Literacy attainments as prone to communication skills follow-up

Jonathan Olmos\(^1\) and Andres Garcia\(^1\)

\(^1\)Universidad Laica Eloy Alfaro de Manabi

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Abstract

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.

Text snippets

Literacy Instruction and learning strategies

Effective literacy instruction is achieved through the guidance of teachers, considering the instruction, the learner’s background, and the context. Learning strategies lead to greater satisfaction in the learning process and can help learners engage in the development of reading tasks in a sustained manner.

Reading and writing instruction

It discusses various aspects of language and teaching, specifically in the context of literacy-focused communication. It mentions the importance of improving writing skills, the need to promote rapport classroom, the benefits of communicative skills-based instruction, and the tight relationship between reading and writing skills. The study also highlights the challenges faced by EFL learners and the importance of monitoring communicative skills to identify and address difficulties. The article proposes the use of digital methodologies to enhance classroom execution and suggests the inclusion of reflective feedback by the teacher to amend reading and writing misimpressions. Overall, it emphasizes the significance of promoting effective language learning and teaching strategies that can benefit both students and teachers.

Study target and participants

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.

Results

The study focused on identifying gaps and linkages in EFL learning and how they impact literacy achievement. The results of the study suggest that there are setbacks in complex reading and writing activities such as fill-in-the-blank questions, sentence rewriting, and composing knowledge related to the task. However, the overall mean accuracy of the questions was 61.9%, indicating stable and robust results in terms of variation. The study also highlights the importance of tracking skills and their achievements, with a higher improvement in single-choice questions and filling in the missing spaces when provided with picture clues. Thus, the study suggests the need for educators to target the areas most appealing to students and improve educational practices for better learning outcomes.

Wrap-up

Personalized activities that raise this branch of study in the educational scope can reflect core considerations. Language development is critical when dealing with digital access roadblocks to engagement. Despite some constraints that may arise when deploying similar literacy outcome intents, face-to-face interventions can have more satisfactory benefits for attendance and teamwork engagement. These aspects could be explored further in future investigations, considering the boundaries that may arise.