The Effectiveness of Eclecticism in Teaching Poetry to Foster Students' Motivation Critical Thinking Abilities: The Case of Third Year Students of English at the ENS of Laghouat

فاعلية المنهج الانتقائي في تدريس النصوص الشعرية لزيادة التحفيز لدى متعلمي اللغة الإنجليزية وتطوير قدراتهم في التفكير النقدي

دراسة حالة: طلبة السنة الثالثة لغة إنجليزية بالمدرسة العليا للأساتذة بالأغواط

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Abstract

This research deals with a significant subject matter which is the approaches used in teaching English language and literature in EFL classes. There is a myriad of viewpoints and attitudes that aimed to find the suitable teaching approach. The present research investigates the use of eclecticism in teaching English language and literature to foreign learners in college. It aims to examine the use of the eclectic approach to motivate EFL students and help them develop their critical thinking abilities when teaching poems. It was concluded that the eclectic approach is an effective way of teaching that increases the students' motivation and helps them develop critical thinking abilities, as it allows teachers to use the right and suitable methods and activities.

Keywords: eclecticism, motivation, literary texts, critical thinking,

ملخص

يتناول هذ البحث موضوع بالغ الأهمية في تعليم اللغة والأدب باللفة الإنجليزية وهو دراسة المناهج، الطرق، والأساليب المستخدمة لذلك الغرض. موضوع تعليم اللغة والأدب الإنجليزي عرف اهتمام كثير من الباحثين والخبراء في هذا المجال لذلك كانت هناك العديد من التوجهات التي تهدف إلى إيجاد المنهج المناسب والفعّال في تعليم اللغات النصوص الشعرية. هذا البحث يدرس استخدام المنهج الانتقائي لتعليم اللغة والأدب الإنجليزي لتحفيز المتعلمين ومساعدتهم على تطوير التفكير النقدي. يهدف هذا البحث إلى إيضاح فاعلية استخدام المنهج الانتقائي من طرف أساتذة اللغة والأدب الإنجليزي في تحسين استجابة الطلبة للمواد التعليمية وذلك عير تحفيزهم أكثر للدراسة، وبالتالي جعل عملية فهم ودراسة النصوص الشعرية أكثر فاعلية. نتائج هذا البحث توضح أن استخدام المنهج الانتقائي يساعد الطلبة في دراسة اللغة والنصوص الشعرية باللغة الإنجليزية وذلك عبر تحفيزهم أكثر ومساعدتهم على تطوير التفكير النقدي لديهم.

الكلمات المفتاحية: المنهج الانتقائي، التحفيز، التفكير النقدي، النصوص الشعرية

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1. Introduction

Teaching English language and literature is a complex process that requires great attention from teachers. Different approaches and methods have been employed to motivate students and facilitate their acquisition of both the language and literature. Unlike teachers who use one approach or method in teaching, others prefer to use a variety of methods and activities. This research investigates the use of eclecticism in EFL classes to teach English language and literature. The use of the eclectic approach, which means depending on more than one approach, method, or activity to facilitate students' acquisition of English. In such classes, motivation is a crucial element to be targeted along with the students' critical thinking abilities.

Objectives of the Research

This research seeks to achieve the following objectives:

It aims to examine the effectiveness of the eclectic approach in increasing EFL students' motivation in literature classes. Another aim of this research is to show how the use of various methods and activities can enhance students' motivation to learn literature. Also, this research seeks to illustrate the effectiveness of the use of a variety of teaching methods to improve students' critical thinking abilities.

Research Method

The research method used in this study is the questionnaire. It is a "form prepared and distributed to secure responses to certain questions" (Pandey. P, 2015). The questionnaire is a method of research that focuses on investigating a certain issue with groups of people with different numbers. It seeks to realize and comprehend the significance and effectiveness of the subject of the study from the participants' viewpoints. The participants' responses, therfore, are essential to the understanding of the study subjects and the realization of its objectives (Tavakoli, 2012).

The questionnaire used in this research was prepared as a Google Form, and was shared in an Edmodo class. Members of the class are third year college students at the ENS of Laghouat, who have been studying English language and literature together by different teachers as a partial requirements for a bachelor's degree to become teachers in middle and secondary schools. The responses (from thirty one students) were received and gathered on the Google Form by the researcher.

Due to the variety of the questions of the questionnaire, this research is both quantitative and qualitative. As a qualitative research, some questions were inductive that aimed to collect data from individual participants. Such questions were used with "complex and interwoven" variables (Rovai, A. P., Baker, J. D., & Ponton, M. K, 2014). The students' responses to such qualitative questions were discussed to test the validity of the research' hypotheses. Besides, quantitative questions were used to deal with numbers of the students who participated in the study to see how many of them agree or disagree to the statements of the questionnaire, because "the results of quantitative analysis can confirm or refute hypotheses" of the research (Qualitative and Quantitative , 2022). The results of such questions and their analysis "indicate how many are affected, where the greatest area of impact is, and what are the key sector needs"

This questionnaire of the research used various types of questions. It was divided into four sections, entitled differently. The first three sections, and each section has five questions. The first gathers the students' personal information (full name and email). In addition, the other four sections contain five questions for each. The questions in each section aimed to gather data about the different variables of the research. some questions were quantitative, specially from section two to section four as they contain different options to the same question.

The options in those questions, except for the first question of the second section, used Likert's scale, which are a "form of closed question and one of the most widely used tools in researching popular opinion. They use psychometric testing to measure beliefs, attitudes and opinion. The questions use statements and a respondent then indicates how much they agree or disagree with that statement" (Qualitative and Quantitative , 2022). The options to answer the statements are six: Agree Strongly, Agree Moderately, Agree Slightly, Disagree Slightly, Disagree Moderately, and Disagree Strongly. The second type of questions were open questions. they were used in the last section in an attempt to record the students' points of view about the variables of the research and the relationship among them. The students' answers reflect the attitudes and preferences of the students towards the research problems.

2. Language Teaching Models and Eclecticism
2.1. Foreign Language Teaching Models

Carter and long (1991) proposed three models for teaching in EFL classes. They are: the cultural model, language model, and the personal growth model (Carter, R. Long, M.N, 1991).

The cultural model requires students to read texts with reference to their contexts. Different contexts are taken into consideration including political, historical, and social ones. The study of the various contexts that underly literary texts, which allows them to acquire a better understanding of the themes and the motives behind the choice of characters and events in the stories. A literary text, in this model, is regarded as a learning material and a teaching source of the language being taught. When, using the cultural model, teachers encourage their students to link between the different backgrounds and contexts with their own to increase their familiarity with the texts, hence improving their acquisition of the target language.

In addition to the cultural model, Carter and Long suggested another model to teaching English language and literature, which is the language model. It is a teaching approach is which teachers focus on the form rather than the content (1991). Students are exposed to the linguistic features of the target language and are taught the linguistic structures in order to get more and more familiar with how language works. This approach is teacher-centered where the teacher is at the center of the learning process and students are required to receive the language structures for the sake of reproduction at a later stage, which makes the teachers more active than students in the classroom.

The third and last model suggested by Carter and Long (1991) is the Personal Growth Model. In this model, students are encouraged to study the language in addition to its contexts. It is a mixture of above-mentioned models, as students tend to study the linguistic structures of literary texts then they put them in specific cultural

contexts. Therefore, they are allowed to share their opinions and viewpoints about the texts they study as well as comparing them to them to their cultural backgrounds, which makes them more engaged and active participants in the classroom (Carter, R. Long, M.N, 1991).

2.2. Moving Towards Eclecticism

In addition to the above-mentioned leaning models, there has been a tendency to use a different approach in English language learning, which is the eclectic approach. It is the application of various learning methods and tools which are derived from more than one approach. These activities are very likely to differ in their nature according to different learning situations (Mellow, 2002). To improve the students' learning, teachers can use what he calls "theoretical eclecticism", which they believe is not just about using random activities of a certain approach, neither is it about rigid commitment to any approach. However, it is deliberate and careful use of various learning theories in order to guide and support students, leading them to success.

Therefore, teachers who tend to adapt "theoretical eclecticism", are able to answer the questions of when and why they should use one method or another according to the theory that is to be selected. Principled eclecticism has gained great interest and importance in college English education sometimes even without the teachers' consideration of different methods, and this proved to be highly welcomed and extremely effective (Morrone, A., & Tarr, T., 2005). In such classes, learning is leaner-centered. Attention is not given to what method a teacher may use, but it is all about how students are learning. Great attention is focused on the learning process itself rather than the approach or method used. Besides, the learning conditions are also significant and influential (Weimer, 2002).

Li stresses the role of learners in the classroom. He points out that they are the "centre" of the classroom. They have a variety of roles, such as being actively engaged in learning. Also, they tend to investigate, discuss, and evaluate what they study. Students, in eclectic classes, work together as group to do a variety of activities, including discussing, and solving problems, so they are highly motivated to be independent (Li, 2012).

3. Significance of Teaching literature in EFL Classes

Literature has been regarded as an efficient teaching material for many reasons. Literary texts, unlike ordinary texts, contain various levels of connotations, which makes them valuable teaching tools. They can also be used to ask students to share their personal viewpoints freely to the texts they read. This process enhances their acquisition of the target language (Lazar, 2007). Literary are considered as authentic and decent sources in teaching foreign languages. Because of its literary, artistic, and linguistic merit, literature can be used to develop students' various abilities (Carter, R. Long, M.N, 1991).

Literary texts offer a variety of learning resources that allow students to enhance their abilities. It is argued that literature allows students to develop skills similar to native speakers. Also, it allows them to practice their English-speaking skills. When reading a literary text, students can examine the linguistic structures of the language, and how they may be used for the sake of an effective communicative

purposes. In a literature class, students can use the idioms and expressions that they come across, which can improve their communicative skills and help speak more easily and fluently (Obediat, 1997). Also, it is believed that teaching a literary text alone is not sufficient. A text can be used to direct and guide the learning process, as it may be used to encourage students to actively participate in the construction of meaning by linking the text to their own backgrounds and experiences (Cadorath, J., & Harris, S, 1998).

4. Critical Thinking

Critical thinking is one of the targeted abilities that foreign language teachers seek to develop in EFL classes. This ability refers to the students' thinking and their willingness to learn. Students who think critically share the tendency to be curious towards the learning material; thus, they are very likely to ask questions and look for answers. The students' questions can direct their thinking and allow them to reach more authentic viewpoints and better understanding of the subjects the study. Brown and Keeley argue that critical thinking is related to three points. First, it refers to the students' consciousness about interconnected "critical questions".

These questions will generate more questions and eventually lead the students to find the answers which they look for. Second, critical thinking is related to the quality and timing of the questions asked by the students, which is indicated by their nature and the time when they are being asked. The third and last point, expressed by Brown and Keeley, is the students' inclination to keenly utilize the critical questions which they ask. critical thinking is, therefore, developed through to the willingness of the students' involvement in the construction of knowledge (Browne, M. N., & Keeley, S. M, 1994).

Investigates the issue of why teachers had to develop their critical thinking abilities; whereas, students fail to do so. He suggests that those students don't develop their critical thinking due to the great attention given that is given to learning tasks in the classroom, which means that this type of classes, the main focus is on what the students are learning rather than how they are learning. These are two purposes of education. First, students are taught "what to think", which takes their full attention and efforts. The second purpose is teaching students "how to think", which is less common, as teachers and students seem to neglect (Critical-Thinking, 2022). Thus, in order for students to improve their critical thinking abilities, teachers should care more about the ways of knowledge transmission through effective methods and activities that suit the students' needs and interests.

5. Motivation in Foreign Language Learning:

For years, researchers have investigated the concept of motivation and its roles in second language acquisition, which resulted in gathering adequate data about the relationship between motivation and foreign language learning (Gardner, Motivation and second language acquisition: The socio-educational model, 2010).According to behaviorism, the purpose was to identify the driving force behind different actions. It aimed to apply various behaviors from animals to people. It also used rewards to for the sake of motivation towards certain goals. However, this attitude towards motivation has shifted, as it was affected by cognitive tendencies. From a cognitive

perspective, the question about motivation changed from "what" to "why". Thus, the behavioristic attitudes such as "stimulus, drive, and aspiration" were substituted by "instrumentality, interactiveness, orientation" (Zareian, Gholamreza; Jodaei, Hojat, 2015).

It is defined as the "the driving force in any situation that leads to action". However, in foreign language contexts, there is a difference between motivation in its broader sense regarding it as the set of "desires," "attitudes," and "willingness" to improve and learn a foreign language, and "orientation," which refers to the causes that lead students to learn a language (Richards, J., and R. Schmid, 2002).

Motivation can be classified into two categories: intrinsic motivation, which is the motivation that stems from within the learner towards foreign language learning, and "extrinsic motivation" that is influenced and resulted from "external factors", including the learner's family, society, school expectations, and reward and punishment drives. Therefore, Motivation is generally considered to be one of the primary causes of success and failure in second language learning (Richards, J., and R. Schmid, 2002). Motivation in foreign language learning should not merely related to what students can do if they are motivated. However, it might be more deeply considered. Motivation is often related to the learning process. Therefore, it is considered as a more complex term, as it refers to "effort[s]", the "desire" of to achieve learning goals, in addition to the "favorable attitudes" of language acquisition (Gardner, Social psychology and second language learning: The role of attitudes and motivation, 1985).

	Within the Learning Context	The Results of Learning
Outside the individual	Materials Teaching	Constraints Rewards
Inside the individual	Expectations Success	Goals

Figure 01: Types of Motivation and their Influences (Skehan, 1991)

It is argued that desire alone is not enough. What is needed for a successful learning process, is a "motivated organism" (**Gardner, Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. , 1985**). Thus, desire is only a starting point, which must be followed by the right and suitable attitudes to achieve a certain goal. When these two factors are available in a learning situation, learning is much more likely to be effective. Motivation is believed to be a crucial element in foreign language learning, as it influences the degree of success in language acquisition and supplies students with urge needed to start learning a certain language and help them even maintain the tendency to keep learning. Accordingly, the abilities needed to trigger students' motivation should be taken into consideration in order to ensure an effective learning experience (**Dornyei, Z. & Csizer, K, 1998**).

6. Results and Discussion of the Questionnaire
6.1. Section One: Reading Poems to Learn English for EFL Students

1- How often do you read poems in English?

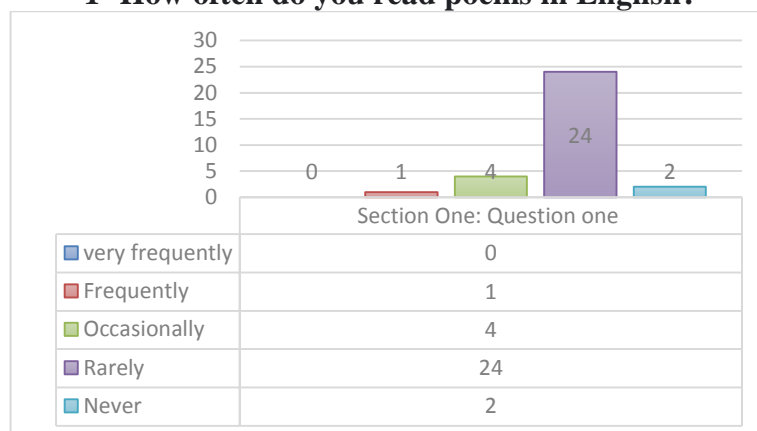|	Section One: Question one
◻ very frequently	0
◻ Frequently	1
◻ Occasionally	4
◻ Rarely	24
◻ Never	2

Figure 02: The chart above was copied from the researcher's Google Form which represents the students' answers.

The first question aimed to know how many students actually read poems in English. This question was meant to investigate how many students read poems outside the classroom to see how interested they are in reading literary texts (poems) out of their own will. The responses of the students show that most students (23) are not interested in reading poems outside the classroom, as they rarely read them, and only one student reads them frequently.

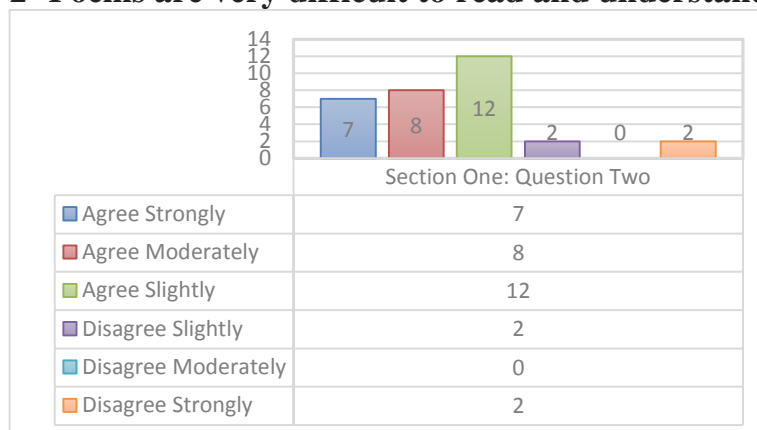**2- Poems are very difficult to read and understand**

	Section One: Question Two
◻ Agree Strongly	7
◻ Agree Moderately	8
◻ Agree Slightly	12
◻ Disagree Slightly	2
◻ Disagree Moderately	0
◻ Disagree Strongly	2

Figure 03: The chart above was copied from the researcher's Google Form which represents the students' answers.

It can be noted, from the students' responses to the above question, that the majority of students, 87 percent, believe that poems are very difficult to read and understand. This explains why they don't usually read them, as discussed in the previous question.
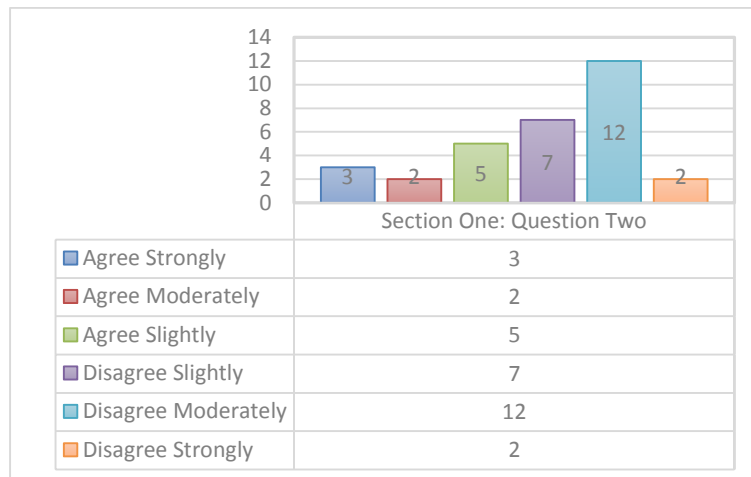
3- Poems are not interesting to read.

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■ Agree Strongly	3
■ Agree Moderately	2
■ Agree Slightly	5
■ Disagree Slightly	7
■ Disagree Moderately	12
■ Disagree Strongly	2

Figure 04: The chart above was copied from the researcher's Google Form which represents the students' answers.

Through the students' answers to this question, it can be argued that many of them (21 out of 31 students) think that poems are interesting to read. This is an interesting result when compared with the previous question. Although, many students think poems are very difficult to read and understand, according to the results of the previous question, they still think that poems are interesting, which means they are likely to read them more if they have more chances of understanding them.

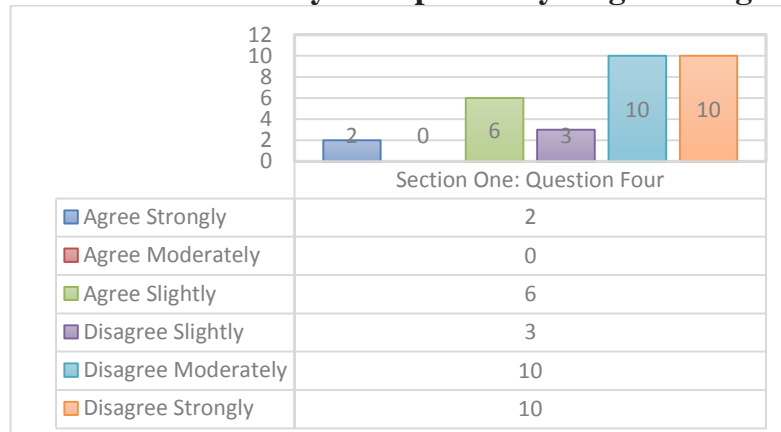**4- Reading poems is not an effective way to improve my English language skills.**

■ Agree Strongly	2
■ Agree Moderately	0
■ Agree Slightly	6
■ Disagree Slightly	3
■ Disagree Moderately	10
■ Disagree Strongly	10

Figure 05: The chart above was copied from the researcher's Google Form which represents the students' answers.

The above chart shows the students responses to whether or not reading poems is effective to learn English. The great majority of (23 students, 74%) think that poems are useful tools to enhance students' acquisition of English. Therefore, they can be implemented in the classroom but with teacher's guidance and assistance since many think that poems are difficult (according to the responses to question two).

5) The type of poems that the teacher use in the classroom must be chosen carefully to suit the students interests so that they can relate to.
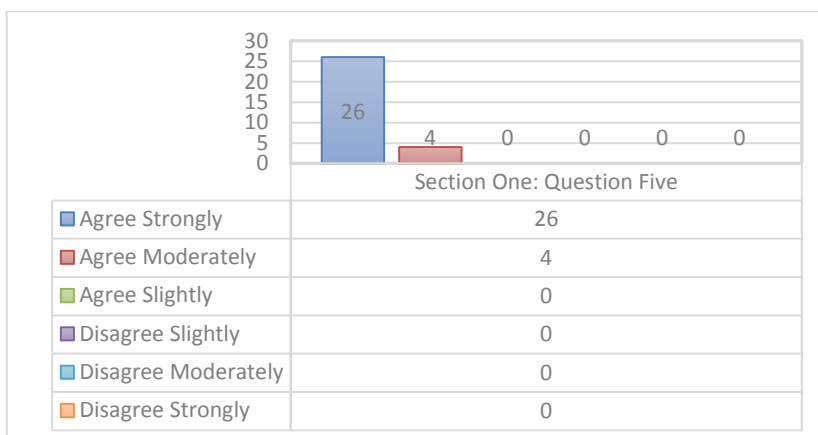
■ Agree Strongly	26
■ Agree Moderately	4
■ Agree Slightly	0
■ Disagree Slightly	0
■ Disagree Moderately	0
■ Disagree Strongly	0

Figure 06: The chart above was copied from the researcher's Google Form which represents the students' answers.

The question above indicates the students' attitudes towards the choice of poems to be read and studied in the classroom. Twenty-seven students (87%) believe that the type of poems matters. They agree to the view that the right choice of the literary texts (poems) is a crucial factor that determines how they interested they are to learn. So, to engage the students in the leaning process, teachers should choose carefully the poems which they use in order to meet the students' needs and help them to acquire the language more easily.

6.2. Section Two: The Use of Eclecticism in EFL classes to Enhance Students' Motivation to Read Poems.
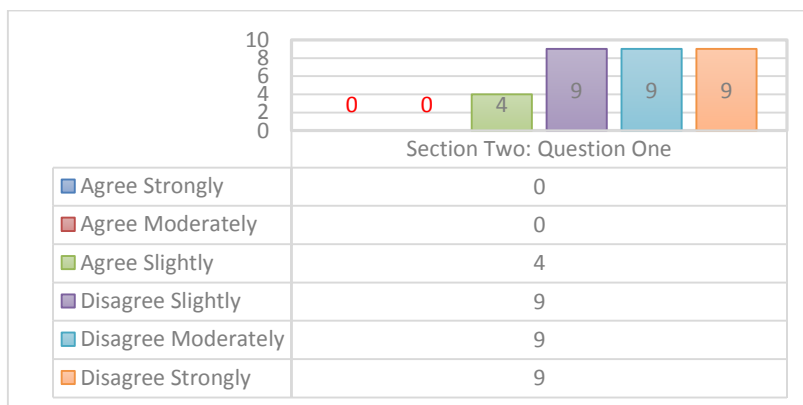1) **The teacher should depend only on one method in teaching poems.**

■ Agree Strongly	0
■ Agree Moderately	0
■ Agree Slightly	4
■ Disagree Slightly	9
■ Disagree Moderately	9
■ Disagree Strongly	9

Figure 07: The chart above was copied from the researcher's Google Form which represents the students' answers.

The above chart shows the students' responses to whether they prefer to be taught using only one method or a multiplicity of methods. 87% of the students prefer that the teacher uses more than method in teaching English language and literature. The students' responses display their willingness to learn more when they are taught through various methods that suit their preferences.

2) **I think it is more effective if teachers use a variety of methods in teaching literary texts.**
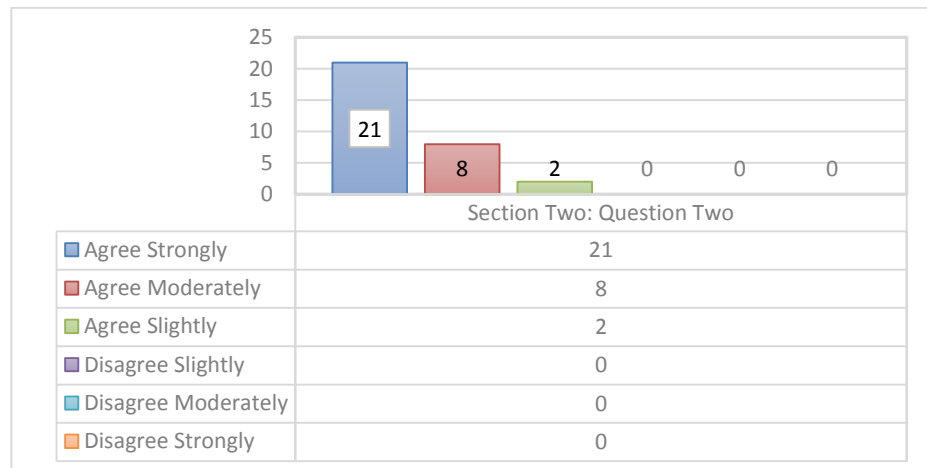
■ Agree Strongly	21
■ Agree Moderately	8
■ Agree Slightly	2
■ Disagree Slightly	0
■ Disagree Moderately	0
■ Disagree Strongly	0

Figure 08: The chart above was copied from the researcher's Google Form which represents the students' answers.

The chart above confirms the students' viewpoints in the previous question. All students (100%) think that teaching English is more effective when the teacher uses a variety of methods in teaching literary texts. The responses to the two questions (1 and 2 of section two) proves that students are more likely to be motivated and willing to learn a poem, although they think it is not easy to read and understand, if the teacher selects more than one appropriate method, which is known as eclecticism.

3) **I am not more motivated to read a poem with a group of students; I prefer to read it alone**
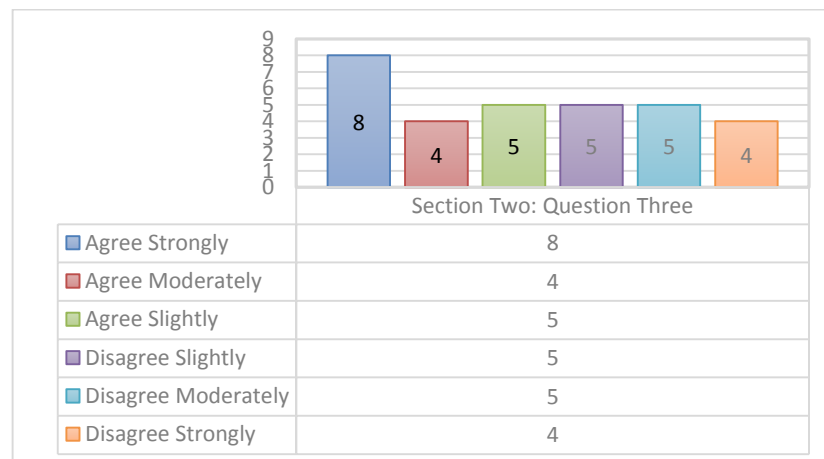
■ Agree Strongly	8
■ Agree Moderately	4
■ Agree Slightly	5
■ Disagree Slightly	5
■ Disagree Moderately	5
■ Disagree Strongly	4

Figure 09: The chart above was copied from the researcher's Google Form which represents the students' answers.

Unlike the previous responses, the responses to the above statements show that there is a roughly equal attitudes towards reading a poem alone or with a group of students. Seventeen students are motivated to read poems with varying degrees (from agree strongly to agree slightly) to reading a novel alone. However, fourteen students believe prefer to read a poem with group of students. These responses give teachers the chance to vary their reading sessions of literary texts to suit the students. They can allot some reading classes, where students read a poem together, and at the same time give them texts to read at home.

4)   I don't think that my cultural background and personal experience affect my learning, so the teacher should not care about that.
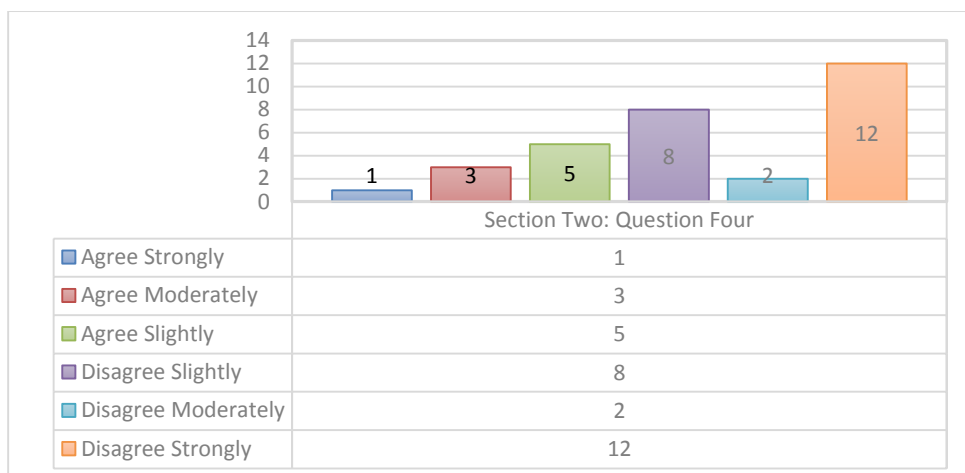

Figure 10: The chart above was copied from the researcher's Google Form which represents the students' answers.

According to the above chart, most students (twenty-two) believe that their cultural background and personal experience is essential to the learning process. Those students think that the teacher should take their take into account their different backgrounds inside the classroom. this can be done in the right choice of the poems to be read so that they are selected to suit the students.

5) The teacher should care to make a suitable learning environment in which the students feel comfortable.
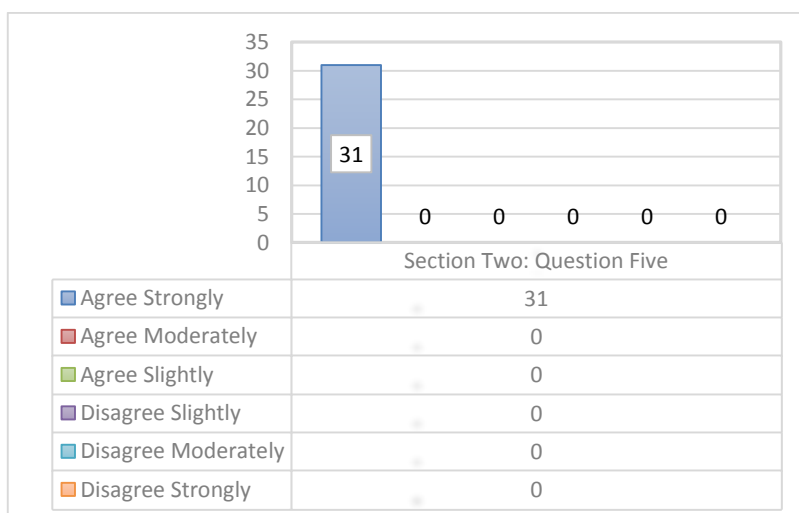

Figure 11: The chart above was copied from the researcher's Google Form which represents the students' answers.

The above chart reveals a consensus among the students; all of them think that the teacher should prepare the suitable learning conditions. They believe that the right learning environment will make them more comfortable. This shows that teaching is not only about what and how to teach, but also about making the right

conditions in which learning becomes more effective, as students feel more engaged and motivated because they feel comfortable towards the learning atmosphere.

6.3. Section Three: Use of Eclecticism to Enhance EFL Students' Critical Thinking Skills

1) **Discussion about the themes of poems between the teacher and the learners is a crucial way to learn literature and improve EFL students' critical thinking skills.**
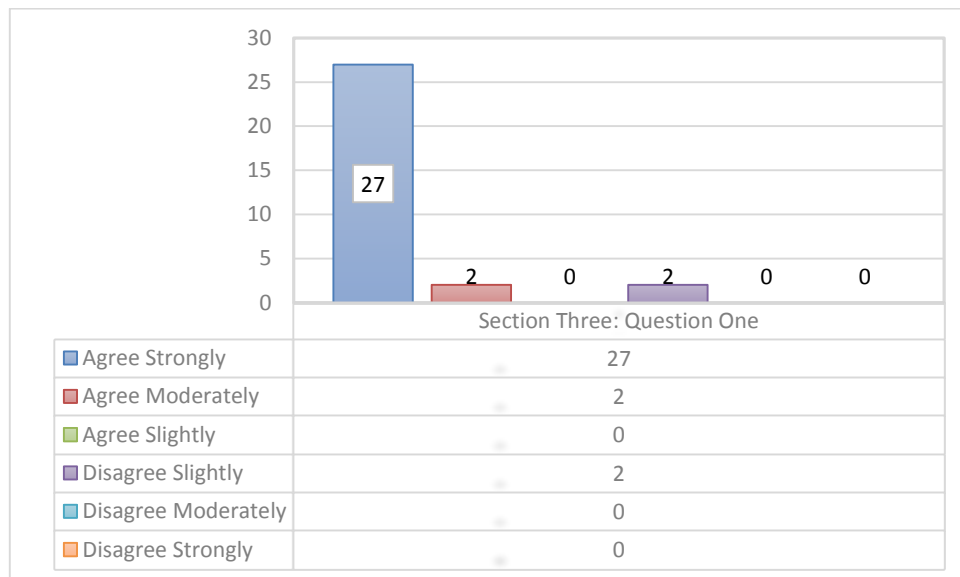

	Section Three: Question One
■ Agree Strongly	27
■ Agree Moderately	2
■ Agree Slightly	0
■ Disagree Slightly	2
■ Disagree Moderately	0
■ Disagree Strongly	0

Figure 12: The chart above was copied from the researcher's Google Form which represents the students' answers.

According to the students' responses to the above question, it is evident that the great majority of them (93%) see that discussion inside the classroom in the target language (English) with the teacher as a useful way of improving their level in English and help them enhance their critical thinking skills. This discussion can be done in a form of conversations and dialogues among the students, as well as with the teacher. Such activities are encouraged when using the eclectic approach in EFL classes, as it allows for the use of a variety of teaching activities that suit the learners.

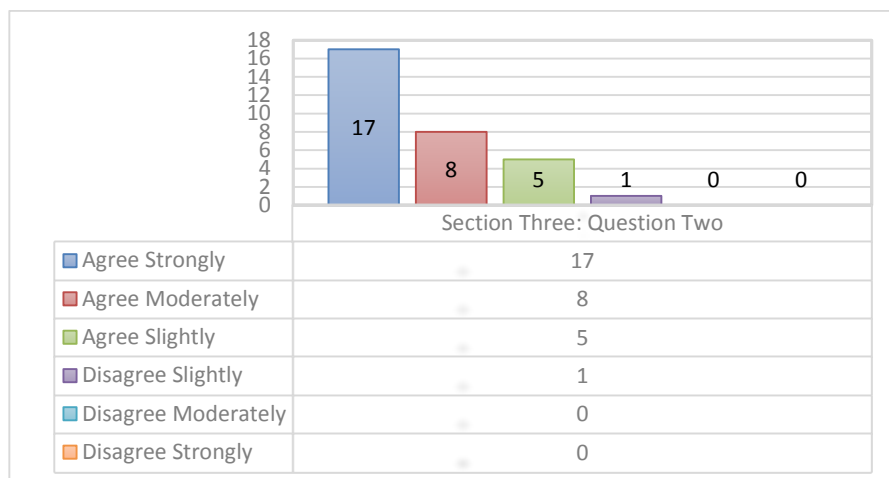### 2) Writing a literary analysis paragraph about a literary text helps me a lot in thinking critically.

■ Agree Strongly	17
■ Agree Moderately	8
■ Agree Slightly	5
■ Disagree Slightly	1
■ Disagree Moderately	0
■ Disagree Strongly	0

Figure 13: The chart above was copied from the researcher's Google Form which represents the students' answers.

The students in the above chart about writing a literary analysis paragraph as part of learning the language. Their responses reveal that almost all of them (except for one student) believe that writing a literary analysis helps them think more critically. Writing, therefore, can be implemented in EFL classes in teaching English language and literature, as it can encourage students to share their viewpoints about literary texts. However, the teacher can guide and direct the writing process to ensure an effective learning experience. Since students think that writing helps them think critically, they will be motivated to write, which can be used by teachers to enhance their learners' abilities in English as well as in the students' critical thinking.

3) I think having a conversation with other students in the classroom about the themes of the literary texts is not helpful in developing critical thinking skills.
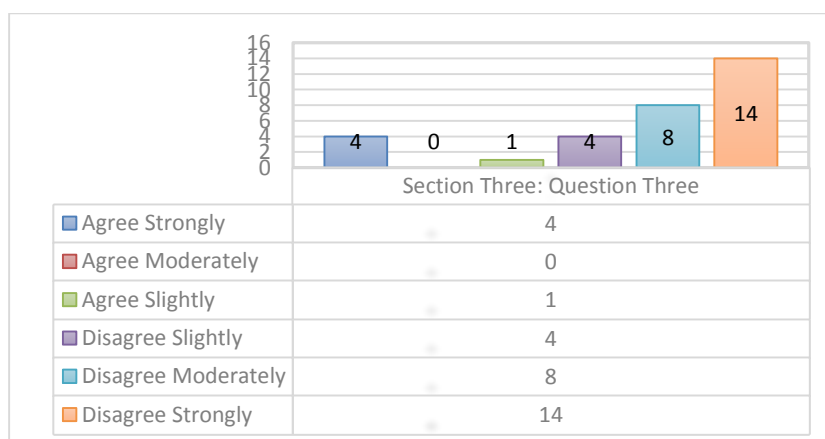

■ Agree Strongly	4
■ Agree Moderately	0
■ Agree Slightly	1
■ Disagree Slightly	4
■ Disagree Moderately	8
■ Disagree Strongly	14

Figure 14: The chart above was copied from the researcher's Google Form which represents the students' answers.

Similar to the first question in this section, the above question is about the role conversation in the classroom, between the teacher and the students, to improve students' critical thinking skills. The majority of students (83.9) believe that having

conversations about the themes of literary texts is an effective way that support them to think more critically, and only five students think otherwise.

4) **The teachers' feedback about my literary analysis paragraph is a crucial part in the learning process.**
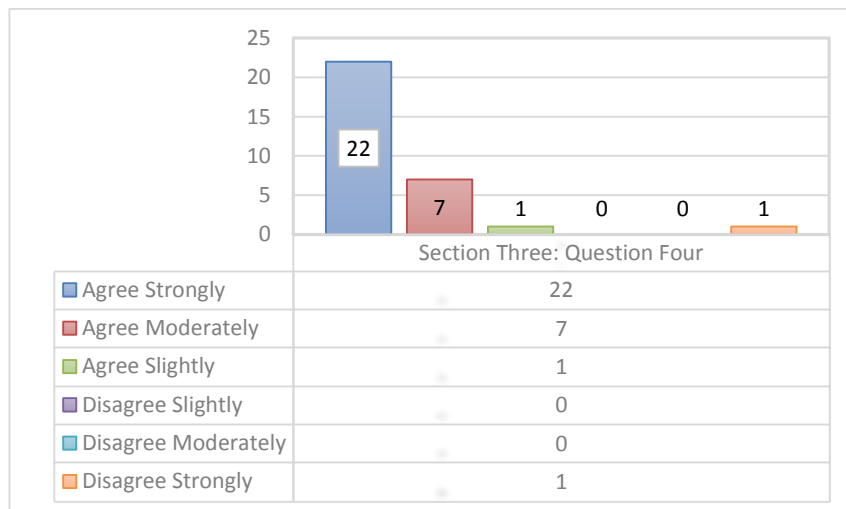

■ Agree Strongly	22
■ Agree Moderately	7
■ Agree Slightly	1
■ Disagree Slightly	0
■ Disagree Moderately	0
■ Disagree Strongly	1

Figure 15: The chart above was copied from the researcher's Google Form which represents the students' answers.

As a continuation to the previous question about writing literary analysis, the above chart shows the students' responses to whether they think that the feedback of the teacher about their pieces of writing is essential part of learning. Almost all students (except for one) believe that the teacher's feedback about the literary analysis paragraphs fosters their learning skills and acquisition of the language.

5) **The teacher should restrict the students from interacting from one another, he should be the only source of information.**
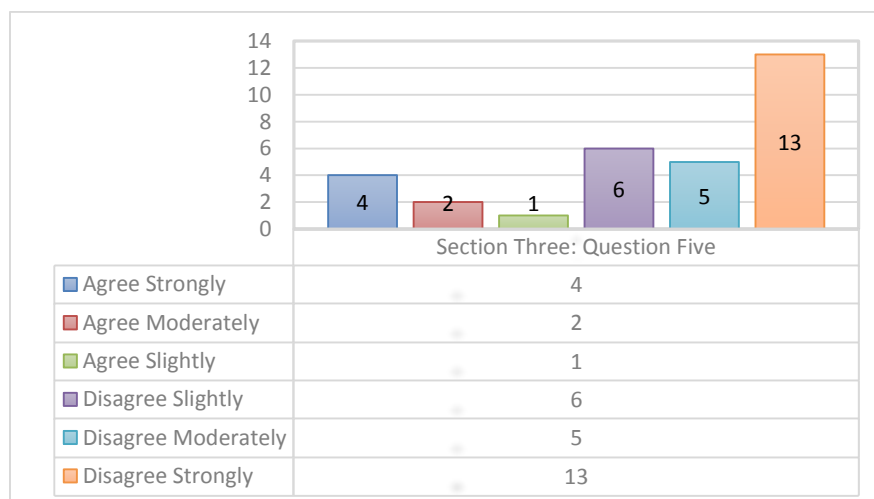

■ Agree Strongly	4
■ Agree Moderately	2
■ Agree Slightly	1
■ Disagree Slightly	6
■ Disagree Moderately	5
■ Disagree Strongly	13

Figure 16: The chart above was copied from the researcher's Google Form which represents the students' answers.

The final question in this section investigated the student's views about the role of the teacher in the classroom. On the one hand, their responses show that most

of them (77.4 %) believe that the teacher should not be the only source of information, and that they don't prefer to be restricted from participating actively in the knowledge construction. On the other hand, few students (22.4 %) think that they prefer that the teacher provides them with everything, as they consider the teacher as the center of the learning process.

Results and Discussion of the Questionnaire: Section Four
 Motivating and Promoting Students' Critical Thinking Ability

Question 1: What can teachers do to help students think more critically in literature classes?

Student 1	Let them share their different opinions and doing a discussion about that
Student 2	Use different methods of teaching: discussions, use technology and make the classroom from time to time Learner centeredness, ask students to prepare lessons and make small groups in order to discuss the new information they found and the most important point is to learn in an interesting way
Student 3	To help students think critically, a teacher must provide freedom to think, share, question, and discuss the content of the piece of writing, instantly. A teacher should try to make a learner think critically so as to awaken learners' ability to do so, because there are many learners who just passively receive the information given by the guider.
Student 4	engaging students in group and do activities, share opinions, and ideas about the text
Student 5	_ By asking critical questions. _ By having full conversations about all the details of Poems. _ Students should be given time before they can answer. _ Providing students with some literature books, another Poems. _ Giving students space to think- pair- share their ideas and then trying to write different ends.

Figure 17: The students' answers in the table above were copied from the researcher's Google Form into a word document and inserted in this research.

In the above table, some responses of the students were selected randomly to be discussed. It contains their answers to what teachers can do to help students think more critically in teaching literature. Student 1 thinks that they should be allowed to "share their different opinions" about the poems they study in the classroom. Similarly, student 3 prefers that teachers give them the "freedom to think, share, question, and discuss the content of the piece of writing, instantly." Also, students 2 support the use of various methods of teaching such as using technology, and making pair and group work activities. Students 5 provided a list of some activities to be implemented in the classroom, including "having full conversations about all the details of Poems" and "Giving students space to think-

pair- share their ideas". From the students' answers, it can be noted that they prefer the use of a variety od methods and activities when learning literature.

Question 2: Which of the following skill(s) do you prefer when learning poems: speaking, writing, listening, or reading? please say why?

Student 1	Reading
Student 2	Reading
Student 3	I prefer listening because it helps us get used to the language and figure out the words that were used easily
Student 4	Writing
Student 5	Speaking because we share ideas and opinion specially when we discuss
Student 6	Speaking, because it motivates the student to interact with his/her teacher as well as enhances students' critical thinking.
Student 7	Reading because through reading we. Can understand more the meaning and the theme of the poem therefore by reading we can speak and write

Figure 18: The students' answers in the table above were copied from the researcher's Google Form into a word document and inserted in this research.

The samples of the students' answers to which skills (speaking, writing, listening, or reading) they prefer show that they have different preferences. Some students, like student 3 in the above table, prefer listening. The students says that listening helps them "get used to the language and figure out the words that were used easily". In addition, students 5 prefers speaking because saying that it "motivates the student to interact with his/her teacher as well as enhances students' critical thinking". Student 7 thinks that reading may enables them to "understand more the meaning and the theme of the poem", which can make them "speak and write". These responses indicate that although some students prefer the same skills, others may differ. Therefore, teachers need to target the different skills when planning their lessons of literature to motivate students and improve their critical thinking skills.

Question 3: Do you prefer to be an active participant in the classroom, or just wait for the teacher to provide you with everything about the lesson?

Student 1	I prefer to be an active participant in the classroom
Student 2	I prefer to be an active participant
Student 3	Of course, I prefer to be an active student but it depends on the teacher's way of teaching
Student 4	I would rather be an active student than a receiver only.
Student 5	No, actually being an active participant in the classroom with the teacher is something must-have to do for me simply because I could not spend the whole time sitting on a chair just waiting for the teacher to give me certain information about the lesson, being a passive student in the classroom is something hatred for me. I prefer having an overall look and constructing information about the lesson that is going to be tackled in the classroom.
Student 6	I think both, I prefer to be active participant in the classroom, at the same time I prefer the teacher information because, I consider the teacher information are priceless.
Student 7	Wait for the teacher to provide me with information about the lesson

Figure 19: The students' answers in the table above were copied from the researcher's Google Form into a word document and inserted in this research.

Many students prefer to be active participants in the classroom. they seem to be motivated to participate in the classroom. However, student 6 thinks state that although they prefer to be active participants, they still the wait for the teacher, considering him/her as a authentic source of information. Few students, like student 7, prefer to get everything about the lesson from the teacher. These responses that the teacher the teacher is regarded both as a source of information and as a guide inside the classroom.

Question 4: Do you think that learning poems through writing individually and then discussing and defending your viewpoints in the classroom, can help you enhance your critical thinking skills? Please explain how.

Student 1	Yes. Because when you write individually you will know all what is right and wrong in your point of view and know all the points you have to deal with in your discussion. and based on that you have to build your opinion and share it in the classroom.
Student 2	Definitely yes. The chance to argue, convince and defend my ideas about a certain topic makes me think critically and logically to persuade others
Student 3	I do prefer this way of learning. It fits me because I am not into working in groups. Writing individually helps a learner to only think by himself without the need of others' help. Discussing after sharing helps to engage all the group members in the process of communicating about the topic.
Student 4	I think writing in group helps us to discuss we us students and gain information from one another then discussing it with the teacher can help to improve our critical thinking
Student 5	Yes, since I will use all the possible resources to empower my viewpoints thus, I Will enhance my critical thinking skills.
Student 6	I don't think so, due to their difficulties because I can't defend since i have weak background about that
Student 7	Wait for the teacher to provide me with information about the lesson

Figure 20: The students' answers in the table above were copied from the researcher's Google Form into a word document and inserted in this research.

The above table portrays the students' answers to whether they think that writing a literary analysis individually about poems then sharing their points of view will help them enhance their critical thinking skills. Many students think that this way is useful. Student 1 stated that "when you write individually you will know all what is right and wrong in your point of view and know all the points you have to deal with in your discussion.". This shows that student supports the integration of the writing and reading skills, for they consider writing a step towards an organized discussion of the subject matter. Similarly, student 4 stated, "writing in group helps us to discuss we us students and gain information from one another then discussing it with the teacher can help to improve our critical thinking". Writing, according to the student, is seen as useful activity that students would start with when studying a literary text, which is followed by a discussion with other students and the teacher to improve the students' critical thinking. Nevertheless, student 6 and student 7 think don't support that view, for they think that the needed background and information about the poem. To deal with this issue, a teacher can provide students with the necessary information about the poem so that students can write more effectively

7. Conclusion

This research aimed to investigate the effectiveness of using the eclectic approach to increase students' motivation and improve their critical thinking skills in teaching English language and literature. Unlike using one method, the freedom that is offered by eclecticism, allows teachers to select the methods and activities that suit and motivates the students. The findings of the research revealed that students are better motivated when they are being taught through variety of methods, rather than one single method. Also, this study concluded that the right choice of the literary texts affects the motivation of students inside the classroom; therefore, teachers need to carefully select the suitable poems to be read and analyzed by the teacher and the students. Besides, the study showed that the learning conditions influence the

learners' acquisition of the language and the literary texts. Thus, it is crucial that teachers care to establish the suitable learning atmosphere in which students feel comfortable so that they can learn more effectively. Also, having discussion about the themes of literary texts such as poems among students and between them and the teacher is a helpful way to motive students and encourage them to think more critically.

For the future recommendations, this study suggests the following:
- Teachers of English language and literature need to use a variety of methods and activities instead of using only one method to make the process of learning in EFL classes more fruitful.
- Because learning conditions proved to be crucial in the classroom, teachers have to make sure to provide the students with right atmosphere so that they can be more motivated.
- When teaching literature, teachers should choose the right poems which students can relate to in order to make classes much more engaging and beneficial.
- The selected poems to be read in the classroom should be chosen carefully to suit the learners' interests and needs, so they trigger their motivation and willingness to study them.
- Teachers need to encourage students who are hesitant about reading poems because of their difficulty by monitoring and guiding them through the reading process.

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