

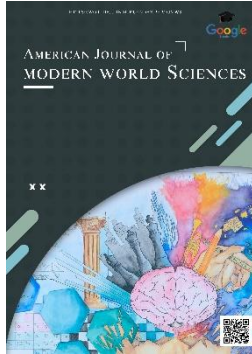
LANGUAGE'S NATURAL ORDERS: WHY
WE KNOW MORE THAN WE SPEAK

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Abstract: *When learning a language, most students improve more quickly in receptive skills like reading and listening than in productive abilities like speaking and writing. The primary causes of this imbalance—that one is better than the other—are examined in this essay. In many language proficiency examinations, candidates score higher in reading and listening because they comprehend the material sufficiently; yet, it appears nearly difficult to balance the language skills in speaking and writing. This dynamic leads to a contradiction in language learning: comprehension of language, mostly through reading or listening to real-life conversations, is frequently given precedence over the capacity to articulate ideas and apply them effectively. The purpose of this study is to investigate the significant aspects that contribute to the disparity, such as cognitive processing, input-output load, and the function of instruction in balancing skill development.*

Key words: *receptive skills, productive skills, language acquisition, input, output, norm-referenced tests, cognitive analysis, integrating accomplishment*

Learning a language is a complicated process that involves much more than just memorizing grammar rules and vocabulary. For many learners, acquiring the four essential language skills—speaking, reading, writing, and listening—has been the key to understanding the

fundamental meaning of language acquisition. They are therefore grouped together since they have similar subtleties: productive skills (writing and speaking) and receptive skills (listening and reading). They serve as the cornerstone of communicative proficiency in any language (Nation, 2007). Furthermore, grammatical precision and vocabulary range—the foundation of a language—have a significant impact on all of them when it comes to language mastery. However, compared to productive skills, many candidates typically excel in receptive skills far more rapidly and easily, whether through self-study or tutor-based learning. For example, it is frequently noted in language proficiency examinations that nearly all candidates perform better in reading and listening but struggle in writing and speaking. This specific problem demonstrates how many language learners may comprehend written or spoken texts but struggle with self-expression. After all, it produces an imbalance in the field of learning that must be rectified. Standardized testing procedures, which favor receptive abilities over productive ones, lend credence to this problem. Swain (1985). The causes of these unequal learning outcomes are examined in this article. It examines causes by contrasting pedagogical, cognitive, and input-output learning approaches and offers strategies to close the gap. Drawing from my own experiences as a student specializing in English language and literature and learning multiple languages, I have seen the imbalance in both real-life communication and the elderly. The idea that receptive skills—reading and listening—develop more quickly than productive ones—speaking and writing—is fundamental to learning a second language. Stephen Krashen's Input Hypothesis (1985), which states that "language acquisition occurs when learners are exposed to input that is slightly

beyond their current level of competence (i+1)," provides compelling evidence for this theory. This, in turn, is a message for everyone learning a new language. Additionally, learners should first acquire the language through reading written texts or listening, which is a fundamental skill that is frequently enhanced by listening to spoken texts in communication or podcasts. However, they may then process the language using these previously mentioned skills before producing. Another Krashen emphasis on language input is that "we acquire language not by speaking it but by understanding input" (Krashen, 1981). This statement specifically addresses productive skills as the outcome of acquisition rather than a cause. According to this hypothesis, learners who significantly improve their understanding will become proficient speakers and writers. Furthermore, only those who have mastered receptive skills are better able to comprehend the principles of productive skills and apply them in practice. All of these have also shown outcomes in real-life conversations and language competency exams. Paul Nation (2007) emphasizes the importance of input, stating that "learners need large amounts of comprehensible input through listening and reading to develop fluency," which strongly supports Krashen's viewpoints. It is evident that learners cannot establish a solid vocabulary and grammatical system to produce output without this input. Furthermore, whatever was required to be produced ought to have been received first. Because of this, it is frequently noted that some skills develop rapidly while others take time. Additionally, when it comes to the process that causes output to slow down, other academics have been in agreement. The Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) theories of Jim

Cummin (2000) explain why conversational skills frequently develop a little more slowly and require more time. Instead of concentrating on listening exercises and text reading, this strongly relies on exposure to speaking and writing. When it comes to using productive abilities, cognitive semantics is challenging because it frequently experiences procrastination as a result of extensive input. Many language learners find it difficult to manage their workload, therefore they typically focus on listening exercises or reading texts in language lessons, which postpones the development of useful skills. The primary cause of the slowdown in the development of critical skills is that learners receive less practice in speaking and writing, which allows them to remain underdeveloped as students place less emphasis on their significance. This article offers strategies to close the gap in uneven learning growth and develop all the necessary skills to master the language for both academic and everyday use, based on classroom observations and theories of second language acquisition. One-skill-based training and a lack of effective practices underscore the significance of the issue of enhancing real-world language proficiency.

Conclusion: When taken as a whole, these theories that go beyond language convey the idea that learners are growing even if their productive skills take longer to develop; in fact, learning a language starts with acquiring receptive skills. Every aspect of language acquisition is drastically altered by the perspectives of both teachers and students, including how they receive information, how they teach, and how they absorb information. The majority of teaching methods still focus on either improving vocabulary and grammar or enhancing language learning through receptive skills. That is why it was considered that

acquiring one skill is completely different from the others. Based on my own language learning experiences, it became evident that receptive skills play a major part in learning any language, whether native and second. Learning a language is somewhat similar to moms not using any grammatical rules for their young children when they first talk; the learner simply adopts one thing and adds it to their existing level. In most cases, these activities are done by receptive skills, so there is no surprise why many people excel in these skills when they are prioritized. This is consistent with basic physics principles: as nothing can be formed from nothing, an input base must be considered in order to make an output. Without it, writing and speech are silent—not because of a lack of effort, but rather because there aren't enough language resources.

Speaking, writing, listening, and reading are fundamental communication skills that must be used effectively when learning a language. However, it is crucial to look into their relationships because skill development differs among students or environments. Thus, this study investigates the connection between Turkish EFL learners' productive (speaking and writing) and receptive (reading and listening) skills. The intention is to demonstrate the relationships between these four linguistic skills. In this study, three primary questions are examined: (1) Is there a relationship between students' productive skills and their receptive skills on the quizzes? (2) "Is there a correlation between students' receptive skills in the portfolio tasks and their productive skills?" and (3) "Is there a correlation between students' receptive skills in the midterm test and their productive abilities?" Three types of assessments were used to gather data from 250 students: a thorough midterm exam, portfolio projects, and skill-specific quizzes. A

descriptive study approach was used, and SPSS 25 was used to perform regression and correlation analysis. Strong and statistically significant correlations between all four language skills across various testing modalities were found in the results. Specifically, productive abilities were found to be significantly predicted by receptive skills, indicating a high level of interdependence. In EFL situations, these results emphasize the necessity of integrated skill education and assessment. By offering empirical evidence for interrelated skill development, the study advances the domains of language pedagogy and evaluation. By comparing different levels of foreign language proficiency, analyzing longitudinal data, or looking into how integrated educational interventions could impact the link between productive and receptive capacities, future research could provide further details.

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