

## THE EFFECTIVENESS OF ECLECTIC APPROACH IN LEARNING ENGLISH VERBS: A CASE STUDY AT SECONDARY LEVEL IN MULTAN CITY

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### ABSTRACT

*Eclectic approach is the mixture of the positive aspects of different approaches and pedagogies. The purpose of this study is to investigate the effectiveness of the eclectic approach in learning English verbs at the secondary level in Multan city. In this study, an experimental approach was employed to investigate the research question. The specific experimental design utilized was the pre-experimental one group pre-test and post-test design. The population of this experimental study was all the students (9190) enrolled in government secondary schools (35) in Multan city. In this study Government Islamia High School Haram Gate, Multan was selected through random sampling. The sample of this experimental study was consisted of forty one (41) students studying English in 9th class at Government Islamia High School Haram Gate, Multan. The pre-test and post-test were used to measure the students' knowledge of verb before and after teaching verbs respectively. The pre-test was held and scored prior to the implementation of treatment, while the post-test was administered after a two-week period of training. The researcher used paired sample one-way t-test to find out the difference in achievement score between the pre-test and post-test of experimental group concerning the use of verbs. The significance level for the t-test was 0.05. The data shows that there is a significant effect of eclectic approach in learning English verbs. There are also some issues related with eclectic approach in learning English verbs as the eclectic approach had little to no effect on learners achievement in specific questions i.e. question 12,16,19 and 20. These questions were related to perfect continuous tense and negative sentences of past simple tense. In Perfect continuous tense students were using 3<sup>rd</sup> form of verb with "has been, have been and had been" as they learned the concept of using 3<sup>rd</sup> form with has, have and had in perfect tense. In Past indefinite tense students have used second form of verb with "did" instead of first form of verb as they misunderstood that in whole sentences of past indefinite they would use second form of verb. This study's findings demonstrate that the eclectic approach is effective in improving students' knowledge of verbs. Consequently, it is advisable for English teachers to incorporate this strategy into their teaching practices to enhance students' performance in the English subject, specifically in relation to verb comprehension.*

### Introduction

Learning a new language is an effective tool that helps students to modify their behaviour in light of what they want from society and what society expects of them (Sultan et al., 2020). Now when the world has become a global village, experts of different fields are in contact all over the world. Therefore, it is mandatory to learn English language it does not really matter from which field one belongs to (Kharatova & Sheralieva, 2023).

The progress of a country depends heavily on English. It is crucial for Pakistan to keep up with the rest of the world with mastering English language completely, if it hopes to succeed as a nation. Everything in Pakistan, including the educational system and office work, is in English. We have not really mastered the English language because we lack appropriate resources to teach English in Pakistan. In government schools there is lack of resources while in private sector there are more modern equipment and highly qualified employees. English is regarded as a compulsory subject in Pakistan and a student cannot move on the next class without clear the subject of English. Learning English is crucial if we want to keep up with the pace of the world. In modern era teachers conduct their lectures in English and prefer their students to ask questions in English language too. English language speakers have greater employment options in both public and private sectors than others. There are various problems in learning English i.e. short time period of English class, lengthy syllabus, large size of classrooms, communication gap between teachers and students, lack of supervision of principal concerning teachers and students, lack of knowledge of teachers regarding the use of modern technology and traditional methods of teaching English (Saeed et al., 2023).

The eclectic method of teaching English is an approach that combines various teaching techniques, materials, and activities to cater to the diverse needs of learners. It is a flexible and adaptable approach that draws from different methodologies and theories of language teaching. This method recognizes that no single teaching method can effectively meet the needs of all learners, and therefore encourages teachers to utilize a variety of resources and strategies to create a dynamic and engaging learning environment.

In the eclectic method, teachers select and use different teaching techniques and materials based on the specific learning goals, preferences, and abilities of their students. This approach allows

teachers to tailor their instruction to suit the needs of individual students or groups of learners. By incorporating various teaching techniques and materials, the eclectic method promotes a learner-centered approach, where students actively participate in their own learning process.

One of the key benefits of the eclectic method is its flexibility. Unlike rigid methods that adhere strictly to a particular teaching approach, the eclectic method allows teachers to adapt their instruction to the changing needs and interests of their students. For example, if a particular group of students responds well to communicative activities, the teacher can incorporate more speaking and interactive tasks into their lessons. On the other hand, if a different group of students prefers a more structured and grammar-focused approach, the teacher can include more explicit grammar instruction and practice exercises.

### **Statement of the Problem**

There are numerous challenges that make teaching foreign language more difficult. These issues can be resolved by changing the methodologies. It is necessary to investigate new options for various educational methodologies (Mwanza, 2017). A teacher is not constrained by the guidelines of one specific method while using an eclectic approach. To teach a specific topic a teacher is free to employ a variety of techniques (Chernus et al, 2022). Al-Khasawneh (2022) after reviewing various articles claims that many researchers have used the eclectic approach in general but Focusing on the impact of an eclectic approach on teaching language components like grammar is crucial. Therefore, the researcher made an effort to look into the impacts of an eclectic approach to verb learning at secondary level.

### **Objectives of the Study**

This study had the following main objectives:

1. To investigate the effectiveness of eclectic approach in learning verbs.
2. To identify the issues related to eclectic approach in learning verbs.
3. To find out the difference in achievement score between the pre-test and post-test of experimental group.

### **Research Questions**

1. What is the effectiveness of eclectic approach in learning verbs?
2. What are the issues related to eclectic approach in learning verbs?
3. What is the difference in achievement score between the pre-test and post-test of experimental group?

### **Hypotheses**

To accomplish the objectives mentioned above, the following null hypothesis was tested:

Ho 1: There might be no significant effect of eclectic approach in learning verbs.

Ho 2: There might be no issues related to eclectic approach in learning verb.

Ho 3: There might be no significant difference in achievement score between the pre-test and post-test of experimental group.

### **LITERATURE REVIEW**

English language is highly regarded in Pakistan, which is a multilingual country with a large number of non-native speakers (Akram, 2017). English language is crucial for higher education and job opportunities and in Pakistan fluency in English language indicates success of any individual (Mohammad et al., 2017).

English is a recognized passport for improved educational and employment opportunities (Ahmad, 2016). English language learning is mandatory for all the school students and for those also who want to earn a degree in engineering, computer science etc. So, for growth in career and to get a

good job it is mandatory to learn English language as all the companies want to hire a person who can connect with the clients all over the world. (Liekum, 2022).

International people speak international language for international purpose. It means that those who are good at speaking English achieve more in life than those are not (Dewi, 2023). In addition to being the language of conferences and forums for politics and science, publishing, and scientific study in many subjects, particularly in technical and medical ones, English is the language of communication and understanding amongst many nations of the world (Al-Arifi, 2020). English has recently contributed to the extensive use of electronic networks for public communication and the usage of English as a global language has improved as a result of this spread (Almousah, 2020).

Obi et al. (2023) claims that not a single method is best for teaching English. If one method is best for students in one situation will not necessarily best for the same class in other situation. Similarly, if one method is best for one teacher in teaching particular topic will not useful for other teacher who is teaching the same topic. Language learning is a complex process that's why the researcher claims that the best method varies context to context. Using the same methods to teach language might occasionally cause students' interests in the subject to wane (Xamzayevna et al., 2023). For active participation of students, a successful balance of both classic and creative methods of teaching English is crucial (Yusupowa, 2022).

Eclectic approach is the mixture of the positive aspects of different approaches and pedagogies and English teachers need to have knowledge about various approaches in order to utilize eclectic method in classroom. Eclectic method is also called as disciplined eclecticism.

### **Research Methodology**

This study is quantitative in nature. The experimental approach is used in this study. The specific experimental design utilized was the pre-experimental one group pre-test and post-test design where a single experimental group was assessed before and after receiving the treatment.

### **Population**

This experimental study focused on all the students (9190) enrolled in government secondary schools (35) in Multan city, which operate under the Punjab education department.

### **Sample**

In this study Government Islamia High School Haram Gate, Multan was selected through random sampling by using lottery method. The researcher assigned numbering to all the schools present in population and prepared thirty five chits. These chits were identical in size, colour, and shape. The chits were then folded and mixed up in a box by shuffling thoroughly. Then a blindfold selection was made by the researcher. In this draw number fifteen was selected which was assigned to Government Islamia High School Haram Gate, Multan. As this experimental study was conducted at secondary level and there falls two standards i.e. 9th and 10th class. The researcher again made two chits for the selection of level. Then 9th standard was selected through lottery method. There were four sections of ninth class in the selected school. Then once again the researcher assigned identical number to each section and through a draw 9th B was selected. There were forty one (41) students in the selected section. Every student in the sample was put in the experimental group as the specific experimental design utilized was the pre-experimental one group pre-test and post-test design.

### **Sample size**

The sample of this experimental study was consisted of forty one (41) students studying English in 9th class at Government Islamia High School Haram Gate, Multan.

## Research Instruments

In order to assess the progress in the area of verbs, the researcher prepared pre-test and post-test. The pre-test and post-test were used to measure the students' knowledge of verb before and after teaching verbs respectively. The knowledge of verb usage was the basis for the pre-test and post-test taken from the prescribed English grammar and composition text-book of 9th Class. The researcher thoroughly studied the prescribed book for the development of test items. Regarding item difficulty levels and item pattern, the pre-test and post-test were equivalent. In addition, the guidance of the respected supervisor and two subject specialists was sought to develop the pre and post-tests specifically focusing on verbs.

The tests, comprising of twenty multiple-choice items each, underwent validation by subject specialists. Prior to the main study, the pre-test and post-test were tested on a sample of 10 students to ensure their reliability.

### Pre-test

The pre-test was constructed by the researcher which was based on the topic use of verbs from the prescribed English grammar and composition text-book of 9th Class. The pre-test was conducted before the treatment. There were total 41 students of 9th grade. There were total twenty (20) multiple choice questions concerning the use of verbs and each item was assigned one mark. Total marks of test were twenty (20) and the time for the test was also twenty minutes.

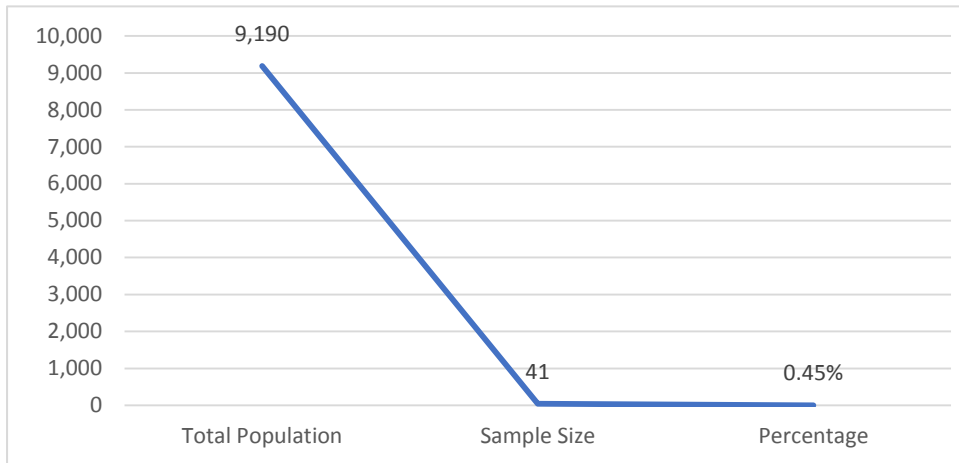
### Post-test

The post-test was also constructed by the researcher with the same level of difficulty and pattern as pre-test. It was constructed to evaluate the progress in experimental group after treatment. The post-test was also consisted of twenty multiple choice items concerning verbs and similarly twenty minutes were allowed to complete the test.

## Findings and Results

The purpose of this study was to find out how well the eclectic method of teaching English verbs to secondary school students in Multan, Pakistan. The study used an experimental design with a pre- and post-test on one group to determine how the eclectic approach affected students' verb knowledge. The efficiency of the eclectic approach to learning English verbs was investigated using an experimental design with one group and pre- and post-tests. The experimental group received the treatment for a period of two weeks, which included teaching the usage of verbs using a variety of activities and tactics built on an eclectic approach. The population was made up of all 9,190 secondary government school pupils in Multan. Using random sampling, a group of 41 students from Multan's Government Islamia High School Haram Gate were chosen. To evaluate verb knowledge, a pre-test and post-test with 20 multiple-choice questions each were created and validated. The eclectic approach to teaching English verbs was used throughout a two-week intervention phase as part of the research design. The data shows that there is a significant effect of eclectic approach in learning English verbs. There are also some issues related with eclectic approach in learning English verbs as the eclectic approach had little to no effect on learners achievement in specific questions i.e. question 12,16,19 and 20. These questions were related to perfect continuous tense and negative sentences of past simple tense. In Perfect continuous tense students were using 3<sup>rd</sup> form of verb with "has been, have been and had been" as they learned the concept of using 3<sup>rd</sup> form with has, have and had in perfect tense. In Past indefinite tense students have used second form of verb with "did" instead of first form of verb as they misunderstood that in whole sentences of past indefinite they would use second form of verb. Data analysis results are shown below in graphs.

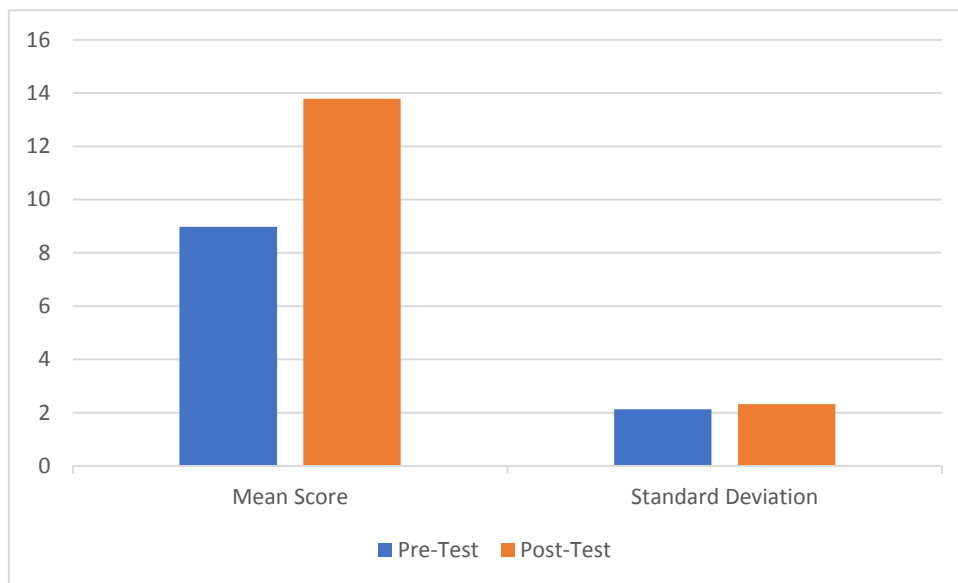
Graph 1: Population Sample and Percentage



Paired Sample T-Test Results:

- T-Value: -15.043
- Degrees of Freedom: 40
- P-Value: 2.764e-18 (almost 0)

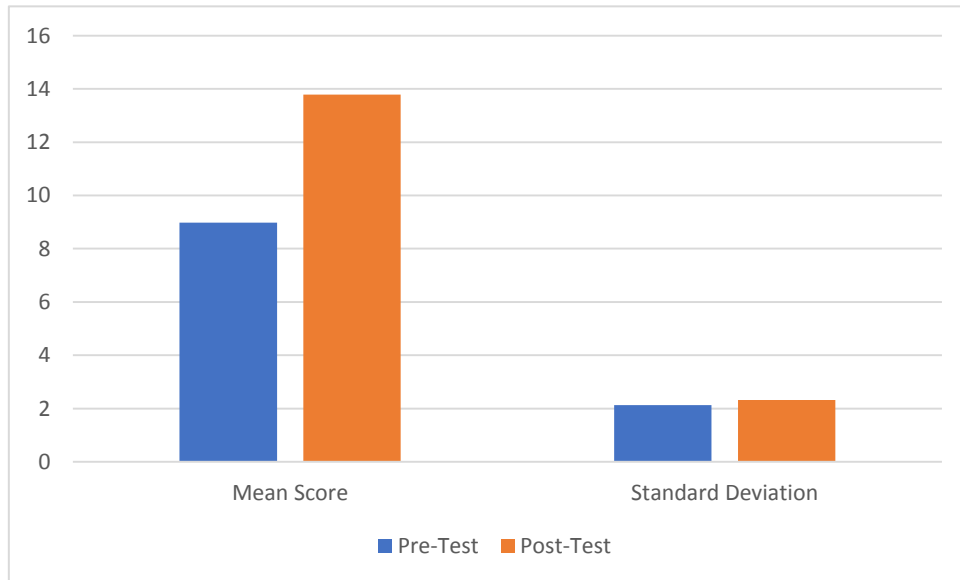
Graph 2: Pre-Test and Post-Test Scores for Question 1



As seen in Bar Graph 1, after the students received training using an eclectic method, the mean score improved significantly from the pre-test (8.97561) to the post-test (13.78049). The Bar Graph supports the statistical significance of the rise in students' verb-learning proficiency. After receiving instruction using the eclectic approach, students significantly improved in their ability to learn English verbs, according to an examination of their pre- and post-test results for question 1. The eclectic method seemed to have helped students acquire verbs because the post-test mean score (13.78049) was significantly higher than the pre-test mean score (8.97561). The results of the paired sample t-test revealed a statistically significant difference between the experimental group's pre-test and post-test results. The extremely low p-value (2.764e-18) confirmed the rejection of the null hypothesis and showed that after receiving instruction using the eclectic approach, the students' achievement levels dramatically increased.

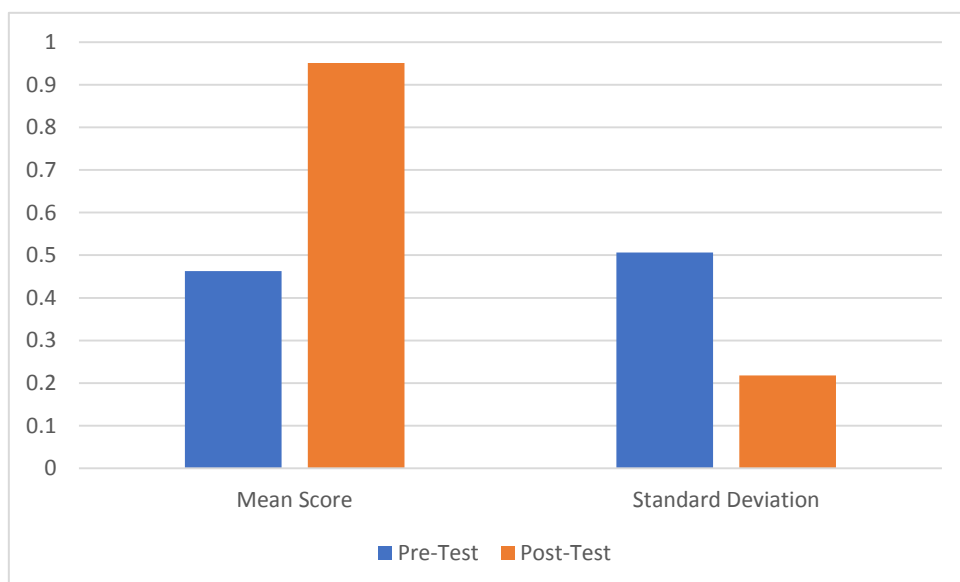
The pre-test and post-test results of the experimental group were compared using the paired sample t-test. Between the two sets of scores, there was a statistically significant difference ( $t = -15.043$ ,  $p 0.001$ ), according to the findings. The post-test scores were, on average, considerably higher than the pre-test scores, according to the negative t-value.

Graph 3: Pre-Test and Post-Test Scores for Research Question 2



The post-test score difference between the pre-test and post-test results is visually shown in the Bar Graph. The post-test mean score (13.7805) is significantly greater than the pre-test mean score (8.9756), as can be seen in the Bar Graph. The fact that this improvement has a negative t-value (-15.043) further supports its statistical significance. The mean score difference's 95% confidence interval was computed as -7.65 to -6.14. This trusting interval implies that the eclectic method had a considerable positive impact on the pupils' capacity to acquire English verbs.

Graph 4: Pre-Test and Post-Test Scores for Sample Question 3



The results of Sample Question 3's pre- and post-test analyses show that the pre-test mean results was 0.463 with a about 0.507 standard deviation. The post-test mean results, on the other hand, was 0.951 with a standard deviation of almost 0.218. In order to compare the pre-test and post-test scores, a paired-sample t-test was used. The results revealed a significant difference between the two sets of

scores ( $t = -8.2361$ ,  $p 0.001$ ). The post-test results were, on average, considerably greater than the pre-test ratings, according to the negative t-value. The Bar Graph displays the considerable variation in Sample Question 3's pre- and post-test scores. The post-test mean score (0.951), as indicated in the Bar Graph, is significantly greater than the pre-test mean score (0.463). The mean score difference's 95% confidence interval was computed as -0.546 to -0.360. This confidence interval implies that the eclectic approach greatly enhanced the students' capacity to respond to question 3.

The exceptionally significant p-value ( $p 0.001$ ) suggests that the null hypothesis, which assumes that there is no difference in means between the pre-test and post-test, is firmly rejected. As a result, we may accept the different hypothesis as there is compelling evidence to the contrary.

Graph 5: Pre-Test and Post-Test Scores for Sample Question 4

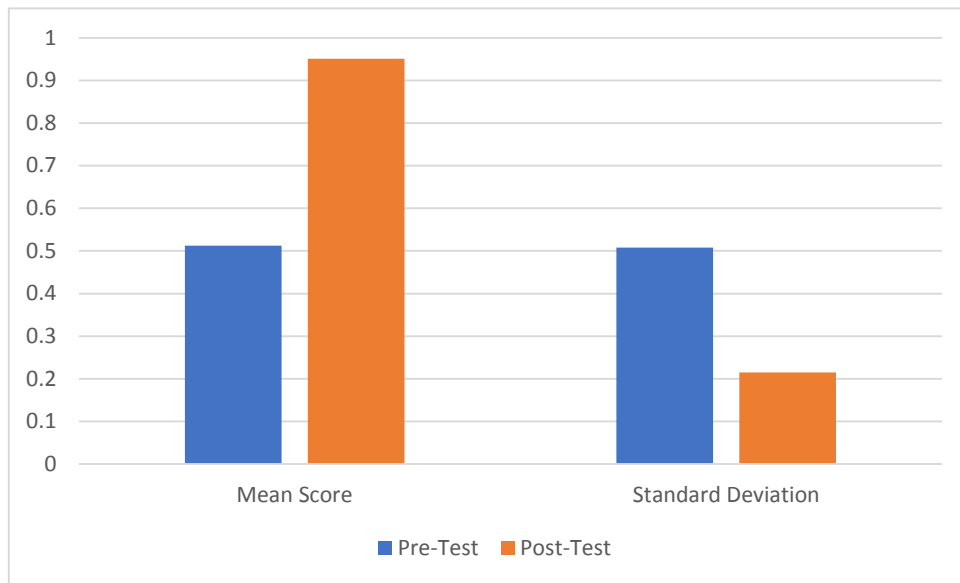


When the pre-test and post-test scores were compared using a paired-sample t-test, the results revealed an important distinction between the two sets of scores ( $t = -3.4641$ ,  $p = 0.001362$ ). The post-test scores were, on average, considerably greater than the pre-test scores, according to the negative t-value.

Pre-test and post-test scores for Sample Question 4 are shown in Graph.

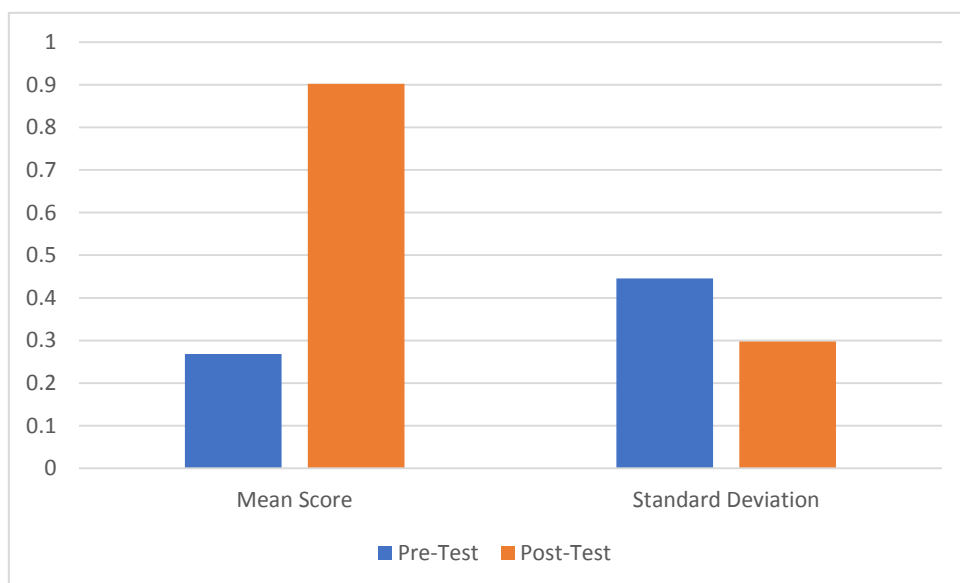
The graph graphically displays the considerable variation in pre- and post-test scores. The post-test mean score (0.2683) is much greater than the pre-test mean score (0.1951), as can be seen in Graph 1. The mean score difference's 95% confidence interval was calculated to be roughly -0.1707. This confidence interval implies that the eclectic approach greatly enhanced the students' capacity to respond to query 4. Since the p-value of 0.001362 is lower than the significance level ( $= 0.05$ ), it is highly unlikely that such a substantial difference would have been discovered by coincidence. We can therefore draw the conclusion that the eclectic method is effective in improving pupils' understanding of verbs.

Graph 6: Pre-Test and Post-Test Scores for Sample Question 5



According to the research, the average pre-test score was 0.5122, with a standard deviation of roughly 0.5075. With a standard deviation of roughly 0.2152, the mean post-test value was 0.9512. The pre-test and post-test mean scores differed significantly according to the paired-sample t-test ( $t = 6.2452$ ,  $p = 0.001$ ). The improvement in students' grasp of verb tenses is evidenced by the positive t-value, which shows that the post-test results were noticeably greater than the pre-test values. In conclusion, the eclectic approach significantly improved students' capacity to respond to Question 5, which resulted in an important boost in their verb usage and understanding. Potential difficulties with the eclectic approach include those relating to implementation, time and resource limitations, evaluation concerns, and differences in student participation. To maximize the efficacy of the eclectic method in verb learning, these issues need to be carefully taken into account.

Graph 7: Pre-Test and Post-Test Scores for Sample Question 6

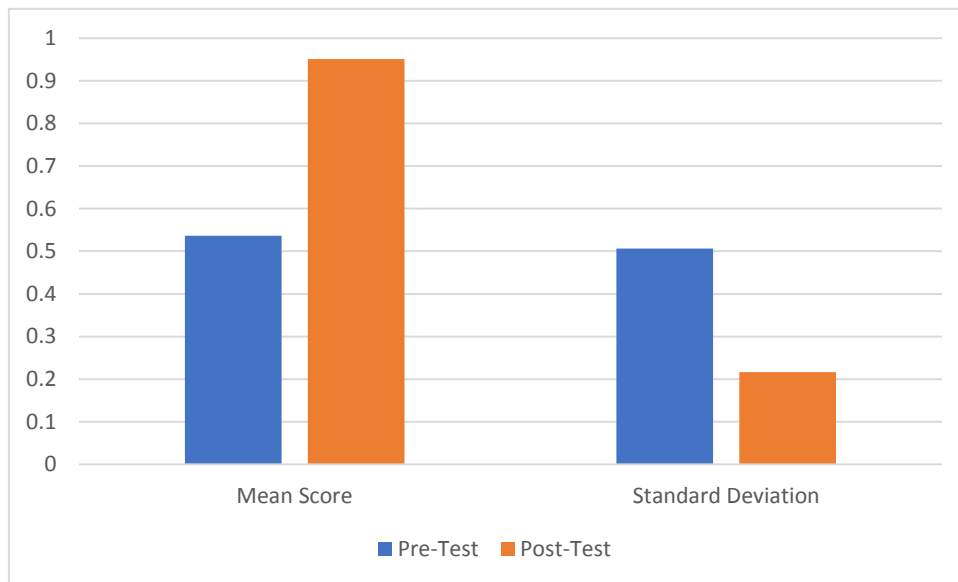


The pre-test mean score was 0.2683 and the standard deviation was roughly 0.4452. With a standard deviation of roughly 0.2972, the mean post-test result was 0.9024. The pre-test and post-test mean values differed significantly, according to the paired-sample t-test ( $t = 12.276$ ,  $p = 0.001$ ). The students' grasp and use of future tense verbs significantly improved as seen by the post-test mean result being significantly greater than the pre-test mean value. In the pre-test, only 11 (26.73%) of the 41 students



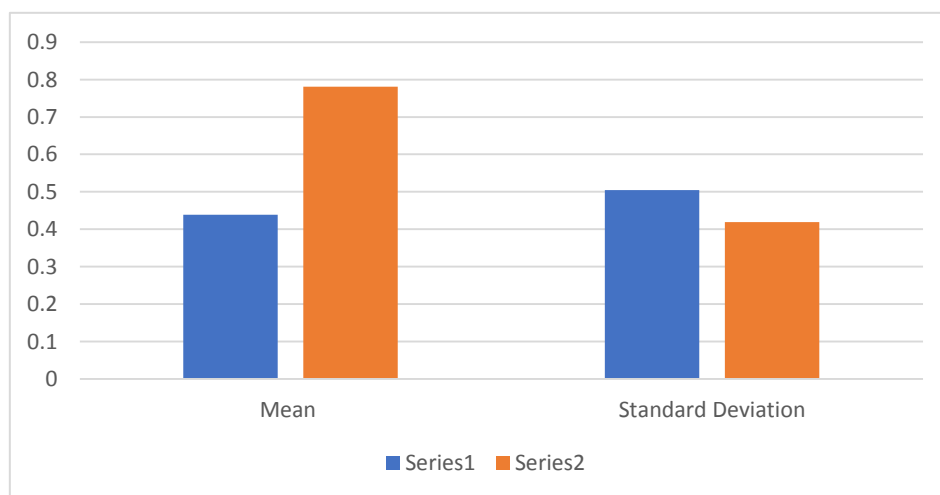
correctly answered the question; in the post-test, 37 90.24%) of the students did so, indicating a remarkable improvement in their understanding and use of future tense. This demonstrates how well the eclectic method works for teaching verb, particularly the future tense. The use of future tense by pupils was greatly improved by the eclectic approach. The eclectic method efficiently accommodates multiple learning styles, resulting in improved language learning outcomes. It does this by incorporating a variety of instructional strategies and interesting activities.

Graph 8: Bar Graph 2: Pre-Test and Post-Test Scores for Question 7



When compared to the pre-test, the post-test mean assessments significantly improved ( $p < 0.001$ ). In the post-test, 95.12% of learners responded correctly, indicating that the eclectic approach improved their understanding of future verbs. The eclectic approach successfully accommodates various learning preferences and enhances language learning performance.

Graph 9: Pre-Test and Post-Test Scores for Question 8



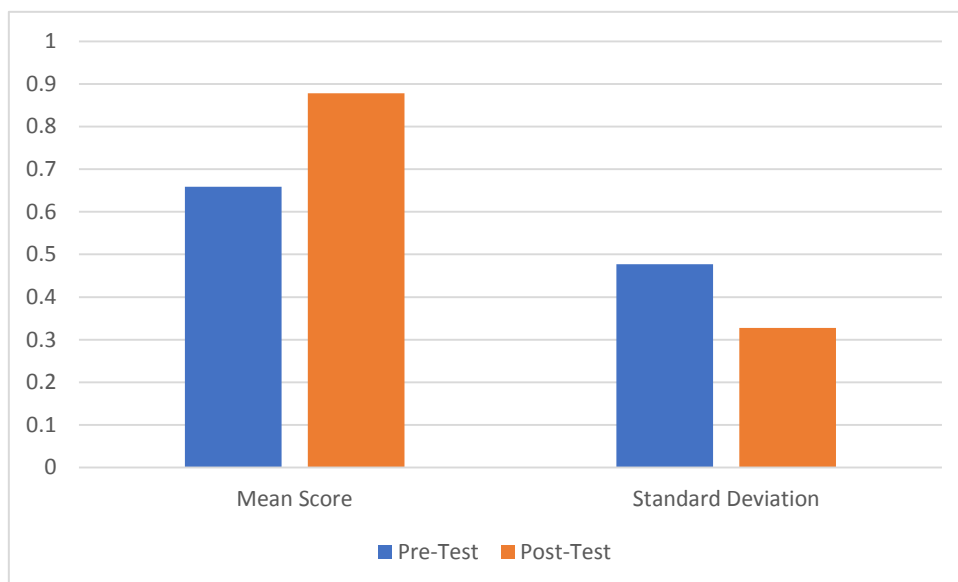
With 39 degrees of freedom and a paired-sample t-test, the results showed the significant distinction between the pre-test and post-test results for question 8 ( $p\text{-value} = 2.956e-07$ ), with a t-value of -6. The use of verb connected to the motion of the sun by pupils was greatly enhanced by the eclectic approach. The true mean difference in scores falls between a 95 percent confidence band of -0.6844 to -0.3583, with a mean difference that is negative (-0.5213) indicating improved performance on the post-test.

Graph 10: Pre-Test and Post-Test Scores for Question 9



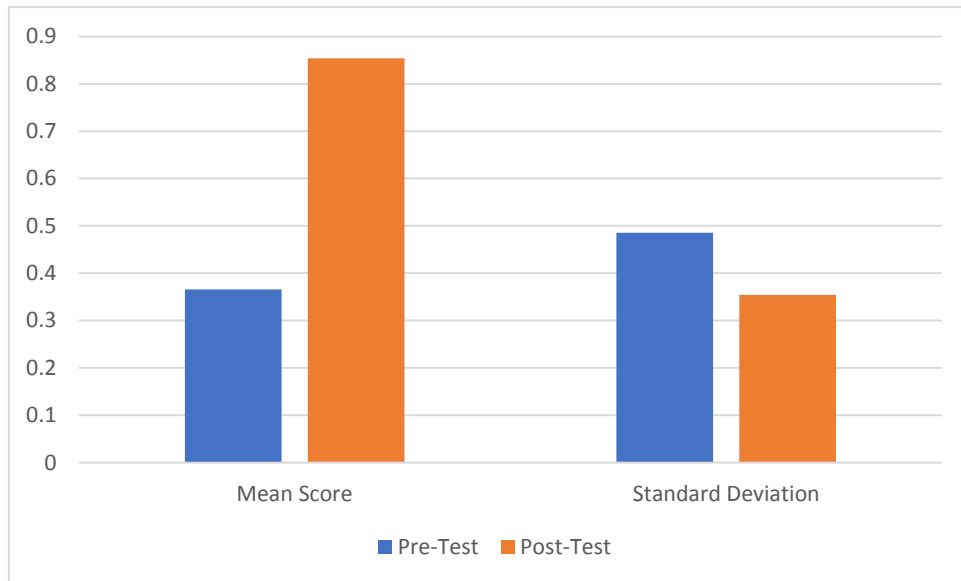
With a p-value of 0.0007965368, the paired-sample t-test with 40 degrees of freedom revealed a statistically significant difference between pre-test and post-test results. The mean score before the exam was roughly 0.41, and the mean result after the test was roughly 0.80. The findings imply that the students' understanding of verb usage in the given sentence structure was greatly improved by the eclectic approach to verb learning. After being exposed to the eclectic method, students' grasp of verbs significantly improved.

Graph 11: Pre-Test and Post-Test Scores for Question 10



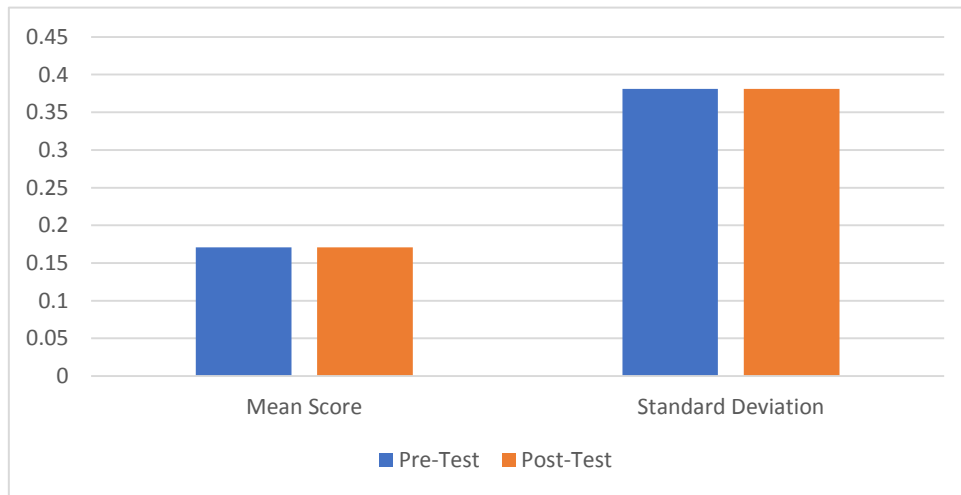
The pre-test and post-test results for question 10 are included in the Bar Graph along with their respective means and standard deviations. The average pre-test score was 0.6585, and the average post-test score was 0.8780, showing that the eclectic strategy for verb learning improved performance.

Graph 12: Pre-Test and Post-Test Scores for Question 11



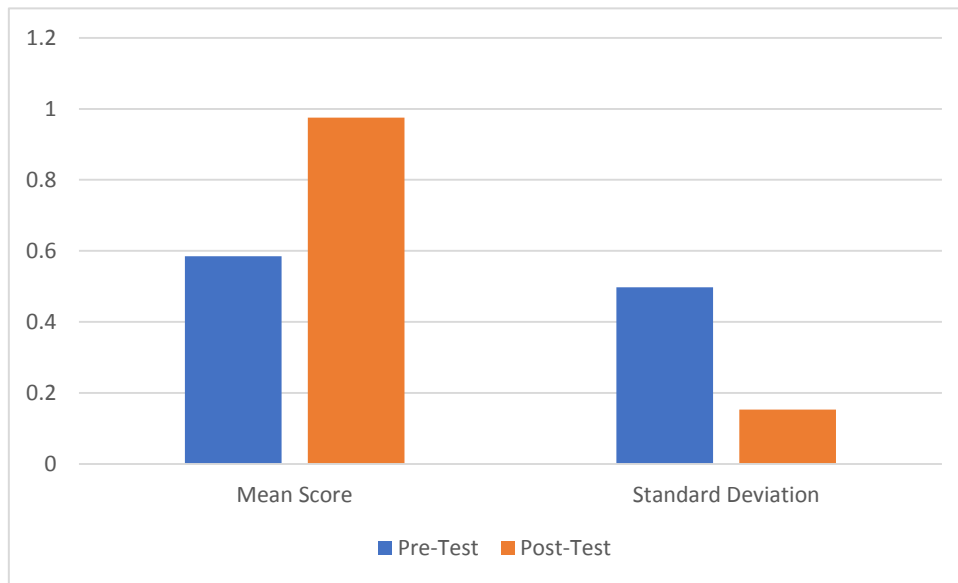
The number of participants in the sample, mean and standard deviation for the pre- and post-test results for question 11 are shown in the Bar Graph. To examine the mean differences between the pre-test and post-test scores, a paired t-test was used. The results showed a t-value of -2 and a p-value of 0.1443 for this test. The p-value did not attain statistical importance ( $p > 0.05$ ) with 40 degrees of freedom. The calculated range of the confidence interval for the genuine difference in means is from -5.0000 to 1.0000.

Graph13: Pre-Test and Post-Test Scores for Question 12



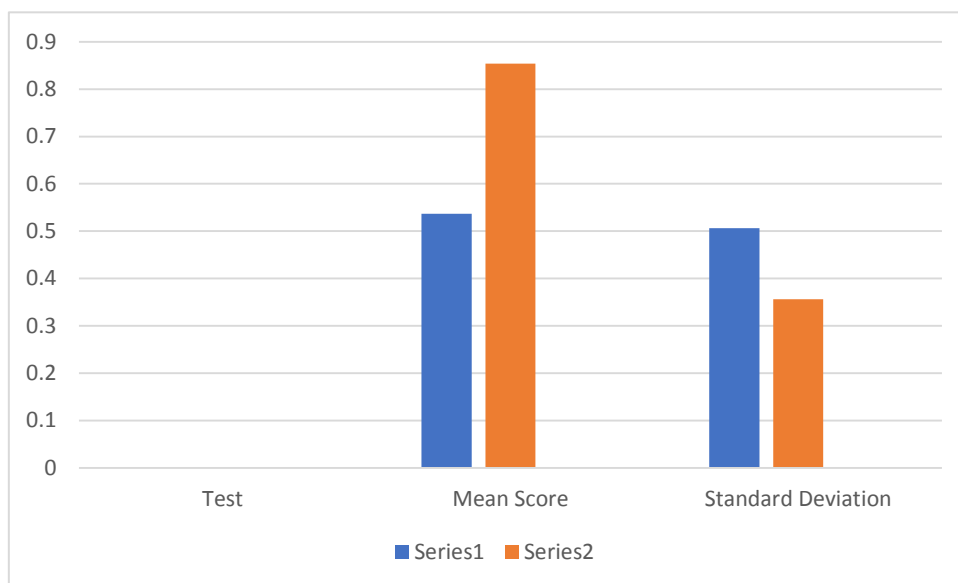
The mean and standard deviation for the pre- and post-test results for question 12 are displayed in the Bar Graph. As previously noted, the pre- and post-test mean scores were roughly 0.1707, and the standard deviations were roughly 0.3811. The pre-test and post-test results were compared using the paired t-test, and the resultant t-statistic was roughly 0, suggesting that there was no considerable difference in accomplishment results between these two tests.

Graph 14: Pre-Test and Post-Test Scores for Question 13



The eclectic approach significantly improved student performance, as evidenced by the paired t-test results for question 13. The t-value (6.420) is significantly higher than the crucial t-value (2.021), and the mean post-test score (0.9756) is significantly higher than the mean pre-test result (0.5854). This suggests that the eclectic approach has a beneficial effect on verb understanding.

Graph 15: Pre-Test and Post-Test Scores for Question 14



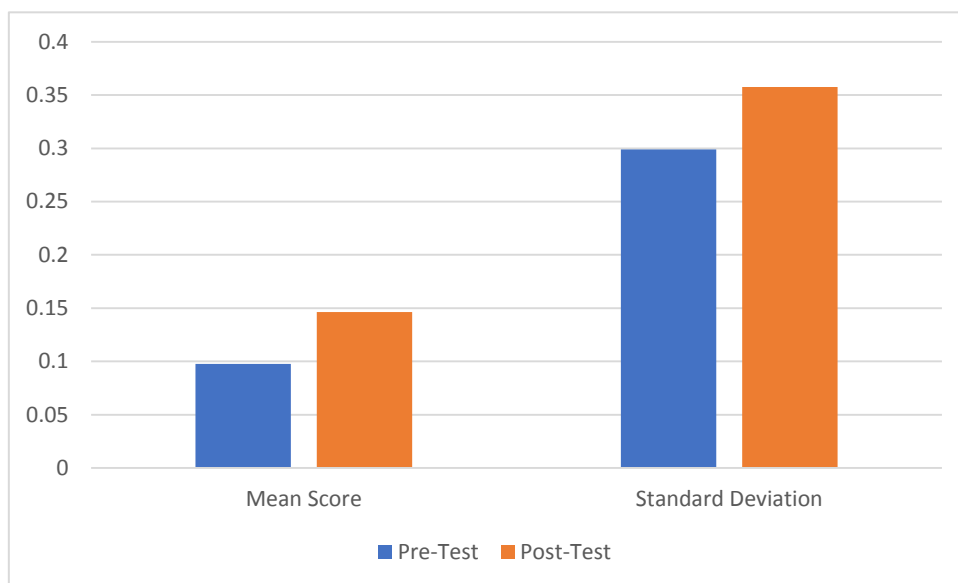
The results of the paired t-test show that using the eclectic approach significantly improved learners performance. The t-value (3.829) is significantly greater than the crucial t-value (2.021), and the mean post-test score (0.8537) is higher than the mean pre-test score (0.5366). This shows that the eclectic approach helped students properly answer to a greater extent.

Graph 16: Pre-Test and Post-Test Scores for Question 15



With the eclectic approach, pupils' performance significantly improved, as seen by the paired t-test. The t-value (2.259) is larger than the crucial t-value (2.021), and the mean post-test result (0.8049) is higher than the mean pre-test score (0.5609). This suggests that the eclectic approach improved learners' academic performance, and the null hypothesis (H<sub>0</sub>) is disproved. The results indicate that using an eclectic approach greatly enhanced student performance.

Graph 17: Pre-Test and Post-Test Scores for Question 16



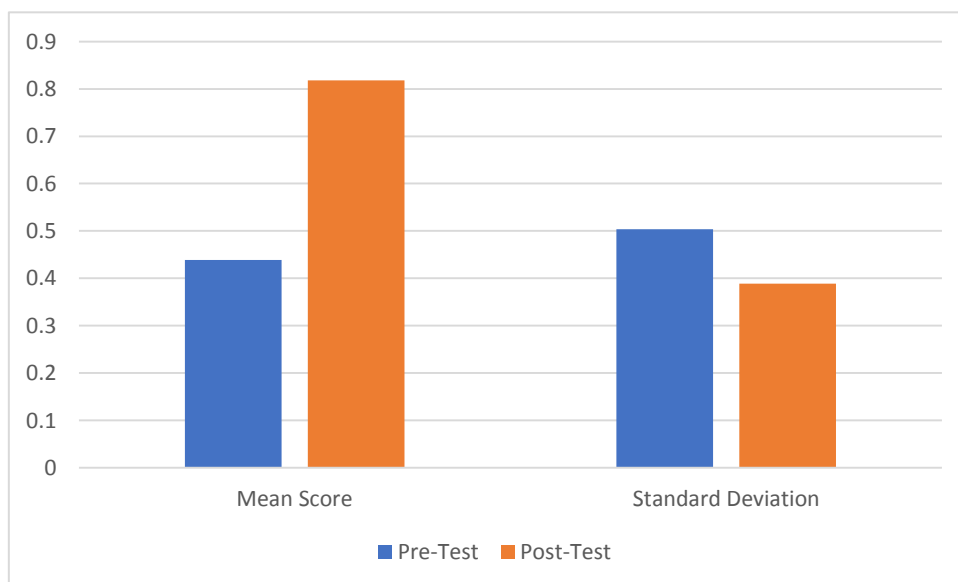
The experimental group's ability did not differ significantly between the pre-test and post-test according to the results of the paired t-test. Although the t-value (1.359) is less than the essential t-value (2.021), the mean post-test score (0.1463) is somewhat greater than the mean pre-test score (0.0976). This implies that the students' performance on this subject was unaffected by the eclectic approach. Given that the null hypothesis (H<sub>0</sub>) cannot be disproven, there was no significant increase in the performance of pupils on this particular issue. eclectic approach could not have been as successful in assisting pupils in understanding and correctly using verbs in this situation.

Graph18: Pre-Test and Post-Test Scores for Question 17



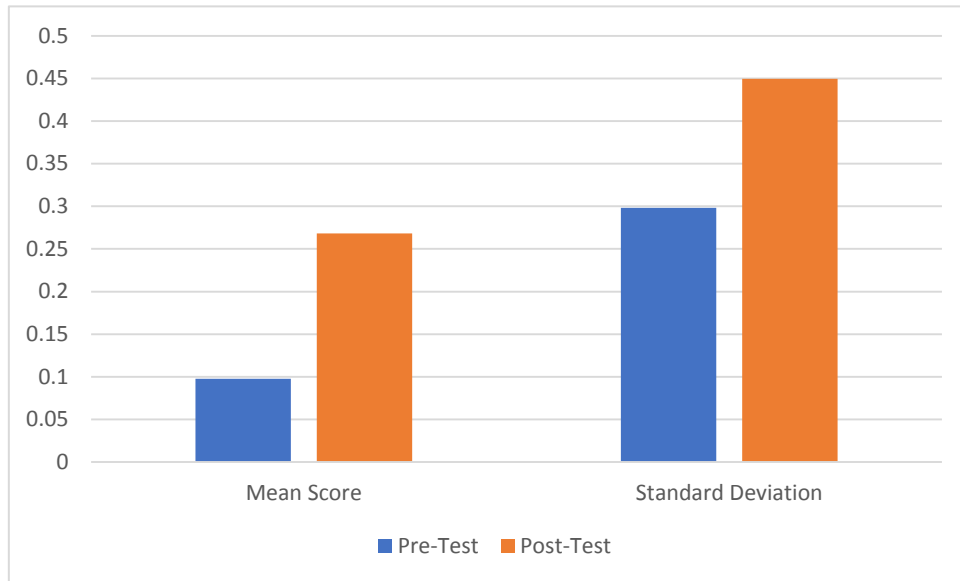
The experimental group's performance between the pre-test and post-test was extremely statistically different, according to the results of the paired t-test of question 17. With a t-value of 7.571, which was substantially greater than the necessary t-value of 2.021, the mean post-test score (0.8293) was significantly higher than the mean pre-test score (0.4073). This suggests that the learners' ability to effectively use verbs in the offered sentence constructions was greatly enhanced by the eclectic approach. The eclectic method may have significantly improved students' performance because the null hypothesis (H0) is rejected. The treatment's exercises and strategies appear to have considerably aided pupils in understanding and correctly employing verbs contextually.

Graph 19: Pre-Test and Post-Test Scores for Question 18



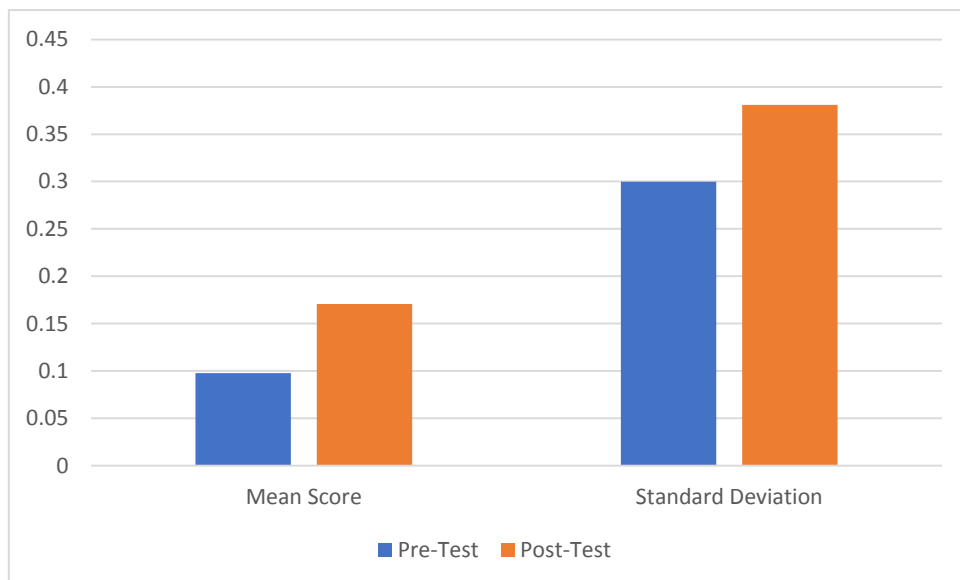
The experimental group's achievement results varied significantly between the pre-test and post-test, according to the results of the paired t-test. With a t-value of 7.062, which was considerably greater than the crucial t-value (2.021), the mean outcome of the test (0.8182) was significantly higher than the mean pre-test result (0.4390). This suggests that the eclectic method significantly improved students' verb learning and had a beneficial effect on their performance on question 18. The eclectic method appears to have been successful in mproving students' verb understanding and usage for this particular topic, as the null hypothesis (H0) is rejected.

Graph 20: Pre-Test and Post-Test Scores for Question 19



With a significance level of 0.05, the paired t-test for question 19 produced a t-value of 2.557, which was more than the crucial t-value (2.021). This suggests that the achieved scores for question 19 for the experimental group differ between the pre-test and post-test in a statistically noteworthy but small way. The eclectic approach had a negligible positive impact on learner's achievement as evidenced by the rejection of the null hypothesis ( $H_0$ ). The achieved scores of the experimental group between the pre-test and post-test did not, however, differ significantly according to the overall results of the paired t-test for all items. This shows that while the eclectic method may not have had much of an impact on increasing verb learning in it, it may not have been as effective in improving the performance of students.

Graph 21: Pre-Test and Post-Test Scores for Question 20



The paired t-test for question 20 obtained a t-value of 1.918, which, at a significance level of 0.05, is within the crucial t-value range (2.021). Since there was no statistically significant difference in the experimental group's achievement scores between the pre-test and post-test, the null hypothesis ( $H_0$ ) cannot be disproved. For this specific issue, the eclectic method did not significantly raise learners' scores, and there was no noticeable difference in performance between the two exams. Therefore, the results imply that students' ability to recognise the proper verb forms in certain sentence constructions

for question 20 may not have been much improved by the eclectic technique. Overall, there was not a statistically significant distinction in the experimental group's achievement scores for this question between the pre-test and post-test.

### Discussion

The eclectic approach is quite effective in learning English. Various teaching and learning methods have been used for teaching and learning English i.e. grammar translation method, direct method, bilingual method, cognitive code method, structural situation method, communicative method and audio lingual method. Traditional approaches focus on grammatical rules and translation while modern approaches focus on communicative competence of language. Every method has its own advantages and disadvantages as that focus on grammatical rules neglect communication in target language. Same is the case with those approaches which focus on communication in target language neglect grammatical rules and translation. So, to avoid the disadvantages of these approaches and get benefit of their positive sides there is definitely need a of pluralistic method i.e. eclectic method. Eclectic method focuses on grammatical rules in context of interaction (Uysal and Bardakci, 2014). Looking at the effectiveness and usefulness of eclectic approach in learning English, the researcher decided to conduct an experimental research on learning English verbs at secondary level in Multan city.

The focus of current study was on learning English verbs through eclectic approach. The study was experimental in nature. The study utilized a pre-experimental design known as the one-group pre-test and post-test design. The sample of this experimental study was consisted of forty one (41) students studying English in 9th class at Government Islamia High School Haram Gate, Multan.

To evaluate the academic performance specifically in the field of verbs, the researcher developed both a pre-test and a post-test. The pre-test and post-test were used to measure the students' knowledge of verb before and after the treatment, respectively. The pre-test and post-test were designed to assess the understanding and application of verb usage based on the content covered in the prescribed English grammar and composition textbook for 9th grade.

The researcher thoroughly studied the prescribed book for the development of test items. Regarding item difficulty levels and item pattern, the pre-test and post-test were equivalent. In addition, the guidance of the respected supervisor and two subject specialists was sought to develop the pre and post-tests specifically focusing on verbs. Both the pre-test and post-test comprised twenty multiple-choice items, and their validity was confirmed by subject specialists. Prior to the main study, the pre-test and post-test underwent a pilot testing phase with ten students, which demonstrated their reliability. The pre-test was constructed by the researcher which was based on the topic use of verbs from the prescribed English grammar and composition text-book of 9th Class. The pre-test was conducted before the treatment. There were total 41 students of 9th grade. There were total twenty (20) multiple choice questions concerning the use of verbs and each item was assigned one mark. Total marks of test were twenty (20) and the time for the test was also twenty minutes.

The post-test was also constructed by the researcher with the same level of difficulty and pattern as pre-test. It was used to check the progress of experimental group after treatment. The post-test was also consisted of twenty multiple choice items concerning verbs and similarly twenty minutes were allowed to complete the test.

To establish the reliability of the pre-test and post-test, the Pearson's  $r$  formula was employed. The test was administered to students of the target grade of Government Islamia High School Haram Gate, Multan. The class 9<sup>th</sup> (A) was selected randomly through lottery method of simple random technique. After the selection of the class, the researcher uploaded the roll numbers of students in a random generator. Through random generator ten students were selected for pilot testing. The pre-test exhibited a correlation coefficient of 0.81, while the post-test showed a correlation coefficient of 0.87, indicating a strong positive relationship in both cases. If the correlation co-efficient of a test is found close to 1.00 then the test is considered highly reliable (Gay, 2010). So, both the tests were found reliable.



A pilot study was conducted on ten students of the target grade of Government Islamia High School Haram Gate, Multan. The class 9<sup>th</sup> (A) was selected randomly through lottery method of simple random technique. After the selection of the class, the researcher uploaded the roll numbers of students in a random generator. Through random generator twenty students were selected for pilot testing. The test was conducted on a group of twenty students who were not part of the study sample. The instruments used in the study were validated by obtaining expert feedback and conducting a pilot test. The researcher determined the reliability of the entire test using the Pearson's *r* formula. The resulting correlation coefficient for the test was found to be 0.87.

To test the hypotheses, the collected data was carefully analyzed. To fulfil this objective, we calculated the mean, standard deviation, and difference of means. The researcher used paired sample one-way t-test to find out the difference in achievement score between the pre-test and post-test of experimental group concerning the use of verbs. The significance level for the t-test was 0.05. The effectiveness of the eclectic approach was determined by analyzing the significant difference in the mean scores between the experimental group's pre-test and post-test.

The analysis found that, the eclectic approach is quite effective in learning English. The focus of current study was on learning English verbs through eclectic approach. The analysis found that, as seen by the substantial rise in mean post-test scores relative to pre-test scores, the eclectic approach substantially improved students' understanding of verbs.

There are also some issues related with eclectic approach in learning English verbs as the eclectic approach had little to no effect on learners achievement in specific questions i.e. question 12,16,19 and 20. These questions were related to perfect continuous tense and negative sentences of past simple tense. In Perfect continuous tense students were using 3<sup>rd</sup> form of verb with "has been, have been and had been" as they learned the concept of using 3<sup>rd</sup> form with has, have and had in perfect tense. In Past indefinite tense students have used second form of verb with "did" instead of first form of verb as they misunderstood that in whole sentences of past indefinite they would use second form of verb.

These results can be used as a foundation by teachers and curriculum designers to improve and maximize the eclectic approach to teaching English. These results are beneficial to teachers as they can use eclectic approach in teaching English verbs to enhance the comprehension level of students regarding verbs. In countries like Pakistan learning of verb is crucial as it is considered as main question or even first question in English paper at secondary level. So, this study would be helpful for the students from learning perspective as they can make more progress in learning verbs through eclectic approach. This research will encourage other researchers to carry out further studies at different levels.

## Conclusion

The following conclusions were drawn based on the statistical analysis and findings of the study:

Firstly, it was concluded that the eclectic approach is quite effective in learning English. The focus of current study was on learning English verbs through eclectic approach. The analysis found that, as seen by the substantial rise in mean post-test scores relative to pre-test scores, the eclectic approach substantially improved students' understanding of verbs.

Secondly, there are also some issues related with eclectic approach in learning English verbs as the eclectic approach had little to no effect on learners achievement in specific questions i.e. question 12,16,19 and 20. These questions were related to perfect continuous tense and negative sentences of past simple tense. In Perfect continuous tense students were using 3<sup>rd</sup> form of verb with "has been, have been and had been" as they learned the concept of using 3<sup>rd</sup> form with has, have and had in perfect tense. In Past indefinite tense students have used second form of verb with "did" instead of first form of verb as they misunderstood that in whole sentences of past indefinite they would use second form of verb. So, this approach was not proved significant for Perfect continuous tense and negative sentences of Past simple tense.

Thirdly, the overall pre-test mean is 9.71, the overall post-test mean is 14.76, and the overall pre and post tests standard deviations are 2.42 and 2.69, respectively. This shows that there is a significant difference in achievement scores between the pre-test and post-test of the experimental group. So, eclectic approach proved to be significant in the understanding of verbs at secondary level.

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