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The Effectiveness of Instructional Design Based on Dual Learning Strategies on Word Recognition

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Abstract

This study aims at showing the effectiveness of dual learning strategies on language skills of EFL students. The experimental design of the study involved three groups which are chosen randomly where two are experimental groups and the other is control one. The sample of the study are 1st intermediate class students. The experimental groups are taught by different dual learning strategies , whereas the control group is taught by traditional method of teaching. It is hypothesized that there are significant differences between the two experimental and control groups. The instrument

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of the study is students' performance in word recognition test. After collecting data and analyzing them , conclusions are drawn according to the finding of the statistics of the study.

Key Word : effectives, word recognition , strategy , dual learning.

فاعلية تصميم تعليمي مبني على استراتيجيات التعلم الثنائي في تمييز الكلمات

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المستخلص

تهدف هذه الدراسة إلى إظهار فعالية استراتيجيات التعلم المزدوج في المهارات اللغوية لطلاب اللغة الإنجليزية كلغة أجنبية. اشتمل التصميم التجريبي للدراسة على ثلاث مجموعات تم اختيارها عشوائياً حيث مجموعتان تجريبية والأخرى مجموعة ضابطة. عينة الدراسة من طلاب الصف الأول المتوسط. يتم تدريس المجموعات التجريبية من خلال استراتيجيات التعلم المزدوج المختلفة ، بينما يتم تدريس المجموعة الضابطة بالطريقة التقليدية للتدريس. من المفترض أن توجد فروق ذات دلالة إحصائية بين المجموعتين التجريبية والضابطة. أداة الدراسة هي أداء الطلاب في اختبار التعرف على الكلمات. بعد جمع البيانات وتحليلها، يتم استخلاص النتائج وفقاً لما توصلت إليه إحصائيات الدراسة.

الكلمات الدالة: فاعلية، التعرف على الكلمات، الاستراتيجية، التعلم الثنائي.

1. Introduction

1.1 Statement of the Problem

Effective teaching is a matter of choosing appropriate strategies that best suit teaching objectives and students' level, because students vary in the ways that they best learn, it's often effective to employ a variety of strategies through specific sessions and to use a diversity of learning activities and assignments in class.

Identifying and reaching learner's needs boosts their self-esteem and support their learning faster. In some cases, the learner does not gain much from mass instruction. As such, when the teacher provides individually prescribed instruction. It significantly helps many learners to understand and grasp educational concepts through focusing on minimal units language that lead to better competencies and performances.

Focusing on small units of language or combining two words to produce new concept or term is really important for EFL learners. Hence, the students' performance through instruction will lead to a sufficient academic result of the learning process in phonology and acquiring vocabulary (Bastias, 2011).

1.2 Aim of the Study

The present study aims at showing the effectiveness of using dual learning strategies through following a suggested instructional design, whereas the second aim is to find out the effectiveness of dual learning strategies on word recognition.

1.3 Hypotheses of the Study

The present study hypothesizes the following hypotheses:

- 1- There is no significant differences between the mean score of the 1st experimental, 2nd experimental groups, and control group in the word recognition in the posttest.
- 2- There is no significant differences between the mean score of the 1st experimental, 2nd experimental groups, and control group in the phonological level of word recognition in the posttest.
- 3- There is no significant differences between the mean score of the 1st experimental, 2nd experimental groups, and control group in the sight and decoding level of word recognition in the posttest.
- 4- There is no effectiveness of the instructional design on word recognition of the EFL students.

1.3 The Plan of the Study

The procedures of the present study are as follows :

- 1- Making a well theoretical background surveying the history of using dual learning strategies and showing the importance at different fields of language teaching.
- 2- Conducting an experiment to identify the effectiveness of using dual learning strategies.
- 3- Designing a pre-test and post-test to find out learners performance and to check whether the Dual - Learning design is effective or not.
- 4- Analyzing data and drawing conclusions through the findings of the study.

1.5 Limits of the Study

This study is limited to the following items :-

1. Dual language learning strategies, word recognition
2. Tikrit and Al-Alam cities as a sample .
3. English textbook first intermediate , Student book and Activity book of 1st intermediate class, for the academic year 2021- 2022

1.6 Value of the Study

This study is valuable for both teachers and learners since teaching any new language to be bilingual depends on encouraging learners to focus on the smallest units of the language, the meaning , the way they can be pronounced and how to get benefit from the mother tongue. All of these elements are regarded as one of the essential matters in the present decades since it is regarded one of fast ways to communicate with large amount of people. Therefore, the importance of this study falls in shedding the light on one of the practical , fast and significant strategies that can assist teachers to create a sufficient environment to their learners so as to draw their attention for better learning.

2. 1 Literature Review

2.2 Word Recognition

Word recognition, a receptive skill, and word use, an expressive skill, are key components of oral-language development and proficiency. A student's lexicon, or store of known words can be measured its terms of its breadth and depth. Breadth of word knowledge is the number of different words known, whereas depth includes semantic connections between words. Lexical skills also include student knowledge of derivational morphology (e.g., the variety of affixes that can be added to known words to create additional words with different parts of speech, such as chemical 'adjective' and chemistry 'noun')(Bailey, 2010:2).

3. Procedures

3.1 Experimental Design

Experiential design is the plan or blueprint of the procedures that enable the researcher to test his/her hypotheses by arriving at valid conclusions concerning the relationship between dependent and independent variables (Best and Khan,2006) .

The type of experimental design of the experiment is ‘pre/posttest design’ since this study aims to see the progress of the students level in specific variables(Mackey and Gass,2006).The sample of this study is divided into three groups EG where two experimental groups are taught according two different strategies and one CG. The first EG group is taught according to one way strategy whereas the second one is taught by two way strategy . While CG is taught according to the method which is specified by the ministry of education through the teacher guide steps. Both of the experimental groups are subjected to instructional design based on dual learning strategies , as explained in table (1).

Table (1)
The Groups of the Experiment

Stage	Group	Treatment	Achievement Test	
First intermediate	EG	- one way (direct) + dual strategies	Part one	Linguistic skills
	EG	- two way(indirect) + dual strategies	Part one	word recognition
	CG	Traditional method of teaching		

A population consists of all of the individuals who are interest for particular purpose .while the smaller group which is chosen from the population to present it is called a sample (Bachman,2006:34) see also (Best and Khan,2006:13)

The population of the present study includes the intermediate students in Tikrit city and Al Alam town for the academic year 2021/2022. The total number of population is a 1533 male students. 107 students are randomly chosen from first intermediate class Al Manahel Secondary school for boys in Al Alam town. The dual learning strategies suits such level of students(early stages) , because they deals with literal and deep detailed features of language such as keywords and their cognates some features of phonetic aspects of words , interactive tasks and so on, as mentioned in table (2).

Table (2)
Population and Sampling

Group	Sample	Pilot	Population	Percentage
EG1	36	51	2511	4.26%
EG2	35			
CG	36			
Total	107			

3.3 Equalization

To ensure that the two groups are equivalents , they have been equalized in the following variables:

- a-The age of the sample students counted in months,
- b-The sample students' achievement scores in the first intermediate in the pre-test ,and
- c-The educational level of the students' parents .

3.5 Instrumentation Selection

3.5.1 Study Instruments

Among the many gathering devices , a test is the most useful tool of educational research. Tests often provide the necessary data from which improved principles and practices may be developed since their basic aim is to describe and measure subjects' performance in language skills and word recognition.

As a matter of fact , tests are mechanisms used mainly for measuring some practices before and after certain treatments. They are actually used to measure a sample of specific aspects of human behaviour or to evaluate the progress of participants in particular programme after a period of time. They may be used to compare the behaviour of two or more persons at different times. However, tests are given to subjects and then corrected against certain norms. Results are then reported or computed to the same test done before (Best , 2006).

A Questionnaire is the second tool for the current study which deals with investigating learners' needs, and learning needs so as to select the most appropriate strategies to be adopted and applied on the selected sample of the study.

3.5.2 Questionnaire

The second instrument of this study is a questionnaire. The questionnaire is designed to identify learning and learners needs so as to choose the suitable learning strategies to be applied on such level of the students(i.e. 1st intermediate).

The aim of part one of the questionnaire is to identify learners' needs of strategies that enhances their learning in language skills and word recognition. it involves ten items with yes/no items to be answered by the students. Whereas, the second part which involves three free answer questions to be answered by the teachers of English. In the other hand the third part is also should be answered by the teachers of English which includes fifteen items with. It is given to 100 students from the same sample of the study.

3.5.3 Posttest

A performance test of language skills and word recognition is constructed as a mean of assessing the test taker's level in order to achieve the aims of the study and confirms its hypotheses .The test in present study follows two components(a) the four language skills (b) word recognition level, see appendix(G).

The test of this study also consists of eight questions, four questions for the language skills and four questions for word recognition. Sixty marks are allotted to the language skills 15 for each skill, whereas, word recognition is scored by forty, ten marks for each question. Concerning the types of the eight questions:

- Q1/ listening skill: five various items, true/false, wh- questions, and fill in the blank.
- Q2/ speaking skill: three items of mentioning, describing and speaking accompanied with pictures.
- Q3/ reading skill: five items of multiple choice.
- Q4/ writing skill: three wh- items and description.

In the other hand the other four questions deal with word recognition:-

- A/ is concerned with 'to odd one word' the strange one.
- B/ is concerned with 'choose a word that give a family or similar meaning'.

- C/ is concerned with thinking and matching the opposite meaning of the given words.
- d/ guess the words that go together in specific syllable (rhyme).

The scoring scheme is analytical approach which is used to analyze the questions which are answered by the students in scoring the questions of the production level. In brief , those questions which need respondents to narrate their point of view or presenting ideas in detail (speaking and writing items) where 15 marks are given to them. This scale is eclectic from Alderson et al and Brown(1995:109-110). So as to suit the level of the students since they are considered as beginners ,three elements are involved within the scoring scheme vocabulary , grammar and organization of ideas.

Two marks are allotted for vocabulary , two marks for grammar , and one mark is for the organization. The items of the test are designed according to ‘Bloom taxonomy’ stages(understand , choose , match , analyze , mention , express ,comprehend ...etc.) that suit learners academic level.

While the other types of items which is represented by recognition level , is performed by the receptive skills items (listening and reading). Moreover , the second part of the test which involve four questions of word recognition level , two marks are allotted for each item, as mentioned in table (3).

Table (3)
Specification of Behavioural Objectives of the Test

No.	Content		Behavioural Objectives	No. of items	Scores
1	Part I : Linguistic skills	Listen to a text in a CD	Students are able to comprehend and choose the suitable word or statement about given items	5	15
2		Speak about a guided items	Students are able to answer the questions well , then think	3	15

			about the suitable answers		
3		Read a text of two paragraphs	Students are able to read , comprehend , think and answer about the given items	5	15
4		Write about a guided composition	Students are able to understand the topic and describe through analyzing the given items.	3	15
5	Part II Word Recognition	Choose the odd word (select the strange word)	Students are able to think and choose the different word.	5	10
6		Choose the suitable word	Students are able to think and choose the similar meaning of the given word.	5	10
7		Match words with the opposite ones	Students are able to match a word from list A with a word from list B that give the opposite meaning.	5	10
8		Choose the suitable word	Students are able to think and choose the word that rhyme together with given word.	5	10
		Total		60	100

3.5.3.1 Validity of the Posttest

Validity is the extent to which the inferences or decisions we make on the basis of test scores are meaningful , appropriate , and useful (Mousavi,1999:441). Moore (2007:315) states that validity refers to the degree to which a test measures what it is meant to measure .

To ensure the validity of the test two types are used following specific criteria and procedures , as follows:

1- Content Validity

Content validity is the simplest and most important type of validity to the teacher (Ornstein and Lasley,2004:439). It can be defined as any attempt to show the content of

the test is a representative sample from the domain that is to be tested (Fulcher and Davidson ,2007:).

The content validity has been ensured through the specification of behavioural objectives of the two parts of the test , language skills and word recognition. All the questions items are explained with the role of the learners of how to respond to each item of the test, as mentioned in Table (15).

2- Face Validity

Face validity is the degree to which a test what is supposed to be measure the knowledge or abilities it claims to measure , based on the subjective judgment of the examinees who take it , the administrative personal who take it ,the administrative personal who decide on its use and other psychometrically unsophisticated observers (Cumming,1996).

Face validity means the way the test looks to meet the expectations of the ones who uses it, like the examinees, the teachers, candidates, educators, and the like (McNamara,2000). Therefore , the test has been given to a list of jury members in the field of English language teaching and methodology.

3.5.1.2 Pilot Administration

The purpose behind pilot administration is to find out the suitability of the questions before application of the instrument items of the study and to determine the reaction of teachers and learners to the materials(Best and Khan,2006).

So as to measure the time needed and to have an idea about the requirements of the final administration of the test, fifty students have been chosen randomly from the EFL first intermediate students from Al-Alam secondary school for boys on the 1st of December 2021.

3.5.3.3 Item Analysis

Items of the test are treated by certain issues and criteria so as to judge about the suitability and practicality of the test to the level of the participants. These issues are difficulty level and discrimination power:

3.5.3.3.1 Difficulty Level

The difficulty level is regarded acceptable if it is between 0.90 -0.30. whereas the discrimination power is 0.30 and above. This value is acceptable. On other hand, if the item discriminatory power is less than 0.30, the item is weak and it needs to be changed in this case (Madsen, 1983).

The difficulty level of the items of the test are between (35 - 78) where all the items are regarded under the accepted average which is between 0.90 and 0.30 .

3.5.3.3.2 Discrimination Power

Discrimination power formula has been used to measure the discrimination power of the achievement test items, furthermore, difficulty level formula has been used to measure the difficulty level of the achievement test items (Madsen, 1993).

The discrimination power of the items of the test are between (0.35- 0.64) where all the items are regarded under the accepted average which is between 0.90 and 0.30, as mentioned in Table (16) .

3.6 Experimental Application

The experiment started in the 1st March and lasted for 10 weeks. It started with pretest for the three groups. The dual learning strategies are used first and second experimental groups. Whereas the control group is taught by the traditional method of teaching. The post test is applied on the 1st of May 2022.

3.7 The Model of Instructional Design

The most appropriate instructional design for the pedagogical bases of the study is ADDIE Model . The Model of the study is derived from the basic terms ‘Analysis, Design , Development , Implementation , and Evaluation’ with some modifications according to the aims of the study.

The instructional design involves various important steps that support the process of the experiment from the early beginning till the last step which is the evaluation , as mentioned in Figure (6).

The design starts with the step ‘analyze setting’ which refers to searching for needs analysis , analyzing the curriculum materials , analyzing learning context (i.e. environment) , and the last one is analyzing instructional content for the linguistic skills.

The second step is to set instrumental goals where the main elements should be involved such as teaching goals , learning goals , identify learners. The third step is to design the framework of the lessons and select supported materials that enhance learning through dual learning activities. The fourth step is to produce instrumental package that assist teaching and learning(a teacher guide) which is designed by the researcher.

The fifth step is to conduct teaching and learning activities and materials (i.e. using the same text book of 1st intermediate class topics but with rather different tasks. The final step of the instructional design is to conduct a summative evaluation of linguistic skills and word recognition.

4.0 Data Analysis and Discussions of

4.1 Presentation of Results

Relevant to the aims and hypotheses of the study, the following results have been drawn from the analysis of data.

4.1.1 Results Related to the Aim of the Study

The fourth aim of the study is to ‘Find out the effectiveness of the instructional design based on dual learning strategies on word recognition (a- phonological level and b- decoding and sight vocabulary level)’. Three hypotheses have been derived to achieve this aim .

- 1. The sixth hypothesis There are no significant differences in the post test among the mean scores of the first experimental group , the second experimental group and control group in word recognition.*

The results of the participants in the posttest in word recognition has shown that the mean score of the first experimental group is (23.16) with a standard deviation of (6.31) while the mean score of the second experimental group is (23.88) with a standard deviation of (7.63), and the mean score of the control group is (16.66) with standard deviation of (6.52), as mentioned in table (4) .

Table (4)
The Mean Score and Standard Deviation of the Three Groups in the Word Recognition in the Posttest

Group	NO.	Mean	SD
First experimental	36	23.166	6.317
Second experimental	35	23.885	7.638
Control	36	16.666	6.520

It has been found out that there are statistical significant differences among the overall results of the first experimental , second experimental and the control groups in the word recognition through the use of Analysis of Variance (ANOVA). The calculated F ratio (12.08) exceeds the tabulated one (3.20) under (2,104) degree of freedom, so the first main null hypothesis is rejected ,as mentioned in table (5) .

Table (5)
ANOVA Results of the Three Groups of the Study in word Recognition Posttest

Variance source	Sum of squares	DF	Mean of Squares	F ratio		Level of sig.
				Calculated	Tabulated	
Between groups	1131.513	2	565.757	12.085	3.20	0.05
Within groups	4868.543	104	46.813			Significant
Total	6000.056					

The highest computed Scheffe's value for the difference between the mean scores of the second experimental group and that of control one is (9.88) which is higher than the F Ratio which is (3.20). This indicates that there are a statistically significant difference

in between the second and group groups levels. Whereas , through comparing the first experimental group and the control one the Sheffe’s value indicates(8.12) . Both of the results show better results for the behalf of the first and second groups, as mentioned in table of the Sheffee’s values (6) .

Since the Sheffee value that compare the first and the second groups is (0.10) so , there is no significant difference . This result reveals that both of the dual learning models and dual learning strategies are effective for the word recognition variable.

Table (6)

The Total of Sheffee Values between Groups in Word Recognition

Group	First experimental	Second experimental	Control
First experimental	\	\	\
Second experimental	0.10	\	\
Control	8.12	9.88	\

2. **The seventh hypothesis** *There is no significant difference in the post test among the mean score of the first experimental group , the second experimental group and control group in phonological level.*

Concerning the first part of word recognition ‘ phonological level’ , the results have shown that the mean score of the first experimental group is (12.22) with a standard deviation of (3.51) while the mean score of the second experimental group is (13.37) with a standard deviation of (3.42), and the mean score of the control group is (9.38) with standard deviation of (4.67), as mentioned in table (7) .

Table (7)

The Mean Score and Standard Deviation of the Three Groups in the Word Recognition Parts in the Posttest

Part	Group	NO.	Mean	SD
1 st Phonological level	First experimental	36	12.222	3.514
	Second experimental	35	13.371	3.422

	Control	36	9.388	4.673
2 nd Vocabulary level (sight & decoding)	Group	NO.	Mean	SD
	First experimental	36	10.94	4.235
	Second experimental	35	10.51	5.516
	Control	36	7.277	4.724

It has been found out that there are statistical significant differences among the results of the first experimental , second experimental and the control groups in the word recognition parts through the use of Analysis of Variance (ANOVA).Where the calculated F ratio of the first part ‘**Phonological level**’ is (9.766) exceeds the tabulated one (3.20) under (2,104) degree of freedom and at level of significant (0.05), so the first main null hypothesis is rejected ,as mentioned in table (8).

The computed Scheffe's value for the difference between the mean scores of the second experimental group and that control one in the phonological level is (9.16) which is higher than the F Ratio which is (3.20). This indicates that there is a statistically significant difference in favor of the second experimental group which is taught according to dual learning strategies that are regarded of the categorization of direct strategies(one way model). Thus, the this null hypothesis is rejected as mentioned in table (8).

Table (8)

Sheffe’s Values in Phonological Level

Group	First experimental	Second experimental	Control
First experimental	\	\	\
Second experimental	0.67	\	\
Control	4.70	9.16	\

3. **The eighth hypothesis :** *There is no significant difference in the post test among the mean score of the first experimental group , the second experimental group and control group in the sight, decoding and vocabulary level).*

Whereas, the second part of word recognition ‘sight and decoding’, the results have shown that the mean score of the first experimental group is (10.94) with a standard deviation of (4.23) while the mean score of the second experimental group is (10.51) with a standard deviation of (5.51), and the mean score of the control group is (7.27) with standard deviation of (4.72), as mentioned in table (28) .

As far as the second part ‘**Vocabulary decoding and sight**’ is concerned the calculated F ratio of the second part is (6.13) exceeds the tabulated one (3.20) under (2,104) degree of freedom and at (0.05) level of significance, so this null hypothesis is rejected ,as mentioned in table (9) .

Table (9)
ANOVA of the Components of Word Recognition

The first part (Phonological Level)						
Variance source	Sum of squares	DF	Mean of Squares	F ratio		Level of sig.
				Calculated	Tabulated	
Between groups	299.555	2	149.778	9.766	3.20	0.05
Within groups	1594.949	104	15.336			
Total	1894.505					
The Second Part (Vocabulary decoding and sight)						
Variance source	Sum of squares	DF	Mean of Squares	F ratio		Level of sig.
				Calculated	Tabulated	
Between groups	288.370	2	144.185	6.136	3.20	0.05
Within groups	2443.854	104	23.499			

The computed Scheffe's value for the difference between the mean scores of the first experimental group and the control one in the Vocabulary , Decoding and Sight level is (5.13) which is higher than the F Ratio which is (3.20). This indicates that there is a statistically significant difference in favor of the first experimental group which is taught according to dual learning strategies that are regarded of the categorization of direct

strategies(one way model). Thus, this null hypothesis is rejected , as mentioned in table (10).

Table (10)

Sheffe’s Values in Vocabulary , Decoding and Sight

Group	First experimental	Second experimental	Control
First experimental	\	\	\
Second experimental	0.07	\	\
Control	5.13	3.94	\

4.4 Effectiveness Size Results

Eta squared is used so as to find out the size of effect then it should be compared to the levels of the effect size which are three low , middle and high ,as mentioned in table (11):

Table(11)

Eta Squared Percentages and Levels of Effect Size

Effect Size	Small	Middle	Big
Effect value (Eta squared)	0.01	0.06	0.14

So as to find out the size of the effect of the instructional materials on the linguistic skills variable Eta squared is used. The t-test of two independent sample is used for the total value between the control and the first experimental groups the t-test is (8.50),and Eta Squared is (0.50) which indicates that there is a high effect of the instructional materials of the experiment on the students’ level in the Language skills, see table (12).

4. **The fourteenth hypothesis** : *There is no effectiveness of the instructional design based on dual Learning strategies in word recognition.*

So as to find out the size of the effect of the instructional materials on the word recognition variable Eta squared is used. The t-test of two independent sample ? is used for the total value between the control and the first experimental groups the t-test is (3.93), and Eta Squared is (0.18) which indicates that there is a high effect of the instructional materials of the experiment on the students' level in the word recognition, see table (12).

While concerning the effect on the second experimental group , it has been found out the t-value is (4.29) between the control and the second experimental groups, with the Eta squared value is (0.20) which indicates that there is a high effect of the instructional design in the word recognition ,see table (12).

Table (12)

T-test value , ETA Squared and Effect Size on the Word Recognition (second dependent variable)

Part	Groups	t-test value	Eta Squared	Effect size
Phonology	1-3	3.46	0.14	High
	2-3	4.13	0.19	High
Sight	1-3	3.46	0.14	High
	2-3	2.65	0.09	Middle
Total	1-3	3.93	0.18	High
Total	2-3	4.29	0.20	High

4.5 Discussions of the Results

4.5.1 Discussion Related to the Word Recognition

Dual learning strategies deals with deep details of reading comprehension . students who are beginners need more care for word recognition since learning new words can build a total language through the next stages of learning.

The results show that there are significant differences among the three groups of the study and this draw conclusion that dual learning strategies succeed to enhance the ability of learners to acquire some skills related to the parts of word recognition.

As a matter of fact Dual learning strategies highly could affect the phonological and sight and decoding levels of word recognition. In one hand One way model could affect the phonological level of word recognition according Sheffee test . While in the other

hand , Vocabulary decoding and sight level of word recognition could be affected better through the two way model.

4.5.2 Discussion Related to Effect Size of the Instructional Design

Concerning the effect size of the instructional design it has been found out that both of the models adopted within this study affect the performance of the students through the post test. Word recognition is enhanced the effect size is all the levels and parts of those variables . In this case the instructional design has a good and acceptable effect to be adopted by other teachers to teach students in early stages such as primary schools or intermediate schools.

5.1 Conclusions

The results of the study have reached to the following conclusions:

- 1- Dual learning strategies can develop learners' ability in word recognition;
- 2- Both one way and two way strategies involve various activities to improve EFL learners' cognitive level and communicative ability;
- 3- Learners in early stages are in need to novel strategies that enable their ability to get benefit from their mother tongue to support their learning according to learners' needs;
- 4- Dual learning strategies involve EFL learners in L1 and English cultures according to the activities followed in the instructional design ,and
- 5- Through the suggested instructional design it has been notices learners interaction in intercultural activities accompanied with graphs and pictures in both oral and written practices.

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The Post Test

Word Recognition

(40M)

A/ Odd one word (choose the strange word)

(10M)

- | | | | |
|-----------|---------|----------|------------|
| 1- Spoon | cup | fork | chopstick |
| 2- Uncle | brother | sister | friend |
| 3- Story | book | magazine | computer |
| 4- Sunday | Monday | January | Friday |
| 5- Pepper | oil | cotton | vegetables |

B/ meaning level (choose a word that give a similar meaning) (10M)

- | | | | |
|-----------|------|------|------|
| 1- Look | see | sea | say |
| 2- Winter | cold | call | like |
| 3- Street | read | ride | road |
| 4- Car | bus | by | bee |
| 5- Huge | big | bag | back |

c/ Match the opposite

(10M)

dark	cheap
safe	strong
Expensive	Light
Weak	dangerous
Slow	fast

d/ the words that go together (rhythm)

(10M)

- | | | | |
|----------|-------|------|------|
| 1- Soon | man | moon | mean |
| 2- Buy | boy | by | bear |
| 3- Why | white | wear | wait |
| 4- Green | grey | seen | gone |
| 5- Cake | cook | bake | bank |