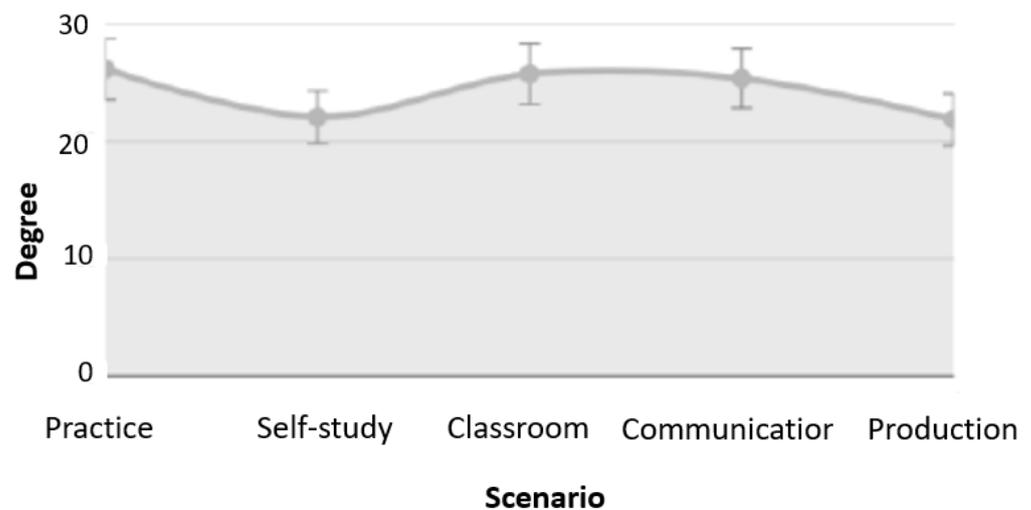

Figure 5. Scenario-based accomplishments

4. Discussion

This project focused on improving educational practice as it relates to learners' reading and writing skills. Based on literacy achievement, results for reading progress suggested that question types of the same category maintain fluency in the learners. However, activities involving repetition may not correctly influence target language comprehension (Steinle et al., 2022). The evidenced gaps in this part of the study may be due to an issue of lack of intention to do the activities, i.e., this results in an adverse outcome of not following task instructions. Another factor in these results would be the overload of activities for the same session, since the lowest results are for the same unit. Then, when combining a variety of ways of interacting with the content through strategy, the achievement motivation will be driven by these methodological staging (Zhao et al., 2022).

Given that this part was focused on not forcing the students to write, it is understandable that the absence of difficulty in doing the task but the lack of interest in it increased.

Higher results point to incredible benefits when supported by visual cues that allow more possibilities to interest the students in doing their best, as it worked in the last parts of the reading achievement. These aids can align with sustaining intellectual or emotional development by in-task optical prompts (Khasanah et al., 2022). Within the second stage, results suggested that students tend to present difficulties when the writing activities involve several activities in themselves, while better results are seen when the task is based solely on order to produce a sentence with an easily perceivable meaning.

Thus, Fill in the Blanks suggests a tremendous opportunity to limit sets of activities to establish a single action or to explain broadly the order of activities to be done in the activity. Drops in such a question type tend to present very varied results, and in this case, a triggering factor turns out to be in fulfilling the activity but not including the target language in the composition. As an upshot of negative transfer, that effect results in language mistakes (Çanakli, 2022). Where the teacher's role addresses target language misalignments in the rapport using corrective feedback (Nadifa, 2022). Due to the interrelation of performance variability that can be placed throughout the coursework, the heuristic design also served as a teaching framework, which was nurtured by feedback from the course.

Another purpose is for problem-solving features on learner motivation to real-world scenarios that this design implements (van der Ploeg et al., 2022). For that reason, it became pivotal to discuss the strengths and weaknesses that participants had in accomplishing the tasks presented, with a leverage point for ongoing reflection when high and low points in learning occurred. Covering strategies within explicit EFL instruction act to assure literacy achievement through task quality that learners produce consistently (Teng, 2022).

This outlook is achieved beyond a troubleshooting stance, such as establishing actions to address disparities in learning and improve practice and effectiveness with educational strategies in different perspectives on the problem as well as the needs of those involved. Withal, results previously evidenced that the behavioral traits were characterized as containing substantial conformity, suggesting that the student's participation was achieved in meeting the requirements set forth in class but without central autonomy to carry out the communication by themselves. In addition, results from the first classes reflect connections with some characteristics, such as being focused on the class but quietly, as well as being confident, which was associated with self-resistance.

This proves a realistic self-perception of themselves in learning at an early stage. Serving to set classroom relationships based on attentive behaviors, the instruction would lead to a personalized approach for entering communication practices (Flanigan et al., 2022). By a later stage of the course, engagement rises precipitously as the state of quiet is reduced but returns to an earlier position long before engagement. This would imply that students' episodes of engagement are shorter than those of remaining quiet in length. Thus, for that stage, being focused is not linked to being engaged but with quiet, which would imply a change of posture in the participants to a more positive one in learning.

Learners' forms of communication, either verbal or non-verbal, represent an operational role in the learning process by their participation. Therefore, these behaviors do not disturb the understanding of the class to grasp the activities. Behavior with positive connections to focus supports the notion that the behaviors seen in the classroom can be curved to improve educational practice based on outcomes. Similarly, this study produces in its design material used for monitoring the forms of communication throughout the course based on its scheduling. The achievements in reading and writing evidenced the perspective of the participants in immersing themselves in an enriched learning environment. While these experiences at early age serve for building a solid cognitive ability in long-term learning performance (M. Chen, 2022).

These results suggest that over time, each unit was perceived as more tedious to follow in most cases based on responses, which does not represent a methodological problem, but an intrapersonal challenge for the participants in terms of motivation and sustainability. EFL learners' motivation rates can turn into a drop-off when mastering a set

of language skills (Naibaho, 2022). In addition, there is a high appreciation of the didactic aids that were given before a test, being perceived positively for the clearer understanding of the students owing to realized burdens they felt to take a test after a lecture in almost all units. This would respond to the very demanding sequential completion loads for each student. Similarly, the fact that the results indicate learners preferred all question types in the assignments may point to increased quality and interactivity provided in these types of activities. Students prize critical lectures when providing a deeper understanding and enlightenment practically (Shadiev & Huang, 2022).

Seamlessly, when evaluating multiple scenarios on communication skills, a conscious mean of responses in each scenario is demonstrated. Furthermore, this benefits improving the educational practice for any type of course regardless of the modality employed. Results reveal that the participants listened attentively to the guidelines in the classroom and especially within the practicum. The communication progression was noticeable in feedback and help from the assignments when outside of class time, as well as their willingness to interact in class if asked to do so. This suggests a commitment to follow through with activities and learning. When learners have a proactive family engagement in their language development, this offers better autonomy in excelling in their skills (Philominraj et al., 2022).

As learning featured on the learner-centered approach, it justified that teacher instruction often is not the single source of learning about subjects, as it can be with technology or parents. Finally, by proving that students tracked the direction of classroom activities, it implies a favorable development of learning and study habits for their future literacy development. Thus, L2 learning as a critical process can highlight familiar scenarios, sharing relatable activities to be immersed with (Minalla, 2022).

In a nutshell, the bond that communication skills provide with the improvement of skills is paramount to the education of young EFL learners through knowing the participants' perceptions of their learning performance as they are followed in terms of monitoring and insights. The findings within this study become crucial for decision-making in establishing a learning strategy that is personalized to the needs of the learners, in other words, learner-centered.

Overall, results proved some limitations regarding digital toolkit used in the data collection and analysis, as such, learners struggled to respond the instruments due to infrastructure, tech skills, or pressure. Moreover, despite some roadblocks for digital environments, participants presented different familiarity with technology leading to a more accurate performance.

5. Conclusions

Among other things, monitoring students in various parts or activities in the learning process shares views on how the instruction functions and where there are bottlenecks, which are essential to identify in order not to undermine long-term learning achievement. In the classroom, external and internal factors within the environment that may contribute to a divergent orientation to learning must be considered. On the other hand, with an educational methodology mindful of the student's demeanors to acquire skills, shaping the socio-behavioral features of the students would naturally lead to methodological aids to correlate and promote appropriate traits through instruction and internal implementations.

Despite some constraints that can emerge in the deployment of similar intents for literacy outcomes, a face to-face intervention can have more satisfactory benefits for attendance and teamwork engagement. Those aspects could be addressed in depth for upcoming investigations, owing to boundaries found for that purpose. While core considerations can be reflected in personal and tailored activities for raising this branch of study in the educational scope. Awareness of the factors in each case is essential for effective learning achievement, especially when language domains are involved. Further studies can proceed to investigate the learner's perspectives on teaching practice to establish a personalized strategy for several contexts.

In sum, the findings can be boiled down in improvement for surface understanding when single choice, multiple choice, and visual aids are implemented in literacy-included tasks. However, activities involving several steps and arrangement cannot be that polished, especially for remaining a clear meaning or following manifold grammar concepts.

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