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**Professor Dr. Nahida Taha Majeed
AL-Nasiri**

Safa Humadi Sultan

College of Education for Human Sciences, Tikrit
University

* Corresponding author: E-mail :
safa.h.sultan@tu.edu.iq
07704180580

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The Role of the Eclectic Method in Teaching Writing to EFL Intermediate School Students

A B S T R A C T

The study aims to investigate the effect of the Eclectic Method on EFL Intermediate school students' achievement in writing through finding out:

1. The average level of the EFL second year intermediate school students' achievement in writing.
2. Whether there is any significant difference between the achievement of the experimental group and that of the control group, in the posttest.
3. Finding out whether there is any significant difference between the students' achievement at the recognition and the production levels, of the posttest.

These aims have been achieved through verifying the following hypotheses:

1. The mean scores of the EFL second year intermediate school students' achievement is within the theoretical mean scores of achievement in writing.
2. There is no significant difference between the mean scores of the experimental group's achievement and that of the control group's achievement, in the posttest.
3. There is no significant difference between the mean scores of the students' performance at the recognition level and that at the production level, of the posttest. To verify the hypotheses of this study, a sample of sixty female students who represent 18% of its original population have been randomly selected from the second year intermediate school students in Zubaida Intermediate School for Girls, and divided them into two equal groups, i.e. experimental and control groups. Both groups are equalized in their ages, parents' academic attainment, and students' scores in the pretest. The two groups have been taught the same material, **English for Iraq, 2nd Intermediate Student's Book**, by using the Eclectic Method for the experimental group and the traditional method for the control group. An achievement test of five questions has been constructed, validated, its reliability is obtained, and its items have been analyzed and then applied to the two groups of the study. The collected data has been statistically analyzed and the obtained results are as follows:

1. There is a significant difference between the students' average level of achievement in writing and the theoretical level of achievement, and in favour of the former.
2. There is a significant difference between the mean scores of the experimental group and that of the control group's achievement in the posttest, and in favour of the experimental group.
3. There is no significant difference in the mean scores of the students' achievement at the recognition level and that at the production level, of the posttest.

Finally, in the light of the obtained results, a number of conclusions, recommendations, and suggestions have been put forward for future work.

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تأثير الطريقة الانتقائية على تحصيل طلبة المرحلة المتوسطة الدارسين للغة الانكليزية-لغة اجنبية في

الكتابة

أ.د. ناهده طه مجيد الناصري/ جامعه تكريت /كلية الآداب

صفا حمادي سلطان /جامعه تكريت كلية التربية للعلوم الإنسانية

الخلاصة:

تهدف الدراسة الحالية الى ايجاد تأثير الطريقة الانتقائية على تحصيل طلبة المرحلة المتوسطة الدارسين للغة الانكليزية - لغة اجنبية في الكتابة وذلك من خلال ايجاد ما يلي:-

1. متوسط مستوى طلبة الصف الثاني متوسط الدارسين للغة الانكليزية - لغة اجنبية في الكتابة .
2. معرفة فيما اذا كان هناك اي فرق دال بين تحصيل طلبة المجموعة التجريبية و طلبة المجموعة الضابطة في الاختبار البعدي .
3. معرفة فيما اذا كان هناك اي فرق دال بين تحصيل الطلبة عند مستوى التمييز وتحصيلهم عند مستوى الانتاج للاختبار البعدي .

ولتحقيق اهداف الرسالة تم صياغة الفرضيات التالية :

1. ان متوسط تحصيل طلبة الصف الثاني متوسط الدارسين للغة الانكليزية - لغة اجنبية ضمن متوسط درجات التحصيل النظري في الكتابة .
2. لا يوجد فرق ذو دلالة احصائية بين متوسط تحصيل المجموعة التجريبية ومتوسط تحصيل المجموعة الضابطة في الاختبار البعدي .
3. لا يوجد اي فرق ذو دلالة احصائية بين متوسط تحصيل الطلبة عند مستوى التمييز و تحصيلهم عند مستوى الانتاج للاختبار البعدي .

للتحقق فرضيات هذه الدراسة اختيرت عينة عشوائية مكونة من ستين طالبة من الصف الثاني متوسط في مدرسة متوسطة زبيدة للبنات والتي تمثل 18% من المجتمع الكلي . قسمت العينة الى مجموعتين متساويتين المجموعة التجريبية والمجموعة الضابطة ثم كوفئ في اعمارهن والتحصيل العلمي للوالدين، ودرجاتهن في الاختبار القبلي .

تم تدريس المجموعتين نفس المادة من كتاب **English for Iraq, 2nd Intermediate student's Book** ، باستخدام الطريقة الانتقائية للمجموعة التجريبية والطريقة التقليدية للمجموعة الضابطة . تم بناء اختبار تحصيلي من خمسة أسئلة، وبعد التحقق من صحته، وثباته، ومستوى صعوبة و قوة فقراته طُبّق على كِلا المجموعتين.

جُمعت اجابات الطلبة وحُللت و ذلك باستخدام الاساليب الاحصائية المناسبة وكانت النتائج كالتالي :

1. هنالك فرق دال بين متوسط التحصيل العام للطلبة من جهة ، وبين متوسط التحصيل النظري من جهة اخرى ولصالح اداء الطلبة العام.
2. يوجد فرق ذو دلالة احصائية بين متوسط تحصيل المجموعة التجريبية ومتوسط تحصيل المجموعة الضابطة في الاختبار البعدي ، وهذا يدل على أن الطريقة الانتقائية لها تأثير ايجابي على تحصيل الطلبة في الكتابة .
3. لا يوجد فرق ذو دلالة احصائية بين متوسط تحصيل الطلبة عند مستوي التمييز والادراك للاختبار البعدي .

واخيرا وفي ضوء النتائج التي تم التوصل اليها, تم تقديم عدد من الاستنتاجات التوصيات والمقترحات للدراسات مستقبلية .

كلمات مفتاحيه: طريقه انتقائية, دور, كتابه, تحصيل الطلبة, التدريس الانتقائي

Section One: Introduction

1.1 Statement of the Problem: Learning a second or a foreign language entails mastering four fundamental skills: listening, speaking, reading, and writing. English has lately become the actual standard; therefore, speaking and writing have become increasingly important. Learning English has grown in popularity across the world. Today, English is a globally known language, i.e. science; business, diplomacy, travel, tourism, computers, and publishing all use it (Bibi, 2002:1).

According to Harmer (2007:265) writing is part of the productive aspect of the language skills. It is the skill that needs learners to construct language on their own. It is one of the most fundamental and necessary abilities for effective communication. Although writing is the most difficult of the four categories of language skills, it is still the most important skill for English language learners to master (Saravanan, 2015:158). Therefore, Iraqi EFL students are taught many forms of writing such as, expository and narrative texts.

Teaching writing skill to EFL students has its own set of challenges, thus several teaching methodologies and approaches have been used in language classrooms to teach writing to EFL students. All of these methods have undoubtedly assisted EFL students in acquiring the necessary writing skills in English and showing a basic command of the language. However, teaching and acquisition of writing are not linear processes. They need a multi-layered, recursive technique, and a significant amount of time must be set out for review (Alharbi, 2017:33). This study attempts to investigate how successfully the Eclectic Method, which is a combination of scientific approaches and techniques, can be used to teach writing and to increase the EFL preparatory school students' achievement in writing.

1.2 Aims of the Study: This study aims at finding out the effect of using the Eclectic Method on EFL intermediate school students' achievement in writing, through finding out:

1. the average level of the EFL second intermediate school students' achievement in writing.
2. whether there is any significant difference between the achievement of the experimental group and that of the control group, in the posttest.
3. finding out whether there is any significant difference between the students' achievement at the recognition and production levels, of the posttest.

1.3 Hypotheses: The following null hypotheses have been posited in order to achieve the aims of the study:

1. The mean scores of the EFL second intermediate school students' achievement is within the theoretical mean scores of achievement in the posttest.
2. There is no significant difference between the mean scores of the experimental group's achievement and that of the control group's achievement, in the posttest.
3. There is no significant difference between the mean scores of the students' performance at the recognition level and that at the production level, of the posttest.

1.4 Value of the Study: In modern language instruction, the Eclectic Method to language teaching has become widespread and fashionable. However, there has not been much work done to study eclecticism in the context of language education. Thus the value of the study stems from its role in:

1. throwing light on the benefits of using the Eclectic Method in the language classroom through the use of modern experiences.
2. motivating intermediate school students to learn more about the variety of topics and improve their mastery of a wide range of texts.
3. serving as a guideline to EFL teachers and encourages them to use the Eclectic Method to motivate their students to write professionally and independently.
4. enabling EFL teachers to create their own method by blending appropriate aspects of other methods in a principled manner.
5. directing the attention of EFL specialists towards the principled eclecticism which is based on the idea of fitting the teaching method to the learners and not vice versa.

6. experimenting the role of using the Eclectic Method in the educational process for the purpose of improving EFL students' writing ability.

1.5 Limits of the Study: This study is limited to the second intermediate school students in "Zubaida Intermediate School for Girls" in the city of Mousl /Governorate of Nineveh who are studying **English for Iraq 2nd Intermediate Student's Book** during the academic year 2021_2022.

1.6 Operational Definitions of Basic Terms:

1.6.1 Eclectic Method: It is a blend of more than one method or teaching technique for teaching EFL writing to intermediate school students.

1.6.2 Achievement: : It is students' performance on written examinations administered at the conclusion of a ten-week course to determine whether or not they have learned and acquired the language they been studied or exposed to.

1.6.3 Writing: It is one of the four essential skills in the language, and it is the process of communicating thoughts and ideas using symbols in a readable format.

Section Two: Theoretical Background

2.1 Language Learning Through the Eclectic Method: The requirements and challenges of the learners have expanded; therefore, a single teaching approach or methodology for teaching communication skills is no longer practicable or successful. The Eclectic Method is justified by the weaknesses of the single method, because a single method has a narrow theoretical basis and a limited set of activities which making it inflexible (Gilliland, James and Bowman, 1994: 554).

The Eclectic Method, according to Aslam (2008:61) is a varied, comprehensive, integrated, and technically self-triggered approach to teaching in which the best techniques from various teaching methods are thoroughly and clearly integrated to meet learners' extremely varied, differed, and individual needs. The Eclectic Method arose from the recognition that each methodology has strengths and drawbacks, and that no one method could respond to the changing classroom environment. The pedagogical strategy teaching and learning English is linked to learning and teaching

English based on views of that eclectically helps to bridge the gap between learning and teaching models (Kumar, 2013:1).

In his article, Irwandi (2020:101) argues that in order to ensure that independent learning via distance learning continues to function effectively during the COVID-19 pandemic, it is suggested that the eclectic method should be used, as it combines the strengths and weaknesses of numerous methods. The teacher can use some eclectic qualities to help learners in reaching learning objectives and accommodating learners' learning styles while using an eclectic method.

2.2 Writing and the Eclectic Method: When teaching writing to pupils with different cultural backgrounds and goals, it is difficult to employ only one method. Furthermore, traditional methods do not emphasize the importance of language as a tool for communication. The goal behind teaching writing has always been to provide learners with knowledge about the grammatical structures of the language through numerous tasks in course books. Meanwhile, eclecticism, which is related to pluralism, entails the flexibility to choose teaching methods that suit with unique learning requirements, enabling learners to communicate using their writing skills (Alharbi, 2017:34).

Researchers and teachers attempt to build a method and adopt a methodology that cater to the demands of modern learners as a result of the rising interest in learning about EFL writing. In order to fulfil the objectives of teaching a cohesive, pluralistic language there is a need of a learner-centered approach to language teaching and learning that includes organized teacher input and whole-class group activities. The focus should be on how the teacher can meet the requirements of almost every single student (Lin and Man, 2009:52).

Because it frees the teacher and students from inflexible, traditional and teacher-centered teaching methods that offer no choice to either the teachers or the students, the eclectic method has emerged as the most effective way of learning and teaching writing to EFL learners. It has the potential to keep the language teacher open to alternatives. The teacher will actively seek out new techniques, testing them out in their professional practice on a regular basis; thus, eclecticism may be justified (Weideman,2001:9_10).

2.3 Teaching Techniques of the Eclectic Method:

1. **Motivation:** It is a basic principle in the process of teaching. Depending on how effectively the students are motivated and warmed up at the start of class, the class will either succeed or fail. Beginning with a warm up activity can help students to establish a mental set, be engaged, and get interested (Broughton, 1978: 47).
2. **Explanation/ Interpretation:** This technique is used to teach grammar, either explicitly or implicitly. In explicit presentation, the teacher uses grammatical terms to directly describe the target grammar (rules and patterns). In implicit presentation, the teacher delays giving an explicit explanation of the target grammar and instead starts with an example to explain the rules. While each of these two methods is useful on its own, learners have a variety of learning needs that cannot be met by just one method. In order to overcome this thing “fusion” method is used in which grammatical rules are first implicitly introduced in a meaningful context, then they are explicitly explained (Savage et al, 2010: 19).
3. **Peer work:** It is a task-based technique that involves teaching writing to the students. Three groups of students are formed, with one promising student placed in each group to provide effective monitoring. Each group is given the freedom to select its own topic for the essay, which is then completed. Individual students actively participate in the task while it is being completed. The peer tutoring method not only makes it easier for the teacher to teach, but also helps the learners to learn language and grammatical norms in a cooperative, nonthreatening, and enjoyable way (Rizve, 2012: 99).
4. **Repeat-After-Me:** Another very successful teaching technique that may be incorporated into the process of learning a language is Repeat-After-Me. It is notably helpful for correcting pronunciation errors, acquiring and remembering new vocabulary, making learning and memorizing foreign languages easier, and for memorization in general. This technique, which essentially teaches skills like word stress, syllables, and intonation, is effective for teaching correct pronunciation (Sarifa, 2020: 109).
5. **Gestures and Mimes:** They are useful for class instructions, especially in noisy environments. They help in the teaching of pronunciation, assist the teacher and students in communicating, understanding, and participating during lessons and class activities. They make the classroom fun, and they are used as a gaming activity (Wickham, 2012: 6).

6. **Games:** Games are excellent tools for language learning because they improve students' awareness, reduce anxiety by providing a relaxed learning environment, support in the inductive teaching of grammar and vocabulary, and provide a meaningful communication background by creating engaging activities that would encourage more introverted students to participate in class activities (Tabassum, 2018: 141),.
7. **Error Correction:** The learning process is thought to include errors on sometimes. This does not imply that mistakes are accepted, but rather that mistakes are seen as part of the learning process. Therefore, it is best to repair errors when the communication activity is complete rather than right away. Corrective feedback is essential for creating error-free communication and breaking the habit of making mistakes. Corrective feedback could be written or spoken. There are several techniques used for correcting oral errors, including explicit correction, repetition of the error, clarification requests, peer correction, ignoring, and self-correction. Additionally, in an interactive classroom, the teacher moves around, notes any mistakes, and then fixes them once the activity is finished. Peer editing is another highly effective technique for error correction (Al-Faki & Siddick, 2013:1771).

2.4 Characteristics of the Eclectic Method

- **Subjectivity:** The eclectic method is developed by an individual teacher in connection with the learning and teaching context. Therefore, what may be named eclectic will depend on the ideas that a certain teacher will develop in accordance with the conditions affecting the classroom. Teachers are free to select wisely what they believe will enhance learning and to determine how and what can be included into a given situation. As a result, the subjectivity refers to how many teachers define what may define as eclectic. The fact that learners with various characteristics should be able to access learning without difficulty is what makes eclectic teaching's goal and base so widespread (Mwanza, 2017: 57).
- **Promoting the Usage of the First Language:** The connection between the first and foreign languages is necessary for the teaching and learning of EFL. For some less able high school students would benefit if some of the English-based concepts could be taught in a local tongue if doing so in English is proving challenging for such students. It is important to understand the role that the first language plays in

helping students acquire the foreign language since their prior knowledge makes learning it easier (ibid).

- **Contextualization:** The eclectic method also recognizes that every teaching and learning experience is unique and dependent on the situation or context. Every learning environment is different, so every learning situation calls for a different method to fit the circumstances. This also implies that any global idea or conceptualization of the method should be comprehended and interpreted in light of the specific circumstances of the classroom. It is noted that “global principles are for general guidance but their implications need to be worked out for local everyday practice” which indicates that teachers will choose how to contextualize the method to meet the learning goals of the students once they are aware of the circumstances surrounding their class (Kumaravadivelu, 2006:198) .
- **The Combination of Inductive and Deductive Strategies:** One of the characteristics of the eclectic method, particularly when teaching English grammar, is the combination of the deductive and inductive in the same lesson. These two strategies are important because they have creative thinking. Students may be allowed to design the rule on their own. If they are unable to, the teacher should give them a comprehensive explanation of the rule. Hence, they are both helpful. Only the teacher should be aware of when and how to employ each one (Mwanza, 2017: 59).
- **Learner-Centered Method:** According to the eclectic method, teaching should be learner-centered and should include role playing, problem-solving exercises, group discussions, and debates. The best way to implement the eclectic method is for teachers to offer a variety of activities to fulfill the demands of various learning types so that all students will have at least some activities they find engaging. Teachers require methods that are effective in their particular circumstances and have objectives that are suitable to the kind of students they are teaching (Wali, 2009:36).

Section Three: Procedures

3.1 The Experimental Design: It is a set of procedures that allows a researcher to test hypotheses by coming to valid conclusions about the relationship between independent and dependent variables (Best and Kahan, 2006:177). It is “a method of research in the social sciences (such as sociology or psychology) in which a controlled experimental factor is subjected to special treatment for purpose of

comparison with a factor kept constant” (merriam-webster.com). The experimental design of the current study is entitled “The posttest- Only Equivalent- Group Design” (ibid:179), as shown in Table (1).

Table (1) The Experimental Design of the Study

Group	Independent variable	Posttest
Experimental	Eclectic Method	Posttest
Control	Traditional method	Posttest

This design includes the following steps:

1. Selecting two groups of students and randomly assigning them to experimental and control groups.
2. Equalizing the experimental and control groups, in some variables.
3. Administrating the independent variable only to the experimental group.
4. Teaching the control group the same instructional material taught to the experimental group, but according to the traditional way.
5. Posttesting the two involved groups of students.
6. Analyzing the collected data to obtain the final results.

3.2 Population and Sampling: The population of the current study includes all of the second intermediate school students who are distributed among eight schools in the city of mousl during the academic year 2021-2022. Whose total number is(320). Zubaida Intermediate School for Girls is randomly selected to be involved in the experiment of the study. The total number of the second intermediate students of the selected school is sixty. The students are grouped into three sections: (A), (B) and (C). Each of section (A), (B) and (C) consists of thirty students. Sections (A) and (B) have been randomly selected as the control group and experimented group, respectively. Their total number is sixty who represent 18% of its original population. For the purpose of the pilot study, fifteen students from class (C) have been chosen as shown in table (2)

Table (2) The Population and Sample of the Study

Group	Sections	No. of population	No. of sample	No. of pilot study
Experimental	B	320	30	15
Control	A		30	
Total			60	15

3.3 Instructional Material and Students' Instruction: The instructional material of this study includes units 1, 2, and 3 of **English for Iraq 2nd Intermediate**. These units have been taught during the period of conducting the experimental part of this study which is lasted for nine weeks. The instruction of the two groups started on the 22nd November 2021 and ended on the 23rd January 2022.

According to the **Teacher's Book** (2017:11) the stages and sub-skills of writing at the 2nd intermediate include :

- brainstorming ideas in preparation for writing –selecting and rejecting ideas.
- arranging information for impact.
- organizing content into paragraphs.
- producing grammatically accurate sentences.
- Using appropriate punctuations to make meaning clear.
- editing writing.
- developing meaning within a paragraph and through the text.

Steps of Teaching the Experimental Group

1. Write on the board some questions about the topic(Problems) and discuss the questions with the students to activate their knowledge about the topic.

Brainstorming is one of the procedures that has been used in the class for warming up the students

2.Let the students look at their books on page 8. Read the text carefully while the students are listening, and ask them about the meaning of the new words.

3.Let the students discuss in groups the different kinds of problems and how to overcome them, and write them down on their notebooks.

4. The students are required to arrange what they wrote individually at home into a meaningful paragraph.

_Steps of Teaching the Control Group

1.Read the text and explain the meaning of the new words.

2.explain the meaning of some useful words written in the text like: stammer, confident, shy..

3.write a paragraph about the Problems on the board and let the students write it down. Finally ask them to write it three times as a homework assignment.

3.4 Construction of the Achievement Posttest: A test is any procedure for measuring ability, knowledge, or performance (Richards et al, 1992: 377). An achievement posttest has been constructed in terms of the contents and behavioural objectives of the instructional material, as shown in table (3). The posttest contains five questions. The first two questions are related to the recognition level, whereas the last three questions are related to the production level.

_The first question includes two sections (A) and (B): The first section (A) consists of five items and testees need to fill in the blanks with the correct words. Each item is given two marks. Section (B) consists of five items and the testees should do as required. Each item is given two marks.

_ Question two includes two sections (A) and (B): Section (A) consists of five items and testees need to fill in the blanks with the given appropriate words. Each item is given two marks. Section (B) consists of five items and each item is given two marks. Students are required to match the items of list A with their suitable ones in lists B to make compound nouns.

_ Question three is about the Mobile phone. The students are required to write a paragraph mentioning the problems and benefits of using the mobile phone. The total score of this question is twenty.

- Question four includes two sections, A and B, and the students are asked to choose one of them:- (A) is about writing an e-mail to a friend and inviting her to a party. (B) is about writing a letter to a foreign friend in Britain describing “Ramadan” as a religious occasion for Muslims. The total score of this question is twenty.

_ Question five consists of two sections, A and B. The students are asked to write a composition of 40-50 words on one of them. Section (A) to write about the importance of the Internet in our lives. (B) to write about their Favourite hobby. The total score of this question is twenty.

Table (3): The Specifications of the Contents, Behaviours, Items & Marks of the Posttest

Level	No. of Questions	Content	Behaviours objectives	No. of Items	Marks
Recognition	1/A	Words selection	to fill in the blanks with the correct words.	5	10
	1/B	Grammatical Items	to do as required	5	10
Recognition	2/A	words selection	To fill in the blanks with appropriate words	5	10
	2/B	compound nouns	to match between the words in list (A) with the suitable ones in list (B)	5	10
	3	a written paragraph	to write about the benefits and problems of the mobile phone.	1	20

Production	4/A	an e-mail	to write an e-mail for an invention to a party.	1	20
	4/B	a letter	to write a letter to foreign friend describing Ramadan.	1	20
	5/A	composition ^a	to write about the importance of the Internet in our lives	1	20
	5/B		to write about a favourite hobby	1	20
Total	5			25	100

3.5 Scoring Scheme of the Posttest: Heaton (1988:148) assumes that the analytic procedure is based on a scoring scheme that the researcher designed and developed to show how the scores are distributed across a variety of question criteria. A scoring scheme should be tight in general, and the marks for each part of the questions should be mentioned on the test papers (Eilks and Byers, 2015:220). The total score of the constructed posttest is 100, which is distributed among the five questions with 20 marks for each question as follows:

Question 1, 2 consists of two sections (A) and (B), each section includes five items and scored out of 10, so two marks are specified for each correct item and zero for the wrong one. Question 3, 4, 5 are assessed in terms of five criteria namely: vocabulary, grammar, spelling, punctuation marks and handwriting. Each criterion is marked as; very good, good, or weak. Four marks are given for “very good”, three marks for “good”, and one mark for “weak”, as shown in table (4).

Table (4): The Scale of the Students’ Scores

No. of Question	Criteria	Qualities	Scores
3, 4, 5	Vocabulary	Very good	4
		Good	3
		Weak	1

	Grammar	Very good	4
		Good	3
		Weak	1
	Spelling	Very good	4
		Good	3
		Weak	1
	Punctuation	Very good	4
		Good	3
		Weak	1
	Handwriting	Very good	4
		Good	3
		Weak	1

3.6 Final Administration of the Posttest: After ensuring the validity, reliability, difficulty level, and discrimination power of the posttest items, it has been applied on the 23rd January 2022 to both experimental and control groups. The test papers have been distributed to the testees who are asked to read the questions carefully and write down their answers and finish within the limited time of the test. Then, all of the test papers have been collected and scored according to the constructed scoring scheme.

Section Four: Analysis of Data, Discussion of Results, Conclusions and Recommendations

4.1 Students' Average Level of Performance in the Achievement Posttest.

In order to verify the first hypothesis, the mean scores as well as the standard deviations of the students' performance in the posttest is obtained. They are 66.17 and 25.10, respectively. T-test formula for two related samples is applied. The computed T-value is 5.23, whereas the tabulated t-value is 2.00, as shown in table (5). Since the computed t-value is higher than the tabulated t-value, it means that there is a significant difference between the students' average level of achievement, on one hand, and the theoretical level of achievement, on the other hand, and in favour of the former. Thus, the first hypothesis is rejected.

Table (5): The Mean Scores, Standard Deviations and T-Values of Students' Average Level in the Posttest

No. of Students	Mean Scores	SD	Average Level	T-Value	DF	Level of significance
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				Computed	Tabulated		
60	66.17	25.10	50.00	5.23	2.00	58	0.05

4.2 Comparison Between the Achievement of the Experimental and Control Groups in the Achievement Posttest

In order to find out whether there is any significant difference between the mean scores of the experimental group's achievement, and that of the control group, in the posttest, both mean scores are obtained and compared. Results show that the mean scores of the experimental group is 76.45 and that of the control group is 55.88. The standard deviations of the experimental group is 20.48 and that of the control group is 28.17. By using the t-test formula for two independent samples the computed t-value is found to be 3.39 while the tabulated t-value is found to be 2.00, at the level of significance (0.05) and degree of freedom (58), as shown in table (6). This indicates that there is a significant difference between the mean scores of the experimental group and that of the control group, and for the benefit of the former. This means that the achievement of the experimental group which has been taught by the Eclectic Method is better than the achievement of the control group which has been taught by the traditional one. Thus, the second hypothesis is rejected.

Table (6): The Mean Scores, Standard Deviations and T-Values of the Two Groups in the Posttest

Group	No. of students	Mean Scores	SD	T-Values		DF	Level of significance
				Computed	Tabulated		
Experimental	30	76.45	20.48	3.39	2.00	58	0.05

Control	30	55.88	28.17				
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4.3 Comparison between Students' Achievement at the Recognition Level and that at the Production Level of the Posttest.

The mean scores of the students' achievement at the recognition level and that at the production level of the posttest are calculated and compared in order to find out whether there is any significant difference between them. The obtained results show that the mean scores of achievement at the recognition level is found to be 18.79 and that at the production level is found to be 12.96. The standard deviation at the recognition level is 18.53 and that at the production level is 19.05. The t-test formula for two related samples is used. Results show that the computed t-value is 1.26 and the tabulated t-value is 2.00 at the degree of freedom (58) and level of significant (0.05), as shown in table (7). This means that there is not any significant difference between students' achievement at the recognition level and that at the production level. Therefore, the third hypothesis is accepted.

Table (7): The Mean Scores, Standard Deviations and T-Values of the Experimental Group at the Two Levels of the Posttest

	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Recognition	30	18.79	18.53	58	1.26	2.00	0.05
Production		12.96	19.05				

4.4 Discussion of the Obtained Results

The obtained results of the current study show that the achievement of the experimental group who has been taught by using the Eclectic Method is better than that of the control group who has been taught by using the traditional method. This

means that the Eclectic Method proves to be effective in teaching writing to the EFL second intermediate school students. In terms of the obtained results, the improvement of the EFL second intermediate school students' achievement in writing skill by using the Eclectic Method could be attributed to the following factors:

- A combination of methods can be an effective way to match and meet the abilities of students, as well as to create a suitable mix that suits the learning environment and goals.
- The Eclectic Method allows EFL teachers to implement written activities by using appropriate classroom techniques.
- The eclectic approach frees the teacher from having to stick to a particular method and allows him to select the techniques that produce positive outcomes in the classroom.

4.5 Conclusions: In the light of the obtained results, the following points are concluded:

1. The Eclectic Method is more productive than the traditional method in teaching writing to EFL Intermediate school students.
2. The Eclecticism plays an equal role for improving EFL students' performance at both recognition and production levels of writing.
3. The Eclectic Method encourages cooperative learning and team work among the students and assisting them in expressing their thoughts and ideas.
4. The Eclectic Method can be one of the methods for assisting students in expressing their thoughts and ideas.
5. Teachers of EFL can employ various appropriate classroom techniques while teaching writing to their students.

6. The Eclectic Method presents a better learning environment for students, as well as it is a conceptual method that employs a variety of styles, and ideas to facilitate efficient learning.

4.6 Recommendations: In terms of the obtained results and drawn conclusions, the following recommendations are put forward:

1. Intermediate schools teachers must keep up with the new trends for teaching EFL and should be aware of the effective methods and techniques for teaching English, in general and writing, in particular.
2. EFL syllabus-designers are recommended to construct pre-service educational materials that inform student-teachers about the benefits of the Eclectic Method in improving students' performance in English, particularly in writing.
3. Specialists are recommended to provide in-service training courses to EFL teachers in order to train them in employing the Eclectic Method for teaching English for their students.
4. Since there is no ideal method for teaching English, teachers should be allowed to choose techniques, methods, and activities that are appropriate for their students.
5. Teachers are recommended to organize and make a blend of methods they think are appropriate. Each method has its value and uniqueness, on one side and its difficulties and disadvantages, on the other side.

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