



Sudan University of Science and Technology
College of Graduate studies
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**Investigating the Effect of Eclectic Method on
Improving Reading Skill of Sudanese Secondary
School Students**

**تقصى تاثير الطريقة الانتقائية فى تحسين مهارة القراءة لطلاب المرحلة
الثانوية السودانيين**

**A Thesis Submitted in Fulfillment of the
Requirements for the degree of Ph.D in Education**

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Dedication

To the soul of my late mother (may Allah rest her in peace), to my dear father, esteemed husband and to my children

Acknowledgements

Praise is due to Allah the Almighty for empowering me to conduct this academic work. I would like to express my gratitude to my supervisor Prof. Abdal Gader Mohammed Ali for his support, guidance and encouragement throughout this work. Special appreciation is extended to my co-supervisor Dr. Muntasir Hassan Mubarak Alhafian who always provides me with whatever I need throughout this work. My thanks also extend to all those who gave me advice and support and provide me with sources available to complete this work.

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Abstract

This study aimed at investigating the effect of eclectic method on improving reading ability of secondary school students. The descriptive analytic method was adopted in conducting the study. A questionnaire and interview were chosen as tools for data collection. A teacher's questionnaire was chosen as first tool for data collection. The questionnaire was distributed to teachers at secondary schools. The interview was used as additional tool for data collection. The statistical analysis for the results of the questionnaire, experts' interview showed that secondary school teachers do not use eclectic method in teaching reading skill, they think that it is confusing, time consuming, and not convenient for secondary schools. The findings also revealed that eclectic method is effective in teaching reading because it enhances students' reading skill and make learning easier, it is interesting and flexible. The results also showed that secondary school teachers encounter difficulties when adopting eclectic method because they are unable to design it, lack training and find it difficult to use different techniques in one lesson. Based on the findings, the study recommended that secondary school teachers should adopt eclectic method when teaching reading because it is effective, flexible and useful. Secondary school teachers should be trained on using eclectic method. Eclectic method should be applied in all levels of learning. The study is concluded by some suggestions for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصى تأثير الطريقة الانتقائية فى تحسين مهارة القراءة لطلاب المرحلة الثانوية، إتبعنا الدراسة المنهج الوصفي التحليلي لجمع البيانات عن طريق الاستبانة والمقابلات. تم توزيع الاستبانة لمعلمى اللغة الانجليزية فى المدارس الثانوية. تم اعطاء المقابلات للخبراء. تم تحليل البيانات باستخدام برامج الحزم الإحصائية للعلوم الإنسانية. تم استخدام المقابلات كوسيلة اضافية لجمع البيانات. تم توزيع المقابلات لخبراء فى تدريس اللغة الانجليزية. توصلت الدراسة لنتائج أهمها أن التحليل الإحصائي للاستبانة اوضح أن معلمى الثانوى لا يستخدمون الطريقة الانتقائية عند تدريس مهارة القراءة لانهم يرونها مربكة و مستهلكة للزمن و لاتناسب المرحلة الثانوية و انها ثقافة غريبة. اوضحت النتائج ايضا ان الطريقة الانتقائية فعالة فى تدريس مهارة القراءة لانها مثيرة و تجعل التعلم اسهل وأكثر مرونة وتسمح للمعلم بالابتكار. اوضحت النتائج ايضا بان معلمى المرحلة الثانوية تواجه صعوبات عند تبنى الطريقة الانتقائية فى تدريس مهارة القراءة تتمثل فى عدم قدرتهم فى تصميم هذه الطريقة صعبة استخدام اساليب مختلفة فى نفس الحصة و لافتقارهم للتدريب. استناداً على هذه النتائج فقد أوصت الدراسة بان معلمى اللغة الانجليزية فى المرحلة الثانوية عليهم تبنى الطريقة الانتقائية لانها فعالة مرنة ومفيدة. يجب تدريب المعلمين. لابد من تطبيق هذه الطريقة فى كل المراحل التعليمية المختلفة. و ختمت الدراسة ببعض المقترحات لدراسات لاحقة.

List of Abbreviations

The Words	The Abbreviations
GMT	Grammar Translation Method
ELT	English Language Teaching
EFL	English As Foreign Language
CLT	Communicative Language Teaching
TPR	Total Physical Response
CLL	Communicative Language Learning

Definitions of Terms

The Terms	The Definitions
Reading	Is the way in which some thing interpreted or understood
Eclectic	Not Following any one system
English Teaching	To give instructions to some body, cause somebody to know or be able to do things, give somebody knowledge

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0. Overview:

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes the background of the study, statement of the problem, followed by the discussion of the questions, hypotheses, the objectives of the study , then the significance of the study. It also presents the methodology and the limits of the study.

1.1. Background:

It has been generally observed that English has become the medium of all relevant social interactions and the ability to use English effectively is considered an absolute essential for honorable Existence (Khattak, et al 2011) in the long history of English teaching, people have tries various approaches to facilitate language learning. With the increasing development of economy, people throughout the world get in touch with each other more frequently than ever. As a result, learning a foreign language has become more and more important especially English which is almost the international language. In the history of teaching profession several teaching methods strategies have been developed by renowned experts and scholars in education which have been proven effective as compared to traditional teaching method.

The eclectic approach was proposed as a reaction to the profusion of teaching methods in the 1970s and 1980s and the inflexibility often found in the application of these methods. The idea of choosing from different methods to suite for one's teaching purposes and situations is not a new one. For example, memorandum on the teaching of modern language

published in 1929 on the basis of a British study by incorporated association of assistant masters in secondary schools recommended the electric "compromise method" as a solution to the language teaching. Eclectic method of teaching and learning is an activity in which teachers can easily adapt to the needs of teaching so that teaching objective or goals can be achieved.

According to main proponent of the eclectic approach Rivers (1981) an eclectic approach allows language teachers "to absorb the best techniques of all the well-known language teaching methods into their classroom procedure using them for the purposes for which they are most appropriate". This is necessary and important because teachers faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue "the main criticism of the eclecticism is that" it does not offer any guidance on what basis and by what principles aspects of different methods can be selected and combined.

Eclectic means not following any one system, but selecting and using what are considered the best elements of all systems. Remedial students are taught by whatever means seen most suitable to their individual needs.

Eclectic methods need not be composed of all possible approaches, methods, techniques and variations. A teacher may choose two or three approaches that provide broad-range remedial instruction that can offer a basis for teaching almost any aspect of reading such as sight words recognition, words analysis, skills. Use of context clues, comprehension-fluency and so on.

1.2. Statement of the Study problem:

A number of research studies have been conducted so as to investigate the effectiveness of various teaching methods of each level in various

subjects and the findings reveal that the use of various teaching methodologies have positive effects on the academic achievement of studies in all language skills such as reading, speaking, listening and writing in comparison to conventional teaching method is not effective (2000, 2013; agboghrom 2014; Adeyemo and Babahide, 2014; Udo and Udofia, 2014), therefore, researches made an attempt to investigate the effects of eclectic learning approach on academic achievement and retention of student in English at secondary level in English as a foreign language classes. The researchers are hopeful that the findings of the study will be highly beneficial for English language teachers teaching at secondary schools, as they will be able to improve their teaching outcomes by adopting eclectic approach as a teaching approach and method.

1.3. Questions of the Study:

1. To what extent do secondary school teachers use eclectic method to teach reading?
2. To what extent is eclectic method effective in teaching reading?
3. What are the difficulties that encounter teachers when adopting eclectic method?

1.4. Hypotheses of the Study:

- 1- Secondary school teachers do not use eclectic method in teaching reading.
- 2- Eclectic method is effective in teaching reading.
- 3- Secondary school teachers encounter difficulties when adopting eclectic method.

1.5. Objectives of the Study:

1. To find out whether secondary school teachers use eclectic method in teaching reading skill.

2. To find out the effect of eclectic method in teaching reading
3. To explore the difficulties that encounter teachers when adopting eclectic method.

1.6. Significance of the Study:

This study is significant to English language teachers and the students at colleges of education. Because the effective teaching focus on choosing the appropriate methods and approaches to fulfill real achievements

The study is considered important for the following reasons:

1. Eclectic method will improve word reading of students and increase their scores.
2. Eclectic method will improve reading comprehension of students and increase their scores in reading comprehension.
3. Eclectic method will improve spellings of students.
4. Eclectic method will be more productive, effective and successful in teaching of English as compared to traditional learning approach.
5. Eclectic method will help the teachers or improving students' performance in English at secondary schools

1.7. Methodology of the Study:

The descriptive analytic method is adopted as the basic method for the research. The researcher used valid and reliable questionnaire and interview.

The two tools are applied for data collection. This study is quantitative questionnaire and qualitative interview. The questionnaire is distributed to English language teachers, whereas the interview is conducted with experts of English Language Teachers at some Sudanese universities.

1. The Questionnaire

The questionnaire is used to investigate the attitudes and points of view of English language teachers when using various teaching methods and

learning approaches at secondary schools.

2. The Interview:

The interview is carried out to listen to English language teachers' views on using eclectic method and its merits and demerits to achieve the target goals.

1.8. Limits of the study:

The research focus on the effect of eclectic method on teaching reading skill at secondary schools at Khartoum state. It will also be for limited classes which study English.

Summary of the Chapter

In this chapter the researcher has discussed the general frame work of the research, which included the introduction of the study, statement of the research problem, significance of the research, objectives of the research, questions of the research, hypotheses of the research, methodology of the research, and limits of the research.

CHAPTER TWO
LITERATURE REVIEW and PREVIOUS
RELATED STUDIES

CHAPTER TWO

LITERATURE REVIEW and PREVIOUS RELATED STUDIES

2.0. Introduction:

This chapter will attempt to provide a critical review of literature focusing on some key concepts of the research problem as well as a critical survey of relevant previous studies.

2.1. Various Definitions of Eclectic Method:

Kumar (2010:1) notes that the eclectic method is a combination of different methods of teaching and learning approaches. It can also be viewed as principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching. It also involves the use of a variety of language learning activities which are mostly different characteristically and may be motivated by different underlying assumptions of language teaching (Al Hamash 1985; Larsen – Freeman 2000; Mellow 2000, 2000). Gao (2011) states that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a thorough and holistic understanding of all learning theories and related pedagogies, terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all. In addition, Gao (2011:1) describe the eclectic approach as not a concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom. He adds that the current preferred teaching methods are an integration of Grammar translation, structural method and CLT and advises teachers to take advantage of all other methods whilst avoiding their disadvantages. Wali (2009:40) summarizes this proposition when he

stated the following:

One of the premises of eclecticism is that teaching should serve learners not methods. Thus, teachers should feel free in choosing techniques and procedures inside the classroom. These are no ideal approach in language learning. Each one has its merits and demerits. There is no royalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to learner's needs and learning situation. Teachers can adopt a flexible method and technique so as to achieve their goals. They may choose whatever works best at a particular time in a particular situation.

To state that methods should serve learners and not methods means those teachers should focus on helping learners to learn and not on fulfilling the prescriptions of the methods. When teaching, the goal is learning and that learners should grasp the content. Cognizant that different learners learn differently and have different references on those factors and methods promote effective learning, the teachers should consider learner characteristics before choosing the method/s of teaching. In other words, methods should respond to the needs of the learners and not learners responding to the needs or demands of the methods. It is common knowledge that each individual method has suggestions on what learning and teaching is and how therefore, teachers should teach. The problem is that the suggestions made by individual methods are bracket prescriptions which do not consider the actual differences which exist from classroom to classroom and from one learning context to the other.

According to Weidman, (2001), the justification for the use of eclecticism as an approach to language of critical pedagogy Kunaravadivelu (2006) actually warns against relying on methods in their specifications because they do not provide all solutions to language teaching. He instead proposes a post methodic approach to language teaching. Discussion

pedagogical parameters of practicality and possibility as well pedagogic indicators of the post-method teacher and learner, she suggests that a language teacher should adopt a context – sensitive pedagogic framework which will be able to respond to special characteristics of a particular learning and teaching context. As implied above, within the framework of principled eclecticism, a teacher is not bound or confined to the prescriptions of a particular method but is free to draw from a vast range of methods and resources to teach

A particular topic in fact, Weidman (2001:2) notes that the eclectic approach has been so widely accepted that "today", many good teachers use it proudly as a tag to describe their teaching, wearing it almost like a badge of honor". This means that since learners are different and have different ways of learning, it is helpful to use the eclectic approach because it strives to responds to the diversities and exigencies which normally exist in the classroom. Thus, effective teaching is about flexibility through the use of the eclectic approach. Kumar (2013:2) actually states that "the purpose of advocating eclectic methods is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in real world". As mentioned above, this helps learners not to look at learning and the classroom as threats but as an extension of the home environment.

2.1.2.Various Definitions of Eclectic Approach:

Ruth (2008) eclectic means deriving things from a variety of sources the word eclectic is based on greek elegant, to select. The eclectic approach would be one using a variety of approaching. The eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. Band and Dykstrain Alexander (1979) said Eclectic approach is the combining the best

elements of several program that be selected to meet the goals of the instructional situation and the needs of the learner. There are many instruction techniques that can effectively teach the five big ideas and develop excellent readers. The first and probably the most used in reading specialist classrooms is the basal reading approach.

This approach can be seen in classroom where teachers do reading activities in small groups and in a specified area of the classroom.

The basal readers approach is "based on the assumption that students learn to read by reading, writing, and talking about meaningful topic." (Vacca, 2006) many different genres of literature are able to be covered through expository and narrative text. This approach is eclectic and it follows suit with the button-up approach because it "presents skill to be though in a sequence or an interactive program, featuring unedited children literature selection, strategy instruction, and writing approaches" (Vacca, 2006).

Another approach in reading instruction is the language experience approach. This approach combines many different approaches, which is obviously a characteristic of balanced literacy. This strategy is "based in the idea that language should be used to communicate thoughts, ideas and meaning." Vacca (2006) a great example of this approach is story dictation. Students are able to create lessons using their own language. Other popular pieces of the language experience approach include, "planned and continuous activities such as individual and group dictated stories, the building of work banks of knows words, creative writing activities, oral reading of prose and poetry by teachers and students, directed reading-thinking lessons, the investigation of interests using multiple materials, and keeping records of students' progress." Vocabulary (2006) Since the basal reading program is the most widely used approach, it was compared to several other methods or language experience approaches. Many teachers think that combination of the two is very useful.

2.1.3. The Differences Between Approach and Method :

The main difference between approach and method is that the approach is a way to deal with someone, and the method is a whole process to solve any issue or problem.

Approach vs. Method :

The approach is a route that you are going to reach a project. The method is a process or steps that you use to complete the project. Word approach means to achieve something or someone. Word method means something is done. It is also said that approach is a cause while the method is an effect. The term approach depends on “tackling the problems.” The term method is depending on “solving the problems”.

The approach has a sense of how to deal with things or a person. A method is a manner of telling them how to accomplish work. A person needs an approach for a problem to tackle it. A method is required to solve any problem. The approach deals with the general philosophies. The method is used to deal with the practical. The approach is an idea or style to overcome a situation. The method is the overall justification of a situation.

The approach is related to the concept of facing a tough situation. The method is related to the procedure. The approach is informal and becomes a method as it attains proficiency by testing again and again. The method is organized and formal. Approach show direction or idea regarding a situation. The method is a whole process to handle the situation. The approach is a general term to do things. A method is a coherent or comprehensive tool to achieve a goal.

In Old French approach is written as “aprochier” and “aprochen” in Middle English. In French method is written as “methode.” Word approach is derived from the word “Prope” means “near. Word method is the combination of two words “meta” means “after” and “hodos” means “a way.” When you decide to complete a task first, you approach it; then, you look over the methods that you are using to finish it. A method is said to the practical implementation of an approach.

Comparison Chart:

Approach	Method
It is an idea	It is a process
Refers To	
Direction or angle	Process or steps
Based On	
General theoretical framework	Guide step by step
Sequence	
Decided before selecting the method	Decided after selecting approach
Type	
Casual	Scientific, organized and well-researched
Procedure	
General	Specific and step by step

What is Approach?

The approach is said to be a scheme through which you can outlook a task or a project. Word approach is derived from the Latin word means “Go nearer to.” The approach is related to a specific direction or an angle to deal with your task. There could be more than two ways to approach any task. According to the academics, approach belongs to a theoretical set-up that you are going to use in your project. For instance, a professor gives some literature tasks to his students and asks them to write a review on it. There will be several approaches to fulfill the literature task. Some students finish their work by look over the language. However, some students approach their work by analyzing the structure or form, while other students focus on the theme.

Likewise, to analyze literature work, students use different angles and theories. To illustrate, Jean Rhys “White Saragossa Sea “can be approach by using a combination of two theories, i.e., “Postcolonial theories” and “Feminist theories.” Overall, the approach is an idea or design to defeat a

problem and face a given situation. Generally, the approach is a concept that explains the style or way of a person and his reaction or behavior regarding face such a tough situation. The level of approach is just an idea, and it does not involve any steps that are tested or prove from time to time.

The intentional succession of actions in any situation or problem summarizes the approach of a person who is dealing with the situation. So the approach is defined as “Way to handle a situation, or a problem is known as an approach.” It changes from time to time, situation to situation, and with different individuals, although there is not a specific formula with such slight variations that can be measured as an approach. According to Richards and Rodgers (1986), “approach belongs to a general presumption about how to learn a language” means the approach is a theoretical view of what language is and how it can learn. In short, the approach is a way to contemplate teaching and learning. The approach leads to the methods of the way of teaching. However, the communicative approach is known best current approach to teach language.

What is Method?

The method is a process or procedure of doing something. It is always schematic, structured, and in an organized form. The method is a step by step explanation to finish a task or to perform in a situation. When you are dealing with a mathematical problem, then first, we going to use an approach to look-over the basic theory and then indulge in its method or process. When we solve a problem step by step, it is its method.

Method refers to the procedure that has been tested and proves to help out and to overcome the problems. The method is always well organized, well mannered, and well researched to overcome a problem. The nature of the method is scientific and accomplished in a scheme having small steps. The method can be consummated according to the requirement of a

specific situation. A method is a specific technique, tool, or procedure used to accomplish data, e.g., surveys, experiments and statistical analysis.

The method provides comprehensive steps that are required to finish a problem or to overcome a situation and to achieve a goal. For beginners of any field, the method is necessary to solve even minor problems. For instance, in literature, if you're writing an essay or a novel and if you supervise research, you gather the data, analyze the literature and make a procedure this way of analyzing and the procedure is a method. The method illustrates how to do something or how to cope with a situation.

A method involves a specific syllabus, materials of choice to boost learning. A method is a type of organizing or plan that depends on the approach. The method is a systematic and theoretical analysis of data and applied in different fields of study. Typically, it covers the overall concept, paradigm, and theoretical overview, qualitative and quantitative techniques. Quantitative methods are usually related to sample size by simply collecting data and by analyzing. Qualitative methods are generally flexible and allow you to explore concepts and experiments properly and keenly.

Key Differences

An approach is an act, whereas a method is a process to finish a task.

The approach means to handle something, although the method refers to the system of doing some thing. The approach is just a concept conversely method is a step by step procedure. The approach is casual on the flip side method is organized and coherent. The method is a comprehensive technique, while the approach is general. The word method is more specific as compared to the approach. Approach refers to ideas; on the other hand, the method is a complete procedure.

Conclusion:

It is concluded that the approach is an idea and method is the procedure to overcome a situation.

2.1.4. Features of the Eclectic Approach:

It is important to note that the eclectic approach is not a rigid approach, thus, its characteristics may not be limited to the ones presented in this study. However, an attempt has been made to cover its major characteristics in as much detail as possible. Ali (1981:7) lists the following principles of eclecticisms:

1. Teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.
2. There is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.
3. Learners can see different kinds of teaching techniques, using different kinds of teaching aids, that help to make lessons much more stimulating and ensures better understanding of the material on the other hand.
4. Solving difficulties that may emerge from the presentation of the textbook materials.
5. Finally, it saves both time and effort in the presentation of language activities.

Since the eclectic approach is constructed by an individual teacher according to the learning and teaching context, it can also be argued that another characteristic of the approach is that it is subjective. This means that what may be called eclectic is dependent on what a particular teacher will come up with dependent on the factors affecting the classroom. Teachers have the freedom to choose judiciously what works for them and decide how and what can be integrated in a particular instance to bring about learning. Thus, the subjectively being discussed here refers to

how different teachers will conceive what may constitute eclectic. However, what makes it common is the fact that the goal and basis of eclectic teaching is that learners of different characteristics should access learning without difficulties. In addition, in the teaching and learning of English as a second language, L1 and L2 connection is inevitable. In education, the importance of learner's first language in the leaning of the second language cannot be over emphasized. There are several reasons for this. Firstly, learning a new language (L2) is facilitated by what the learner already knows (L1). Hence, L1 aids L2 learning (Kunaravadivelu 2006). Stern (1992:283) noted that "it is the nature of linguistic and communicative competence that L1 (or the second language previously learnt)" is the yardstick and guide to our new L2".language and culture are related.

While the recognition of first language is an important factor in the teaching and learning of a second language application approach, the extent of its recognition needs clarification. In countries where English is a second language, drawing on L1 in L2 teaching and learning may be more emphasized at lower grades

However, there are less able learners in high school or senior grades who would benefit if some of the concepts in English is be explained using a local language if doing so in English is proving difficult to such learners. Some learners may also fail to express themselves or participate fully in communicative activities in class due to their deficiency in English. Instead of such learners being quiet in class, the teachers can allow them to speak by tolerating code switching and code mixing whenever they can. In the process, they can be helped by either the teachers or the learners to learn new vocabulary which would improve their communicative abilities in English. Other words, I wish to submit that the eclectic approach uses both the intralingua and the cross lingual

approaches. Stern (1992:286) noted that "the emphasis on an intralingua or cross lingual strategy should be decided in relation to the goals of the learners, their previous experience in the L2, the context in which the program takes place and the ability of the teachers to function intralingually or cross lingually". In terms of classroom application, the strategy can either be more intralingual or cross lingual depending on the factors stated above. From the above, three characteristics of the eclectic approach have been identified. These are that eclecticism recognizes the role of L1 in L2 teaching and learning, that both intralingual and cross lingual strategies are applied and that the eclectic approach is subjective. However, for all these three features to be realized, it follows that the eclectic teacher should be knowledgeable and versatile about language and language teaching. Another characteristic is that the eclectic approach is situational or context specific. Hence, the understanding and application of the eclectic approach should be localized or contextualized to teaching and learning contexts. Naturally, the eclectic approach recognizes that every teaching and learning situation is different, and therefore requires a different approach so suit the prevailing conditions. This also means that every global idea or conceptualization of the approach should be understood and interpreted according to the local conditions of the classroom. This does not mean that global principles of language teaching are not important but that their usefulness should be appreciated context by context. Actually, Kunaravadivelu (2006:198) noted that "global principles {are} for general guidance but their implications need to be worked out for local everyday practice". In other words, while global theorizing of the eclectic approach is crucial, its interpretation and application should consider the characteristics of the learners, teachers, topic, teaching and learning goals and the culture of the learners, the school and the community in which language teaching and learning

occurs. This is because as Kumar (2013:2) asserts "the purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world". Thus, Al wright (2000) suggests that it is netter for teachers to carry principles of language teaching from context to context than carrying principles across contexts. Commenting on the contextualization of methods, Larsen – Freeman (2000:v) put it this way.

A method is de-contextualized. How a method is implemented in the classroom is going to be affected not only by who the teacher is. But also by whom the students are, there and the teachers' expectations, of appropriate social roles, the institutional constraints and demand, and factors connected to the wider socio-cultural context in which instruction takes place.

This is the reason why, as discussed above, teachers need to be well informed about the method if they are to apply it successfully. It is true that methods are de-contextualized and teachers, with the knowledge of what factors surround their class the learning needs of the learners. The other characteristic of the eclectic approach is that error is considered as a normal part of the learning process. This does not mean that error is accepted but that error is viewed as a process of learning. Hence, error correction should not be done instantly but at the end of the communicative activity. Error correction is important as it helps learners to change their earlier knowledge which could be wrong. In grammar teaching curriculum development of Zambia (2013) advises teachers to pay attention to errors in the teaching of grammar. On the importance of error correction, Krashen (1982:117) explains:

When error correction works, it does so by helping the learners change his/her conscious mental representation of a rule. In other words, it affects

learned competence by informing the learner that his/her current version of a conscious rule is wrong. Thus, second language acquisition theory implies that when the goal is learning, errors should indeed be corrected. From the above, it can be reiterated that when the goal is learning, errors should be corrected. It can be argued that without error correction, there would be no learning and there would be no need to teach because learners would still have the wrong rules and apply them in their communication even when they would have gone through an education system. However, it must be mentioned that error correction should not be done by the teacher alone. Learners should also be involved in correcting error as this helps them as well to test their own hypothesis of the rule they could be having. So, learners' involvement should be extended to error correction of their peers. Li (2012:170) suggests that "responsibility of error correction can be assumed by the students rather than teacher so that they will learn from mistakes". This is so because learners also have the ability to identify mistakes made by their peers. Thus, involving them in error correction helps them develop critical thinking and a sense of being an important member of the classroom. To exemplify the proposition in the above quote, when a learner has made a mistake during a communicative activity, the teacher may ask fellow learners to comment on the answer or contribution. Learners will state whether it is correct or not and they should be encouraged to give reasons for their opinions. At this point, the teacher assumes his/her role of a facilitator. Learning is effective and learners will enjoy the experience if they do not just learn from the teachers but from fellow learners too. This proposition is part of the conceptualization of the eclectic approach. Another feature of the eclectic approach is the juxtaposition of the both the inductive and the deductive strategy to teaching. Thus, the integration of the deductive and inductive strategies in the same lesson is part of the

tenets of the eclectic approach especially in the teaching of English grammar. Concerning the deductive and inductive strategies, Krashen (1982) argues that both deductive and inductive teaching is important. Since learners have creative minds, they may be allowed to work out the rule themselves. However, if they are unable, the teachers should present a clear explanation about the rule to them. Thus, both of them are useful. The teachers should only know when and how to use each one of them. The two-sided argument above is representative of the classroom reality where some learners will be able to work out the rule themselves while others will need teacher input followed by practice of the rule in order for them to master the rule or the structure being taught. It is for this reason that every well trained principled eclectic teacher will blend the two strategies in order to reach out to all the learners according to their preferred learning strategy. Hence, as Krashen (1982) advises, there is no need to insist on which one is correct and which is not. The point which Krashen is making here is that neither the deductive nor the inductive approach to rule explanation is wrong. The appropriate approach which is sensitive to the needs of all the members of the classroom is the use of both in the same lesson. This integration is also a characteristic of the eclectic approach. Further, the eclectic approach views language as a whole. According to Larsen-Freeman (1992), the components of language such as pronunciation, grammar and vocabulary do not have meaning if used as a isolation. Hence, meaning is expressed when language is used as a whole. Language teaching therefore should follow the same way. Kumar (2013) reiterates the same point when he advised that language should be viewed as a whole without separating into isolated units of pronunciation, grammar and vocabulary. As part of viewing language as a whole, language should not be separated from its culture. Hence, when teaching English as a second language, teachers ought to also focus on the

cultural side of the language as it will help learners the various meanings of words according to the culture as well as what is appropriate in particular situations. Another critical point to mention is that under the eclectic approach, language is viewed as both form and function. The dichotomy means that language can be conceptualized as an overlap between language as communication and language as form. Mellow (2002:6) noted that "such intersection would acknowledge that language is both form and function and that some active construction can occur during communicative language use".

It is the duality of form and function which Hymes (1972:279) had in mind when he noted "there are rules of use without which the rules of grammar would be useless". This does not mean that grammar is not important, but that one has to take the whole context and communicative situation into account when determining whether an utterance is successful or not. Similarly, one needs correct grammatical construction in order to communicate the intended meaning and avoid ambiguity. In addition, ridge (2000) states that linguistic performance is not the same thing but the two are reconcilable when teaching English in the classroom.

The eclectic approach advocates for learners centered lessons. However, this does not mean that teachers should let learners do everything on their own. However, this does not mean that teachers should let learners do everything on their own.

Under the eclectic approach, the role of the teachers is that of a facilitator while the role of the learners is hat of active participants in the learning process.

Li (2012) states that the teachers are the organizer and guide in the learning process during the lesson, the teacher will facilitate learning; he is the organizer of resources himself.

The teacher also assesses the performance of the lesson through giving a written exercise. The teacher also gives feedback at the end of the lesson depending on the objective and content of the lesson.

2.1.5. Advantages of Eclectic Approach:

Scholars agree that there are a lot of advantages in using the eclectic approach, which opens the language teacher to a range of alternatives and embraces all the four language skills of speaking, reading, writing and listening further, brown (2002) states that the eclectic approach is important because it gives the teacher freedom to choose what is appropriate in their own dynamic teaching contexts. Kumar (2013) mentions the following advantages:

1. It is easier for learners to understand the language of the text in its cultural context.
2. It blends listening, speaking, reading and writing.
3. Helps teachers to teach effectively by drawing on the strength of various methods and avoiding their weaknesses.
4. Learning is easy due to the use of realistic situations in the classroom.

The message coming from the above points is that the eclectic approach is holistic. It does not just consider the theoretical aspects of teaching and learning, but also links teaching and learning to the real life experiences of the learners while the teacher enjoys maximum freedom in using what works best in his teaching context. It also presents language holistically. As stated, it integrates all the four language skills of listening, speaking, reading and writing. There are a lot of other advantages. For example, it is learner centered context sensitive, live, motivating, participatory, variety of classroom activities and tasks. Learners are aware of what is expected of them it is flexible and accommodative to the exigencies of the classroom during the lesson. In addition, it is objective correlative and produce fast results since it responds to the needs of learners of diverse characteristics (Kumar 2013).

2.1.6. Disadvantages of Eclectic Approach:

Although eclecticism is idealized as the best approach in teaching English, it is also associated with a number of disadvantages. This is ironic, considered that the eclectic approach itself is based on the weaknesses and strengths of other methods. However, this is not surprising because even the methods that existed before it were developed based on the weakness of the methods that preceded them. This simply shows how complex the practice of teaching is. For example, Brown (1994:74) notes that "theoretical eclecticism is suspicious on logical and theoretical grounds [and] without principles, eclecticism is likely to fall into a state of arbitrariness". Weidman (2001) notes the following disadvantages of the eclectic approach:

1. It cuts teachers off from a reconsideration of their professional practices. In a word, it discourages them to reflect upon their teaching. They have made up their minds; they will use anything that works which can obtain results and is safe from ideological excesses.
2. Adopting the eclectic approach can be unsafe as a teacher may fall victim of the methodological baggage that comes with it.
3. Mixing all manner of methods and approaches may result in gathering in one's teaching arsenal; but using such a mixed bag can lead to all kinds of conflicts.
4. When introduced to new methods and techniques, teachers, in their haste to integrate these into their traditional styles of teaching forget about the rationale for the techniques altogether.
5. If an innovative technique is used only occasionally, and mixed in with other (potentially contradictory ones), the effect of the new is diluted.

Although there are a number of known weaknesses of the eclectic approach, the approach is more advantageous than disadvantageous. In fact, most of the weaknesses mentioned above are only justifiable when

teachers are poorly trained and prepared for the classroom. Weidman (2001:6) is possibly right when he states that "the argument that emerges [against eclecticism] is perhaps more about the dangers of an unprincipled eclecticism than anything else". This is the reason why eclecticism requires teachers who know their learners, subject content, methods of teaching and what teaching is all about. They need to understand what eclecticism means and be able to give reasons for any choice of the technique or methods they integrate.(Weidman, 2001) suggests that one falls prey more easily to traditional methods than to current or new methods; perhaps this is not strictly correct. Any method, current or past, may assail us with compelling arguments and captivate us professionally, thus preventing us from considering alternatives. Yet an analysis of successive language teaching methods that I have done seems to imply that the three different directions of the communicative approach to language teaching offer us a greater chance of becoming the beneficiaries of a certain approach to language teaching than any traditional approach. The three directions within the communicative approach I am referring to are (a) the use of authentic texts, which, as the name implies, bring authentic materials in modified or unmodified form into the language classroom for instructional purposes, and constitute an early form of communicative teaching; (b) Mainstream communicative teaching or language teaching with an 'L' emphasis- for 'language' – such as grew out of Wilkins's (1976) seminal work, is concerned with syllabus design that meets learners functional language needs (cf. Littlewood, 1981:82-84), and is often characterized by a focus on function and the technique of role play.

Indeed, one must consider, secondly, that adopting an 'anything goes' position can have exactly the opposite result of playing it safe. Because one adopts a language teaching practice without much deliberation, one

can just as easily fall victim to the methodological baggage that comes with it. In spite of good intentions, as Kunaravadivelu (1994: 30) observes, eclecticism at the classroom level invariably degenerates into an unsystematic, unprincipled, and uncritical pedagogy because teachers with very little professional to be eclectic in a principled way have little option but to randomly put together a package of techniques from various methods and label it eclectic.

This remark indeed brings us a third argument against eclecticism. Mixing all manner of methods and approaches that may results in gathering in one's teaching arsenal such a mixed bag that all kinds of conflict might arise. Or, to use another analogy, a mixed brew may sometimes be sweet to the taste, but it can just as easily upset one's stomach! Indeed, if there are conflicting approaches in one's instructional techniques, one may have contrary results to those one is striving for.

Another argument is that if an innovative technique is used only occasionally, and mixed in with other (Potentially contradictory) ones, the effect of the new is diluted.

A fourth argument for me against an eclecticism that is not accompanied by deliberate choice, or not backed up by argument as well as by practical and theoretical justification. This is that teachers, when introduced to new methods and techniques, so quickly integrate into their traditional styles of teaching the new 'tricks' they are shown that they forget about the rational for the techniques altogether. It is like cutting the technique off from its theoretical roots, which may have enriched it and allowed it to develop when used deliberately.

2.2.Various Definitions of Reading:

Reading is a complex cognitive ability that is considered one of the basic languages; however, it used more by most of EFL learners who always need to read various materials such as: books, stories, articles, poems and

so on.

Reading is defined as "the meaningful interpretation of writing or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world (Albert. J. et al as cited in Thoa Le Thanh, 2010). Moreover, Rumptz (2003) explains this in his words "reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words".

In very similar view, Goodman (1998) defined reading as the process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters" (P, 11-12). In this sense, reading is as a cognitive process which could help readers to create meaning from text.

Beck and Margaret (2005) described reading as a complex process composed of a number of interacting sub-processes and abilities.

Moreover, pang ET al (2003:6) has defined reading as a "complex activity that involves both perception and thought". Furthermore, reading is seen as a complex process of problem solving. Which involves, which involves working to build up a sense from the words and sentences written on the page, but it goes to ideas memories and knowledge evoked by words and sentences Schoebach et al (1999).

Reading was traditionally viewed as a passive process in which the readers simply decode the written symbols without bringing their own knowledge to interact with the text (Clark & Silberstein, 1977; Riddell, 1976).Alderson (2000) called these readers passive decoder of sequential graphic – phonemic –syntactic-semantic systems. But after the emergence of the psycholinguistic model of reading (Goodman, 1976; Smith; 1973),

research on reading showed that reading is actually an active process, in which the reader creates meaning from the oriented words. As Goodman (1976) described, reading is a psycholinguistic guessing games, in which the reader actively interacts with the text to construct meaning. Goodman (1973) and Smith (1973) both elaborated the "Psycholinguistic method" of reading and argued that it had provided new insights into the reading process as well as the process of learning to read.

Reading is not merely a receptive process of picking up information from the page in a word-by-word manner (Grabe, 1991, P-1). Rather, it is a selective process and characterized as an active process of comprehending.

According to Grabe(1991) effective reading is rapid, purposeful, comprehending, flexible and gradually developing. "Reading is often defined as the process of receiving and interpreting and interpreting information" (Urquhart & Weir, 1998:22)

Bosedi and in Furwana (2008) reading is the way in which something is interpreted or understood. Reading defines thinker in Qadriana (2009) is identification and recognition of printed or written symbols which serve as stimulus for the recall of meaning build up through past experiences.

Furthermore Ufrah (2009) reading is the process of putting the reader in the contact and communication with ideas. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning, while the reader reads and interprets while the reader reads and interprets print from his own knowledge base. Based on description above, it is clear that reading is interaction process between the writer and the reader. The writers convey message or idea through written form and the reader receives it through his comprehension.

Students have to be helped, in order to derive and extract meanings from a text. For this reason, teachers have to understand clearly the process of

reading. Reading has long been investigated by many researchers and psychologists, who tried to give a conceptual view about the notion of reading. Generally speaking, we can say that reading refers to the active process of extracting and interpreting information and messages from different written materials.

Beck and Margaret (2005) described Reading as a complex process composed of a number of interacting sub-processes and abilities. Moreover, Pang et al (2003, p. 6) have defined reading as a “complex activity that involves both perception and thought”. Furthermore, reading is seen as a complex process of problem solving, which involves working to build up a sense from a text, and not just a sense from the words and sentences written on the page, but it goes to ideas, memories and knowledge evoked by those words and sentences Schoenbach et al (1999).

2.2.1. Reading comprehension:

Comprehension means building up meaning from words; it is the central both to academic and lifelong learning. According to (Snow, 2002, p. 7) reading comprehension is : the process of simultaneously extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading. Comprehension is a process in which readers filter understanding through the lens of their motivation, knowledge, cognitive abilities and experiences. Effective readers have a purpose for reading, and use their background knowledge and experiences to relate to the text: readers don't comprehend unless they draw connections between what they read and their background knowledge Tankersley (2003). Furthermore, Pang et al (2003) described reading comprehension as an active process a reader made to construct meaning from a text. This process which consists of using an interaction between a prior

knowledge, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints. Smith (1985) also believes that reading comprehension involves bringing a prior knowledge interacted with what s/he is reading, so that s/he can achieve comprehension.

2. 2.2.Models of Reading:

Reading models were mainly set to describe the way a reader uses to construct meaning from printed texts i.e.; these models aim to find out how readers translate prints into meanings. This issue has led to the raise of three main models of reading process: Bottom-up model, top-down model and Interactive model.

2.2.3. The Bottom-up Model:

It is a view, which assumes that a reader first decodes graphic symbols into sounds in order to build up a meaning, and a sense of texts. Furthermore, this model refers to the view that reading is a process of building letters into words, words into sentences, phrases and then proceeds to the overall meaning.

Some researchers in psychology claim, that this model is described as being “data driven “and these data refer to letters and words, which are written on the page. Among those who stress on this model is Gough (1985) who claims, that the bottom up processing involves a series of steps the reader has to go through i.e., a series that involve moving from a step to another one, departing from recognizing the key features of every letter and then words, sentences until reaching the meaning of the text. Dechant (1991) in his words sees that the bottom up models are those models which: operate on the principle that the written text is hierarchically organized (i.e., on the graph-phonetic, phonemic, syllabic, morphemic, word and sentence levels) and that the reader first processes

the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax).

2.2. 4.The Top-down Model:

Unlike bottom-up model, the top-down model is a view, which assumes that a reader uses a prior knowledge and experience, as well as expectations in relation to the writer's message during reading, in order to process information.

Top-down models are described to be "concept driven". That is to say, ideas or concepts in the mind of a reader trigger information processing during reading. As in Smith's words "The more you already know, the less you need to find out" (Smith, 1985, p. 15) In other words, the more readers know in advance about the topic and the text to be read, the less they need to use graphic information on the page. This kind of processing is used to interpret assumptions and draw inferences. Readers make conscious use of it when they try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at the next step Nuttall (1982).

2.2.5. The Interactive Model:

Interactive model, attempts to make the valid insights of bottom-up and top-down models work together. It seeks to account for both of bottom-up and top-down processing. This model suggests that reading process is initiated by formulating hypotheses about meaning and by decoding letters and words.

According to Rumelhart (1977), reading is an interactive process, which includes both perceptual and cognitive process. In other words, this process consists of an interaction between a set of a variety of orthographic, syntactic lexical and semantic information, until the meaning is reached. In addition to that, Kamil and Pearson (1979) assert

that readers during reading, result passive or active reading, depending on the strength of their hypotheses about the meaning of the reading texts, and topics i.e. ; if readers bring a great deal of knowledge to the text, their hypotheses will be strong, and that they will process the text actively. However, passive reading results when readers show a little experience and knowledge to the material. This occurs, because they depend much more on the print itself for information cues.

2.3. Types of Reading:

2.3.1. Intensive Reading:

An early definition of intensive reading, states that its purpose is “ to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains” (Palmer, 1921, cited in Day and Bamford, 1998, p. 5). Most classroom instructors would define intensive reading more broadly, as did Aebersold and Field (1997). They assume that intensive reading is reading carefully and thoroughly for maximum comprehension in which teachers provide direction and help before, sometimes, during and after reading followed by some exercises that require student to work on various types of texts.

2.3.2. Extensive Reading:

Day (1993) defined extensive reading in very basic terms: “the teaching of reading through reading ... There is no overt focus on teaching reading. Rather, it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material” (p. 19). Palmer (1964) described extensive reading as “rapidly reading book after book.” Also, he contrasted it explicitly with intensive reading or “to take a text and study it line by line” (Palmer, 1964, p.111, cited in Day & Bamford, 1998, p. 5). These definitions focus on quantity of materials

read. Another important aspect of the extensive reading definition is connected to student choice and pleasure in reading. (West, 1931, cited in Day& Bamford 1998) saw that the purpose of extensive reading is to read in order to reach enjoyment. Finally, Aebersold & Field (1997) made a focus on reading for quantity and overall meaning with students' choice and their role in raising the ability of improving their ability of reading.

2.4. Definition of Reading Strategies:

Various views in the area of FL and L2 reading strategies have defined reading strategies depending on different perspectives. Some base their views of identifying reading strategies on what the various groups of readers are using of reading strategies whereas, others claim to identify them according to what they find and result through empirical and theoretical research i.e. ; what strategies are required to be used and applied depending on the learners' needs. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension Jimenez et al (1996).

Cohen (1986) defined RS as a mental process chosen by the reader consciously, in order to achieve certain reading tasks. In addition to that, Block (1986) believes that RS are a set of methods and techniques used by readers, so that they can achieve success in reading. According to (Mcnamara, 2007, p. 6), reading strategies refer to the different cognitive and behavioral actions readers' use, under the purpose of achieving comprehension in reading. McNamara explains this when he said: A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration.

Researchers have suggested that EFL teachers have to be aware of the

reading strategies and that they have to teach readers how to use different reading strategies Chamot et al (1999).

2.4.1. The Importance of Reading Strategies:

Most EFL/ESL learners often show some troubles and difficulties in reading certain texts. They always struggle with some texts, and find it problematic issue to achieve comprehension, and understand the content. Many psychologists and researchers, assume that those who always struggle with their reading may lack the reading strategies that may help them to overcome their reading problems.

Many evidences have been shown the importance of reading strategies and their effective role in enhancing and developing reading comprehension. According to McNamara et al (2007), reading strategies instruction are indeed very effective for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, and assume that they are strongly needed for these kinds of learners.

2.5. Some Reading Strategies:

Oxford (1990) has suggested six reading strategies from learning strategies. These strategies are very easy to be taught, very significant and useful ones, in order to make learners familiar with each of them. The suggested strategies are as follows: predicting, skimming, scanning, inferring, and guessing the meaning of unfamiliar words and self monitoring.

2.5.1. Predicting:

It is a technique, which most of researchers focused on, and considered it an essential one that must be used by readers to achieve comprehension when reading. Smith (1988) is one of those researchers who stressed the importance of predicting, and who claimed that it is the core of reading comprehension.

Prediction takes one common notion among researchers, as well as psychologists. They almost agree, that prediction refers to the use of prior knowledge about a topic, and combine it with the new material in the text ie ; readers use what they know before, and relate it to the material at hand. In their words, Greenall and Swan(1986) assumed that before reading any passage, readers usually sub-consciously ask themselves what they know about the text, which makes it easier to see what information they already know about the time they read the text. Therefore, predicting is very effective technique to promote readers' activation of their prior knowledge, which plays a very important role in reading process.

2.5.2. Skimming:

It is the most useful technique, used by readers to make a quick assessment. It is defined as glancing through written materials quickly, in order to get an overview of the content or, the intention of the writer or, how a material is organized Grellet (1981). For instance, one doesn't want to read the whole newspaper therefore, s/he makes a quick glance through the pages in order to get the main information.

2.5.3. Scanning:

Like skimming, scanning also requires a quick glance through a text. However, in this case the search is more focused. To scan is to read quickly in order to look for a specific information or idea. In most cases, readers know what they are looking for therefore, they concentrate mainly on finding a particular idea or an answer that serve their needs. Scanning involves moving eyes quickly across the text, seeking a specific words and phrases. This mainly occurs in the words of (Grellet, 1996, p. 19) when he said: when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We

simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information.

2.5.4. Inferring:

Knowing how to make inferences is very important, very valued and indispensable in reading. Inference requires actively interacting with the words in a sentence, and among sentences Kristin et al (2009). They suggested that inference includes such sub skills as: (1) Pronoun reference (knowing what a pronoun in a sentence refers back to) (2) Forming hypotheses about what is coming next in the text (3) Guessing the meanings of unknown words or phrases (4) Forming impressions about character motives and behaviors across multiple locations in a text (5) Knowing the subtle connotations of words as they are used in particular contexts (6) Understanding cause– effect relationships of events mentioned at different times in a text (7) Drawing upon background knowledge in order to fill in gaps within a text.

2.5.5. Guessing the meaning of unfamiliar word:

Unknown words often create obstacles to EFL/ESL learners' comprehension. They always try to find some solutions to deal with this problem. Smith (1971) argued that the best way used to identify unfamiliar words in texts is to draw inferences from the rest of the text rather than looking it up in a dictionary. This view differentiates top-down processing from bottom-up processing in order to deal with unknown words, emphasizing the reader depends on the context to interpret words.

2.5.6. Self Monitoring:

It refers to the awareness of using strategies when encountering with some written materials. Some psychologists, as well as researchers in EFL/ESL education, pointed out that EFL/ESL proficient readers showed more awareness of their use of strategies in reading English, than less proficient ones Kern (1988). In the reason that these proficient ones use

meta-cognitive strategies which help them to use their background knowledge of the text.

2.6. Approaches to Foreign Language Teaching:

In the teaching of foreign languages many different approaches have been tried out. Scholars and teachers are constantly searching for the best way of teaching students a foreign language. However, no approach has proved to be the most favorable. Successful language learning has taken place for centuries no matter which approach the individual language learner was exposed to.

2.6.1. Grammar Translation Approach:

The grammar – translation method, which according to Howett (1984:131) was developed for use in secondary schools in the middle of the nineteenth century, was used up until as recently as the 1960s. The method has influenced foreign language teaching until recently, which is also the case for Norway (Drew and Srheim, 2004:19). This mode implies, in short, learning grammatically rules and reading texts in the target language and then translating them from the second to the native language and then translating them from the second to the native language. Little focus was put on oral language, for example listening and pronunciation, and teaching was taught in the mother tongue. The first grammar translation course books were based on practical exercises, containing tasks of various kinds where translation into and out of the foreign language was typical (Howett, 1984:132).

The approach arose in Germany at the end of the eighteenth century and it expanded quickly through the beginning of the nineteenth century. This was a time when foreign languages were gradually integrated into the secondary school curriculum as additional options to the classical languages. Latin and Greek, as classical languages were no longer used

for oral communication, the purpose of studying grammar and using dictionaries for translation was first and foremost to be able to interpret literature.

These were self-studying methods that did not suit well for class teaching. To meet the new requirements of schools the basic framework of grammar and translation was adopted in order to make language learning easier (Howett, 1984:131).

Howett (1984:133) indicates that educational and social changes are one reason for the nineteenth century. A new system of public examinations was established in the 1850s with the purpose of setting academic standards. Accuracy was stressed and spoken language neglected because the ambition, according to Light own and Spade (1999:92), was to pass an examination and not use the language for everyday communication.

The focal point of the grammar –translation approach was to develop accuracy and not fluency. Foster and Skehan (1996), cited in Wolfe-Quintero et al. (1998:33), define accuracy as "freedom from error".

2.6.2. The Direct Method:

The Reform Movement in the late nineteenth century, according to Howett (1984:169), was unique in language teaching history. For a twenty-year long period, phoneticians and teachers collaborated in order to reach a mutual educational goal, internationally and interdisciplinary.

The direct method was developed as a reaction against the grammar-translation method.

Wilhelm Victor, a 'Dozent' at University College Liverpool, argued that languages had to be learnt by practical use (Howett, 1984:333).

The direct method of natural method was also a result of Europeans immigrating to the United States. It was introduced into language schools by Lambert Sauveur and Mixilian Berlitz two European immigrants with teaching backgrounds. They understood that immigrants needed to learn a

language very quickly. Practical knowledge of English was necessary both for the immigrants and for the people left behind in Europe who wanted to keep in touch with families and friends in the USA. The direct method would make it easier for the immigrants to communicate with the native people. The focus of the study was on oral language, and the mother tongue was not used with the direct method, which refers to the principle of creating a direct connection between second language words and phrases and the ideas and activities referred to, the use of the second language dominated as a communication means in the classroom (Simensen, 2007:28). The focus was on developing skills in listening and speaking and the practice of good pronunciation was important and, according to Simensen (2007:29), accuracy was essential in all aspect of the students' performance of the second language.

2.6.3. Audio – Lingual Approach:

(Lightbown and Spade, 1999:150) In the 1960s the audio –lingual method was introduced (Drew & Srheim, 2004:20). This approach, which is based on behaviorist ideology, implies listening to the language and then trying to speak it through imitation and separating. In audio-lingualism there is no specific grammar instruction, what is heard is supposed to be memorized so that the students can utilize it spontaneously.

Lightbown and Spade (1999:149) are convinced that both grammar translation and audio-lingual classes have produced highly competent second language learners'. Still, according to their own studies, they claim that these methods "leave many learners frustrated and unable to participate in ordinary conversations".

2.6.4. Communicative Approach:

The communicative method was introduced in the 1960s as a substitute to the former structural methods. This new approach was inspired by the

inmates' theory of language acquisitions, Noam Chomsky as a reaction to the behaviorist theory (Lightbown and Spade, 1999:15). Chomsky argues that children are biologically programmed for language as they are to the ability to walk and that they learn from imitating from the environment. Chomsky (1959) I see that "reinforcement, casual observation, and natural inquisitiveness (coupled with a strong tendency to imitate)".

According to harmer (2001:85) the communicative approach is closely associated to the notion that "language learning will take care of itself" by plentiful practice. The communicative method emphasizes interaction as both technique and purpose of leaning a language.

2.6.5. Based Readers Approach:

According to English dictionary for advanced learners, basal means relating to or forming the base of something. Alexander (1977) basal readers approach is a systematic and sequential approach to reading instruction.

Furthermore, Perrone (1994) explained basal readers commonly called "reading books" or they are usually published as anthologies that combine previously published short stories, excerpts of longer narratives, and original works. A standard basal series comes with individual identical books for students, a teacher edition of the book, and a collection of workbooks, assessments, and activities.

In relation to the research, the researcher explained basal readers approach is one of the ways that used textbooks, where it consisted of short stories to teach reading comprehension.

The value of basal readers has been topic for discussion for many years.

Are basal materials effective in reading program? Is the basal approach superior to the other approaches to reading? The most comprehensive research project to provide some answer to this question was the united office of education's first grade studies, conducted in the latter part of the

1960. (Bond and Dykstra) (1967) these twenty – seven independent projects conducted across the nation compared the effectiveness of various approaches to reading-for example basal I, T, A. linguistic and language experience. The results from the studies did not show that any method was consistently superior to another. Based on the explanation above, the researcher concludes the basal reader can be effective approach if it is used properly by teacher students' experience.

Based reader's lesson usually follows patterns as follow:

1. Preparation for reading story: It is designed to motivate students to read the story, questions are provided in the teacher manual to stimulate discussion about some aspect of the story.
2. The teacher strives to create an interest in the story in this initial activity because, presumably, she accepts the underlying assumption that the students read only if they are properly motivate.
3. Guided reading: The next step is the development phase of the lesson. The teachers' manual contains suggestion for the guided reading and ideas for developing discussion.

2.7. Previous studies:

Concerning the previous studies, the researcher will present some studies that have been conducted in the same area as the present study. Reviewing the contribution of these studies is important of having clear picture which help for giving suggestion and contribution. Therefore, the researcher in this part of the study reviews the contributions of other researchers in the area of teaching and learning or implementing Eclectic method in EFL class and its effect on reading skill.

2.7.1. The first study:

This study was carried out by Hana Sadiqah in April 2015 at BRAC University under the title "An Experience of implementing Eclectic

method in EFL class". The study was carried out in Dhaka, Bangladesh. It was MA thesis the instrument used in this study was observation. The findings indicate that the teacher used to teach everyday almost in the same way. There was no variation in teaching style. It made students unenthusiastic towards the class.

2.7.2. The second study:

This study was carried out by Hui-Tzu Min as Phd thesis at Cheng Kung University, department of foreign language and literature in Taiwan. The title of the thesis is the of Eclectic approach to teaching EFL writing in Taiwan The author proposed a principled eclectic approach to teaching EFL writing. The features of this new method are adopting main stream writing pedagogies to local needs and critically examining and evaluating extent main stream writing practices.

The study use proficiency test as main tool for collecting the data. The findings of the test indicate that eclectic method is effective the results also show that eclectic method has positive effect on reading skills.

2.7.3. The third study:

The study was carried out by Rekha at K. in October 2012 at C college of Education, Nawanshahr, under the title "improving reading and spelling Abilities of elementary school children through eclectic method". The study examined the effectiveness of eclectic method on word reading, word comprehension and spelling ability among elementary school students. 120 class fourth students were selected to participate in one month program pre- posttest were used as main tools for data collecting. The results of the study showed that word reading comprehension and spelling scores increased among the students who were taught with the help of eclectic method. The better performance of the students of experimental group can be attributed to the eclectic method involving

various strategies such as assistant reading, reading while listening, paired reading etc. used for teaching reading to students of experimental group. Results also indicated that word reading, reading comprehension and spelling scores of the experimental group students improved significantly.

2.7.4. The fourth study:

This study is conducted by Qaiser Suleman at Kohat University of science and technology, Kohat Khyber Pakhtunkhwa. (Pakistan). It is a PhD thesis under the title "Effects of, Eclectic learning Approach on Students' Academic Achievement and Retention in English at Elementary Level. The purpose of the research was to investigate the effect of achievement and retention of the students in English at elementary level. A sample of forty students of 8th grade randomly selected from government boys high school Khuman. District Karak was used". For data collection, pre-test post-test equivalent statistics i.e. mean standard deviation and inferential statistics i.e. T-Test was employed for analyzing the data. According to the results of the study, eclectic learning approach was found more productive; effective compared to the traditional learning approach was found more productive, effective and successful in teaching of English as compared to the traditional learning approach at elementary level. It was come to light that eclectic learning approach has a positive effect on students' academic achievement and retention.

2.7.5. The fifth study:

The study was carried out by Paul Sillies in July 2014 at collage of education, Syria. The title of the thesis is different methodologies of teaching English. The aim of this thesis is to establish afresh eclectic approach to English Teaching methodologies starting with the analysis of the existing methodologies. The instrument used in this study is a

comparative study through observation. The results of the study indicate that eclectic method helps in improving the teaching of English with new technologies such as video games.

2.7.6. The Sixth study:

This study is a PhD study in Education conducted by Bc. Renta Bockova in 2007. It was conducted at Masaryk University, College of Education in Brno under the title “The Effect of Eclectic Method on Teaching Vocabulary. The purpose of the study was to investigate the effect of eclectic method on vocabulary teaching of English language. The instruments used in this study are questionnaire, experimental test (pre-post test) and observation. According to the instruments of the study, the results indicate that eclectic method has positive effect on vocabulary teaching. The researcher recommended using eclectic method as a tool when teaching English language vocabulary.

2.7.7. The seventh study:

The study was carried out by Albert Weideman in 2013 at University of Pretoria, South Africa. It was PhD thesis under the title “The Old and New: Reconsidering Eclecticism in Language Teaching. The aim of the study was to compare teaching between old and new method. The researcher used questionnaire and test as main tool for collecting data. The results of the study show that there was significant difference in using old and new method. The use of new method through eclectic method was found more effective than the old and traditional method of teaching. Therefore, the researcher recommended the focus on using new method via eclectic method in teaching English language as a foreign language.

2.7.8. The eighth study:

This study was carried out by Wildhan Burhanuddin in 2013 at Muhammediya University, Iran. It was a PhD thesis in Education under the title “The Role of Eclectic Method in improving the Students’ Reading Comprehension” The main objective of the study was to investigate the role of eclectic method in improving the students’ reading comprehension. The main tools used in this study are questionnaire, test, and observation. The results of the study show that eclectic method improves students’ reading comprehension. The researcher recommended the necessity of using eclectic method to improve students’ reading comprehension.

2.7.9. The ninth study:

This study was carried out by David Sani Mwanza in 2017 at The University of Zambia, Zambia. It was a PhD thesis in Education under the title “Teachers’ Attitudes towards the Eclectic Method to Language Teaching in Zambia. The purpose of the study is to investigate English language teachers’ attitudes towards the eclectic method to teach English language in Zambia. The instruments used in this study were Experimental pre-post tests, observation, interview and questionnaire. The results of the study indicate that all English language teachers in Zambia have positive attitudes towards the use of eclectic method in language teaching. The researcher recommended all English language teachers to use eclectic method because it was found effective in language teaching.

2.7.10. The tenth Study:

This study was conducted by Cleveland Ohio in 2006 at Irving Roth Child, University School of Medicine. It was a PhD thesis in Education under the title “Induction, Deduction, and the Scientific Method an Eclectic Overview of the Practice of Science”. The aim of the study was

to investigate how eclectic method used inductively and deductively in science classes. The researcher used questionnaire and interview as main tools for collecting data. The results of the study show that eclectic method was effective in science classes. The researcher recommended teaching science classes inductively and deductively through eclectic method.

Summary of the Chapter:

This chapter is the second chapter of this study. It is known as literature review and previous studies. It is divided in two main parts. Part one is about the literature relevant to the study covering areas related to eclectic method and reading skill. The Second part is concerned with the previous studies, studies that related to the present study.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction:

This chapter discusses the methodology of the study. The study has adopted the descriptive analytical method. Two tools were used as data collection methods in this study, questionnaire for teachers, and interview with experts to find out whether eclectic method is adopted by English language teachers during their teaching English in the classroom.

3.1. Procedures of Data Collection :

The researcher followed these procedures in order to conduct the study:

1. She reviewed the related literature which is related to the use of eclectic method in teaching English as a foreign language.
2. identified the research objectives, sample and questions which utilize reading from previous studies; and thus the elements of the study were established.
3. The questionnaire was administered to English language teachers at secondary schools in Khartoum state in order to decide whether they agree or disagree with the given statements. The data gathered from the questionnaire were analyzed descriptively by calculating the means and the percentages.
4. Following the completion of the questionnaire, the interviews were carried out by with five experts. Qualitative data gathered through the interviews were included in this study to further clarify the issue being investigated
5. The validity of the questionnaire and interview were insured by a panel of referees. For their face, content and construct validity.
6. The reliability of the questionnaire was insured by retesting participants not part of the sample.

7. The data of the questionnaire was collected and analyzed by using simple tables and figures followed by a commentary on the items of the questionnaire along with the logical explanation for them.
8. The interviews were analyzed analytically by the researcher depending on the experts' responses to the given questions.
9. Finally, the researcher drew the main findings, conclusions, and recommendations for further studies.

3.2. Design of the Study:

In any research study, the researcher usually goes through a series of inter-related phases which together make up the design of the study. A research design therefore refers to the general plan of data collection and procedures used in the analysis of data in order to shed light on the problem(s) under investigation. The aim is to obtain data which will serve as to answer the research questions. Thus, a research design in this sense can be defined as the procedure for conducting the study, including when from whom and under what condition data were obtained. Its purpose is to provide the most valid, accurate answers as possible to research questions. (Mc Millan and Schumacher, 1993:31)

This study adopted both quantitative and qualitative research method. The aim of such mixed method is to provide quantitative and qualitative interpretive data obtained from questionnaire and interview administered to a population of English language teachers and experts.

Mixed method research is defined by Dornyei (2007) as a combination of both qualitative and quantitative method in one research study. According to Dornyei (2007), the advantages of mixing both the qualitative and quantitative methods are as follows; increasing the strength of one method while eliminating the weakness of other, multi-level analysis of complex issues improved validity as well as opportunity to reach multiple audiences. Taking these advantages into consideration, a

mixed method research was conducted in this present study. For the purpose of this study, a qualitative and quantitative method was employed in order to analyze the data collected by both interview and questionnaire via (SPSS) program.

As for the qualitative research method for this study, the perceptions of the experts were revealed much more clearly providing the participants with the opportunity to be free during the data collection process

3.3. Research Tools:

In This study, the researcher used two tools for collecting data of the present, namely questionnaire and interview

3.1.1. The Questionnaire:

A questionnaire was designed based on the questions of the study. The questions of the study were turned to statements that provide suggested answers from the teachers who were supposed to select the option which correspond to their believes

3.1.2. The Interview:

The interview was used as the second tool for data collection. It was semi structural interview it was consisted of 6 questions relevant to the questions of the study. The interview to ELT teachers at some Sudanese universities the answers of the interview were treated statistically for the purpose of reaching real results.

3.2. The Population:

This study consists of two types of population. The first population represents the questionnaire population while the second population represents the interview population.

3.2.1. Population of the Questionnaire:

The population of the questionnaire is secondary school teachers teaching at different schools in Khartoum state .They are all English language

teachers their qualifications ranged from bachelor degree holders to PhD holders, their experiences ranged between five to more than fifteen years. The ages of the questionnaire respondents ranged from 30 to 65. They were chosen randomly.

3.2.2. Population of the Interview:

The interviews were carried out with English Language Teachers in some Sudanese universities (Sudan University of Sciences and Technology, Omdurman Islamic University, Al neelain University) This will provide clear picture whether they use eclectic method in teaching Reading

3.3. The Samples:

Two samples of study were presented in this study, namely the sample of the questionnaire and the sample of the interview.

3.3.1. The Sample of the Questionnaire:

The study sample respondents differ according to the following characteristics:

- The respondents according to Sex (male, female).
- The respondents according to faculties of graduation (Education, Arts).
- The respondents according to Academic qualification (Bachelor , Master , PhD)
- The respondents according to their experience years (1-5 years, 6-10 years , 11-15 years , above 15 years)

1. The Sex Factor :

Table (3.1) The frequency distribution for the study respondents according to sex:

Sex	Number	Percent
Male	65	63.5%
Female	39	36.5%
Total	104	100.0%

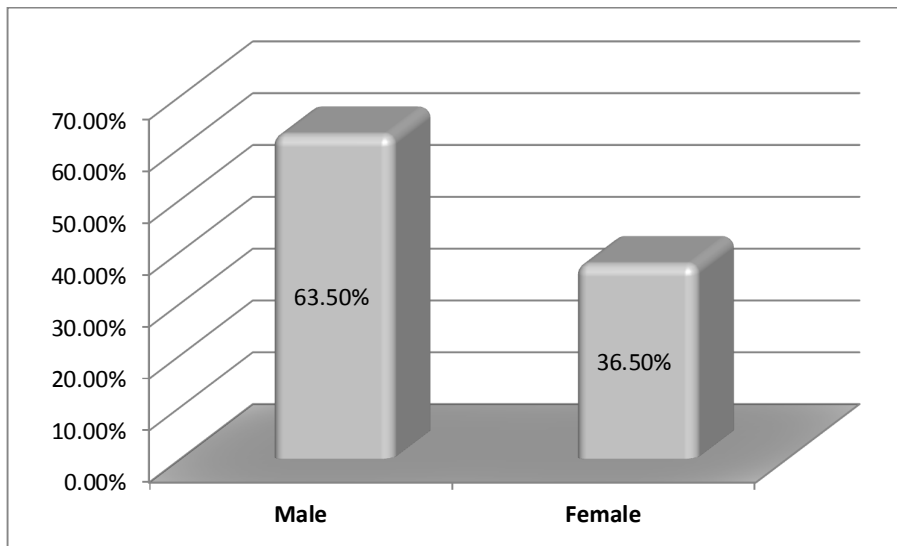


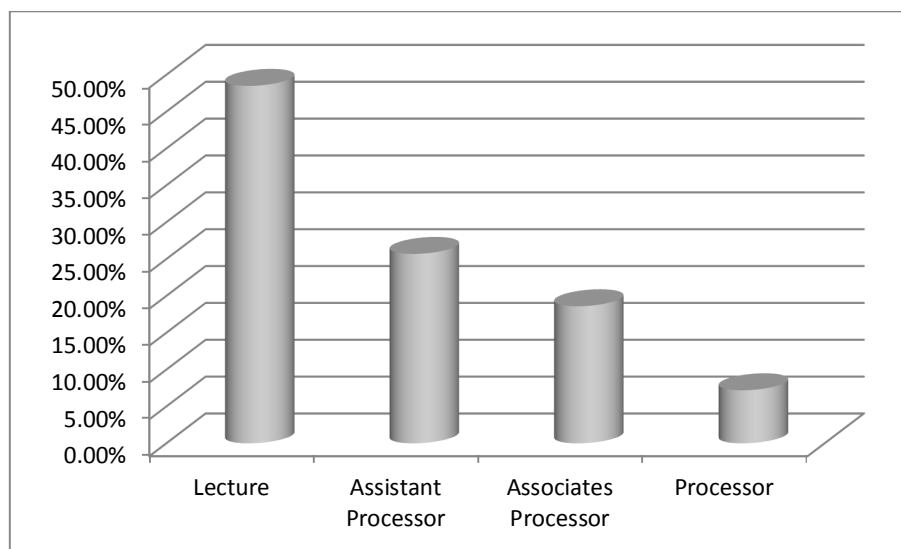
Figure No (3.1)

From the above table No.(3.1) and figure No.(3.1), it is shown that most of the study's respondents are males, the number of those was (65) persons with percentage (63.5%). The female respondents number was (39) persons with (36.5%).

3.2. The Academic Qualifications:

Table No (3.2) The frequency distribution for the respondent's answers according to their academic status

Qualification	Number	Percent
Bachelor	80	48.5%
Master	18	25.7%
PhD	6	18.6%
Total	104	100.0



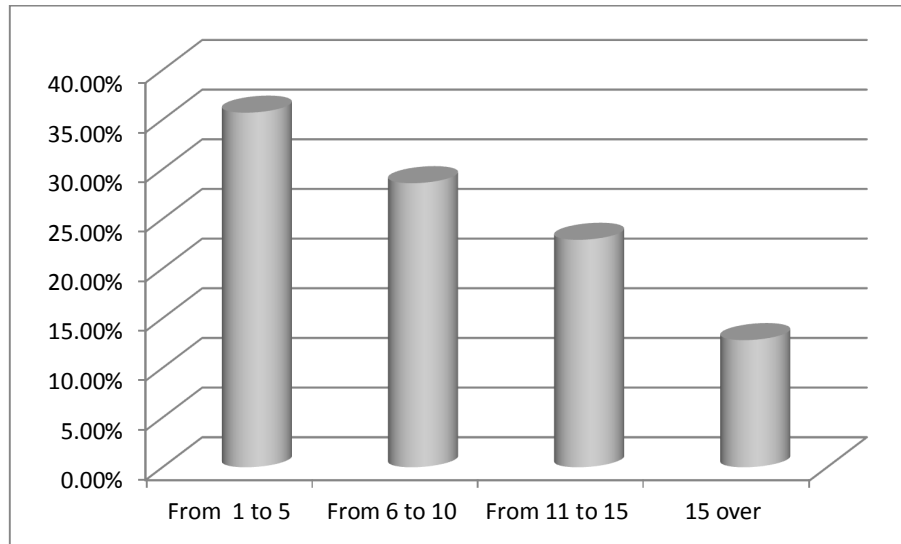
- Figure No (3.2)

From the above table (3.2) and figure (3.2) Percentage (48.5%) and the number of Assistant Processor was (18) with percentage (25.7%) and the number of Associates Processor was (13) person with (18.6) percent, and the number of Processors was (5) with percent (7.2%).

3. The Experience:

Table No (3.3) The frequency distribution for the respondent's answers according to the experience:

Experience	Number	Percent
1 – 5	35	33.7%
6 – 10	30	28.8%
11 – 15	26	25%
Above 15	13	12.5%
Total	104	100

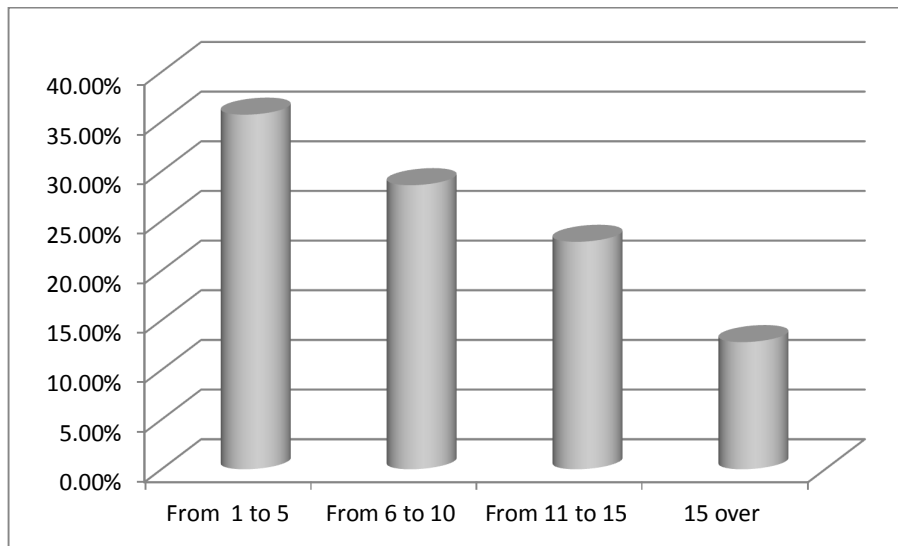


From the above table (3.3) and figure (3.3) it's clear that the number of teachers with years of experience from 1 to 5 was is (25) with percentage (35.7%) of teachers with years of experience from 6 to 10 was (20) with percentage (28.6%) of teachers with years of experience from 11 to 15 was (16) person with (22.9) percent , of teachers with years of experience above 15 years was (9) with percent (12.8%)

4. The Age Factor:

Table No (3.4) The frequency distribution for the respondent's answers according to their age:

Age	Number	Percent
25 – 35	35	33.7%
35 – 45	30	28.8%
45 – 55	26	25%
Above 55	13	12.5%
Total	104	100`



From the above table (3.4) and figure (3.4) it's clear that the number of teachers with age from 1 to 5 was is (25) with percentage (35.7%) of teachers with age from 6 to 10 was (20) with percentage (28.6%) of teachers with age from 11 to 15 was (16) person with (22.9) percent, of teachers with age above 15 years was (9) with percent (12.8%).

3.3.1. The sample of the questionnaire:

The sample of the questionnaire consists of 104 English language teachers teaching at secondary schools. They were selected randomly. They were female and male.

3.3.2. The Sample of the Interview:

The sample of the interview consists of five PhD holders in English language teaching .They were chosen purposively for the in - depth information and experience they have about the study. They were only five questions which directly relate to the research questions.

3.4. Reliability and Validity:

Reliability and validity of the study are two very important criteria for assuring the quality of the data collection procedure in social science research. Merriam (1998) argues that all kinds of research are concerned with producing valid and reliable knowledge in an ethical manner. Validity and reliability will be utilized as criteria for judging the quality of this research design.

3.4.1. Validity of the Questionnaire:

To assess the validity of the questionnaire, the researcher first designed the questionnaire, and showed it to both main and co-supervisor then gave it to 3 doctors for its face, content and constructs validity. The three doctors are Dr. Hilary Maryam assistant professor at college of language, Sudan University of Science and Technology. Mahmoud Ahmed Ali Associate professor at college of language, Sudan University of Science and Technology. And Ahmed Mukhtar associate Professor at college of arts, Omdurman Islamic University. They recommended adding, omitting and editing some items in the questionnaire. After the comment of

referees some changes were made to the questionnaire. Finally the researcher designed the final draft of the questionnaire.

3.4.2. Reliability of the Questionnaire:

Concerning the reliability of the questionnaire, alpha Cronbach reliability co-efficient was adopted (see statistical reliability).

Reliability refers to the reliability of any test obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when ascertain test was applied on a number of individuals and applied describe the test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

3.4.3. Validity of the Interview:

As for the interview validity, the researcher asked a panel of experts to evaluate the questions of the interview measure what they are supposed to measure. They recommended deleting, editing some questions to the interview. According to the comment of the panel the interview was modified..

3.5. Table of Referees:

Name	Academic rank	Academic situation
Muntasir Hassan Mubarak	Assistant professor	Sudan University of Science and Technology
Sami BallaSanhori	Assistant professor	Sudan University of Science and Technology
Hillary Mariam Pitia	Assistant professor	Sudan University of Science and Technology

Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection .The study has adopted the analytic descriptive method. Three data collection methods were used. They were questionnaire and interview. A detailed description of the steps and procedures including population sample, validity and reliability of each tool is provided.

CHAPTER FOUR

Data Analysis, Results and Discussions

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0. Introduction:

This chapter will provide a data analysis for the study and test of its hypotheses. The three hypotheses will be discussed in isolation. All statements are analyzed referring to the hypotheses they represent.

4.1. Analysis of the First Tool the Questionnaire:

After the step of checking questionnaire reliability and validity, the researcher distributed the questionnaire on determined study sample (104), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.2. Statistical Reliability:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

- . Alpha-Cranach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among

them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Hypotheses	Reliability	Validity
First	0.77	0.88
Second	0.76	0.87
Third	0.81	0.90
Overall	0.86	0.93

It is noicted from the results of the above table No.() that all reliability validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

4.3: Statistical Instruments :

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
3. Mean .
4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

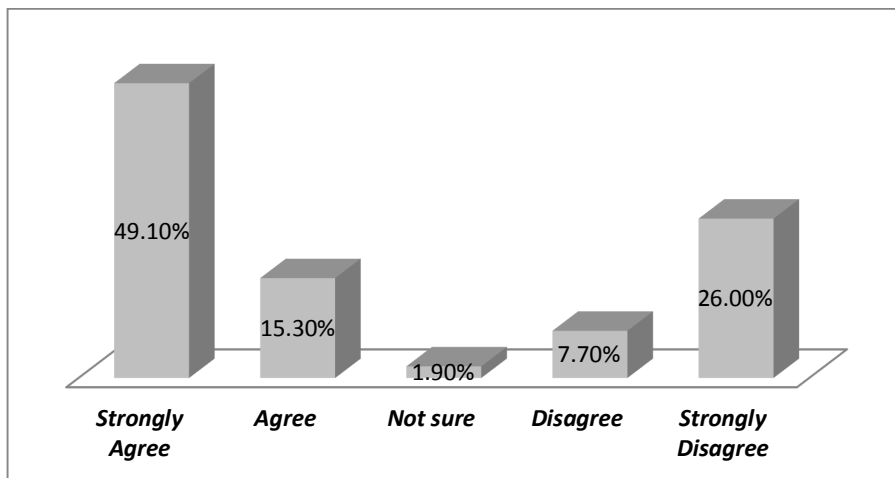
4.1.1. The First Hypothesis: Secondary school teachers do not use eclectic method in teaching reading

Statement No (1) Secondary school teachers do not use eclectic method in their classes because it is confusing especially with slow learners

Table No (4. 1)

The frequency distribution for the respondents' answers of question no. (1)

Valid	Frequency	Percent
Strongly Agree	51	49.1%
Agree	16	15.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	104	100%

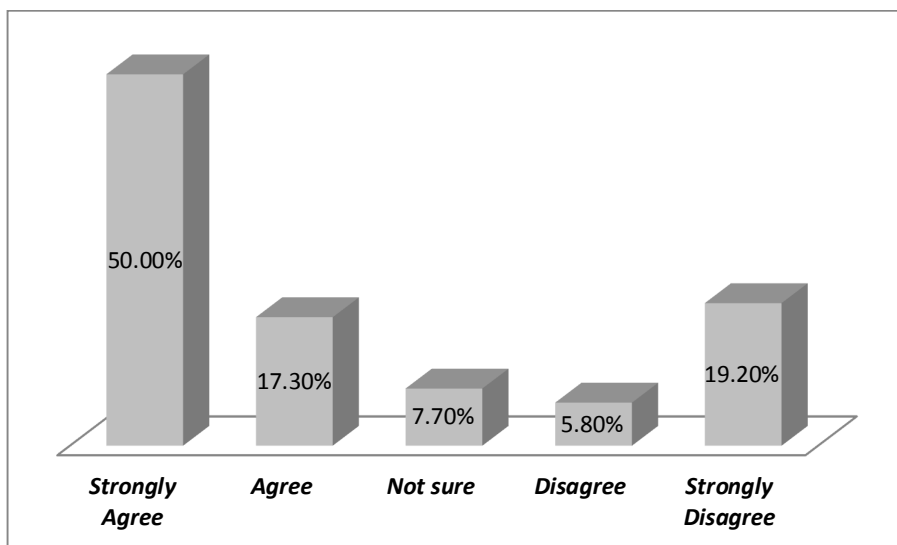


It is clear from the above table No.(4.1) and figure No (4.1) that there are (50) persons in the study's sample with percentage (48.1%) strongly agree with "Secondary school teachers do not use ecliptic method because it is confusing especially with slow learners.". There are (17) persons with percentage (16.3%) agreed, and (2) persons with percentage (1.9%) were not sure, and (8) persons with percentage (7.7%) disagree, while (27) persons with percentage (26.0%) strongly disagreed.

Statement No. (2)Secondary school teachers do not use eclectic method in their classes because they believe that it is time consuming
Table No (4.2)

The frequency distribution for the respondents' answers of question No. (2)

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%



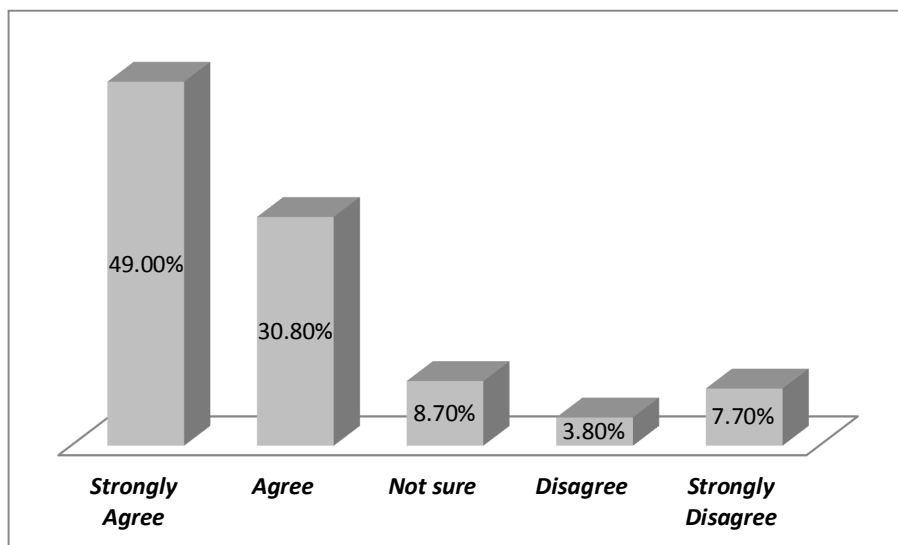
It is clear from the above table No.(4.2) and figure No (4.2) that there are persons in the study's sample with percentage (50.0%) strongly agreed with "Secondary school teachers do not use eclectic method because it is time consuming ".There are (18) persons with percentage (17.3%) agreed, and (8) persons with percentage (7.7%) were not sure , and (6) persons with percentage (5.8%) disagree, while (20) persons with percentage (19.2%) strongly disagreed .

Statement No.(3): Eclectic method can only work if learners are fluent in the target language.

Table No (4.3)

The frequency distribution for the respondents' answers of question No. (3)

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

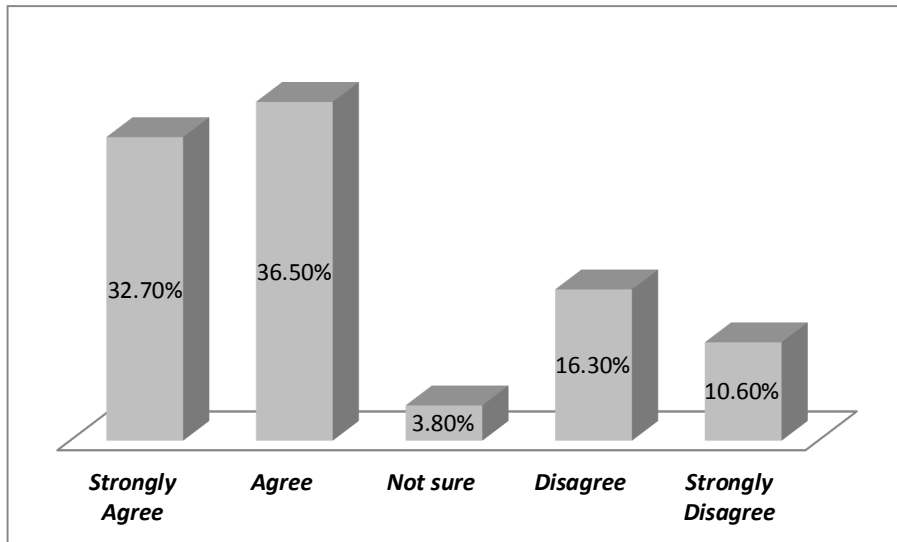


It is clear from table No.(4.3) and figure No (4.3) that there are (51) persons in the study's sample with percentage (49.0%) strongly agreed with "Eclectic method can only work if learners are fluent in the target language.". There are (32) persons with percentage (30.80%) agreed with that and (9) persons with percentage (8.7%) were not sure about that and (4) persons with percentage (3.80%) disagreed, while (8) persons with percentage (7.7%) strongly disagreed.

Statement No (4): Secondary school teachers do not modify their method if one of the technique fail to fulfill.

Table No (4.4). The frequency distribution for the respondents' answers of question No. (4)

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

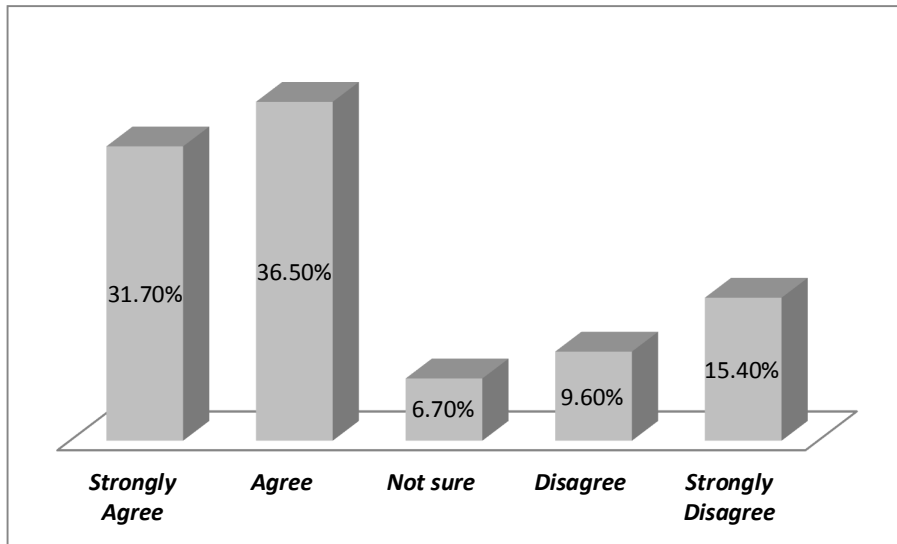


It is clear from the above table no. (4.4) and figure (4.4) that there are (34) persons in the study's sample with percentage (32.7%) strongly agreed with "Secondary school teachers do not modify their method if one the techniques fail to fulfill. “ There are (38) persons with percentage (36.5%) agreed with that and (4) persons with percentage (3.8%) were not sure. and (17) persons with percentage (16.3%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed.

Statement No. (5): As a teacher, I do not teach teacher new vocabulary via eclectic method.

Table No (4,5) The frequency distribution for the respondents' answers of question No.(5)

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%

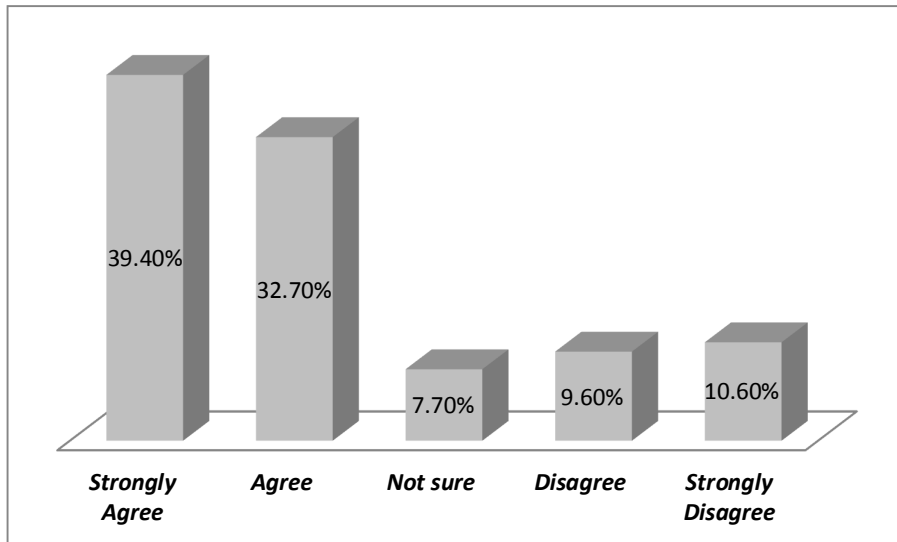


It is clear from the above table No.(4.5) and figure (4.5) that there are (33) persons in the study's sample with percentage (31.7%) strongly agreed with "As a teacher, I do not teach new words through eclectic method. . ". There are (38) persons with percentage (36.5%) agreed with that , and (7) persons with percentage (6.7%) were not sure . and (10) persons with percentage (9.6%) disagreed , while (16) persons with percentage (15.4%) strongly disagreed.

Statement No. (6): As a teacher, I do not teach grammar through eclectic method.

Table No (4.6). The frequency distribution for the respondents' answers of question No.(6)

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

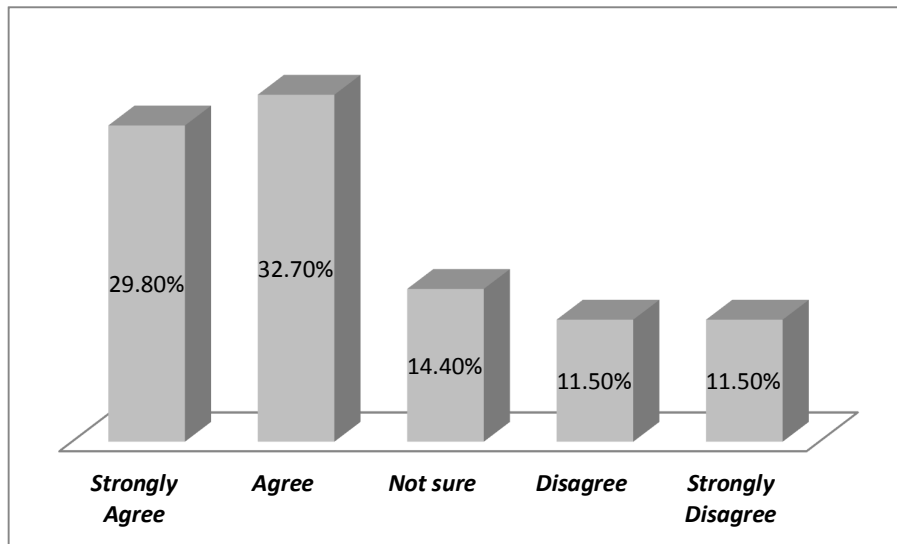


It is clear from the above table No.(4.6) and figure (4.6) that there are (41) persons in the study's sample with percentage (39.4%) strongly agreed with "As a teacher, I do not teach grammar via eclectic method. ". There are (34) persons with percentage (32.7%) agreed with that and (8) persons with percentage (7.7%) were not sure. and (10) persons with percentage (9.6%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed.

Statement No.(7): As a teacher, I do not combine a variety of methods in my class.

Table No (4.7) The frequency distribution for the respondents' answers of question No.(7).

Answer	Number	Percent
Strongly Agree	31	29.8%
Agree	34	32.7%
Not sure	15	14.4%
Disagree	12	11.5%
Strongly Disagree	12	11.5%
Total	104	100%

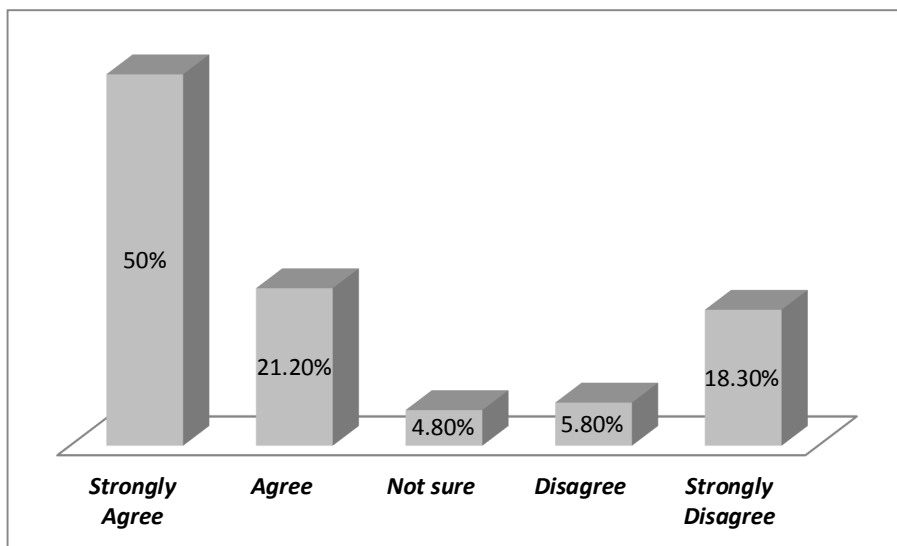


It is clear from the above table No.(4.7) and figure (4.7) that there are (31) persons in the study's sample with percentage (29.4%) strongly agreed with "As a teacher, I do not combine a variety of methods in my classes.. ". There are (34) persons with percentage (32.7%) agreed with that and (12) persons with percentage (14.4 %) were not sure. and (12) persons with percentage (11.5%) disagreed, while (12) persons with percentage (11.5%) strongly disagreed.

Statement No.(8): Secondary school teachers do not use eclectic method because they think that it is western concept which ignores the local needs of language learners.

Table No (4.8).The frequency distribution for the respondents' answers of question No.(8)

Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%

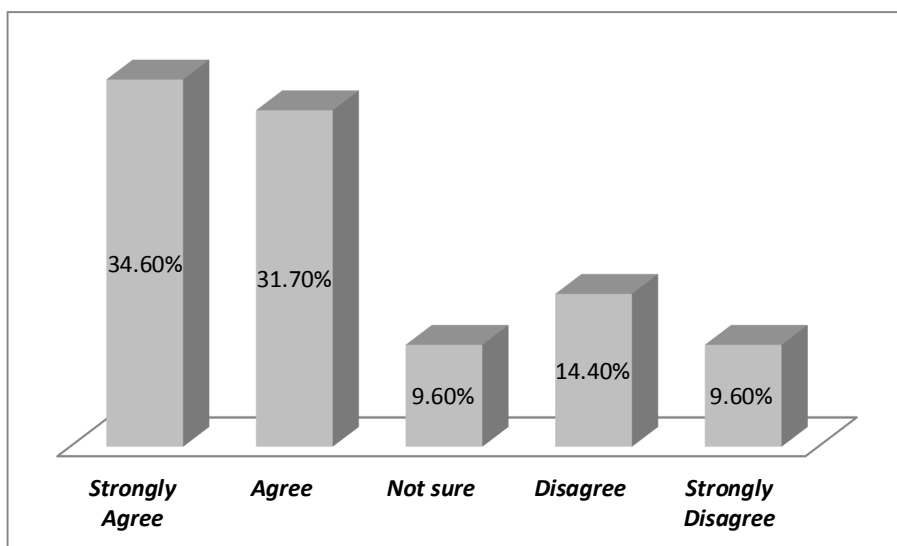


It is clear from the above table No.(4.8) and figure (4.8) that there are (52) persons in the study's sample with percentage (50.2%) strongly agreed with "Secondary school teachers think that eclectic method is western concept which ignores the local needs of learners. ". There are (22) persons with percentage (21.2%) agreed with that and (5) persons with percentage (4.8 %) were not sure. and (6) persons with percentage (5.8%) disagreed, while (19) persons with percentage (18.3%) strongly disagreed.

Statement No.(9): I believe, eclectic method is not convenient for secondary schools.

Table No (4.9).The frequency distribution for the respondents' answers of question No. (9)

Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%

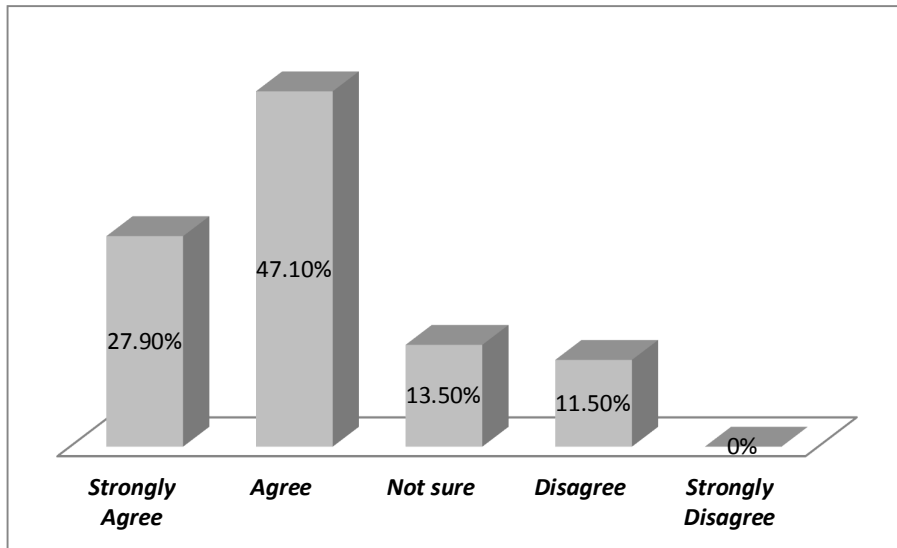


It is clear from the above table No.(4.9) and figure (4.9) that there are (36) persons in the study's sample with percentage (34.6%) strongly agreed with "I believe, eclectic method is not convenient for secondary school level". There are (33) persons with percentage (31.7%) agreed with that, and (10) persons with percentage (9.6 %) were not sure . and (15) persons with percentage (14.4%) disagreed , while (10) persons with percentage (9.6%) strongly disagreed.

Statement No.(10): As a teacher, I don't use eclectic method because I have my own method of teaching.

Table (4.10).The frequency distribution for the respondents' answers of question No. (10)

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%



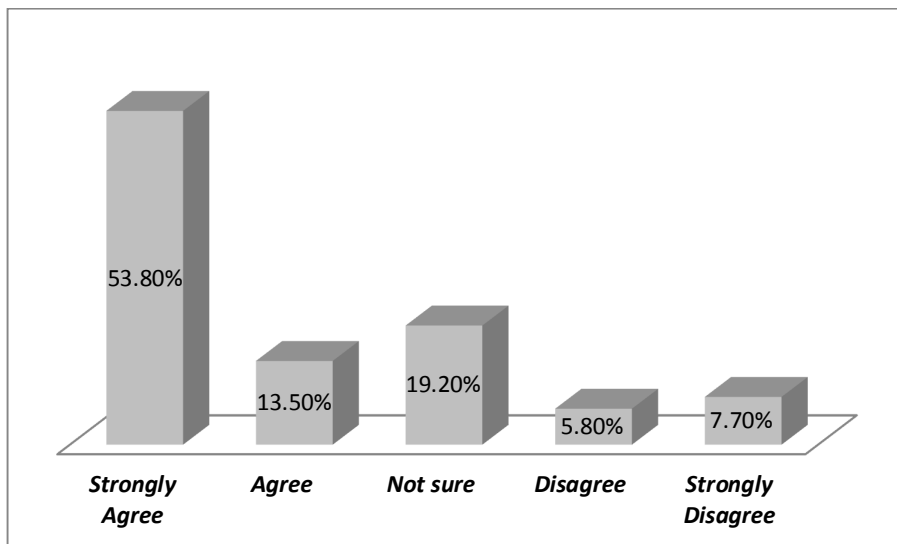
It is clear from the above table No.(4,10) and figure (4.10) that there are (29) persons in the study's sample with percentage (29.9%) strongly agreed with " Every teacher has his/her own method of teaching .". There are (49) persons with percentage (47.1%) agreed with that and (14) persons with percentage (13.5 %) were not sure. and (12) persons with percentage (0.0%) disagreed, while (10) persons with percentage (9.6%) strongly disagreed.

4.1.2. The Second Hypothesis: The Eclectic Method is Effective in Teaching Reading Skills.

Table No (4.11) the eclectic method enhances learners reading skill.

The frequency distribution for the respondents' answers of question No.(1)

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

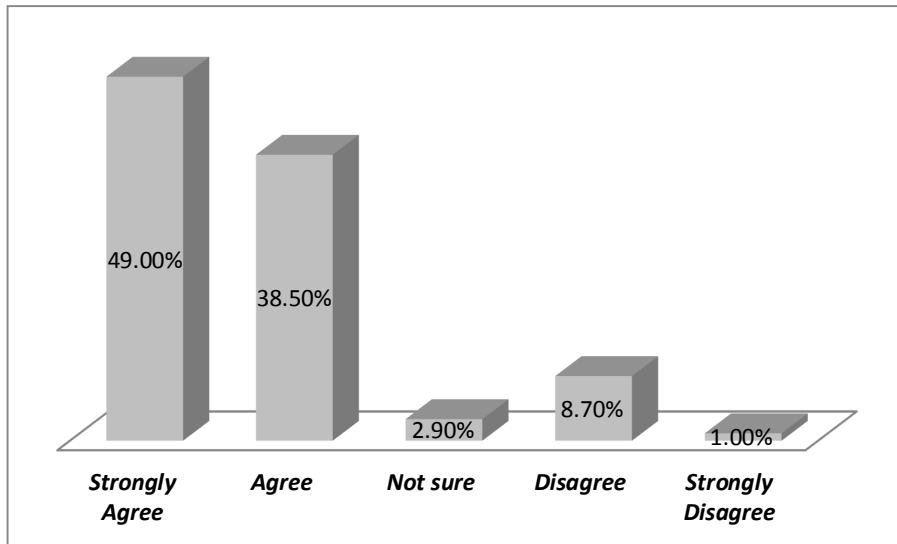


It is clear from the above table No.(4.11) and figure (4.11) that there are (56) persons in the study's sample with percentage (53.8%) strongly agreed with "The eclectic method enhances learners' reading skill..". There are (14) persons with percentage (13.5%) agreed with that and (20) persons with percentage (19.2 %) were not sure. and (6) persons with percentage (5.8%) disagreed, while (8) persons with percentage (7.7%) strongly disagreed.

Statement No.(12): The eclectic method enables secondary school teachers to react to various learning needs of the learners.

Table No (4.12) The frequency distribution for the respondents' answers of question No.(2)

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

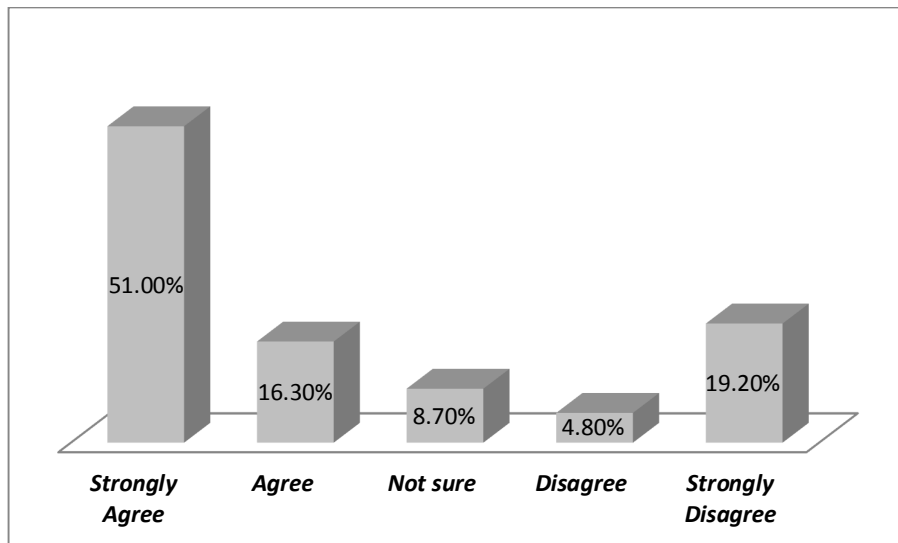


It is clear from the above table No.(4.12) and figure No (4.12) that there are (51) persons in the study's sample with percentage (49.0%) strongly agreed with "The eclectic method enables secondary school teachers to react to various learning needs of the learners..". There are (40) persons with percentage (38.5%) agreed, and (3) persons with percentage (2.9%) were not sure and (9) persons with percentage (8.7%) disagreed, while only one person with percentage (1.0%) strongly disagreed.

Statement No.(13): Teaching through eclectic method is interesting.

Table No (4-13) The frequency distribution for the respondents' answers of question No.(3)

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

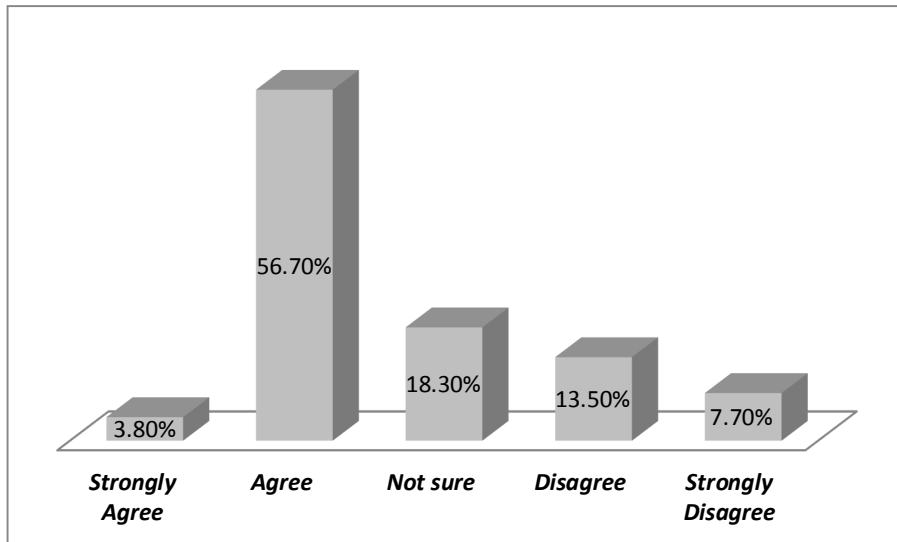


It is clear from the above table No.(4.13) and figure (4.13) that there are (53) persons in the study's sample with percentage (51.0%) strongly agreed with "Teaching through eclectic method is interesting.. ". There are (17) persons with percentage (16.3%) agreed with that and (9) persons with percentage (8.7 %) were not sure. and (5) persons with percentage (4.8%) disagreed, while (20) persons with percentage (19.2%) strongly disagreed.

Statement No.(14): The eclectic method is flexible as allow teacher creativity

Table No (4-14) The frequency distribution for the respondents' answers of question No.(4)

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

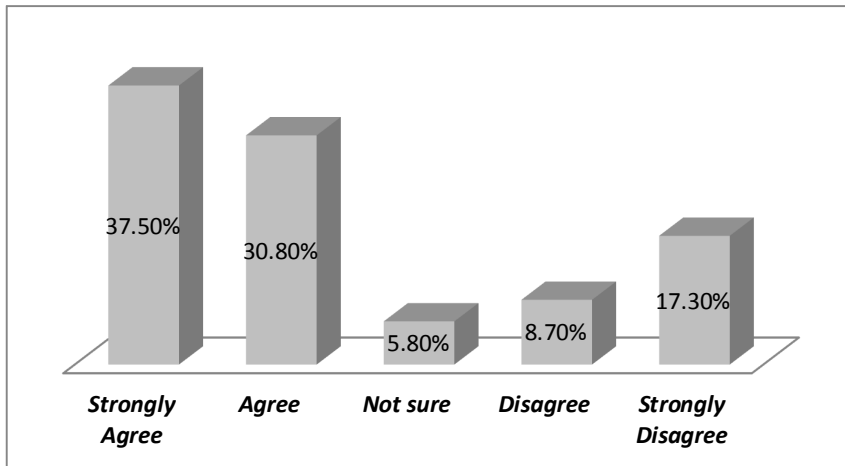


It is clear from the above table No.(4.14) and figure (4.14) that there are (4) persons in the study's sample with percentage (3.8%) strongly agreed with "The eclectic method is flexible because it allows teacher creativity.. ". There are (59) persons with percentage (56.7%) agreed with that and (19) persons with percentage (18.3 %) were not sure. and (14) persons with percentage (13.5%) disagreed, while (8) persons with percentage (7.7%) strongly disagreed.

Statement No.(15): The eclectic method makes learning easier for learners to understand the language of the text in its cultural content..

Table No (4.15) The frequency distribution for the respondents' answers of question No.(5)

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%

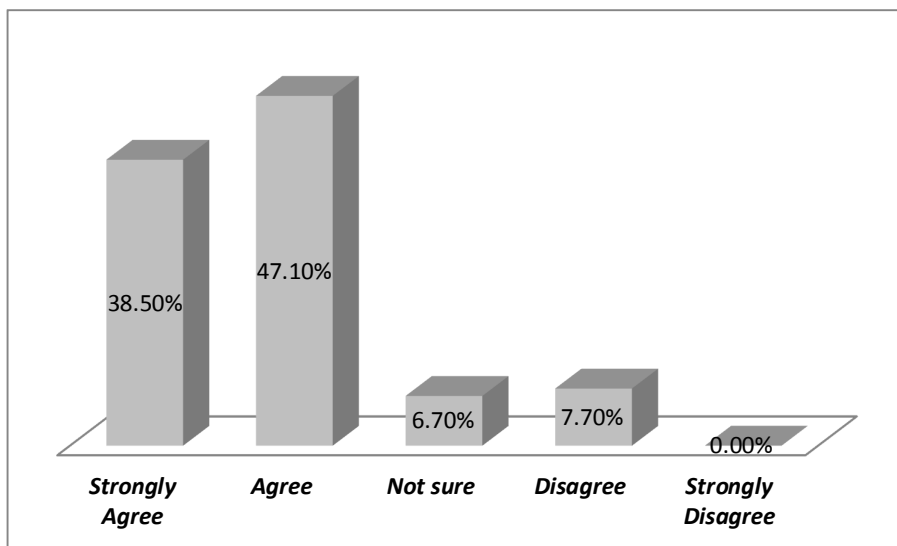


It is clear from the above table No.(4.15) and figure (4.15) that there are (39) persons in the study's sample with percentage (37.5%) strongly agreed with "The eclectic method makes learning easier for learners to understand the language of text in its cultural context. ". There are (32) persons with percentage (30.8%) agreed with that and (6) persons with percentage (5.8 %) were not sure. and (9) persons with percentage (8.7%) disagreed, while (18) persons with percentage (17.3%) strongly disagreed.

Statement No.(16): The eclectic method helps teachers to teach effectively by drawing on the strength of various methods and a voiding their weakness.

Table No (4.16) The frequency distribution for the respondents' answers of question No.(6)

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%

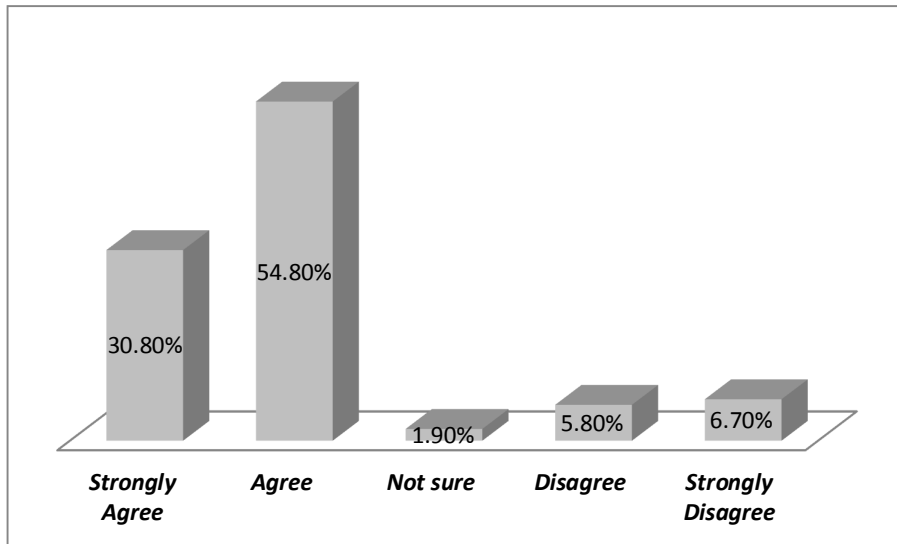


It is clear from the above table No.(4.16) and figure (4.16) that there are (40) persons in the study's sample with percentage (38.5%) strongly agree with "The eclectic method helps teachers to teach effectively by drawing on the strength of various methods and avoiding their weakness.". There are (49) persons with percentage (37.1%) agreed with that and (7) persons with percentage (6.7 %) were not sure. and (8) persons with percentage (6.7%) disagreed, while (0) persons with percentage (0.0%) strongly disagreed.

Statement No.(17): In eclectic method, learning is innovative due to the unique nature of learning process

Table No (4.17) The frequency distribution for the respondents' answers of question No.(7)

Answer	Number	Percent
Strongly Agree	32	30.8%
Agree	57	54.8%
Not sure	2	1.9%
Disagree	6	5.8%
Strongly Disagree	7	6.7%
Total	104	100%

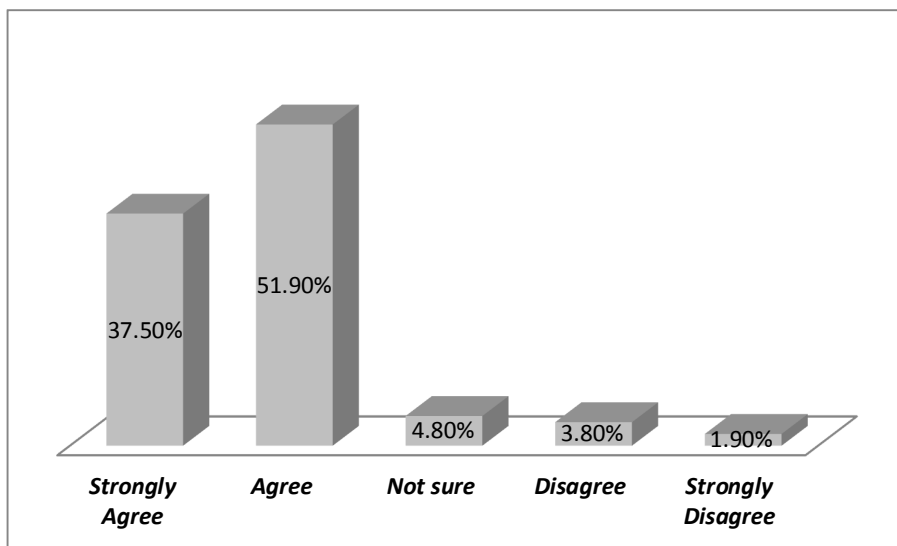


It is clear from the above table No.(4.17) and figure (4.17) that there are (32) persons in the study's sample with percentage (30.8%) strongly agreed with "In eclectic method, learning is innovative due to the unique nature of learning process.". There are (57) persons with percentage (54.8%) agreed with that and (2) persons with percentage (1.9 %) were not sure. and (6) persons with percentage (5.8%) disagreed, while (7) persons with percentage (6.7%) strongly disagreed.

Statement No.(18): The eclectic method effectively works for any kind of learners irrespective of age and standard.

Table No (4.18) The frequency distribution for the respondents' answers of question No.(8)

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	54	51.9%
Not sure	5	4.8%
Disagree	4	3.8%
Strongly Disagree	2	1.9%
Total	104	100%

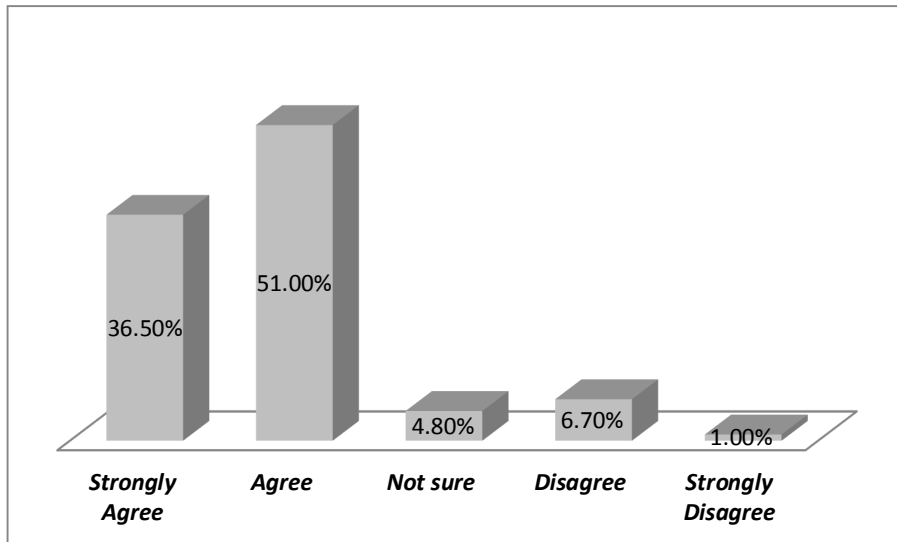


It is clear from the above table No.(4.18) and figure (4.18) that there are (39) persons in the study's sample with percentage (37.5%) strongly agreed with "The eclectic method effectively works for any kind of learners irrespective of age and standard.". There are (54) persons with percentage (51.9%) agreed with that and (5) persons with percentage (4.8 %) were not sure. and (4) persons with percentage (3.8%) disagreed, while (2) persons with percentage (1.9%) strongly disagreed.

Statement No.(19): The eclectic method increases the rate and amount of learning which takes place in the classroom .

Table No (4.19).The frequency distribution for the respondents' answers of question No.(9) .

Answer	Number	Percent
Strongly Agree	38	36.5%
Agree	53	51.0%
Not sure	5	4.8%
Disagree	7	6.7%
Strongly Disagree	1	1.0%
Total	104	100%

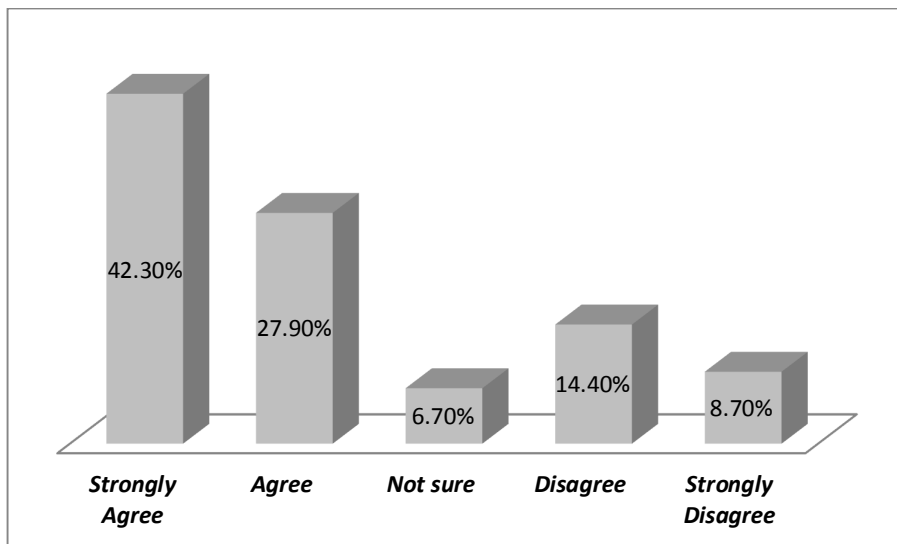


It is clear from the above table No.(4.19) and figure (4.19) that there are (36.5) persons in the study's sample with percentage (51.0%) strongly agreed with” The eclectic method increases the rate and amount of learning which takes place in classroom.”. There are (54) persons with percentage (51.0%) agreed with that and (5) persons with percentage (4.8 %) were not sure. and (7) persons with percentage (6.7%) disagreed, while (1) persons with percentage (1.0%) strongly disagreed.

Statement No.(20): A technique of teaching through eclectic method is a rich combination of multiple activities.

Table No (4.20) The frequency distribution for the respondents' answers of question No.(10)

Answer	Number	Percent
Strongly Agree	44	42.3%
Agree	29	27.9%
Not sure	7	6.7%
Disagree	15	14.4%
Strongly Disagree	9	8.7%
Total	104	100%



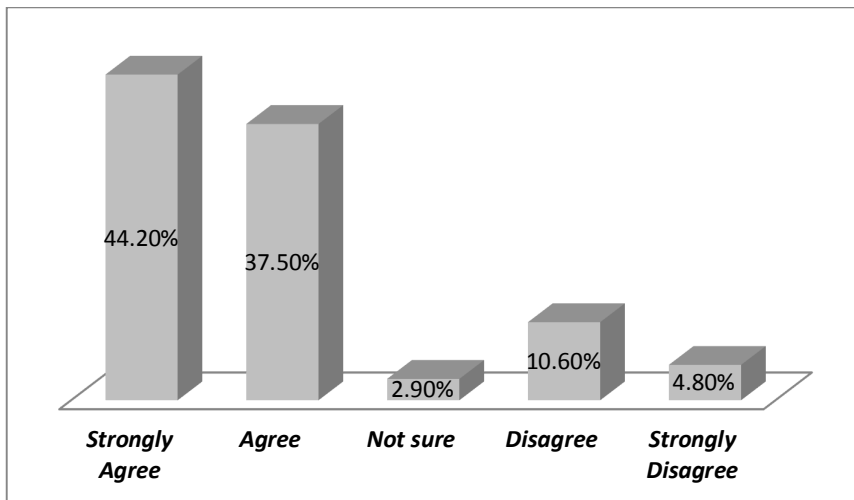
It is clear from the above table no.(4.20) and figure (4.20) that there are (36.5) persons in the study's sample with percentage (51.0%) strongly agreed with "Technique of teaching through eclectic method is a rich combination of multiple activities". There are (54) persons with percentage (51.0%) agreed with that and (5) persons with percentage (4.8 %) were not sure. and (7) persons with percentage (6.7%) disagreed, while (1) persons with percentage (1.0%) strongly disagreed.

4.1.3. The Third Hypothesis: Secondary School Teachers Encounters Difficulties When Adopting Eclectic Method.

Statement No.(21): Secondary school teachers are unable to design eclectic method according to the learners competency.

Table No (4.21).The frequency distribution for the respondents' answers of question No.(1)

Answer	Number	Percent
Strongly Agree	46	44.2%
Agree	39	37.5%
Not sure	3	2.9%
Disagree	11	10.6%
Strongly Disagree	5	4.8%
Total	104	100%

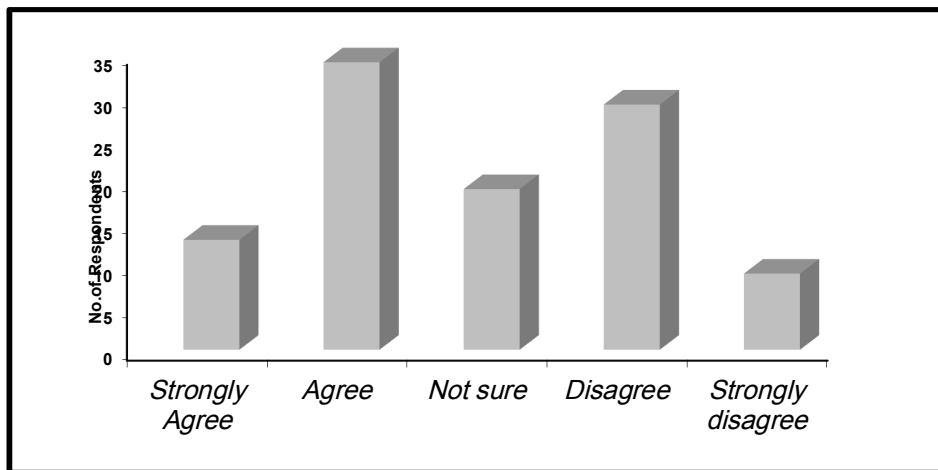


It is clear from the above table No.(4.21) and figure (4.21) that there are (46) persons in the study's sample with percentage (44.2%) strongly agreed with "Secondary schoolteachers are unable to design eclectic method according to students competency.". There are (39) persons with percentage (37.5%) agreed with that and (3) persons with percentage (2.9 %) were not sure. and (11) persons with percentage (10.6%) disagreed, while (5) persons with percentage (4.8%) strongly disagreed.

Statement No.(22): Secondary school teachers are unable to design eclectic method according to the learner's proficiency.

Table No (4.22).The frequency distribution for the respondents' answers of question No.(2)

Answer	Number	Percent
Strongly Agree	13	12.5%
Agree	34	32.7%
Not sure	19	18.3%
Disagree	29	27.9%
Strongly Disagree	9	8.7%
Total	104	100%

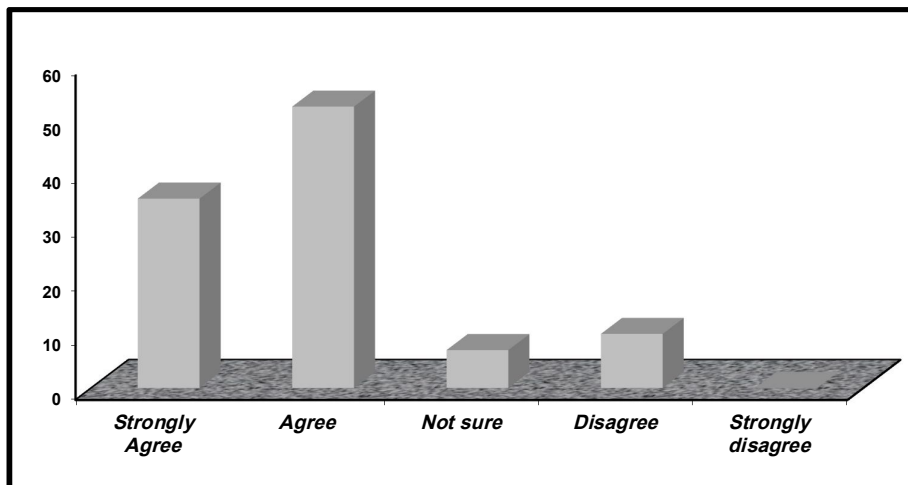


It is clear from the above table No.(4.22) and figure No (4.22) that there are (13) persons in the study's sample with percentage (12.5%) strongly agreed with "Secondary school teachers are unable to design eclectic method according to students proficiency ". There are (34) persons with percentage (32.7%) agreed, and (19) persons with percentage (18.3%) were not sure, and (29) persons with percentage (27.9%) disagreed, while (9) persons with percentage (8.7%) strongly disagreed.

Statement No.(23): Secondary school teachers are not resourceful enough to produce eclectic method in their classes.

Table No (4.23).The frequency distribution for the respondents' answers of question No.(3).

Answer	Number	Percent
Strongly Agree	35	33.7%
Agree	52	50.0%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	0	0.0%
Total	104	100%

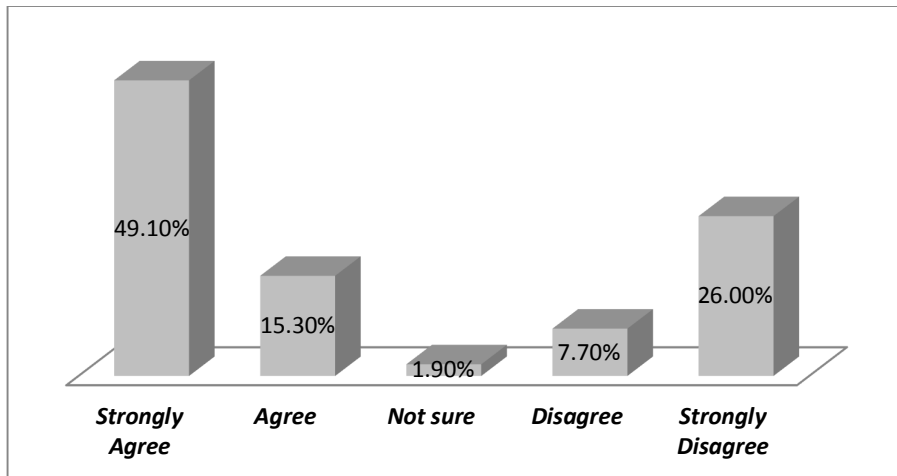


It is clear from the above table No.(4.23) and figure No (4.23) that there are (35) persons in the study's sample with percentage (33.7%) strongly agreed with "Secondary school teachers are not resourceful enough to produce eclectic method in their classes. "There are (52) persons with percentage (50.0%) agreed, and (7) persons with percentage (6.7%) were not sure, and (10) persons with percentage (9.6%) disagreed.

Statement No.(24): Secondary school teachers find it difficult to use different techniques to hold the learners attention.

Table No (4.24).The frequency distribution for the respondents' answers of question No.(4)

Valid	Frequency	Percent
Strongly Agree	51	49.1%
Agree	16	15.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	104	100%

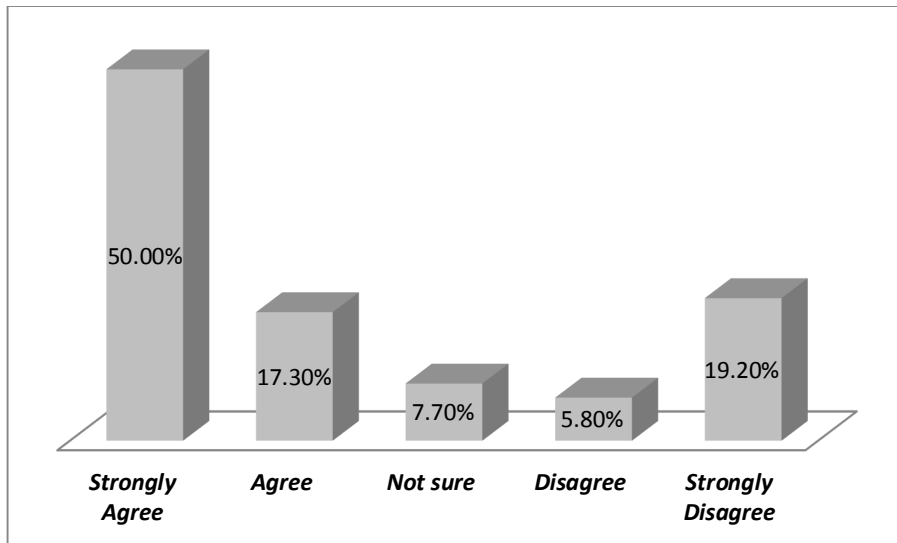


It is clear from the above table No.(4.24) and figure No (4.24) that there are (50) persons in the study's sample with percentage (48.1%) strongly agreed with " Secondary school teachers find it difficult to use different techniques to hold the learner's attention. "There are (17) persons with percentage (16.3%) agreed, and(2) persons with percentage (1.9%) were not sure, and (8) persons with percentage (7.7%) disagree, while (27) persons with percentage (26.0%) strongly disagreed.

Statement No.(25): Secondary school teachers are unable to combine a variety of methods in their classes.

Table No (4.25)The frequency distribution for the respondents' answers of question No.(5).

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%

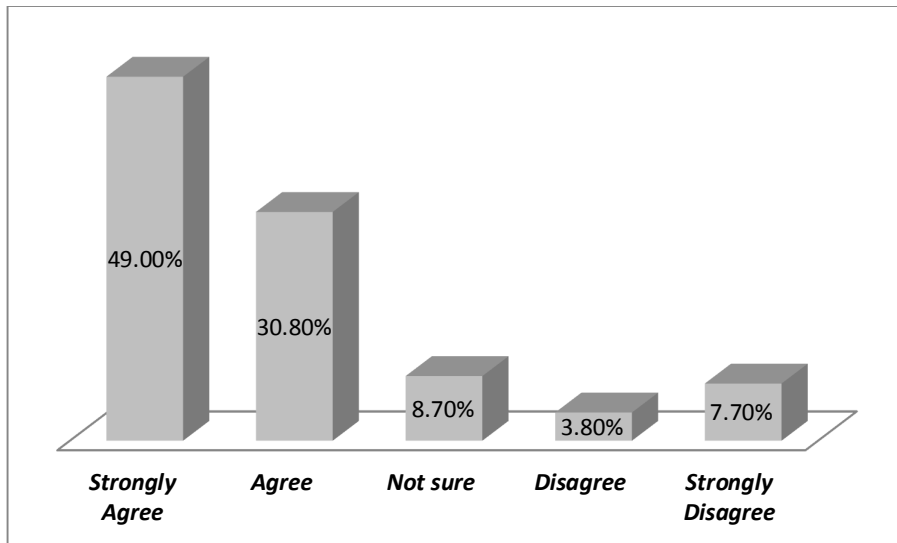


It is clear from the above table No.(4.25) and figure No (4.25) that there are () persons in the study's sample with percentage (50.0%) strongly agreed with "Secondary school teachers are unable to combine a variety of methods in their classes ". There are (18) persons with percentage (17.3%) agreed, and(8) persons with percentage (7.7%) were not sure, and (6) persons with percentage (5.8%) disagree, while (20) persons with percentage (19.2%) strongly disagreed.

Statement No.(26): Secondary school teachers are unable to use the eclectic method to blend language skills.

Table No (4.26).The frequency distribution for the respondents' answers of question No.(6).

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

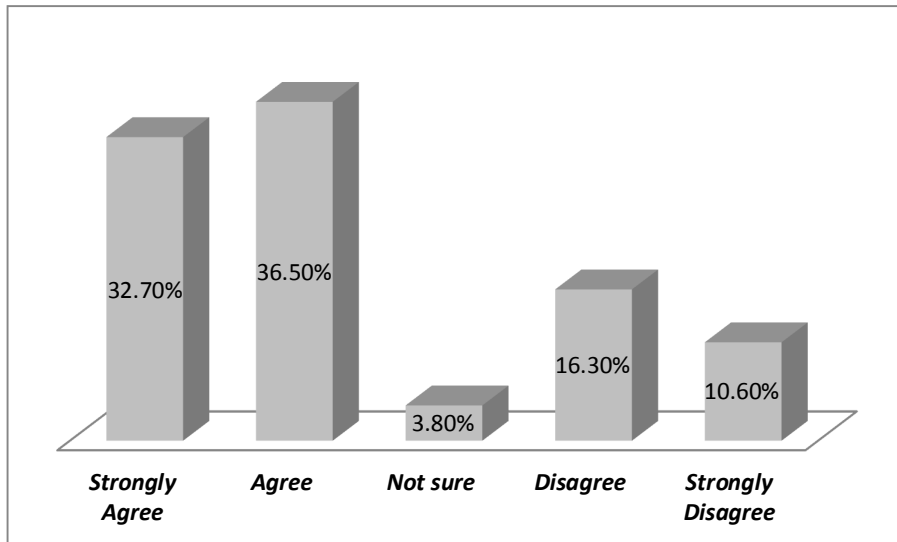


It is clear from table No.(4.26) and figure No (4,26) that there are (51) persons in the study's sample with percentage (49.0%) strongly agreed with "Secondary school teachers are unable to blend language skills ". There are (32) persons with percentage (30.80%) agreed with that and (9) persons with percentage (8.7%) were not sure about that and (4) persons with percentage (3.80%) disagreed, while (8) persons with percentage (7.7%) strongly disagreed.

Statement No.(27): Teachers lack of training affects the application of eclectic method in their classes.

Table No (4.27) The frequency distribution for the respondents' answers of question No.(7).

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

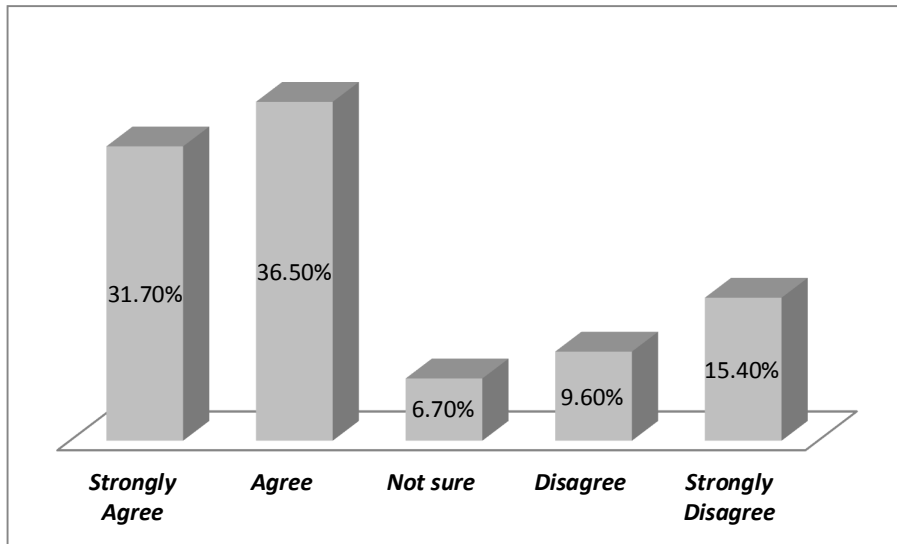


It is clear from the above table No.(4.27) and figure (4.27) that there are (34) persons in the study's sample with percentage (32.7%) strongly agreed with “ Teachers lack of training affects the application of eclectic method. "There are (38) persons with percentage (36.5%) agreed with that and (4) persons with percentage (3.8%) were not sure. and (17) persons with percentage (16.3%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed.

Statement No.(28): Students low level of English proficiency affects the application of eclectic method in EFL classes.

Table No (4.28).The frequency distribution for the respondents' answers of question No.(8).

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%

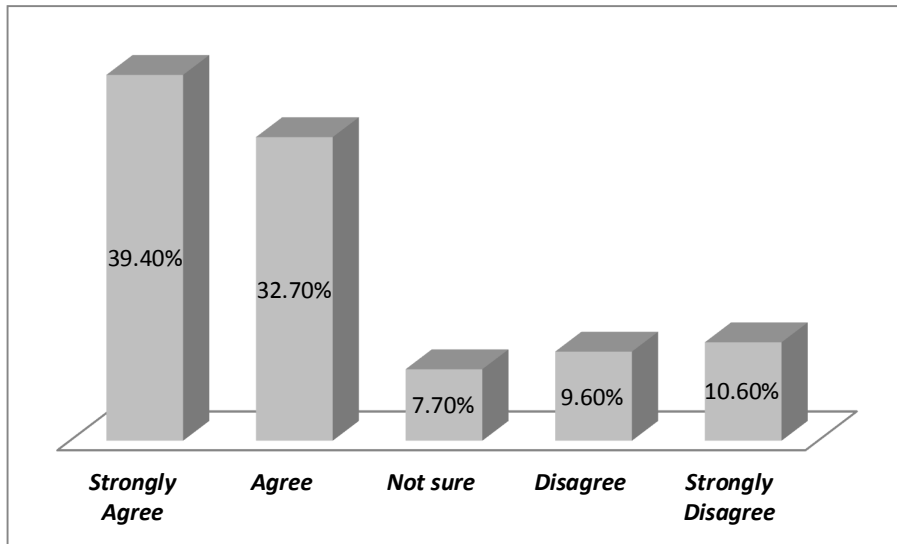


It is clear from the above table No.(4.28) and figure (4.28) that there are (33) persons in the study's sample with percentage (31.7%) strongly agreed with "Students low level of English proficiency affects the application of the eclectic method in EFL classes. ". There are (38) persons with percentage (36.5%) agreed with that and (7) persons with percentage (6.7%) were not sure. and (10) persons with percentage (9.6%) disagreed, while (16) persons with percentage (15.4%) strongly disagreed.

Statement No.(29): Secondary school teachers do not implement eclectic method effectively to teach reading skill..

Table No (4.29).The frequency distribution for the respondents' answers of question No.(9)

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

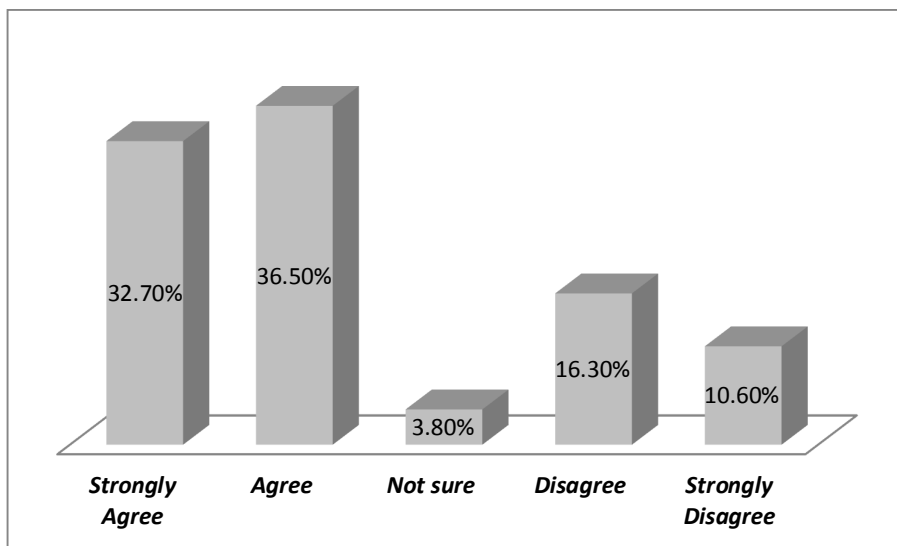


It is clear from the above table No.(4.29) and figure (4.29) that there are (41) persons in the study's sample with percentage (39.4%) strongly agreed with “Secondary school teachers do not implement eclectic method effectively to teach language skill."There are (34) persons with percentage (32.7%) agreed with that and (8) persons with percentage (7.7%) were not sure. and (10) persons with percentage (9.6%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed.

Statement No.(30): Teachers' passive style of teaching, affects the application of eclectic method.

Table No (4.30) The frequency distribution for the respondents' answers of question No.(10).

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%



It is clear from the above table No.(4.30) and figure (4.30) that there are (34) persons in the study's sample with percentage (32.7%) strongly agreed with "**Teachers passive style of teaching, affects the application of eclectic method.**" There are (38) persons with percentage (36.5%) agreed with that and (4) persons with percentage (3.8%) were not sure. and (17) persons with percentage (16.3%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed.

4.3.1. Verification of the Study's Hypotheses:

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problems. To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

4.3.2.Results of the First Hypothesis: Secondary School teachers do not use eclectic method in teaching reading skill Chi – square test for hypothesis NO (1): Secondary School teachers do not use eclectic method in teaching reading skill

No	Question	mean	SD	Chi square	p-value
1	1/ Secondary school teachers do not use eclectic method because it is confusing especially with slow learners.	2.7	4.1	22	0.000
2	2/ Secondary school teachers do not use eclectic method because it is time consuming.	2.6	0.5	19	0.000
3	3/ Eclectic method can only work if learners are fluent in the target language.	2.5	0.9	31	0.000
4	4/ Secondary school teachers do not modify their method if one of the techniques fail to fulfill.	2.9	1.6	22	0.000
5	5/ As a teacher, I do not teach words through eclectic method.	2.6	0.7	36	0.000
6	6/ As a teacher, I do not teach grammar via eclectic method.	2.7	1.5	23	0.000
7	7/ As a teacher, I do not combine a variety of methods in my class.	2.8	2.1	27	0.000
8	8/ Secondary school teachers think that eclectic method is western concept which ignores the local needs of language learners.	2.7	1.5	29	0.000
9	9/ I believe, eclectic method is not convenient for secondary schools.	2.6	0.5	34	0.000
10	10/ Every language teacher has his/her own method of teaching.	2.4	1.6	27	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No () was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The activation of student's background knowledge is closely related to their writing proficiency in language.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Secondary school teachers do not use eclectic method because it is confusing especially with slow learners."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Secondary school teachers don't use eclectic method because it is time consuming".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Eclectic method can only work if learners are fluent in the target language".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Secondary school teachers do not modify their methods if one of the techniques fail to fulfill".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "As a teacher, I do not teach new words through eclectic method..

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-1) was (27) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “As a teacher, I do not teach grammar through eclectic method.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (2) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “As a teacher, I do not combine a variety of methods in my classes ”.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (3) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Secondary school teachers think that eclectic method is western concept which ignores the local needs of language learners.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (4) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement I believe, eclectic method is not convenient with secondary school level.

- *According to the previous results the hypothesis NO(1) is accepted*

4.3.3. Results of the Second Hypothesis: Table (2) Chi –square test for hypothesis NO (2): Eclectic method is effective in teaching reading skill.

Nom	Statement	mean	SD	Chi square	p-value
1	11/ The eclectic method enhance learners reading skill.	2.8	2.1	27	0.000
2	12/The eclectic method enables secondary school teachers to react to various learning needs of the learners.	2.7	1.5	29	0.000
3	13/Teaching through eclectic method is interesting.	2.6	0.5	34	0.000
4	14/ The eclectic method is flexible because it allows teacher creativity.	2.4	1.6	27	0.000
5	15/ The eclectic method make learning easier for learners to understand the language of the text in its cultural context.	2.9	2.7	23	0.000
6	16/ The eclectic method helps teachers to teach effectively by drawing on the strength of various methods and avoiding their weakness.	2.7	1.5	30	0.000
7	17/ In eclectic method, learning is innovative due to the unique nature of learning process.	2.8	2.1	27	0.000
8	18/ The eclectic method effectively work for any kind of learners irrespective of age and standard.	2.7	1.5	29	0.000
9	19/ The eclectic method increase the rate and amount of learning which takes place in the classroom.	2.6	0.5	34	0.000
10	20/ A technique of teaching through eclectic method is a rich combination of multiple activities.	2.4	1.6	27	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No () was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement The eclectic method enhances learners reading skill .

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No () was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The eclectic method enables secondary school teachers react to various learning needs of learners."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No () was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching through eclectic method is interesting.

The calculated value of chi-square for the significance of the differences

for the respondent's answers in the statement No (4) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement The eclectic method is flexible because it allows teacher creativity.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The eclectic method makes learning easier for learners to understand the language of the text in its cultural context.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The eclectic method helps teachers teach effectively by drawing on the strength of various methods and avoiding this weakness.

The calculated value of chi-square for the significance of the differences

for the respondent's answers in the statement No (1-1) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "In eclectic method, learning is innovative due to the unique nature of leaning process..

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The eclectic method effectively works for any kind of learners irrespective of age and standard".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The eclectic method increases the rate and amount of learning which takes place in the classroom. .

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (27) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “A technique of teaching through eclectic method is a rich combination of multiple activities.

According to the previous results the hypothesis NO (2) is accepted

4.3.4. Results of the Third Hypothesis:

Table (3) Chi –square test for hypothesis NO (3 Secondary school teachers encounter difficulties when adopting eclectic method.

Nom	Statement	Mean	SD	Chi square	p-value
1	21/ Secondary school teachers are unable to design eclectic method according to learners' competency.	2.8	3.4	25	0.000
2	22/Secondary school teachers are unable to design eclectic method according to learners proficiency.	2.5	1.5	19	0.000
3	23/ Secondary school teachers are not resourceful enough to produce eclectic method in their classes.	2.4	0.9	31	0.000
4	24/ Secondary school teachers find it difficult to use different techniques to hold the learners attention.	2.9	1.6	25	0.000
5	25/ Secondary school teachers are unable to combine a variety of methods in their classes.	2.6	0.7	36	0.000
6	26/Secondary school teachers are unable to use eclectic method to blend language skills.	2.8	0.6	22	0.000
7	27/ Teachers lack of training affects the application of eclectic method.	3.1	3.5	38	0.001
8	28/ Students low level of English proficiency affects the application of eclectic method in EFL classes.	2.8	0.6	24	0.000
9	29/ Secondary school teachers are unable to implement eclectic method effectively to teach language skills.	3.2	3.5	33	0.001
10	30/ Teachers passive style of teaching affects the application of eclectic method.	3.1	4	22	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-1) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement. "Secondary school teachers are unable to design eclectic method according to learner's competency

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Secondary school teachers are unable to design eclectic method according to the learners proficiency.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Secondary school teachers

are not resourceful enough to produce eclectic method in their classes”.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Secondary school teachers find it difficult to use different techniques to hold the learners attention.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Secondary school teachers are unable to combine a variety of methods in their classes.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Secondary school teachers are unable to use eclectic method to blend language skills

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “.Teachers lack of training affects the application of eclectic method.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Students low level of English proficiency affects the application of eclectic method in EFL classes.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement Secondary school teachers are unable to implement eclectic method effectively to teach language skills.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.2) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement Teachers passive style of teaching affects the application of eclectic method.

According to the previous results the hypothesis NO (3) is accepted

4.4. Analysis of the Second Tool the Interview:

The results of the questionnaire were not sufficient to fully understand and find answers to the research questions. Another tool needs to be analyzed by experts who can provide us with fruitful information; therefore, an interview was designed for English language experts. The purpose of using the interview in this study was mainly to supplement the findings of the data collected through questionnaire by eliciting responses not dealt within questionnaire. The interviewees were chosen purposefully which would help enhance the reliability of the research data. Interviews were carried out with five experts. The interviews were open-ended and the questions were semi-structured. Interviewees did not want to be recorded so no tape recording was used. The researcher also realized that the presence of the tape recorder during the interviews might change the behaviors, frankness and openness of respondents. The interviews were carried out in English.

In order to help the participants to freely elaborate on their answers and give deeper views, each participant was given enough time to think of the questions.

The following are their perceptions as revealed in the interview.

To know about the experts' views about eclectic method, the first question is worth asking. Each expert wrote what he thought eclectic method is. The following are the samples of experts' answers.

In response to the first question "How many years have you been teaching eclectic method?"

The first expert has been teaching for 10 years, the second said he has been teaching for sixteen years, while the third has been teaching for

eleven years. As for the fourth and fifth experts, they both have been teaching for more than fifteen years. That is to say all the experts have great experience in teaching English using eclectic method.

With regard to the second question “How would you define the eclectic method?”

The experts’ answers were as follow:

The first experts answered as follow:

Eclectic method means combining the best elements of several methods and approaches that to be selected by the teacher in the classroom to meet the goals of instructional situation on the needs of the learner.

The second expert define eclectic method by saying not following any one system but selecting and using what are considered the best element of all systems.

As far as the third expert is concerned, he defines eclectic method as to switch to another method or change from one activity to another with the same lesson.

The fourth expert regards eclectic method as combination of different methods of teaching and learning approaches.

The fifth and the final expert define eclectic method as driving things from a variety of sources using a variety of approaches and methods.

Concerning the third question; “How practical is the eclectic method in language learning classroom?”

The first expert believe that eclectic method is practical because there is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.

The second expert also thinks that eclectic method is practical as it saves

both time and effort in the presentation of language activities.

As far as the third expert is concerned, he believes that eclectic method is practical because teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.

The fourth expert strongly believe that eclectic method is practical because using a variety of ideas and procedures from different existing approaches and methods will increase the chances of learning taking place as wells as its flexibility.

The fifth and final expert is also for the motion that eclectic method is practical as it has positive effect on students' academic achievement and retention in English. It is rewarding, effective and productive as well.

When discussing the fourth question "As an instructor, do you think eclectic method is more or less effective than the traditional teaching approaches?"

Experts held different attitudes towards the effectiveness of the eclectic method. Two of them held positive attitudes about the effectiveness of eclectic method while other two did not. In addition, there is one expert who held neutral attitude since they could not tell whether it was effective or not

The two experts who held positive attitudes think that the eclectic method allows teachers' creativity and freedom and is not restrictive. They also note that the eclectic method helps teachers to reach out to all the learners irrespective of their differences. Learners' participation and inclusiveness were other reasons cited for having positive attitudes. Those who held negative attitudes, think that there is no significance difference between eclectic and traditional teaching approaches which means that eclectic

method as an approach or method is not more effective than the traditional ones.

With regard to the fifth question “Is there any problem you think has hindered you from teaching your students through eclectic method?”

The first expert thinks that eclectic method is confusing especially to slow learners. If you explain something in a different way, a slow learner will think that it is a different thing altogether. So, as a teacher you end up misleading the learners so we do not use it.

The second expert thinks that adopting such method is problematic because it can be unsafe. The teacher may fall victim of the methodological baggage that comes with it.

The third expert thinks that the eclectic method is too demanding on the part of the teacher because he/she has to use several classroom activities in the class. So it is a real challenge to teachers.

The fourth expert believes that teachers are not well-trained in using eclectic method in their classrooms. So this reality makes them avoid using it in their lessons.

The fifth and final expert thinks that eclectic method discourages teachers to reflect upon their teaching. Teachers are unable to reconsider their professional practice.

As far as the sixth and final question is concerned “Would you like to comment or add anything?”

You are welcome -----
-----.

There was no comment from the five experts. -----

Summary of the chapter

In this chapter, the study provided a comprehensive analysis of the results of the two data collection methods used which were a questionnaire and an interview. The two tools were treated statistically for the purpose of reaching objective results. The results were discussed thoroughly in the light of the three hypotheses stated in chapter one. The results reached were these: Most secondary school teachers do not use eclectic method for several reasons: Teachers think it is confusing especially with slow learners , some think it is time consuming and others see that eclectic method can only work if the learners are fluent in the target language.

CHAPTER FIVE
SUMMARY OF THE STUDY, MAIN FINDINGS,
CONCLUSION, RECOMMENDATIONS AND
SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

SUMMARY OF THE STUDY, MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction:

This chapter contains summary and conclusions for the whole study which will include aims, research questions, hypotheses, methodology, data collection tools and stating the main results reached. In addition, the chapter contains recommendations for the study and suggestions for further studies.

5.1. Summary of the Study:

This study is an investigation of the effect of eclectic method on improving reading ability of secondary school learners . The study raised up three questions:

1. To what extent do secondary school teachers use eclectic method to teach reading?
2. To what extent is eclectic method effective in teaching reading?
3. What are the difficulties that encounter teachers when adopting eclectic method?

In reply to the study questions the study hypothesizes that:

1. Secondary school teachers do not use eclectic method in teaching reading.
2. Eclectic method is effective in teaching reading.
3. Secondary school teachers encounter difficulties when adopting eclectic method.

The three hypotheses were confirmed.

The study adopted the descriptive analytic method as a research Methodology. Two data collection tools were used; these were

questionnaire and interview for English language teachers at Sudanese universities.

The population of the questionnaire was English Language teachers at secondary schools .The sample consisted of 104 teachers .The population of the interview was EFL experts. The sample consisted of five experts. The interview consisted of five questions which directly related to the study research questions.

5.2. Main Findings:

The findings consist of the data obtained through questionnaire and interview to see the effect of the eclectic method in improving reading ability of secondary school learners. Also the research findings indicate that most of secondary school teachers do not use eclectic method in their classes for several reasons such as:

1. They think that it is confusing especially with slow learners.
2. Others think that it is time consuming.
3. Teachers think that this method can only work if learners are fluent in the target language.
4. Some think that they have their own way of teaching so they need not to use eclectic method in their classes.
5. The findings of the study also indicate the effectiveness of the eclectic method on improving the reading ability for secondary school students.
6. These findings indicate that eclectic method enhances learners reading skill.
7. The eclectic method was found effective as it enables secondary school teachers react to various learning needs of the learners.
8. It is believed that teaching through eclectic method is interesting and more funny.

9. The eclectic method was also found effective because it is flexible and allows teachers creativity.

10. Teachers believe that this method help them to teach effectively by drawing on the strength of various methods and avoiding their weakness.

11. The findings also indicate that teachers encounter difficulties in adopting eclectic method in their classes.

12 . They also find it difficult to use different techniques to hold the learners' affection.

13. The findings also showed that teachers have to adopt this method according to learners' proficiency and competence.

5.3. Recommendations:

Based on the findings of the study, the researcher recommends the following:

1. Secondary school teachers have to adopt eclectic method for teaching reading as it is more effective, flexible and useful as compared to traditional learning approaches.

2. Secondary school teachers are to be trained on effective teaching-methodologies such as eclectic learning approach to ensure effective and successful instructed processes.

3. Proper teaching aids and other relevant technologies should be used effectively and successfully.

4. Secondary school teachers should have subject mastery as well as extra ordinary knowledge of teaching methodologies.

5. This type of study should be conducted at elementary, secondary, higher secondary and tertiary level as well as in other academic levels.

5.4. Suggestions for Further Studies:

Some of the areas that can still be investigated are:

1. A study is recommended to explore the effect of eclectic method on improving writing skills.
2. Further researches should also investigate both teachers and students perception on the effect of eclectic method on improving all language skills.
3. It is hoped that this study can pave the way for other researches to be carried out and in the elementary level.
4. In order to examine the effectiveness of eclectic method on improving reading ability, there is a need for proving how eclectic method is effective.

5.5 Summary of the Chapter:

In this chapter, the researcher has provided summary for all procedures of the study. In addition, summary of the study findings was stated. The study also suggested a number of recommendations to be followed to overcome eclectic method setting problems at Sudanese secondary schools. Finally, some titles were proposed for further studies.

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Appendices

Appendix (1)

The teachers' questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate the effect of eclectic method on improving reading ability of secondary school students. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below:

Your answers are very important and will be of much help for the completion of this work.

Please tick (✓) the choice that best represents your response.

Personal Information:

1. Sex:

a) Male () female ()

2. Degrees (held):

a) BA Higher Diploma MA PH-D

3. Years of experience:

a) From 1 – 5 from 6 – 10 from 11 – 15
More than 15

4. Age

a) from 25 – 35 from 36 – 40

5. Statements:

a) Agree strongly agree Neutral
Disagree strong disagree

Questionnaire Statements:

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Secondary school teachers do not use eclectic method in teaching reading skill					
1/ Secondary school teachers do not use eclectic method because it is confusing especially with slow learners.					
2 Secondary school teachers do not use eclectic method in their classes because they believe that it is time consuming.					
3/Eclectic method can only work if learners are fluent in the target language.					
4/ Secondary school teachers do not modify their method if one of the techniques fails to fulfill.					
5/ As a teacher, I do not teach new vocabulary via eclectic method.					
6/ As a teacher, I do not teach grammar points via eclectic method.					
7/As a teacher, I do not combine a variety of methods in my class.					
8 / Secondary school teachers do not use eclectic method because they think that it is western concept which ignores the local needs of language learners.					
9/I believe, eclectic method is not convenient for secondary school level.					
10/As a teacher, I do not use eclectic method because I have my own way of teaching.					

Eclectic method is effective in teaching reading skill.					
11/The eclectic method enhances learners' reading skill.					
12 The eclectic method enables secondary school teachers to react to various learning needs of the learners.					
13/Teaching through eclectic method is interesting.					
14/Students background knowledge leads to successful reading.					
15/ The eclectic method, makes learning easier for learners to understand the language of the text in its cultural context.					
16/ The eclectic method helps teachers to teach effectively by drawing on the strength of various methods and a voiding their weakness.					
17/ In eclectic method, learning is innovative due to the unique nature of learning process.					
18/ The eclectic method effectively work for any kind of learners irrespective of age and standard.					
19/The eclectic method increases the rate and amount of learning which takes place in the classroom.					
20/A technique of teaching through eclectic method is a rich combination of multiple methods.					

Secondary school teachers encounter difficulties when adopting eclectic method.

21/Secondary school teachers are unable to design eclectic method according to the learners' proficiency.					
22 Secondary school teachers are unable to design eclectic method according to the learners' competency.					
23 Secondary school teachers are not resourceful enough to produce eclectic method in the classes.					
24 Secondary school teachers find it difficult to use different techniques to hold the learners' attention.					
25 Secondary school teachers are unable to combine a variety of methods in their classes.					
26/ Secondary school teachers are unable to use eclectic method in their classes to blend language skills.					
27/Teachers' lack of training, affects the application of eclectic method in their classes.					
28/Students' low level of English proficiency, affects the application of eclectic method in EFL classes.					
29/Secondary school teachers do not implement eclectic method effectively to teach reading as a language skill.					
30/Teachers passive style of teaching, affects the application of eclectic method.					

Appendix (2)

Experts' Interview

1. How many Years have you been teaching English using eclectic method?
2. How would you define the eclectic method?
3. How practical is the eclectic method in language teaching and learning classroom?
4. As an instructor, do you think the eclectic method is more or less effective than the traditional teaching method? Why?
5. Is there any problem you think has hindered you from teaching your students via eclectic method?
6. Would you like to comment or add anything?

You are welcome -----