



An Integrative Program Based on Accelerated Learning Theory and Learning Styles to Develop Experimental Secondary Language school Students' EFL Critical Reading, Argumentative Writing Skills and Morphological Awareness

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Received: 12-09-2024, Accepted: 28-10-2024, Published: 08-11-2024

ABSTRACT

This study investigated an integrative program based on accelerated learning theory and learning styles to develop experimental secondary language school students' EFL critical reading, argumentative writing skills and morphological awareness. The researcher adopted the quasi-experimental design. The participants were sixty first-year experimental secondary language school students from Al Soudy experimental language school, Derb Negm Directorate, Sharkia Governorate, Egypt, who were equally divided into two groups: an experimental group and a control group. The experimental group was taught by using an integrative program based on accelerated learning theory and learning styles and the control group received regular instruction. Data were collected through an EFL critical reading test, an EFL critical reading rubric, an EFL argumentative writing test, an EFL argumentative writing rubric and an EFL morphological awareness test. These instruments were pre and post administered to both groups. The study material was designed and administered during the second term of the academic year (2024). The results indicated that, a) the experimental group outperformed the control group as a result of adopting an integrative program based on accelerated learning theory and learning styles, and b) the experimental group did better in the post administration of the EFL critical reading test, the EFL argumentative writing, and the EFL morphological awareness test than in the pre administrations. Therefore, it can be concluded that using an integrative program is effective in developing EFL critical reading and EFL argumentative writing and morphological awareness.

Keywords: *The accelerated learning theory, learning styles, EFL critical reading, EFL argumentative writing skills, morphological awareness EFL experimental secondary language school education, Egypt.*

Introduction

Reading is an important process through which readers understand the written material. It is a multi-levelled and interactive process in which readers construct a meaningful representation of text using their schemata. It involves interaction between a reader and the text, which work on each other to form meaning. Therefore, reading critically is an important process to approach the text and get the point the writer intends to convey to the audience and readers [1].

Reading is a social, complex, and interactive process. It is a dynamic process in which the reader interacts with the text to construct the meaning. It is not only a mechanical activity but also purposeful and rational, depending on the prior knowledge and expectations of a reader [2].

Critical reading (CR) is an alternative way of reading that goes beyond the typical approaches to reading such as information processing or personal response. Critical reading skills are one of the



categories of reading skills that help students analyze, synthesize, and evaluate the written texts. An example of an information-processing approach to reading might be when students summarize the main ideas in the text. An example of a personal response approach might be when students describe their feelings or impressions related to the selection of text. Critical reading on the other way goes beyond what is said or written. So, the reader negotiates or creates meaning that makes sense based on personal prior knowledge [3].

Argumentative writing is inseparable from critical reading. In order to write a good analysis and evaluation on a topic carefully, critical reading is essential to strengthen the argument. The decisions and explanations based on the texts are the first steps towards articulating the writer's own attitude. Through reading critically, student-readers can progress reflective skills before starting to write analytically. So, critical reading and critical thinking play a vital role in the development of argumentative writing [4].

In argumentative writing, the writer knows well about the topic or issue discussed as it is supported with sufficient and valid data. The necessary thing in convincing the reader is providing some credible and realistic evidence which can be taken from personal experience. To build the opinion in argumentative writing, the writers are aware of the characteristics of argumentative writing. The writer's point of view is important when writing argumentatively, and the way in which the argument is utilized is also important because it reflects personal opinions. Then, the writer provides the reasons with the sufficient evidence that aim to refute the opposing argument. Finally, the writer concludes and closes the writing based on the argument which s/he has built [5].

Morphological is defined as the knowledge "of the internal structure of words and, of the rules by which words are formed". Three key morphological processes for manipulating words are: derivation, inflection and compounding. These processes are represented in different morphological relations. Morphological relations, by their turn, can be classified into three major categories: (i) derivational morphology refers to lexical relations between content words that contribute to formulating new words; (ii) inflectional morphology refers to grammatical relations between a word stem and grammatical suffixes within a single content word; and (iii) lexical compounding refers to the combination of free lexical morphemes to form a new word [6,7].

Concerning morphological difficulties, the focus is on the alternation that takes place in the surface structure of the forms of words. EFL learners omit, add and misform morphemes. That's to say, there are three morphemes deviant alternations in manipulating English morphemes: Omission, Addition, and Misformation. Other recurrent difficulties frequently reported are related to the occurrences of the misuses of English affixes, either prefixes or suffixes. It has been found that there is a wide gap in the mastery of the inflectional morphemes and derivational morphemes [8].

Accelerated learning (AL) is a method of instruction that delivers an atmosphere where students can absorb and obtain concepts by overcoming outdated barriers to learning. Its lessons should be planned in a fun situation to arouse students' attention. It presents a standard and configuration to chalk out learning programs that ease in such a way that guarantees each achievement [9].

Meanwhile, it turns into an open system that tries to transform and adjust to learning more about the learning process and personal development. These processes have been made better or advanced in



quality and from neuroscience, multiple intelligences, learning styles theories and constructivism. It utilizes cognitive psychology and many various techniques for instruction and human development such as experimental education, holistic education theory and practice and drama in learning approaches [10].

The accelerated learning approach empowers students to learn better, concisely, and quickly. It was advantageous to familiarize and prefer approaches applied in the classroom debates and presentations. It permits the teacher to be aware of the differences among the learners associated with their learning styles. If a teaching strategy qualifies most of the students' intelligence, they learn much more within an extent of time. Therefore, this is a practical experience that the implementation of accelerated learning facilitates can enhance effectiveness. Without adopting assisted learning approaches, teachers could still be ineffective. Professional commitment becomes more productive through accelerated learning as it is more enjoyable and exciting [11].

Moreover, the role of computer technology as an aid in foreign language teaching and learning is increasing. Teachers are distinguishing its ability to create both independent and collaborative learning environments in which students can acquire and practice a new language. The fast development of computer technology has changed the way lessons are being delivered. This is especially so in delivering of English language lessons where the use of computer technology has greatly enhanced the quality of the outcomes of the lessons taught [12].

A learning style is biologically and developmentally determined set of personal characteristics that makes identical instruction effective for some students and ineffective for others. An individual takes the responsibility for his/her own learning characteristics. It is now well acknowledged that some experts attempt to understand learning through the primary senses involved as visual, auditory, or tactile, so learning styles are related to learning how to learn and the manner in which information is processed and analysed [13].

Learning styles are ways learners use to process, internalize and retain new information. From different perspectives learning styles have been identified in more than one domain. It has been defined in terms of cognitive, physiological and affective styles and lastly in terms of intelligences. Matching or mismatching students' learning styles with instructional techniques affects learning significantly [14].

Learning styles as the way in which each learner begins to concentrate process and retain information. That interaction occurs differently for everyone [15].

An overview of theories and measures of models. The study aimed at clarifying common areas of ambiguity and in particular issues surrounding measurements and appropriate instruments. Transformational grammar was a theory of a new kind, concerning the subject matter on which there had scarcely been asked before becoming the central areas of research [16]. The methodology was fundamentally changed. All of this brought about a great increase in our understanding of the area.

The present research delimited to:

1. EFL critical reading skills, argumentative writing skills and features morphological awareness approved by the jury members.
2. Features of morphology approved by the jury members as well.



3. Treatment Delimitation: measuring the effect of a program based on an integrative accelerated learning theory and learning styles on developing experimental secondary language school students' EFL critical reading, argumentative writing and morphological awareness.
- 4- Materials: A program based on an integrative accelerated learning theory and learning styles.
4. Experimental and control groups of EFL first year experimental secondary language school students.
- 5- Place delimitation: AL-Suwaidi Experimental Secondary Language School in Diarb Negm, Diarb Negm Education Directorate, Sharkia Governorate.

The Context of the Problem

The researcher, as an EFL teacher, noticed that experimental secondary language school students have got low points in most of the EFL critical reading, argumentative writing skills and morphological awareness. The researcher reviewed the related previous studies that assured the persistence of those students' lack of EFL critical reading, argumentative writing skills and morphological awareness. Three pilot tests were conducted as a preliminary investigation for the problem of EFL critical reading, argumentative writing skills and morphological awareness. They were conducted to a group of twenty^{1st} year of experimental secondary language school students. These attributed to the following reasons:

- 1- Students do not have enough time to practise EFL critical reading, argumentative writing skills and morphological awareness in EFL classes.
- 2- Students could not participate at any discussions or debates in EFL classrooms as they were afraid to make mistakes.
- 3- There are not enough suitable activities to motivate them to practise EFL critical reading, argumentative writing skills and morphological awareness in classrooms.
- 4- There are not suitable topics that help them participate in classroom activities.

In order to help students read critically and write in an argumentative way, it is important to encourage them to deal with EFL reading and writing habitually, to read in English, think critically and write in an argumentative way. So, the researcher focused on an integrative program based on accelerated learning theory and learning styles as a means to improve these students' EFL critical reading, argumentative writing and morphological awareness skills.

The statement of the problem: (*Criteria for Selecting the Researcher Object*)

In the light of the pilot study results and the researcher's experience in EFL teaching, it could be stated that experimental secondary language students were poor at EFL critical reading, argumentative writing skills and features of morphological awareness. The researcher proposed a new integrative program to overcome such difficulties. It was an integrative program based on accelerated learning theory and learning styles that could develop EFL critical reading skills, argumentative writing skills and morphological awareness skills of experimental secondary language school students.

Questions of the Study

The present research attempts to answer the following main question:



What is the effect of a program based on an integrative accelerated learning theory and learning styles on developing experimental secondary language school students' EFL critical reading, argumentative writing and morphological awareness?

This main question branches out into the following sub-questions:

1. What are the critical reading skills needed for experimental secondary language school students?
2. What are the argumentative writing skills for experimental secondary language school students?
3. What are the features of morphological awareness for experimental secondary language school students?
4. What are the features of an accelerated learning theory based on a program?
5. What are the features of learning styles based on program?
6. What is the effect of a program based on an integrative accelerated learning theory and learning styles on developing experimental secondary language school students' EFL critical reading?
7. What is the effect of a program based on an integrative accelerated learning theory and learning styles on developing experimental secondary language school students' EFL argumentative writing?
8. What is the effect of a program based on an integrative accelerated learning theory and learning styles on developing experimental secondary language school students' EFL morphological awareness?

Methodology

Study Design

The current study adopted the quasi-experimental design as a major source for data collection in which participants were divided into groups (experimental and control). Experimental and control, (30) students each the experimental group was taught through an integrative program based on accelerated learning theory and learning styles while the control group was taught a regular manner.

Participants

The participants were 60 first year experimental secondary language school student in the enrolled in the second semester of the academic year (2024) from Al Seoudy experimental secondary language school, Sharkia Governorate, Egypt. They were assigned into two groups, experimental students (n=30) and control students (n=30). They were expected to have a lot in common and not differ much in terms of experience or age. The development of the participants' oracy skills were attributed only to the effect of an integrative program based on accelerated learning theory and learning styles, some variables between the experimental and control groups were equivalent. These variables were:

- 1- Age: all students ' age ranged from 16-17 years.
- 2- Grade: all students were in the first grade, (Al Seoudy experimental secondary language school.
- 3- Level of linguistic ability: all the participants started learning English in the kindergartner.
- 4- Level of achievement in EFL critical reading: there is no statistically significant difference between the two groups on the pre- administration of EFL critical reading skills test results.
- 5- Level of achievement in EFL argumentative writing: there is no statistically significant difference between the two groups on the pre- administration of the EFL argumentative writing test results.



6- Level of achievement in EFL morphological awareness: there is no significant difference between the two groups on the pre- administration of the EFL morphological awareness skills test results.

Instruments

The following instruments were designed, validated and implemented

- An EFL critical reading skills questionnaire as a pre requisite to identify the suitable sub-skills for (1st) year experimental language school students.
- An EFL critical reading skills test as a real instrument to assess the participants' level.
- An EFL critical reading skills rubric as a post requisite for correcting the critical reading skills test.
- An EFL argumentative writing skills questionnaire as a pre requisite to identify the suitable sub-skills for (1st) year experimental language school students.
- An EFL argumentative writing skills test as a real instrument to assess the participants' level.
- An EFL argumentative writing skills rubric as a post requisite for correcting the critical reading skills test.
- An EFL morphological awareness skills questionnaire as a pre requisite to identify the suitable sub-skills for (1st) year experimental language school students.
- An EFL morphological awareness skills test as a real instrument to assess the participants' level.

Verifying the Hypotheses of the Study

• *The first hypothesis*

There would be a statistically significant difference between the mean scores of experimental and the control groups in the post- EFL Critical reading test results, in favour of the experimental group.

To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. The calculated value of "t" (=18.54) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance (**Table 1**). Thus, the hypothesis was accepted which indicated that " There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of EFL Critical reading in favor of the experimental group".

Table (1): t-Value and effect size of both groups

Skills	Group	N	Mean	SD	t-value	d.f	Sig
EFL Critical reading	Experimental	30	26.07	2.08	18.54	58	Significant at (0.01)
	Control	30	16.03	2.11			

• *Hypothesis Two:*

There would be a statistically significant difference between the mean scores of the experimental group in the (pre-post) administrations of EFL Critical reading test in favor of the post administration.



The value of EFL Critical reading skills mean score of the post test was (26.07) which are higher than that of the pretest which was (12.47). The posttest's scores were higher than those of the pretest in EFL Critical reading; It also indicated a higher homogeneity (SD /Mean) of the posttest's grades than the grades of the pre-test due to the application of using An Integrative Program Based on Accelerated Learning Theory and Learning Styles. There is a significant difference between the mean scores of the pre- posttest administrations of EFL Critical reading, in favor of the post test. t- value was (34.76) which is significant at the (0.01) level in favor of the posttest (**Table 2**). There is a statistically significant difference between the mean scores of the study group in EFL Critical reading skills pre posttest in favor of the post one, which means that the two hypothesis is accepted.

Table (2):Pre-test and Post-test in EFL Critical Reading Skills of the Experimental Group (n = 30)

					Paired Differences			
EFL Critical reading	Application	N	Mean	Std. Deviation	Mean	Std. Deviation	t. value	Sig.Value
	Pre-test	30	12.47	1.94	13.60	2.14	34.76	0.00
	Post- test	30	26.07	2.08				

• **Hypothesis Three:**

An Integrative Program Based on Accelerated Learning Theory and Learning Styles would have a positive effect on developing the experimental group EFL Critical reading skills.

To investigate the effect and educational importance of the results, the value of ETA squared and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1-\eta^2}} \quad \eta^2 = \frac{t^2}{t^2 + df}$$

ETA squared was 0.86 reflecting its practical significance. 86% of the variations between the scores of Students could be due to using An Integrative Program Based on Accelerated Learning Theory and Learning Styles, and the effect size (d)= 4.87 and that there was height effect and educational importance for improving and developing EFL Critical reading (**Table 3**).

The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the EFL Critical reading The values of Modified Blake's Gain Ratio in the EFL Critical reading (=1.23). This indicates An Integrative Program Based on Accelerated Learning Theory and Learning Styles is highly effective in developing the EFL Critical reading of the experimental group (**Table 4**). Thus, the hypothesis was accepted which indicated that " An Integrative Program Based on Accelerated Learning Theory and Learning Styles would have a positive effect on developing the experimental group EFL Critical reading skills".

Table (3): t- test results, η^2 and Cohen's d

Skill	t. value	d.f	Sig	η^2	d	Effect size
EFL Critical reading	18.54	58	at (0.01)	0.86	4.87	Large



Table (4): Blake Modified Gain Ratio in the EFL Critical reading of the experimental group

skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
EFL Critical reading	12.47	26.07	30	1.23

• **Hypothesis Four:**

There would be a statistically significant difference between the mean scores of experimental and the control groups in the post- Argumentative Writing Skills test results, in favor of the experimental group".

The calculated value of "t" (=12.82) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance (**Table 5**). Thus, the hypothesis was accepted which indicated a statistically significant difference between the mean scores of the experimental and the control groups on the post test of Argumentative Writing Skills in favor of the experimental group"

Table (5): t-Value and effect size of both groups

Skills	Group	N	Mean	SD	t-value	d.f	Sig
Argumentative Writing Skills	Experimental	30	29.70	2.22	12.82	58	Significant at (0.01)
	Control	30	22.53	2.11			

• **Hypothesis Five:**

There would be a statistically significant difference between the mean scores of the experimental group in the (pre-post) administrations of Argumentative Writing Skills test in favor of the post administration". The value of Argumentative Writing Skills mean score of the post test was (29.70) which is higher than that of the pretest which was (14.63).

The posttest's scores were higher than those of the pretest in Argumentative Writing Skills, It also indicated a higher homogeneity (SD/Mean) of the posttest's grades than the grades of the pretest due to the application of using An Integrative Program Based on Accelerated Learning Theory and Learning Styles. There is a significant difference between the mean scores of the pre- posttest administrations of Argumentative Writing Skills, in favor of the post test. t-value was (25.33) which is significant at the (0.01) level in favor of the posttest (**Table 6**). Thus, there is a statistically significant difference between the mean scores of the study group in Argumentative Writing Skills pre posttest in favor of the post one, which means that the second hypothesis is accepted.

Table (6):Pre-test and Post-test in Argumentative Writing Skills of the Experimental Group (n = 30)

Skill					Paired Differences		
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Argumentative Writing Skills	Application	N	Mean	SD	Mean	SD	t. value	Sig.Value
	Pre-test	30	14.63	2.13	15.07	3.26	25.33	0.00
	Post- test	30	29.70	2.22				

• **Hypothesis Six:**

An Integrative Program Based on Accelerated Learning Theory and Learning Styles would have a positive effect on developing the experimental group Argumentative Writing Skills.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA squared was 0.74 reflecting its practical significance. And in the light of this, It can be said that 74% of the variations between the scores of Students could be due to using An Integrative Program Based on Accelerated Learning Theory and Learning Styles, and the effect size (d) = 3.37 and that there was height effect and educational importance for improving and developing Argumentative Writing Skills (**Table 7**).

The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the Argumentative Writing Skills. The values of Modified Blake's Gain Ratio in the Argumentative Writing Skills (= 1.2). This indicates that the An Integrative Program Based on Accelerated Learning Theory and Learning Styles is highly effective in developing the Argumentative Writing Skills of the experimental group (**Table 8**). Thus, the hypothesis was accepted which indicated that " An Integrative Program Based on Accelerated Learning Theory and Learning Styles would have a positive effect on developing the experimental group Argumentative Writing Skills".

Table (7): t- test results, η^2 and Cohen's d

Skill	t. value	d.f	Sig	η^2	d	Effect size
Argumentative Writing Skills	12.82	58	at (0.01)	0.74	3.37	Large

Table (8): Blake Modified Gain Ratio in the Argumentative Writing Skills of the experimental group

skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
Argumentative Writing Skills	14.63	29.70	36	1.2

• **Hypothesis Seven:**

There would be a statistically significant difference between the mean scores of experimental and the control groups in the post- Morphological Awareness test results, in favor of the experimental group. The calculated value of "t" (=15.17) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance (**Table 9**). Thus, the hypothesis was accepted which indicated a statistically significant difference between the mean scores of the experimental group and the control group on the post test of Morphological Awareness in favor of the experimental group.



Table (9): t-Value and effect size of both groups

Skills	Group	N	Mean	SD	t-value	d.f	Sig
Morphological Awareness	Experimental	30	30.60	2.62	15.17	58	Significant at (0.01)
	Control	30	21.70	1.86			

• **Hypothesis 8:**

There would be a statistically significant difference between the mean scores of the experimental group in the (pre-post) administrations of Morphological Awareness test in favor of the post administration".

The value of Morphological Awareness skills mean score of the post test was (30.60) which is higher than that of the pretest which was (14.80). The posttest's scores were higher than those of the pretest in Morphological Awareness, It also indicated a higher homogeneity (SD/Mean) of the posttest's grades than the grades of the pretest due to the application of using An Integrative Program Based on Accelerated Learning Theory and Learning Styles. There is a significant difference between the mean scores of the pre- posttest administrations of Morphological Awareness, in favor of the post test. t- value was (26.96) which is significant at the (0.01) level in favor of the posttest (**Table 10**). There is a statistically significant difference between the mean scores of the study group in Morphological Awareness skills pre posttest in favor of the post one, which means that the two hypothesis is accepted.

Table (10): Pre-test and Post-test in Morphological Awareness Skills of the Experimental Group (n = 30)

	Application	N	Mean	SD	Paired Differences		t. value	Sig.Value
					Mean	SD		
Morphological Awareness	Pre-test	30	14.80	2.55	15.80	3.21	26.96	0.00
	Post- test	30	30.60	2.62				

• **Hypothesis 9:**

An Integrative Program Based on Accelerated Learning Theory and Learning Styles would have a positive effect on developing the experimental group Morphological Awareness skills.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA squared was 0.80 reflecting its practical significance. And in the light of this, It can be said that 80% of the variations between the scores of Students could be due to using An Integrative Program Based on Accelerated Learning Theory and Learning Styles, and the effect size (d) = 3.98 and that there was height effect and educational importance for improving and developing Morphological Awareness (**Table 11**).



The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the Morphological Awareness. The values of Modified Blake's Gain Ratio in the Morphological Awareness (= 1.2). This indicates that the An Integrative Program Based on Accelerated Learning Theory and Learning Styles is highly effective in developing the Morphological Awareness of the experimental group (Table 12).

Table (11): t- test results, η^2 and Cohen's d

Skill	t. value	d.f	Sig	η^2	d	Effect size
Morphological Awareness	15.17	58	at (0.01)	0.80	3.98	Large

Table (12): Blake Modified Gain Ratio in the Morphological Awareness of the experimental group

Skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
Morphological Awareness	14.80	30.6	36	1.20

Discussions:

Concerning the Development of EFL Critical Reading.

There was an evidence of an overall improvement in the performance of the experimental participants of the experimental group surpassed and outperformed the control group as they achieved higher scores on the EFL critical reading skills test results. This significant improvement and increase in the experimental participants were attributed to using an integrative program based on an accelerated learning theory and learning styles on teaching and training the experimental group as it created living experiences that helped them learn and use their EFL critical reading skills and became self-autonomous learners in real life-like situations, taking the responsibility of their own learning, setting learning objectives, managing, monitoring, evaluating their learning and cooperating with each other [4,15].

Moreover, the statistical results indicated that the experimental participants typically enjoyed and gained a deep understanding of different skills. This was evidently clear from the significant differences in t-values presented in the results of the study. The large effect that the an integrative program based on an accelerated learning theory and learning styles had on the experimental participants successfully increased their performance in their EFL critical reading skills post test scores. One possible contributor to the superiority of the experimental group was that the program of the current study was purposefully designed and applied cautiously in the classroom setting for the purpose of further developing one of the six main skills in the field I.e. the EFL critical reading skills [10, 12].

Among the key factors that helped yield these results was the adoption of the group work and discussion as major techniques offered a collaborative, an encouraging and a positive environment which made the experimental participants so excited and eager to work. Such an environment has been so crucial for effective learning. It increased the active participation and involvement of all the experimental participants in increasing meaning the constructing knowledge. It helped them have a deeper



understanding of the ideas in the given reading texts and more reflective and critical views on topics and made more apparent connection to their prior knowledge [5,17].

Concerning the Development of EFL argumentative writing

The statistic results proved a significant difference between the experimental group on the pre and post administrations of the EFL argumentative writing skills test, favoring the post administration. After administering an integrative program based on an accelerated learning theory and learning styles, a difference was noticed between the performances of the both groups on the EFL argumentative writing skills results in the favor of the experimental group. It was also clear that the performance of the experimental group on the post test results has been better than theirs of the pre-ones. The experimental group EFL argumentative writing skills were developed after administering an integrative program based on an accelerated learning theory and learning styles [1, 9].

The experimental participants' advance in the post administration of the EFL argumentative writing skills test could be attributed to the use of the program. It increased their motivation to EFL writing and helped them be aware of themselves during the writing process. These supports with some studies clarified the importance of motivation in developing EFL writing skills. Moreover, they were encouraged by an integrative program based on an accelerated learning theory and learning styles to arrange their ideas. They were interested and happy when they were taught how to use an accelerated learning theory in gathering different ideas related to the topic. The experimental participants were so excited while using The L.E.T.S Connect strategy [13, 15, 18,19].

The improvement for all the experimental participants when they write an EFL argumentative text was in the area of easy of organization. There was a difficulty that faced the experimental participants in the beginning of teaching EFL argumentative writing that, it was the first time for them to learn this type of writing. Learners learned how to take the position or point of view and support this view with reasons, facts and explanation. The teacher helped the experimental participants to interest in EFL argumentative writing through an atmosphere of cooperation in the classroom. They learned how to listen to each other through having different opinions and how to defend or refuse the opposing ideas; they showed improvement in including argumentative elements. These finding are consistent with previous studies found that when teaching EFL argumentative writing, it is important to create an atmosphere of cooperation inside the classroom [4,7,20,21].

Concerning the Development of EFL morphological awareness

there was an evidence of an overall improvement in the performance of the experimental participants of the experimental group surpassed and outperformed the control group as they achieved higher scores on the EFL morphological awareness test results. This significant improvement and increase in the experimental participants 'results were attributed to using an integrative program based on an accelerated learning theory and learning styles on teaching and training the experimental group as it created living experiences that helped them learn and use their EFL morphological awareness skills and became self-



autonomous learners in real life-like situations, taking the responsibility of their own learning, setting learning objectives, managing, monitoring, evaluating their learning and cooperating with each other [22].

Moreover, the statistical results indicated that the experimental participants typically enjoyed and gained a deep understanding of different skills. The large effect that the an integrative program based on an accelerated learning theory and learning styles had on the experimental participants successfully increased their performance in their EFL morphological awareness skills post test scores. One possible contributor to the superiority of the experimental group was that the program of the current study was purposefully designed and applied cautiously in the classroom setting for the purpose of further developing one of the three main skills in the field i.e. the EFL morphological awareness skills [5].

Recommendations

Combining accelerated learning theory with learning styles programs can be highly effective in enhancing students' critical reading, argumentative writing, and morphological awareness skills in a secondary language school setting. Here's a tailored recommendation:

- For developing EFL critical reading

- 1- Training EFL secondary teachers to use and design proper activities and techniques while teaching EFL critical reading.
- 2- More time in English language teaching should be develop the learners' EFL critical reading skills.
- 3- Supervisors should encourage EFL secondary teachers to pay attention to the learners' EFL critical reading.
- 4- Teacher's Guide should contain checklists of the necessary EFL critical reading skills and guidelines for hands on activities to foster them.
- 5- A teacher's role should change from being the only source of information to be a facilitator, guide, monitor, and consultant; this can be applied by utilizing accelerated learning theory and learning styles.
- 6- In EFL classroom setting, learners should be grouped in different ways based on individuals, pairs, small group or whole class mode.
- 7- EFL secondary teachers should be trained to vary assessment methods such as self-assessment, presentations, speech, group-activities and participation.

- For developing EFL argumentative writing

- 1- The EFL argumentative writing skills should receive appropriate attention in order to be developed especially at preparatory and secondary stages.
- 2- Not only EFL argumentative writing skills should be tackled inside classroom, but also evaluating them regularly in order to identify learners' needs and problems.
- 3- Teachers of EFL should concentrate on real-life situations and daily issues as sources for classroom EFL writing to motivate learners to participant in EFL argumentative writing tasks.
- 4- Learners should be provided with training session to be engaged in fruitful tasks and work as members of a large group or sub-groups to enhance EFL argumentative writing skills in particular and communicative skills in general.



5- It is advisable to use online designed lessons in teaching the grammar related to argumentative writing rather than traditional methods.

- For developing EFL Morphological Awareness

1-Developers of English language curriculum should make use of the integration program between accelerated learning theory and learning styles to develop morphological awareness.

2-Teaching and learning morphological awareness skills through an integrative program based on accelerated learning theory and learning styles should be emphasized.

3-Supervisors should encourage EFL secondary teachers to pay attention to the learners' EFL morphological awareness.

4-It is advisable to use online designed lessons in teaching the grammar related to morphological awareness rather than traditional methods.

5-Higher level morphological awareness skills should be a major concern in EFL classes as they are very dominant to stimulate the higher levels of thinking among students.

6-Provide your learners with enough learning tasks and activities to enable them recycle and reprocess certain morphological information.

7- Train your learners to inflectionally and derivationally analogize various English morphological items.

8- Train your learners to create their own associations between morphological processes and their vocabulary acquisition, recall and retention.

9- Inform your learners about the interrelational and correlational relationships between English morphology and syntax, i.e. teach them some primary principles of English morphosyntax.

10- Upgrade your knowledge about English morphological problems and difficulties challenging your learners in order to target them.

11- Strengthen your morphological knowledge in order to be morphologically proficient English teacher.

12-Several standardized assessments and reliable instruments should be designed and provided for assessing different domains and levels of language proficiency such as those of the present study, morphological awareness.

- For implementing an integrative program based on accelerated learning theory and learning styles

1- The Ministry of Education should enhance EFL textbooks proper activities of the program and suggest procedures for implementing them in EFL classrooms.

2- Accelerated learning theory and learning styles techniques should be used in EFL textbook and language materials in the form of reading practices and exercises

3- EFL educational experts should familiarize their secondary teachers and instructors with the importance of utilizing some accelerated learning theory and learning styles techniques such as (applying past knowledge to new situations, questioning and posing problems, thinking about thinking and communicating with clarity and precision).

4- An Integrative program based on Accelerated Learning Theory and Learning Styles could be administered to 1st year secondary school students during terms for completing academic progress.



- 5- Pay more attention to reluctant and slow learners by asking them more questions and more activities.
- 6- It is preferable for learners to get feedback on their critical reading, argumentative writing and morphological awareness without the threat of face to face confrontation, through an integrative program.
- 7- It is preferable to vary the activities and use activities that support working cooperatively.
- 8- It is recommended to use you tube educational videos in teaching EFL critical reading and presenting the intended argumentative writing as they proved to be effective in this respect.

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