# The Effectiveness of a Programme Based on Integrating Differentiated Instruction into Eclectic Approach to Enhance Preparatory Stage Pupils' EFL Writing Skills

## Prepared by

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**الملخص:**

هدفت الدراسة الحالية إلى التحقق من فعالية برنامج يعتمد على دمج التدريس المتمايز في المدخل التوليفى لتعزيز بعض مهارات الكتابة (الوحدة ، التماسك ، القواعد ، التنظيم ، وآليات الكتابة) لتلاميذ المرحلة الإعدادية. إستند جمع البيانات إلى نهج الأساليب المختلطة المتسلسلة ، وبالتالي إعتمد البحث الحالي تصميم المجموعة التجريبية الواحدة في المرحلة الأولى من الدراسة ، تم تطبيق مقياس الذكاءات المتعددة على العينة بأكملها لتقسيمها وفقًا لذكائهم المهيمن حيث تم تقسيم الطلاب الى ثلاثة مجموعات تجريبية : لفظية / لغوية ، وبصرية / مكانية ، ومنطقية / رياضية وقامت الباحثة بتطبيق قائمة مهارات الكتابة باللغة الإنجليزية كلغة أجنبية ، وإختبار الكتابة باللغة الإنجليزية كلغة أجنبية ، ومقياس التقدير لاستخدامه في تقييم كتابات التلاميذ ، استخدمت الباحثة أيضا برنامج يعتمد على دمج التدريس المتمايز فى المدخل التوليفى لتسعين تلميذ وتلميذة في الصف الثانى الإعدادي بمحافظة المنوفية. وفي المرحلة الثانية، أجرت الباحثة مقابلات شبه منظمة مع خمسة عشر من معلمي المرحلة الإعدادية لاستنباط تصورات المعلمين حول دمج التدريس المتمايز في المدخل الانتقائي. تم تحليل البيانات كميا ونوعيا حيث كشفت النتائج أن البرنامج المقترح القائم على دمج التدريس المتمايز فى المدخل التوليفى فعال في تعزيز مهارات الكتابة لدى تلاميذ المرحلة الإعدادية.

**الكلمات المفتاحية:** مهارات الكتابة باللغة الإنجليزية كلغة أجنبية ، التدريس المتمايز ، المدخل التوليفى ، تلاميذ المرحلة الإعدادية.

**Abstract**:

The current study aimed to investigate the effectiveness of a programme based on integrating differentiated instruction into the eclectic approach in enhancing some EFL writing skills (unity, coherence, grammar, organization, and mechanics of writing) of preparatory stage pupils. Data collection was based on a sequential mixed methods design; thus, the present research adopted a one group pre-posttest quasi experimental design in the first phase of the study. Multiple intelligences inventory was administered to the whole sample to divide them according to their strongest dominated intelligence. The pupils were divided into three experimental groups: verbal / linguistic, visual / spatial, and logical / mathematical. The researcher in the first phase of the study administered an EFL writing skills checklist, an EFL pre-post writing skills test, a scoring rubric to be used for grading pupils' writings, and a program based on integrating differentiated instruction into the eclectic approach to ninety students enrolled in the second year, preparatory stage, Menoufia governorate. In phase two, the researcher conducted semi-structured in-depth interviews with 15 preparatory stage teachers to elicit their perceptions of integrating differentiated instruction into the eclectic approach. Data were analysed quantitatively and qualitatively. Findings revealed that the proposed program based on integrating differentiated instruction into the eclectic approach was effective in enhancing EFL preparatory stage pupils' writing skills.

**Key Words:** EFL writing skills, differentiated instruction, eclectic approach, preparatory stage pupils.

## 1. Introduction

Language is a means for communication with others where ideas and thoughts are expressed, and other's ideas are received, and understood. Communication is either written, or oral. Writing is a way of sharing ideas, information, thoughts, and experiences with others in a written form. Through writing, EFL students can explore ideas, inform others, and tell what they feel. Writing is also a basic skill, just as important as listening, speaking, and reading.

Writing is a complex process because it focuses on a lower skills of word choice, spelling, and punctuation, as well as higher level skills of organization, and planning i.e. organizing ideas, and generating (Richards & Renandya, 2002). Pupils have to know some writing's conventions as paragraph construction, organizing ideas, correct spelling, and punctuation (Harmer, 2004). In English as a foreign language, pupils need to master English writing skills ranging from writing a simple paragraph to writing essays(Meyers, 2005). Writing skills help EFL learners to develop both their future career, and academic achievement (Fazio, 2020; Parupalli Rao, 2017). If one is a good writer, he can read, and speak effectively, and fluently. Writing proficiency includes mastering writing aspects: organization, content, vocabulary, grammar, and language use (Baba, 2009; Coxhead & Byrd, 2007; Harmer, 2007).

In fact, most EFL pupils meet many problems in learning writing skills; it is difficult for them to organize, and develop thoughts, and ideas well. They face difficulties in mechanics of writing including grammar. They are not engaged, or motivated in writing' topics. They have not enough time to be corrected, or get feedback from the teacher. They feel less motivated, and bored to write (Tsao, Tseng, & Wang, 2017). Also, Richards and Renandya (2002) stated that the difficulty in writing lies not only in organizing, and generating ideas, but also translating these thoughts into readable text. Jabali (2018); Zarei, Pourghasemian, and Jalali (2017) added that the difficulty of writing is related to the ineffective use of writing strategies, and struggling from teachers to help students to write. There is a varied academic difference that strongly affects students' instructional, and social identities. Instructors are encountered with unique students' interests, needs, and learning profiles that deeply influence their achievement, and performance

to use an appropriate model, so the student can be motivated, and write well (Tsao et al., 2017).

Integrating differentiated instruction into the eclectic approach can be used to facilitate learners with different phases of learning. It supports student-centered instruction, personalized-differentiated learning, and constructivism (Soltanpour & Reza, 2018). It serves the notion of personalized learning where every student learns at their own needs, and pace (Egbert, Herman, & Lee, 2015). Therefore, there is a move from teacher- focused instruction, and face to face class to student- centered instruction because students are mainly engaged in class activities (Başal, 2015; Bishop & Verleger, 2013).The preparatory stage pupils' role changes from the owner of knowledge to a facilitator, guide, and organizer. Teacher can use class time to give their attention to each individual student, and differentiate learning according to their needs, abilities, and pace (Bishop & Verleger, 2013; Ekmekçi, 2017).

Integrating differentiated instruction into the eclectic approach has a lot of advantages to develop writing skills as it differentiates instruction, increases learner engagement, supports student collaboration, develops higher order thinking, personalizes learning according to pupils' needs, and abilities, supports reference for home study, and increases parents' engagement in their students' learning(Alharbi, 2017; İşcan, 2017; Li, 2012; Sarifa, 2020). Classrooms today are more diverse than ever, including different learning styles, a wide range of interests, and levels of readiness. Instructors meet unique needs for each student. To meet these differences, integrating differentiated instruction into the eclectic approach offers multiple approaches to meet students' needs(Cecil, Gipe, & Merrill, 2017; Joseph & Love Joy, 2019 ; Turpin, 2018; Yadav, 2019).

## 1.1 Context of the problem

The current study 's problem stems from several sources including:
**First**, a review of some related studies revealed a weakness in EFL learners 'writing. This weakness is not only at the preparatory stage, but also at all levels of education(Abdel-Hack, 2002; Abdel-Hack & Helwa, 2014;

Abdelrahman, Dewitt, Alias, & Rahman, 2017; Ahmed, 2016; Okasha & Hamdi, 2014).

**Second,** a pilot study was conducted to diagnose, document, and confirm the problem on a scientific basis. The researcher administered an EFL writing test to a sample of 30 pupils enrolled in the preparatory stage, Menoufia governorate, during the second semester of the 2021/2022 academic year. Findings revealed significant deficiencies in Their EFL writing skills. Their scores confirmed the existence of the problem. The following table shows the finding of the pilot study.

**Table (1): Finding of the Pilot Study**

| Level | Unity | Coherence | Mechanics | Organization | Grammar | Writing Skills |
|---|---|---|---|---|---|---|
| **Mean** | 1.5 | 0.8 | 0.95 | 1.4 | 1.5 | 6.15 |
| **Total Score** | 4 | 4 | 4 | 4 | 4 | 20 |
| **Std. Deviation** | 1.24 | 0.75 | 0.22 | 0.73 | 0.81 | 2.62 |
| **Percentage** | %37.50 | %20 | %23.75 | %35 | %37. 50 | %30.78 |

## 1.2 Statement of the problem

The problem of the present study lies in the weakness of EFL writing skills among second year preparatory stage pupils. The majority of them are unable to write in a comprehensive, clear, fluent, or even grammatical manner. This weakness may be due to several reasons such as unsuitable teaching, and learning methods, insufficient time devoted to writing development. That is why the current study attempted to investigate the effectiveness of a programme based on integrating differentiated instruction into the eclectic approach in enhancing preparatory stage pupils' writing skills.

### 1.3 Questions of the study

The current study aims to provide answers to the following key question:

To what extent is a programme based on integrating differentiated instruction into the eclectic approach effective in enhancing EFL preparatory stage pupils' writing skills?

**Out of this main question, the following sub-questions are stated:**

1) To what extent is a programme based on integrating differentiated instruction into the eclectic approach effective in Enhancing the first experimental group (visual/spatial) group's overall and each of the writing skills (unity, coherence, mechanics of writing, grammar, organization)?

2) To what extent is a programme based on integrating differentiated instruction into the eclectic approach effective in enhancing the second experimental group (verbal/linguistic acquisition) group's overall and each of the writing skills (unity, coherence, mechanics of writing, grammar, organization)?

3) To what extent is a programme based on integrating differentiated instruction into the eclectic approach effective in enhancing the third experimental group (logical/mathematical) group's overall and each of the writing skills (unity, coherence, mechanics of writing, grammar, organization)?

### 1.4 Aim of the study

The present study aimed at improving preparatory stage pupils' EFL writing skills (unity, coherence, mechanics of writing, grammar, organization) through the eclectic approach- based program.

### 1.5 Significance of the study

The current study is significant since it might help:

1) 2nd Preparatory stage pupils as it could help them in enhancing their writing skills easier and more engaging. It can enable those learners to write unified, coherent, fluent, and well organized.

2) EFL instructors as it provides them with innovative suggested program based on integrating differentiated instruction into the eclectic approach that may help them to develop their pupils' EFL writing skills.

3) Curriculum designers as it could raise their awareness of using a programme based on integrating differentiated instruction into the eclectic approach in preparing courses, or programs for Enhancing EFL writing skills.

4) EFL Faculty/staff members as it provides a new instruction to be used by preparatory stage pupils in teaching writing and essay courses in TEFL.

5) TEFL researchers as it could open a new area of study on integrating differentiated instruction into the eclectic approach to develop language skills, and aspects among other various levels of EFL learners.

## 1.6 Delimitations of the study:
The study is delimited to:
1. A group of second-year preparatory stage pupils (N=ninety pupils).
2.   15 preparatory stage teachers
3. The second semester of the 2021/2022 academic year.
4. Some EFL writing skills: unity, coherence, grammar, organization, and mechanics of writing.
5. Three types of dominated intelligences (verbal/linguistic intelligence, reasoning/mathematical intelligence, and visual/spatial intelligence).

## 1.7 Definition of terms
### Eclectic approach
Integrating differentiated instruction into the eclectic approach is a teaching approach that does not rely solely on a model or criterion. Instead, it combines different theories and techniques to find solutions to local problems. It examines the subject matter in more depth and comes up with various theories for different cases (Joseph & Love Joy, 2019 ; Sundari, 2020; Turpin, 2018).

### Differentiated Instruction
Differentiated instruction is a teaching approach designed to support the learning of individual pupils in a classroom. Different tasks and assignments

allow all   pupils to enter the same curriculum by providing learning activities and outcomes tailored to  pupils' needs (Subban & Round, 2015; Tomlinson & Imbeau, 2010). Differentiated instruction depends on the uniqueness of learning in content, process and product according to learners' needs and learning styles. Content is what learners are to gain or learn from the instruction; process is how the learners have to finish the learning content; and product is how the learning is demonstrated or observed (Gregory & Chapman, 2007; Subban, 2006; Tomlinson, 2008) . Further, content is the material that is approaching pupils from the teacher to learn.

According to Cecil et al. (2017); Tomlinson and Imbeau (2010); Yadav (2019) , Teachers can differentiate content, process, and product for pupils. Content differentiated instruction refers to the change in material that a student learns. Differentiated Instruction in process refers to the way a student approaches material. One pupil may investigate a learning community while another student may gather data from the web. Product differentiated instruction alludes to the manner in which a learner shows what he/she has learned.

**Integrating differentiated instruction into the eclectic approach** can be operationally defined as a framework which combines the benefits of using various methods and strategies; to personalize, and differentiate learning in a way that enables preparatory stage pupils, Menoufia Governorate, to learn according to their readiness, needs, and abilities, and to help them practice writing tasks effectively.

**EFL Writing skills**

Writing skill is considered one of the productive language skills. Cumming (2003); Deng (2007); Hanna (2002) defined it as a complex skill which takes enough time to develop and improve, so it is helpful to provide guidance and frequent practice in every stage of writing. Massi (2001); Zarei et al. (2017) also defined writing as an interactive process between writer, reader, and text to convey a certain message**.** Writing increase language acquisition, with student's experiment of sentences and words to interact or share their ideas effectively and to reinforce the vocabulary and

grammar they are learning in class (Benesch, 2001; Hyland, 2003; Massi, 2001; Zarei et al., 2017). Similarity, Maghsoudi and Haririan (2013); Rao (2007)  affirmed writing's importance in helping learners to organize their ideas, or organize, stimulates thinking, summarizes, and criticize.

EFL writing skills is operationally defined in the current study as the ability of preparatory stage pupils, to produce a unified, coherent, and well - organized composition of writing, and to interact with others by sharing their ideas, thoughts, opinions, and feelings.

### Review of Literature

### 2.1 EFL Writing Skills

Writing is considered to be a very basic requirement for human beings since it is used in communication with each other in daily life. The importance of writing, as one of language skill, comes from the influential role that language plays in human life. So, writing as a craft goes in parallel with human life. Apart from the importance of writing in general, writing in English is considered one of the basic elements of communication. Crystal (2003); Harmer (2007) revealed that English is a language of communication between various people all over the world and writing plays a vital role in English which appears in the need of English writing for various purposes of realizing inter cultural communication among people from different countries all over the world.

Writing is learned via the process of instruction, and contains a lot of subskills which  pupils have to master to interact and send a message successfully (Mundhe, 2015). Writing remains the most important and difficult skill of all English language skills (Brindle, Graham, Harris, & Hebert, 2016; Graham, 2019). Also,  Nunan (2003) proved that writing purpose is both to impress and express as writers performs several roles when they write, a writer imagines, organizes, composes, drafts, revises, edits, reads, rereads, and evaluates.

Bukhari (2016) declared that writing is not only a foreign language acquisition process, but it is also a battle organization of thoughts and ideas. Also, EFL writing is related with mastering the grammatical structures,

syntax, and vocabulary. It is nature for learners to commit grammatical mistakes in their writing. Thus, teachers should encourage their pupils to edit, revise, and correct their mistakes to produce a perfect writing. Writing is a basic skill; learners should know how to compose any kind of writing pieces, how to write paragraph, essay, letter, reports, and so on. Moreover, they should know how to write using electronic media.

## Approaches to Teaching EFL Writing Skills

### Product-Based Approach:

According to Meeampol (2008), the idea of writing as a product depends on the audio- Lingual theory. Writing is considered as a written from of spoken language and it helps to strength speech, via depending on the mastering of syntactic and grammatical forms. Product-based approach in writing reflects the concentration on pupils' abilities to produce correct texts. Thus, grammatical skills receive considerable emphasis and the correct sentences and essential component of writing. On the other hand, Meeampol (2008) declared that the product approach ignores how student create or write their writing that has structure and form. The product approach depends on ends rather than means. Also, in the product-oriented approach the instructors concentrate on the end results or the written paper.

### Genre-Based Approach

According to Badger and White (2000), genre-based approach is considered as an extension of the product-based approach because it provides students with the opportunity to learn a variety of writing types, such as the academic report, business letter, and the study paper. Hammond and Derewianka (2001) explains that the interest of writing on this approach depends on the integration between the knowledge of a particular genre and its communication goal. These help students create their own written products in order to successfully interact with others in the same community. So, learning specific genres is a way to help students bring real writing relevant to their real life outside of class.

### Process-Based Approach

Deniz and Demir (2019); Jeong (2020) defined process- based writing as the way by which writers do their writing from beginning to end. Hakim (2018);Jeong (2017) added that process-based approach is an activity that encourages students to manipulate their writing, not as a grammar exercise,

but to explore concept and meaning. In the writing process, teachers can help students identify their thoughts and ideas and improve their own writing.

## Cooperative Writing Approach:

Although many persons write on their own, whether at work or home, instructors and pupils can take advantage of the others presence to make writing a cooperative activity. According to Biria and Jafari (2013), the co-operative works well with both genre-based and process approaches. In the process approach, writing passes with a lot of stages, one of them needs another-persons to review, edit, and evaluate their writing which enhanced by having more one person working on it. Writing in groups encourages pupils to have peer and group evaluation and the most coherent and well-organized ideas appear with two or more people involved than it is when only one works in his/her own (Munawar & Chaudhary, 2019).

## The Communicative Approach:

On the writing level, pupils' use of the language must be meaningful, functional, and appropriate within the social context in which it is used (Nurhayati, 2018). The communicative approach does not mean the mastery of language forms, but the mastery of how to merge the communicative functions of the language (Filonova, 2020). So, mastery of structure and vocabulary does mean nothing if student do not use these forms for the purpose of receiving and transmitting ideas, thoughts, and feelings between the reader and the writer. There are several communicative methodologies that ranges from helping learners to express meaning at the level of accuracy to using lexical phrases and grammar to achieve a certain communicative function  (Likaj, 2015; Rao, 2020).

## Differentiated instruction:

Differentiated instruction is defined as the strategies used by the teacher to plan and implement different ways of dealing with content (what students learn), process (how they learn) and product (how they learn) in response to students' differences  (Tomlinson, 2001, p.10). King-Shaver and Hunter (2003) proposed that differentiated instruction provides provide flexible timelines for completing tasks with different curricula and instructions,

allowing students to "achieve the same goal through different paths" (p.76). Focusing on the needs, preferences and interests of the individual, the purpose of a different curriculum and instruction is to include all students regardless of skill, effort and learning style.

## The Need for Differentiated Instruction

Diverse learners are apparently turning into the standard instead of the exemption (Fleming & Baker, 2002, p.3). As Reis et al. (1998), noted, when confronted by a group of students with mixed abilities, the most difficult or the easiest tasks do not apply to every learner; Therefore, most teachers choose to teach at an average level to meet the majority of the needs of their students. This challenging advice may reduce the involvement of some learners in the classroom (p. 74). Students need to be identified by their own skills, interest, styles and talents, and the teachers' instructions need to address a variety of learners' abilities, preferences, and styles. Equal and identical are not the same (Reis et al., 1998). What most benefits students from differentiated curriculum and instruction is their teachers' ability to identify each student's readiness for learning including physical, cognitive, social, environmental, and personal factors (King-Shaver & Hunter, 2003, p. 3).

## Differentiated Instruction Practices

There are various recommendations for differentiating instruction and improving students' academic performance (Hinnant-Crawford & Faison, 2016, p. 290). Teachers can combine methods that are compatible to students' multiple ways of receiving instruction (Collier, Burston, & Rhodes, 2016a). Teachers can also take inventory of students' learning styles to effectively differentiate instruction (Hsu, 2017; Taylor, 2015).

## Learning Styles.

Pupils use a variety of learning methods to engage in activities that are relevant to their personality, and experiences. According to Knowles, Holton, & Swanson (2012) there are three types of learners, (1) those who focus on achieving a goal or interest, (2) those who engage in activities for action on social goals, and (3) learners who pursue continued knowledge. Teachers generally instruct students based on their preferred learning style.

For example, some students may want to use teacher charts and visuals, while others may want to sit and listen to what a teacher has to say (Braden, Wassell, Scantlebury, & Grover, 2016; Taylor, 2015). Knowles, Holden, and Swanson (2012) have three types of learners: (Bradon, Door, Scan Dowry, & Grover, 2016; Taylor, 2015). Part of the evidence shows that pupils are motivated when lessons are combined with their own learning preferences (Taylor, 2015; Tomlinson,2015).

## The Multiple Intelligences

Gardner (2006) argues that there are eight different approaches that teachers can use to deal with students' learning styles: (1) verbal / linguistic, (2) logical / mathematical, (3) visual / spatial Physical / Kinesthetic, (5) Music, (6) Interpersonal, (7) Inner Personal, (8) Natural People use their various intelligences to solve problems. Pupils can express their intelligence using one or more intelligences (Collier, Burston, & Rhodes, 2016b). Gardner (2006) suggested that teachers could implement all eight multiple intelligences to teach effectively. Teachers can customize instruction using multiple intelligences theory to target classroom diversity (Collier et al., 2016b; Ghamrawi, 2014), suggested that teachers could implement all eight multiple intelligences to teach effectively. Teachers can customize instruction using multiple intelligences theory to target classroom diversity. suggested that teachers could implement all eight multiple intelligences to teach effectively. Teachers can customize instruction using multiple intelligences theory to target classroom diversity.

## Theoretical Assertions of Differentiated Instruction: Constructivism

The educational theory underpinning differentiation is constructivism, or the conviction that learning occurs when pupils make meaning out of information (Benjamin, 2003). Constructivism maintains that that people make or build their own understandings or information through the cooperation of novel ideas, events, or activities with prior knowledge and beliefs(Cannella & Reiff, 1994). Concisely, individual cognitive development is the emphasis.

Constructivists generally regard the purpose of education to be in support of the individual's interests and needs (Richardson, 1997). Dynamic Engagement, critical thinking, and group work are the highlights of

constructivist learning activities. Instead of acting as a knowledge distributor, the teacher acts as an advisor and a mentor who encourages learners to study, question, and challenge one's own ideas, and conclusions (Ismat, 1998).

## Differentiated Instruction Principles

According to Akos, Cockman, and Strickland (2007); Tomlinson (2008), respectful tasks, flexible grouping, and going assessment are the three basic principles of differentiated instruction.

## First: Respectful Tasks

In differentiated classrooms, teacher should understand individual differences to provide suitable learning options that are a good related for each student; preferences. So, teacher should respect, and honor learning differences, and design lessons according them (Tomlinson, 2001). At differentiated classroom, learners concentrate on their learning aims, and learn in way that are encouraging, and challenging. Tasks are respectful when learners are involved in learning chances that are enjoyable, and attractive as these of other learners (Heacox, 2002). This means the tasks are tailored to meet the students' needs and individual difference.

## Second: Flexible Grouping

Flexible grouping refers to classroom training, which allows pupils to enjoy different instructional options while working as a whole class, individually, with a partner and in small groups (Akos et al., 2007). Pupils are compiled according to their learning profile, interests and willingness. In addition, they move in and out of groups based on continuous evaluation (Chapman & King, 2005). Also, teacher varies on using a wide range of instructional strategies to link students with essential skill at appropriate levels of challenge, and interest. (Tomlinson, 2001). Also, it provides learners with chances to work in groups that vary over time depended on learner readiness, learning preferences, and interests.

## Third: Differentiated Assessment (Ongoing Assessment)

Differentiated assessment is a continuous interaction wherein instructors assemble data previously, during, and after guidance utilizing

developmental and summative tools (Chapman & King, 2005) to record pupils' learning and track their personal development (Coil, 2007). Differentiated assessment takes place because it is as a guide for teachers when they divided pupils into flexible groups (Wormeli, 2001).

## Moving Towards Principled Eclecticism

While the main modern approaches to classroom teaching and classroom teaching differ significantly, they share many characteristics. They have similar theoretical roots derived from social constructivism, which underscores the role of active engagement and social interaction to promote learning (Piaget, 1926; Pritchard & Woollard, 2010; Vygotsky, 1978; Vygotsky, 1986) . These approaches are related to very specific ways, however, each of which helps improve the skills of pupils' core curriculum, attitudes, values, beliefs, and abilities associated with student learning. Considering this high theoretical overlap and the importance of all these approaches to changing pupils' attitudes toward learning, we propose to view these contemporary approaches in terms of integrating differentiated instruction into the eclectic approach to classroom instruction (Cleverly, 1994; Gao, 2011; Turpin, 2018).

There is a need for integrating differentiated instruction into the eclectic approach to shape the teaching of languages in the new millennium (Larsen-Freeman, 2001; Richards & Rodgers, 2001). Gao (2007); Katemba and Hulu (2013); Kurniasih and Rahmawati (2018); Sultana (2014) echoed this notion when discussing the EFL writing pedagogy. Given that most EFL writing instructional approaches only target certain components of EFL writing (e.g., language, text, writing skills, reader expectations), a commitment to a single approach contrast with the difficulties confronting EFL pupils. It is important to use a variety of approaches that allow EFL  pupils develop their skills as one approach does not fit all(Silva, 1990; Silva, Leki, & Carson, 1997).

## Features of the eclectic approach

According to Larsen-Freeman (2004); Najeebullah., Tabassum, and Irfanullah. (2018), integrating differentiated instruction into the eclectic approach is a diverse, all-inclusive, teaching approach by systematically and logically integrating the best techniques and components from different

teaching methods to meet the diverse, and unique needs of learners. It is a collection of multi- methods that focus on the objectives of the lesson and the learner's abilities.

Gao (2011); Kumar (2013) describes the eclectic approach as a combination of different methodologies to take advantage of the current preferred learning approach. Teachers can follow flexible methods and techniques to achieve their goals. This means that learners have different learning styles, so it can be helpful to integrate differentiated instruction into the eclectic approach that seeks to respond to general variations and risks in the classroom. Therefore, effective teaching with the eclectic approach is flexible and its learning activities are related to pupils' experiences in the real world.

It should be noted that the eclectic approach is not a rigorous approach, therefore, Its key characteristics have been summarized in as much detail as possible. Al-Khuli (1981, p. 7) lists the following eclecticisms' principles:

(A) In the early stages, pupils are given the option of selecting a different type of teaching technique for each class session in order to fulfil the instructional objectives.

(b) The ability to select whatever component or approach is most suited for classroom instruction.

(c) It helps to make the lessons more stimulating and on the other hand gives you a better understanding of the material.

(d) Solve difficulties arising as a result of the presenting of educational content.

(e) Finally, while providing instructional activities, it saves time and effort.

**The Eclectic-Approach to Teaching English Language**

Learning should be fun and innovative because of each learner's unique personality and abilities as not all learners are expected to reach the same level at the same time(Cleverly, 1994; Gozdawa-Gołębiowski, 2013; Larsen-Freeman, 2001; Wali, 2009). Therefore, teachers must be innovative in their ways to pique pupils' interest in learning. Researchers think that the liberal method is the most practical strategy that schools may use since it allows instructors to blend diverse strengths of different approaches.

Therefore, it makes sense when integrating differentiated Instruction into the eclectic approach to be used throughout the language(Chen, 2011; Cleverly, 1994; Wali, 2009). EEL researchers advocate different teaching methods to teach writing skills. However, a holistic, pluralistic integrating differentiated instruction into the eclectic approach is needed to address the shortcomings of these approaches and to take advantage of their power teaching EFL writing skills. (Alharbi, 2017; Gao, 2007; Kurniasih & Rahmawati, 2018; Sultana, 2014). Instead, Instead, a broad and diversified approach is required to fulfil the learners' different needs (Brown, 2002).

Scholars acknowledge that there are many benefits to integrating differentiated instruction into the eclectic approach which opens up many alternatives for language teachers, covering the four language skills: speaking, reading, writing and listening. Furthermore, Brown (2002) believes that using the eclectic approach is crucial because it allows teachers to pick what is suitable in their dynamic learning situation. Kumar (2013) outlines the following eclectic approach features:
(a) In context, language is simple to grasp.
(b) It combines listening, speaking, reading, and writing together.
(c) It allows teachers to teach successfully in spite of the strengths and limitations of different methods.

Pupils are motivated through fun and meaningful learning resources. This implies that teachers must carefully pick teaching materials based on the needs and features of the teaching points, as well as the teaching and learning environment (Weideman, 2001). The eclectic approach involves the instructor determining which instructional materials are suited for the application. Reality, conversation, textbooks, movies, music, maps, photographs, and computers are all options.

## Rationales for integrating differentiated instruction into the eclectic approach

The intention of differentiated instruction is to utilize an approach to teaching and learning that gives students various options for learning new information and sorting out thoughts (Tomlinson, 1999). The key is that all

students are regularly offered choices from among a variety of classroom activities. When students have choices, what they choose to do indicates where their motivation lies (Printrich & Schunk, 2002). The link between eclectic approach and differentiated instruction of language teaching is that both maximize students' control over outcomes and connect learning to real-life experience. Learning can be enhanced when students take responsibility of their own studying. A differentiated classroom offers different learning options designed to tap into different learning profiles, readiness, and interests. (Tomlinson, 2001). Choosing tasks is one of the strategies that motivates students to learn. (Pintrich & Schunk, 2002). Interest can be enhanced by using varied materials and by relating the topic to other topics already proven to be of interest to learners (Schmidt, Boraie, & Kassabgy, 1999). Activities that provide optimal arousal and challenge can foster enjoyment and increase involvement in the language classroom.

The "one-size-doesn't-fit-all" approach presents a proper rationale for differentiated teaching and learning in heterogeneously grouped classes. As Wormeli (2001) pointed out, in classrooms where everyone completes the same assignment, the teacher is probably meeting the needs of about one-fourth of the pupils. Many studies have found that pupils are taught in a way that matches their degree of preparation (Vygotsky, 1978), interests, and learning habits, they do better in school and are more pleased (Csikszentmihalyi, 1997; Sternberg, Torff, & Grigorenko, 1998).

Gardner (1993) asserts that when teachers employ a range of delivery modalities, pupils learn better, resulting in learning experiences that optimise their abilities. According to Tomlinson (1993), many pupils show a real desire to attend classrooms where teachers acknowledge their learning styles and requirements. Learners also like activities in the classroom that encourage them to be more active participants in their learning. The expanding body of evidence on brain-adaptive learning supports the advantages of using differentiated teaching and learning (Caine & Caine, 1995). The particular basis of differentiated teaching and learning assures that learners with diverse skills, interests, and needs may succeed in

classrooms that designed to provide multi-level and interdisciplinary curricular and instructional approaches (Callahan, 1999).

Integrating differentiated instruction into the eclectic approach takes into account not just the theoretical elements of teaching and learning, but also ties teaching and learning to the learners' real-life experiences, allowing the teacher to make the greatest use of his or her learning environment as all teaching approaches are used to enhance students' thinking and conceptual skills. According to Nsubuga (2000), while preparing the methods to attain lesson objectives, instructors should consider what will be taught in a specific lesson as well as the techniques that will be employed. It is critical for instructors to be informed of the various techniques and methodologies in order to make suitable decisions in the context of teaching (Gregory & Chapman, 2007; Skiba & Barton, 2006). According to Brown (2002), teachers are the classroom "technicians" (p. 11), who are in charge of managing all that transpires there.

## 3.Methodology and Design

### Study Paradigm: Social Constructionism

The present study seeks to explore preparatory stage pupils' perceptions of the role integrating differentiated instruction into the eclectic approach plays in enhancing their writing skills. As a result, social constructivism is used as a learning research paradigm by academics since there is a consensus that regards people and organisations as ongoing constructs that take into consideration the meaningful processes that occur between them (Hosking, 2008). In this sense, exploring the social world of preparatory stage pupils will give them the opportunity to clarify the role integrating differentiated instruction into the eclectic approach plays in improving their EFL writing skills.

### Methodology

The current study used holistic data gathering techniques and follows a sequential mixed-method exploratory design. Mixed methods have been found to complete the research framework and contribute to the detailed and relevant analysis of the data (Tashakkori & Teddlie, 2010). The researcher

did a quantitative phase first, followed by a qualitative one; this allows the researcher to discuss the assumptions underlying each phase in depth (Creswell, Plano Clark, Gutmann, & Hanson, 2003).

*Participants*

The researcher employed two types of sampling strategies in this study: probability and non-probability (Cohen, Manion, & Morrison, 2007). The probability sampling method was utilised in the first phase of the investigation. A sample of 90 second year preparatory stage pupils were randomly selected as they have several features that classify it as a representative sample of Egypt's English as a foreign language learning community. As a result, individuals are more likely to voice their opinions on the research issue. In addition, the researcher in this study divided pupils to three experimental groups according to their strongest dominated intelligences (verbal/linguistic intelligence, reasoning/mathematical intelligence, and visual/spatial intelligence). In the second phase, a non-probability sampling technique was used to collect the data of the study. The sample of interviewees included 15 preparatory stage teachers who had been purposely selected for their importance in developing and testing research theory. The second phase participants were selected as they share similar criteria in addition to their consent to participate. This sample is considered an opportunist sample as they were very eager to be interviewed.

**Instruments and Materials**
The present study made use of the following instruments:

a. Multiple intelligence inventory (McKenzie, 1999).

b. A writing skills checklist.

c. A pre- posttest to measure pupils' writing skills.

d. A rubric for scoring the test.

e. A proposed program based on integrating differentiated instruction into the eclectic approach designed by the researcher to train pupils on the specified writing skills.

f. Semi-structured interview.

## Multiple Intelligence Inventory

The Walter McKenzie inventory (McKenzie, 1999) included all types of intelligences. The researcher dealt only with the individuals' strongest dominated intelligences (verbal/linguistic intelligence, reasoning/mathematical intelligence, and visual/spatial intelligence) in this study. Pupils are instructed to place a "1" next to each statement that they believe correctly describes them. Then, the sum of each component was then estimated. See Appendix A.

## The EFL Writing Skills Checklist

### Aim of the EFL Writing Skills Checklist
The writing skills checklist aims to determine the most appropriate skills for 2nd year preparatory stage pupils which are (unity, coherence, grammar, organization, and mechanics of writing), a checklist was prepared in the light of the ministry of Education directives and review of literature and related studies on writing skills for 2nd year preparatory stage pupils.

### Checklist Validity
The preliminary version of the EFL writing skills checklist was submitted to a panel of jurors who are specialists in TEFL to validate it in terms of clarity and suitability. Some valuable remarks were modified to be more specific and clearer. The version of the checklist is shown in (Appendix B).

### The EFL writing skills test
In order to assess the participants' EFL writing skills before and after the treatment, the researcher designed EFL writing skills test. (Appendix C). The pre-administration test was designed to assess entry level of the study groups before intervention. It is used as a post-test to check the effectiveness of the proposed program based on integrating differentiated instruction into the eclectic approach in enhancing preparatory stage pupils' unity, coherence, grammar use, organization, and mechanics of writing skills.

### Test Validity
To measure the test content validity the first version of the EFL Test was submitted to a panel of EFL jurors to validate it in terms of clarity and stability. Some unfamiliar words were replaced by other ones. Instructions of the test were modified to be clearer.

**Test Reliability**

Test reliability was computed by using the test re-test method. Participants in the same group (30 preparatory stage pupils, Menoufia governorate) were tested twice. Those pupils were chosen at random and were not included in the treatment group. Reliability of the test was estimated by comparing pupils' scores in both the first and the second administrations. A measure is considered reliable if it would give the same results over, and over. In other words, the test is reliable if it gives consistent results when it is applied on the same respondents a second or a third time. To calculate the reliability co- efficient of the Writing skills test, the researcher calculated Cronbach's alpha of the writing test scores as following:

**Table (2): Cronbach's Alpha Results**

| Skill | Cronbach's alpha |
|---|---|
| Unity | 0.778 |
| Coherence | 0.727 |
| Mechanics | 0.809 |
| Grammar | 0.811 |
| Organization | 0.797 |
| Writing skills | 0.796 |

Cronbach's Alpha of the test = 0.796

The previous results indicate that the test was reliable.

**The groups' homogeneity**

To investigate the groups' equivalence at the pre-test; One-way ANOVA was used for the difference between the mean scores of the groups; as illustrated in the following table (3):

**Table (3): The One-Way ANOVA to signify the difference between groups**

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| **Unity** | **Between Groups** | 0.36 | 2 | 0.18 | 0.329 | Not Significant |
| | **Within Groups** | 47.03 | 87 | 0.54 | | |
| | **Total** | 47.39 | 89 | | | |
| **Coherence** | **Between Groups** | 0.16 | 2 | 0.08 | 0.171 | Not Significant |
| | **Within Groups** | 39.63 | 87 | 0.46 | | |
| | **Total** | 39.79 | 89 | | | |
| **Mechanics** | **Between Groups** | 0.29 | 2 | 0.14 | 0.503 | Not Significant |
| | **Within Groups** | 25.00 | 87 | 0.29 | | |
| | **Total** | 25.29 | 89 | | | |
| **Grammar** | **Between Groups** | 0.56 | 2 | 0.28 | 2.959 | Not Significant |
| | **Within Groups** | 8.17 | 87 | 0.09 | | |
| | **Total** | 8.72 | 89 | | | |
| **Organization** | **Between Groups** | 0.09 | 2 | 0.04 | 0.079 | Not Significant |
| | **Within Groups** | 49.03 | 87 | 0.56 | | |
| | **Total** | 49.12 | 89 | | | |
| **Writing skills** | **Between Groups** | 0.87 | 2 | 0. 43 | 0.092 | Not Significant |
| | **Within Groups** | 411.53 | 87 | 4.73 | | |
| | **Total** | 412.40 | 89 | | | |

It is clear from the above table that there is no statistically significant difference among the three experimental groups in the overall pretest and each writing skill. The three experimental groups are equivalent pre the implementation of the study experiment.

## The program

### Objectives of the program:
The aim of the current program is to enhance EFL writing skills (unity, coherence, grammar, organization, and mechanics of writing) necessary for 2nd year preparatory stage pupils when writing through integrating differentiated instruction into the eclectic approach.

### Content of the program:
A programme based on integrating differentiated instruction into the eclectic approach was implemented in the second semester of the academic year 2020/2021. It lasted for eight weeks at a rate of five sessions a week, and every session lasted two hours. The first, and second are orientation sessions while the remaining sessions are instructional ones. The program was shown in Appendix (D).

### Instructional Aids:
PowerPoint presentation, colorful pictures, videos, charts, picture cues, picture-aid story, colorful pens, scissor and glue, work sheets, printed papers, graphic organizers' sheets, and white board.

### Activities through the program:
The program includes the following types of activities:

- Clustering.
- Topic-association word.
- Visualization.
- Imagination.
- Think aloud activity.

- Picture cues.
- Pictures aid a story.
- Paraphrasing.
- Writing step by step.
- Round robin activity.
- Rank ordering.
- Creative debate activity.
- Critical debate activity.
- GIST summary.
- Writing a book review.
- Writing a sequel of the story.
- Someone wanted but then
- This problem reminds me of.
- Advice columnist.
- Modifying the setting of the story, and make changes.

## The teaching methods used throughout the program:

19) **Flipped learning:**

The researcher started the sessions by establishing a Facebook group (English Class) to interact with participant, and download instructional videos related to the EFL writing skills content. Before the session, the participants are asked to watch some recommended instructional videos about the session content. These videos are accompanied by questions about the video content. Three groups of participants were given questions that they must answer these questions while watching the movie. These questions direct participants' attention to the session's primary learning goals.

## 2) Differentiated Instruction:

During the session, the participants are asked to perform differentiated activities according to their strongest intelligence. In this stage, the

researcher taught groups of the same intelligence separately. This stage started in the middle of the sessions in which the pupils were given explicit instructions on the activities. Then, all the groups of the same intelligence started doing the activities under the leadership of an expert learner and with some guidance from the researcher who was circulating the classroom to record observations and monitor performance. Appropriate roles were established to accommodate group needs and showcase individual talents. Also, Clothes pins with pupils' names were used to assign pupils to a particular task. Class consisted of fifteen different groups represented three multiple intelligences.

1. The leader modeled and practiced activities routines for getting into groups so that movement becomes easy and automatic.

2. The leader provided visible written directions for independent work.

3. Task cards would be used to give directions for independent work.

4. By moving around the room, the researcher recorded observations about learners' effort and participants in the activities.

**3) Scaffolding:**
It was used for teaching the activities and was implemented in four steps:

1) Direct Instruction: the researcher explains the tasks, goals, and methods.

2) Modeling: using a specific topic, the researcher creates a model of how to carry out the activities. Answers can be collected from pupils and model responses must be supplied.

3) Guided Practice: The leader directs the pupils while they participate in group activities. Pupils are expected to struggle and forget certain steps because this is a first-stage performance. The researcher aided them by giving task cards and instructions for completing the exercises.

4) Independent practise: The teacher's guidance is gradually lessened until it no longer exists.

**Findings and Discussion**

This study presents the analysis of the final results obtained from the pre-post applications of the EFL writing skills test to the study participants, and analyzing these results by using SPSS program in order to identify the effectiveness of a programme based on integrating differentiated instruction into the eclectic approach in enhancing preparatory stage pupils' EFL writing skills. Also, it deals with discussion in the light of the study questions and hypotheses.

To study the significance of the differences, t-value (Paired samples t- test) was used for the difference between the mean scores of the pre-posttest writing skills administrations; as illustrated by the following table (4):

**Table (4): The T-Value to signify the difference between the mean scores of the experimental Groups' pre-posttest administrations**

| Overall writing skills test | (Visual/Spatial) Group | (Verbal/linguistic) Group | (Logical/Mathematical) Group |
|---|---|---|---|
| **t-test** | 33.08 | 60.42 | 53.258 |
| **D.f** | 29 | 29 | 29 |
| **Sig** | at (0.01) | at (0.01) | at (0.01) |
| **$\eta^2$** | 0.97 | 0.97 | 0.99 |
| **effect size (d)** | 12.29 | 22.44 | 19.78 |
| **Practical significance** | Educationally important | Educationally important | Educationally important |

**For the first experimental (Visual/Spatial) group**, it is clear from the table above that the calculated value of "t" (33.08) is higher than the tabulated value of "t" at 29 scores of freedom and the significant level "0.01"; which means that the difference between the mean scores of the pre-posttest has reached the level of statistical significance. To examine the educational significance of the results; The ETA squared value ($\eta^2$) is calculated and its value (ETA squared) is 0.97. Based on this, it can be said that 97% of the variation between the writing skill scores of the pupils could be due to the intervention. This reflects that there is a high effect, and educational importance for using a programme based on integrating differentiated instruction into the eclectic approach on enhancing EFL writing skills.

**For the second experimental (Verbal/Linguistic) group**, it is clear from the table above that the calculated value of "t" (60.42) is higher than the tabulated value of "t" at 29 scores of freedom and the significant level "0.01"; which means that the difference between the mean scores of the pre-posttest has reached the level of statistical significance. To examine the educational significance of the results; The ETA squared value ($\eta^2$) is calculated and its value (ETA squared) is 0.99. Based on this, it can be said that 99% of the variation between the writing skill scores of the pupils could be due to the intervention. This reflects that there is a high effect, and educational importance for using a programme based on integrating differentiated instruction into the eclectic approach on enhancing EFL writing skills.

**For the third experimental (Logical/Mathematical) group**, it is clear from the table above that the calculated value of "t" (53.258) is higher than the tabulated value of "t" at 29 scores of freedom and the significant level "0.01"; which means that the difference between the mean scores of the pre-posttest has reached the level of statistical significance. To examine the

educational significance of the results; The ETA squared value ($^2\eta$) is calculated and its value (ETA squared) is 0.99. Based on this, it can be said that 99% of the variation between the writing skill scores of the pupils could be due to the intervention. This reflects that there is a high effect, and educational importance for using a programme based on integrating differentiated instruction into the eclectic approach on enhancing EFL writing skills.

## Semi- Structured Interviews

The use of interviews in research is based on the belief that knowledge can be generated between humans, through conversations (Cohen, Manion & Morrison, 2005). The interviewer and the interviewee construct knowledge together emphasising its social situatedness. Interviews help both participants and interviewers to discuss their interpretation of the phenomenon they are interested in, and express how they perceive situations from their own points of view. Interviews are a very common method for collecting data due to their potential to get participants to articulate their views, and ideas about the subject, in this case language and language learning.

The researcher used interviews to elicit preparatory stage teachers' perceptions of integrating differentiated instruction into the eclectic approach, as according to Patton (2002) interviews help participants to explicitly voice their perspectives. Three kinds of interviews were recognized by Patton: informal conversational interview, open-ended interview and the semi-structured interview. The first type of interview is mainly used in informal setting with questions based on the conversation flow. Interview questions (Appendix E) are designed to allow the researcher to provide lengthy answers, to consider data, to rearrange, to edit, to discuss and to analyze.

**The Coding Process**

The coding procedure is used to classify categories. It is also used to organise data by combining processes and structures into an analytical schema linked to the event under study (Strauss & Corbin, 1998). Some codes were created during the first round of reading, while others were generated during the second and third readings of the transcript. The aim of coding is to ensure that the codes are consistent with each other. The check encoding of transcripts was also useful for verification of reliability (Miles & Huberman, 1994, p. 58).

This is accomplished in two ways: one, by coding twice at separate times; and second, by requesting a colleague in the same field to code two interviews to see whether she can give the same code to the same data. The researcher examined the same degree of data representation using the same code. If there is agreement, a mark tick (/), is placed and if there is disagreement, a cross mark (x), is places. The estimated inter-rater agreement between the second rater's coding and that of the researcher was 80%.  An 85% percent approval rate, agreement was also obtained on the operational definition of the code.

**Qualitative Data Analysis**

As data analysis revealed, two main themes were constructed to involve: the role of integrating differentiated instruction into the eclectic approach in enhancing preparatory stage pupils' writing skills, and the challenges faced by preparatory stage teachers in integrating differentiated Instruction into the eclectic approach in teaching/ learning. Opinions often differ to reflect the individual experiences of each participant.

**The first theme: The role of integrating differentiated instruction into the eclectic approach in enhancing preparatory stage pupils' writing skills**

Data analysis revealed the importance of integrating differentiated instruction into the eclectic approach in teaching English writing skills. It improves active participation throughout the lesson, makes learning more exciting and enjoyable, fills in individual differences, breaks down the monopoly of using one method, helps pupils to think and respond correctly. Preparatory stage teachers said:

> *"Using a range of teaching methods allows pupils to comprehend and retain information more quickly. It is blended, learner-centered, and allows for greater practise."*

The second advantage is that even if learners is not proficient in the target language, integrating differentiated instruction into the eclectic approach can succeed. Respondents explained that some preparatory stage pupils could not fluently write in English.  In the opinion of respondents, this English proficiency lack means that they are unable to participate in regular classroom activities. Some preparatory stage teachers explained that this is the reason why they like variations in integrating differentiated instruction into the eclectic approach as it helps them to participate smoothly in classroom interactions. Here are some recorded answers:

> *"Some of pupils find it difficult to write. writing is a problem because they are not well grounded in English. Some do not understand. So, integrating differentiated instruction into the eclectic approach was helpful for them, I like the eclectic way of teaching writing that gives pupils more chances to understand".*

According to the responses above, preparatory stage pupils were unable to participate due to a lack of English fluency, thereby integrating differentiated instruction into the eclectic approach is helpful to enhance language learning achievement. Here are some of the responses recorded:

> *"Lessons are very challenging, integrating differentiated instruction into the eclectic approach encouraged class control, therefore, vocabulary is developed, and the use of words when pupils write provides them more opportunities to develop their writing skills."*

Although thorough preparation is required, integrating differentiated instruction into the eclectic approach is an excellent EFL teaching method since it accommodates to both slow and high achievers, and it adapts to individual differences, providing pupils a grasp of the English language. It diversifies the instructional approaches of teaching English. Preparatory stage teachers make it apparent that integrating differentiated instruction into the eclectic approach promotes retention, increases confidence, and fosters good leadership characteristics by exposing students to a broader field of learning, allowing them to easily attain learning objectives.

For example, participant 1 said:

> *"It increases language understanding and gradually assists pupils in improving their writing and diversifying the English teaching approaches. Integrating differentiated instruction into the eclectic approach arouses pupils' interest in learning and teaching real and practical writing activities".*

Data analysis showed that preparatory stage teachers advocate using a variety of teaching methods to suit varying situations which include:

explanation, discussion, question and answer, differentiated instruction, scaffolding, flipped classroom, and group work. The purpose of integrating multiple teaching methods is to relieve the monotony of one method and stimulate interest in learning in classes with different learning capacities, meet individual variations, and enhance understanding and sentence construction. The employment of diverse methods in learning ensures that pupils follow learning that is made entertaining. It is also utilised for a smooth transition from skill to skill, since varied teaching methods stimulate better understanding. For example, participant 6 said:

*"Integrating differentiated instruction into the Eclectic is a hands-on approach that exposes pupils to as many language activities as feasible. Combining teaching methods in a single lesson improves language acquisition and makes the classroom more dynamic, encouraging creativity, increasing attention, and breaking up monotony."*

The study showed that preparatory stage teachers assured that the role of integrating differentiated instruction into the eclectic approach writing instruction is crucial because it makes teaching enjoyable and learning objectives simple to attain. Here are some of the responses recorded:

*"Integrating differentiated instruction into the eclectic approach Consider big class numbers and diverse approaches to individual variances when selecting instructional techniques; the pupils' level, aptitude, interest; age, and so on entry behavior's time available and concepts to teach. They also consider subject content, class size and availability of teaching and learning aids."*

In integrating differentiated instruction into the eclectic approach, mistakes are regarded as a natural part of the learning process. This is not to say that mistakes are tolerated; rather, they are regarded as an essential element of the learning process. As a result, mistake repair should be done later in the process rather than immediately. Error correction is essential because it helps pupils to replace wrong knowledge that they previously had. Mistakes in grammar instruction must be corrected. It should be stressed, however, that error correction should not be done by the teacher. Learners should also engage in error correction since it allows them to put their knowledge to the test. As a result, participating in error correction fosters critical thinking and a sense of belonging as an important class member.

For example, participant 5 said:

> *"When a learner makes a mistake while writing, the teacher may request input from other pupils. Therefore, more pupils would benefit from the experience not just of the teachers but also of their peers."*

Therefore, the combination of these strategies in the same lesson is part of the principles of the integrating differentiated instruction into the eclectic approach to teaching English writing. Preparatory stage teachers state that integrating differentiated instruction into the eclectic approach provides a lesson-focused training, and therefore, learners are encouraged to participate actively. Also, there is a learning-focused production phase in which learners undertake a course or exercise based on the lesson. Another key aspect to notice is that language is viewed as both form and function. Duality can be thought of as overlapping between language and form. Here are some of the answers recorded. Here are some of the responses recorded:

*"Pupils have a creative imagination; they should be given the authority to enforce the rules. If they are unable to do so, the teacher must provide a clear legal justification. As a result, both are beneficial. It is for this reason that every well-educated teacher combines both strategies and presents pupils according to the learning strategy they want. Therefore, pupils are encouraged to participate actively. "*

Li (2012) suggests that learners practise through role play, problem-solving activities, and group discussion. The ideal way to integrate differentiated instruction into the eclectic approach is to provide pupils with varied activities to satisfy the requirements of different learning styles, so that they have at least at least some activities that are customised to all of them and work towards achieving the learning goals. For example, participant 2 said:

*"Integrating differentiated instruction into the eclectic approach promotes learner-centered learning. However, this does not imply that pupils should be allowed to do everything on their own as they should be centralized learners through classroom training and written exercises, but it is the teacher's duty to provide some input and guidance to the learner."*

Learners, as team members, provide feedback and are part of the support system. When pupils engage in classroom activities, their output is influenced by the input of others. Instead of completely depending just on the teacher, pupils assist one another in classroom activities. Group discussion can be used to solve problems and to promote independence. In short, the learner takes the initiative in the classroom. In addition,  teacher suggest that pupils be well prepared in the beginning so that the lessons may be planned and flow smoothly. These findings support Krashen (1988) input hypothesis, which states that the ideal methods to teach and learn a foreign

language is to offer substantial input in less stressful settings, with messages that the learner wants to learn. Huh. Here are some examples of participants' responses:

"*As individuals, pupils are active participants in the process, the discussion and evaluation of the learning process, their needs and interests affect the course.*"

**The second theme :The challenges faced by preparatory stage teachers of English while integrating differentiated instruction into the eclectic approach**

This study revealed the challenges faced by preparatory stage teachers in enhancing EFL writing skills through eclectic approach. Some respondents said that the integrating differentiated instruction into the eclectic approach would take time as multiple classroom activities are used in the classroom. Here are some of the responses recorded:

"*Integrating differentiated instruction into the eclectic approach will take time. Lessons can sometimes be scheduled. The moment will come after all these activities. You cannot, sometimes, provide tutorials. Then you wish to reschedule the lesson for the next period. As a result, it will take longer to finish the lesson.*"

The eclectic approach, as mentioned earlier, involves a variety of classroom activities that are student-centered. Teaching EFL writing skills by integrating differentiated instruction into the eclectic approach confronts some challenges. Due to the curriculum, teachers' workload, and class numbers, making achieving the lesson objectives time-consuming and difficult to fulfil. Preparatory stage teachers identified that the solution to

challenges encountered in teaching English as second language were to have high self-esteem, using varieties of methods and materials, more time allocation to English lessons, extensive practices, writing competition amongst learners. Participant 1 said:

> *"Having a role model and also exposure to meaningful*
> *writing activities and* competition *encourage learners*
> *to develop positive attitudes towards the subject in spite*
> *of its time consuming and load work."*

In the case of classroom use, another characteristic is that integrating differentiated instruction into the eclectic approach is context-specific. This means that all concepts and methods of the approach must be understood in accordance with the local conditions of the classroom. In fact, Kumaravadivelu (2006, p. 198) suggested that general policies must address implications for local daily practice. In other words, although the universal theory of integrating differentiated Instruction into the eclectic approach is important, its interpretation and application results in learners' characteristics, meaning, teaching objectives, and learner culture. Because, as Kumar (2013, p. 2) states, the purpose of the chosen method is to combine life experiences with the ideas presented in language learning.

### 4.3 Discussion:

The current study was designed to examine the effectiveness of integrating differentiated instruction into the eclectic approach in enhancing preparatory stage pupils' EFL writing skills (content, unity, coherence, grammar, organization). Findings of this study indicated that integrating differentiated instruction into the eclectic approach is effective in enhancing preparatory stage pupils' EFL writing skills that might be referred to the following:

1.Integrating differentiated instruction into the eclectic approach helped teacher to differentiate content, process, product, and environment to

accommodate their pupils' different readiness levels, learning profiles, and interests.

2. Integrating differentiated instruction into the eclectic approach blended learning with technologies (online videos, websites, and PowerPoint presentation) to differentiate instruction to meet the individualized learning needs of every pupil. Also, it provided chances to engage student by allowing them to work collaboratively on activities, projects, and assignments at the classroom.

3. Integrating differentiated instruction into the eclectic approach freed up the classroom time for individualized student instruction, with multiple intelligence activities related to (visual, verbal, logical) group, by transforming traditional classroom activities into more digitized setting. This enabled pupils to be supported with instant feedback from groups, individual, or teacher based on their specific needs.

4. Integrating differentiated instruction into the eclectic approach supported more flexible learning environment, anywhere and anytime learning, according to the pupils', needs.  Pupils in integrating differentiated instruction into the eclectic approach had the opportunities to learn not only within the borders of the classroom, but also everywhere as the required technology has allowed.

5. Integrating differentiated instruction into the eclectic approach was more enjoyable, and attractive environment. It motivated pupils to learn according to their pace, and needs. It provided content via online videos, digital pictures, and websites.

6. Integrating differentiated instruction into the eclectic approach provided pupils with pairs, individual, and teacher feedback together, with oral teacher feedback and written comments.

7. Integrating differentiated instruction into the eclectic approach provided an active learning environment, and totally student-centered model.  pupils had been activated during the class activities, working on groups, and interacting with pupils. The teacher role was a facilitator, and guide.

8. Integrating differentiated instruction into the eclectic approach encouraged, and supported collaborative, and dependent learning. The pupils were required to practice their writing activities inside the class;

according to their strongest intelligence; individually, with peers, and groups under the teacher guidance.

9. The activities which were used in the program were tailored according to the individual differences of pupils (their strongest intelligence). This helped them to make considerable progress, and work effortlessly.

## 5.2 Conclusions

Based on the results of the study, it was concluded that the program based on integrating differentiated instruction into the eclectic approach was effective in enhancing preparatory stage pupils' writing skills. Using a programme based on integrating differentiated instruction into the eclectic approach helped participant achieve better performance, and progress in EFL writing classes as it enables them to write in a unified, coherent, and well-organized way. The three experimental groups showed a highly enhancing in EFL writing sub skills (content, unity, coherence, grammar, organization). Accordingly, integrating differentiated instruction into the eclectic approach can be evaluated as being effective in achieving the aims of study.

## 5.3 Recommendations

The following recommendations are offered based on the findings of the current study:

1. Integrating differentiated instruction into the eclectic approach should be adapted by preparatory stage teachers to teach writing skills.

2. Integrating differentiated instruction into the eclectic approach is recommended to be applied in teaching, and learning other EFL skills as in (reading, listening, and speaking skills).

3. Applying integrating differentiated instruction into the eclectic approach in teaching, and learning EFL skills is recommended to meet pupils' different learning styles, abilities, needs, and learning according their pace.

4. Designing various and interesting activities is recommended to meet pupils' multiple intelligence, and motivate them to practice writing skills

5. The variety of tasks, resources, and activities is recommended in EFL writing classes.

6. Meeting pupils' interests, needs, and abilities is necessary for raising motivation in learning EFL writing skill.

7. English language instructors should use scaffolding when teaching anew activity, or strategy.

8. Curriculum designer should make use of integrating differentiated instruction into the eclectic approach when designing English curricula.

### 5.4 Suggestions for Further Research

The study offers the following suggestions for further research:

1. Investigating the effectiveness of integrating differentiated instruction into the eclectic approach in enhancing other EFL skills (reading, listening, and speaking), and aspects among preparatory stage pupils.

2. Investigating the effectiveness of integrating differentiated instruction into the eclectic approach in enhancing EFL learners' critical and creative thinking.

3. Investigating the effectiveness of integrating differentiated instruction into the eclectic approach in enhancing EFL learners' critical listening.

4. Investigating the effectiveness of integrating differentiated instruction into the eclectic approach in enhancing EFL learners 'creative writing skills.

5. Investigating the effectiveness of integrating differentiated instruction into the eclectic approach in overcoming EFL writing and reading disabilities.

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