

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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**The Effects of Implementing the Eclectic Approach on EFL Learners'
Communicative and Linguistic Competencies**

*The Case of Second Year Literature and Philosophy Students in Tahiri Abderrahmane
Secondary School -Djelfa*

A thesis submitted in partial fulfilment of the requirements for the degree of Master of Arts in
Applied Linguistics and English Language Teaching

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Academic Year: 2018/2019

Dedication

In the name of Allah, the most merciful, the most compassionate. All the praise goes to Allah, the sustainer of all the worlds.

This work is dedicated to my beloved parents, who provide me with their endless prayers and support. To all the teachers who taught me during my journey of learning, I am so grateful to you for your encouragement, support, and guidance especially our supervisor Ms.

Maroua ROGTI who has been behind the realization of this work.

To the department of English as well as the administrators of ENSL. To my family, my students, my colleagues, and my classmates especially my partner Nesrine without whom I couldn't have completed this work.

To the precious prize gained from studying over years, my cutest friends who were with me in weal and adversity. Thank you all my sisters.

Finally, to all the persons who wish me the best as well as those who helped me in a way or another in hard and fine days to go further.

Cherifa BOUARIF

Dedication

First, I would love to thank Allah, the Almighty, for the faith and ability he has given me to complete this work.

Throughout this research, I have received guidance and affection from lots of people, and I wish to express my gratitude to them all. To my loving parents, my sisters, and my only brother, thank you for taking part in this journey and energizing me with love and care.

I would like to thank all the teachers at the Department of English (ENSL) for their help and guidance during my BA studies.

Nesrine HAMDOUN

Acknowledgement

This work would not have been accomplished without the efforts and instructions of our supervisor Ms. Maroua ROGTI. She has been a great source of knowledge and inspiration that guided us towards the end of this work.

We wish to expand our sincere gratitude and appreciation to all the teachers who devoted time and effort in our research. Their contribution and assistance have been crucial to our accomplishments.

This work wouldn't have been accomplished without the contribution of second year Literature and Philosophy students in Tahiri Abderrahmane secondary school. Without their cooperation and valuable contribution, there would have been no research to conduct.

Abstract

Learning English as a foreign language has become one of the most challenging processes due to the significance of this specific language in the world. The drastic prominence given to the English language can be attributed to the immense progression of such a means of communication, and the growing necessity for its implicature in most institutes. However, the means of transmitting knowledge and installing communicative abilities within Algerian EFL learners may still be deficient and ineffective to a certain extent especially that it is centered in motivation and achievement. This study, then, on the implementation of the eclectic approach in Algerian EFL classes, serves as a means towards investigating the effects of using such an approach of language teaching on Algerian EFL learners' motivation and achievement. This aim is based on the assumption that the eclectic approach may add positivity to the process of EFL learning at the levels of motivation and achievement in the classroom. Collecting data required for confirming or infirming the previous hypothesis has been characterized by following an experimental design added to two qualitative instruments that are the questionnaires and observation sheet. The design has been implemented with two samples of teachers and students at the secondary school of Tahiri Abderrahmane. Following the analysis and interpretation of the obtained data, positive deductions have been made confirming that the eclectic approach can benefit Algerian EFL learners in terms of motivation and achievement. Considering these results, some suggestions have been proposed to further research in this area, and attain better results at other levels.

Key Words: the eclectic approach, eclecticism, TEFL, learning achievement, motivation.

List of Abbreviations

ALM: The Audio Lingual Method

CEP: Center on Education Policy

CG: Control Group

CLL: Community Language Learning

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

EG: Experimental Group

ESL: English as a Second Language

GTM: The Grammar Translation Method

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

TPR: Total Physical Response

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General Introduction

General Introduction

It is claimed that the prevalent use of the English language as an international means of communication is in constant expansion. This fact is reflected in many fields where English is considered a second language, whether taught or learnt. Hence, the importance of this language resides on knowing its framework knowledge and application. In Algerian educational institutions, learning the English language may be difficult to a certain extent as Algerian students are not likely to communicate in such a foreign language outside a learning setting. Despite this fact, the reforms brought by the National Charter of 1976 expressed awareness that English was to be learnt as a means to facilitate communication with the world, to have access to modern sciences and technologies, and to encourage creativity in its broader sense. According to our limited experience as EFL teachers, it is worth mentioning that the majority of EFL learners find tremendous difficulties to understand, communicate, and even write in English though they have been studying it for more than four years. Besides, general dissatisfaction with English teaching and learning in Algerian secondary schools has prevailed this study as to wonder whether these impediments are due to a lack of motivation or a defect in the teaching methodology. Thus, this research study is an attempt towards the examination of the effects that using the eclectic approach to TEFL may have on learners' performance in the classroom.

Statement of the Problem

The history of English teaching has been characterized by a search for more effective ways of implementation and communication. However, it is still agreed upon that there is no "best method" or no single "most efficient way" of teaching foreign languages that cater for the growing needs and significant demands of students. Teachers' courses of foreign languages and their plans of presenting them can be considered the bridge that links between students and motivation to acquire knowledge. Though the Algerian curriculum and syllabus of teaching English in secondary schools draw the attention of both participants in the process,

they still consider students as passive learners who are supposed to learn the target language following the given plan. This fact may be the major reason for the decadence in students' educational performances, at the levels of motivation and learning achievement. Most Algerian teachers may still attribute these deficiencies to the content of syllabi. While this is relatively true, it is also needed to admit the facts that it can be their teaching methodology that causes learners to be reluctant towards learning foreign languages.

Purpose of the Study

This research study aims at investigating the effects of applying the methods of teaching English as a foreign language on the achievements of Algerian EFL students. The students' motivation to acquire knowledge has become less convenient in the teaching-learning process. This may develop a challenging situation in which teachers ought to mobilize all resources to help their students improve skills and reach well-performed accomplishments. In fact, this study is twofold. On the one hand, it endeavors to explore the relation between students' motivation and achievement in terms of second language learning. On the other hand, it attempts to examine the extent to which adopting the eclectic approach of TEFL can affect the Algerian EFL students' motivation, and eventually learning achievement.

Research Questions

The current study is designed to answer a set of questions related to teaching English as a foreign language. Thus, the aims of this scrutiny are guided by the following research questions:

1. To what extent can the implementation of the eclectic approach to TEFL affect the communicative and linguistic competencies of EFL learners in Tahiri Abderrahmane Secondary School in Djelfa?
2. How can EFL teachers in Tahiri Abderrahmane Secondary School cater for their students' needs through the implementation of the eclectic approach to TEFL?

Research Hypotheses

The following hypotheses can be put forward on the basis of the previously formulated questions:

1. The classroom performance and learning achievement of EFL learners in Tahiri Abderrahmane Secondary School can change positively in response to the eclectic approach to TEFL.
2. EFL teachers in Tahiri Abderrahmane Secondary School may adapt from the methods of TEFL what suits their learners' communicative and linguistic needs.

Research Methodology

As our study aims to examine the effectiveness and applicability of certain teaching methods, it requires direct exposure to obtain valid and feasible data. Therefore, it sets the choice for the multi-model research design in which three research instruments, that are the questionnaire, experimental tests and observation, are used. In such designs, researchers usually use experimental tests to examine the validity of hypothesis based on causal relations between research variables. In terms of the questionnaire, the study sample consists of randomly-selected EFL teachers in the wilaya of Djelfa, and second year literature and philosophy students in Tahiri Abderrahmane secondary school. The sample of the experiment consists of the same sample of students to receive the questionnaires.

Limitations of the Study

In fact, this research study brings about a number of questions that might be a fertile ground for future attempts of development. One of the difficulties encountered in this research was individual differences. This may have affected research findings as methods of TEFL cannot cater for all students' needs. Additionally, time constraints may have played a vital role in determining the validity and reliability of our hypotheses. In that, conducting an experiment over a span of only one trimester may not be adequate to give a full picture of students'

responses to the implemented approach. Another important hurdle that took part in the fieldwork was the lack of materials to be implemented in the treatment period.

Structure of the Work

The present study is structured in such a way that assures and reflects the initial subjects as well as the methodology adopted. It comprises three chapters divided in accordance with research nature that are theoretical and practical. The first chapter is devoted for reviewing related literature and studies regarding the issues of language teaching and learning. It also provides a theoretical framework concerning the methods of language teaching suggested by scholars in this area of research. The second chapter comprises all the steps followed in conducting the fieldwork. It exposes the research design and procedures with detailed descriptions of research instruments and their implementation. The third chapter, as its title implies, explores the results of the students' and teachers' questionnaires in addition to the findings of the experimental tests. At the end of this chapter, a brief summary of the obtained results is provided along with some suggestions for further research.

Chapter One:
Review of Literature

1.1. Introduction

It has been claimed that the progressive integration of the English language in almost all the fields of communication has made it more challenging to teach as well as learn this foreign language. As such, researches have been developed to establish a sound basis of methodology and language so as to accomplish a certain level of learning achievement. Correspondingly, this chapter is divided into four main sections. The first section is devoted for the discussion of language teaching; namely, the approaches suggested to teaching foreign languages, the theories underlying teaching such languages, and the rules conducting teaching languages. The second section, then, introduces the key concept in this research study that is Teaching English as a Foreign Language (TEFL). In that, three sub-sections are included: definition of TEFL, difference between TEFL and TESL, and the methods of TEFL. The third section in this chapter sets the stage for the description of the eclectic approach, or eclecticism, as a pluralistic approach suggested for teaching English as a foreign language; in addition to its significance in TEFL. Finally, the fourth section discusses the importance of learning achievement in the teaching-learning process, the factors affecting learning achievement, and the relationship between eclecticism and learning achievement.

1.2. Language Teaching and Learning

According to educational investigations and pedagogical experiences, language teaching/learning has evolved and undergone significant changes due to the position foreign languages occupied all over the world. The theories, approaches, and methods underlying the process have marked it with a shift from evaluation of teaching methods to measurement of concrete performance and positive outcome. In this regard, Moeller and Catalano (2015) state that, "Foreign language learning and teaching refer to the teaching of a nonnative language outside of the environment where it is commonly spoken" (p.327). This implies that when referring to foreign language teaching/ learning, this evidently accounts for the learning of a language merely in the classroom setting and not using it outside.

1.2.1. Approaches to Language Teaching

In order to facilitate the process of teaching and learning languages, researchers and scholars in the field of education and pedagogy claim that it is more than a methodology to adopt or a strategy to apply; that it cannot be confined to some methodological views. In contrast, they persist that it is a matter of cognitive, physical, and emotional aspects of learners to be considered. At this point, they suggested some approaches to bring into use their prescriptions that draw from different educational theories and linguistic methods. Correspondingly, we should provide a clear definition for the term ‘Approach’ before the discussion of its use in language teaching.

According to the *Oxford dictionaries*, the term approach indicates “a way of dealing with a situation or problem.” In that, it is not defined by purpose or procedure, but a common function. However, some people may still use the terms “approach” and “method” interchangeably, whereas the two are extremely distinct. The former, as stated previously, is a means of dealing with situations or people; while the latter is the combination of steps followed to reach a specific purpose (2018, n.p.).

In language teaching, the purpose is primarily evident in identifying the nature of the term “approach”. In order to ameliorate the “quality” of language teaching, linguists opted for assembling previous theories and principled rules for how languages are learned, and how the linguistic knowledge is transmitted and organized (Richards & Rodgers, 1986, p. 14). At this point, the applied linguist Edward Anthony (1963) provides a schematic classification for the terms “approach”, “method”, and “technique” as they are interrelated in this context. According to this schema, the technique is a part of method that is consisted within an approach. In terms of language teaching, specifying presumptions about the process is the technique. Richards and Rodgers (1986) further explain that:

Approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at

which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described. (p. 17)

It has been conceived that when analyzing an approach to language teaching, one has to consider previous literature published on theories in language and language learning. With reference to Anthony's view of approach, it is evident that most approaches to language teaching deduce their principles and guidelines from such theories (Ibid). In this regard, linguists have elaborated the following main theories of language.

1.2.1.1. The Structural Theory

Defining Structuralism or the Structural theory of language, the Longman Dictionary of Language Teaching and Applied Linguistics states that, "Structuralism is an approach to linguistics which stresses the importance of language as a system and which investigates the place that linguistic unit such as sounds, words, and sentences have within this system" (cited in Xia, 2014, p. 560). This implies that the focal point in Structuralism is not meaning, or as Ferdinand de Saussure labels it diachrony, but rather the structure of language, its constituent parts, and the way they are systematically related. On the other hand, Richards and Rodgers (1986) point out that language is a group of systematically related elements the purpose of which is clarifying linguistic meaning. Such elements are classified in accordance with their linguistic functions like "grammatical units, phonological units, grammatical operations" (p. 17).

According to Saussure's view as the founder of Structuralism, language is a group of systematic blocks or units governed by specific rules. Generally, Structuralism is referred to as a descriptive approach to language and language learning; i.e. studying the language requires considering its structure first other than its linguistic or communicative functions. Based on Xia's point of view (2014), Structuralism holds that languages ought to be studied as a systematic whole with reference to their constituent parts. Additionally, it considers any

language of any given country or era a complete “communication system” as all languages share the quality of having grammatical and linguistic layers (p. 560).

1.2.1.2. The Functional Theory

In contrast to the structural view of language, Functionalism insists on the role of meaning rather than form. In that, it praises communication within the process of language teaching-learning, and recommends the organization of “language teaching content” on the basis of functional elements other than structural or grammatical ones (Richards & Rodgers 1986). In the same line of thought, Xia (2014) argues that the importance of language teaching lies on the functions students can learn to communicate effectively in daily situations such as buying products, seeking advice, and so on. This indicates that recognizing the different linguistic functions and the communicative situations in which they are used is extremely convenient, without ignoring the importance of grammatical structures of course.

Professor M. A. K. Halliday is considered the founder of Functionalism as a revolutionary movement to the previous views of Traditional Grammar and Structuralism. He emphasizes the point that linguistic meaning and grammatical structure are closely attached that cannot be studied separately. Accordingly, Halliday stresses that communicative tasks are based on meaning and linguistic functions (Ibid). As mentioned previously, Richards and Rodgers (1986) claim that implementing the Functional view of language in teaching entails designing a specific instructional content based on “categories of meaning and function.” In this respect, Wilkins (1976) provides a sample view of applying the Functional theory to language teaching labeled “Notional Syllabuses”. In that, he explains that such syllabuses do not include elements of grammar only, but also specified functions, notions, and topics to be learned (p. 17).

1.2.1.3. The Interactional Theory

The Interactional theory of language, defined as a theory of representation and social realization, was suggested first by Long in 1996 to describe language as a means of

interaction with respect to innate and environmental factors (Sarem & Shirzadi, 2014, p. 64). The theory is based on Long's assumption that people negotiate meaning through various interactions until they get to the particular linguistic "input" they aim at. Accordingly, Reynolds (2009) claims that:

Long's interaction hypothesis compared to Krashen's notion of input is an interactionist theory by contending that input in general is made comprehensible through modified interaction, essentially, the negotiation of meaning that occurs between the language learner and their teacher or other native speaker or the interlocutors to arrive at the appropriate level of language input. (Ibid, p. 66)

At this point, Richards and Rodgers (1986) argue that the Interactional view of language considers language as "a tool for the creation and maintenance of social relations." The structure and meaning of language, then, are not less important. Yet, they are considered the link between functional input and effective interactional output. In relation with language teaching, researches have been developed to analyze and study conversations and spoken interactions in order to provide a sound basis for planning language teaching content (p. 17).

1.2.2. Theories in Language Learning

As mentioned previously, most language teaching approaches and methods deduce their principles from theories of language and language learning. Therefore, it is regarded crucial to study the learning process and the underlying aspects that assure students' fulfillment of a certain learning task. This may imply that language learning theories are separate from one another; however, they are complementary to display different types of learners or language learning situations. The following elements are the most common theories of language learning set by linguists and psychologists.

1.2.2.1. The Behaviorist Theory

Behaviorism or the Behaviorist theory, basically a theory of psychology, was developed by the American Psychologist John B. Watson as a reaction to Chomsky's *Traditional Grammar*.

The theory is pioneered by the following main psychologists, who contributed differently to its development; Bloomfield, Skinner, Pavlov, and Thorndike. The notional concept of Behaviorism lies on the scrutiny of behaviors on the basis of stimulus-response observations. In that, behaviors are eventual consequences of certain stimuli or reinforcements. In this respect, Dr. Mehmet Demirezen (1988) explains that, “The major principle of the behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them” (p. 136).

The Behaviorist theory dwells on the acquisition of mother tongues other than learning foreign or second languages. It supports the spoken form of language as there exist some languages without written ones, and because people learn languages through speaking before writing and reading. On this basis, students learn languages through “habit formation” or imitating what others say and accommodating the input in a form of principled rules. A fundamental notion in Behaviorism is the chain of Stimulus-Response associated with Skinner’s model of Operant Conditioning. In this regard, actions take place as a response to what people encounter in their surrounding environments. In relation to learning, students may exhibit a particular behavior as a response to a subject, a lesson, or a learning condition (Ibid, p. 137).

According to Behaviorism, all students can learn languages the same way if the conditions, or stimuli, are the same. At this point, the Behaviorist theory has been exposed to certain critiques. Regarding individual differences, students’ can never learn equally as their mental and cognitive abilities are not the same. Chomsky’s view of innate capacities explains this flaw in Behaviorism as there should be some internal capacities that differentiate people from one another. Another point that was criticized about the Behaviorist theory is the definition of learning as a process of conditioning by means of imitation and reinforcement. Despite this fact, there are still some external factors that affect the relation between stimuli and responses (Ibid, p. 139).

1.2.2.2. The Cognitivist Theory

Because theories of Behaviorism emphasized overt, observable behaviors that exhibited concrete evidence that learning takes place, psychologists started to question the way people grasp and then process the information they get exposed to. Such questions laid the ground for a new movement or theory labeled the Cognitive theory. On the basis of cognitive sciences, cognitivists assume that a child develops intellectually through various stages during his/ her life. According to Piaget (1959), this process is called cognitive development, and it is closely linked to language acquisition or learning. As such, language learning cannot take place unless the child has achieved a certain stage of cognitive growth (cited in Suharno, 2010, p. 51).

According to the Cognitive theory, language learning is not determined by the extent to which students' imitations are observable responses towards specific stimuli. In contrast, it is a matter of conceptualization and transfer that illustrates how knowledge is received, organized, stored, and then retrieved by learners (Ertmer & Newby, 2013, p. 51). In this respect, memory and transfer play a crucial role in the identification of cognitive learning. In that, the acquired information is stored in memory in an organized way using different strategies like mind maps, analogies and things of the sort (Ibid, p. 51). Schunk (1991) defines transfer as "a function of how information is stored in memory" (cited in Ertmer & Newby, p. 52). Evidently, learners use what they have learned previously to establish "boundaries" to distinguish old from novel knowledge. Hence, they store not only the information they have acquired, but also the contexts in which they are to be used (Ibid, p. 52).

1.2.2.3. The Constructivist Theory

Based on previous views of language and language learning, the Constructivist theory has emerged as a reaction to the objective presumptions of Behaviorism and Cognitivism that consider learners receptive. Constructivist tenets are thought to be deduced from cognitive views; however, they are still distinguishable in various aspects. For instance, Cognitivists

conceive that the mind is just a means to decode surrounding environmental situations. Constructivists, in contrast, consider the mind as the monitor to receive knowledge out of which it creates its own “unique reality” (Ertmer & Newby, 2013, p. 55). Bringuier (1980) points out that, “The basic idea of Constructivism is that knowledge must be constructed by the learner. It cannot be supplied by the teacher” (cited in Nomnian, n.d., p.1). In that, the learner is engaged prominently in the process as autonomous and responsible for his/ her own learning.

The Constructivist theory stresses the role of personal experiences in creating meaning and constructing knowledge. Thus, learners control learning by negotiating or determining what they want to learn and how they want it to proceed (Murphy, 1997, cited in Nomnian, p.3). Their own interpretation and then representation of what they receive from real world is the link towards knowledge construction, for they endure contextual situations that encourage naturalistic and realistic learning. Murphy (1997) gives an example of the implementation of the Constructivist theory in language teaching. As such, students can use technological devices such as computers or mobile phones to build up experiences about such contexts in relation to learning. As for Behaviorism and Cognitivism, environmental factors are also taken into account when analyzing language learning in Constructivism. In that, context is critical to building relevant knowledge through personal experiences and interpretations (Ertmer & Newby, p. 55).

1.3. Teaching English as a Foreign Language

Being dominant in communication as a frequent tool has distinguished the English language from others for many notable reasons. Due to the process of globalization, people grew thirsty towards learning this language, though in non-native countries. This led to the establishment of linguistic analyses to help in the learning as well as teaching of English as a foreign language (Crystal, 1997).

1.3.1. Defining TEFL

In fact, it is evident that the English language has become a worldwide tool for communication; the thing that led to devoting interest and time for its teaching and learning. In this respect, it has been noticed that some educational activists have emphasized the enhancement of learning and promotion of achievement in foreign languages especially English due to its significant role in almost all aspects of modern life. This, accordingly, could be accomplished by designing effective curricula and devising interesting syllabi that correspond to the distinct needs of non-native learners (Baker & Westrup, 2000, p. 04).

According to the Macmillan Dictionary, Teaching English as a Foreign Language (TEFL) refers to the process of teaching the English language as a means for acquiring further knowledge or enduring scholar studies by learners who do not live in an English-speaking country. In another definition provided by the Collins Dictionary, the term is used to describe the theoretical and practical parts of learning as well as teaching English in contextualized settings. The process, correspondingly, takes place in countries where English is not the mother tongue.

In Algerian contexts, for instance, TEFL comprises the teaching of its grammar, basic vocabulary, rules of spelling and pronunciation where the focal point is to ameliorate students' abilities to understand and generate correct chunks using the English language. Evidently, TEFL provides its learners with vast opportunities that are embedded within communicative programs established in the interest of improving the four skills of the language. To bring such opportunities at the hands of learners, teachers play a critical role, for they are responsible for maintaining creativity, interest, as well as enthusiasm as learning coordinators (Richards & Farrell, 2005).

1.3.2. Difference between TEFL and TESL

In fact, it can be said that there is a variety of people who associate the two acronyms TEFL and TESL, and use them interchangeably as both are related to teaching the English language. However, the distinction between the two is huge, and ought to be made clear and definite. On the one hand, TEFL refers to teaching English as a medium of communication and connectivity with other parts of the world. Basically, it is taught in institutions of countries where English does not occupy significant positions in their politics, economy or culture. On the other hand, TESL is used when speaking about countries where immigration is likely to take place like "the USA or Canada." In other words, it is the teaching of English in countries that speak different mother tongues, and English is important as they are to encounter native speakers in "the outside" (Lin & Chien, n.d., p. 2).

1.3.3. Methods of TEFL

Researches in linguistics and psychology have inspired educationalists to establish new approaches and methods for teaching foreign and second languages. In that, various methods on how language is learnt and what underlying factors contribute to the process have been suggested seeking active learning, significant teaching input, and eventually productive communication output. Verikaite (2005) claims that as there are several factors that encompass the process of language learning, it is a fact that most learners encounter certain defects throughout the process. As a matter of fact, there is much literature published on the necessary knowledge on language theories, their significance in the teaching of foreign languages and development of related methods. In this regard, the process of developing methods for teaching English as a foreign language has gone through convenient evolutions along with the growing needs of EFL learners. The following elements present the successively related methods suggested for teaching English as a foreign language.

1.3.3.1. Grammar Translation Method

The Grammar Translation Method (GTM), or as it is labeled the Classical Method, was a method used by language teachers to teach the literature of classical languages; basically Latin and Greek (Larsen-Freeman, 2000, p.11). According to Sarosdy et al., (2006), the learning of target grammar can be considered a helpful tool that enables students get familiar with their first language grammar through a basic procedure of translation. According to Levenston (1985), The teaching of a foreign language with the purpose of getting it to the levels of contextualization and communication is highly coordinated with the translation of passages and literary texts (cited in Larsen-Freeman, 2000, p.11).

Using the GTM in teaching the English language enables learners to read literary passages in the target language, and decode their grammatical points. This includes the teaching of target grammar and vocabulary. In such processes, the teacher represents the traditional role of supreme authority that gives commands and directs behavior and learning. Thus, the type of interaction that surmends the process is mostly teacher-students where students rarely initiate discussion and involvement. In such a process, the emphasis lies not in enhancing the speaking ability of students, but rather improving their writing and reading skills through stages of translation and grammar teaching (Ibid, p. 18).

In terms of the applied techniques, the GTM encompasses a variety of distinct techniques that all spring from the teaching of foreign grammar and vocabulary. One of the key techniques that reflects the essence of the Grammar Translation Method is the translation of reading passages from target to native languages or vice versa. Such a process entails the translation of a passage that should basically include the specific grammar and vocabulary elements to be taught in following lessons. However, the passage should not be translated in a way that indicates the students' misunderstanding. Since the majority of lessons are based on the reading skill, most tasks used in the GTM are reading comprehension questions. Such questions involve looking for antonyms or synonyms of words, filling in the gaps with given

words (though sometimes the students are not provided with the words), and writing a composition with reference to the reading passage being analyzed. Another important technique applied in the GTM is the use of cognates. Though this technique is applicable only in case the target and first languages share common features, it is still useful as it helps the students distinguish structure from meaning (Larsen-Freeman, op. cit., p. 19-20).

1.3.3.2. The Direct Method

Because the Grammar Translation Method was not based on the purposes of contextualized communication, a revolutionary change emerged as a shift in the instructional materials and procedures. As its name implies, the Direct Method does not follow translation processes, but rather direct transmission of knowledge and meaning. According to Larsen Freeman (2000), illustrations and visual aids can be used as alternatives for using the mother tongue as a tool to clarify ambiguous meanings. As Tugrul Mart (2013) puts it, "Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language" (p.182). In that, when the students use the target language alone while interacting in the classroom, this would ensure active learning and participation. As the students' first language is not integrated in the Direct Method, the students learn the foreign language through demonstration and conversation that help acquiring "fluency" (Ibid, p. 183). To achieve communicative accuracy and fluency, the students should learn to think in the target language (Larsen- Freeman, 2000, p. 28). Through the Direct Method, the students shift from passive learners to active participants and partners in the teaching-learning process (Ibid p. 28).

According to the Direct Method, students learn vocabulary through the association of meanings using drawings, pictures, realia, or any other method of demonstration except for the students' native language. As such, the syllabus used in the Direct Method is basically situational; in which the students learn the particular vocabulary and grammatical structures to be applied in real life situations. Therefore, grammar is taught through the presentation of

contextualized examples, then, they induce the target rule using generalization. In the Direct Method, interaction is not confined to the teacher, but it is two folds with high considerations of students' roles in the classroom. As a matter of fact, most of the techniques used in the Direct Method are speaking-oriented, and they emphasize contextualized vocabulary over grammatical points. Examples of such techniques include conversation practice where the students practise the use of a particular grammatical structure in a form of dialogue. At first, the teacher initiates conversation, and then it shifts from teacher-student to student-student. Other subsequent techniques include reading aloud, map drawing, filling in the gaps, and writing processes (Larsen-Freeman, op. cit., p. 29-30).

1.3.3.3. The Audio Lingual Method

Similar to the Direct Method is the Audio Lingual Method (ALM), in that, it also emphasizes the oral ability over writing and reading. Yet, there are still some methodological distinctions such as the practice of grammatical structures other than vocabulary chains. Such a method draws its principles from Skinner's model of conditioning (1957) in which language is learned through habit formation (Larsen-Freeman, 2000, p. 35). In fact, the ALM is not very distinctive as for the Direct Method, where language forms are incorporated within situational contexts. In such conditions, the teacher plays the role of an appropriate model of the target language so that learning would be shaped through imitation. As mentioned previously, habit formation is what characterizes the learning of foreign languages; yet the process should eliminate the occurrence of errors so that the habits would be built upon sound basis (Ibid, p. 42-43).

Using the ALM helps the students "overlearn the target language" in order to be able to use it simultaneously without referring back to prior knowledge or thoughts. The method, then, is based on drills and practices that get the students to repeat the language structures until they achieve accuracy and fluency. Classroom interaction is typically student-student when they take turns in dialogues or conversations; however, it is still guided by the teacher's

instructions. Classroom drills are based on the presentation of vocabulary and grammatical structures through dialogues. Accordingly, most, if not all, techniques used in the ALM are directed towards imitation and repetition (Larsen-Freeman, *op. cit.*, p. 45). For instance, the Backward Built-up Drill is a very common technique used when the students are presented with a very long line of a dialogue, so they break it down into parts and start drilling from the last one. Another technique is the Single (multiple) slot Substitution Drill, in which the teacher alters a/ some parts of a sentence to enable the students differentiate between sentence cues (Ibid, p.48).

Other techniques may include repetition drills, transformation drills, dialogue memorization, and question-and-answer drills. In fact, most of the techniques in the ALM are based on drill and practice where students mimic their representative model to communicate in the target language. A very important technique applied by teachers using the ALM is grammar games. Accordingly, the aim of such ESL games is to present the students with a grammatical structure within a context, and they can relate using repetition drills to get to grammatical accuracy (Ibid, p. 49).

1.3.3.4. The Silent Method

In previous methods, namely the GTM, DM, and ALM, the focus was to get the students learn the language whether structurally or communicatively. This marginalization of cognitive abilities of students led to the rise of a new method for teaching foreign languages labeled the Silent Method (occasionally the Silent Way). Thus, the emphasis of teaching shifted from delivering knowledge to getting the students to discover it themselves using intuition, cognition, imagination, and things of the sort (Larsen-Freeman, 2000, p. 54). The focal point in the Silent Way is that teaching sounds should be related to the students' prior experiences in learning (or acquiring) other languages as they share some common aspects. At this point, Larsen-Freeman (2000) asserts, "language is not learnt by repeating after a model. Students

need to develop their own 'inner criteria' for correctness to trust and to be responsible for their own production in the target language" (p. 60).

Following the Silent Method of teaching languages, the students should develop a sense of autonomy and responsibility for their own learning so they can stick to what they have learned in self-expression. Therefore, the teacher's mere role in the process is to provide the necessary when necessary giving space to learners to take responsibility. Because students would rather work on speaking at this level of learning, pronunciation is being integral to the Silent Way, and is given more prominence in comparison to other relevant skills (Ibid, p. 64-66). Since most of classroom interaction is based on the teacher's silence, it can be used as a very convenient tool in this method. As alternatives for teacher's speaking, the Silent Method assorts a set of other teaching materials such as the Sound-color Chart, Rods, Word Chart, and Fidel Charts. For example, the sound-color chart triggers the students' attention and concentration on the target language sounds, and gives them immediate feedback on their performance (Ibid, p. 68).

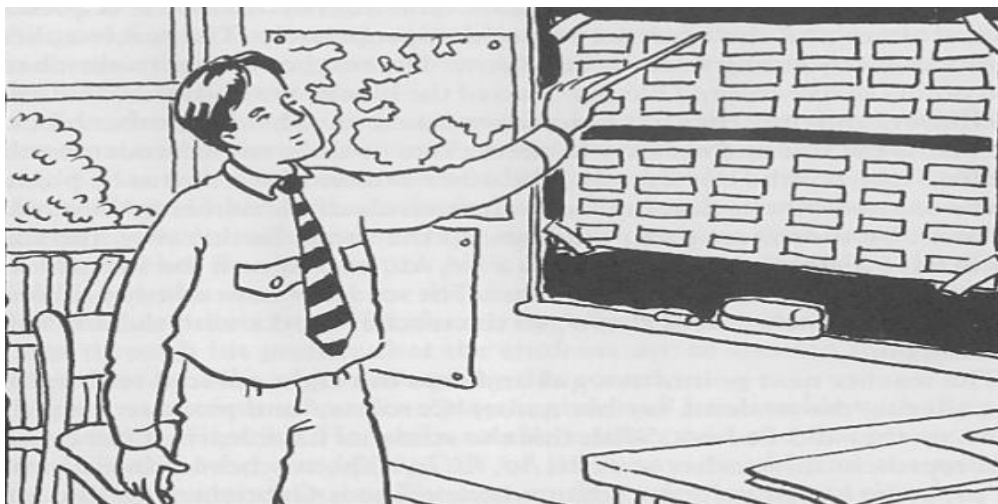


Figure 1.1 The Sound Chart Technique Suggested by the Silent Way (Larsen-freeman, 2000, p. 55)

1.3.3.5. Community Language Learning

Because other methods of teaching languages give little attention to the students' relationships and feelings, the Community Language Learning came into existence. In order

to understand the relationship between students' feelings and their behaviors, the CLL urges the teacher to consider them "whole persons" i.e. s/he ought to build a strong relationship among them. The students, then, should learn to share their learning experiences with the teacher in order to build what is called "community" of learning (Larsen- Freeman, 2000, p. 95). As for the Direct Method and the Audio Lingual Methods, the aim of teachers who adopt the CLL is to help their students achieve communicative competence.

In such a process, the students should learn how to benefit from one another in the classroom, whether in terms of errors or correct answers. Thus, the teacher plays the role of a counselor who can be consulted on learning whenever needed (Ibid, p. 98). So as to ensure that the students are taking responsibility for what and when to generate a piece of language, the teacher can use the technique of Tape Recording Student Conversation. In that, s/he directs the students to use the target language with reference to their native language. Then, s/he translates what they could not say in the target language, and gives it to them. The students would be motivated and encouraged as they got to know what they did not in the language being learned (Ibid, p. 103). Another related technique is Transcription, in which the teacher recopies the recorded conversation and gives each student a chance to translate his/her sentence. They can also listen again to their conversations and reflect on their experience in learning the target language. Other techniques include small group tasks, human computer, and reflection on experience (Ibid, p. 105).

1.3.3.6. Total Physical Response

The Total Physical Response (TPR) falls under the umbrella of the Comprehension Approach along with the Natural Approach, the Self- instructional Program, and the Lexical Approach. Initiated by James Asher, the TPR is a reflective method that draws from the Comprehension Approach the principles of teaching listening comprehension (Larsen-Freeman, 2000, p.108). In such a method, meaning is directly associated with action and behavior, in that, their bodies are given more prominence to indicate understanding. Their

behaviors, then, are shaped by imitating their teacher's model to perform the target action themselves. The students and their teacher carry out the process as partners; students can give commands to their classmates to ensure partnership (Larsen-Freeman, *op. cit.*, p.112). Hence, the aim of teachers using the TPR is not to deliver knowledge only, but also to get their students enjoy their learning of a new language through actions.

Using the TPR allows the teacher to take the responsibility of directing classroom behaviors. The students follow the given model and respond non-verbally, and then the roles inverse and the students give commands so that the teacher responds through actions. Thus, meaning is basically presented through body movements associated with some cognitive processes (Ibid, p. 113-114). As a matter of fact, giving commands to direct behavior and convey meaning is a corner stone to the TPR. In that, the teacher initiates the lesson with modeling when s/he performs the target action with the students. Then, the students perform the actions alone to illustrate that they have understood. However, the teacher should present a few actions at a time to make the students feel satisfied about their achievements. Other techniques used in the Total Physical Response method are role reversal and action sequence. In fact, all these techniques encourage behaviors and actions over the writing and speaking skills (Ibid, p. 116).

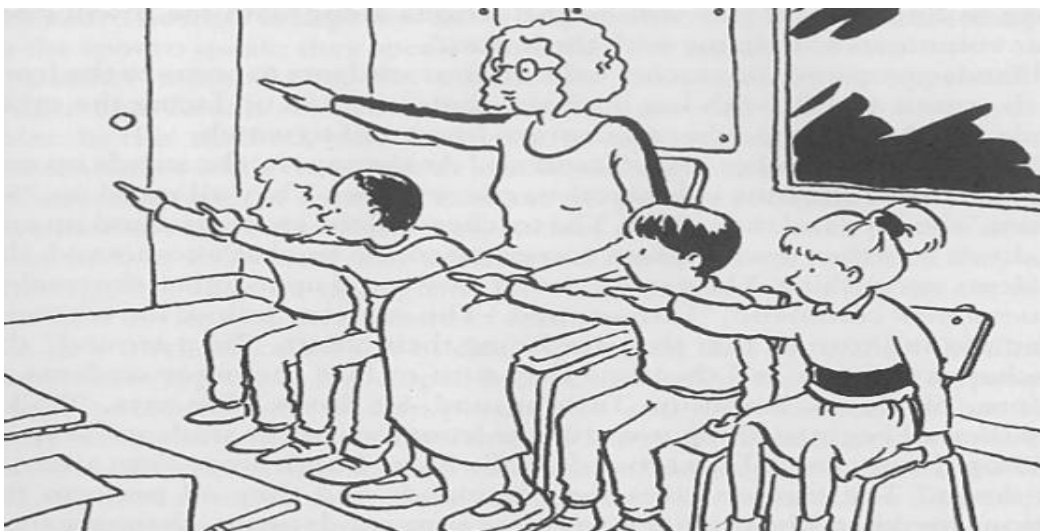


Figure 1.2 The Use of Commands to Direct Behavior as Suggested by TPR (Larsen-freeman, 2000, p. 116)

1.3.3.7. Communicative Language Teaching

The fact that the students learn to apply the grammatical structures inside the classroom does not confirm their capability of communicating thoroughly outside. To get the students perform well inside as well as outside the classroom setting, the teacher should use authentic materials when available to familiarize the students with how native speakers generate linguistic chunks. Thus, the instruction should not consider the language as the extreme target, but rather a route that links between the students' actual state and the communicative competence (Larsen- Freeman, 2000, p. 125). As for most of the methods of teaching languages, the CLT aims at giving the students an opportunity to communicate using the target language. To achieve such a competence, the students need to learn that one function may be conveyed through distinct structures, and vice versa. Such knowledge would give them the ability to select the suitable structure that fits within the target situation (Ibid, p. 128).

Because languages are taught to achieve communicative purposes, the CLT represents this quality the most. To accomplish such goals, the students "use" the target language in forms of learning games, conversations, and dialogues. According to Johnson and Morrow (1981), in order to classify classroom tasks as communicative, they should reflect features of information gap, choice, and feedback. In terms of the information gap, it exists when two people are communicating and one of them knows something the other does not know. The other quality of choice indicates that the speaker chooses the content and the method of delivery. The last feature is that of feedback, in which the listener confirms whether or not the goal of communication has been achieved (cited in Larsen- Freeman, p. 129). Some techniques that can be useful in the Communicative Language Teaching method include the use of authentic materials, scrambled sentences, language games, picture strip story, and role play (Ibid, p. 133).

1.4. The Eclectic Approach to TEFL

Since their inception, language teaching methods are continuously changing to adhere for the novelties brought to the domain, whether in favor of the teacher, the students, or the course itself (Dweik, 1986). Such growing demands led to a successive string of needs for an efficient method that can cater for all the students and their linguistic and communicative needs at once. Because it is thought that there is no one method appropriate to teaching all the aspects of a foreign language, it has been suggested that teachers can adopt some elements from different teaching methods and integrate them within one approach. The approach has been given the name Eclecticism, and is said to be a selective tool to tailor the course objectives to the lesson needs.

1.4.1. Defining Eclecticism

According to the Oxford Dictionaries, the term Eclecticism refers to the process of deriving from different styles and varieties of ideas or sources in fulfilling a given task to achieve a particular goal. In another sense, eclecticism is the combination of skills, techniques, and knowledge that all lead to the same objective to be accomplished.

1.4.2. Eclecticism in TEFL

Throughout the history of language teaching, there has been a significant search for effective ways of implementing foreign languages. This fact is still convenient especially in the field of TEFL as the English language has spread to the extent of being a worldwide language whether in education or other domains. In this regard, Atkinson (1988) asserts that:

Eclectic is one of the buzz words in TEFL at present, in part due to the realization that for the foreseeable future good language is likely to continue to be based more on common sense, insights drawn from classroom experience, informed discussion among teachers, etc., than on any monolithic model of second language acquisition or all-embracing theory of learning ... (p. 42)

In that, the choice for better language teaching methods is basically the result of what previous teachers have experienced in their classrooms and not what the principles imply to be appropriate or successful. Because most teachers find it difficult to follow or adopt a specific method of language teaching, it is thought that some parts of different methods can be gathered to teach the same function (Prabhu, 1990, cited in Larsen- Freeman, 2000, p. 182). Correspondingly, Larsen-Freeman (2000) claims that, "When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be eclectic" (Ibid, p. 183). That is, teachers cannot use all the methods designated for teaching TEFL in one lesson or part of a lesson. Consequently, they can select what they presume is relevant to this lesson from each method in a way that reflects eclecticism.

Since the eclectic approach is part of language teaching, it is also governed by a set of principles that ensure its educational and pedagogical relevance. These qualities have been summarized by Al- Khuli in an article written by MD. Al- Mamum, entitled *Advocacy of the Eclectic Approach to ESL/EFL Teaching in Bangladesh*. The article states the principles of the approach as follows:

1. The Eclectic approach offers EFL teachers the opportunity to select several principles and techniques from different methods to fit into the learning situations and aims of EFL classes.
2. Flexibility in selecting the methods and their principles ought to be present throughout the courses in case the teachers tempt to alter the method.
3. The use of a variety of teaching materials, such as books, pictures, and videos, should characterize the course to ensure better understanding of target languages and structures.
4. The communicative competence has to be emphasized through the integration of pair and group tasks.

Although these principles have been thought to be effective in TEFL, the Eclectic approach has been exposed to a number of critiques. For example, Stern (1983) states, "the Eclectic approach does not offer any guidance on what basis and by what principles aspects of different methods can be selected and combined" (n.p.). In that, the selection and choice of which method to be incorporated and what principled to be followed should typically be a matter of meticulous analysis of learners' preferences, their abilities, and the materials they are provided with.

1.5. Academic Achievement

1.5.1. Defining Academic Achievement

The purpose of analyzing language as a system or a communicative tool is not confined to its use, but rather to the education of its value that differentiates people from other beings. Therefore, education is not just that of schools or universities; it is a life- long process that encompasses any kind of new endeavors towards acquirement. Throughout our lives, we set goals and attempt to attain them by planning and monitoring our resources. The accomplishment of such goals can be considered a type of achievement. According to the Cambridge Dictionary, the word "Achievement" means "something" done "after planning and working" to be accomplished. This attainment provides satisfactory feedback and motivation to do more (2018, n.p.).

The term has nearly the same definition, yet the difference lies in the goals that are likely to be achieved. Sangtam (2014) states that, "academic achievement refers to the degree of success or level of attainment by a pupil in scholastic or the curricular subjects prescribed within the syllabus..." (p. 40). In that, what students attain at the end of educational segments in distinct subjects is evidence for their endeavors of education, and thus achievement. Academic achievement is significant as it reveals a lot about the students' readiness to acquire knowledge, and their functioning in academic tasks. It is affected not only by school variances, but also parental and environmental factors. Students do not develop their learning

goals at school only, their homes and family relations affect this goal setting to a certain extent. Generally, they are likely to be affected and guided by their parents' experiences (Sangtam, op. cit., p. 48).

1.5.2. Factors Affecting Academic Achievement

As set previously, academic achievement can be influenced by various factors whether extrinsic or intrinsic. This is typically linked to the type of goals learners set to be accomplished. Yet, good achievers are thought to be those who tend to focus their abilities on both types of factors such as environmental issues or motivational defects. Because external factors can easily be controlled and adjusted when necessary, internal ones may be more difficult to be addressed, and thus are given more prominence. The following elements are some of the common intrinsic factors that affect academic achievement.

1.5.2.1. Individual Differences

As emphasized by cognitivists, each individual is born with a certain set of cognitive and developmental qualities that determine their abilities and capacities. This state of individualism and uniqueness is usually referred to as individual differences. The fact that people acquire and learn languages differently is hugely founded upon the belief that each individual is loaded with a luggage of skills, strategies, and abilities that help differentiate people from one another. Therefore, individual differences can be defined as specific qualities each individual has in specific contexts. In fact, individual differences are said to be the "umbrella" under which personality, motivational traits, and abilities fall; without the consideration of mood and interest as directly related to environmental factors. Such elements are considered variables that indicate the extent to which an individual is different, and are arranged from constant to transient (Sackett, Lievens, & Kuncel, n.d.).

1.5.2.2. Motivation

Because personal and even academic goals are highly influenced by one's own interests and devotions, it is inevitable to highlight the role of being motivated in accomplishments.

Most, if not all, educational institutes are founded in the interest of ameliorating students' academic achievement. Yet, less emphasis is given to the students' motivation to learn, in comparison to teachers' quality, curriculum design, and materials choice. Such an issue points at the differences we have amongst students as some achieve the excellent and others do not even get the average. Defining motivation is said to be really challenging as there are many other factors that determine its meaning. According to the Center on Education Policy (2012), motivation can be defined as a competitive impulse that drives people to achieve a certain goal in life, whether at school, work, or in general (p. 3).

Accordingly, researchers have divided motivation into two types regarding the factors which empower the desire, that are intrinsic and extrinsic motivation. Pintrich (2003) puts it:

Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result. (cited in CEP, p. 3)

In spite of this divide, there is still a question upon the complexity of being drawn by only one type of motivation as it is impossible to know what makes one devoted to do something. As such, a person may embark on achieving a goal due to external factors, but throughout the process, s/he may find interest and desire to do it (Ibid, p. 3). In fact, motivation can also be affected by some other factors such as students' beliefs to achieve appropriately. In that, if a student assumes that s/he cannot get to accomplish objectives due to his/ her limited capacities; this may lead to losing the sense of motivation (Ibid, p. 4).

1.5.3. Assessing Academic Achievement

Achievement is thought to be a powerful means that helps in providing evidence for learning. In fact, the assessment of learning achievement can be critical as it delivers answers for many questions teachers, learners, and even parents ask regularly about the learning process. This quest for detailed insights has been supported by a number of researches and

studies that aim at devising assessment methods to cater for almost all types of learning and learning objectives. In this regard, assessment can be defined as an integral part of classroom tasks that is based on the objective of enhancing learning and eventually achievement (Jones, 2005, p. 4). When assessing achievement, it is often confusing to differentiate the terms assessment and measurement from one another. The former, then, is composed of evaluating tests, grading tasks, or classifying activities; while the latter includes operational processes of evaluation where instruments like rulers or stopwatches can be used (Fiske, 2000, p. 9). Generally, assessment takes the forms of classroom discussions, written tests, or corrective feedback. Yet, assessing learners' achievements varies from one country to another, and also from one school to another.

One of the common forms of assessing academic achievement is school-based assessment where students are assessed regularly as part of scoring processes. Such a form can be considered beneficial as it provides direct exposure and feedback on how students perceive knowledge, and what they lack in that perception. As teachers get the results of such assessments, they are able to adjust, supplement, or alter their instructions on the basis of what their learners need. Such assessments, also, do not only provide insights on what teachers implement, but also what different skills students integrate in their learning (Ibid, p. 13). The other form of assessment is the public examinations countries develop at the end of school grades to enable students pass to the next level. Such examinations include tests administered on the purpose of selecting students to move to secondary school, giving market/job certificates for graduate students, or prompting responsibility and reliability for schools (Ibid, p. 14).

In this respect, two types of assessment should be highlighted, that are national assessment, and international assessment. On the one hand, national assessments comprise "regular and systematic measurement exercises" that are carried out to collect information about the students' learning experience. As such, they are different from public examinations for they

provide feedback on the system or school as a whole, not only individuals to be given certificates for selection (Fiske, *op. cit.*, p. 14). In national assessments, there is a variety of instruments to be used as data collection instruments such as achievement tests and questionnaires for students, teachers, and even parents (Ibid, p. 15). On the other hand, international assessments consist of specific studies of different students from different countries to compare the school systems. The students undertake achievement tests that are prepared by professional committees and translated into the languages of participants (Ibid, p. 16).

1.6. Conclusion

This chapter has been developed on the purpose of exposing the different views surrounding the Eclectic Approach in TEFL. Throughout this chapter, we have attempted to explain the evolution that took place in the fields of language learning and teaching from theories of learning to approaches to teaching. Then, an important distinction between TEFL and TESL has had to be made before proceeding in the work. It has also been important to tackle the different methods suggested for teaching languages.

Additionally, we have elaborated the core concept of Eclecticism and its application in the field of teaching English as a foreign language. Because this work is divided into two main parts; that are eclecticism and achievement, this chapter has provided a convenient description of academic achievement and some factors that may affect it. This includes intrinsic factors only as extrinsic ones can easily be adjusted. The chapter, then, marks the end of theory laying the ground for the methodological and practical parts of this work.

Chapter Two:
Methodology of the Study

2.1. Introduction

In the previous chapter, the attempt has been to present the various methods and techniques suggested for better language teaching and learning. Thus, the major purpose of the present study is to examine the effects of such methods on the achievements of EFL learners. In this regard, this chapter is divided into two parts. The first part exposes the research design followed in the fieldwork including the research methodology, the geographical setting, and the research population and samples. The second part introduces the data collection techniques and instruments implemented in this research. This involves the teachers' and students' questionnaires, in addition to the experiment and its observational techniques. In terms of the experiment, the chapter provides a significant explanation of the administered tests, the choice of the motivation and observation sheets.

2.2. Research Design

Before embarking on the research fieldwork, the researchers need to have a preliminary plan of the stages to be followed in order to make the process more organized and systematic. According to Frankfort and Nachmias (1996), the research design is, "the blueprint that enables the investigator to come up with the solutions to the problems and guides him in the various stages of the research" (p.99). In other words, the research design can be referred to as an organizational scheme that includes the methods and techniques to be adopted so as to provide answers for research questions and hypotheses. Thus, before conducting the research, it is claimed that the investigator should formulate an important set of questions, prior to research questions and hypotheses, such as: Who will take part in this study? What will be observed? How will it be observed? How will the data be collected and then analyzed? and questions of the sort.

Because the current study has an experimental nature, it has been crucial to follow an experimental research design to examine the effectiveness of certain teaching methods and techniques. In fact, conducting an experiment is thought to be the basis of any experimental

research. It can be defined as a process through which research hypotheses are examined in terms of accuracy and validity (Kothari, 2004). Since the aim of this research study is to investigate the impact of a teaching approach on learners' achievements, this sets the choice for the multi-model design to be implemented. At this point, some issues concerning the location of the research fieldwork and the formation of the study groups should be clarified and addressed. The following sections discuss these issues in detail.

2.2.1. Location of the Fieldwork

Locating a school where to conduct the present study could not be done without considering the students, the availability of classes, and the acceptability of teachers to take part in study. Because the study classes had to include the particularly similar number of students, and the teachers of English in the located school had to have fair knowledge of the teaching approach to be implemented; the choice of a school has been really difficult to make. In fact, the first difficulty that the researchers encountered was to find a school where the administration staff and the concerned inspector of English would accept and tolerate the planned study as one group may advance at the expense of another. As researchers, we have contacted the secondary schools in the city of Djelfa to find a teacher of English as a volunteer to teach their students through the selected approach, as the role of investigators in the present study is to observe the improvement or decline of learners' classroom performance. Because no teacher accepted to cooperate and contribute to this research, most of them said that they did not have time and effort especially that the experiment requires hard work and considerable preparation, we have decided to alter our roles from observers to experimenters.

Instead of taking the students of another teacher to implement the approach, one of the researchers has been selected to conduct the research fieldwork in the secondary school where she works. Tahiri Abderahmane Secondary School was selected as the geographical setting of the current study for several reasons. The first reason is that it would be economic and

pertinent in terms of both time and resources. The second and more important reason for this choice is the fact that the school, despite having notable technological and intellectual resources, is still recording low achievements in most subjects especially foreign languages. Thus, our research aims at exploring how students can learn and achieve under certain conditions that aspire to better performance.

2.2.2. Experimental Samples

In an experimental research, the researchers follow a specific design in which they address two distinct groups. The first group is subjected to the usually natural conditions and is called the control group. The second group, however, experiences manipulated experimental conditions and is referred to as the experimental group (Kothari, 2004).

Yet, this is not always applicable. Sometimes, the researchers need to work on the same sample as both groups if the resources are not available, or the number of research participants is not valid. In our research, the research design consisted of two different groups: a control group (CG) and an experimental group (EG). The students in both groups were selected carefully to be matched for age, sex, and intellectual level. The formation of the study groups has been given more prominence as to control any other variables that may affect the findings of the study, based on the principle that the EG is exposed to special treatment and the CG is not. As such, any differences between the groups at the end of the experiment can be attributed to the applied treatment (Bell, 1993).

In our research study, we have selected two study groups with a total number of forty students (N=40), twenty students for each group. To make a balance between the study groups in terms of the number, educational background, and language competence (this has been evaluated through the first diagnostic test), the researcher who is in charge of conducting the experiment asked the headmaster of Tahiri Abderrahmane Secondary School to re-arrange the classes again. Thus, she divided the students into two classes with approximately similar circumstances in order to control any other external variables that may affect the validity of

the results. We hoped that following such a division would help in confirming (or infirming as well) the causal relationship between the research variables. At this point, we have induced that if the experimental design we have set is sound in terms of procedures and materials, then conclusions concerning the effectiveness of the applied treatment can be drawn. The study groups in the current research represent two classes of second year Literature and Philosophy in Tahiri Abderrahmane Secondary School. The selection of the experimental groups is based on the fact that second year students are generally more disciplined and punctual than other students. This can be attributed to the fact that they are about to pass their Bacalaureate exam the next year, and they should be well prepared for that exam. In addition, the students specialized in Literature and Philosophy are likely to have future prospects in EFL, and thus presumably need to enhance their competence in second language learning.

2.3. Data Collection Instruments

In the present study, we have used the following variety of qualitative and quantitative data collection tools to determine the extent to which our research questions and hypotheses are valid and accurate:

- Pre- and post-treatment questionnaires for EG students
- Questionnaire for teachers
- Pre- and post-treatment tests for CG and EG students
- Motivation checklist sheet

2.3.1. Description of Students' Pre- and Post-treatment Questionnaires

The students of the experimental group in the present study were given a pre-treatment questionnaire (see **Appendix 1**) including a number of multiple choice as well as open-ended questions. The aim of this questionnaire is to compile data about the students attitudes

towards the use of traditional language teaching methods, and their effects on the students' learning achievements. Accordingly, the questionnaire was distributed only amongst the EG students as they will be exposed to a treatment period, and will be asked afterwards about their impressions. Hence, the control group will still have the same circumstances after the experiment. The questionnaire consisted of ten different questions that addressed the students' attitudes and the teaching methodology, and took about fifteen minutes to be answered.

After being exposed to the new approach of English teaching, the students of the experimental group have been given another questionnaire (see **Appendix 2**) to assess the value of the Eclectic Approach, and its corresponding materials and techniques, in class. This implies that this questionnaire is not administered to evaluate the students' achievements throughout the treatment period nor the teachers' performance, whether in implementing the methods or evaluating the students' progress. The data gathered from this questionnaire, then, provides clear insights into the students' responses and impressions to the particular teaching circumstances they have experienced. The questionnaire, taking about twenty minutes to complete, consists of ten questions as well that aimed at exploring the reactions of students to the new approach implemented in the treatment phase.

2.3.2. Description of Teachers' Questionnaire

In order to gather data about the attitudes of EFL teachers towards the implementation of the Eclectic Approach in Djelfa, a questionnaire (see **Appendix 3**) has been distributed among a random sample of teachers in the wilaya. The questionnaire aims to investigate the teachers' perceptions on the secondary education syllabi, the teaching methodologies, lesson planning, materials adaptation, and the different components of the Eclectic Approach. It consists of three sections considering the teachers' experience in TEFL, the implementation of the Eclectic Approach in TEFL, and the relationship between Eclecticism and learning achievement. The questionnaire took thirty minutes to be completed as the informants were

asked to comment on the positive relationship between Eclecticism and learning achievement, and also to give some other recommendations to better the learners' classroom performance.

2.3.3. Description of Experimental Tests for CG and EG Students

The first step in conducting the experiment was the establishment of a baseline to which the results of the treatment period will be compared. In order to implement this, the researchers have carried out a pre-test. The pre-test (see **Appendix 4**), delivered to both control group and experimental group students, is a diagnostic examination divided into eight sections, and designated to be completed in seventy minutes for a grade of seventy marks. The test is taken from the booklet of Doff and Jones (2000) entitled *Language in Use*. The booklet comprises four progress tests and a summary test with optional oral tests, and they address different language skills and competences. The first progress test in the booklet has been selected as the pre-test of the current study because most of its sections address lessons of first year literary stream such as pronouns (sections A and E), description of places (sections F and H), prepositions of place (section G), and e-mail responses (section H). Thus, it served as a good diagnostic test to identify the students' linguistic needs and give them more prominence in the treatment period. The aim of this test, then, is to gather informative data on the students' language deficiencies especially in the grammatical structures they have learnt in their first year.

The last procedure in the experiment consisted of providing the students, in both groups, with another written examination to explore the effectiveness of implementing the Eclectic Approach in the treatment phase. The post-treatment test (see **Appendix 5**) was also taken from the booklet of *Language in Use*, and it has the same number of sections to be fulfilled in seventy minutes as well. The test has been selected for it contains a great deal of the grammatical and linguistic structures learnt in the experimental period. Such structures include pronouns (section A), comparatives and superlatives of adjectives and adverbs (section E), expressing past and present habits (sections G and H), expressing the future

(sections H and D), expressing obligation and prohibition (section A). Correspondingly, the test served the purpose of determining the extent to which the techniques and methods implemented in the treatment period were effective.

2.3.4. Motivation Checklist Sheet

In the current study, a structured observation program has been followed to assess the EG students' motivation throughout the experimental period. To proceed in the schedule, a motivation checklist sheet (see **Appendix 6**) was adapted from Whitaker (2011) to measure the validity and accuracy of the research hypotheses in terms of motivation comparing the performance of the CG to that of the EG. In fact, the assessment of the students' motivation was scheduled on a weekly basis, in that; the motivation of the students was assessed at the end of each week and not every day. The checklist is used to measure the motivation level of a specific group or team members depending on the objectives set for the target study. Throughout the sections of the checklist, the researchers can sort out some solutions concerning the encountered problems or hurdles. In this regard, the motivation checklist consists of twenty-eight elements with an answer scale that ranges from strongly agree to strongly disagree. The checklist is accompanied with a scoring form that can help in interpreting the results of the answers, and identifying the motivational problems of the study group.

2.4. The Course and Classroom Setting

The experimental phase of the current study consisted of a course in English designated for second year literature and philosophy students in Tahiri Abderrahmane secondary school. The Course followed the instructional syllabus and the organization of skills, yet the presentation of the lessons in the EG differed from that of the CG. In that, the EG was taught through the implementation of the Eclectic Approach and its different techniques, while the CG was taught using the traditional methods of language teaching.

With the presentation of every new technique or method of Eclecticism, the classroom setting was changed in accordance with the lesson and students' needs to accomplish the set objectives. Because it is important for the students to understand what they are going through in the classroom, the researcher explained the technique (or the method) to be implemented at the beginning of each lesson to clarify and facilitate learning. As set previously, the aim of this study is to examine the effectiveness of implementing the Eclectic Approach on EFL learners' achievements. However, this aim varies with every time the researcher varies her teaching method and technique especially when such techniques address the learner's self-confidence and behavioral performance. For instance, the aim of the experimental pre-test is to examine and analyze the students' weaknesses at the levels of grammar and writing, whereas the post-test aims to provide feedback on the efficiency of the adopted methods and techniques in terms of the students' acquisition and understanding. In another sense, the present study is a simple attempt towards the improvement of EFL students' classroom performance and learning achievement. Since the beginning of the treatment period, the administration staff has supplied the classroom with a computer, speakers, a second board, and other technological devices to facilitate the process. In most of the lessons, the classroom setting was typically composed of rows with chairs and tables in addition to the teacher's desk. In other lessons, yet, there was no need for these materials especially when physical performance was required. The following table illustrates the various aspects of the experimental period:

Table 2.1 The course and its implementation through the treatment period

Lesson	Aim of the lesson	Teaching Methods	Teaching Technique (s)	Teaching Materials	Teaching- learning Process
01	Writing a policy statement	GTM	Passage translation, composition	A sample policy statement	The students, working in groups, translate the passage into Arabic to understand the equivalents of the form "going to+ verb stem" in Arabic. Then, the teacher provides them with some vocabulary words (translated into Arabic as well) to help them compose their own policy statement.
02	Using homophones and homonyms in writing	CLL CLT	Small group tasks, language games	Pictures, small sheets of paper	The students are presented some pictures, and are asked to identify the difference between them (can/can, I/eye). Then, they are divided into two groups to play a game on homophones. The game consists of some definitions and some sheets of paper with the names of objects to be defined. The students need to select the word that best completes each definition.
03	Forming nouns and adjectives with suffixes	ALM	Repetition drill	Suffixes written into different shapes	The students try to form nouns and adjectives using the shapes stuck on the board. Then, they formulate the rule of using suffixes and repeat it several times with their teacher to confirm understanding.
04	Expressing different degrees of certainty I	CLL	Small group tasks	Speakers, computer, and visual aids	The students, divided into groups, are presented some pictures on some problems to be solved (pollution, traffic...). Then, they work on the listening tasks with the help of their brilliant classmates who contributed as group counselors. At the end of the session, they debate what they learned.
05	Expressing different degrees of certainty II	ALM	Repetition drill, substitution drill	A chart of degrees (20% to 100%)	The students use the notes they have taken in the previous lesson to draw a conclusion on how to express certainty and doubt. They practice the rules through repetition and substitution of some part.

06	Expressing different degrees of certainty III	TPR	Action sequence	Pictures, speakers, computer	The students discuss with the teacher the possible changes in the Algerian habits. Using the pictures on the board, they listen to a script and try to compare the habits of the past to those of the present.
07	Making predictions	CLT TPR	Role play Commands Role reversal	Typical materials	The students play the roles they designed in their dialogues on what may happen in the future (reporter/informant, broadcaster/citizen...). They follow the commands of the teacher to control physical performance. At last, the students exchange the roles of the dialogues.
08	Reading comprehension about Eating habits	GTM DM	Reading aloud, antonyms and synonyms, fill-in-the gaps, using words in sentences	Typical materials	The students take turns in reading the text aloud to the whole class. Next, they follow the reading tasks with frequent reference to the text. At the end of the lesson, the students produce sentences of their own using the synonyms and antonyms they have learned.
09	Avoiding repetition	ALM	Repetition drill, dialogue memorization,	Typical materials	The students are provided with some examples in which the writer repeats some structures. Then, they are given some techniques to avoid repetition and asked to apply them to the examples. After that, they are given a dialogue and each student is asked to memorize a part of it that includes a technique of the previous task.
10	Designing adverts using comparatives and superlatives of adjectives and adverbs	CLL	Small group tasks	Papers, color pens, and pencils	The students, at first, recall the rule of comparatives and superlatives. Then, they invest their knowledge in designing adverts with attractive slogans to be more persuasive.
11	Expressing the future I	ALM	Backward build-up drill	Typical materials	The students practice the four rules of expressing the future through the technique of the backward build-up drill. The drill

					consists of a repetition exercise that starts from the last word in a sentence until the first one.
12	Expressing the future II	ALM GTM	Fill in the gaps, single/multiple slot substitution drill	Typical materials	The students go through a task on how to express the future. They are instructed to fill in the gaps with the correct form of the future. Then, the teacher changes some time markers (sometimes more than one word) to check the students understanding of the rules.
13	Reading comprehension	GTM DM	Cognates, synonyms, reading aloud, self-correction	Computer, data-show	At the beginning of the session, the students are presented a video on wars and political issues. Then, they read a text aloud and do some tasks. They are also supplied with a list of cognates related to the theme of the unit such as organization and national.
14	Expressing ability I	GTM ALM	Using words in sentences, repetition drill	Typical materials	The students are provided with some modal verbs and other forms that express ability, and are asked to use them in sentences of their own. Then, they follow their teacher in formulating the rule through repetition.
15	Expressing ability II	CLL	Human computer	Typical materials	The students try to do the tasks of the textbook on how to express ability. Whenever they need help of any kind, they call for the teacher as a computer whether to translate, check spelling, or correct grammar as well.
16	Writing a poem	DM GTM	Words in sentences, self correction	Sample poems, video on prejudice	The students work in pairs to fulfill the task. They are not allowed to use their mother tongue, and they are asked to apply the rules of expressing ability in their writings.
17	Following intonation in Wh questions, Yes/ No questions, and statements	CLT ALM	Authentic materials, dialogue memorization	An audio-taped dialogue	The students listen carefully to the dialogue in order to be able to elicit the different rules of intonation. Then, they are asked to write a short dialogue on peace and conflicts. They should memorize it to act it out using the previous rules of intonation.

18	Project presentations	CLT CLL	Role play, reflection on experience	Computer, speakers, data-show, illustrative cards	The students take turns in presenting the different lifestyles of countries all over the world. Some pretend to be tourist guides, some restaurant cooks, and some others to be journalists. At last, all students debate and discuss their experience in presenting their projects in that particular way.
19	Writing dictionary entries	The Silent Way	Sound chart; teacher's silence	Sound chart, chalk board	The students follow the colors in the chart to identify each sound. Then, the teacher, being silent, gives them some colors and asks them to write the words. After that, they are given words and are asked to transcribe them using their chalk boards. Using their notes, they can write dictionary entries for those words.
20	Expressing apology	GTM CLT CLL	Authentic materials, small group tasks, composition	Speakers, computer	The students listen to the story of two friends who had a verbal dispute. Then, they try to write a short dialogue in which they imagine that they have experienced the same situation. In that, they should apply the structures of expressing apology.
21	Using modal verbs	ALM	Repetition drill	Typical materials	The students are given some examples about expressing obligation, prohibition, possibility, and so on. Then, they work cooperatively with the teacher to formulate the rule through a repetition drill.
22	Reading comprehension	CLT GTM	Picture strip story, comprehension questions	Visual aids	The students follow the strip of pictures that tells the story of the blacks throughout history. After that, they read the text and do the tasks such as true/ false and synonyms/ antonyms.
23	Writing a speech	GTM CLT	Role play, translation, composition	Printed speeches	The students are given different speeches to be translated to know the different parts of a speech. Then, they are asked to write a speech and perform it in front of the class as a president-citizens meeting.

2.4.1. The Role of the Researcher in the Fieldwork

Because the current study requires two types of interventions in the treatment period, that are observational and experimental, the researcher in charge of the experimental procedures played different roles. In the case of observing the students' learning achievement or behavioral variations, the researcher's role consisted of an observer with a checklist to be filled into. Whereas in implementing the Eclectic Approach, the researcher's role deviates from being a mere observer to an actual participant in the study. Such experimental roles differed whenever the method of teaching was changed. Yet, the most prominent roles were those of a counselor, leader, and a director of behavior. This implies that the teacher, responsible for providing help when necessary, supports the students' learning of the language, and provides a model of imitation, whether in language performance or classroom behavior. At this point, the experimental phase does not revolve only on enhancing the students' learning achievements, but also their behaviors inside and outside the learning environment.

2.5. Conclusion

This chapter has been developed on the purpose of exposing the various components of our field research. Throughout the chapter, we have attempted to explain the structured plan we have followed in an attempt to achieve our pre-determined goals. In this regard, we have elaborated the concepts of research design and experimental study that are crucial to the present study. Additionally, this chapter has provided a detailed description of the process through which the field work has been conducted. The sum of stages and instruments used to collect required data has been introduced in this chapter as well including the experimental tests, the students' questionnaires, and the teachers' questionnaire. Correspondingly, this part has marked the end of the methodological section, and the next chapter will discuss the results and findings we have arrived at.

Chapter Three:
Data Analysis and Suggestions for
Further Research

3.1. Introduction

Previously, we have explained the various components of our research instruments, including the questionnaires, experimental tests, and the motivation sheet. These research tools have been carefully selected as they can serve the purpose of the present study and provide thorough answers to the research questions and hypotheses as well. Hence, an intense analysis of the results arrived at has become inevitable at this stage. This chapter, then, is dedicated for the discussion of the teachers' and students' questionnaires results on the one hand, and the interpretation of the students' pre- and post-treatment tests on the other hand. The experimental tests will be analyzed and compared according to particular criteria identified at the beginning of this section. Additionally, this chapter discusses the hypotheses set prior to this study, and tests their validity. The purpose of this chapter is to determine the extent to which our research hypotheses are relevant and significant to the subject of our research.

3.2. Data Analysis Methodologies

In any research, especially in the humanities, it is claimed that researchers choose either to describe the reasons underlying certain phenomena or to determine the extent to which a causal relationship is true. Because the current study requires statistical explanations of the students' progress (or decline) in learning achievement as well as descriptive accounts for their classroom performance, it has been necessary to implement quantitative and qualitative approaches of data analysis and interpretation.

Generally, the two approaches are likely to oppose each other, whether in terms of data collection or analysis. Yet, this does not eliminate the possibility of their correlation in one study as complementary means of research especially if it includes observational and numerical properties. The complementarity between quantitative and qualitative approaches is usually referred to as the integrated approach. In their exploration of these relationships, Godwin and Godwin (1996) point out that the differences between the two approaches do not

exclude the possibility of their similarities. In that, quantitative findings that emphasize concrete results and deductions require qualitative explanations and illustrations to be presented and produced. Thus, the essence of research cannot be confined to selecting one single approach with its specific methods and tools. It, then, remains a matter of understanding and arriving at illuminations regardless of the approach (or approaches) followed in the study (van Lier, 1998). Because classroom interaction encompasses a variety of factors that cannot be studied through experimental tests only, the present study consisted of an attempt to implement both approaches quantitative and qualitative to explain statistically the variation in the students' learning achievements on the one hand, and to describe the students' behavioral changes in the classroom on the other hand. In terms of qualitative tools, the researchers opted for a motivation checklist sheet to explore the behaviors and motivation of the students. Investigating the effects of using the Eclectic Approach on the students' learning achievements followed quantitative tools that were the experimental initial and final tests. This implies that the choice of data collection methodologies and tools depends heavily on the possible interaction and correlation that may take place between research variables whether systematically or analytically.

3.3. Students' Questionnaires

In the present study, two questionnaires, pre- and post- treatment, have been administered and distributed among the experimental group students. The pre-treatment questionnaire aims to gain information about the students' preferences and attitudes in terms of classroom interactions and learning skills, whereas the post-treatment questionnaire aims to assess the validity and value of the implemented approach and its corresponding materials and techniques.

3.3.1. Discussion of the Students' Pre-treatment Questionnaire Results

As stated previously, the aim of the students' pre-treatment questionnaire is to explore the students' attitudes towards the implementation of traditional teaching methods and their

effects on the students' learning achievements. To serve this purpose, the questionnaire consisted of ten questions divided into two sections, Students' Preferences and Attitudes, and Teaching Methodology. The first section included seven multiple choice questions that spring from the students' perceptions of learning English, the underlying skills, and the effect of certain elements on their learning achievements.

Table 3.1. Q.1 Why do you need to learn English?

Cultural involvement	1 (5%)
Academic achievement	3 (15%)
Future Prospects	18 (90%)

Data gathered from Q.1 show that the majority of students (18 out of 20) need to learn the English language to consider their future prospects, namely their university studies. A minority (3 out of 20) perceive the learning of English as a link towards their academic achievements, whereas only one student thinks that learning English enables them to get involved into foreign cultures. The data imply that most literature students need to learn English and improve their skills in such a language due to the linguistic need of the stream itself as most of the branches available at university for such students are confined foreign to languages.

The second question (Q.2) aimed to investigate the frequency of classroom difficulties and problems for the sample students, and Q.3 asked the students which language skill they enjoyed learning.

Table 3.2 Q.2 How often do you face problems in the classroom?

Generally	2 (10 %)
Sometimes	13 (65 %)
Rarely	5 (25 %)

Table 3.3 Q.3 Which skill do you enjoy learning?

Listening	4 (20 %)
Speaking	11 (55%)
Writing	--
Reading	8 (40%)

Data received from Q.2 and Q.3 show that the majority (11/13 out of 20) sometimes encounter difficulties when learning, especially in terms of writing and listening, whereas other minorities face less frequent problems and enjoy learning reading and speaking. Such results can be attributed to the facts that learning the speaking and reading skills provides more opportunities for expressing oneself, in addition to following a clear and consistent paradigm for lesson presentation and learning evaluation.

Table 3.4 Q.4 What is your overall impression on the syllabus established for your stream?

Well established	3 (15 %)
Adequately established	14 (70 %)
Poorly established	3 (15 %)

Data gathered from the table above show that the majority of the students (14 out of 20) were not completely satisfied about the syllabus established for literary streams; while a minority (3 out of 20) assumed that the syllabus is well established. A further minority (3 out of 20) thought that the syllabus is not adequate for their learning. Such findings demonstrate the students' awareness of their learning needs, and the fact that the syllabus includes lessons from their first year whereas they are in a learning situation where other grammatical and linguistic structures should be presented.

Table 3.5 Q.5 How do you usually find your classroom setting?

Motivating	3 (15 %)
Discouraging	2 (10 %)
Ordinary	15 (75 %)

As shown in the table above, the results of Q.5 demonstrate that most students (15 out of 20) found their previous classroom settings ordinary, whereas some students (3 out of 20) found it motivating; another minority, however, perceive the classroom setting discouraging. This may indicate that EFL teachers spoon-fed their students the syllabus regardless of their needs, expectations, and wants; or that the teachers may not have followed the set methodologies for language teaching.

Table 3.6 Q.6 What do you think can improve your achievements in learning English?

Teaching methodology	6 (30 %)
Classroom setting	8 (40 %)
Instructional materials	10 (50 %)

Data gathered from Q.6 show that the majority of students (8 and 10 out of 20) attributed the possibility of their learning progress to either the instructional materials implemented by their teachers, or the classroom setting the course takes part of. On the other hand, only six students thought that the teachers' strategies and methods of implementing the course can enhance their achievements in learning English.

Table 3.7 Q.7 What do you think can impede your achievements in learning English?

Motivation	12 (60 %)
Self control	8 (40 %)
Lack of interest	2 (10 %)

The findings collected from Q.7 illustrate that the majority (12 out of 20) said that motivation plays a major role in students' learning failure, almost half of the students attributed this failure to their inability to control their behaviors in the classroom, whereas a minority (2 out of 20) attributed the condition to their lack of interest. In fact, this provides a positive impression that most students are interested in learning foreign languages, but the course and some underlying factors (teaching methodology, materials, syllabus, and so on) can be the reasons for this defect.

The second section in the students' pre-treatment questionnaire involved three questions, one multiple choice and two open-ended, that addressed the students' impressions on the former teaching methodologies they have been exposed to in their previous years of learning English. Q.1 asked the students to rate the teaching strategies their former teachers of English implemented in the courses. Data gathered from this question reflect that the majority of the students (15 out of 20) perceived the strategies as inadequate for their learning, a minority (4 out of 20) found them effective and sufficient, while a further minority (only 1 out of 20) conceived the strategies boring. This may indicate that the strategies used by the teachers were traditional if possible, or their implementation was not sound.

Table 3.8 Q.1 What is your opinion of the teaching strategies used by your former teachers of English?

Effective	4 (20 %)
Boring	1 (5 %)
Insufficient	15 (75 %)

The next question (Q.2) asked the students to describe the teaching methodology followed by their previous teachers of English.

Table 3.9 Q.2 How can you describe the methodology adopted by your previous teachers of English?

Fair	3 (15 %)
Different and not enjoyable	3 (15 %)
Boring (based on the book only, the teacher writes the lesson on the board and leaves the classroom)	10 (50 %)

Data received from the table above show that half of the students (10 out of 20) presumed that the teaching methodologies of their former teachers were boring, and described it as a passive atmosphere where the teacher is responsible only for writing the lesson in due time. On the other hand, the minority (3 out of 20) described the methodologies as fair and sufficient to an acceptable extent, while a further minority (3 out of 20) considered their teachers' methodologies as different and not enjoyable.

Q.3 addressed the students' sense of responsibility and awareness, in that, it urged them to imagine themselves teachers of English in a position of possible academic change. The students' personal answers varied according to their own perceptions of teaching, and their own aspirations of an encouraging setting of learning. For example, some of them (7 out of 20) suggested that changing the instructional textbook and the teaching syllabus would be a fair solution to enhance learning, half of them (10 out of 20) suggested the incorporation of technological devices within lesson planning to encourage the students' performance, while only minorities proposed the implementation of the eclectic approach and the consideration of cooperative learning.

Table 3.10 Q.3 If you were a teacher, what would you change in the current teaching approaches and methodologies?

Implement the eclectic approach	3 (15 %)
Change the textbook and syllabus	7 (35 %)
Use technological devices	10 (50 %)
Incorporate cooperative learning	1 (5 %)

3.3.1. Discussion of the Students' Post-treatment Questionnaire Results

To assess the value of the implemented approach of teaching, a post-questionnaire has been administered and distributed among the students of the experimental group. The questionnaire, then, served as a means to gather data concerning the students' impressions and reactions towards the use of the Eclectic Approach, and not to evaluate the performance of neither the students nor the teacher. The questionnaire consisted of ten questions, seven multiple-choice questions and three open-ended questions. In fact, all of the questions target the students' perceptions of the eclectic approach and the effects it had on their motivation and learning achievements.

Table 3.11 Q.1 How can you evaluate the teaching- learning process in the past two months?

Motivating	14 (70 %)
Inappropriate for you needs	5 (25 %)

Not any different compared to previous approaches	2 (10 %)
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Data gathered from the table above show that the majority (14 out of 20) described the teaching-learning process that followed the eclectic approach as motivating, the minority (5 out of 20) found it inappropriate for their learning needs, whereas a further minority (2 out of 20) presumed that the process did not differ from any former experiences. Such results demonstrate that most of the students benefited from the eclectic approach, at least in terms of motivation and behavioral performance.

The second question of this questionnaire (Q.2) asked the students to evaluate the teaching methodology, namely the eclectic approach and its corresponding materials, according to the given scale. The findings show that the majority (17 out of 20) described the methodology as interesting, while a minority (2 out of 20) used the expression "quite-interesting" to refer to the teaching methodology, and only one student described the methodology as not interesting.

Table 3.12 Q.2 What do you think of the teaching methodology in the previously mentioned period?

Motivating	14 (70 %)
Inappropriate for you needs	5 (25 %)
Not any different compared to previous approaches	2 (10 %)

The next question (Q.3) attempted to gather data about the students' roles in the classroom where the eclectic approach has been implemented. Data received from this question illustrate that the teaching-learning process was mostly learner-centered, as two parts of the sample (7 and 9 out of 20) perceived the process as always and often learner centered. The minority (4 out of 20) described the classroom interaction as rarely learner-centered, which indicates that these members were either timid or the approach did not address their learning needs.

Table 3.13 Q.3 During classroom interaction, how can you describe the teaching-learning process?

Always learner-centered	7 (35 %)
Often learner-centered	9 (45 %)
Rarely learner-centered	4 (20 %)

The fourth question (Q.4) asked the students to evaluate the teaching instructions and activities followed by the teacher in the experimental period. The findings received from this question demonstrate that the majority of the students (17 out of 20) found the instructional materials creative whereas only the minority believed they were disorganized and irrelevant. This can be attributed to the nature of the learning tasks that were based on the students' linguistic and communicative needs, in collaboration with some EFL/ESL games that aimed to get the students out of the textbook routine.

Table 3.14 Q.4 How did you find the tasks and instructions proposed by your teacher?

Creative	17 (85 %)
Disorganized	1 (5 %)
Irrelevant	2 (10 %)

Data gathered from Q.5 show that the motivation level of most students (11 out of 20) has been rated as good in comparison to their previous years of learning English; whereas the motivation of other minorities in the experimental group did not mark any notable changes.

Table 3.15 Q.5 How can you rate your motivation after being exposed to the eclectic approach?

Good	11 (55 %)
Fair	4 (20 %)
Poor	5 (25 %)

In order to evaluate the students' reactions towards the teaching techniques followed by the eclectic approach, the questionnaire asked the students which technique was more motivating for them. Data received from Q.6 demonstrate that the majority of the students preferred the techniques followed by CLT, CLL, and the Silent Way (14, 12, and 12 respectively). On the

other hand, only some minorities have been motivated by the techniques of the GTM and ALM. These results can be attributed to the fact that the techniques of the GTM may consider the students less active whereas the CLT and CLL activate the students' dormant abilities and give them more opportunities to express themselves through positive learning.

Table 3.16 Q.6 In which technique of the following did you feel more confident and motivated to learn?

Picture Strip Story	14 (70 %)
Role Play	8 (40 %)
Passage Translation	1 (5 %)
Single-slot substitution drill	2 (10 %)
Sound chart	12 (60 %)
Repetition drill	10 (50 %)
Reflective listening	5 (25 %)
Human computer	12 (60 %)

In the next question, the students were asked to evaluate the teaching materials and activities implemented during the treatment period. The findings of the table below show that the majority of the students (15 out of 20) reckoned that the teaching materials were well implemented by the teacher, the minority (4 out of 20) believed they were adequately implemented, whereas only one student thought they were poorly implemented.

Table 3.17 Q.7 How can you evaluate the teaching materials and activities used during the treatment?

Well implemented	15 (75 %)
Adequately implemented	4 (20 %)
Poorly implemented	1 (5 %)

Data received from Q.8 show that the majority of the students in the experimental group perceived the eclectic approach as a positive methodology of teaching with some drawbacks to be mentioned. Most of them, in fact, believed that the eclectic approach helped the teacher provide thorough explanations and build enjoyable environments for learning. Also, they

described the process as a means to develop their achievements and performances in the classroom. However, some of them admitted that the eclectic approach required much effort and time in addition to focus and concentration in the classroom.

Table 3.18 Q.8 What are some positive and negative aspects you think have characterized the implementation of the eclectic approach?

Thorough explanation	5 (25%)	Little emphasis on speaking	2 (10%)
Interesting atmosphere	7 (35%)	Difficult/ time consuming	3 (15%)
Adequate achievements	6 (30%)	Comprehensive	1 (5%)
Motivating	4 (20%)		

Data gathered from the next question (Q.9) demonstrate that the learning achievements of most students (11 out of 20) have improved, whereas those of the minority either remained the same or increased a little. Such data illustrate that the majority have benefited from implementing the eclectic approach especially that the aim was to enhance the students' motivation and achievement at once.

Table 3.19 Q.9 How can you evaluate your learning achievements after two months of being exposed to the eclectic approach?

Better	11 (55%)
Average	4 (20%)
Similar to previous achievements	1 (5%)
Worse	--

In the last question of the students' post-treatment questionnaire, the students were asked to describe their own reaction towards learning through the eclectic approach. Data gathered from the table below show that half of the students believed that it was an enjoyable experience, while some minorities agreed that it was an interesting and systematic way of learning.

Table 3.20 Q.10 Describe your overall impression about the use of the eclectic approach. Was it interesting, enjoyable, systematic,...?

Interesting	6 (30 %)
Enjoyable	10 (50 %)
Systematic	6 (30 %)

3.4. Teachers' Questionnaire

So as to obtain data concerning EFL teachers' attitudes towards the implementation of the eclectic approach in EFL classes, a questionnaire has been administered and distributed among a randomly-selected sample of EFL teachers in secondary schools. In fact, it would be necessary to highlight that we have distributed thirty questionnaires, but only twenty teachers responded professionally to the questions. This may have been the result of some time constraints, or a consequence of being unwilling to provide expertise knowledge in researches. The questionnaire consisted of three sections with two different types of questions, multiple-choice questions and open-ended questions.

3.4.1. Discussion of the Teachers' Questionnaire Results

Section One of the questionnaire included six multiple-choice questions the aim of which is to obtain information concerning the teachers experience in teaching English at secondary schools. These questions spring from a need to understand the relationship between the teachers' experience, confined by time, and their choice of methodology in language teaching and lesson planning. Answers for the first question show that most of the sample teachers are experienced, as they have spent more than 5 years in the job. These answers may affect the answers of the following questions as well. Data gathered from Q.1 are presented in the table below:

Table 3.21 Q.1 How long have you been teaching EFL?

1- 3 years	5 (25 %)
3- 5 years	5 (25 %)
More than 5 years	10 (50 %)

The second question in the first section asked the teachers about their own perceptions of the syllabi established for secondary school EFL learners in general. The majority of the teachers (12 out of 20) believed that the syllabi are adequately administered and reflect what the students need to learn in the target language. When they were asked about their answers, they said that they had got used to the instructional syllabus and their perceptions resulted from the students' reactions to the course and syllabus.

Table 3.22 Q.2 What do you think of the syllabi established for secondary school EFL learners?

Well administered	1 (5 %)
Adequately administered	12 (60 %)
Poorly administered	7 (35 %)

Data received from Q.3 show that half of the teachers said that teaching the English language is important in both streams literary and scientific, whereas a minority said that English is more important in scientific streams. Such results illustrate that foreign languages are convenient regardless of their position in the instructional courses, especially that future studies in languages are available for both streams. This provides a clear-cut that EFL teachers, most of them, take the responsibility as supposedly that the English language is important as a subject and not as a part of course.

Table 3.23 Q.3 In which stream do you think English is more convenient?

Literature and Philosophy	7 (35 %)
Experimental Sciences	3 (15 %)
Both streams	10 (50 %)

Data received from Q.4 and Q.5, both questions concerned language teaching and learning theories, demonstrate that most teachers (11 out of 20) depend of the behaviorist part of learning in their lesson planning and presentation, whereas the majority of curriculum designs are thought to be function-oriented. In other words, two prominent theories are assumed to be followed by teachers and syllabus designers that are behaviorism and functionalism. At this point, we should relate to the first question of this section, in which teachers were asked about

their experience in TEFL. This illustrates the choice of the learning theory to some good extent. In that, behaviorism is likely to be adopted by most experienced teachers as they prefer the stimulus-response part to reinforce their students in learning.

Table 3.24 Q.4 Throughout your experience in TEFL, which approach of the following do you assume is the basis of the subject curriculum?

The Structural Approach	4 (20 %)
The Functional Approach	10 (50 %)
The Interactional Approach	6 (30 %)

Table 3.25 Q.5 In your lesson planning, upon which theory of language learning do you devise your tasks?

Behaviorism	11 (55 %)
Cognitivism	5 (25 %)
Constructivism	7 (35 %)

In the last question of Section One, the teachers were asked to evaluate their teaching methodology according to the given rate. The results obtained from Q.6 show that the majority (14 out of 20) found their teaching methodologies fair and acceptable, while only six teachers said that their teaching methodologies were good. The data are represented in the table below:

Table 3.26 Q.6 How can you rate your teaching methodology?

Behaviorism	11 (55 %)
Cognitivism	5 (25 %)
Constructivism	7 (35 %)

In Section Two of the teachers' questionnaire, the attempt has been to understand whether Algerian EFL teachers incorporate the eclectic approach within their teaching or not. Thus, most of the questions in this part are directed towards attaining information about the teachers' perceptions of eclecticism and its methods of teaching. In the first question, the teachers were asked how they conceived the English language in the Algerian educational setting. Data gathered from this question show that the majority (16 out of 20) reckoned that English is a

foreign language, whereas the minority (2 out of 20) perceived it as a second language. A further minority (2 out of 20) assumed that the English language should be considered both a foreign and second language.

Table 3.27 Q.1 In the Algerian context, how do secondary school EFL teachers perceive the English language?

EFL	16 (80 %)
ESL	2 (10 %)
Both	2 (10 %)

Data gathered from Q.2 demonstrate that the majority (16 out of 20) thought that Algerian EFL teachers have fair knowledge concerning eclecticism, while the minority (4 out of 20) assumed that their knowledge is somewhat poor. Such findings illustrate that the questionnaire informants relied on their experiences in answering the question, and did not relate to other's knowledge in this area.

Table 3.28 Q.2 What do you think of the Algerian EFL teachers' knowledge of eclecticism?

Good	--
Fair	16 (80 %)
Poor	4 (20 %)

Q.3 attempted to illustrate the teachers' preferences in terms of implementing the eclectic approach; this addressed the four different language skills. The teachers' answers to this question were almost the same, where the majority (12 to 15 out of 20) said that all language skills should be taught through implementing eclecticism. Data gathered from this question are presented through table 3.29 below:

Table 3.29 Q.3 Which language skill(s) do you think should be taught through implementing the eclectic approach?

Listening	12 (60 %)
Reading	12 (60 %)
Speaking	15 (75 %)
Writing	13 (65 %)

In the next question, the teachers were asked which method of teaching English they thought was more effective as part of eclecticism. Data received from this question show that the majority (13 out of 20) have chosen the Audio Lingual Method to be efficient in language teaching, whereas only minorities have selected the other methods. These results imply that Algerian EFL teachers focus on grammatical function other than meanings and notions, the fact that has been arrived at in the first section of the questionnaire. This may justify their choice of the ALM that is typically based on drilling learners to practice grammatical structures of the target language.

Table 3.30 Q.4 Which method of the following do you think is more effective as part of the eclectic approach?

The Grammar Translation Method	3 (15 %)
The Direct Method	3 (15 %)
The Audio Lingual Method	13 (65 %)
The Silent Way	--
Total Physical Response	5 (25 %)
Community Language Learning	2 (10 %)
Communicative Language Teaching	8 (40 %)

Data gathered from Q.5 show that the majority of teachers (12 out of 20) rated the incorporation of eclecticism within the Algerian secondary school syllabi as fair, and only six teachers rated it as poor.

Table 3.31 Q.5 How would you rate the incorporation of eclecticism within the Algerian secondary school syllabi?

Good	--
Fair	12 (60 %)
Poor	6 (30 %)

In the last two questions of Section Two, the teachers were asked if they adapted the instructional syllabi or materials according to the eclectic approach, and how they would rate their adaptation. In fact, answers for both questions were somewhat reflective as they were

complementary to a certain extent. Data gathered from Q.6 show that the majority (18 out of 20) sometimes adapted the syllabus, while only two teachers never adapted it. In terms of Q.7, data demonstrate that the majority also evaluated their implementation of eclecticism in their classes as fair, whereas only a minority said that their use of the eclectic approach is poor in their classes. Results of both questions are shown in the tables below:

Table 3.32 Q.6 In your lesson presentation, how often do you adapt the instructional syllabus following the eclectic approach?

Regularly	--
Sometimes	18 (90 %)
Never	2 (10 %)

Table 3.33 Q.7 How would you rate the implementation of the eclectic approach in your EFL classes?

Good	--
Fair	17 (85 %)
Poor	3 (15 %)

In the third section of the teachers' questionnaire, the attempt has been to elicit the teachers' assumptions concerning the relationship between eclecticism and learning achievements. Thus, the section included three multiple choice questions and two open-ended questions. In the first question, the teachers were asked to identify the extent to which this relationship was true. Most of them said that it was sometimes adequate; six of them said it was rarely true, while only three teachers believed the relationship was always adequate.

Table 3.34 Q.1 The relationship between the teaching methodology and EFL learners' performance in class is:

Always adequate	3 (15 %)
Sometimes adequate	11 (55 %)
Rarely adequate	6 (30 %)

Data received from Q.2 illustrate that the half of teachers presumed that their teaching methodology can affect negatively their learners' achievements if not guided by sound

measures, while minorities thought that motivation and individual differences were responsible for the learners' achievements. While this is relatively true, all of the three elements are interrelated as the teaching methodology identifies the extent to which the students can get motivated and interested to learn.

Table 3.35 Q.2 Which of the following do you think causes EFL learners to be reluctant towards learning?

Motivation	6 (30 %)
Individual Differences	7 (35 %)
Teaching Methodology	10 (50 %)

In the third question, the teachers were asked about their method of assessing their learners' achievements. Data gathered from this question demonstrate that most teachers (9 out of 20) used the analytical method of assessment; seven of them followed the holistic technique, and only two teachers preferred to get the general impression on their learners' answers. When they were asked about their choices, those who have selected the analytical methods of assessment said that analyzing the learners' answers provided thorough feedback on students' weaknesses to be enriched and corrected.

Table 3.36 Q.3 On what basis do you assess your learners' learning achievements?

Holistically	7 (35 %)
Analytically	9 (45 %)
Impressionally	2 (10 %)

In the last two questions, the teachers were given space to provide their own answers to the questions that addressed the possibilities of improving EFL students' learning achievements. In that, they were requested to provide some suggestions and recommendations aided by their experience in TEFL to help enhance the learners' performance whether in classroom work or examinations. The great majority of them have recommended that EFL teachers should select their teaching methods carefully where cooperation and collaboration with learners themselves is to take place. In that, they suggested that learners can be given some part in

decision making concerning what, how and where to teach. As such, the three questions would help in designing the course, adapting the teaching methodologies, and accommodating the learning setting when necessary. Another important suggestion was to give some prominence to the needs of learners and stop being mere followers of the instructional textbook. At this stage, the teachers can embark on designing the syllabus, or at least participate in the process in any possible way.

3.5. Discussion of the Experiment Results

In this section, we attempt to discuss and analyze the results of both study groups throughout the experimental period, including their performance in the pre- and post-treatment tests. The first results to be discussed are those of the control group.

3.5.1. Quantitative Findings of the Control Group

In the experimental period of the current study, the control group has been exposed only to the pre- and post-treatment tests, and taught through ordinary and somewhat traditional methods of language teaching. In the following sub-sections, the control group results in both tests will be discussed in accordance with the data analysis methodology.

3.5.1.1. Control Group Pre-test Achievements

The purpose of the experimental pre-test is to collect as much informative data as possible concerning the students' linguistic deficiencies especially that most of the tasks reflect first-year lessons. Thus, it served as a good diagnostic test that helped in the establishment of a treatment program.

Table 3.37 Control Group Achievements in the Eight Sections of the Pre-test

Students	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8
01	03	05	01	02	03	05	00	02
02	03	04	03	02	02	04	00	03
03	03	02	02	01	02	01	00	01
04	05	01	02	01	03	04	00	01
05	05	05	03	04	00	02	00	02
06	03	05	03	03	04	02	00	01
07	04	04	03	04	02	03	00	01
08	06	05	01	04	03	02	00	02
09	05	05	02	05	02	03	00	07
10	04	04	03	04	01	02	00	02
11	03	05	03	02	02	01	00	02
12	03	05	02	02	01	00	00	01
13	04	05	02	01	04	02	00	00
14	03	05	04	06	03	02	00	01
15	03	05	02	04	04	02	00	00
16	04	05	03	04	04	03	01	00
17	07	05	02	04	01	01	00	01
18	05	05	02	02	02	00	00	00
19	05	03	04	02	02	04	00	00
20	06	05	04	05	01	01	00	00

Table 3.38 Control Group Over-all Achievements in the Pre-test

N	Test	Mean	Standard Deviation
20	Pre-test	20.05	3.76

Data gathered from table 3.39, which represents the achievements of each student of the control group in the pre-test, show that the students' performance varied from one section to another. Yet, most students acquired approximately the same grade in sections 1, 7 and 8. This may indicate that these students had difficulties in using articles, pronouns, and prepositions. When we consider the control group pre-test mean, that is, we can say that these students may not be able to make deductions or compositions in the target language.

3.5.1.2. Control Group Post-test Achievements

In the current study, the post-test served as a means of data collection in terms of the implemented approach of teaching. In that, the tasks of the test cover most of the lessons presented in the course during the experimental period. The results of the control group in the post-test are presented in the table below:

Table 3.39 Control Group Achievements in the Eight Sections of the Post-test

Students	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8
01	07	01	06	03	03	03	00	00
02	06	03	01	02	04	01	00	00
03	05	02	02	02	03	03	00	00
04	05	02	02	01	04	02	00	05
05	05	02	02	01	04	05	00	00
06	06	02	03	02	05	04	00	00
07	06	01	02	01	06	02	00	01
08	05	01	02	00	03	04	00	00
09	06	02	02	00	04	03	00	00

10	06	00	00	00	04	03	00	00
11	02	02	03	02	02	03	00	02
12	04	02	03	04	04	01	00	11
13	07	01	03	00	03	04	00	00
14	07	01	03	04	04	04	00	00
15	05	02	00	02	03	02	00	01
16	05	00	04	00	03	04	00	00
17	02	02	03	00	02	01	06	09
18	05	04	02	02	02	08	01	00
19	03	01	02	01	00	04	00	00
20	03	01	04	02	04	03	00	11

Table 3.40 Control Group Over-all Achievements in the Post-test

N	Test	Mean	Standard Deviation
20	Post-test	19.4	4.84

As shown in the tables above, the achievements of the control group were not satisfactory especially that the majority of the students have got either the same or less than their pre-test results. A possible interpretation for these low achievements is the fact that the students were affected negatively by the traditional methods of language teaching. Such methods and techniques were based on the teacher's authority in the classroom, which lowered the students' self esteem and acceptability to acquire knowledge. Another possible cause for these achievements is the lack of students' autonomy in a traditional classroom that would later on impact the motivation and self-control of students.

3.5.2. Quantitative Findings of the Experimental Group

To check the validity and reliability of the research hypotheses, an experimental study has been designed and followed through distinct stages. Thus, investigating the effects of the eclectic approach on EFL students' achievements needed to be conducted through a treatment period over a specific group of students. The experimental group, exposed to the treatment, consisted of twenty students as well, and has been taught through the eclectic approach for a period of two months. Before getting involved in the treatment, the students underwent the same pre-test as for the control group. Once the treatment ended, they were exposed to another test to check whether the eclectic approach benefited them or not. The following subsections provide thorough data on the achievements of the experimental group before and after the treatment.

3.5.2.1. Experimental Group Pre-test Achievements

As stated previously, the pre-test was a diagnostic assessment that helped the researcher design a course through which the lessons will be presented. Though the test was the same in both groups of the study, the purpose varied to some extent. In that, the experimental group results in the pre-test served as a fertile ground to design and plan lessons following the eclectic approach.

Table 3.41 Experimental Group Achievements in the Eight Sections of the Pre-test

Students	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8
01	03	05	03	01	02	00	00	00
02	06	05	02	00	01	01	00	01
03	02	02	01	02	04	04	00	04
04	07	05	03	04	03	02	00	00
05	04	05	05	02	01	02	00	01
06	04	05	05	06	04	03	00	04
07	01	02	03	03	04	01	00	00

08	02	04	01	00	01	00	00	00
09	05	05	04	02	03	01	00	06
10	03	05	04	04	02	01	00	01
11	04	04	03	02	02	05	00	00
12	08	05	05	04	05	01	00	05
13	06	03	01	04	00	02	00	00
14	07	05	02	06	01	03	01	09
15	04	04	03	05	02	02	00	03
16	05	05	02	02	05	05	00	00
17	06	05	04	05	01	03	00	06
18	06	05	03	05	00	00	00	13
19	03	05	01	04	00	01	00	00
20	04	03	05	02	01	01	00	00

Table 3.42 Experimental Group Over-all Achievements in the Pre-test

N	Test	Mean	Standard Deviation
20	Pre-test	21.85	7.3

Data gathered from table 3.43 show that the achievements of the experimental group students in the pre-test were also low if compared to those of the control group. The table, then, shows that the majority of the students have got no marks in the last two sections of the test, those concerning composition and prepositions. In fact, this reflects the students' difficulties at the level of first year lessons, and their misunderstanding of some grammar rules. Thus, their achievements can be attributed to their weaknesses in their previous year and somewhat their lack of interest in doing the test as well.

3.5.2.2. Experimental Group Post-test Achievements

In the current study, the post-test served as a means of data collection in terms of the implemented approach of teaching. In that, the tasks of the test cover most of the lessons presented in the course during the experimental period. The results of the control group in the post-test are presented in the table below:

Table 3.43 Experimental Group Achievements in the Eight Sections of the Post-test

Students	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8
01	06	01	03	00	04	02	00	00
02	08	02	03	02	04	02	02	00
03	01	02	02	00	05	02	00	00
04	03	02	03	01	05	04	00	09
05	03	01	02	01	04	02	00	04
06	08	04	02	02	04	02	03	00
07	03	01	04	02	04	02	00	01
08	07	03	01	03	03	05	03	06
09	04	01	02	02	03	03	00	02
10	05	01	02	01	06	03	00	00
11	05	00	03	01	02	05	01	07
12	06	01	02	01	06	02	00	00
13	04	03	04	03	05	06	00	12
14	05	02	03	04	05	06	03	03
15	07	01	02	01	06	02	00	00
16	04	05	03	06	07	08	05	00
17	06	02	03	02	06	03	04	04

18	04	02	03	05	06	08	00	09
19	05	01	03	05	04	05	00	11
20	04	01	01	01	03	03	00	00

Table 3.44 Experimental Group Over-all Achievements in the Post-test

N	Test	Mean	Standard Deviation
20	Post-test	24.15	8.44

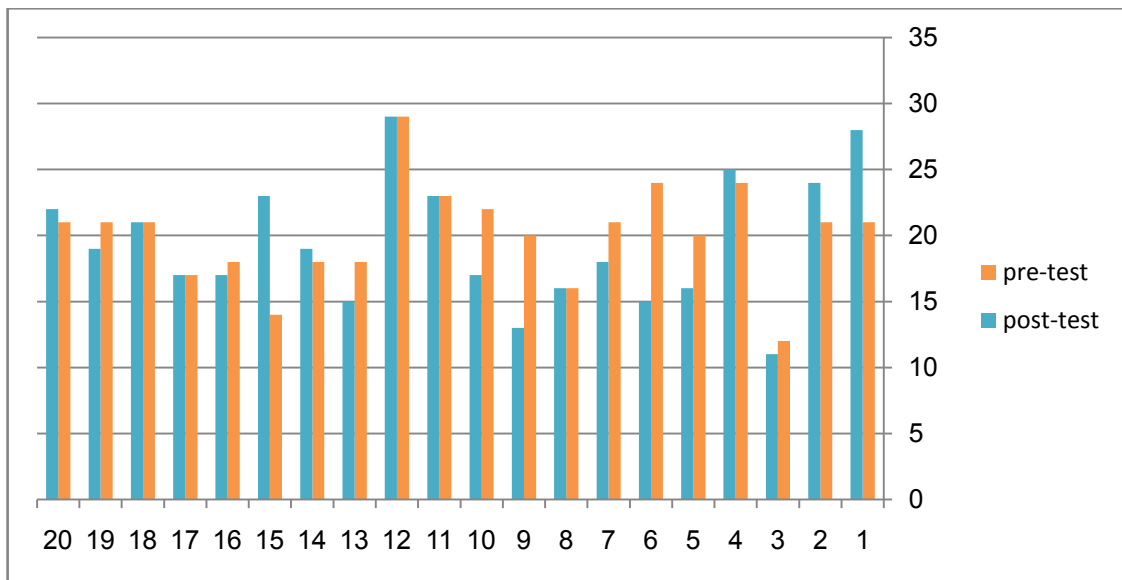
The findings of the tables above illustrate that the students of the experimental group improved their achievements in the post-test especially in the sections 6 and 8. The progress in the achievements is still relative, yet with somewhat steady variance between the means of the students. These achievements demonstrate that the implementation of the eclectic approach can be perceived sound to some extent. In other words, the eclectic approach may not have had significant effects on the students' achievements, but it still had improved their determination and interest to acquire knowledge in the target language.

3.5.3. Comparative Discussion of the Findings

The results arrived at in the pre- and post-tests for both study groups are to be analyzed and discussed comparatively to illustrate the differences, if there are any, which would help in confirming or refuting the research hypotheses.

3.5.3.1. Comparison between Control Group Pre-test and Post-test Achievements

After analyzing the control group results in both pre- and post-test, a comparative evaluation of those results is to be followed. In that, informative data are to be gathered in order to understand the variation in the achievements.



Bar-graph 3.1 Comparison between the Control Group Pre-test and Post-test Achievements

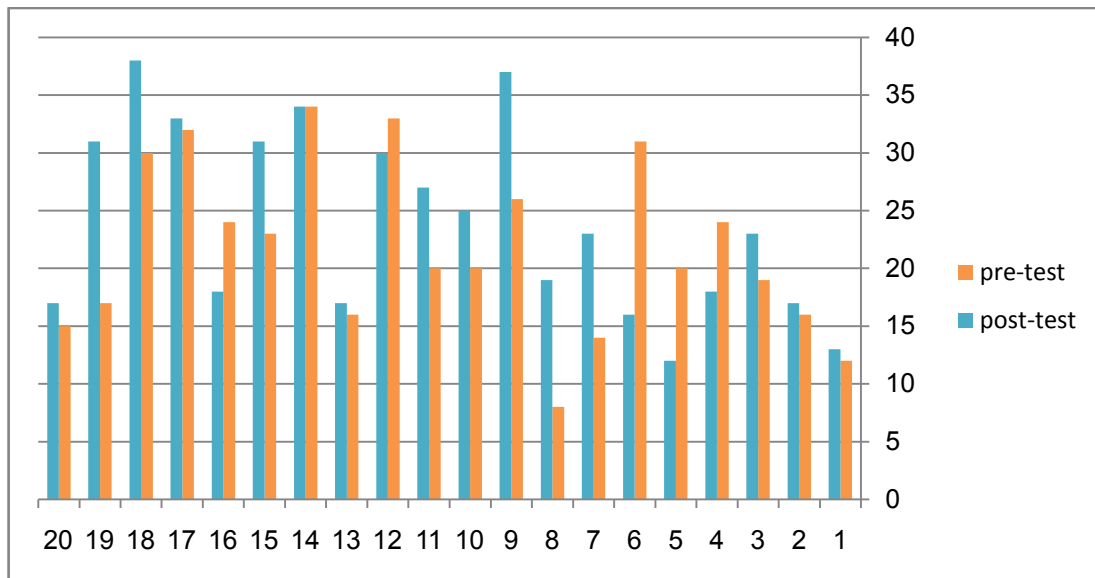
Table 3.45 Comparison between the Control Group Pre-test and Post-test Overall Achievements

N	Tests	Means	Standard Deviation
20	Pre-test	20.05	0.46
	Post-test	19.4	
	Difference	-0.65	

As shown in both table 3.47 and figure 3.1, the students of the control group did not obtain good results in the post test as compared to the pre-test achievements. It is demonstrated in the graph above that the majority have achieved lower results in the post-test, the thing that can be attributed to the traditional methods of teaching they have been exposed to in the treatment period. Such results illustrate that the teaching methodology may affect the students' learning achievements on the one hand, and their motivation to learn on the other hand. In fact, only a minority (3 out of 20) have obtained better results that can be attributed to their competences in the target language regardless of the teaching methodologies and approaches.

3.5.3.1. Comparison between Experimental Group Pre-test and Post-test Achievements

In this section, the experimental group achievements in both pre- and post-tests will be evaluated comparatively to show if there are any differences after being exposed to the eclectic approach of teaching in the treatment period.



Bar-graph 3.2 Comparison between the Experimental Group Pre-test and Post-test Achievements

Table 3.46 Comparison between the Experimental Group Pre-test and Post-test Overall Achievements

N	Tests	Means	Standard Deviation
20	Pre-test	21.85	1.62
	Post-test	24.15	
	Difference	2.3	

In terms of the experimental group achievements, as displayed in table 3.48 and figure 3.2 above, most of the students' mean scores increased if compared to the pre-test achievements, except for student 4, 5, 6, and 16. In effect, when considering the difference between the means of the pre-test and post-test (that is), it can be said that the implementation of the eclectic approach in EFL classrooms was efficient to some extent. Yet, this calls for further studies and more efforts to aspire for better results especially that it concerns all EFL teachers.

The difference obtained from the two means revealed that some good results can be obtained, yet with intense conformity and commitment. The decline in the previously mentioned students' means can be attributed to the fact that the eclectic approach did not address their learning needs, or that some of them could not understand the aim of the course and the teaching methodology.

3.6 Hypothesis Testing

In order to test the research hypotheses, it cannot be enough to use only quantitative tools such as graphs and tables. Thus, a statistical test should be conducted so as to accept or reject the hypotheses. These statistical procedures are called inferential statistics, and they have a very significant part in the formulation of the research conclusions. In fact, deciding which test to follow is thought to be the most difficult part of statistical analysis because it requires being aware of the hypothesis and data types (Crawley, 2007, cited in Chelli, 2012, p. 251). In the current study, we have opted for the t-test to check the extent to which our research hypotheses are true and valid. The t-test, according to Kothari (2004), is used when there is a need to test the difference between the means of two small and separate samples. When the value of 't-test' is calculated through statistical equations, the result will be compared to a specific value extracted from statistical tables according to the level of significance the researcher selects at the beginning of the research. In any statistical test, the researcher has to identify a set of elements before setting to the research fieldwork. This includes: the null hypothesis (H_0), the alternative hypothesis (H_1), the level of significance (α), the degree of freedom, and the critical value for the research sample (p. 149). When we follow the steps of the T-test, we can get the results below:

- The null hypothesis (H_0) says that the eclectic approach does not improve the learner's achievement and motivation.
- The alternative hypothesis (H_1) says that the eclectic approach improves the learner's achievement and motivation.

- The level of significance, or the p-value, for this test is $\alpha=0.05$, which means that 95% of the experiment results are due to the implementation of the eclectic approach.
- The degree of freedom is calculated as follows: $N-1$. Since we have two samples, the degree of freedom would be: $N+N-2= 38$
- The critical value, which means the table value of T for 40 participants and p-value= 0.05, is $T= 1.686$

In order to accept the alternative hypothesis or reject it, we need to calculate the T-test for our samples. However, we cannot proceed in the calculations unless we know means and the squared means for each student of our study groups. The table below presents the results arrived at:

Table 3.47 Experimental Group and Control Group Means Differences

Students	Experimental Group		Control Group	
	Post-test Mean	Post-test Mean Squared	Post-test Mean	Post-test Mean Squared
1	34	1156	23	529
2	31	961	28	784
3	18	324	24	576
4	31	961	11	121
5	17	289	25	625
6	30	900	16	256
7	27	729	15	225
8	25	625	23	529
9	37	1369	18	324
10	19	361	29	841
11	23	529	16	256
12	16	256	13	169
13	12	144	17	289
14	18	324	15	225
15	13	169	19	361
16	17	289	22	484
17	23	529	19	361

18	37	1369	21	441
19	17	289	17	289
20	38	1444	17	289
	$\sum X_1 = 483$	$\sum X_1^2 = 13017$	$\sum X_2 = 388$	$\sum X_2^2 = 7974$

$$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{483}{20} = 24.15$$

$$S_1^2 = \frac{\sum X_1^2}{N_1} - \bar{X}_1^2 = \frac{13017}{20} - 24.15^2 = 67.63$$

$$\bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{388}{20} = 19.4$$

$$S_2^2 = \frac{\sum X_2^2}{N_2} - \bar{X}_2^2 = \frac{7974}{20} - 19.4^2 = 22.34$$

$$t_{N_1 + N_2 - 2} = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)}(N_1 + N_2)}$$

$$= \frac{(24.15 - 19.4)\sqrt{(20 + 20 - 2)20 \times 20}}{\sqrt{(20 \times 67.63 + 20 \times 22.34)20 + 20}}$$

$$= \frac{(4.75)\sqrt{38 \times 400}}{\sqrt{(1352.6 + 446.8)40}}$$

$$= \frac{585.62}{268.28} = 2.18$$

Table 3.48 T-test value for the study groups

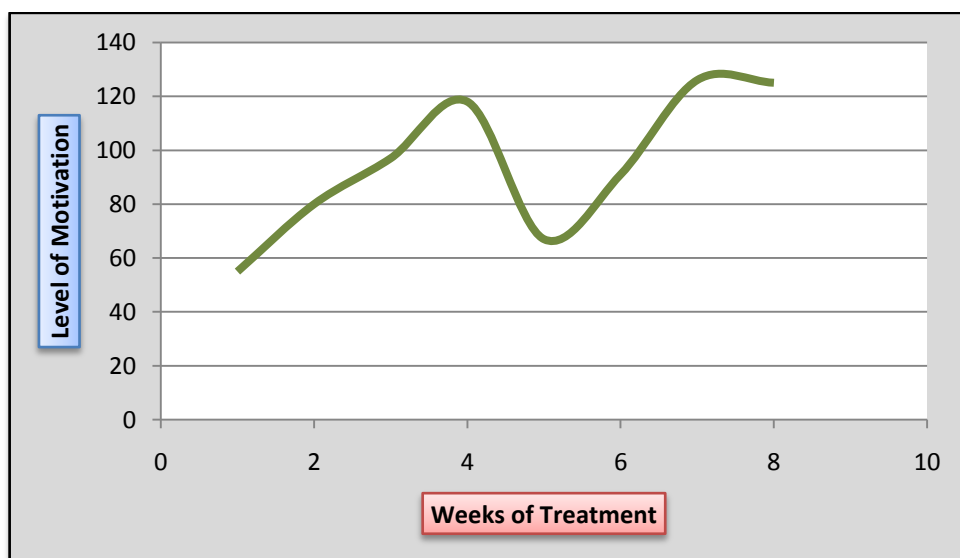
N	Test	Mean	Std deviation	P-value	T-test
20	Post-test	24.15	3.36	0.05	2.18
		19.4			
	Difference	4.75			

As represented in the table and the computational formula above, the value of T (2.18) is greater than the critical value (1.686) for T required for thirty eight degrees of freedom. This confirms that the implementation of the eclectic approach was efficient and effective in terms of learning achievement as the results obtained by the experimental group students in the post-test are better than those acquired by the control group students.

3.7 Discussion of the Classroom Observation Results

As stated previously in the general introduction and the second chapter, the aim of the present study is to examine the effects of implementing the eclectic approach on both learning

achievement and motivation. In the previous sections, the attempt has been to analyze the quantitative results obtained from the questionnaires and experimental tests, and the data gathered from those instruments emphasized the effects of eclecticism on learning achievement. In this section, however, the aim would be to analyze the impacts of the eclectic approach on the learners' motivation. In order to investigate the relationship between the teaching approaches and the learners' motivation, we have opted for an observational tool that was the motivation checklist sheet adapted from Whitaker (2011). The checklist emphasized important elements that reflected the learners' behavioral changes and motivational levels. Data gathered from the motivation checklist sheet are presented in the figure below:



Line-chart 3.1 Experimental Group Motivation Level during the Treatment Period

The line-graph represents the experimental group motivational changes throughout the treatment period. As shown in the figure, the experimental group students' motivation increased dramatically between the first and fourth week, which confirms the assumption that implementing the eclectic approach enhances the students' motivation. These results can be attributed to the emphasis and prominence eclecticism devotes for students' involvement and passion towards learning, and the great deal of significance it gives to collaboration and team work. However, it is clear in the figure that the motivation level dropped after the fourth week of treatment to reach 67 out of 140. This negative change in motivation was due to two main

reasons. On the one hand, the secondary school of Tahiri Abderahmane witnessed a strike among teachers, and students did not attend school for ten days. On the other hand, this period was devoted for the first term tests, and the sample students sat for their first test in the mentioned period. The relationship between the previously stated reasons and the students' regress in the motivation level is that the students' assumed that after being exposed to the new teaching approach, their grades and achievements will increase dramatically as well. Yet, they were surprised with their low marks especially that the test was not very difficult. In addition, being on strike for more than a week resulted in a loss of track (especially in terms of understanding the lessons). After this week, the students' level of motivation went up again steadily to reach a high level of 126 in the seventh week. Yet, in the last week, the level decreased slightly due to the nature of the tasks and the approach of the winter holidays.

3.8. Summary of the Findings

The separate analysis of the results arrived at in this research has guided us towards other conclusions that may not have been apparent at the beginning. Linking the answers of both students and teachers has shown that the processes of teaching and learning are interrelated and cannot be separated in neither procedure nor outcome. One of the significant inferences that can be drawn from the questionnaires' results is that both participants, teachers and students, consider the teaching methodology critical to their fulfillment of their roles. In that, the students reckoned that one of the reasons that impede or improve their learning was the teaching methods. Yet, the teachers' answers illustrated that most of them followed the functional approach in devising their tasks, and even in their lesson presentations.

As it has been stated previously at the beginning of this dissertation, the position occupied by the English language at this stage of modernism has shaped its significance. In another sense, most study streams or professions have become more interested in incorporating English within their systems. This has also been supported by the students' answers in the

questionnaire, that most of them argued that learning English has become a necessity as it is a bridge towards their future studies.

The major assumption our study is based on is that the eclectic approach of teaching English may benefit EFL learners in terms of motivation and achievement. In fact, the results arrived at in the experiment confirmed this assumption to a great extent. Both the teacher and students were not aware of the importance of teaching approaches and methodologies. Yet, by the end of the fieldwork, they discovered that the teaching approach is a pillar upon which the whole process is built. One of the deductions that were made after data analysis is that the eclectic approach provides great opportunities for the students to express themselves and learn the target language. This can be concluded from the students' answers to the question that addressed the most relevant method of TEFL. Most students selected the CLL and CLT as more convenient to their learning needs. This can be attributed to the fact that these two methods of learning consider the process a journey that is not confined by authorities, and that has to be fulfilled for the learner and from the learner as well. One of the great qualities that may cause the learners to select the CLT and CLL methods is that they consider the learners "whole persons" and not just passive beings to be filled with knowledge. In contrast, they are participants in the learning of language, and they discuss and consult what is to be learnt and how to be achieved.

Throughout our study, we have attempted to show that implementing the eclectic approach in TEFL can contribute to improving EFL learners' achievements and changing their motivation levels. This could not have been achieved without following a sound and organized plan that was based on previous literature and other findings in the same area of research. The relationship between this approach of language teaching and the students' learning achievements is based on the fact that the eclectic approach is designated to enhance EFL learners' acquisition of foreign languages on the one hand, and get them more involved in their learning. The answers and interpretations drawn from the results of the experimental

group performance in the post-test support to a great extent the hypotheses formulated at the beginning of this study. In that, the EG students' performance developed, in comparison to their results in the pre-test, especially in the structures presented throughout the course. As presented in the previous sections of the current chapter, the students' performance has been refined by the end of treatment since the overall mean score of the pre-test was , whereas that of the post-test was. In addition, the results of the statistical test T showed that the students have improved as compared to their results before treatment.

Another important result we have reached by the end of our fieldwork is the fact that change in the current performance of EFL learners should begin with the instructional materials. This was convenient in the answers of the last question in the students' pre-treatment questionnaire, and the last question of the teachers' questionnaire as well. In fact, both participants, whether teachers or students; have recommended the adaptation of the current syllabus in addition to the classroom setting. These answers have sprung from the learners' needs to acquire foreign languages differently, and the teachers' attempts to adapt the instructional material yet with so many difficulties. Another recommendation by both learners and teachers was giving the students' more space to express themselves freely and with no constraints. As a matter of fact, this has been consolidated through the use of the CLL that considers the learner a corner stone without which teaching would not proceed.

3.9. Suggestions for Further Research

These suggestions sprang from the previously discussed results and the limitations mentioned in the General Introduction of this dissertation. The findings of both instruments: the experimental tests and the questionnaires, in addition to the literature published on language teaching and learning, revolutionized the search for new horizons and prospects to investigate the methods of TEFL and their implementation in Algerian EFL classrooms. At this point, some elements could be added to enrich this attempt of research to provide more

contributions to the field of language teaching. As such, this research study should not stop at this stage. Yet, much more efforts ought to be invested to ensure its continuity and relevance.

To make the current study more reliable and feasible, it can be suggested to work on two samples of different streams. This would reflect the interest and motivation of learners in a direct and precise manner. Also, the examiners may implement merely traditional methods for the control group and the eclectic approach for the experimental group. Therefore, it may result in lower achievements as the traditional way is not interesting and attractive for nowadays learners. Another possible addition to the present research could be following needs analysis and a textbook analysis plans before setting the stage for the treatment period. Some language elements are thought to be the reason for the students' reluctance towards learning, and correlating the learners' needs and the syllabus flaws can be a fertile ground to start a sound program of learning. Though the present study may have contributed a little to language teaching and learning, it is just a preliminary platform for further researches.

3.10. Conclusion

In this chapter, we have attempted to analyze and interpret the results obtained throughout the field research. The aim has been to provide thorough answers to the research questions, and to determine the extent to which the research hypotheses are acceptable and valid. Hence, we have discussed the results of both students' and teachers' questionnaires, for they contributed to understanding the process of language teaching and learning. On the other hand, the answers attained from the students' performance in the experimental tests indicated compatibility to the research hypotheses. After testing the hypotheses statistically, it has been deduced that the applied treatment, for which it is the eclectic approach, has been effective and proved success in terms of the students' learning achievement and motivation. Thus, it can be inferred that the research hypotheses formulated at the beginning of this study are acceptable to the extent our research results have determined.

General Conclusion

General Conclusion

Though learning foreign languages is considered a present-day necessity, effective communication requires operating and managing materials and resources to produce comprehensive and codable output. Indeed, this communicative encounter is the anticipated outcome of second-language teaching that strives to be an ameliorative process towards the refinement of students' acceptability and ability to be good achievers. This is how it appears to ordinary people, but the facts may not be as they are exposed. In foreign-language learning, especially in the case of English, most learners seem to have various difficulties with different frequencies of occurrence particularly at the levels of comprehension and expression. As far as Algeria is concerned, Algerian EFL students have exhibited general dissatisfaction with the teaching methods and techniques their teachers implement in the process. Since teachers are implementing the methods each separately and differently, this lack of interest and motivation may continue unless they follow a sound and unified plan of language teaching. Thus, the purpose of the present study was to examine the effects of implementing the eclectic approach of language teaching on EFL learners' motivation and learning achievement. Based on this purpose, it was hypothesized that using the eclectic approach as an approach of teaching English as a foreign language may have positive effects on EFL learners, whether in terms of motivation or achievement. To confirm or infirm this hypothesis, we opted for three types of research instruments, that were the questionnaires, experimental tests, and observation. The samples of the current research comprised EFL teachers and second year EFL learners at Tahiri Abderrahmane Secondary School in Djelfa. As a result of the fieldwork, it can be stated that the teaching approach and methodology affects to a great extent the performance of learners in the classroom. This deduction is the outcome of analyzing the students' and teachers' answers to the questionnaires, in addition to the students' performance in the tests. Such tools provided great knowledge to the understanding of students' difficulties in EFL learning, and how they should be adjusted for the benefit of both learners and teachers. This

work comprised three chapters divided in accordance with the organization of elements. The first chapter was dedicated for the theoretical part of the study in which previously published literature on language learning and teaching has been discussed. This comprised the methods of TEFL and their pluralistic view, i.e the eclectic approach, in addition to learners' motivation and achievement. The methodology of research was presented in the second chapter including the research design and the data collection instruments. In the third chapter, the results of the questionnaires, experimental tests, and observation sheet were analyzed and interpreted corresponding to the integrated approach. At the end of this chapter, a statistical test was conducted to check the validity of research hypotheses. In spite of the positive results the students achieved at the end of treatment, the current research is still subject to adjustment and refinement as it was just an attempt towards research and should continue to obtain better results.

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Appendices

Appendix 1

*Ecole Normale Supérieure de
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المدرسة العليا للأساتذة
بالأغواط
طالب عبد الرحمان
قسم اللغة الإنجليزية

Students' Pre-treatment Questionnaire

Dear students, this questionnaire is part of our research study as Master 2 students at ENSL, concerning the Eclectic Approach in Teaching English as a Foreign Language (TEFL). The questionnaire, then, serves the purpose of exploring the students' attitudes towards the use of traditional teaching methods and their effects on the students' learning achievements. Hence, you are kindly invited to answer the following questions either by putting a tick in the appropriate check box or giving other relevant answers and explanations.

N.B: The Eclectic Approach is a pluralistic approach in TEFL that draws on the different methods of teaching the English language, and selects from them what constructs an individual view of teaching.

Section One: Students' Preferences and Attitudes

1. Why do you think you need to learn English?
 - a. Cultural involvement
 - b. Academic achievement
 - c. Future prospects
2. How often do you face problems in the classroom?
 - a. Generally
 - b. Sometimes
 - c. Rarely
3. Which skill do you enjoy learning?
 - a. Listening
 - b. Speaking

- c. Writing
 - d. Reading
4. What is your overall impression on the syllabus established for your stream?
 - a. Well established
 - b. Adequately established
 - c. Poorly established
 5. How do you usually find your classroom setting?
 - a. Motivating
 - b. Discouraging
 - c. Ordinary
 6. What do you think can improve your achievements in learning English?
 - a. Teaching methodology
 - b. Classroom setting
 - c. Instructional materials
 7. What do you think can impede your achievements in learning English?
 - a. Motivation
 - b. Self control
 - c. Lack of interest

Section Two: Teaching Methodology

1. What is your opinion of the teaching strategies used by your former teachers of English?
 - a. Effective
 - b. Boring
 - c. Insufficient

2. How can you describe the methodology adopted by your previous teachers of English?

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3. If you were the teacher, what would you change in the current teaching approaches and methodologies?

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Appendix 2

*Ecole Normale Supérieure de
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المدرسة العليا للأساتذة
بالأغواط
طالب عبد الرحمان
قسم اللغة الإنجليزية

Students' Post-treatment Questionnaire

Dear students, this questionnaire is part of our research study as Master 2 students at ENSL, concerning the Eclectic Approach in Teaching English as a Foreign Language (TEFL). The aim of this questionnaire is to assess the value of the teaching approach and materials implemented in class, and it is not administered to evaluate the students' achievements or the teacher's performance. Thus, you are kindly invited to answer the following questions either by putting a tick in the appropriate check box or giving other relevant answers and explanations.

1. How can you evaluate the teaching-learning process in the past two months?
 - a. Motivating
 - b. Inappropriate for your needs
 - c. Not any different compared to previous approaches
2. What do you think of the teaching methodology in the previously mentioned period?
 - a. Interesting
 - b. Quite interesting
 - c. Not interesting
3. During classroom interaction, how can you describe the teaching-learning process?
 - a. Always learner-centered
 - b. Often learner-centered
 - c. Rarely learner-centered
4. How did you find the tasks and instructions proposed by your teacher?
 - a. Creative
 - b. Disorganized

c. Irrelevant

5. How can you rate your motivation after being exposed to the Eclectic Approach?

a. Good

b. Fair

c. Poor

6. In which technique of the following did you feel more confident and motivated to learn?

a. Picture strip story

b. Role play

c. Passage translation

d. Single-slot substitution drill

e. Sound chart

f. Repetition drill

g. Reflective listening

h. Human computer

7. How can you evaluate the teaching materials and activities used during the treatment?

a. Well implemented

b. Adequately implemented

c. Poorly implemented

8. What are some positive and negative aspects you think have characterized the implementation of the Eclectic Approach?

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9. How can you evaluate your learning achievements after two months of being exposed to the Eclectic Approach?

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10. Describe your overall impression about the use of the Eclectic Approach. Was it interesting, enjoyable, systematic,....?

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Appendix 3

*Ecole Normale Supérieure de
Laghouat
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Department of English*



المدرسة العليا للأساتذة
بالأغواط
طالب عبد الرحمان
قسم اللغة الإنجليزية

Teachers' Questionnaire

Dear teachers, this questionnaire is part of our research study as Master 2 students at ENSL, concerning the Eclectic Approach in Teaching English as a Foreign Language (TEFL). The aim of this questionnaire, then, is to investigate EFL teachers' attitudes towards the implementation of Eclecticism in EFL classrooms. Hence, you are kindly invited to answer the following questions either by putting a tick in the appropriate check box or giving other relevant answers and explanations.

N.B: The Eclectic Approach is a pluralistic approach in TEFL that draws on the different methods of teaching the English language, and selects from them what constructs an individual view of teaching.

Section One: Experience in TEFL

1. How long have you been teaching EFL? For:
 - a. 1- 3 years
 - b. 3- 5 years
 - c. More than 5 years
2. What do you think of the syllabus established for secondary school EFL learners?
 - a. Well administered
 - b. Adequately administered
 - c. Poorly administered
3. In which branch do you think English is more convenient?
 - a. Literature and Philosophy
 - b. Experimental Sciences

- c. Both branches
4. Throughout your experience in TEFL, which approach of the following do you assume is the basis of the Subject curriculum?
- a. The Structural Approach
- b. The Functional Approach
- c. The Interactional Approach
5. In your lesson planning, upon which theory of language learning do you devise your tasks?
- a. Behaviorism
- b. Cognitivism
- c. Constructivism
6. How can you rate your teaching methodology?
- a. Good
- b. Fair
- c. Poor

Section Two: The Eclectic Approach in TEFL

1. In the Algerian context, how do secondary school EFL teachers perceive the English language?
- a. EFL
- b. ESL
- c. Both
- If you have another answer, please note it in the space below.

2. What do you think of the Algerian EFL teachers' knowledge of Eclecticism?
- a. Good
- b. Fair
- c. Poor
3. Which language skill(s) do you think should be taught through implementing the Eclectic Approach?
- a. Listening
- b. Reading
- c. Speaking
- d. Writing
4. Which method of the following do you think is more effective as part of the Eclectic Approach?

- a. The Grammar Translation Method
 - b. The Direct Method
 - c. The Audio Lingual Method
 - d. The Silent Method
 - e. Total Physical Response
 - f. Community Language Learning
 - g. Communicative Language Teaching
5. How would you rate the incorporation of Eclecticism within the Algerian secondary school syllabi?
- a. Good
 - b. Fair
 - c. Poor
6. In your lesson presentation, how often do you adapt the instructional syllabus following the Eclectic Approach?
- a. Regularly
 - b. Sometimes
 - c. Never
7. How would you rate the implementation of the Eclectic Approach in your EFL classes?
- a. Good
 - b. Fair
 - c. Poor

Section Three: Eclecticism and Learning Achievement

1. The relationship between the teaching methodology and EFL learners' performance in class is:
- a. Always adequate
 - b. Sometimes adequate
 - c. Rarely adequate
2. Which of the following elements do you think causes EFL learners to be reluctant towards learning?
- a. Motivation
 - b. Individual differences
 - c. Teaching methodology
3. On what basis do you assess your learners' learning achievements?
- a. Holistically

b. Analytically

c. Impressionally

4. How can EFL teachers improve their learners' achievements through the implementation of the Eclectic Approach? Explain.

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5. What other recommendations do you have for improving EFL learners' achievements?

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Appendix 4

Appendix 5

Appendix 6