

The Role of Eclectic Method in Improving Preparatory Grade Female Students' Motivation

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Abstract

The present study is an attempt to empirically investigate the effect of the eclectic approach on the Fourth Grade Female students' motivation to learn English. Three null hypotheses were formulated to meet the study's aim. To test the validity of these hypotheses, a sample of 78 participants was chosen from the scientific fourth grade students of Khadijatu Al_ Kubra Preparatory School for Girls during the academic year 2021-2022. The Quasi-experimental design is adopted. The sample is distributed between two groups. The experimental group (EG) includes (38) female students, whereas the control group (CG) consists of (40) female students. The CG was taught according to the prescribed method of teaching, while the EG was taught according to the eclectic approach. The experiment started on the 26th of February and ended on the 7th of May, 2022, and lasted for 10 weeks. To keep the teacher's variable in the experiment under control, the researcher taught both groups herself. The achievement test and the post-test on motivation were administered at the end of the experiment. In terms of the results arrived at, some recommendations and suggestions are presented.

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دور المنهج الانتقائي في تحسين دافعية طالبات المرحلة الإعدادية

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المستخلص

تعد الدراسة الحالية محاولة للتحقيق تجريبيا في تأثير النهج الانتقائي على دافعية طالبات الصف الرابع العلمي لتعلم اللغة الانكليزية. وضعت الباحثة ثلاث فرضيات صفرية لتحقيق هدف البحث. تم اختيار عينة من (78) مشاركة من طالبات الصف الرابع العلمي في اعدادية خديجة الكبرى للبنات للعام الدراسي 2021_2022. وتم اعتماد التصميم شبه التجريبي. توزعت هذه العينة الى شعبتين تمثل احدهما المجموعة التجريبية بينما تمثل الاخرى المجموعة الضابطة وواقع (38,40) طالبة على التوالي. تم تدريس المجموعة الضابطة وفقا لطريقة التدريس المقررة والمجموعة التجريبية وفقا للنهج الانتقائي. بدأت التجربة في يوم 2022\2\26 واستمرت لغاية يوم

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2022\5\7 أي (10) أسابيع . و من أجل ابقاء متغير المعلم في التجربة تحت السيطرة قامت الباحثة بتدريس المجموعتين بنفسها. وتم اجراء الاختبار التحصيلي والاختبار البعدي للدافعية في نهاية التجربة. وفي ضوء النتائج تم تقديم عدد من التوصيات والمقترحات .
الكلمات المفتاحية : المنهج الانتقائي , الدافعية, طرق التدريس.

Introduction:

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 gain benefits.

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 find various teaching methods to improve learning.

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

Thus, it is expected that this study will draw attention to such an 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 Eclectic Approach improve preparatory female students' motivation to learn English?

- Research Aim:

The current experimental research investigates the effect of the Eclectic Approach on preparatory school female students' motivation in English classes.

Hypotheses:

In light of the research aim set above, the following hypotheses have been set:

1. There is a statistically significant difference between the mean scores of female students of the experimental and control groups concerning instrumental motivation to learn English.
2. There is a statically significant difference between the mean scores of female students of the experimental and control groups concerning integrative motivation to learn English.
3. There is a statistically significant difference between the mean scores of female students of the experimental and control groups concerning motivation to learn English.

Definitions of the Basic Terms:

This section will present some theoretical definitions of the basic terms used in this research as well as procedural ones:

-Eclectic Approach

- Kumar (2013, p.2) views the EA as “ a principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching”.
- Iscan (2017, p.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, p.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 to teach the English language depending on the objectives of the course and the abilities of the learners.

-Motivation

- Gardner(1985, p.10) defines motivation as “ the combination of efforts plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language”.
- Williams and Burden(1997, p.120) define motivation as a “ state of cognitive arousal which provokes a decision to act. As a result there is sustained intellectual and/or physical effort to attain previously set goals.”
- Kumaravadivelu (2008, p.39) defines motivation as “ the driving force to sustain the long and often tedious learning process”.

In light of these definitions, the researcher defines motivation operationally as the combination of students’ efforts plus desires to achieve the goal of learning English.

Literature Review:

1 -Eclectic Approach:

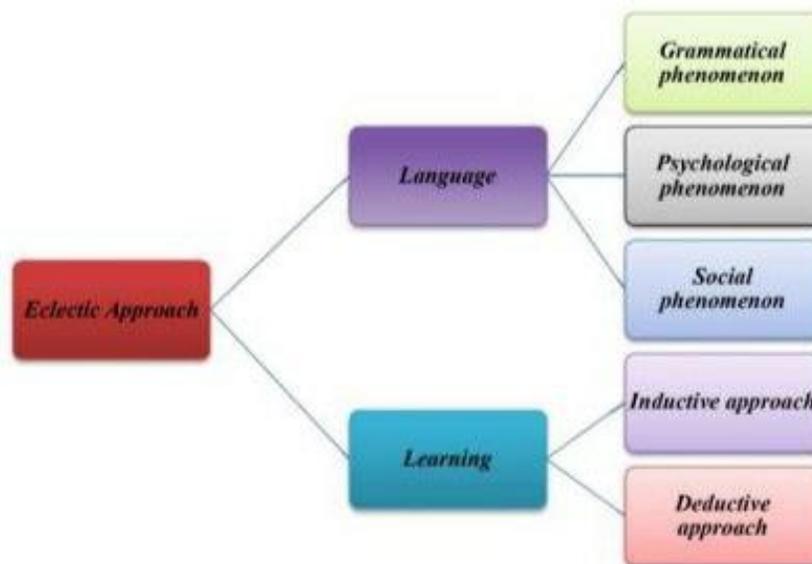
Before going through the specifics of the Eclectic Approach, it is essential to know how the term is originally initiated. During the 1980s and 1990s, the EA became prominent. Rivers (1981) was a strong supporter of the EA. She states, “an EA allows language teachers to absorb the best techniques of all the well-known language teaching methods into their classroom procedures, using them for the purpose for which they are most appropriate ”. Even Gilliland 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, p.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,p.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 teaching language depending on the aims of the lessons and the abilities of the learners .”

This method does not tightly stick to a premise or set of findings, but instead draws on a variety of theories to get complementary insights into phenomena or only employs specific ideas in certain conditions. To designate a desirable, cohesive, and pluralistic approach to language teaching, Larsen _Freeman (2000) and Mellow (2000) both use the term “ principled eclecticism”. The integration of a variety of language learning activities, each with a unique set of skills and potential motivating factors, is known as eclecticism. The principled mixture of various activities has, in addition, been referred to as eclectic in a variety of educational contexts. Figure.1 provides a summary of this .

Previous research on principled eclecticism in ELT at a Chinese university was reviewed by Yan et al. (2007). Their case study demonstrates that eclecticism and principled eclecticism are widely accepted and practiced, whether or not college English teachers are aware 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). According to Wali (2009), as students are active participants in the learning process, teachers should be well-prepared to give planned lessons professionally.



(Figure 1: The EA Design (From Asif and Khan, 2022, p.333

In sum, EA is a teaching method for a 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 .

2.3.1 Principles of the Eclectic Approach:

The EA has some theoretical principles, just like other approaches and techniques for teaching languages. The basic principle of this method is that the language teacher can select any appropriate approaches or methods that fit the demands of the students and the learning environment. Six basic principles of EA are stated by Al-khuli (1981,p.7) as follows:

- “Allowing language teachers to use a variety of teaching methods to fulfill the lesson’s objectives during each class time.
- Flexibility in selecting any element or strategy that teachers deem appropriate for lessons inside the classroom.
- Providing the students with the opportunity to experience various teaching methods, on the other hand, break up routine and dullness and, on the other hand, promote better comprehension of the information.
- Overcoming obstacles related to how the language content is presented in the students’ textbook.
- Using a variety of instructional tools that foster better understanding.
- Reducing the time and effort required to present language exercises to a great extent”.

-2 Motivation:

1- Overview:

In first-language settings, where there may not be enough authentic language input outside the classroom, learning a second language can be challenging. In this particular circumstance, the student’s motivation to learn the language is extremely important. Researchers tend to emphasize that motivation is one of the key factors that affects how well and at what level someone learns a second language. Gardner (1985, p. 63) defines L2 motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.”

Furthermore, according to Dornyei (2001), the teacher is a key factor in motivating students to learn the language. He argues that motivation can be viewed as the primary reason behind selecting a particular activity, the willingness to stick with it, and the effort that is put into it. The charisma, approachability, and teaching strategies of the teacher can have an impact that is similar to the objectives of the student and the maintenance of the learning effort. Any foreign language learning is affected by a variety of factors, which may also affect the motivation of the learner. Many scholars have tried to examine the motivation to learn a second language, leading to a variety of theories, such as the socio_educational model (Gardner, 1985), which contends that learners’ motivation to learn the second language is controlled by two factors; “integration” and “ attitude toward learning”. The former is the learner’s orientation toward a second language group of people and enthusiasm in acquiring the language they use; while the latter focuses on the teaching method used in a language course and the teacher which might have an impact on the learner’s attitude toward learning the target language. In addition, the socio_educational model has suggested that learner’s motivation to learn a second language includes three significant elements:

1. The amount of effort a learner tries to dedicate to accomplish a task.
2. Learning any language is strongly determined by the interest of the learner because without interest nothing can be learned.
3. The attitudes concerning language learning .(Alothman &Shuqair, 2013, p.125)

By giving students engaging learning opportunities, teachers can increase students’ motivation (Karlsson, 1996). Students who are more engaged in their learning on a conscious and practical level are more likely to learn better, which facilitates higher student accomplishment (Barry & King, 1993; and

Galloway, et al., 1998). In light of this, it is crucial for teachers to seek viable methods of teaching English, especially in contexts where English is not frequently spoken outside the classroom. Teaching strategies that improve students' potential to understand and use English would be useful for teachers in this concern.

2 - Aspects of Motivation:

There are two important aspects that influence motivation for language learning, namely: instrumental and integrative, both of which are regarded as significant in affecting language learning results, in one way or another (Gardner and Lambert, 1972).

A- Instrumental Motivation:

Learning a foreign language for a specific purpose, like getting a good job or joining a college, is what motivates instrumental learners. For instance, a common instrumental motivator for college-level language learners is to deliver a language requirement.

B- Integrative Motivation:

A learner who is integratively motivated wants to learn a second language in order to fully comprehend speakers of that language. He or she might be intrigued by the culture of those who speak that language, or by a particular aspect of it such as music, dancing, or art. To be able to live abroad and communicate easily with that community, for instance, some Arabic speakers may be driven to learn English.

In summary, it can be implied that students studying the language may possibly be integratively or instrumentally motivated (Saville-Troike, 2006, p.86).

3 - The Motivating Factors for Students:

The most important aspect of student's performance and academic success is motivation (Gardner, 1985 P.4). The students' progress in their studies may be affected by numerous factors. These factors can be summed up as interest, classroom setting, and society.

1 -The Interest:

By employing several innovative strategies and skills, the teacher can design an engaging lesson to inspire students. To make a lesson entertaining, particularly while teaching a second language, the teacher, for instance, use cooperative and constructive learning techniques.

2 -The Classroom Environment:

Instead of creating a serious and formal setting in the classroom, the teacher can make the classroom lively, dynamic, and fun. Role_ playing, for instance, or performing short plays by wearing costumes or wigs can be enjoyable and useful for learning L2. The addition of humour in the classroom setting is essential.

3- The Society:

The learner's perception of learning a particular language may be greatly influenced by the society in which he /she lives. Students may bring with them, either positively or negatively, the dominant social attitude toward the second language when they enter the classroom. For example, some Arabic speakers may regard English as having anti-Islamic Western cultural mores, which will have an impact on how they feel about the language. One of the reasons why language classes are frequently taught abroad is that the

learner's familiarity with L2 speakers' culture reduces the effect of their native society (Harmer,2001,pp51-52.)

4 - Major Types of Motivation:

Based on the various influences or objectives for action, Deci and Ryan (1985) identify two different components of motivation; intrinsic and extrinsic motivation.

1 - Intrinsic Motivation:

When students complete a task out of a desire, this is known as intrinsic motivation. Students may take part in activities that appeal to their interests. In addition, students may work on the assignment if there is a benefit for doing it, such as a prize, a raise in pay, or better marks. Intrinsically motivated students are more likely to persevere through important challenges and learn from their failures (Walker, et al., 2006). The process by which new knowledge is integrated into prior knowledge requires intrinsic motivation, which is crucial and important.

2 - Extrinsic Motivation:

The term given to outside forces that influence how students perform in order to accomplish significant objectives is referred to as "extrinsic motivation". This kind of motivation may be the desire to engage in or refrain from engaging in activities based on variables that are unrelated to the activity. These variables could include the expectation of reward or punishment, such as passing or failing the exam or receiving better or worse grades (Vansteenkiste, et al., 2006). Extrinsic motivation may push students into participating in activities they do not find enjoyable. Especially with students who lack intrinsic motivation, teachers should employ motivational strategies to enhance students' efforts toward approaching their goals.

To summarise, the urge to do any work because it is entertaining and satisfying is known as "intrinsic motivation". Extrinsic motivation, on the other hand, is the desire to complete an activity in order to meet a target or a particular objective(Lightbown and Spada,1999,pp. 56-57).

5. Learning a Language and Maintaining Motivation:

The success or failure of the L2 learner can be significantly influenced by motivation, which is a crucial factor in learning. Gardner (1985) emphasizes that the learner must have a desire that will motivate him\ her to complete the task. For EFL students, developing fluency could be an objective. According to Ellis (1994, p. 508), teachers can help students become more motivated, saying "language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students, lack of motivation". Furthermore, Ellis (1994, p. 715) describes motivation as "the effort which learners put into learning an L2 as a result of their need or desire to learn it."

Cook (2000) claims that because some language learners are more motivated than others, their performance is higher. According to him, there are three key aspects that affect language acquisition : age, personality, and motivation. Among these variables that influence language acquisition, the latter is the most influential. Similarly, Lightbrown and Spada (2001, p.33) think that motivation in second language acquisition is a complex factor that might be characterised as "learners' communicative needs and their attitudes towards the second language community". Teaching a language may be made more useful and effective by the teacher's awareness of the attitudes of the students and how they connect them to the instructional process. Therefore, motivation plays an efficient and important function in the teaching process. For instance, teachers of foreign languages are aware of the value and effectiveness of connecting the L2 to music that is modern and popular with learners .

In a nutshell, motivation is a physical, psychological, or social need that drives students toward completing tasks, satisfying wants, and being content with their contributions. There is no doubt that the language teacher plays a substantial part in increasing or decreasing students' motivation to master the language.

Procedures :

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.”

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

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.

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).

1. The School:

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. The control group (CG), is taught by the prescribed teaching approach, whereas the experimental group (EG), is taught by the EA. The total number of the sample subjects is (84) female students divided into two sections; (CG) consists of (42) female students and (EG) comprises (42) female students. After eliminating two subjects from section CG and four subjects from section (EG) to assure the safety of the experiment. So, the total number of sample subjects is (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-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.

The Motivation Scale

Knowing how to motivate students is an important and difficult aspect of successful teaching and learning. Students will fail in their attempts and ambitions of learning if they are not highly motivated. Gardner (1985, p. 50) states that "individuals who are truly motivated not only strive to learn the material but also seek out situations where they can obtain further practice". He has confirmed that motivational behaviour has a direct impact on performance. Furthermore, Ellis (1994, p.715) states that motivation refers to the effort that students put into learning as a result of their need or desire to learn the material. So, it is believed that the effort learners are willing to put in to acquire a language will support them in their language learning .

Essentially, learners' motivation can be integrative or instrumental; integrative motivated learners want to be linked with target language speakers, whereas instrumentally motivated learners want to get a good job, for instance, or pass an exam. The second part of this study's aim is to describe and investigate fourth-grade students' integrative and instrumental motivation to learn English. Despite the fact that both types of motivation are necessary for success in learning a foreign language, there has been much argument and disagreement among scholars and practitioners over which one is more crucial to foreign language learners. Integrative motivation has long been seen to be superior to instrumental motivation in

terms of predicting foreign language learning success. Students who admire the target culture are more likely to study literature or practise the language and consequently improve their language skills. Instrumental motivation, on the other hand, is beneficial to learners who have had limited interest in foreign language culture or foreign language contexts.

Many studies on students' motivation for learning foreign languages attempted to investigate the learners' integrative and instrumental motivation, and the majority of them adopted Gardner's (1985) theory of motivation and its role in target language learners' attainment of proficiency as a base for subsequent research. In a nutshell, there are two types of motivation, according to this theory: integrative and instrumental. An integratively motivated student is interested in learning about the target language's culture and people, whereas an instrumentally motivated learner is primarily concerned with gaining a job or making more money .

A- Procedures

After reviewing a number of studies related to motivation, the researcher developed a questionnaire with the help of the supervisor to measure the students' motivation, taking into account two major points. The first is the explicitness and appropriateness of items. The second is the questionnaire's adequacy for the uniqueness and students' level. The researcher used the Likert scale to assess students' motivation for learning English .

The reason for using a Likert scale is that it provides an entertaining opportunity for the sample to convey their opinions on the topic. In addition, it requires a short period of time to construct and tick the desired option .

A closed-form questionnaire is utilized in this study, including a set of possibilities or alternatives for each item from which respondents can choose. Furthermore, the Likert scale is confined to three alternatives only i.e. agree, disagree and not decided. The main purpose is to elicit as many spontaneous responses as possible from the students. Overthinking may cause students to become bored and likely to make haphazard and random selections which may in turn jeopardise the validity of the responses. This questionnaire has two sections:

Instrumentality: This section has 10 items (see Appendix A). The participants are asked to assess their utilitarian motivation for learning English .

Integrativeness: There are 10 elements on this scale that represent the students' integration of the target language (see Appendix A .)

Before the questionnaire was administered, the purpose and relevant keywords of the questionnaire were explained. The researcher facilitated the students in discussing all aspects of the questionnaire during completion.

B- Validity of Motivation Scale

The scale was submitted to a group of educational jurors to demonstrate its face validity and suitability for achieving the research's objectives. The jury members were 11. Jurors were asked to consider the scales and comment on whether they covered and measured the majority of students' motivation, their suitability and efficiency, and the procedures for using them in the classroom. They were also asked to add, delete, and correct any item that they thought would help to improve the scale. They all agreed that the scale met the acceptable standards because it included the majority of the students' motivational aspects and was appropriate for fourth scientific grade students and assessed this characteristic. Finally, the scale was chosen as the research's initial step and was ready to be administered .

The Experiment:

The experiment started on the 26th of February 2022 and ended on the 7th of May, 2022, four lessons per week, and the duration of each lesson is 45 minutes. As mentioned previously, the researcher taught both groups herself to keep the teacher's variable in the experiment under control. Prior to getting started in the experiment, the researcher had equated the EG and the CG to some variables. So, the two groups were statistically equivalent across all the pretreatment variables. Moreover, the two groups were ready to begin and observe the effectiveness of the independent variable. The researcher had taught both groups all the assigned material for the second course indicated in the prescribed English language book "English for Iraq" for the 4th preparatory.

A- The Control Group

The CG has been taught according to the traditional method and through teaching the sample all the contents provided according to the directions in the teacher's guide.

B- The Experimental Group

The EG, on the other hand, has been taught the material according to the EA.

C- Final Administration of the Dependent Measures

Depending on the results obtained, the different procedures came out with a valid and reliable achievement test. The test's final version reflected the fundamental characteristics of a good test including content and face validity, satisfactory reliability coefficient, satisfactory difficulty levels, and discrimination powers. So, the test has been completed and was ready to be administered. At the end of the instructional period, the students of the EG and the CG did the achievement test on the 8th of May 2022. The researcher managed to get the help of two of the teachers of English in the school to monitor the classes. After handing out copies of the test to the participants, the researcher explained the questions and clarified any ambiguity that the participants might encounter when answering the questions. The achievement test was carried out within one lesson of one hour. The participants were asked to read the questions carefully, and to enhance their motivation, they were told that their test scores will be considered in their class effort evaluation.

Worthy to mention here is that the participants completed the exam and told the researcher that they got benefited from it because it took place before the final year examination and that made them study the material completely. Furthermore, proper testing conditions were supplied, as well as strict control in order to avoid any potential interference as a variable in the test's discrimination. The responses were marked by the researcher herself. In terms of the motivation scale, it is worth noting that the same instrument was utilized in both the pilot and the main research, demonstrating that there was no need for a modified version. In addition, the participants in the study were given the same scale twice: one before the start of the experiment as a pre-test and the second after the end of the experiment as a post-test. The motivation scale was administered for two purposes: firstly, equating the participants of the EG with those of the CG; secondly, comparing the scores of the students in the pre-test with those of the same students in the post-test, to inspect whether the EG made progress in terms of their motivation towards learning English through the EA. The motivation posttest was administered on the EG and the CG on the 9th of May 2022. Then, the answer sheets were scored and recorded by the researcher herself .

Analysis of Data:

The data which is obtained from the posttests and the motivation questionnaire have been analyzed at the end of the experiment to determine if there is a significant difference between the EG scores and of the CG ones. The three hypotheses will be tested to check their verification .

Testing the First Hypothesis:

“ There is a statistically significant difference between the mean scores of female students of the experimental and control groups concerning instrumental motivation to learn English.”

The motivation questionnaire has been administered among the two groups and it has been checked and scored by the researcher herself. Accordingly, each student got three marks; one on the instrumental motivation section, the other on the integrative motivation section, and the third on the total motivation. Before discussing the differences between the experimental and control groups, it is better to look at the results obtained by the participants. This is shown in Table (4.2) below.

Table 2: Difference in Instrumental Motivation

Groups	NO.	Mean	Std. Dev.	T-test		Sig.
Experimental	38	26.1842	2.64938	Cal.	Tab.	Experimental
Control	40	20.9500	2.59141	8.820	1.994 (0.05) (76)	

The results show that the mean score of the instrumental motivation of the EG is found to be 26.1842 , while the CG is found to be 20.9500. To check whether there is a significant difference in the instrumental motivation scores between the two groups, the t-test for the independent sample formula is utilized. The t-calculated value is found to be 8.820 at the level of significance 0.05 and (76) degrees of freedom. This indicates that there is a statistically significant difference between the two computed means for the benefit of the EG. Hence, the second hypothesis that is formulated previously is accepted.

Testing the Second Hypothesis

“There is a statistically significant difference between the mean scores of female students of the experimental and control groups concerning integrative motivation to learn English.”

In terms of integrative motivation, the mean score of the EG is 26.2632 while the CG is 21.4250 . The calculated t-value is higher than the tabulated one. As such, this hypothesis is rejected. That is to say, there is a statistically significant difference between the EG and CG students’ integrative motivation toward learning English at 0.05 level of significance and (76) degrees of freedom. This hypothesis, therefore, is accepted. The following table summarizes the statistical treatment of integrative motivation for both groups .

Table 3: Difference in Integrative Motivation

Groups	NO.	Mean	Std. Dev.	T-test		Sig.
Experimental	38	26.2632	3.50817	Cal.	Tab.	Experimental
Control	40	21.4250	2.04923	7.483	1.994 (0.05) (76)	

Testing the Third Hypothesis

“There is a statistically significant difference between the mean scores of female students of the experimental and control groups concerning total motivation to learn English.”

As it is illustrated in Table (4) below, the mean score of the EG is 52.4474. The CG, on the other hand, is 42.3750. The t-test formula for paired samples is also used to detect if there is a significant

difference in motivation between the two groups. The t-calculated value is found to be 9.894 at the level of significance 0.05 and 76 degrees of freedom .

Table 4: Difference in Motivation Between Two Groups

Groups	NO.	Mean	Std. Dev.	T-test		Sig.
Experimental	38	52.4474	5.23345	Cal.	Tab.	Experimental
Control	40	42.3750	3.65631	9.894	1.994 (0.05) (76)	

It is clear, therefore, that there is a significant difference between the two groups, for the benefit of the EG who have been taught through the eclectic approach. So, this approach is efficient and successful in raising the students' motivation towards learning English. This hypothesis, therefore, is accepted.

Discussion of the Results

Analysis of the data reveals that applying the EA was successful in promoting students' motivation in learning English. The results presented above demonstrated how effective the EA was . 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 are 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 with each other. The EA also presents a real-life situation and made the students can speak freely and confidently in front of their friends in a classroom and also can make lesson classroom activity enjoyable, active, and 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 .

Conclusions

The study's findings demonstrate that students had a lot of difficulties working freely with their partners on the assignments provided in the textbook. They remained silent for the first few days of the experiment's application, showing they had no real interaction with the researcher. However, this problem merely persisted for a short time because students are encouraged to participate and express themselves, even if they do it in Arabic. They began to reflect growth and beneficial development. They learned how to respond to the challenges of the exercises by expressing their ideas in a clear and meaningful way. Moreover, the teacher noticed that the EG students were fairly active and engaged in carrying out the teacher's activities and other tasks. The EG exhibited a substantial improvement over the CG in terms of motivation to learn English. As they get more engaged in the learning process by sharing their thoughts and opinions with the teacher, students become more eager to participate in doing the tasks.

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Appendix (A)
The Motivation Questionnaire
Instrumental Motivation

No.	Items	Agree	Not Decided	Disagree
1	For class assignments and tests, I primarily use English.			
2	When speaking or writing in class, I simply quote the textbooks and do not actually explain myself.			
3	I am interested in reading English textbooks for my current study.			
4	I am more concerned with obtaining a university diploma and a good job than with mastering the English language.			
5	I am more concerned with furthering my studies than with acquiring the English language.			
6	Travelling abroad necessitates learning English.			
7	Learning English is critical to my development as a knowledgeable and skilled individual.			
8	Learning English is critical to my development as a well-educated individual.			
9	Being able to communicate effectively in English will help you attain more success and success in life.			
10	Others admire me because I am fluent in English.			

Integrative Motivation

No.	Items	Agree	Not Decided	Disagree
1	Studying English allows me to comprehend English texts , films, songs, and so on.			
2	Studying English allows me to gain a greater understanding of and appreciation for native English speakers' ways of life.			
3	I can keep in touch with foreign acquaintances because I am studying English.			
4	Studying English allows me to converse in English with people from various national backgrounds about interesting issues.			
5	Learning English allows me to share my knowledge with others, such as giving instructions to tourists.			
6	Studying English allows me to fully participate in academic, social, and professional activities with people from many cultural backgrounds.			
7	Studying English has given me the ability to act like a natural English speaker , such as using an accent and employing English idioms.			
8	I am able to enjoy English arts and literature as a result of my English studies.			
9	Studying English has helped me to become a more open-minded and friendly person, similar to English speakers.			
10	I am committed to studying English to the best of my ability in order to acquire maximum competency.			