

The Transformation of Receptive to Productive Skills: An Analysis of Reading Experience in the Production of Narrative Texts of High School Students

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ABSTRACT

Reading and writing are two essential dimensions inextricably intertwined in the process of language acquisition and mastery, where reading operates as a receptive cognitive process and writing as a productive cognitive process. Although previous literature has largely proven a positive correlation between these two skills at the primary and vocational education levels, the transition of reading experiences into the skill of producing complex narrative texts at the Senior High School (SMA) level has not been comprehensively explored. This study aims to deeply analyze how reading experience affects the cognitive and linguistic abilities of high school students in developing the structure, plot, and vocabulary richness in narrative text production. The research method applied is qualitative with a Literature Review approach that examines ten recent relevant journal articles. The synthesis results from various literature confirm that reading interest and reading habits consistently serve as a crucial foundation in facilitating idea generation and enriching students' active vocabulary repertoire. In the specific context of high school students, the depth and variety of reading experiences directly correlate with high-level cognitive abilities to compose narratives that are more coherent, logical, and rich in stylistic language. The readability level of teaching materials is also found to be a determinant factor in determining the quality of input that will be transformed into written output. The conclusion of this study asserts that without an adequate and challenging literacy ecosystem, the capacity for advanced narrative text production in high school students will experience stagnation, thus requiring pedagogical interventions that fully integrate analytical reading activities with creative writing practices.

Keywords: Reading Experience, Narrative Writing, High School Students, Literature Review, Language Skills.

INTRODUCTION

The existence and success of language learning essentially boils down to the mastery of complete communicative competence, which is realized simultaneously through the four pillars of language skills: listening, speaking, reading, and writing (Permatasari & Andriyanti, 2021). These four skills do not operate in a vacuum or are isolated from each other; rather, they form a highly interdependent linguistic ecosystem, where mastery of one skill will directly facilitate and amplify mastery of another skill (Pradhani, 2025). Among these four pillars, there is a very fundamental causal, structural, and cognitive relationship between reading and writing ability (Atayeva et al., 2019).

Theoretically and psycholinguistically, reading is represented as a receptive skill, which is a proactive mental process in which individuals decode graphic symbols, construct meanings from texts, absorb factual and imaginative information, and construct and restructure knowledge schemas in their cognition (Yang et al., 2023). This process is not just passive absorption, but rather a dialogical interaction between the reader and the text. Instead, writing is positioned as a high-level productive skill that requires individuals to encoding, organize the fragments of ideas into a whole, and formulate them into grammatical structures and orthographic conventions that are coherent, logical, and meaningful to the reader (Murtadho, 2021). This dialectical interconnectedness gives rise to the fundamental axiom in applied linguistics that a person's ability to write, to the extent that he or she is mechanically trained, will always be limited and dictated by his capacity and quality of reading experience (Ambulong et al., 2021). Through extensive and intensive reading activities, the human brain incidentally acquires very rich linguistic inputs including narrative ideators, syntactic frameworks, compound sentence structures, diction precision, and variations in language styles that will later be deposited into a "data bank" of long-term memory that can be accessed and retrieved when the individual produces his or her own text (Irmawati et al., 2021).

In examining the crucial process of language acquisition and processing, the internal factors inherent in the learner occupy a central position that cannot be negotiated. The fundamental role of reading interest (defined as an intrinsic drive, positive affect, or strong psychological interest in reading activities) and reading habits (which take the form of automated routines and continuous frequency of exposure to various variants of text) are key predictors in broadening horizons of insight and adding to students' active vocabulary (Limeranto & Subekti, 2021). Reading interest serves as an initial driving motor that initiates the duration of students' attention and persistence when dealing with long or complex texts (Hanafi et al., 2021). On the other hand, reading habits act as a consolidation mechanism that latently embeds grammatical structure into students' cognition, effectively reducing the cognitive load when they have to deal with a blank sheet of paper to start producing ideas and writing stories.

A search of the state of the art or previous empirical studies shows that the solidity of the thesis on the correlation between reading and writing has been consistently validated at various levels of education, especially at the elementary level. Extensive quantitative studies at the primary education level, for example by Utami et al., Gaddafi et al., and Rinawati et al., have confirmed with a high level of statistical significance that interest and ability to read causally affect the competence of writing narratives and short stories in elementary school children (Arif, 2021). In fact, the findings from Az-zahra & Muthi confirm that at the initial developmental

level such as grade II of elementary school, the correlation between the receptive ability of reading comprehension and productive competence of writing has been formed in a real and significant way (Syamsinar, 2021). Interestingly, similar validation was also found at the vocational high school (SMK) level by Sabriadi, where reading habits were shown to contribute directly to vocabulary expansion, syntactic fluency, and the development of students' ideas in vocational and general writing tasks (Riau & Teron, 2021). More specifically on the type of fiction text, Fahira & Sholehuddin's research proves that the biggest obstacle in producing short story writings, such as the phenomenon of writer's block, is linearly and proportionally caused by a low level of comprehensiveness literacy or inadequate fiction reading intake in students (Fahira & Sholehuddin, 2024).

Although the academic literature landscape has presented an abundant empirical evidence base regarding the reciprocal correlation between reading and writing, careful analysis of the literature reveals a research gap that is quite massive and essential. The majority of previous research has an investigative locus centered on primary education (elementary) and junior high school (SMP), or on vocational institutions with a very applied textual orientation. There have not been many comprehensive and in-depth theoretical and empirical studies that map, analyze, and synthesize in depth how this accumulated reading experience transforms at the high school (SMA) level.

The psychological and cognitive context of high school students presents challenges and dynamics that are much different and much more challenging. Referring to Piaget's theory of cognitive development, high school students are at the peak stage of formal operations, which demand a high level of abstract, logical, deductive, and imaginative thinking skills. The demands of narrative writing structure at the high school curriculum level are no longer just stringing together a series of events chronologically that is repetitive and simple. In contrast, the production of fictional texts in high school involves the engineering of complex story architectures: from the design of non-linear plots such as mixed plots, flashbacks, to the presentation of conflicts that prioritize layered psychological depth, ambiguous resolutions, and the exploitation of much more sophisticated poetic diction and majas (Courtesy of 2021). The question then is, how can the mechanism of transition from reading input to such complex writing output occur?

Therefore, in order to bridge the gap in the literature, this scientific article aims to explore theoretically and conceptually how the dimension of reading experience directly contributes to and shapes the development of narrative writing skills of high school students. The analysis in this study is aimed at dissecting the anatomy of the transformation of receptive skills into productive, as well as critically evaluating the extent to which the ecosystem of read texts, readability levels, and the accumulation of fictional literacy facilitate or even hinder the quality of narrative writing output at the upper secondary level. Through this comprehensive exploration, it is hoped that a new theoretical foundation can be formulated for the development of integrated literacy pedagogy at the high school level.

METHODS

This research was conceptualized and designed using a qualitative research approach with design manifestations *Literature Review* (Literature Review) or literature study. The

qualitative approach is deliberately applied because the main focus and philosophy of this study does not rely on statistical hypothesis testing, numerical computation, or mathematical correlation proofing. Instead, this study seeks to conduct an in-depth synthesis, high-level conceptual interpretation, and excavation of meaning regarding the psycholinguistic mechanisms behind the phenomenon of transforming the reading experience into complex narrative writing skills (Wewen et al., 2023). Design *Literature Review* chosen because its systematic method allows researchers to map holistically *state of the art* from the literacy discourse of reading, identifying the consistency and disparity of findings between empirical studies, and extrapolating these fundamental conclusions into a new context and ecology, namely the cognitive dynamics of high school students (Yetti, 2021).

The data collection process relies on secondary data mining (*Secondary Data Mining*) which was compiled through a rigorous and systematic literature search on leading academic databases on a national scale, such as the Garuda portal (Garba Digital Reference), Sinta (Science and Technology Index), Google Scholar, and repositories of higher education institutions. The inclusion criteria applied in the selection and screening of articles are constructed in layers to ensure the validity and relevance of the study. These criteria include: (1) articles must be published within a maximum period of five years (2020-2025) to ensure novelty (*novelty*) paradigm and data updates that reflect the modern education curriculum; (2) the study focuses explicitly on independent variables that are proxies of reading experience, which include reading interest, reading habits, reading comprehension capacity, or the level of readability of narrative text teaching materials; (3) focus absolutely on dependent variables in the form of narrative writing skills, short story writing, or fictional text production in general; and (4) the literature must be published in scientific journals that have gone through the process of *Peer-review* or indexed nationally/internationally, so that the credibility of the methodological findings can be accounted for (Syamsinar, 2021).

As an additional filtering mechanism, exclusion criteria are implemented to eliminate data interference or bias. Literature in the form of unsubstantiated opinions (non-empirical/theoretical research), popular papers, or literacy studies that focus on non-fiction and non-narrative texts (such as explanatory text writing, report descriptions, arguments, or procedural texts) are strictly excluded, given that their cognitive mechanisms and rhetorical structure have a very wide divergence from the creative process of narrative writing (Syafuruddin, 2024). Through the rigorous screening and eligibility assessment procedures, this study finally extracted 10 journal articles and previous research that were considered to have the highest density of substance and relevance to the centrality of this research construct.

Table 2 below presents a detailed elaboration of the ten main literary instruments that form the epistemological foundation of this study, complete with their methodology and correlation essence which will then be synthesized.

Table 2: Mapping and Analysis Matrix of the Main Literature Used in Data Synthesis

Yes	Author & Year of Publication	Context/Object of Study	Research Methodology	Essence of Findings & Relevance (Receptive-
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				Productive Correlations)
1	Utami, Oktaviany, Dwiprabowo (2021)	Grade V Elementary School Students	Quantitative Correlation	Interest in reading influences narrative writing skills in real terms. Students with high interest produce more neatly structured ideas and flows.
2	Gaddafi, Anwar, Sundari (2022)	Grade IV elementary school students (n=57)	Quantitative Causal Studies	Affirming reading interest as an internal impulse that has a direct impact on creativity and the collapse of students' written narratives.
3	Simamora, Pardede, Harahap (2024)	General Theoretical Studies	Qualitative <i>Library Research</i>	Positioning reading activities is not an optional exercise, but rather the main foundation pillars of idea acquisition and syntax structure for writing activities.
4	Dalimunthe, Ikawati (2025)	Language Learning Overview	Qualitative <i>Library Research</i>	Examining the urgency of mastering 4 language skills; Receptive (reading) dictates productive quality (writing) in the integrative learning paradigm.
5	Sabriadi (2025)	Vocational students (n=100)	Quantitative Correlation	The habit of reading directly contributes to solving students' difficulties in composing sentences and expanding

				vocabulary significantly at the vocational intermediate level.
6	Fahira, Sholehuddin (2024)	Grade VI Elementary School Students (Short Story Writing)	Quantitative Product Moment Correlation	There was a significant 0.635 relationship between reading comprehension and the ability to find original ideas when producing short stories.
7	Rinawati, Mirnawati, Setiawan (2020)	Synthesis of Elementary Students	Qualitative Descriptive Analysis	Confirms the universality of the theory that reading comprehensiveness is the foundation of writing at any level of development.
8	Zakia, Musaddat, Indrawati, Makki (2024)	Grade IV Elementary School Students	Quantitative Correlation	Reading ability dictates understanding of content and plot that causally makes it easier for students to restructure their own narratives.
9	Az-zahra, Muthi (2024)	Elementary school students in grade II	Quantitative Correlation	Proving that since the initial literacy phase, the reading and writing correlation has been incubated; Reading facilitates spelling and initial writing conventions.
10	Widianto et al. (2024)	Text of Narrative Teaching Materials for High School/Junior	Readability Analysis (Fry Graph)	Proving that difficult or ineffective text hurts comprehension. Reading materials must

		High School (Class IX)		be ideal so that students can absorb the language model.
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The stages of data analysis in this study are carried out using the content analysis procedure (*Content Analysis*) comprehensive. As stated by qualitative methodologists, the content analysis method operates systematically through the process of deep reading (*close reading*), data reduction, categorization, cross-comparison, and text data synthesis (Vears & Gillam, 2022). The analytical steps begin with an immersive and repetitive reading of the 10 selected literature to understand the context and ontology of each research. Next, the researcher encoded (*Coding*) to identify units of analysis that contain arguments, empirical proofs, or theoretical premises regarding the relationship between receptive ability and productive competence.

The codes are then abstracted and reconstellated into dominant themes that highlight the psychological and sociolinguistic mechanics of the phenomenon. The culmination of this analysis lies in the process of recontextualization: that is, transferring and reflecting on these universal findings (most of which come from elementary and vocational data) to be challenged, tested, and analyzed for their suitability to the demands of cognitive load, psychosocial development, and high-level fiction writing competency standards from the demographics of high school students. It is through this rigorous scientific procedure that this research is able to present sharp and weighty theoretical outputs.

RESULTS AND DISCUSSION

The extraction, cross-analysis, and synthesis of advanced data from the ten major literature have yielded highly precise and consistent conceptual patterns of how receptive competence (reading) is not merely a complementary activity, but acts as an absolute cognitive prerequisite for the formation of productive competence (writing). The discussion in this chapter is designed not to merely summarize or redescribe the journal's findings in a partial and chronological manner. Instead, empirical data and findings are integrated and sublimated into three main analytical thematic pillars. The three themes were then studied, interpreted, and extrapolated specifically through the lens of intellectual needs, psycholinguistic burden, and aesthetic competency standards of high school students.

1. The Influence of Reading Interests and Habits on the Technical Quality of Narrative

Based on a synthesis of various literatures, it has been agreed that there is a real and strong causality determination between the affective psychological dimension (i.e. reading interest) and the habituation behavior dimension (i.e. regular reading habits) to the level of technical quality and syntactic sophistication in narrative writing skills. The interest in reading positions itself as an internal kinetic generator or energy that moves the learner subject to interact longer and deeper with different types of texts (Anggia et al., 2023). Meanwhile, the habit of reading takes on a more pragmatic role: it transforms that affective interest into an exposure (*Exposure*) Continuous linguistics and manifested in procedural memory (Permatasari & Andriyanti, 2021).

Various researches, both rooted in observations in primary and secondary vocational education, empirically and statistically prove that the group of students who have a superior level of reading frequency undoubtedly has an exponential comparative advantage in several writing domains. The domain includes syntactic fluency (*Syntactic Fluency*), a mastery of a lexicon that goes far beyond the passive vocabulary of their peers, as well as the mechanical ability to string together the transfer of events (*Event Sequencing*) in a more linear, cohesive, and coherent way. Reading acts like a linguistic incubator; Through the passive observation mechanism of authoritative texts, students' brains automatically absorb spelling conventions, morphology, standard grammatical structure, and paragraph architecture without having to go through a process of grammar instruction that is deductive or explicit (Syamsinar, 2021). Incidental learning (*Incidental Learning*) This is what makes greedy readers instinctively know which sentences "sound wrong" even if they don't memorize the syntactic formula.

Extrapolation Analysis in the Context of High School When this fundamental postulate is drawn into the arena of upper secondary education, its pedagogical and cognitive implications become much more weighty, multidimensional, and complex. There is a paradigm leap that must be realized: diametrically different from students at the elementary level whose competency targets boil down to the ability to knit simple sentences, basic predictive structures, and transparent chronological narratives, high school students bear the burden of different academic expectations. The curriculum urges them to be able to produce texts with technical qualifications and artistic depth that replicate professional literary works. In this phase of cognitive development of adolescence, students are required to demonstrate tyrannical control over diction, operating *Tier 2 Vocabulary* (academic or literary vocabulary that rarely appears in everyday casual conversational discourse, such as 'melancholy', 'alienated', 'eclectic'), as well as executing the application of the style of repetition language, metaphors, personification, lithotes, and irony with a high degree of naturalness (Pasaribu, 2022).

Therefore, the functionality of the reading experience at the high school level underwent an extreme metamorphosis from simply "learning to understand sentences" to "learning to observe and replicate linguistic styles". The habit of reading extensively on a variety of heavier and more ambitious literary works such as Kompas compilations of contemporary short stories, classic novels of the Indonesian literary canon, or translations of post-modern literature turns into cross-references (*cross-referencing*) that is crucial (Permatasari & Andriyanti, 2021). Without this reservoir of references, narrative writing produced by students will forever feel repetitive, bland, monologue, and full of childish sentence structure. The technical quality of narrative writing of high school students who love to read can be clearly identified by their stylistic proficiency: their ability to orchestrate sentence variations, marrying short independent clauses to create dramatic rhythmic effects, with long, multi-layered compound sentences to penetrate the description of the setting. Absence *Input* in the form of the habit of reading works rich in literary trinkets makes high school students trapped in the trap of conversational diction (*colloquialism*) which reduces the quality of their writing to the point that it fails to meet the aesthetic standards and competencies of high school graduates.

2. Transforming Text Comprehension into Idea Production (From Receptive to Productive)

Findings of the Integrated Literature A further search of the corpus of literature presents an incontrovertible affirmation that reading is by no means an additional ornament that is peripheral (*Peripheral*) in the realm of language and literature learning, but rather the architectural foundation that supports the entire creative process. The findings of previous research, especially in the empirical observation of fiction writing such as short stories, clearly explain that the most ancient and most disabling cognitive obstacles that afflict learners are the phenomenon of impasse of ideas, fear of blank pages (*blank page syndrome*), or what is commonly termed as *writer's block* has causal roots that go directly upstream to the poverty of the reading scheme treasury (Tantipidok, 2025).

Psycholinguistically, reading and studying the fictional stories of others is the main mechanism by which the learner's mentality incubates and internalizes an understanding of how an entity of "abstract ideas" can be constructed, broken down, and expressed into the form of a series of narrative events that are concrete and have logical consequences (Tribushinina et al., 2021). Students who are able to grasp reading comprehension with a high level of sharpness (superior competence in the receptive domain) are shown to have significant mental flexibility to replicate and transform the understanding of the model into their own production schema device. In other words, the inability to find ideas is not an indication of the loss of "natural talents", but rather a manifestation of the empty shelves of reference libraries in the brain that can be triggered by a lack of stimulation from reading materials.

Extrapolation Analysis in the Context of High School This process of ideological transplantation from receptive to productive, if contextualized into the realm of high school students' minds, requires a sharp analysis of a radical narrative scheme. In the high school curriculum, producing narrative texts is not only focused on students' ability to tell stories about "what happened", but also analytical expectations of "why the anomaly happened" and "how it affects the psychological landscape of the characters in it". The competency load of writing narrative texts in high school incubates complex elements of the genre: students must devise a non-linear plot framework (opening *in media res*, use *flashbacks* as motive demolitions), manipulate rhythm to build dramatic tension (*suspense*), weave a resolution that distorts initial expectations (*plot twist*), as well as the skill of placing the psychological/internal conflicts of the characters so that they naturally collide with social conflicts externally.

It is at this locus of cognitive intersection that the intensity of the reading experience is metaphorically transformed into a cognitive scalpel that dissects fictional anatomy. High school students who intensely interact and devour literary works with intricate storytelling will *unconsciously* map the blueprint of the story in their cognition architecture. The depth of reading comprehension is what executes the modeling process in a complete manner. When high school students are tasked with composing an original short story, they are not fumbling for the form of a narrative from an absolute void. Their cognition calls back pre-established narrative schemes: they adopt the way professional novelists design *books* that hold attention hostage, mimic the narrative engineering *of showing, don't tell* to describe their characters' despair without once reciting the adjective "desperate", and duplicate the ability to

orchestrate a sequence of dialogue to be natural and able to push the storyline forward. Literature review verifies straightforwardly that without the internalization of narrative models through comprehensive reading comprehension, the ability to transform conceptual ideas into fictional narrative structure fabrications is impossible to realize at the level of depth of cognition of middle-aged adolescents.

3. The Urgency of Readability of Teaching Materials on Writing Output

Findings of Integrated Literature The third layer of this synthesis explores a dimension that is often overlooked in pedagogical discourse, namely the quality of the medium of the reading instrument itself. The formation of meaningful reading experiences is highly controlled, filtered, and mediated by a variable called the level of readability of the text (*Text Readability*) from teaching materials presented in the academic environment. Microscopic analysis of the readability parameters of narrative literacy teaching materials using instruments such as the Fry Graph linguistic formula reveals the objective reality that word configuration, sentence efficiency, and morphological complexity in reading materials strongly determine the determination of the success of comprehension power (*Understanding*) readers at any level (Ishikawa, 2021).

The basic law in the study of readability and psycholinguistics postulates that if the configuration of a text is too concentrated and difficult to decipher, both due to the use of academic jargon outside the reader's age spectrum and the construction of subordinate clauses that overlap carelessly, then the rhythm of the reading experience is inevitably disrupted. From the perspective of *Cognitive Load Theory*, students' mental energy or *working memory* capacity will be sucked up just to decode the mechanical letter code (*decoding*) sentence by sentence, instead of being used to reflect on the beauty of language styles, dissect character motives, and absorb the emotional essence of the text's narrative. The fatal impact is that the process of memory encryption and the cross-transfer of syntactic knowledge does not occur; Students fail to absorb input, so they are hampered from reproducing it into original fictional creations.

Extrapolation Analysis in the Context of High School The integration of discourses on the level of readability of teaching material texts offers a philosophical spark as well as a valuable strategic contribution to the literary writing modeling curriculum in the realm of high school. To be able to radically transform students' narrative writing capacity to a level *Advanced*, the quality calibration standard of the curation of reading materials absolutely requires precise accuracy. Literary presentations for high school students should not simply recycle clichéd narrative texts for beginners; it must be formatted to dwell in the realm of the Proximal Development Zone (*Zone of Proximal Development*): Reading must present the complexity of philosophical or intellectual conflicts that succeed in breaking the stagnant boundaries of students' cognitive correctness, but on the other hand, it must still be knitted using syntactic threads that are efficient, harmonious, and maintain a level of logical cohesion in order to negate the threat of frustration during reading comprehension activities (Sundari & Febriyanti, 2023).

In short stories or novel fragments that function as representations of high school writing teaching materials, sentences must represent the highest level of syntactic effectiveness, where the cohesion of clause combinations, the smoothness of subordinative

conjunctions, repetition-free lexical accuracy, and diction placement can be gracefully choreographed. In the basic principle of learning, students' written products are nothing but a mirror reflection of what they consume intellectually. If literary anthologies in high school are limited to exposing stories that are poor in structure and chaotic in terms of sentence effectiveness, students will inevitably adopt a similar linguistic paralysis in their own stories. Instead, the massive exposure and facilitative guidance to grandly flowing texts with high-level spelling configurations guarantee the formation of a thrilling reading experience. The accumulation of magical experiences and stimulation of challenging texts that at the end of the line empowered students at this level demonstrated the feasibility of their prose works, standing firm to support the standards of intellectuality and articulation maturity that are exclusively associated with the identity of high school students.

CONCLUSION

This comprehensive literature review convincingly gave birth to a discourse synthesis that confirms the superior position of the accumulated reading experience as an organic amalgamation between pure psychological interest and the habituation routine of interaction with the text as the foundation of the main architectural pillars that underpin the success of learners in producing written products. Constructs of productive skills such as weaving advanced narrative stories are proven to be ontological in no way privileged to be able to grow in an airtight space devoid of stimulation, without the supply of lexical ammunition, empirical linguistic systems, and a treasury of cognitive schematics that are constantly flowing from the wells of receptive reading skills.

The practical and philosophical implications of this framework underscore a very fundamental call for the ecology of language development in high school (SMA). In the climactic phase of the development of middle-aged adolescents, the implementation of reading activities should not be limited to just a maneuver of a literal comprehension test to reap scores on paper. The construction of reading spaces should ideally be restored to function as a literary modeling gallery, a vehicle for aesthetic observation, and a linguistic testing center where students are free to explore, absorb the splendor of the ideological constructions of great writers, loot the alluring style of writing fiction short stories, and accumulate *tier 2* vocabulary to enrich the texture of the original storytelling later. Without the intervention of such a challenging literacy ecosystem in the academic curriculum, the technical competence of creating complex narrative discourses at this level range will continue to be degraded, leading to the bankruptcy of ideas, repetitive writing, cheap colloquial diction, and flat storytelling.

Opening up more prospective horizons, this in-depth theoretical analysis study offers the urgency of doubling on a more empirically challenging scale of research. It is recommended without hesitation that cutting-edge scientific investigations design the exploration of field research studies empirically on a macro scale, both utilizing quantitative validation of experimental design tests, longitudinal explanatory approaches, and hybrid instruments that dedicate specific locus demographics to upper secondary students. Sharp statistical verification directed at measuring the elasticity ratio to what extent the impact of self-dissection on literary prose manuscripts of the current era is able to restructure the comprehensiveness of narrative tactics of the upper level students undoubtedly contributes to patching the gap in *the state of the*

art, designing the curriculum, and becoming a pioneer in the teaching standards of premium classroom language skills.

CONFESSION

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