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The Relationship between Verb Comprehension and Verb Production among Non-Native Persian Learners Based on Systematic Functional Approach[1]

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Abstract

This research has been done to investigate the relationship between verb comprehension and verb production of Persian learners in Persian language writing as a second language, based on the processes of ideational metafunction in Halliday's systemic functional grammar. The statistical population was the Persian learners of the international center of teaching Persian to non-Persian speakers in Ferdowsi University of Mashhad. The data collection method was based on field study and random sampling method. The data were gathered through tests, interviews and essays which were divided into two parts: verb comprehension and verb production. The results of the tests were analyzed for verb comprehension, while the outputs of compositions were used in verb production. The collected data then were analyzed by SPSS. The results indicated that there was a positive correlation between comprehension and verb production of mental process at elementary levels. On the other hand, no correlation was found between Persian learners' verb comprehension and verb production at intermediate level. Furthermore, there was a negative correlation between comprehension and production of the behavioral process at intermediate level and the comprehension and production of the material process at the advanced level. This showed the effect of three factors on creating a positive and negative correlation

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between processes in foreign Persian learners: 1) the objectivity and subjectivity of processes, 2) the versatility of processes, 3) Persian learners' language level.
***Keywords**:* verb, comprehension, production, process, functional grammar, foreign Persian learners

1. Introduction

Unlike those who ignore the humanistic natural side of a language under the title of a scientific survey, Halliday instead provides a sound systemic basis for interpreting language as an essential part of the human experience (Nation, 2019; Wei, 2018). He sees in every act of meaning the potential for discovering the true nature of language, even and especially in the speech of children — for it is out of the mouths of babies, so to speak, that language develops and humanity evolves (Hackett et.al, 2021; Vainio, 2019). Every act of meaning is an opportunity for change in language and society (Halliday, 2003; Jaspers, 2018). He named his approach Systematic Functional Grammar (SFG). His views differ from most of linguistic theories in the Language unit for linguistic description. Halliday states that SFG takes the text rather than the sentence as its unit of study. "Note that [a] text is a semantic unit, not a grammatical one." Elsewhere, Halliday refers to the text as "the basic unit of the semantic process". And the text is defined as "any passage, spoken or written, of whatever length that does form a unified whole" (Butler, 2003).

Understanding the relationship between the processes of production and comprehension can help language teachers to design more effective and efficient language teaching methods. Secondly, it can provide insights into the cognitive processes involved in language learning and production. Finally, it can contribute to the development of theories and models of language acquisition and processing. Therefore, this research aims to investigate the correlation between verb comprehension and verb production of Persian learners in Persian writing skill, based on the processes of *ideational* metafunction in Halliday's Systemic Functional Grammar.

According to this approach, we explored texts which had been comprehended and produced by Persian learners to investigate the existing

correlation in comprehension and production processes of foreign Persian learners at all levels of Persian learning in writing. It seems that production and comprehension are separate entities though related to each other; comprehension is perceived as the primary source of learning in producing language.

2. Literature Review

The comprehension and production of verbs are essential components of language learning and use (Branigan et al., 2008). Verb comprehension refers to the ability to understand the meaning of verbs in context, while verb production refers to the ability to use verbs appropriately in speech or writing (Bates et al., 1994). Previous studies have shown that there is a close relationship between verb comprehension and verb production (Bates et al., 1994; Branigan et al., 2008). However, the nature and strength of this relationship may vary depending on various factors such as language proficiency, age, and task demands (Branigan et al., 2008; Gollan et al., 2011).

In the context of Persian language learning, there is a lack of research on the relationship between verb comprehension and verb production. However, some studies have investigated the factors that affect Persian learners' performance in these two processes. For example, Ahmadi (2017) found that Persian learners' vocabulary size and knowledge of grammatical structures can significantly predict their performance in verb comprehension and production tasks. Another study by Khosravi and Kassaian (2015) showed that teaching verb collocations can improve Persian learners' comprehension and production of verbs.

Ghiyasiyan (2000) in his thesis made a syntactic-semantic classification of Persian verbs based on Halliday's Systematic Functional Grammar. He used natural examples and evidence in order to describe Persian. According to the hypothesis of the thesis which is on the experiential process, he used the Halliday's classification for Persian, thereby concluding his studies with these words "Halliday's classification is applicable for except in minor difference" (Ghiyasiyan, 2000).

Tabrizimanesh (2006) investigated a five-volume set of AZFA books named *Farsi Biyamuzim* (*Let's Learn Persian*) based on Halliday's Systematic Functional Approach following two goals: a content analysis of the book and some suggestions for the authors of similar books. Data showed that Halliday's classification of the processes and different functions of their participants are applicable in the series mentioned above, and indicated some significant differences in frequency of different processes as well as a relationship between spoken variants and types of processes (Tabrizimanesh, 2006).

Pahlavannezhad and Najafi (2008) based on Halliday's Systematic Functional Approach, introduced the experiential function of language and emphasized the importance of presenting this metafunction to elementary school children. In his research, the context of *Bekhanim* (*Let's Read*) books as the most important, official sources of learning investigated in elementary schools from the first grade to the fifth grade. The results of the research indicated that in these contexts, all of the processes had not been presented to elementary school children and when authors had written these books, they did not pay any particular attention to the experiential functions of language as the final stage of the evolution of language acquisition. Moreover, the language processes were not presented to the children as a tool for verbalizing experiences and a purposeful communication. Furthermore, the low frequency of the two existential and behavioral processes should be considered in the mentioned texts (Pahlavannezhad and Najafi, 2008).

Aghaee (2012), in her thesis, tried to establish mechanisms related to syllabus design and the preparation of teaching materials for foreign learners of Persian at elementary level. To attain this objective, based on Halliday's language-based theory of learning, the speaking and writing tasks performed by 20 pre-school children aged 9 or less were recorded. Then, various types of processes, as well as adjuncts used by children were evaluated in form of *interpersonal* and *ideational* metafunctions, the finite elements. And finally, it was concluded that circumstantial adjuncts are larger in number than those of modal adjuncts. They are 72.72 % in the speech of pre-school children, 59.72% in the speech of primary school children, and 86.84% in the writing of

elementary school children. The material processes were the most common processes (70.10 in pre-school, 55.71% in primary school, and 53.72% in writing). Plus, the present tense was more applicable than the past tense in elementary school cases; conversely, the past tense was more applicable than the present in pre-school children (Aghaee, 2012).

3. Theoretical approach

The root of Halliday's works lies in the works of Firth, whose categories of system, structure and characterization of meaning as function in context, were particularly influential in Halliday's development of his teacher's ideas, as was also the work of Malinowski, the Prague School and Helmsley (Halliday, 1993). Initially, Halliday's reshaping of these ideas gave rise to Scale and Category grammar. In the 1960s and 1970s, this model developed into what became known as Systematic Grammar, and later as Systemic Functional Grammar (Halliday, 2004). The main developments were made through the progressive semanticiation of grammar as well as the introduction of the new ways of looking at a function in language, and through Halliday's suggestion that the fundamental aspects of linguistic patterning were paradigmatic (i.e. systemic, in Firth's sense of the term), being formalized as the networks of closed "systems" of option offered by the language under description (Butler, 2003).

The systemic approach to language is functional in two main respects: 1) because it raises functional questions about language, in other words, systematists ask how people use language. 2) because it interprets the structure of language functionally, in other words, systematists ask how language is structured for use.

Answering the first question involves a focus on authentic, every day, and social interaction. This analysis of texts leads systemicists to suggest that people negotiate texts to make meanings with each other. In other words, the general function of language is a semantic one.

Reinterpreting the functional question semantically, systemicists ask:

1. Can we differentiate between the types of meanings in language? i.e. how

many different kinds of meanings do we use in language to make meaning?
2. How are texts (and the other linguistic units which make them up, such as sentences or clauses) structured so that meanings can be made? , i.e. how is language organized to make meaning? (Eggins, 2004)

The phrase "social act of meaning" in the quotation above is significant; as in the work of Firth, the term of "meaning" has a very wide usage in systematic linguistics. For Halliday, too, all aspects of language are meaningful, and it is important to bear this breath of approach in mind when considering his writing. In sense, it might be said that the fundamental goal of SFG is to construct a theory of linguistic meaning (Butler, 2003).

The way in which human being's language use is classified in SFL into three broad categories known as metafunctions: interpersonal, textual and experiential. Language is used to enable us to participate in communicative acts with other people, to take on roles as well as expressing and understanding feelings, attitudes and judgments. This metafunction is known as the interpersonal metafunction.

Language is used to relate what is said (or written) to the rest of the text and to other linguistics events. This involves the use of language to organize the text itself. This is known as the textual metafunction (Bloor & Bloor, 2004).

The experiential function refers to the grammatical choices that enable speakers to make meanings about the world around us and inside us:

> Most obviously, perhaps, when we watch small children interacting with the objects around them, we can see that they are using language to construe a theoretical model of their experience. This is language in the experiential function; the patterns of meaning are installed in the brain and continue to expand on a vast scale as each child, in cahoots with all those around, builds up, renovates, and keeps in good repair the semiotic "reality" that provides the framework of day-to-day existence and is manifested in every moment of discourse, spoken or listened to. We should stress, Halliday think, that

> the grammar is not merely annotating experience; "it is construing experience" (Halliday, 2003, 16).

Our most powerful impression of experience is that it consists of ongoing events, doing, sensing, meaning and becoming. All these ongoing things are sorted out in the grammar of the clause. Thus, as well as being a mode of action, of going and demanding goods and services and information, the clause is also a mode of reflection, of imposing order on the endless variation and flow of events. Grammatical system by which this is achieved is transitivity. The transitivity system construes the world of experience into a manageable set of process types (Halliday, 1994).

3.1 Types of the process

Based on Halliday's Systemic Functional Grammar, verbs are classified into three main processes: mental, behavioral, and material processes (Halliday and Matthiessen, 2014). These processes are used to represent different types of actions or events in language use.

3.1.1. Material

Material processes are processes of "doing". They express the notion that some entities "do" something – which may be done "to" some other entities. So we can ask such processes, or "probe" them, in this way: what did the lion do? what did the lion do to the tourist? Looking at it from the tourist's "perspective"; so we can also say what happened to the tourist? Consequently, if there is a goal of the process, as well as an actor, the representation may come in both two forms: either active, the lion caught the tourist, or passive, the tourist was caught by the lion. (Halliday, 1994, p. 110). Material clauses do not necessarily represent concrete, physical events; they may represent abstract doing and happening (Halliday, 2014, p. 243).

3.1.2. Mental

Some processes involve no action but phenomena best described as states of mind or psychological events. To these, we give the label mental processes. Mental processes tend to be realized through the use of the verbs like think, know, feel, smell, hear, see, want, like, hate, please, disgust, admire,

enjoy, fear, frighten. For example, I dislike your manner (Bloor & Bloor2004, p.116). In the clause 'mental' process, there is always one human participant; this is the "senser". In some clauses, there is the "phenomenon" — that is felt, thought, wanted, or perceived, the position is in a sense reversed (Halliday, 2004, pp. 201-203).

3.1.3. Relational

Relational clauses serve to characterize and identify an entity (Halliday, 2004, p. 210). Relational processes are typically realized by the verb "to be" or some verbs of the same class (known as copular verbs); for example, seem, become, appear (as in "She appeared cheerful") or sometimes by verbs such as have, own, possess (Bloor and Bloor, 2004, p. 120).

Halliday classify the processes Material, Mental, and Relational as major processes and the other ones as minor. (Bloor and Bloor, 2004, p. 125).

3.1.4. Behavioral

These are the processes of (typically human) physiological and psychological behavior, like breathing, coughing, smiling, dreaming, and staring. They are the least distinct of all the six process types because they have no clearly defined characteristics of their own; rather, they are partly like the material and partly like the mental type. The participant who is "behaving", labeled "Behaver" is typically a conscious being, like the senser; the process is grammatically more like one of "doing"s (Halliday, 2004, pp. 248-250).

3.1.5. Verbal

These are clauses of saying, as in what did you say? – I said it's noisy here. Such clauses are an important resource in various kinds of discourse. They contribute to the creation of narratives by making it possible to set up dialogic passages (Halliday, 2014, p. 302).

3.1.6. Existential

They represent that something exists or happens, as in "there was a little guinea-pig", "there seems to be a problem", "Has there been a phone call?", "There is not enough time" (Halliday, 1994, p.142). The existential process has only one participant, the *Existent* (Bloor & Bloor, 2004, p. 125).

4. Methodology

This research employed a quantitative approach to investigate the correlation between verb comprehension and verb production of Persian learners in Persian language writing as a second language. The statistical population was the Persian learners of the international center of teaching Persian to non-Persian speakers in Ferdowsi University of Mashhad. Data collection method was based on field study and random sampling method. The data were gathered through tests, interviews and essays which were divided into two parts: verb comprehension and verb production. The tests were designed to measure the participants' comprehension of verbs in context, while the essays were used to assess their ability to produce verbs appropriately in writing. The collected data then were analyzed by SPSS.

4.1. Participants

The participants of this study were 30 non-Iranian Persian learners who were chosen randomly from 60 available learners at three Persian proficiency levels (elementary, intermediate, and advanced) according to the levels defined in teaching Persian to non-Persian speakers center in Ferdowsi University of Mashhad. We divided them into three 10-person groups. Every Persian learner was over twenty years old.

Elementary level: There was a man and two women from Korean learners, two Italian girls and five Iraqi men.

Intermediate level: There were two Yemeni women, six Yemeni men, and two Iraqi men**.**

Advanced level: There was one German woman, one Lebanese-American woman, four Iraqi men, two Yemeni men, and two Iraqi women.

4.2. Data collection

We collected our data with the help of two methods: tests and composition. The data gathered were divided into two parts: verb comprehension and verb production. The results of the tests were analyzed for verb comprehension, while the outputs of compositions were used in verb

production. Therefore, in the first-stage, in order to test the level of comprehension in each process, considering the proficiency level of the participants, we almost designed three equivalent exams that were the same for three levels of Persian learners. Then the exams were administered during their terms and they were asked to answer every question according to their level of Persian proficiency. The tests include 98 processes (31 material processes, 21 relational, and 20 mental processes, 8 behavioral, 11 verbal, and 7 existential processes). To compute the reliability coefficient of the tests, we used the KR-20 method of Kuder and Richardson because the exams included various types of items, such as multiple-choice, matching, gap filling, synonyms, antonyms. Plus, the questions in a test did not have approximately the same difficulty. The reliability coefficient of tests 1 and 2 was 0.85 and for test 3, it was 0.83. In the second stage, at the end of each exam a picture was given to the learners and they were supposed to write something about it. We tried to provide various contexts for writing, In other words, images were initially selected in such a way to persuade Persian learners to use all types of processes. For example, one of the images was about poor children who were cleaning cars on the street, while rich children were playing with their toys. Production of the processes related to feelings like a mental process can be understood from this image. (Feizi, 1394, p. 36-47).

5. Results

In this section, for obtaining the correlational relationship among process comprehension and process production, first of all, the Persian learners' comprehension scores of each process were computed, then the number of each process in the composition was determined. Finally, the Pearson correlation of the variables was computed by using the statistical software SPSS. Table 1, 2, 3, separately indicate the comprehension and production scores of Persian leaners in each level.

Table1

Verb comprehension and production score of Persian learners at elementary level

	Material 1		Relational 1		Mental 1		Behavioral 1		Verbal 1		Existential 1	
Comprehension & Production	C	P	C	P	C	P	C	P	C	P	C	P
learner1	16	8	7	2	6	0	7	2	8	0	3	1
learner2	8	1	3	0	8	0	1	3	4	0	2	0
learner3	19	5	11	2	4	0	3	4	5	0	2	5
learner4	18	9	7	7	3	1	2	4	2	0	3	0
learner5	12	2	4	0	4	0	3	0	3	0	1	0
learner6	15	4	5	1	5	0	5	6	3	0	3	0
learner7	14	6	7	6	8	1	4	2	5	0	3	2
learner8	20	11	12	9	3	1	4	6	4	0	3	2
learner9	13	4	7	3	2	0	3	4	4	0	2	0
learner10	16	3	6	0	5	0	6	4	1	0	1	0

The table provides the verb comprehension and production scores of 10 Persian learners at the elementary level. The scores are categorized into six types of verbs: existential, verbal, behavioral, mental, relational, and material. The comprehension and production scores are presented for each verb type. For example, learner 1 has a comprehension score of 1 for existential verbs and a production score of 3 for verbal verbs. Learner 2 has a comprehension score of 0 for all verb types except for relational verbs where they have a score of 1. Learner 3 has a high production score of 19 for material verbs and a high comprehension score of 11 for relational verbs. Overall, the learners have varying scores across different verb types and skills. The descriptive statistics provided earlier show the mean and standard deviation scores for each verb type and skill.

Table2

Verb comprehension and production score of Persian learners at intermediate level

	Material 1		Relational 1		Mental 1		Behavioral1		Verbal 1		Existential 1	
Comprehension & Production	C	P	C	P	C	P	C	P	C	P	C	P
learner 1	23	6	14	4	10	1	6	6	9	0	3	3
learner 2	23	12	11	5	10	0	7	2	7	0	4	1
learner 3	23	8	13	6	11	2	7	3	7	0	5	3
learner 4	22	15	12	11	9	0	6	5	8	1	6	2
learner 5	20	10	9	4	11	1	6	6	8	0	3	1
learner 6	19	13	13	10	11	2	6	8	6	1	3	0
learner 7	20	9	15	2	10	2	6	6	7	0	6	0
learner 8	26	25	14	6	14	3	6	2	7	1	5	2
learner 9	21	8	15	3	15	3	7	4	8	0	4	5
learner 10	28	16	18	3	11	3	8	2	8	0	5	0

The table shows the verb comprehension and production scores of 10 intermediate level non-Iranian Persian learners. The learners were assessed in terms of their comprehension and production proficiency of five different types of verbs: existential, verbal, behavioral, mental, relational, and material. The scores are presented in terms of the number of correct responses out of a possible total score for each type of verb. For example, learner 1 scored 3 out of 5 in comprehension and 3 out of 5 in production for existential verbs, 0 out of 5 in comprehension and 9 out of 10 in production for verbal verbs, and so on. The total comprehension and production scores for each learner are also provided at the end of each row. Overall, the scores vary across learners and across verb types. Some learners perform better in comprehension than production, while others show the opposite pattern. The scores also suggest that some verb types are easier to comprehend and produce than others, with relational verbs being the most challenging for most learners.

Table3

Verb Comprehension and production score of Persian learners at advanced level

	Material 1		Relational 1		Mental 1		Behavioral1		Verbal 1		Existential 1	
Comprehension & Production	C	P	C	P	C	P	C	P	C	P	C	P
learner 1	25	15	18	2	14	0	8	6	8	0	6	0
learner 2	24	16	21	9	11	4	7	2	8	2	4	1
learner 3	25	10	16	0	14	4	7	2	6	0	5	0
learner 4	26	14	15	18	12	6	7	2	9	0	6	3
learner 5	25	17	18	7	14	0	6	2	9	1	7	0
learner 6	26	9	12	7	14	1	7	1	8	0	5	4
learner 7	24	15	8	10	8	3	7	3	8	1	3	2
learner 8	25	10	13	7	17	1	6	6	8	0	4	1
learner 9	25	9	15	15	14	6	6	3	9	1	5	2
learner 10	27	6	16	3	18	0	6	3	6	0	5	4

The table shows the verb comprehension and production scores of 10 Persian learners at the advanced level. The scores are categorized into six types of verbs: existential, verbal, behavioral, mental, relational, and material. The comprehension and production scores are presented for each verb type. For example, learner 1 has a comprehension score of 6 for verbal verbs and a production score of 18 for material verbs. Learner 2 has a comprehension score of 4 for existential verbs and a production score of 21 for relational verbs. Learner 3 has a high production score of 25 for material verbs and a high comprehension score of 16 for behavioral verbs. Overall, the learners have varying scores across different verb types and skills. The descriptive statistics provided earlier show the mean and standard deviation scores for each verb type and skill.

There is a correlation coefficients between the scores of comprehension and production process for each verb type and skill level of the Persian learners. The correlations range from -0.699 to 0.837 and are high at different levels of significance. For example, there is a strong positive

correlation ($r = 0.837$, $p < 0.01$) between the comprehension and production scores for material verbs at the elementary level. This suggests that learners who have a good understanding of material verbs are also likely to produce them accurately. On the other hand, there is a weak negative correlation ($r = -0.348$, $p > 0.05$) between the comprehension and production scores for mental verbs at the advanced level. This suggests that learners who have a good understanding of mental verbs may not necessarily produce them accurately. Overall, the correlations suggest that there is some degree of relationship between comprehension and production skills for different verb types and skill levels, but the strength and direction of the relationship vary.

The results of this study showed that there was a positive correlation between comprehension and verb production of mental process at elementary levels. This suggests that Persian learners who have a better understanding of mental process verbs are also more likely to use them correctly in their writing. On the other hand, no correlation was found between Persian learners' verb comprehension and verb production at intermediate levels. This may be due to the fact that at this level, learners have already acquired a certain level of proficiency in Persian language writing, and therefore, their performance in verb comprehension and production tasks is less influenced by each other. Furthermore, there was a negative correlation between the comprehension and production of the behavioral process at intermediate level and the comprehension and production of the material process at advanced levels. This may indicate that these two types of processes require different cognitive skills and strategies, and therefore, learners who are good at one process may not necessarily be good at the other.

6. Discussion

According to the evidence, there was a positive correlational relationship between comprehension of material processes and its production at elementary level and there was no correlation between them at intermediate level. Conversely, there was a negative correlation at advanced level. There is no correlational relationship between mental comprehension and its

production at elementary and advanced level, but there is a positive one at intermediate level. There is a positive correlational relationship between relational comprehension and its production at elementary level and no correlational relationship at intermediate and advanced level. There is a negative correlational relationship between behavioral comprehension and its production at intermediate level but not at two other levels. There is not any correlational relationship for verbal and existential processes at three levels.

Data analysis showed that rising learners' level is connected with the correlational relationship between processes comprehension and production because in the case of material processes as a prototype of action and concrete process, there is a positive correlational relationship at elementary level and the negative one at advanced level. It shows that material processes were replaced by more abstract processes like mental processes at higher levels. Actually, they had been poorly comprehended and produced at elementary levels (Feizi, 1394, pp. 61-68). This assertion becomes more plausible when we saw the positive correlation between mental processes comprehension and its production at intermediate level and also negative correlational relationship between behavioral comprehension and its production at the same level because behavioral processes have concrete mood, like material processes. On the other hand, since the elementary Persian learners were beginners with a little amount of verb learning, they used concrete and the most common processes in their writing. Therefore, it can be claimed that there is a more positive correlation between process comprehension and its production at elementary level than the other levels because the material and relational processes are the most common processes in Persian learning as a second language (Feizi, 1394, p. 68). This can lead to a positive correlational relationship at elementary levels. Finally, it seemed that there were several agents for the presence or absence of correlational relationship between process comprehension and process production at each level in writing.

For the positive correlation between comprehension and production of concrete and action processes like material and behavioral, the Persian learners had been at lower levels. For the negative correlation between

comprehension and its production of concrete and action processes like material and behavioral, the Persian learners had been at higher levels. And for the positive correlation between comprehension and production of more abstract processes like mental, Persian learners had been at higher levels. For the positive correlation between comprehension and production of relational processes, these processes had been the more common in Persian learning.

Regarding teaching Persian to non-Persian speakers, in order to prevent incorrect and unscientific evaluation of teachers about learning Persian verbs by foreign students, the process of comprehension and production of Persian verbs was separated. For example, if a verb were not produced by Persian learners, it would not mean that Persian learners have not comprehended it, but there may be other reasons. In other words, increasing Persian learners' comprehension of any verb does not always mean increasing more production for some since it depends on the characteristics of each verb. Also, determining the correlation between verb comprehension and verb production helps to prioritize teaching each type of verbs. This means that having increased the level of learners, the less common and mental verbs should be replaced by concrete, action and the less common verbs.

These results of this research are consistent with previous studies that have shown a close relationship between verb comprehension and verb production (Bates et al., 1994; Branigan et al., 2008). However, they also highlight the importance of considering the type of process involved in verb comprehension and production tasks. Moreover, they suggest that the level of Persian learners can also affect the nature and strength of this relationship.

7. Conclusion

The results showed that there is a more positive correlational relationship between process comprehension and process products at lower levels of learners than the higher-level ones except for abstract processes like mental process or not common processes in Persian learning like verbal and existential processes at elementary level. Also, as learners' level increases, the negative correlational relationship between comprehension and production of

the action and concrete verbs like material and behavioral processes increases because they are replaced by other processes in the essays of higher levels. Finally, it can be concluded that, in general, three factors are effective in creating a significant correlation between comprehension and production of the processes: 1) the degree of objectivity and subjectivity of the processes, 2) the versatility of the processes, and 3) the level of language learners.

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