



Using Eclectic Approach Based on Flipped Learning for Developing EFL Grammar and Writing Performance of Freshmen Students at The Faculty of Education

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ABSTRACT

The purpose of the present study is to investigate the effectiveness of using Eclectic Approach based on flipped learning in developing freshmen students' grammar and writing performance . The design of the study was a mixed research methodology. It combined both quantitative and qualitative methods of inquiry. The participants of the study were fifty (N= 50) students enrolled in the first -year primary English section, at the Faculty of Education, Benha University, Egypt. They were tested before and after the treatment. They were taught through using Eclectic Approach based on flipped learning. The instruments of the study included an EFL grammar performance test , an EFL writing performance test , an EFL writing performance rubric and semi-structured interview. The results of the study revealed a statistically significant difference between the mean scores of the study participants in the pre and post administrations of the EFL grammar and writing performance tests in favor of the post administrations. These results were ascribed to Eclectic Approach based on flipped learning .

Keywords: Eclectic Approach - Flipped Learning - EFL Grammar Performance – EFL Writing Performance

**استخدام المدخل الإنتقائى القائم على التعلم المقلوب فى تنمية
القواعد والأداء الكتابى فى اللغة الإنجليزية كلغة أجنبية لدى طلاب
الفرقة الأولى بكلية التربية
إعداد**

د/ حسناء صبرى عبدالحميد أحمد طوه

المستخلص باللغة العربية

تهدف الدراسة الحالية إلى توضيح فاعلية استخدام المدخل الإنتقائى القائم على التعلم المقلوب فى تنمية القواعد والأداء الكتابى فى اللغة الإنجليزية كلغة أجنبية لدى طلاب الفرقة الأولى بكلية التربية. ويعد هذا البحث من البحوث المختلطة / المدمجة التى دمجت أساليب البحث الكمية والكيفية معا. وتكونت عينة الدراسة من خمسين طالب من طلاب الفرقة الأولى لغة إنجليزية شعبة تعليم إبتدائى بكلية التربية - جامعة بنها. هذا وقد تم اختبار عينة الدراسة قبل اجراء المعالجة وبعد تطبيق المدخل الإنتقائى القائم على التعلم المقلوب. واشتملت أدوات الدراسة على اختبار فى القواعد فى اللغة الإنجليزية ، اختبار فى الأداء الكتابى فى اللغة الإنجليزية ومقابلة شبه منظمة. وأشارت نتائج البحث إلى وجود فروق ذات دلالة احصائية بين درجات الطلاب (عينة الدراسة) فى القياس القبلى - البعدى فى القواعد والأداء الكتابى فى اللغة الإنجليزية كلغة أجنبية لصالح القياس البعدى . وترجع هذه النتائج إلى فاعلية استخدام المدخل الإنتقائى القائم على التعلم المقلوب.

**الكلمات المفتاحية : المدخل الإنتقائى- التعلم المقلوب -القواعد فى اللغة
الإنجليزية -الأداء الكتابى فى اللغة الإنجليزية**

Introduction

English language is a means for communicating ideas and information all over the world. Communication is the main function of language and essential for language learning. English language is consisted of language systems and language skills. The language skills are listening, speaking, reading and writing where the language systems are spelling, pronunciation, vocabulary and grammar. Both language skills and systems should be known by the learners and this knowledge is essential for developing their language.

The main objective of teaching English as a foreign language is to develop students' main skills (listening ,speaking ,reading and writing) and sub- skills (vocabulary, grammar, pronunciation) in the particular language they are learning. Thus, it can be said that language aims at communicating meaning through grammatically correct sentences. Without grammar, language is not possible. Knowing the grammar is to know the language. Grammar is the study of words, and the words work together. If there is no grammar, learners can communicate effectively only in a limited number of situations. The study of grammar is an essential element when teaching and learning English as a Foreign Language .Grammar plays an important role in language acquisition since learners can use grammar rules to build sentences to express themselves accurately (El Basel, 2013, Uymaz ,2019).

It can be noted that grammar is an important component of the English language that allows learners to understand its structure. It is a system of meaningful structures and patterns that are controlled by specific pragmatic restrictions. Mart (2013) and Cabrera, et.al (2018) indicate that grammar consists of a set of rules that has a significant role in language acquisition .It helps learners combine and organize words to construct sentences and express their thoughts clearly. Poudel (2018) clarifies that grammar is the structure or system of language that occupies an important position as a component in the syllabus of a language. Since grammar constitutes the system or structure of language, teaching grammar means teaching the system of the given language and learning (knowing the system). Thus, using a language does not simply mean using the words in that language means being able to organize words into meaningful sentences and expressions.

According to Husnu (2018), vocabulary and grammar are crucial

aspects for learners to have along the learning process. He also realized how important the mastery of vocabulary and grammar were particularly for individuals who studied English as a foreign Language. All of the process in teaching must be able to rise of learners' vocabulary and grammar because without vocabulary and grammar teachers could state that learners were not able to speak English fluently. The students who have bad vocabulary and grammar felt shy, hesitation or afraid. They avoid speaking in front of others and hesitate to develop their English because of their inadequate vocabulary and grammar.

El Basel (2013) reported that students lack the ability to use grammar rules for communicative purposes. Their written expressions are full of grammatical errors and the level of their ability to apply such grammatical structure in writing is low. As a result, learners need to learn how to make meanings within real contexts and how to create longer units of language rather than single sentences. Also, Saeedi & Biri (2016) clarified that despite the significance of grammar in language learning, it has tended to be problematic, demanding and even demotivating for both learners and teachers. In most cases, grammar taught in the classroom is not successfully transferred to its actual use in the outside world. Students might know a great deal of grammatical rules and structures, but this does not necessarily guarantee their capability in practically using them. Thus, grammar should be taught communicatively in the context where it actually happens in order to be effective.

Ur (1996) states that when teachers are teaching grammar, they should get their students learn to organize, identify, produce and understand language knowledge and skills. In addition, he clarified that grammar is the way a language manipulates and combines words to form longer units of meaning. Thus, there is a set of rules that govern how units of meaning may be constructed in any language. When learners know and master grammar ,they can apply these rules to express themselves in language forms clearly . Önalán (2018) reveals that teachers' knowledge about grammar has an essential role in any decisions they make. It is not only teachers' actual knowledge of grammar that affects their teaching, but also how confident they feel about this knowledge.

Because of the importance of grammar, researcher conducted studies to develop it at the university level such as: Saeedi & Biri (2016) , Bataineh & Mayyas (2017) , Khodabandeh, Alian & Soleimani (2017)

,Alian, Khodabandeh & Soleimani (2018) , Kamali, Abbasi & Sadighi (2018) , Cabrera, et.al (2018) , Fathi and Torabi (2019) and Ahmed (2021) .All the previous studied focused on developing grammar performance through using different strategies and approaches. Thus, it can be concluded that the grammar is an important variable that should be developed among freshmen students .

It can be said that grammar is essential for improving the four language skills (listening, speaking, reading and writing). It facilitated the use of the target language. It is also a dynamic process in which people use language-oriented structures to create meaning in accordance with the context. Grammar is accepted not only as accumulation at the knowledge level but also as the use of grammatical structures in a clear manner. The teaching of grammar can also be considered not only as a transfer of knowledge but also as the development of the skill (Öztürk, 2018).

The English language skills are divided into receptive skills (listening and reading) and productive skills (speaking and writing). Writing is one of the productive skills and consists of the writers themselves, the text and the reader of the text. It allows writers to explore thoughts and ideas and encourages thinking and learning. It motivates communication ,self-expression and allows learners to gather, refine, share and preserve knowledge. Moreover, it is an essential part of thinking and learning particularly in light of 21st Century demands (Hammann ,2005,Za'za' & Ahmed ,2012,Hussein & Al Ashri ,2013).

Writing requires a great deal of attention as it is related to the production of ideas and feelings then conveying ideas in written forms to others. It is perceived as both cognitive and emotional activity .By writing, learners can show their ability and learned material .Previously, most of the teachers in foreign language classes ignored writing skill or they just paid attention to the final product and marked it . They did not consider the process through which the learners had gone for producing the final writing. By shifting the procedure of teaching writing from the product-oriented approach to the process oriented approach, instructors should change their method of assessment and choose a way that's in line with the new trend (Badrasawi, Zubairi & Idrus ,2016,Heidarian, 2016, Ahmed & Ali, 2019,Allala & Al-Jamal ,2019, He, 2019, Sabti, Rashid, Nimehchisalem & Darmi ,2019).

The methods of teaching writing have been shifting from traditional way of the end product to the process of creating writing. By

focusing on writing process, students learn how to develop their writing and think critically. Tabatabaei & Assefi (2012) state that currently, teachers tend to apply a process-oriented technique in writing instruction. In such technique students spend time to select the topics, gather information, write about the topics and before submitting a final piece of writing, draft, revise and edit it . In addition, Harmer (2001) clarifies that students often find teaching writing functions as reinforcement useful to write sentences using new language shortly after they have studied it. Teaching writing can identify the students' learning style since only through writing the teacher will find some students are good at picking up language by looking and listening while others need more time to think and produce a language.

Challob, Abu Bakar and Latif (2016) revealed that the teaching of writing skills in English has gone through advanced changes. As a result of this change, writing instruction emphasizes on the process of writing that leads to the final product rather than focusing on the writing product. Moreover, Hyland (2003) indicated that process writing approaches have a major impact on the ways of writing. Teachers see writing as an exercise in formal accuracy and it includes pre-writing activities. It requires multiple drafts, gives extensive feedback and encourages peer review. In addition , Ghufron (2016) stated that in order to be skillful on writing, writer should be equipped with knowledge of correct spelling, punctuation, grammar, diction, thesis statement, topic sentences, and cohesive links and organization of texts.

It can be noted that writing is one of the most difficult skill for EFL learners. This is because when they write, they have to consider various aspects such as the topic, the function of the text and the reader. It involves a process which starts from planning, drafting, revising and editing before the written product is submitted. EFL learners need to be provided with feedback in the process of drafting as they are still learning to write. In addition, it contains a number of components such as content, organization, vocabulary, language use and mechanics (Harmer, 2007, Scrivener, 2011, Kusumaningrum, Cahyono & Prayogo, 2019).

Writing performance focuses on expressing oneself on a certain topic through the written word with good quality and enough quantity. It includes the procedures taken by the writers while writing to produce paragraphs with sufficient content (background information, clear thesis and engaging ideas), sound organization (introduction, well developed ideas, constructed sentences, conclusions and transitions), accurate

conventions (grammar, spelling, word choice and punctuation) and good expository style (vocabulary, sufficient descriptions, distinct tones and effective use of action verbs and sequential words). It is the production of written English paragraphs with acceptable ideas (supported details, relevant, organized and coherent) and correctness (grammar, spelling, word choice and punctuation) (El-Koumy & Mirjan , 2008, Bahgat, Ali & Yehia , 2013, Seifeddin, Ahmed & Ebrahim ,2015).

Sadeghi and Mosalli (2013) ,Akbarzadeh ,Saeidi and Chehreh (2014) and Zhang (2018) clarified that writing is one of the most challenging and complicated skills in foreign language learning . Learning writing includes basic familiarity with higher level sub-skills of planning and organizing, as well as lower level sub-skills of spelling, word choice and mechanics of writing . Teachers usually complain of limited time to teach students through all the stages of process writing in addition to the time needed for the students to write and give feedback .They used the traditional way of collecting students' writings and checking each paper .

Uymaz (2019) revealed that most of the time, teaching writing has to be performed within limited amount of weekly classroom hours and in crowded classes with different backgrounds. This might turn teaching writing into a burdensome process both for students and teachers because teachers are expected to teach writing, give feedback and grade student papers in limited amount of time. In addition, dealing with limited number of written drafts becomes the most common practice among teachers rather than working with multiple drafts due to time constraints. Kusumaningrum, Cahyono & Prayogo (2019) revealed that feedback in writing process can lead to the students' better writing performance. Teacher feedback cannot be given in a class with a big number of students. In their study, they investigated the effect of two types of peer feedback provision on developing the students' writing performance.

Heidarian (2016) reveals that writing courses are teacher centered. In order to teach EFL writing skill ,teachers ask students to write the required text and submit it in the due time. The learners receive the feedback in the form of marks. When teachers use the traditional methods in writing, they mark the texts and their learners with little attention to the process just receive a mark. Thus, there is a need for a new approach toward teaching writing. Sabti, Rashid, Nimehchisalem & Darmi (2019) indicated that students faced several challenges while

writing such as the feelings of worries accompanied by reactions as in excessive sweating, pounding of the heart and negative expectations while performing a particular writing task at a given time and place. Students had a lack of confidence, and they interpreted the errors they made as an indication of inability and feeling of anxiety that could lead them to withdraw effort and avoid challenge.

Nowadays, writing performance has received a great degree of attention not only because it plays a significant role in transforming knowledge and learning but also in fostering creativity .So, researchers conducted studies to develop writing performance especially in content and ideas, organization and mechanics, vocabulary and language use at the university level, such as. Tabatabaei & Assefi (2012) ; Paziraie (2013) ; Amoush (2015) ; Bamanger & Alhassan (2015); Saeedi & Meihami (2015) ;Al-Olimat & AbuSeileek (2015); Geta & Olango (2016);Tai (2016) ; Styati (2016) ; Dang (2016) ; Aghajanloo , Mobini & Khosravi (2016); Zhang (2018); Aghajani & Adloo (2018) ;Dolgunsöz, Yıldırım & Yıldırım (2018) ;Balsamo (2019) ; Ahmed & Ali (2019) ; Al-Hamad, Al-Jamal & Bataineh (2019) ;Allala & Al-Jamal (2019) ; Shi, Huang & Lu (2020). Thus, it can be concluded that the EFL writing performance is an important variable that should be developed among freshmen students.

It can be noted that writing skill is an important skill besides listening, speaking and reading skills. Traditionally, a great number of studies conducting on writing performance. Therefore, teaching writing focused on having writing that is free of mistakes in grammar, punctuation and vocabulary. But nowadays, this way of teaching writing is no longer acceptable. Much more attention has been given to the process of the writing itself and the students' problems in writing, their lack of ideas and generating them and vocabulary items. Amoush (2015) stated that it is necessary to have new strategies that provide the students with ideas, vocabulary items and ways of thinking creatively.

It can be concluded that students need to be motivated in order to begin, continue and complete the writing through using suitable methods, techniques or approaches .These methods, approaches and techniques are student centered and should be used to help them develop their grammar and writing performance. One of these approaches is using Eclectic Approach based on flipped learning.

Due to the communication revolution in globalization scenario, there is a need for everyone across the world to adopt and learn a global language to communicate with other states, regions and countries.

English has attained the global status in this modern world, and it is widely used around the world. Moreover, English is taught as a foreign language and second language in schools, colleges and universities around the world. In ELT, teachers have adopted so many methods, approaches and techniques but they have succeeded to some extent in training the students to develop their communication skills in English. As a result, there should be a unique approach that can integrate all the existing methods, approaches and techniques in making English language learning more flexible for students or learners who come from different cultures and backgrounds. Finally, the Eclectic Approach (EA) has been advocated in ELT (Rao, 2018).

The EA to language teaching has become common in modern language teaching (Mwanza, 2017). EA was found as result of the realization that each of the individual methods had strengths and weaknesses and that no one method was responsive to the dynamic classroom context. Brown (1994) and (2002) clarifies that eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts.

Kumar (2013) reveals that EA is a combination of different method of teaching and learning approaches. It is a principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching. It involves the use of a variety of language learning activities which are mostly different characteristically and may be motivated by different underlying assumptions of language teaching. The purpose of advocating eclectic methods is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world. Thus, it helps learners not to look at learning and the classroom as threats but as an extension of the home environment.

The role of the teacher in EA is that of a facilitator while the role of the learners is that of active participants in the learning process. The role of the teacher is that of a facilitator of learning and a guide. The teacher mobilizes resources and manages the classroom. The teacher is the organizer and guide in the learning process. During the lesson, the teacher will facilitate learning and he\ she is the organizer of resources. The teacher also assesses the performance of the lesson through giving a written exercise. The teacher also gives feedback at the end of the lesson depending on the objective and content of the lesson (Mwanza, 2017).

Kumar (2013) , Mwanza (2017) and Rao (2018) clarify that there are a lot of advantages in using EA, which opens the language teacher to a range of alternatives and embraces all the four language skills of speaking, reading, writing and listening. EA is important because it gives the teacher freedom to choose what is appropriate in their own dynamic teaching contexts. It is easier for learners to understand the language of the text in its cultural context. It blends listening, speaking, reading and writing and helps teacher to teach effectively by drawing on the strength of various methods and avoiding their weaknesses .Learning is easy due to the use of realistic situations in the classroom. EA makes teaching innovative and enjoyable. The learning objectives are easily achieved where the learner participates in a lesson actively and interacts with teacher and other students. The EA makes the teaching of English practical as it facilitates retention and build confidence in language learners. It also enables teachers attain the objectives of learning easily as the learners understand the concepts and acquire knowledge because learning becomes fun and innovative. It further strengthens effective learning of English as more information of knowledge is retained for a long time that enables learners to speak fluently and perform grammatically.

Irwandi (2020) clarified that during the Covid-19 pandemic, the eclectic method is one of English teaching methods that can be employed in teaching English virtually. The eclectic method is a language teaching method that combines the strengths contained in the various English teaching methods to be applied depending on the learning objectives and the leaners' needs. The application of the eclectic method is expected to maximize the use of virtual learning media and ensure independent learning through distance learning runs as it should be.

Therefore, the present study adapted Irwandi (2020) who reveals that distance learning can be hold in synchronous, asynchronous, and hybrid system. Synchronous distance learning is a type of distance learning that conditions teachers and learners to interact at the same time, even from different geographic locations. With this model, learners are usually required to participate in learning activities at a certain time, which is facilitated by digital technology. It allows the teacher to teach material in a structured manner and makes students to interact in the learning group. Group chats, webinars, and other forms of video conferencing are the examples of synchronous distance learning. In contrast the previous model, asynchronous distance learning tends to provide a higher

level of flexibility since it is done more individually without having to participate at the exact same time, although this can reduce interaction in the learning group. Teaching materials are provided in the form of video recordings, audio recordings, and correspondence letters or emails. The combination of asynchronous and synchronous learning produces the system of hybrid distance education. Through this system, students are required to complete their work by a certain deadline and submit them via an online forum. Thus, the present study tries to make integration between the eclectic approach , blended and flipped learning models.

The rapid and continuing development of Information and Communication Technology (ICT) has contributed to facilitate the exchange of information and the spread of knowledge beyond the boundaries of traditional classrooms. As educators move their teaching practices to online environments and start to adapt web technologies to enhance their teaching pedagogies, the need arises to test the feasibility and advantages of such transfer with regard to the students' learning styles, interests, and readiness to adopt such changes in pedagogical practices. Consequently, educators suggested various learning models to overcome the drawbacks of the traditional models. One of these is blended learning (BL) that involves a mix of face-to-face and online interactions. The goal of BL is to facilitate greater student learning and enhance learner-centered paradigm. Flipped learning (FL) is a form of BL in the way that it connects face-to-face with online learning. But it differs since outside activities used in FL should not be necessarily online; they may involve paper and hard copies materials. So, videos are not mandatory in FL and the implementation of instructional videos does not imply flipping a classroom. FL is a unique educational environment which emerged during the last few years and is quickly gaining in popularity among educators worldwide (Obari & Lambacher, 2015 , Alsowat ,2016,Hassan & Shukri, 2017).

Moreover, the increased possibilities for creativity that come with Web 2.0 have generated much interest among EFL researchers and educators, especially in the field of computer-assisted language learning (CALL). The use of BL (i.e., integrating the utilization of the Internet into regular classroom environments) has especially grown in popularity over the past decade. The FL, one example of BL, has also received much attention from a wide range of scholars .In addition, E-learning has had an interesting impact on the learning environment. Although it represents tremendous potential in the way it could revolutionize learning and development, it has rapidly evolved into a concept of BL

blends online learning with more traditional methods of learning and development (Thorne, 2003, Leis & Brown ,2018).

Technological advancements have transformed the style of teaching-learning activities from the passive learning to the active learning, from the traditional instruction to the contemporary innovative instruction, and produced students from passive listeners to active learners .Thus, teachers should implement the innovative instruction in teaching-learning process by flipping the class. In this case, the teacher shared the video lessons on the Blog and students watched them before attending class, whereas classroom activities were spent for hands-on and group discussion. Thus, the new trends in teaching and learning seek to enhance student-centered instruction in which students take responsibilities of their learning in environments that encourage participation, critical thinking, problem solving, variety of activities, group work and meaningful interactions instead of rote memorization which results in passive students who are incapable of growth and development (Alsowat ,2016 ,Zainuddin, 2017).

In their study, Fisher, Perényi & Birdthistle (2018) clarified that FL and BL do positively influence perceptions of engagement, performance and satisfaction, but that FL mediates the effects of BL, underscoring that BL pedagogies are delivery mechanisms that do not influence learning. Furthermore, the engagement stimulated by FL pedagogy is satisfying to students independent of their perceptions of performance. Abdelshaheed (2017) indicated that the FL model as a growing trend in education rests on changing the roles of both teachers and students by inviting students to attempt to pre-learn a topic prior to the in-class instruction. The idea behind FL is to fill the freed class time with more interactive and collaborative learning activities.

Traditionally, much of class time at all levels of education is spent with the teacher explaining concepts through lecture. Students listen , take notes, and take those notes home to refer to while working through homework assignments. This system can create passive learners who may struggle through tasks unassisted. An issue that has been noted in some teacher preparation programs. All students, including teacher education students, need to perceive instruction as useful, stimulating, and providing the best use of classroom time. One way to support this perception for teacher education students may be to focus on resource rich, student centered learning, and one interesting and relatively new

approach that supports this type of learning is flipped instruction (Egbert, Herman & Lee, 2015).

The FL strategy is a pedagogical model where the lesson content is learned at home through different means of technology, allowing teachers to devote class time to practicing lesson content with exercises, activities, discussions, or projects. It changed the traditional concept of teaching and learning by shifting how the teacher is teaching and the learners are learning. Giving students control over their learning is the revolutionary idea behind the flipped classroom strategy. The flipped classroom strategy can help solve common problems of learners, such as lack of participation, communication, interaction opportunities, lack of sufficient feedback, and low proficiency levels .It has been adapted and renamed such as inverted classroom (Kang, 2015,Al-Harbi & Alshumaimeri, 2016).

It can be concluded that FL model helps reduce the challenges associated with using modern technology in the classroom. It enables students to watch videos and do the readings in preparation for class discussions in advance anytime, anywhere and not necessarily on campus (Sulaiman, 2018). Miles & Foggett (2016) indicated that FL and BL incorporates both online and face-to-face interaction. Moreover , in their study , Rahmani and Zitouni (2022) investigate the extent of efficacy of blended learning in combination with the flipped classroom in Algerian foreign language classes. They revealed that blended learning combined with the flipped online classroom assists learners to a great extent in their learning.

As a result, in the present study, the researcher focuses on using the Eclectic Approach based on flipped learning in order to improve freshmen students' grammar and writing performance. Both learning models are suitable for the study and freshmen students as well.

Context of the Study

In light of the researcher's experience in teaching at the university level, she noticed that first year English primary section students at faculty of Education have problems in their EFL grammar and writing performance. The EFL grammar and writing performance are neglected among students at the university level. Students have problems in using the grammatical rules , the suitable tense, subject verb agreement and etc. In addition, their writing was full of grammatical, punctuation and spelling mistakes. They also had a problem in writing coherent paragraphs, organization and content. They did not have enough vocabulary to write about any topic.

In their study , Al-Mekhlafi & Nagaratnam (2011) clarify that learners often find it is difficult to make flexible use of grammar rules taught in the classroom. They may know the rules perfectly but are unable to apply them in their own language using . Moreover, reviewing literature related to EFL grammar and writing performance revealed that students faced problems in grammar and writing performance. In addition, the previous studies related to grammar performance such as Mohamed (2006), Badawy (2010), Abdul rahman (2014), Ali (2016), Mostafa (2016) and El-Garhy (2017) revealed that students' level in grammar performance was low.

As a productive skill, writing requires many skills for example, brainstorming, creating, generating and communicating ideas. At the university level, Abdel-Hack (2004) clarified that faculties of education trained students to be teachers of English . They studied a lot of courses at English department including writing. The pattern of teaching writing focused on the instructors assigned a topic and each student wrote on it, then they read , corrected and graded the paper. This pattern was boring and did not motivate students to communicate through writing. Thus, she conducted a study to improve EFL writing performance among students at English department. In her study, she confirmed that using journal writing was effective in developing EFL majors' critical thinking dispositions and writing performance. Amoush (2015) clarified that students needed to write more complex texts, know and use more cognitive skills. Therefore, the teachers had to know more about the students' skills and capabilities in generating meanings. In addition to their ways of comprehending topics and the number of lexical items they had through adopting innovative teaching strategies that improved the students' writing performance.

Ghufron (2016) stated that in order to be skillful on writing, a high degree of verbal ability is necessary to generate cohesive text that clearly expresses the content. Moreover, writer should be equipped with knowledge of correct spelling, punctuation, grammar, diction, thesis statement, topic sentences, and cohesive links within a paragraph, and global organization of texts. Mohamed (2017) revealed that students were unable to address audience in order to provide clear information related to the topic. They could not use a variety of thoughtful transitions between all ideas throughout their written essays . They had problems in spelling , grammar and punctuation in their writing. They could not write clear information in correct and well-organized paragraphs. Thus, their writing performance was poor .

The previous studies related to EFL writing performance at the university level clarified that students faced several problems while writing. Thus, they used different treatments to overcome these problems such as :Za'Za' (2002) , Za'za' & Ahmed (2012), El-Henawy (2012) , Bahgat, Ali & Yehia (2013), Elashri (2013) ,Mansour & Zaher (2015) , Saleh (2017), Al-Rashidy (2018) ,Nagy (2018) ,Haffor (2019) and Abo Zaid (2019).

To document the problem, the researcher conducted a pilot study on thirty first year students enrolled in primary English section, at the Faculty of Education, Benha University. The pilot study consisted of an EFL grammar performance test and an EFL writing performance test. The results of the tests revealed the weakness of grammar and writing performance among first-year students enrolled in primary English section at Faculty of Education, Benha University. The students had problems in using grammatical rules correctly. They also had problems in sentence making and connecting them together (organization), subject-verb agreement (language use), spelling and capitalization (mechanics).Therefore, there is a need for using an effective treatment for developing EFL grammar and writing performance among first- year students in primary English Section at Benha Faculty of Education.

Statement of the Problem

Based on the observation of the researcher, the results of the pilot study and taking into consideration some recommendations of related studies, she noticed students' level in EFL grammar and writing performance is low. In spite the importance of EFL grammar and writing performance, the level of the first -year students enrolled in primary English section, at the Faculty of Education, in EFL grammar and writing performance is low. Therefore, the present study aims at examining the effectiveness of using Eclectic Approach based on flipped learning in developing freshmen students' EFL grammar and writing performance.

Questions of the Study

1. What are the EFL grammar aspects required for first year students in primary English section at the Faculty of Education?
2. What are the EFL writing skills required for first year students in primary English section at the Faculty of Education?
3. What are the features of a program based on Eclectic Approach and flipped learning in developing EFL grammar and writing performance among first year students in primary English section at the Faculty of Education??

4. How far is Eclectic Approach based on flipped learning effective in developing first year students' EFL grammar performance?

5. How far is Eclectic Approach based on flipped learning effective in developing first year students' EFL writing performance?

Review of Literature

EFL Grammar Performance

Grammar instruction is considered one of the difficult issues of language teaching. Teaching grammar in context will be more motivating for students since it will give them a chance to understand how the new grammar structures work. Grammar rules are easier to understand if they are provided in a context because teaching grammar in context ensures accuracy in the target language. Studying grammar can help learners organize their words and messages meaningfully to be effective language users. Knowing about grammar will enable learners to build better sentences in speaking and writing performances. It helps learners make sentences clear enough to understand. Learners need grammar skills to communicate effectively. Without grammar, speech gets meaningless. Teaching grammar shows how language works. Thus, accurate teaching of grammar guides learners how to use the language correctly (Mart, 2013 , Dofir,2018).

Grammar is the most important element of learning a language (Althaqafi, 2018). Moreover, Yılmaz (2018) implements a three-dimensional (form-meaning-use) framework suggested by Larsen-Freeman (2001) to investigate the most challenging type of clause (noun, adjective and adverb) in writing skills for the students who study English Language. He also seeks to examine the effect this framework has on teaching and learning the most challenging type of clause in English. Also, Larsen-Freeman presented a framework of grammar that dealt with the complexity of grammar. It consisted of three dimensions of language: the form or structures themselves, their semantics or meaning and the pragmatic conditions governing their use. In addition, grammar is the system which makes it possible for different language functions. Having a command of the language used, speaking and writing correctly require strong grammar knowledge. Knowing the rules only cannot be the indicator of using the language correctly and effectively. For the individual, who learns the rules of the language but cannot transform it to daily life, grammar teaching can be difficult and boring (Demir & Erdogan, 2018).

In grammar teaching, there are three issues have to be considered:

grammar as rules, grammar as form and grammar as resource. For many learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. This provides the generative basis where learners can build their knowledge and use the language eventually. It is better to see grammar as one of many resources that learners have in language to help them communicate. They should see how grammar relates to what they want to say or write, and how they expect others to interpret the language (Al-Mekhlafi & Nagaratnam ,2011) .

EFL Writing Performance

Writing performance focuses on expressing oneself on a certain topic through the written word with good quality and enough quantity. It includes the procedures taken by the writers while writing to produce paragraphs with sufficient content (background information, clear thesis and engaging ideas), sound organization (introduction, well developed ideas, constructed sentences, conclusions and transitions), accurate conventions (grammar, spelling, word choice and punctuation) and good expository style (vocabulary, sufficient descriptions, distinct tones and effective use of action verbs and sequential words). Moreover, it is the production of written English paragraphs with acceptable ideas (supported details, relevant, organized and coherent) and correctness (grammar, spelling, word choice and punctuation) (El-Koumy & Mirjan , 2008, Bahgat, Ali & Yehia , 2013, Seifeddin, Ahmed & Ebrahim ,2015).

Writing performance has three main sub sections (accuracy, fluency and complexity). In their study, Khatib & Meihami (2015) revealed that using collaborative techniques and activities was effective in developing EFL students' writing performance such as content, organization, grammar, vocabulary and mechanics .Moreover, writing performance involves linguistic accuracy (e.g., syntactic forms, punctuation), organization of content and ideas . EFL learners often encounter difficulties in linguistic usage and organizing written discourse .Therefore, in their study Fu, Lin, Hwang & Zhang (2019) confirmed the impacts of a mind mapping-based contextual gaming approach on developing EFL students' writing performance. In addition, Azodi & Lotfi (2020) revealed the effectiveness of collaborative and e-collaborative tasks in developing writing performance of the students in a process-oriented approach. They also revealed its effects on the accuracy, complexity and fluency of the written text produced by the learners.

Eclectic Approach (EA)

The eclectic method has emerged as a mediator among various methods in English language teaching. In addition, eclectic methods can respond to diversity in the classroom and learning context. As a combination of different method of teaching, this method can be employed effectively for any kind of learners. Moreover, the principle of eclecticism emphasizes that teachers must be able to make decisions about teaching based on a holistic understanding on language learning methods, the needs of learners, learning material, and the theory of language learning. One of the principles of the eclectic method is that teaching should serve learners not a method. Therefore, teachers have the freedom to select any methods and techniques in teaching English according to the learners' needs and learning situation. There is no ideal method in language learning and a mainstreaming for any particular method. Teachers can adopt flexible methods to achieve the learning goals. They can choose whatever methods that can make learners understand and succeed at certain times in certain situations. Teachers should focus on helping students to learn and not on fulfilling procedures for carrying out certain methods. When teaching, the goal is to learn and that the learners must be able to understand what is being taught. The point here is that the learners should be the basis on which classroom decision should be made (Irwandi,2020).

Moreover, Mwanza (2017) reveals that EA is holistic. It does not just consider the theoretical aspects of teaching and learning, but also links teaching and learning to the real life experiences of the learners while the teacher enjoys maximum freedom in using what works best in his teaching context. It also presents language holistically and integrates all the four language skills of listening, speaking, reading and writing. The principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all. In addition, the eclectic approach is a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom (Gao ,2011).

Rao (2018) clarifies that EA breaks boredom and creates a room for acquiring more concepts. It supports natural order of learning, first

listening, followed by speech and then reading and writing and gives equal importance to the four language skills, i.e., listening, speaking, reading and writing. Teacher should act as facilitators and provide opportunities for students to express their ideas, without any fear, in English. Activities and resources should be adapted as much as possible to use English in natural contexts. Various activities are introduced in the English classroom by using the innovative technology available. EA saves both time and effort in the presentation of language activities where the teachers introduce exercises of guided discovery for new grammar rules. Then, they propose a variety of exercises, both written and oral, in order to improve the learners' communicative abilities with accuracy and fluency.

Teachers use various methods, approaches, strategies and techniques to teach their students. In foreign language, particularly English, there are certain methods, approaches and techniques followed by teachers in English language classrooms. There are various teaching methods and approaches such as Grammar Translation, Method, Direct Method, Audio-Lingual Method and Communicative Language Teaching Approach (CLT) and also there are various techniques and strategies implemented by teachers to make English language learning flexible and attractive. Though teachers employ these methods, approaches and techniques in EL classrooms, still there is a gap between teacher and learner. Thus, there was a demand for unifying approach to language teaching. EA is the solution, and it is a method that integrates various approaches and methodologies in English language teaching. This approach depends on the aims of the lesson and the abilities of the learners (Rao, 2018).

In his study , Rao (2018) explores the advantages and disadvantages of the EA in the teaching of English as a foreign language. The EA is a useful one in teaching languages in a comprehensive way because it integrates all methods, approaches and techniques and applies certain method, approach or technique which is suitable to the classroom environment. In ELT also, EA is being used by the language teachers and it has been successful in achieving the objectives in EL classrooms. Howard (2001) cited inn Rao (2018) clarified how EA is used in teaching writing composition. It enhances small group discussion and peer response in which students individually draft an assigned paper and then classmates respond, making suggestions for improvement. This is also called collaborative pedagogy, a part of EA. The teaching of English writing can be effective and functional if the social, creative and cognitive aspects of language learning are understood properly. It involves a variety of selected

teaching approaches. Then only the teaching of writing achieves its underlying goal.

EA of teaching is a kind of teaching which allows adopting several teaching methods to teach language depending on lesson objectives as well as learner' abilities. It incorporates a variety of teaching skills in order to create the ideal learning program to meet the needs of learners . It includes different methods and approaches. It is mostly preferred by teachers because every teaching/learning theory has strengths and limitations and this kind of teaching allows teachers to choose and combine the strength sides of some theories to assist students obtain better learning (Mellow, 2002, Elwerfalli & Elarafi ,2020).

The main characteristics of eclectic method are subjectivity, problem solving oriented, facilitating the use of first language, contextualization, considering error as a part of language learning, viewing language as a whole, using various learning resources, and providing appropriate input and feedback. Eclectic method is subjective since it is constructed by an individual teacher according to the needs and context of teaching and learning. Teachers have the freedom to choose wisely what is suitable to the context of learning. In addition, eclectic method solves learners' learning difficulties and makes them successful in achieving the learning goals. Learners can enjoy various types of teaching methods to help them understand lessons better. They are assisted to solve learning difficulties. The eclectic method also facilitates the use of the first language in teaching the second language (Irwandi,2020).

The Eclectic Approach (EA) is a combination of different methods of teaching and learning approaches used by the teachers in their classrooms. It is suitable for teaching language because it involves different learning activities to motivate students in learning the language. In some context, the Eclectic Approach can be assisted with videos. In this case, the teacher will be in a position to create a stimulating environment to teach and learn English language. Because of the importance of EA in teaching and learning English, researchers conducted many studies using it . Ula (2018) describe the implementation of eclectic method in teaching writing recount text and the students' writing towards the implementation of eclectic method. In his study , Almashagba (2019) investigated the effect of using the Eclectic Approach assisted with videos on developing students' EFL productive skills and motivation .

Flipped Learning (FL)

Internet technologies have become part of professional, academic, individual and commercial life. In particular, the use of Internet technologies in education has spread in recent years. Through the emergence of Internet technologies and web based communication , face-to-face education has been supported with online learning and traditional methods have been transferred to online platforms since using online technologies in foreign/second language learning affects learning positively, enabling students to encounter authentic visual and interactive materials and listen to native speakers (Istifci, 2017).

It can be said that the constructivist approach to teaching calls on learners to become active classroom participants by placing the passivity of listening to a lecturer and to devote face-to-face classroom valuable time for peer collaboration, inquiry, and project-based learning. Traditionally, teachers spend class time introducing basic concepts, explaining ideas, asking students to read or giving boring lectures. Therefore, classes are teacher dominant. As a reaction to teacher-centered learning, the flipped learning gives instructors valuable tools in changing these practices by freeing class time to better assess student learning and using class valuable time to help students apply the knowledge they gained through online lectures (Alsowat ,2016).

Moreover, FL is a pedagogical model in which the typical lecture and homework elements of a course are reversed, so the teacher records his lecture for 10-20 minute video and students should take notes and write their questions while they are viewing it at home, after teaching them how to watch his recorded lectures. When the students return in the next day to their class, teacher and students engage in activities regarding their notes and questions and have instructions as they need teachers (Jwaifell, Abu-Omar, & Al-Tarawneh, 2018).

Ahmad (2016) & Zhang(2017) clarified that FL model operationally as an instructional model in which students receive basic knowledge through online videos and then answer a quiz on them before class. During class, students ask and answer questions about the content and engage in active learning activities where they practice what they learned from the online videos they viewed. After class, students reflect on their experience before and during class in an online discussion forum and work on a group project that provides additional practice opportunities. FL is one type of BL. It is an effective combination of

internet technology and face-to-face teaching for teaching college English. This approach appears to offer two clear benefits: students appear to be more motivated and engaging and they spend more time learning outside their class hours .

The FL is a pedagogical model where traditional lecture and homework elements of a course are reversed. It inverts traditional teaching methods, delivers instruction outside of class and moves homework into the classroom (Du, Fu & Wang, 2014). It allows teachers to spend greater amounts of time tutoring students in place of lecturing them (Wallace, 2014). In the flipped classroom model, the role of the teacher has changed from a provider of knowledge to a guide, facilitator and organizer .Students watch instructional videos outside the classroom and do assignments or engage in activities inside the classroom. A successfully flipped classroom involves more than just recording didactic content and sending it to students before a lesson: the time spent in class should be more important than the videos. In this model, classroom time can be used for engaging in activities, discussing concepts, clarifying hard-to-understand information, and investigating questions related to content. The videos allow time in class for problem solving and hands-on activities, converting the classroom into a place where active learning occurs (Basal, 2015).

Du, Fu, & Wang (2014) and Alsowat (2016) stated that flipped learning enables students to be familiar with the English language outside the classroom by watching educational videos, PowerPoint presentations chosen and prepared by teachers, listening to audios, and/or reviewing papers related to the course being taught. Inside the classroom, teachers take advantage of class time to discuss the ideas appeared, to enhance thinking, collaborative learning and provide different student-centered activities. It is a combination of reversed inside and outside classroom activities. Students take the responsibility of the outside-classroom activities through watching videos, visiting course-related websites, listening to audios, reading related references etc. On the other hand, teachers have to create an interactive inside-classroom environment which enhances pair work, group work, hands-on activities and high-level thinking activities.

FL is a learning environment that blends two learning platforms, one outside and one inside the classroom (Basal, 2015). The instruction is delivered online outside the class while homework or higher cognitive activities are reserved for the classroom. Having introduced new content

through short, informative videos to be viewed prior to lessons, teachers guide and monitor the students while they work together in the classroom on more complex tasks based on the new material (Çelebi, Karaaslan, & Demir-Vegter, 2016).

Karaaslan & Çelebi (2017) indicated that if teachers intend to adopt the principles of flipped learning in their teaching practice, they are advised to consider the following four pillars of flipping while designing their lessons: flexible environment, learning culture, intentional content, and professional educator. Thus, the flipped classroom model is developed pedagogically by using educational technologies to create the most efficient time for class activities. In this approach students can use technological equipment, develop their abilities, create interactive discussion conditions, and discover different learning methods with different learning activities (Ayçiçek & Yelken, 2018).

FL includes certain elements to be used in teaching and learning. The first element is digital lectures. The use of instructional videos is a key element in the makeup of flipped instruction. These videos can be created by the teacher, students, or someone hired to make them, or they may be found online and used with little or no modification as appropriate. In a flipped approach, the videos are typically made available to students online for easy access outside of class. The second one is Course management system (CMS). CMSs can be used to store course syllabi, resent course announcements, manage student email, provide online discussion, support online submission of assignments, and host teacher and student posted videos. The third is textbooks and outside texts. The fourth is group discussions and group work. The fifth is mini- lessons. The last element is differentiated pacing and timing (Egbert, Herman & Lee, 2015).

Kang (2015) and Qader & Arslan (2019)indicated that although asking students to prepare before class time is not a new idea, the flipped learning is special for two reasons: first, because it uses video as a pre-teaching tool, and teachers are able to record or create video content and share it with their students to help them learn independently. Second, it established the framework to effectively personalize learning to confirm that every student is capable of learning anything when giving the right support. This strategy changes the view of the classroom from being a knowledge station to being a place for student engagement and formative assessment of students' progress. It can provide an enriched learning

environment enabling these learners' autonomy and increasing their motivation. It involves increasing class length for additional practice and activities to be implemented rather than concentrating on language theories.

Chivata & Oviedo (2018) clarified the four principles of FL. These are flexible environment, learning culture, intentional content and professional educator. Flexible environment highlights the importance of creating a flexible atmosphere in which students are able to choose when and where to learn, and the flexibility when it comes to students' pace of learning. Learning culture implies a shift from a teacher centered classroom to a student-centered approach, where in-class time is dedicated towards exploring topics in greater depth and creating richer active learning opportunities. Finally, intentional content relates to how teachers determine what to teach and what material students explore on their own. The purpose of these principles is to maximize classroom time to adopt various methods of instruction such as active learning strategies, peer instruction, and problem-based learning.

Jwaifell, Abu-Omar, & Al-Tarawneh (2018) clarified that flipped learning is an instructional strategy and a model of BL in which students watch videos or read texts before the class and then do homework during the classroom time .Thus, it reverses the traditional teaching and learning environment through delivering instructional content online. It is a pedagogical approach that allows teachers to implement different teaching methodologies in their classrooms, for example combining FL with project based learning, tasked-based, inquiry-based or any other active learning methodology, in which student-centered learning spaces are provided to participants.

FL, a combination of technology and student-centered learning, emerges as a method of increasing classroom and out-of-class productivity. It is based on constructivist learning theory. It is a process that traditionally narrates and transforms the process of doing homework at home, flipping the way the student learns at home and collaborates with classroom time (Sağlam & Arslan, 2018). It is a pedagogical approach in which the typical lecture and homework elements of a course are reversed. It also transforms classrooms into interactive and dynamic places where the teacher guides the students and facilitates their learning. Fisher, Perényi & Birdthistle (2018) stated that the use of digital technology, both inside and outside the classroom, is a common feature of the flipped learning .Thus, It can be implemented in teaching

languages In his study , EKMEKCI (2017) explores the impact of flipped instruction on students' foreign language writing skill .

Ahmad (2016) stated that flipped learning process can be done in three phases: planning, implementation, and evaluation. Planning phase consisted of two parts: content preparation and student orientation for stating objectives. Implementation phase divides activities of flipping classroom into before, during and after class. Evaluation phase is concerned with students' projects before and after submission. It has also two components: direct instruction using video lectures while outside the class and active face-to-face learning while inside the class .The video lecture is often seen as the essential component in the flipped approach. AlJaser (2017) indicated that FL is a learning model aimed at replacing the traditional lecture by active cooperative tasks using internet technology to transmit a video lecture to be watched at home; and then students discuss it through some pair activities. It is a student-centered educational strategy where students watch a short video at home and then the classroom time is spent in an active interactive educational environment supervised by a faculty member in order to apply, by several group activities, what they previously watched.

Because of the importance of FL in teaching and learning English, researchers conducted many studies using it such as the following:-

Ahmad (2016) investigated the effect of the flipped classroom model on Egyptian EFL students' listening comprehension. In her study , Ahmed (2016) investigated the effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. AL-Harbi & Alshumaimeri (2016) conducted a study to apply the flipped classroom strategy in teaching English grammar to examine its impact on students' performances, perceptions, and attitudes toward learning English independently.

Alsawat (2016) investigated the effect of a suggested EFL Flipped Classroom Teaching Model (EFL-FCTM) on graduate students' English higher-order thinking skills (HOTS), engagement and satisfaction. Saqr (2016) investigated the effect of using flipped classroom approach on improving students' listening skills .Abdelshaheed (2017) investigated the effect of using FL model in teaching English language among female English majors in Majmaah University on their achievement in two different English courses and identifying their feelings and satisfaction about flipping their classes. AlJaser (2017) investigated the effectiveness of using flipped classroom strategy in academic achievement and self-

efficacy among female students of College of Education, Princess Nourah bint Abdulrahman University (PNU), Saudi Arabia. Karimi & Hamzavi (2017) investigated the effect of flipped model of instruction on EFL learners' reading comprehension ability and their attitudes toward flipped model of instruction.

Koroğlu & Cakır (2017) investigated the effects of flipped instruction on pre-service English language teachers' speaking skills development. Ayçiçek & Yelken (2018) determine the effect of flipped classroom model on students' classroom engagement in teaching English. Ceylaner & Karakuş (2018) investigated the effects of the flipped classroom method on ninth grade students' self-directed learning readiness and attitudes towards the English course and identify how the flipped classroom method affects students' self-directed learning readiness and attitudes towards the English course.

Sağlam & Arslan (2018) examined the effect of the flipped classroom model on academic achievement and attitudes of higher education students in English language instruction. Sulaiman (2018) conducted a case study to examine university students' satisfaction with and perceptions towards the use of BL and flipped classroom models in foreign language learning (FLL) contexts. Qader & Arslan (2019) examined the effect of flipped classroom instruction (FCI) on Iraqi EFL learners' writing skills. ALTAS & MEDE (2021) investigated the impact of flipped classroom on pre-service English teachers' Advanced Writing achievement. They also concluded that implementation of flipped classroom in writing classes enhances the writing ability of EFL learners as the learners were able acquire the knowledge by watching the videos whenever and wherever they wanted and as many times as they needed in accordance with their self-pacing. Additionally, they clarified that the students in the flipped classroom outperformed the students in the traditional classroom in terms of their performance in introduction, body, and conclusion parts of the essay and coherence and cohesion, and vocabulary elements of the essay. They also clarified that the students' grammatical performance was developed as they attend a grammar lesson through flipped classroom.

Hypotheses of the Study

Based on the related studies and research questions, the following hypotheses were formulated:

1. There is a statistically significant difference between the

mean score of the study participants in EFL grammar performance aspects on the pre and post administrations of EFL grammar performance test in favor of the post administrations.

2. There is a statistically significant difference between the mean score of the study participants in EFL grammar performance sub-aspects on the pre and post administrations of EFL grammar performance test in favor of the post administrations.

3. There is a statistically significant difference between the mean score of the study participants in EFL writing performance skills on the pre and post administrations of EFL writing performance test in favor of the post administrations.

4. There is a statistically significant difference between the mean score of the study participants in EFL writing performance sub-skills on the pre and post administrations of EFL writing performance test in favor of the post administrations.

Method

A. Participants

The participants of the study were fifty (N= 50) students enrolled in the first -year primary English section, at the Faculty of Education, Benha University, Egypt. The participants represented one group taught through using a program based on eclectic approach and flipped learning.

B. Design

The present study is a partially mixed research methodology. It combines both quantitative and qualitative methods of collecting data to help in bridging the gap between quantitative and qualitative research. To conduct the quantitative analysis the pre- post experimental group design was used. The study participants were tested before and after conducting the program. In addition, a qualitative analysis of the students' performance is provided.

C. Instruments

In order to fulfill the purposes of the study, the following instruments were designed.

A. An EFL Grammar Performance Test

The EFL grammar performance test was prepared by the researcher to measure EFL grammar aspects among the first- year students enrolled in primary English section at Faculty of Education, Benha University (See appendix A). It was used as a pre-posttest

(applied before and after implementing the program). The test consisted of thirty multiple choice questions (**See appendix B**). The students were required to answer the thirty questions of the test. The time of the EFL grammar performance test lasted one hour. The researcher calculated time taken by each student finishing the test and the average was found to be one hour .The test was graded by the researcher by giving (1 for the right answer and zero for the wrong one).

B. An EFL Writing Performance Test

The EFL writing performance test was prepared by the researcher to measure EFL writing performance among the first- year students enrolled in primary English section at Faculty of Education, Benha University, Egypt (**see appendix C**).It was used as a pre-posttest (applied before and after implementing the program). The test consisted of three questions . In the first question, students were given two statements, asked to choose one and write an essay. They were asked whether they agree or disagree with the following statements: "*Modern technological devices have changed the way we communicate*", "*Watching TV or films are more enjoyable than reading books or magazines*". In the essay, the students were expected to state their stance and support it with relevant ideas. In the second question, students were given two statements, asked to choose one and write an essay. They were asked whether they agree or disagree with the following statements: "*Technology solves all the problems in Education*", "*Women are better teachers than men*". In the essay, they were expected to state their stance and support it with relevant ideas. In the third question, students were asked to write about the advantages and disadvantages and their opinions on the given statement "*distance learning is better solution during the spread of COVID -19*"(**See appendix D**). The students are required to write the three essays. The time of the EFL writing performance test lasted two hours. The researcher calculated time taken by each student finishing the test and the average was found to be two hours .The test was graded by the researcher through using a rubric prepared by her. The rubric consists of five parts; each part has three items ranging from "3" marks to "1" mark. The students were given "3" marks when their performance is high and "1" mark when their performance is low (*See appendix E*).

C .An EFL Semi-Structured Interview

The semi- structured interview was constructed to examine the importance of the program based on eclectic approach and flipped

learning among the first -year students enrolled in primary English section at Benha Faculty of Education and its effectiveness in developing EFL grammar and writing performance . The interview took the format of face to face semi-structured interview. The researcher interviewed students one time at the beginning of the study, a second time in the middle and a third time at the end of the study to gain greater insight on their EFL grammar and writing performance throughout ten weeks. The researcher generally asked the students about their participation in the program. She used open ended questions to avoid responding with yes-no (See Appendix F). Seven students participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted her students and asked them to give brief self-introduction as a way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If students did not understand any question, she could simplify it or changed it .At the end of the interview, the researcher thanked the students for their participation.

Determining the Validity of the Research Instruments

The EFL grammar and writing performance tests and the interview were submitted to a jury member. They were asked to determine the validity of the instruments in terms of clear instructions, items and its suitability for the students' level. They indicated that the tests and the interview instructions were clear and suitable for students' levels and background knowledge. Therefore, the tests and the interview were considered valid measures of EFL grammar and writing performance (Face Validity).To ensure the content validity of the tests and interview, they were developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the tests and the interview questions and methods of correction. Therefore, the content of the tests and the interview was representative of the skills that were intended to be measured. Thus, the tests and the interview were valid having content validity.

Determining the Reliability of the Research Instruments

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of first-year students enrolled in primary English section at Benha Faculty of Education. Then, they were administered to the same group again after

two weeks. The Pearson correlation between the two administrations was (0.89) at the 0.01 level. Therefore, the instruments were reliable.

The Eclectic Approach based on Flipped Learning

For achieving the purpose of the research, the researcher prepared a program using Eclectic Approach based on FL. After assessing first year students' enrolled in primary English section at Benha Faculty of Education, Egypt grammar and writing performance , the study participants were required to attend program based on eclectic approach and FL (See appendix G).

Aim of the program

The program aimed at developing EFL grammar and writing performance among first year students enrolled in primary English section at Benha Faculty of Education, Egypt.

Objectives of the program

By the end of the program, the first- year students will be able to:

- Apply subject verb agreement
- Use comparative and superlatives.
- Use passive voice correctly.
- Use nouns and pronouns accurately
- Use adjectives and adverbs correctly.
- Use specific appropriate details to support topics or illustrate ideas.
- Be aware of the knowledge of subject; development of thesis; coverage of topic; relevance of details; substance; quantity of details.
- Write the ideas logically, clearly and connected.
- Have fluency of expression; clarity in the statement of ideas; support; organization of ideas; sequencing and development of ideas.
- Use English conventions (spelling and punctuation, capitalization, paragraph indentation) in perfect or near perfect.
- Use sentence structures and constructions, accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions and negation.
- Use effective word/idiom form, choice and usage.

The Content of the program

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. The program contained variety of topics, situations and discussions designed for developing grammar and writing performance. They were suitable for the first year students enrolled in primary English section at Benha

Faculty of Education, Egypt such as; Thorne (2003);Bersin (2004); Macdonald (2006);Brown (2007); Harmer (2007); Garrison & Vaughan (2008); Latchem& Jung (2010);Basal (2015); Al-Harbi & Alshumaimeri (2016); Alsowat (2016).

The Framework of the program

The treatment began in February 2022 and continued through May 2022. The researcher met the students for three hours per week for ten weeks and also communicated with them via what's app messages, e-mails , Zoom application and Facebook group. Week (1) was used for pre-testing and week (10) was used for post testing. Each session was devoted to the following: introduction, objectives, procedures, the role of the researcher and students and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were applied. The program was taught to the study participants by the researcher herself. It lasted ten weeks with sixteen instructional sessions and each session lasted for 90 minutes. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that she told them about the importance of grammar and writing performance. Then, she began to introduce the concept of Eclectic Approach and flipped learning and its importance for grammar and writing performance.

Following the introduction of the program, the rest of the program were instructional sessions through which grammar and writing performance was introduced .At the beginning of each session, the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of the each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation). At the end of the program, the researcher assessed the students' grammar and writing performance after implementing the program using grammar and writing performance test (summative evaluation).

The procedures of the Program

Based on Diyyab (2013), Ahmed (2016) , Alsowat (2016) , Ula (2018) and Susana & Brahma (2020), the program will be implemented through using four Stages :

Stage One: Warm-Up and Ice Breaker

- ❖ The researcher prepared students for the program and divided them into groups.
- ❖ The researcher communicated with students synchronously and asynchronously (online and offline).

Observing and Questioning

- ❖ The researcher asked students to watch a short video of someone's story about his \her weekend for example.
- ❖ The researcher asked them some questions related to what they watched .
- ❖ The researcher engaged her students in the writing activity, mainly prewriting and drafting (*in classroom : face to face*).

Stage Two: Preparation (Outside the classroom)

- ❖ The researcher identified the content through videos, audios, reading materials or by any means, and delivers it to the students before the next class. At home, students watche the videos, read the materials, listened to the audios and the other materials assigned by the researcher. They have to remember the information provided, understand the lesson ideas and analyze the content provided.
- ❖ This preparation stage was divided into two main components: watching videos and answering online quizzes. Students watched the short videos assigned for the next lecture in order to obtain the basic knowledge before class. They had the opportunity to comment on each video and discuss problematic parts. Moreover, the researcher used the results of the quizzes as a key point for class discussion as well as for adjusting the class plan to address student needs.
- ❖ Then, she created Whatsapp group, and Facebook group as ways of communication technology devices in order to communicate with her students during conducting the program. She also used zoom application and Microsoft teams for conducting meetings with her students.
- ❖ Students finished the first draft at home.
- ❖ The drafts of students' writing essays were uploaded to the assignment section (classwork) to receive review in terms of

structure, idea development, sentence structure and grammatical aspect.

- ❖ In the process of writing, students did not get explicit exposure to English grammar in class since it was delivered as an integral part of the essay writing process. Regarding the statement whether the comments given by the lecturer helped students learn grammar from the mistakes they made.

Stage Three: Practice

Associating

- ❖ First the students are given exercises about arranging sentences and paragraph.
- ❖ Inside the classroom, students are engaged in active learning activities, discussions, collaborative learning, critical thinking skills and so on. Besides, pair and group work are implemented to encourage students participation and engagement. The researcher role is a facilitator and supporter of learning. She encourages students to participate and controls the activities been implemented.

Stage Four: Evaluation

Communicating & peer correction

- ❖ Students are asked to write their last holiday for example.
- ❖ Students exchange drafts with peers and provide feedback. They might get and give comment to their partners' work based on the researcher's guidance.
- ❖ Editing and polishing the draft according to the feedback.
- ❖ Turning in the assignment.
- ❖ At the end of the lesson, students have to do presentations and assignments related to the lesson. These activities are evaluated by the researcher to make sure that the learning outcomes are achieved.
- ❖ The students present their writing in front of their peers.

Findings of the Study

A. Quantitative Analysis of the Findings

The findings of the present research are presented in the light of the hypotheses of the research using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

Testing Hypothesis (1)

The first hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL overall grammar performance aspects on the pre-and post-

administrations of the EFL grammar performance test in favor of the post administration .Table (1) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL grammar performance aspects.

Table (1):"t" test between the mean scores of the study participants in the pre and post assessment of the Overall EFL grammar performance aspects

Skill	Test	N	Mean	S.D	T-Value	D.F	Sig.
EFL Grammar Performance Aspects	Pre	50	8.0600	1.87801	50.122	49	0.01
	Post	50	22.5400	1.80939			

Table (1) showed that the study participants outperformed in the post administration of the overall EFL grammar performance aspects, where "t-value" is (50.122) which is significant at the (0.01) level .Thus, the first hypothesis was supported.

Testing Hypothesis (2)

The second hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL grammar performance sub-aspects on the pre-and post- administrations of the EFL grammar performance test in favor of the post administration .Table (2) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL grammar performance sub-aspects.

The second hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in applying subject verb agreement on the pre-and post- administration of the EFL grammar performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in using comparative and superlatives on the pre-and post- administration of the EFL grammar performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in using passive voice on the pre-and post-administration of the EFL grammar performance test in favor of the post- administration.

- There is a statistically significant difference between the mean score of the study participants in using nouns and pronouns accurately on the pre-and post- administration of the EFL grammar performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in using adjectives and adverbs correctly on the pre-and post- administration of the EFL grammar performance test in favor of the post- administration.

Table (2): "t" test between the mean scores of the study participants in the pre and post assessment of the EFL grammar performance sub-aspects

Skills	Test	N	Mean	S.D	T-Value	D.F	Sig.
applying subject verb agreement	Pre	50	1.4000	.80812	27.219	49	0.01
	Post		4.7800	.81541			
using comparative and superlatives	Pre	50	1.1400	.72871	29.719	49	0.01
	Post		4.3800	.96658			
using passive voice	Pre	50	2.0600	.93481	28.273	49	0.01
	Post		4.9000	.73540			
using nouns and pronouns accurately	Pre	50	1.8600	1.06924	17.290	49	0.01
	Post		4.1000	.88641			
using adjectives and adverbs correctly	Pre	50	1.6000	.96890	24.883	49	0.01
	Post		4.3800	.90102			

Thus, table (2) indicated that the study participants were much better in the post administration than the pre administration in EFL grammar performance sub-aspects where "t" value is (**27.219**) for applying subject verb agreement, (**29.72**) for using comparative and superlatives, (**17.290**) for using passive voice , (**28.273**) for using fun using nouns and pronouns accurately , and (**24.883**) for using adjectives and adverbs correctly which is significant at the (0.01) level. Therefore, the second hypothesis was confirmed.

Testing Hypothesis (3)

The third hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL overall writing performance skills on the pre-and post- administrations of the EFL writing performance test in favor of the post administration .Table (3) presents the students' mean scores, standard deviations, t - value and level of significance of the pre and post assessment of the study participants in EFL overall writing performance skills.

Table (3): "t" test between the mean scores of the study participants in the pre and post assessment of the Overall EFL writing performance Skills

Skill	Test	N	Mean	S.D	T-Value	D.F	Sig.
EFL writing performance Skills	Pre	50	39.4286	3.85681	46.886	49	0.01
	Post	50	71.4490	2.85818			

Table (3) showed that the study participants outperformed in the post administration of the overall writing performance skills, where "t-value" is (**46.886**) which is significant at the (0.01) level .Thus, the third hypothesis was supported.

Testing Hypothesis (4)

The fourth hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL writing performance sub- skills on the pre-and post- administrations of the EFL writing performance test in favor of the post- administration. Table (4) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL writing performance sub-skills.

The fourth hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in elaboration/ support on the pre-and post-administrations of the EFL writing performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in content on the pre-and post-administrations of the EFL writing performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in organization and mechanics on the pre-and post-administrations of the EFL writing performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in grammar on the pre-and post-administrations of the EFL writing performance test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in vocabulary on the pre-and post-

administrations of the EFL writing performance test in favor of the post- administration.

Table (4): "t" test between the mean scores of the study participants in the pre and post assessment of the EFL writing performance Sub-Skills

Skills	Test	N	Mean	S.D	T-Value	D.F	Sig.
Elaboration and Support	Pre	50	3.9800	.79514	22.004	49	0.01
	Post		7.2200	1.05540			
Content	Pre	50	3.7200	.78350	18.235	49	0.01
	Post		7.1400	.92604			
Organization and Mechanics	Pre	50	19.8600	3.94353	24.433	49	0.01
	Post		33.4000	1.88442			
Grammar	Pre	50	8.0400	1.14214	37.845	49	0.01
	Post		16.1200	1.34983			
Vocabulary	Pre	50	3.9000	.76265	22.614	49	0.01
	Post		7.5800	1.01197			

Thus, table (4) indicated that the study participants were much better in the post administration than the pre administration in EFL writing performance sub-skills where "t" value is (**22.004**) for elaboration and support (**18.235**) for content, (**24.433**)for organization and mechanics, (**37.845**) for grammar and (**22.614**) for vocabulary which is significant at the (0.01) level. Therefore, the fourth hypothesis was confirmed.

B . Qualitative Analysis of the Findings

At the beginning of the program, the students were afraid of grammar and writing in general and grammar and writing performance particularly .Students' written expressions are full of grammatical errors and the level of the students' ability to apply such grammatical structure in writing is low. They did not apply the grammatical rules correctly. In addition, they did not participate in any writing tasks. They disliked writing sessions. Their writing was full of grammar mistakes and the ideas were disorganized. They could not use suitable vocabulary and expressions while presenting their ideas. After participating in the Eclectic Approach based on FL, students gained more confidence and

began to use the grammatical rules correctly in contexts. Also, they are motivated in grammar sessions. According to writing, the program helped them to overcome their writing anxiety and their motivation in writing increased.

Their participation in Eclectic Approach based FL and its activities helped them to get involved in grammar and writing performance. As Obari & Lambacher (2015) clarified students watched course video lectures and online English learning materials using a mobile device before coming to each class, and then created classroom presentations using PowerPoint for interaction and discussion in small groups during the regular classes. Their participation in Eclectic Approach based on FL and activities helped them to improve their grammar and writing performance and master its different skills required to them. In the interview data, seven students had similar positive reaction towards using eclectic approach and FL. They clarified that participating in the program helped everyone to move forward in a clear direction. Everyone works to achieve common, shared goals. They also worked together, collaborating and co-operating to make progress.

To understand how students perceived the importance of the Eclectic Approach based on FL in developing EFL grammar and writing performance, some interview questions were asked. Examples from the researcher's transcripts provided insight into the students' perception about the activities in the program. Students clarified that their grammar and writing performance were improved because of the various activities that increased their desire to write and use the grammatical rules correctly. Therefore, it can be suggested that the steps of the Eclectic Approach based on FL included activities and tasks that are effective in improving EFL grammar and writing performance. The students' views in this regard are as follows:

Student (1): Using the Eclectic Approach based on FL helped me to understand the grammatical rules such as (comparative and superlative adjectives) clearly and then apply them in context.

Student (2): Through using the Eclectic Approach based on FL, I learnt well by doing grammar and writing assignments.

Student (3): The Eclectic Approach based on FL was an excellent tool for manipulating and combining words to form longer units of meaning. Really, it helped me a lot in my learning.

Student (4): In the past, I did not participate in any writing activity, writing was demotivating for me. After participating in the Eclectic Approach

based on FL, I preferred writing . It made the learning experience better for me . Moreover, I learnt well by working with my colleagues online and offline because we could discuss any question related to grammar and writing tasks.

Student (5):The Eclectic Approach based on FL helped me in my writing. Really, it improved my writing performance.

Student (6): I felt motivated and had self-autonomy while learning, because the program provided me with the freedom in where, when and how to learn. Really, I became an independent learner.

Student (7): The program included different activities that developed my language skills and systems.

Discussion of the Results

The primary purpose of the present study was to develop freshmen students' EFL grammar and writing performance through using Eclectic Approach based on FL. The program included variety of tasks and activities for helping students to enhance their EFL grammar and writing performance. The results of the study revealed that the program proved to be statistically and educationally significant in developing student teachers' EFL grammar and writing performance. It can be clarified that using Eclectic Approach based on FL in language teaching in general and in particular helped to increase student teachers' EFL grammar and writing performance. In addition, the program highlighted the role of various activities in enhancing EFL grammar and writing performance. The use of a program based on eclectic approach and FL particularly in language classroom provided non-threatening and motivating learning environment which considered one of the essentials of language learning. It offered various means such as animation, pictures when presenting the information. This made learning more interactive, interesting and fun.

It can be noted that students' grammar performance were developed through participating in the program. Student teachers became able to identify the parts of sentences, apply verbs tense, subject/verb agreement and use comparative and superlative adjectives correctly. Their abilities in using passive voice increased. They also used nouns and pronouns correctly. They knew how they used adverbs and adjectives accurately.

Before implementing the program , students always consider the passive voice as a poor writing habit. They ignore any questions require passive voice. They fear from making mistakes. But after implementing

the program, they indicate that the passive voice plays an important role in presenting an idea. They also had problem with using adjectives , adverbs and some of the comparative and superlative sentences on writing because they formed the comparative or superlative incorrectly. They began to understand how to form the comparative and superlative while writing correctly. They became able to use the adverbs and adjectives correctly. They did not use pronouns and nouns correctly . They sometimes made mistakes in pronouns and nouns while writing. The program included different activities that helped them to improve their grammatical mistakes. Through participating in the writing activities , students wrote collaboratively and received comments and remarks from their peers. They discussed these comments online and offline and began to apply the correct forms. Also , using the online applications such as Facebook, WhatsApp , zoom and Microsoft teams helped them a lot in developing their grammar performance.

In writing performance, Students made several mistakes in their writing. When students attempted the first writing, they did not brainstorm ideas for their writing, their topic sentences were not stated clearly, and they did not edit their paragraphs. Consequently, their first writing's performance was poor compared to the second one. After participating in the program, students got very high awareness of the writing process. They started to value the effectiveness of having a very good plan before writing. They used different activities in order to develop their writing performance.

The participants clarified that they were free in terms of the learning environments and time, similarly, found opportunities to choose activities, participated in decisions, became free, expressed them more, and experienced leadership skills. These results are consistent with Ceylaner & Karakuş (2018) 's study where they clarified that students stated that although they were not very active, knowing what to do before, during and after the lessons made them feel more self-confident and manage the process more effectively. As the flipped classroom model is conducted based on student-centered processes, it is claimed to improve students' higher order thinking, communication, leadership, and autonomy skills based on experience. In addition, students' knowledge about what to do before, during and after the lesson seems to increase their self-confidence.

During the practices, a WhatsApp group was formed to share the materials. Freedom to choose the materials could be considered as another opportunity provided by the model. Students, who watched the videos sent to them, reportedly began to watch gradually more videos on the internet related to the topic. In addition to the videos sent by the teacher, students' finding the opportunity to watch and share the videos was very appealing and beneficial to them. In the following days, the students were asked to record and share their own videos. Students' recording their own videos and sharing them with their friends in the group provided them with enjoyable and creative processes (Ceylaner & Karakuş , 2018).

In addition, using blended and flipped learning models enhanced freshmen students' grammar and writing performance . They had the ability to think creatively, use their minds effectively while communicating. They had the ability to write about any topic without fearing from making mistakes and they can use grammar correctly . Moreover, they can express their own opinions clearly in correct grammar . They also had the ability to interact with their peers and others.. In this context, blended and flipped learning models helped students to cooperate with each other and exchange opinions and questions whether offline (inside the lecture) or online (through communication technologies tools).

Moreover , the students used different activities such as social networking especially (Facebook , WhatsApp and Zoom). The researcher constructed five WhatsApp , Facebook groups for her students to collaborate with each other . She also constructed a group for all the participants to present the final product for each group to all their colleagues and receive comments before submitting the final product. Through social networking sites they could share and transfer files easily . They also had the abilities to divide the tasks between them. After that each group began to write and put into consideration the skills they wanted to develop. Then the researcher encouraged her students to use social networking sites to monitor their learning by receiving feedback from their colleagues.

It can be noted that students' grammar and writing performance skills were developed . They became able to use specific appropriate details to support topics or illustrate ideas (elaboration and support skill). They also were aware of the knowledge of subject; development of thesis; coverage of topic; relevance of details; substance; quantity of

details (content skill). Their organization and mechanics skills were developed. They became able to write the ideas logically, clearly and connected, have fluency of expression; clarity in the statement of ideas, organization of ideas, sequencing and development of ideas and use English conventions (spelling and punctuation, capitalization, paragraph indentation) in perfect or near perfect .

Moreover , they became competent in using sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions and negation (grammar skill). Thy also used effective word/idiom form, choice and usage(vocabulary skill).These results are line with Al-Naibi, Al-Jabri & Al-Kalbani (2018) who clarified in their study that students valued the importance of editing and peer feedback. Also, the quiz feature helped the students in identifying and locating the topic sentences in written paragraphs. In the editing tasks, students could identify their own mistakes and they were able to rectify them using collaborative learning in which peer feedback was conducive.

During the process of writing, the students face some challenges like having some ideas or giving opinion on certain cases, writing what they have in mind into an understandable composition and getting some correction for their mistakes in grammar, diction, organization and so forth. Although this process takes a lot of energy and thought, the students with high self-esteem are open and willing to receive any suggestion and feedback from their friends and teacher and rewrite their draft as many as needed . These results are consistent with Ghufon (2016) who clarified that during the writing composition, the students get some beneficial feedback in order to develop their writing. From the feedback given, the students learn how to use grammar correctly, correct or appropriate diction, and organization of the text in order to deliver their idea or opinion or message. The feedback given by the teacher and friends is different from one student to another student because they are writing different texts based on their plan or draft. The students, then, develop their own writing individually and independently. In addition , the results are consistent with Ahmed (2016) who revealed that implementing flipped learning helps the students to have more time to write in class, apply their learning, and receive immediate feedback . They also prompted from the teacher who assists them through their individualized tasks to ensure a production that reflects improved

content, organization, cohesion, sentence structure, and lexical conventions.

Moreover, students' writing performance in elaboration and support developed. They used specific appropriate details to support topics and illustrate ideas. They became aware of the knowledge of subject, development of thesis, coverage of topic, relevance of details, substance and quantity of details. In writing, they focused on developing the thesis that covered the topic of writing. They also wrote ideas and details relevant to the topic. Thus, the content skill is developed. Moreover, student teacher's skill of organization and mechanics are developed. They wrote the ideas logically, clearly and connected. They had fluency of expression, clarity in the statement of ideas, support, organization of ideas, sequencing and development of ideas.

Moreover , the program contains variety of activities to help freshmen students develop their grammar performance. It encourages teacher- students collaboration and interaction during the grammar sessions. These results are in line with Fathi & Torabi (2019)' study . In their study, they provided explanation of grammar points covered in the class, extra activities and exercises accessible through hyperlinks, quizzes and self-evaluations, and short video clips on grammar points. In addition, the teacher and students collaboratively posted and had regular group discussions in the grammar forum. The forum discussions not only helped students to share knowledge and discuss the grammar points, but it also fostered teacher–student interactions and collaborative learning which resulted in the improved students' grammar performance.

Students began to use the correct forms of words (including appropriate tense (past, present, future), subject verb agreement, prepositions, gender and number agreement, put words in correct word order, use suitable kind of sentences (statement, imperative, questions, and exclamation) to convey the meaning and use vocabulary and idioms that are understandable and appropriate for the situation and the topic being addressed. They began to produce a clear, logical, relevant, well-developed content; suitable headlines relevant to the content; focus on the main idea and avoid the use of irrelevant material; provide enough details and examples to make ideas understandable; organize the content at the level of paragraph to reflect new information and topics; use language effectively to set the genre of writing; use different genres (narrative, descriptive, expository, persuasive and argumentative); convey the meaning correctly and clearly; use precise,

correct word forms; and use correct and appropriate idioms and expressions

Students began to organize the content at the level of paragraph to reflect new information and topics; use language effectively to set the genre of writing; use different genres (narrative, descriptive, expository, persuasive and argumentative); convey the meaning correctly and clearly; use precise, correct word forms; and use correct and appropriate idioms and expressions. They began to set the purpose of writing topic; communicate the ideas and the purpose of writing clearly to the reader and write appropriately for the intended audience (the reader); communicate the ideas for the audience and write identified sentences in the paragraphs; write minimum 15 sentences for each paragraph in the essay for example and suitable introduction relevant to the content of the topic and develop a body that contains one central idea and enough supporting details and examples. These activities also help students to use suitable conclusion and transitions and adequate coherence marks; set the topic sentence and conclusion clearly and the beginning, middle and end of the paragraph definitely; use logical transitions for ensuring smooth of ideas and logical sequence of sentences or ideas; be familiar with lexical connectors and transitional words or phrases and combine sentences to create effective paragraph. Therefore, it can be said that student-centered instruction also involves using a variety of activities as well as a classroom structure, such as a workshop that allows and encourages student interactions.

The previous results are consistent with the results of the study conducted by Ula (2018). He clarified that the Eclectic Approach is effective in developing writing performance. He revealed that in terms of the content, the students has developed their idea. They write the essays with detail supporting ideas. The organization of the essays is very clear. It includes paragraphs and some transitional words. The text has also a developed sequence of events or time order that strongly engages the reader and moves to a conclusion. In writing, grammar plays an important role to help the readers understand the text. The students use the tenses correctly . The other writing component is the word choice . The students use appropriate words in writing. Moreover, the last writing component is the mechanics. It is the effective spelling, capitalization, punctuation , paragraphing, and grammar of the students to make the writing easy to read and understand.

It can be concluded that Eclectic Approach based on FL provided students with a very safe and a friendly environment where they interacted with each other, brainstormed ideas and commented on various writings. As the students had very limited contact hours in the lecture, these activities gave them extra time to practice using English outside the classroom. Students also felt very comfortable and confident enough.

Conclusions

The results of the study revealed that the participants' EFL grammar and writing performance developed after the implementation of Eclectic Approach based on FL. The effectiveness of the program may be due to the various activities, tasks and strategies the researcher presented to the students. Through the implementation of Eclectic Approach based on flipped learning, major findings of the study were considered as the students' chances for learning by doing and experiences, their belief for better learning and development of learning skills with fun and enjoyment. Moreover, their emphasis on certain personal developments such as thinking, self-confidence, communication skills and team spirit and their consideration of instructor as a guide for learning.

Moreover, the research found that the flipped learning had positive effects on students' learning. It also had positive effects on students' self-directed learning readiness in terms of the opportunity it brings about time management, role of the teacher, student centeredness, access to the material, need for learning, creating sense of responsibility, and interesting feature of the model. As result, Ceylaner & Karakuş (2018) clarified that the enjoyable feature of the flipped learning model, enhancement of student-student-teacher interaction, opportunities brought by the model, increasing motivation, and making the course comprehensible have positive contributions to the attitudes towards the English course. Before implementing the program based on eclectic approach and FL, the students focused on the teachers' presence and assistance. After participating in the program, they could reach the teachers not only in the classroom but also whenever they wanted. In the flipped learning, the teacher provided students with effective experiences in relation to self-directed learning. These results are in line with the results of Ceylaner & Karakuş (2018) indicating that the students at the beginning they needed more help from the teacher when they

experienced problems in the application, but gradually they needed less help from the teacher. It can be concluded that students who participated in the research became more motivated to write more and more. They clarified that using their mobile phones in learning helped them to perform the tasks easily and in an interesting way. They confirmed the effectiveness of the program based on eclectic approach and FL in developing their grammar and writing performance.

Recommendations of the Study

In the light of previous results, the following recommendations could be presented:

1. English language teachers should be trained on using Eclectic Approach based on flipped learning while teaching English to their students in different educational stages.
2. English language teacher should emphasize the development of the students' EFL grammar and writing performance in the early educational stages to develop them in the following stages.
3. Curriculum designers should make use of Eclectic Approach based on flipped learning when designing English language courses and overcoming any teaching or learning problems.

Suggestions for Further Research

Based on the findings of the present research, the following implications for further research are suggested:-

1. The effectiveness of Eclectic Approach based on flipped learning in English language learning among student teachers at University level.
2. The influence of Eclectic Approach based on flipped learning on other language skills such as listening, speaking and reading.
3. The effectiveness of Eclectic Approach based on flipped learning in enhancing students' linguistic competence.
4. The effect of using other strategies on developing students' EFL grammar and writing performance.

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