أثر النهج الانتقائي على تحصيل طالبات المرحلة الإعدادية

Impact of The Eclectic Approach on Preparatory School Female Students' Achievement

Noora Saleem Doori Khalil
Dr.Shoaib Saied Fahady
University of Mosul‎‎- College of Education for Humanities‎- Department of English Language

نورا سليم دوري خليل
د.شعيب سعيد الفهادي
جامعـة الموصـل – كليـة التربيـة للعلـوم الانسانية– قسم اللغة الانكليزية

noorasaleem1987@gmail.com

الملخص

تعد الدراسة الحالية محاولة للتحقيق تجريبيا في تأثير النهج الانتقائي على تحصيل طالبات الصف الرابع العلمي. تم اختيار عينة من (78) مشاركة من طالبات الصف الرابع العلمي في اعداديـة خديجـة الكبـرى للبنـات للعـام الدراسـي 2021–2022. وتـم اعتمـاد التصـميم شـبه التجريبـي. توزعت هـذه العينـة الـى شـعبتين تمثل احداهما المجموعـة التجريبيـة بينمـا تمثل الاخـرى المجموعـة الضابطة وبواقـع (38.40) طالبـة علـى التـوالي. تم تـدريس المجموعـة الضابطة وفقا لطريقة التدريس المقررة والمجموعة التجريبية وفقا للنهج الانتقائي. بدأت التجربـة فـي بدايـة الكـورس الثـاني فـي يـوم السـبت الموافـق2022/2/26 واستمرت لغايـة يـوم الأحـد الموافـق 2022/5/7 أي(10) أسـابيع . ومـن أجـل ابقـاء متغيـر المعلـم فـي التجربـة تحـت السيطرة قامت الباحثة بتدريس المجوعتين بنفسها. تم اجراء الاختبار التحصيلي فـي نهايـة التجربة. وفي ضوء النتائج تم تقديم عدد من التوصيات والمقترحات.

Abstract

The present study is an attempt to investigate empirically the effect of the eclectic approach on the Fourth Scientific Grade Female students' achievement in English . A sample of 78 participants was chosen from the fourth scientific- grade students of Khadijatu Al-Kubra Preparatory School for Girls during the academic year 2021-2022. The Quasi-experimental design was adopted. The sample is distributed between two groups. The first group, i.e. the experimental group, group (B), includes (38) female students, whereas the control group, (group A), consists of (40) female students. The control group was taught according to the currently used method of teaching, namely the communicative approach while the experimental group was taught according to the eclectic approach. The experiment started on 26th of February and ended on the 7th of May , 2022; the experiment lasted for 10 weeks. In order to keep the teachers' variable in the experiment under control, the researcher taught both groups herself. The achievement test was administered at the end of the experiment. In terms of the results arrived at, a number of recommendations and suggestions for further research are presented.

1. Introduction:

Different teaching methods are used for teaching English, each has its own purpose, principles and techniques. For example, grammar translation method focuses on accuracy at the expense of the communicative competence of the learner. In contrast, the communicative approach focuses on fluency at the expense of grammar rules and drills. So, to remedy the imperfections of these approaches and benefit from their strengths, there is a need for a holistic, pluralistic and comprehensive approach, viz. eclectic approach (henceforth EA).

According to Larsen- Freeman (2004), EA is " a pluralistic, inclusive, all-encompassing and comprehensive approach of teaching in which the best techniques and bits of pieces from different teaching methods are systematically and logically combined and used eclectically in order to meet the varied and distinct needs of learners". It creates fun in class and kills boredom. It is a teaching   different techniques and theories and finds local solutions to local problems (Aslam,2003, p.91).

According to Flore Sar (2008) the EA is a combination of different learning approaches. This approach effectively works for pre scholars and can be applied for primary scholars and up as well. It means implementing different methods in teaching a subject or a task.

A high percentage of preparatory students suffer from low- level proficiency in English. This low level proficiency can be ascribed to two reasons: the first one is due to the use of conventional techniques and methods by some teachers which focus and concentrate on teaching students some sets of grammatical rules along with some sets of vocabularies to be practiced and memorized by students. Secondly, students suffer from having low motivation to participate, negotiate meaning, practice, and consequently get benefit.

1.1.   The Problem:

The problem addressed in this study stems from the need to diversify the teaching methods used in the field of learning and education, particularly in the English language. This is reflected in students' low-level communication skills in English, which led instructors to use various teaching methods to improve students' learning.

To provide appropriate solution to such problems, the EA has been adopted. This approach is considered as one of the modern methods that can suit the current needs of the students. The major characteristic of this approach is variety in adapting methodology and technique to gain the main aim of teaching. Also, by implementing this approach, it makes the class atmosphere dynamic and no aspect of language skills is ignored. However, the effect of EA on improving preparatory school students' achievement and motivation to learn English has not been investigated in Mosul yet.

Thus, it is expected that this study will draw attention to such approach to be followed and adopted in the nearest future to help teachers and students equally. Accordingly, the present research attempts to answer the following question:

Can the EA improve preparatory female students' achievement in English classes?

1.2.Research Aim:

The current experimental research investigates the effect of the EA on preparatory school female students' achievement and motivation in English classes.

1.3.Hypothesis:

In light of the research aim sets above, the following hypothesis has been set:

There is no statistically significant difference between the mean scores of female students of the experimental and control groups in the achievement test.

1.4.Limits of the Research:

This experimental research is limited to:

1. Fourth year preparatory school female students in the centre of the city of Mosul.

2.The academic year 2021-2022.

3.The prescribed English textbook (English for Iraq / Book 10- student and activity book).

1.5. Significance of the Research:

This study is significant to English language teachers and the students at colleges of education. Because the effective teaching focuses on choosing the appropriate methods and approaches to fulfil real achievements The study is considered important for the following reasons:

1. Eclectic approach may improve communication skills- listening, speaking, reading and writing.

2. EA may be more productive, effective and successful in teaching of English as compared to traditional learning approach.

3. EA may help developing students' performance in English at preparatory schools.

4. The research will enhance the literature on the EA of teaching English.

5. It will motivate EFL teachers to implement this approach in their English classes.

1.6. Eclectic Approach Definitions:

•Kumar (2013:2) views the EA as " a principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching."

•Iscan (2017:150) states "the EA is a combination of different teaching and learning methods and approaches. Learning is fun and innovative because of the unique structure of the process."

•Hakim (2019: 286) argues, "the EA represents a diversified, comprehensive, inclusive, and technically self-triggered approach of teaching in which the best technique from different teaching methods and thoroughly and rationally integrated and optimally meets learners' equally diverse, differentiate, and individual needs."

The researcher defines the EA operationally as a language teaching approach that combines various approaches and methods (for example task-based language teaching, concept- based instruction,…..etc) to teach English language depending on the objectives of the course and the abilities of the learners.

2. Literature Review:

Before going through the details of the EA, it is essential to know how the term is originally initiated. During the 1980s and 1990s, the EA became prominent. Rivers (1981) is a strong supporter of the EA. She states that, "an EA allows language teachers to absorb the best techniques of all the well-known language teaching methods into their classroom procedures, using them for the purpose for which they are most appropriate ". Even Gilliand et al.(1994) claim that the justification for using an EA is that a single method or approach has a narrow theoretical basis and a fixed set of activities.

Weidman (2001:2) supports the EA and declares " the EA has been widely accepted in English classrooms that many good teachers today

use it proudly as a tag to describe to their teaching, wearing it almost like a badge of honor ". Brown (2002) claims; "because a single approach does not satisfy all of the demands, necessities, multiple intelligences, and various learning styles of a dynamic classroom, this approach was introduced". Going through some of the definitions of the EA is of great value to have a clear idea about the term. To begin with Kumar(2013:1) " the eclectic method is a combination of different methods of teaching and learning approaches." According to Suparman (2017) " EA combines different methods and approaches to teach language depending on the aims of the lessons and the abilities of the learners".

This approach does not rigidly hold on to a set of assumptions or conclusions, rather it draws upon multiple theories to gain complementary insights into phenomena or applies only certain theories in particular cases. Both Larsen-Freeman (2000) and Mellow (2000) employ the term 'principled eclecticism' to describe a desirable, coherent, pluralistic approach to language teaching. Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions. Within a variety of educational areas, the principled combination of different activities has also been referred to as eclectic.

Yan et al. (2007) reviewed previous studies on principled eclecticism in ELT at universities in China. Their case study reveals that eclecticism and principled eclecticism have been widely accepted and practiced with or without the college English teachers' awareness of the methodological issues and that principled eclecticism in Intensive English Language Programs (IELP) is 'warmly welcomed by the students and fruitful in effect' (Yan et al., 2007,p. 13). Wali (2009) suggests that teachers should be well prepared for an organized lesson

presentation for smooth delivery as they play an active role in the management of learning with learners being actors in the learning process.

In sum, EA is a teaching method for second or foreign language. This approach is based on the combination of selected methods and approaches taking into consideration the objectives of the lessons and the individual differences among students. The next sections provide insight into its effects, steps, advantages, disadvantages, and misconceptions.

Principles:

Like other approaches and methods of language education, the EA has some inherent principles. Perhaps, the main principle of this approach is that the language teacher can choose any suitable methods or techniques befitting the needs of the learners and learning situation. The following principles as presented by Al-khuli (1981,p.7) may be considered:

 Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson;

 Flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom;

 Giving a chance to pupils to see different kinds of teaching techniques that break monotony and dullness on one hand and ensure better understanding for the material on the other hand;

 Solving difficulties concerning presenting the language material in the pupils textbook;

 Using different kinds of teaching aids which leads to better understanding ;

 Saving a lot of time and efforts in presenting language activities.

3. Methodology:

This section provides a brief summary of the research design of the study, the population, the sample, the research tools, and the data collection methods used.

3.1.   The Experimental Design:

The appropriateness of the design for answering the research question is one of the first steps in educational research. The experimental design is " the structure by which variables are positioned or arranged in the experiment"(Wiersma and Jurs, 2005, p.101). The researcher adopted the " quasi-experimental design" (Cohen et al., 2007, p. 212). Wiersma and Jurs (2005, p.130) define quasi-experimental design as " the use of intact groups of subjects at random to experimental treatments". Moreover, the quasi-experimental design is a type of the experimental design in which one of the elements is missed(Cohen et al., 2007, p. 275).

The reason for adopting this kind of experimental design is that assigning subjects and classrooms at random is impractical (Cohen et al., 2000, p. 214). In a quasi-experimental design, because random assignment is not possible, the researcher does not randomly allocate individuals to comparison groups at random. The researcher can match the comparison groups on features related to the dependent variable to improve a quasi-experimental design(Scott and Morrison, 2006, p.103).

3.2.   Population of the Research:

The population is the " larger group to which the researcher would like the results of a study to be generalizable" (Lodico et al., 2006, p. 13). The population of the current is the fourth scientific grade female students at day time in the centre of Mosul City for the academic year 2021-2022. The total number of the population is (7974) students who are distributed among (55) secondary and preparatory schools (this

information is taken from the Statistics Sector in the General Directorate of Education in Nineveh).

3.3.   Sample of the Research:

Since the whole population of a scientific study is frequently too large, getting a sample is necessary. The researcher took samples to represent the population due to the vast number of people.

1. **The Schools:**

The researcher deliberately chose Khadijatu Al-Kubra   Preparatory School for Girls for the following reasons:

1. The school administration intended to cooperate with the researcher in a cooperative manner.
2. The willingness of the teacher to work with the researcher to carry out the experiment and adopt the lesson plan.
3. The school is in the same area of the researcher's dwelling.

2. **The Students:**

The fourth scientific grade in Khadijatu Al-Kubra Preparatory School for Girls includes four sections (A, B,C, and D) and consists of (183) students. Students in sections (A and B) have been randomly selected to be the sample of the research. Section (A) is the control group (henceforth CG), i.e. taught by the prescribed teaching approach, whereas section (B) represents the experimental group (hence forth EG), i.e. taught by the EA. The total number of the sample subjects is (84) female students divided into two sections; (A) consists of (42) female students and (B) comprises   (42) female students. After eliminating two subjects from section A and four subjects from section (B) to assure the safety of the experiment. So, the total number of this sample subjects comes to be (78) participants.(see Table: 1).

Table (1)

Research Sample

Section	Group	Before refining	Repeaters	Total number
A	CG	42	2	40
B	EG	42	4	38
Total		84	6	78

It is worth mentioning that six repeaters in both groups were excluded as they were supposed to have prior knowledge about the subject matter; a point that may affect the validity of the experiment.

3.4. The Equivalence between Experimental and Control Groups:

The researcher equalized the CG and EG in terms of specific variables. These variables were supposed to have a positive impact on the study and to make the study as valid as possible rather than the extraneous variables(see Appendix:).

Many strategies can be used to regulate or reduce extraneous variables. One of which is balancing i.e. the CG and EG are equated on the basis of more than one feature or variable. It is impossible to achieve identical balancing. Therefore, the means and the variable should be as close to equal as possible(Best and Khan, 2008, pp.196-197).

The researcher has equalized both groups according to the following variables. The reason for so doing is to control any variables that may affect the experiment:

1. The age of the participants countered in months.

2. The participants' level of achievement in English in the   previous academic year 2020-2021.

3.5. Lesson Planning:

It is essential for language teachers to plan their lessons beforehand in order to organize the activities of the lesson and provide the teacher with guidance and control over his/her lessons. Lesson plans are necessary for achieving the lesson's objectives. Richard and Renandya (2002, p. 31) describe lesson plans as " systematic records of a teacher's thoughts about what will be covered during a lesson". So before teaching the class, the first task is to plan or prepare what will be going on in the classroom.

For students, evidence of a plan demonstrates that the teacher has spent time preparing about the class, whereas the absence of a plan may imply the opposite of these teaching characteristics. Moreover, a plan provides a framework , or overall shape, for the teacher's lesson. Good teachers are tolerant and creative in their reactions to events in the classroom, but they need to plan in advance and have a destination in mind for their students to attain and know how to get there. Consequently, if everything goes as planned, they will be satisfied. Finally, planning assists students by providing assurance that the teacher has considered the subject carefully so that they will interact effectively.

Taking the above mentioned issues into consideration, the researcher designed the daily lesson plans for the two groups i.e. the experimental and the control group. The EG daily lesson plan is established according to the EA , whereas the CG daily lesson plan is established according to the instructions in the 4th preparatory Teacher's Book of **English for Iraq** on pages 98-102. Furthermore, the daily modal lesson plans were submitted to a board of TEFL and education experts for evaluation. The jurors were kindly requested to read the lesson plan and provide feedback on its appropriateness and efficiency whether to

change, add or delete anything they considered unsatisfactory. The experts acknowledged and approved the daily modal lesson plan.

3.6. The Achievement Test:

The achievement tests are closely linked to the language classes. Their benefit is to predict how effective individuals and groups of students are in meeting their goals. Final achievement tests and progress achievement tests are the two types of achievement tests. Final achievement tests are given at the end of a course of study (Hughes, 1989, p.10).

After the experimental instruction, the EG and CG were given the achievement test. The achievement test was designed in the light of the various cognitive levels of Blooms's Revised Taxonomy of behavioural objectives. The objective of the achievement test is to assess what students have learned, acquired and are capable of as a result of their studies. Thus, the following table details the test's contents, behaviours, number of items and scores.

Table (2)

The specifications of the Achievement Test

No. of Questions	Contents	Subjects' Behaviour	No. of Items	Scores
Q1	Reading Comprehension	To understand the reading passage and conclude the general meaning. **(understand)**	10	20
Q2	Grammar	To distinguish the use of correct grammatical form that fits. **(analyze)**	10	10
Q3	Vocabulary & Spelling	A// To complete the sentences by choosing the correct vocabulary that fits.		

No. of Questions	Contents	Subjects' Behaviour	No. of Items	Scores
		B// To complete the blanks by supplying correct forms. **(create)**	5	5
Q4	Literature Focus	To identify the names of Iraqi and target culture poets and retrieve relevant knowledge from long-term memory. **(remember)**	5	5
Q5	Writing	To explain wedding customs in Iraq, telling a friend what you have been doing and what the place is like through an email,	10	10
		describing your life style. **(create and evaluate)**		
Total			40	50

Starting from the first question which is about reading comprehension, it consists of ten items each of which has two scores. The second question is devoted to grammatical areas, it includes ten grammatical items with one score for each. As for the third question, it is often divided into two subdivisions one for vocabulary and the other for spelling. The two divisions have 5 items with one score for each. In this question, students must demonstrate their ability to apply previously learned material to a given context in this question.

The fourth question is related to literature area. Students must identify the names of Iraqi and target culture poets and retrieve relevant information from long-term memory. There are five points in this question and each item has two points. The last question is composition

writing in which students must write on a certain topic. Students are expected to demonstrate their ability to write on a topic. This question is usually has two topics and the student has the opportunity on a topic he/she may interested in. The score of this question is 10. Grammatical mistakes, spelling mistakes and punctuation are taken into consideration in scoring.

The achievement test's validity, reliability, difficulty level and discrimination power are all established after the achievement test was formed depending on the content and the behavioural objectives.

3.7. Validity of the Research Instrument:

In constructing a test or measuring a technique validity is the most crucial factor to consider. Brown (2004, p. 22) defines validity as "is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment". So, validity refers to accurately measuring what is supposed to measure.

The test must demonstrate appropriateness for its purpose to maintain test validity. Although there are various types of validity, only two are regarded relevant for achievement tests, namely content and face validity. These two types will be tackled in details in the following subsections.

1. Content Validity:

Content validity is the most fundamental type of validity, however it is also the most straightforward. To establish this type of validity, the instrument must demonstrate that it fairly and thoroughly covers the domain or term it claims to cover (Cohen et al., 2007, p. 137). In order to assess the test's content validity, one must first assess the subject-matter knowledge and the behaviour of skills required to complete the test. After such an examination is accomplished, a test is said to have

content validity or not. There is no correlation coefficient calculated, therefore human judgment is dependable. This type of validity is demonstrated when the researcher provided the test items in accordance with the behavioural objectives that she had previously specified and developed and had been accepted by the jurors (see Appendix A).

2. Face Validity:

The second factor that influences the test's usefulness is face validity. This type of validity is closely related to the previous type. A student must be satisfied that the test is measuring what it supposed to measure in order to maintain this type of validity (Brown, 2001, p. 388).

The test items were subjected to a jury of experts in order to decide on face validity of the achievement test. The jurors were authorized to identify if the test items were suitable, partially suitable, or not suitable as well as to amend, add or change anything they consider inappropriate. Finally, they were all in agreement that the test is satisfactory and appropriate for fourth scientific grade students and within the accepted standards.

3.8.Reliability Coefficient of the Test:

The term "reliability" is commonly used to indicate measurement stability. So, a reliable test score is one that is consistent across many variables of the testing condition. The results would be the same if the same test was given to the same students in the same conditions. Therefore, test scores must be dependable because they cannot provide us with any information about the abilities we are trying to assess unless the scores are fairly consistent (Bachman and palmer, 1996, p. 19).

4.Analysis of Data:

The obtained data have been analysed at the end of the experiment to determine if there is a significant difference between the EG scores and that of the CG ones. The hypothesis will be tested to check its verification.

4.1.Testing the Hypothesis:

"There is no statistically significant difference between the mean scores of female students of the experimental and control groups in the achievement test".

The students' answers on the achievement test have been checked and given the definite score. Then, the mean score for each group has been computed. By comparing the mean score of the achievement test of the experimental group, which is found to be 33.3947 of 7.25795 SD. , with that of the control group, which is found to be 26.6250 of 6.41588 SD., the t test for independent sample formula is used to find out if there is a significant difference in the students' achievement of both groups. The t calculated value is found to be 4.370 at the level of significance 0.05 and 76 degrees of freedom. This indicates that there is a statistically significant difference between both groups, i.e. the achievement of the experimental group subjects who have   taught according to the eclectic approach is higher than the achievement of the control group subjects who have taught according to the traditional method. This significant difference is for the benefit of the EG group, as the subjects score higher computed mean than the CG one. Accordingly, the eclectic approach is more effective than the traditional method. Therefore, this hypothesis that is set forth is rejected (See Table 4.1).

Table (3)

Testing the Mean Scores of the Two Groups in the Achievement

Test

Test	group	N.	Mean	Std. Deviation	T-test		Sig.
					cal.	tab.	
Achievement	Experimental	38	33.3947	7.25795	4.370	1.994 (0.05) (76)	Experimental
	Control	40	26.6250	6.41588			

4.2.Discussion of the Results and the Classroom Observation :

The results of this research reveal that using EA as a teaching method can indeed improve students' achievement in English. This is clear from the statistical analysis that indicated good achievement in English by fourth year female students in preparatory academic level. Between EG and CG, there is a statistically significant difference. For EG 's sake, it's important. This demonstrates the positive effect EA has on students' English achievement. This is because EA is a learning-centered approach that uses a mix of focusing on meaning and form at the same time to produce results. With the shift from theoretically to discussion aspect, facilitator, and language adviser, learners take on more responsibility for their studying, express themselves in free way, and become the focus of the process. This helps female students learn FL in a natural and realistic way. Students in the EG were enthused, too. They sought to arrange their thoughts logically so that they could more easily develop their concepts. Accordingly, EA can improve students' English achievement, which has already been addressed in the first question (Can the EA improve preparatory female students' achievement in English classes?)

The result of data analysis shows that using EA has managed to increase the students' motivation in English. The effectiveness of EA could be seen from the results mentioned above. It meant that there is significant improvement after treatment so the students motivation in English is affected by the approach of teaching. This approach gives some experiences to the students' seeing that they involved in playing their definite role in English conversation directly and the students practiced speaking ability in front of their friends and enhance their confidence while speaking in front of the class. This method practiced the students' ability to express their idea and communicated each other. The EA also presents a real life situation and made the students can speak freely and confidently in front of their friend in a classroom and also can make lesson classroom activity enjoyable, active, secure. Related to some evidence before, the researcher believed that EA improved students' motivation to learn English. Hence, the second question presented in chapter one namely; can the EA improve preparatory female students' motivation to learn English?, is being fulfilled.

As a result, teaching using the eclectic approach is mainly meaningful, exciting and beneficial to students. Such results, are due to the eclectic approach's power to enhance students' willingness to study English. Because students in the EG have implemented a new method never utilized before, the latter makes learning more stimulating and fascinating.

5. Conclusions:

The findings of the study show that students had significant difficulty doing the tasks in the material with their partners freely. They remained silent during the first days of the experiment's applications, revealing they had no actual engagement with the researcher . This dilemma, however, lasted for a short time because students are encouraged to participate and express themselves, even if they do it in Arabic. They started to offer signs of development and positive change. They were taught how to express their thoughts in a meaningful and straightforward manner in response to the exercises' tasks. Furthermore, the teacher observed that the EG students were relatively engaged and were active in carrying out the teacher's activities and other tasks. As for the motivation to learn English, the EG had a noticeable improvement over the CG. Students' enthusiasm to interact rises as they are more active in the learning process by expressing their ideas and opinions through exchanges with the teacher.

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Appendix A

The Achievement Test

Q1-A) Read the following passage carefully and answer the questions below: (10 M)

It was winter, and Mrs. Hermann wanted to do a lot of shopping, so she waited until it was Saturday, when her husband was free, and she took him to the shops with her to pay for everything and to carry her parcels. They went to a lot of shops, and Mrs. Hermann bought a lot of things. She often stopped and said " Look, Joe ! Isn't that beautiful ?". He often answered, " All right, dear. How much is it?" and took his money out of to pay for it. It was dark when they came out of the last shop, and Mr. Hermann was tired and thinking about other things, like a nice drink by the side of a warm fire at home. Suddenly his wife looked up at the sky and said, " Look at that beautiful moon, Joe !" Without stopping, Mr. Hermann answered, " All right, dear. How much is it?".

1) Why did Mrs. Hermann take her husband with her to the shops?

2) It was dark when they finished shopping. (True/ False).

3) When would Mr. Hermann be free?

4) When Mr. Hermann was tired, what was he thinking about?

5) Give the passage a suitable title?

Textbook Passages: (10M)

Q1-B) Answer the following questions below using information from your textbook:

1) What can happen if you don't get enough sleep?

2) The henna is used to bring the bride a bad luck. (True/ False).

3) In Iraq, what did the bride wear?

4) What is the name of the winged bull?

5) The mascot for the 16th Asian Games was ------------------------.

Grammar and Functions: (10M)

Q2-A) Do as required: (5M)

1) Invite your friend to have a cup of coffee with you. (Use " would you like").

2) " Is sleep really important for teenagers?" I asked Dr. Ali. (Reported question)

3) Don't call me tomorrow morning. I (have) an exam. (Future Continuous)

4) Take you to the park. (promise)

5) He (take) summer classes and hasn't had time to relax. (Present Perfect Continuous)

Q2-B) Choose the correct answer : (5M)

1) I have a test tomorrow, so I'll be (studying, study, studies) all night.

2) I got my TV(repair, repaired, repairing).

3) Palestinians refuse (to comply, comply, complied) with the Israeli commands.

4) We can take (both, either, some) train to London.

5) People who eat healthy food(might not, might, don't) live longer.

Vocabulary and spelling

Q3-A) Complete the sentences with words from the box: (2M)

(forgetful, fearless, impolite, smart)

1) Mahmood is -----------------------. He is not afraid of anything.

2) You look very---------------------in those clothes.

Q3-B) Write the missing words: (3 M)

1) Good, bad; correct :

2) Eat, eaten; go:

3) Do, did; buy:

Literature Focus: **(5M)**

Q4) Answer or complete the following :

1) William Butler Yeats was born in (England, Scotland, Ireland). (Choose)

2) Al-Rusafi was born in 1875 in Basrah. (True/ False).

3) Where was William Butler Yeats re-buried?

4) Al-Rusafi worked as a-------------------most of his life.(Complete)

5) What is the name of the collection of Al-Rusafi that brought him a wide recognition as a poet?

Writing: **(10M)**

Q5) Answer either A or B:

A: Write a short composition on " At The Hospital"

B: Write a short article about " The Wedding Customs in Iraq"