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**The Impact of Eclecticism on English Language Learning
(Case of: 2nd Year Middle School Pupils.)**

Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in Language
Sciences/ Didactics

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Dedication

*I dedicate this work to my lovely parents, Bensaid Salah, Hamdi
Amaria.*

To my siblings, Imen, Lila, and Abdenour.

To my amazing wife Belharir Sarah.

Amine.

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Abstract

This study investigates how the eclectic approach can be used as a teaching strategy to improve language skills among middle school English learners. Eclecticism involves combining different teaching methods and techniques based on what works best in a given classroom context. The main goal was to understand how middle school teachers apply this approach in real teaching situations and how it affects their students' language development.

To gather meaningful insights, two tools were used: classroom observation and a questionnaire given to two English teachers. The observations helped identify how often key elements of eclecticism like learner-centeredness, contextual relevance, and awareness of language learning theories were actually used. The questionnaire gave a deeper look into the teachers' beliefs, habits, and challenges related to using eclectic strategies.

The results showed that while the teachers were somewhat familiar with eclecticism, they didn't use it consistently. Most of the key elements were rarely observed in practice. Teachers also described eclecticism as only somewhat effective, mainly benefiting students' speaking skills.

In light of these findings, the study suggests practical ways to support teachers in applying eclectic methods more effectively. These include offering targeted training, encouraging flexibility in lesson planning, and creating more supportive teaching environments. Overall, the research highlights the potential of eclecticism to make language learning more engaging and adaptable when applied with clear purpose and preparation.

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List of Abbreviations :

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language (mother tongue)

L2: Second Language

TEFL: Teaching English as a Foreign Language

DM: Direct Method

CLT: Communicative Language Teaching

GTM: Grammar Translation Method

1. General Introduction:

There are over 6500 spoken languages in the world today, but nowadays due to technology and other factors, globalization is taking over the whole world. English became the most common tool of communication, being for professional purposes or just for entertainment. English is now the universal language of the world; 1.75 billion persons around the world speak it. Therefore, the demand of learning the English language is increasing every day, but with learning English as a foreign language comes a number of obstacles. Along those obstacles is FLA, foreign language anxiety is a normal thing to experience while learning a second/foreign language, especially if the learner is not familiar with the language what so ever, just like the case that was selected in this work (1st year middle school pupils). FLA can affect the learning process negatively. That is why it is very important to look deeply at this issue, and try to find some solutions in order for EFL learners to eventually overcome their anxiety, or at least decrease its level.

The aim of this study is to tackle the issue of, 1st year middle school pupils and the impact of anxiety on their language learning process, to also figure whether the teachers and the pupils themselves are aware of FLA manifestations in English learning classrooms. In addition to that, this study will also focus on the sources and main causes of FLA. Therefore two main research questions were asked:

- Are both teachers and EFL learners aware of the manifestations of anxiety inside of the English learning classrooms?
- What are the most common causes of FLA?

Two hypotheses were suggested:

- Both the teachers and EFL learners are aware of FLA manifestations inside of EFL classrooms.
- Some of the most common causes of anxiety are, the teachers' personality, classmates mocking and teasing, lack of self-confidence.

This dissertation is divided into two chapters. The first chapter is the theoretical one, it is devoted to explaining the term anxiety in general, then FLA in specific, it also sheds the light on the relationship between FLA and students' achievements, and in addition to that, it states some of the types of anxiety, along with some of the main causes and sources of FLA.

The second chapter is the practical one. It mainly focuses on the steps of gathering data. The research methodology followed in this study, an analysis of the quantitative and qualitative data, followed by a discussion of the findings.

In this chapter, two tools were used in order to gather both quantitative and qualitative data .The questionnaire, which was directed, to EFL pupils, in addition to an interview, which was conducted with ELF teachers. Concluding with some of the recommendations proposed by both teachers and learners.

Chapter One: Literature Review.

1.1 Introduction:

This chapter reviews key academic discussions and theoretical perspectives relevant to the study, with a focus on teaching methodologies and the use of eclecticism in language instruction. The literature review is organized under four main themes: different methods of teaching, principles of eclecticism, the benefits of eclecticism, and the challenges faced when using the eclectic approach.

To begin, the chapter considers the variety of teaching methods that have been developed and applied in language education. These methods provide the historical and theoretical groundwork that informs current instructional practices.

The focus then shifts to the principles of eclecticism, an approach that combines elements from multiple teaching methods rather than relying on a single fixed framework. This concept emphasizes flexibility and responsiveness to learners' needs, allowing educators to adapt their strategies to suit diverse contexts.

Following this, the review highlights the potential advantages of applying an eclectic approach in the classroom. These include increased adaptability, learner engagement, and the ability to address different learning styles and objectives effectively.

The chapter concludes by examining the difficulties educators may encounter when implementing eclectic practices, such as inconsistencies in application, the demand for pedagogical expertise, and challenges in maintaining coherence.

1.2 Foreign/Second Language Learning:

The process through which people acquire languages in addition to their native tongue is known as foreign language learning (also known as second language acquisition, SLA, or second language learning). Any language learned after early infancy is referred to as a second language.

Nowadays, many individuals are interested in learning a foreign language; specifically English since it became a global language, the desire to learn the language

has increased significantly. In many countries today, it is crucial that individuals speak or at least comprehend English. In Algeria, for instance, English teaching is a part of the curriculum starting from the first year of middle school.

Brown proposed a theory made up of five hypotheses; he believes that five hypotheses should be considered when learning a second language.

The first hypothesis was The Acquisition-Learning Hypothesis, which is based on the notion that people have two distinct independent ways of developing their language skills. Language Acquisition is a subconscious process that occurs in naturally occurring settings, whereas Language Learning is a conscious process that typically occurs in academic or school settings rather than naturally occurring ones.

The second hypothesis, the Natural Sequence Hypothesis states that language acquisition occurs in a regular order, with certain grammatical concepts being introduced before others.

The third hypothesis is known as The Monitor Hypothesis, which states that before a speaker speaks or writes something, a monitor, or editor, acts as a corrector of errors in his/her brains. However, this monitor only functions if the speaker already knows the rule, has enough time, and focuses on the correctness.

The fourth hypothesis is The Input Hypothesis; it claims that the more language learners learn new items, the more acquisition the learner does.

The Affective Filter Hypothesis, the fifth and final hypothesis, states that certain emotions, such as worry and self-doubt, anxiety, might hinder the process of language learning.

Learning a second language has become vital due to the advancement of technology and globalization, which has brought people closer together than ever before. It may be a rewarding experience, during which students can discover new cultural customs and traditions.

1.3 History of Second Language Teaching:

The principles and techniques teachers employ to promote student learning are referred to as teaching methods. These tactics are influenced by the subject matter to be taught and the learner in different ways. A teaching strategy must relate to the learner's abilities and the type of learning it is intended to facilitate in order to be considered appropriate and effective. Throughout the history of Language Teaching, many methods were relied on such as the Grammar Translation Method, the Direct method, the Audio-Lingual Method, Communicative Language Teaching, etc...

1.3.1 Grammar-Translation Method (GTM):

The ancient way of teaching Greek and Latin is where the grammar translation approach for teaching foreign languages originated. Students study grammar principles in grammar translation classes and then put those rules into practice by translating sentences between the target language and their home tongue. It can be required for advanced pupils to translate entire texts word-by-word. The approach aims to help students read and translate works of literature written in the target language as well as to advance students' overall intellectual growth.

This method was formalized in Germany by the end of the 18th century; it places little to no focus on using the target language for communication. There is a strict framework to the classwork, and the teacher oversees every activity. The approach concentrates on the grammar and literature of the target language while also translating portions into and out of the mother tongue. As a result, it is frequently heavily text-based. The teacher typically instructs and explains grammar in the mother tongue. Pronunciation instruction receives little to no attention.

The classes are usually characterized by, being taught in the mother tongue, a lot of vocabulary is learnt by heart in the form of lists of isolated words, no importance given to pronunciation, reading complex texts, long elaborated explanations of grammar rules.

The strengths of this approach are, students learn a lot of vocabulary, reading and writing skills are well developed, the students' memories are activated. On the other hand, it also has weaknesses such as, poor listening and speaking skills, inaccurate pronunciation.

GTM was regarded as a lifeless and impersonal approach to language instruction in the last decades of the nineteenth century, and it was held responsible for the failure of language teaching.

Some of the Grammar Translation Methods limitations are stated by, Richard and Rogers "...grammar translation method often creates frustration for students. It is used in situations where understanding literary texts is the primary focus of foreign language study and there is a little need for a speaking knowledge of the language" (1986, P.04).

In the same vein argues that: "The main goals of the grammar translation method are to develop an ability to read prestigious literary texts and to learn the disciplines of reading and writing the language accurately. There is little or no systematic attention to the skills of speaking and listening." (1993, p.37)

1.3.2 The Direct Method (DM):

There have been numerous approaches and teaching techniques employed throughout the history of education, particularly when it comes to teaching languages. The Direct Approach (also known as the Natural Method) was created in the nineteenth century as a rival to the well-liked grammar-translation method, which many people thought was failing to achieve the goal of successful communication in a second language.

This method, usually referred to as the "oral" or "natural" approach, was developed as an alternative to the existing grammatical translation method in the early 1900s. In an effort to improve verbal communication at the time, educators began experimenting with new teaching and educational approaches.

The Direct Method focuses on having students actively participate in speaking and listening in a foreign language in normal, everyday contexts. As a result, there is a

great deal of oral communication, spontaneous language use, no translation, and little to no examination of grammar and syntax.

Although the Direct Method still creates attention and enthusiasm, it is not a simple approach to use in a classroom setting. It demands small classes and high levels of student enthusiasm, yet in the artificial setting of a classroom, it is challenging to create real-world learning scenarios and ensure that everyone gets enough practice. However, there are modifications of this approach where the instructor permits just a few explanations in the student's native tongue and clarifies a few grammatical points to address frequent mistakes a student could make when speaking.

The classes are characterized by; lessons are in the target language, there is focus on everyday vocabulary, visual aids are used to teach vocabulary, a lot of attention is placed on the accuracy of pronunciation.

Rivers suggests that learners should: "Seek direct comprehension by inferring meaning of unknown elements from the context, rather than by seeking equivalents in a bilingual vocabulary list. Where the meaning cannot be discovered in this way, the teacher gives explanations in the language being learned, using pictures and gestures." (1968, p.33).

The Direct Method was an early attempt to turn the setting of language acquisition into a dependable method and teach students to break the habit of linking the target language to the native language. However, the method's use has been hindered by a number of significant flaws. One is the lack of opportunities for students to use the language they are learning inside the classroom in authentic settings. The second is that it takes a lot of time; teachers have to go to tremendous efforts to refrain from speaking in their own tongue even when doing so would sometimes be more effective and take less time. Third, it places heavy expectations on the teacher's ability, energy, and originality. Finally yet importantly, it calls for modest class sizes, which are challenging to accomplish in public schools.

1.3.3 The Audio-Lingual Method (ALM):

This approach was developed in the USA, during the Second World War. At that time, the US government found it very important to develop a special language-training program for the soldiers. That is why the USA gave the responsibility of developing a foreign language-learning program for the military. As a result, the Army Specialized Training Program (ASTP) was established in 1942. The objective of this program was for students to be able to communicate in the foreign language. The teachers used native speakers as informants and source of language; all the students had to do was to listen and try to imitate the native speakers.

The audio-lingual method, often known as the Army Method or New Key is based on the behaviorist theory, which argues that people, and other living things, may learn specific behaviors through a system of reinforcement. Behaviorist psychology states that people are conditioned to learn any form of behavior through the process of training and repetition. Positive feedback would be given for using a trait correctly, while negative feedback would be given for using that trait incorrectly.

The audio-lingual technique advocated teaching pupils a language directly, without utilizing their native tongue to explain new terms or grammar in the target language, similar to the direct method. The audio-lingual approach, in contrast to the direct approach, did not prioritize vocabulary instruction. Instead, the instructor drilled them on grammatical use.

The Audio-lingual Method was a significant development in language education methods that aimed to give students communicative competence. However, the anti-behaviorists linguists, like Chomsky, have criticized the approach when it became very popular in the 1960s. ALM received harsh criticism for emphasizing on the learning's external manifestations rather than its internal processes. This method had several disadvantages such as, not developing language competence, students end up feeling bored after endless pattern drills, learners having little to no control in the classroom, the teachers dominate the classes.

1.3.4 Communicative Language Teaching (CLT):

As a replacement for the earlier, highly structured method of situational language teaching, the Communicative Language Teaching (CLT) or Communicative approach (CA) was developed in Britain in the 1960s in response to the growing need to articulate and develop alternative methods of language teaching.

CLT might be seen as the result of linguists and educators who were eventually disappointed by the Audio-Lingual and Grammar Translation approaches for teaching English as a Foreign Language. CLT was primarily created to satisfy the requirements of adult learners, tourists, or anyone pursuing academic, cultural, technical, or commercial objectives. The theory of Hymes, which was based on communicative competence, and which acknowledges the significance of social and cultural contexts of language use, in addition to the rules of language usage, is where CLT have originated from.

This method is founded on the ideas that language learning involves trial and error and that mistakes are a normal part of the process. Errors must be gently corrected by the teacher. To improve a learner's ability to communicate in the target language, lessons should place a strong emphasis on issues related to real-world situations.

The main focus is on interactive activities that take the form of groups or pairs, such as conversations, discussions, dialogues, role plays, debates, and interviews. Instead of using a deductive explanation, inductive analogies are used to teach grammar.

The teacher serves as a facilitator and originator of communication, encouraging students in any way that supports them to use the target language, such as using audio-visual tools to encourage and excite students. In the same vein Breen and Candlin state, "The teacher has two main roles: the first is to facilitate the communication process between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first as an organizer of resources and as

a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities." (1980, p.99)

1.3.5 The Eclectic Approach:

The eclectic approach is one of the approaches that have gained popularity in language teaching, it is a method that combines different teaching methodologies to create a practical, adaptable, and responsive teaching approach aimed at meeting learners' needs, different learning styles, and contexts. The eclectic approach in language teaching means teaching reading, writing, listening and speaking through various methods. As Rivers (1981,p.49) points out, "The wise teacher selects from each method whatever is good and appropriate in the context in which he is working." Furthermore, Mellow (2002, section 2) supports this approach by stating that "An eclectic approach provides a more balanced and realistic perspective of language learning, where no single method can claim supremacy."

Eclecticism can help both the teacher when explaining a lesson and language learners in learning and understanding that lesson, as Brown (2007,p.396) states "Eclecticism is the process of drawing upon multiple methods and strategies to create a customized approach that works best for the learners and the teaching environment."

An eclectic teacher should respect some principles when using this approach in order to for this method to be effective, Larsen-Freeman, D. (2000,p.183) debates "An eclectic approach can be effective only if it is principled—that is, guided by sound theoretical understanding and clear pedagogical goals."

In the context of Algerian middle schools, where learners' needs and proficiency levels vary widely, the eclectic approach can empower teachers to respond more effectively to classroom challenges, thus enhancing the overall learning process. "The key to successful language teaching is not the method itself, but how it is applied.

Eclecticism empowers teachers to choose what works, discard what doesn't, and adapt as needed." Ur, P. (1996,p.283)

1.4 Principles of Eclectic Teaching:

After teaching English with different traditional methods , no method is believed to be enough for meeting learners needs so educators adopted a flexible, adaptive approach by selecting and integrating techniques from various methodologies to enhance learning outcomes. This practice is guided by a set of principles that ensure coherence, intentionality, and responsiveness in instruction. These principles serve as the foundation for effective eclectic teaching, helping educators align their methods with learners' needs, classroom realities, and broader educational goals. These are some of the key principles that eclecticism rely on in language teaching

1.4.1 Learner-Centeredness :

Eclecticism focuses on adapting teaching to meet the needs, interests, learning styles, and proficiency levels of learners. It rejects a "one-size-fits-all" approach and encourages flexibility based on the learners' needs. Weimer, M. (2002,p.17) states "Learner-centered teaching is about shifting the focus of instruction from the teacher to the student, creating an active, engaging, and meaningful learning experience."

- Example of learner centeredness :

Using visual aids and storytelling for middle school learners while employing debate or problem-solving tasks for university students.

1.4.2 Contextual Relevance :

The choice of techniques or methods depends on specific classroom contexts such as class size, cultural background, available resources, and educational goals. The same strategy may not be effective in all environments.

- Example of Contextual Relevance :

Using culturally relevant materials like local news articles, songs, or stories to make lessons more relatable and meaningful for students. Hammond, Z. (2015,p.22) debates “Culture, it turns out, is the way that every brain makes sense of the world... If we want to help dependent learners do more higher order thinking and problem solving, then we have to access their brain’s cognitive structures to deliver culturally responsive instruction.”

1.4.3 Purposeful Integration :

Eclecticism is not random mixing. It requires a structured selection and of techniques that align with clear pedagogical objectives and language learning outcomes.

- Example of Purposeful Integration :

Combining grammar drills (accuracy) with role-play activities (fluency) to ensure both form and communication are practiced. Mwanza, D. S. (2019,p.17) explains “The eclectic approach is a hybrid which should be viewed as one method comprising features of different methods.”

1.4.4 Flexibility and Adaptability :

Teachers must be open to change and ready to adjust their methods mid-lesson if something isn’t working. This responsiveness enhances engagement and effectiveness.

- Example of Flexibility and Adaptability :

If students aren’t responding to a reading activity, a teacher might switch to a group discussion or multimedia presentation. Kynga C. (2019,p.37) Explains “Flexibility and adaptability are among the most important skills any teacher should possess to foster learners’ curiosity and cognitive engagement.”

1.4.5 Reflective Practice :

Eclectic teachers begin to self-evaluate. They reflect on what works and what doesn’t, and continuously shape their teaching techniques based on classroom feedback.

- Example of Reflective Practice :

After a lesson, a teacher might observe that students responded better to group work than to individual writing, and adjust future lessons accordingly. Hillocks, G. (1995,p.141) explains “Active critical reflection is necessary in every aspect of our teaching, not only in front of a class. We must try to reevaluate our own values and experiences as they relate to our teaching. Our assumptions and theories about teaching composition must remain open to inspection, evaluation, and revision, a condition that requires an active inquiry paralleling the inquiry in which we engage our students.”

1.4.6 Balanced Skill Development :

Eclecticism focuses on teaching all four language skills (listening, speaking, reading, writing) and integrating grammar, vocabulary, and pronunciation in a balanced and coherent way.

- Example of Balanced Skill Development :

One specific lesson could involve reading an article, discussing it in groups, writing a short opinion essay, and oral presentations. Rivers, W. M. (1986,p.16) notes, “Language teaching must integrate both skill-getting and skill-using activities to ensure learners can apply their knowledge in real communicative contexts.”.

1.4.7 Theoretical Awareness:

Effective eclectic teaching is based on linguistic, psychological, and educational theories. Teachers should understand the rationale behind the methods they choose to use.

- Example of Theoretical Awareness :

A teacher using communicative tasks should understand how interaction promotes language acquisition (based on communicative and sociocultural theory). Krashen,

S. D. (1983,p.10) explains, “Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.”

Summary Table: Principles of Eclecticism in Language Teaching

Tableau 1: Principles of Eclecticism in Language Teaching

Principle	Focus
Learner-Centeredness	Adapting to students’ needs, preferences, and learning styles.
Contextual Relevance	Matching methods to specific teaching contexts (class size, culture, etc.)
Purposeful Integration	Combining techniques with clear educational goals.
Flexibility	Adjusting approaches based on learner response and classroom dynamics.
Reflective Practice	Continuously evaluating and improving teaching strategies.
Balanced Skill Development	Addressing all language skills (listening, speaking, reading, writing).
Theoretical Awareness	Basing method choices on sound linguistic and pedagogical theory.

1.5 The Benefits of Applying Eclecticism in Middle schools :

The eclectic approach is the combination of methods and techniques from different sources to address challenges based on the situation at hand. In a classroom setting, this approach benefits both students and teachers. These are a number of benefits that can be mentioned:

1.5.1 Increased Motivation:

The eclectic approach helps maintain learners' motivation by offering a variety of teaching methods, the language teacher incorporates different activities, materials, and strategies, as a result the learners stay interested and engaged, Dornyei (2009,p.24) emphasizes, " Motivation is a key factor in successful language learning".

The teacher can include:

- Games and role-plays: using games, simulations and role-plays keeps learning fun and interactive, making language learning feel less like a chore.
- Authentic Materials : including movies and songs, real life texts exposes language learners to practical language use, making lessons more interesting.
- Cultural Elements : exposing the learners to cultural aspects fosters curiosity and a deeper connection to language.
- Personalization: adapting lessons to students interests (e.g., hobbies, travel etc...) enhances their motivation.
- Positives Reinforcement: using different assessment methods allows students to experience small frequent successes, building their confidence.

1.5.2 Improved Confidence:

One of the key advantages of eclecticism is its ability to boost learner confidence. This approach provides multiple opportunities for learners to practice language in a low-pressure, supportive environment. This is how eclecticism can increase learners' self-confidence :

- Using a variety of techniques, such as role-plays, group discussions, and real-life simulations, helps students overcome language anxiety.
- It builds their confidence as they practice different language skills in supportive, low-pressure environments.
- pupils gain a sense of accomplishment as they engage with diverse, meaningful tasks.

Richards and Rodgers (2001,p.249) state, "An eclectic approach can significantly enhance learners' self-confidence by offering diverse, learner-centered experiences that reduce anxiety and promote self-expression."

1.5.3 Improved Teacher's Creativity:

Eclecticism encourages teachers to be creative in designing their lessons, as they are not restricted to a single method or approach. This is how eclecticism can improve teachers' creativity :

- It allows teachers to integrate different teaching aids, such as, games, storytelling, role-plays, and real-life simulations, creating a more dynamic and stimulating learning environment.
- This creative freedom reduces routine fatigue, keeps teaching fresh, and increases job satisfaction, positively impacting both the teachers and the pupils.

Richards and Rodgers (2001) explain, "The eclectic approach allows teachers to select from a wide variety of methods and strategies, promoting creativity in lesson planning and making instruction more engaging and personalized."

1.5.4 Effective Classroom Management:

Eclecticism naturally supports better classroom management:

- By keeping learners engaged and interested, reducing the chances of boredom and disruptive behavior.
- When students are actively participating in meaningful, well-designed tasks, they are less likely to lose focus or act out, creating a calmer environment.
- It also allows teachers to address different classroom dynamics by adapting their methods to the specific energy levels, interests, of their pupils.
- Incorporate group work, pair activities, promotes a sense of mutual respect among students.

Overall, this approach contributes to a more harmonious classroom, where students feel valued and motivated, and teachers maintain better control over the learning process.

Mwanza, D. S. (2017,p.68) states, "the eclectic approach helps a teacher to reach out to all the learners irrespective of their differences."

1.6 Challenges of Using Eclecticism in Middle School Classrooms:

Teaching with an eclectic approach can be both exciting and challenging. It gives teachers the freedom to adjust their strategies based on what their students' need, which can make lessons more engaging and effective. However, this flexibility also comes with its own set of hurdles. It requires a lot of preparation, creativity, and a solid understanding of different teaching methods. Teachers often have to juggle multiple approaches, which can be tiring and time-consuming. Without a clear plan, lessons can sometimes feel a bit scattered, and students might struggle to keep up with the constant shifts in style. Here are some of the challenges faced by teachers:

1.6.1 Lack of Clear Structure:

One of the main challenges of using the eclecticism in language teaching is the absence of a clear structure. Unlike traditional methods, which often have a fixed set of lessons and activities, eclecticism relies on a flexible, adaptive approach. Although this flexibility is beneficial for addressing different pupils' needs, it can also create uncertainty for teachers who may struggle to design coherent and effective lessons without a clear structure. This lack of framework can sometimes lead to inconsistencies, thus making it hard on teachers to balance their focus on all language skills.

As noted by Larsen-Freeman (2000,p.576), "Eclecticism demands a high level of expertise from the teacher, as it requires not only the ability to select appropriate methods but also the skill to weave them together into a coherent whole. Without a clear structure, this approach can risk becoming fragmented and less effective."

1.6.2 Teacher Expertise and Preparation:

Another challenge of using the eclectic approach in teaching is the need for significant teacher expertise and preparation. When teaching with eclecticism teachers must have a deep understanding of the different techniques and methodologies used from each approach, and how to mix them in order to meet pupils needs. As Rivers (1981,p.28) points out, "An eclectic teacher must have the experience, knowledge, and creativity to select appropriately from various methods and techniques, ensuring a coherent and effective learning experience." Eclectic teachers are not only aquired to be familiar with a wide range of techniques from different teaching methods, but also have the ability to adapt these techniques in real-time in order to meet the needs of all pupils.

1.6.3 Time-Consuming:

One of the significant challenges of adopting an eclectic approach in language teaching is that it can be time-consuming. Teachers must carefully select, adapt, and integrate techniques from multiple methods to address the diverse needs of their pupils. This can take a long time of the teachers' schedule. As Harmer (2007,p.62) states, "The eclectic approach can be time-consuming for teachers, as it requires a

careful selection, integration, and adaptation of methods to meet the diverse needs of learners.". This extensive planning can be challenging, especially in large classes or under tight curricular constraints, where teachers might struggle to find the time to design appropriate lessons.

1.6.4 Assessment Difficulties :

Assessment difficulties is another challenge of adopting the eclectic approach. Since the teacher relies on different teaching strategies and techniques, it can be challenging to create standardized assessments that accurately measure student progress. As Kumaravadivelu (2006,p.164) notes, "The eclectic approach, with its varied methods and flexible structure, can complicate the assessment process, as it lacks a unified framework for evaluating learner outcomes." This can make it harder for teachers to track student progress.

1.6.5 Pupils Confusion :

Switching between different teaching styles can leave some pupils feeling lost. If the technique changes too often, they might struggle to understand what's expected of them. As Harmer (2007,p.62) explains, "When different methods and techniques are used without clear rationale or consistency, students can become confused about what is expected of them, potentially hindering their language acquisition."

1.6.6 Resource Dependency :

Resource dependency is another notable challenge of the eclectic approach. Because this method draws from multiple teaching methods, it often requires a wide range of materials to support different activities, such as audio-visual aids, authentic texts, technology. This can be an obstacle where resources are limited. Larsen-Freeman (2011,p.576) points out, "The eclectic approach can place significant demands on both the teacher and the institution, requiring a diverse range of materials to effectively implement varied teaching techniques."

1.6.7 Cultural and contextual challenges :

Cultural and contextual challenges are another significant concern when using the eclectic approach. Since this method draws from a wide range of teaching strategies, the language teacher must carefully adapt the context to fit the cultural and linguistic backgrounds of Algerian pupils. Techniques that work well in one context may not work in another. As Kumaravadivelu (2006,p.163) notes, "Language teaching methods must be culturally and contextually responsive, as what is pedagogically sound in one context may be pedagogically unsound in another". This means teachers have to be culturally adaptable, which can make things more complicated.

1.7 Conclusion :

This chapter has explored a range of perspectives and research findings related to language teaching, with a particular emphasis on eclecticism as a flexible and adaptive approach. By examining various teaching methods, the underlying principles of eclecticism, and the practical benefits it offers, the review has highlighted the potential of this approach to address the diverse needs of learners in modern classrooms. At the same time, it has acknowledged the challenges educators may face when attempting to implement eclectic strategies effectively.

Overall, the chapter establishes a strong theoretical foundation for the study, showing how eclecticism emerges not as a rejection of established methods, but as an informed response to their limitations. With its focus on intentional and context-sensitive teaching, eclecticism provides a valuable framework for educators seeking to navigate the complexities of language instruction. The insights gained here will inform the following chapters and support the analysis of how this approach can be applied in real educational settings.

Chapter Two : Data Collection and Analysis.

2.1 Introduction :

Chapter two is the practical side of this research paper. The main purpose of this part is to explain the way data was gathered and analyzed, concerning the topic of The Impact of Teachers Attitude on the language learning process. This part will focus on two main aspects, first the data gathered from the questionnaire which was done with 2nd year middle school pupils, and then the data gathered from the interview which was conducted with 2nd year middle school teachers.

In this part the research tools used in this research paper will be presented along with the answers of the participants, there will be a detailed analyses of the answers obtained, an interpretation of the results in the form of graphs, tables and charts.

To conclude there will be a number of recommendations presented by both teachers and pupils.

2.2 Research Methodology :

The research methodology is the skeleton of the whole research paper, it is the systematic and the scientific steps the researcher followed when conducting the research. The researcher has to take into consideration a number of factors in order to obtain valid and reliable results such as ethical standards, critical thinking, curiosity, etc.

This portion will include an explanation of the research sample in addition to the research instruments that were used when gathering data.

2.2.1 Research Sample :

The research sample for this study consisted of two middle school English teachers from Dahmani Mohammed middle school in Khouriba_Nedroma.

. These teachers were selected based on their availability and willingness to participate in the research, using a non-probability sampling technique. Both educators had experience teaching English at the middle school level and were observed during regular classroom sessions.

The sample also indirectly included the learners who were present in the classrooms during the observation process. These students were second-year middle school pupils, typically aged between 12 and 14 years. The classroom sizes ranged from 30 to 40 students, reflecting a common teaching environment in Algerian public schools.

This small, focused sample was chosen to allow for an in-depth qualitative exploration of how eclectic teaching strategies are applied or underused in real classroom settings. Although the limited number of participants does not allow for generalization of the findings, the data gathered provides valuable insights into current teaching practices and the contextual challenges teachers face in implementing an eclectic approach.

2.2.2 Data Collection Instruments :

A data collection instrument is any tool, or method used by the researcher to collect data from participants, in order to answer the research questions, and to check whether the suggested hypotheses are valid or not. According to Cohen, Manion, and Morrison (2007,p.47), “ A research instrument is a tool used to collect data in a structured and systematic way, in order to ensure consistency and accuracy”. The researcher relied on two data collecting instruments which are the questionnaire and the observation in order for the study to be more valid, as Robert K. Yin (2009,p.86) explains “Case study evidence comes from six sources: documents, archival records, interviews, direct observation, participant observation, and physical artifacts. The use of multiple sources of evidence in case studies allows for data triangulation, increasing the study's validity.”

In this investigation data was collected with the help of two research instruments, a questionnaire directed to 2nd year middle school teachers and an observation conducted with a 2nd year middle school classroom.

2.2.2.1 Questionnaire :

The questionnaire is one of the most commonly used instruments in educational research. It consists of a number of questions designed to collect data from respondents, Kothari, in this area, states “a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms” (2004, p.100). when designing a questionnaire the researcher should take into consideration a number of things such as the organization of the questions, the questions must not be bias for the accuracy of the obtained and gathered data. In the same sense Brown, denotes “questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out the answers or selecting from existing answers” (2001, p.6).

The questionnaire consists of three types of questions: Close-ended questions, multiple-choice questions, and open-ended questions. According to Oppenheim (1992,p.115), ‘‘close-ended questions are easier to code and analyze, and they lend themselves more readily to statistical analysis’’. On the other hand Dornyei (2003,p.48)explains, ‘‘open-ended questions items allow for a much richer and more revealing set of responses, which may provide insights that the researcher had not previously considered’’. The variety of the questions can allow the researcher to gather both qualitative and quantitative data.

In this investigation the researcher designed a questionnaire consisting of 13 questions as well as statements to give the participants the feeling of freedom to choose from a set of suggestions provided by the researcher. The questionnaire consists of 5 sections each section is devoted to answer a specific area, Demographic Information, Awareness and Use of Eclecticism, Impact on Language Skills, challenges, suggestions.

2.2.2.2 Observation :

Observation is an essential research instrument that involves the systematic and deliberate examination of people, actions, or phenomena in their natural settings to gather data. It is mostly used in qualitative research for understanding behaviors and interactions. According to Cohen, Manion, and Morrison (2018,p.355), observation is "a powerful tool for gaining insights into situations, processes, relationships, and behaviors as they naturally occur, providing a rich and contextualized understanding of the phenomena being studied"

Patton (2015,p.10) describes observation as "a systematic process of recording the behavioral patterns of people, objects, and occurrences without questioning or communicating with them"

Additionally, Kawulich (2005,p.2) notes that observation "allows the researcher to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interviews, and to learn about things that they might be unwilling to discuss" . The researcher chose on 2nd year middle school classroom to observe, the classroom consists of 41 pupils. The researcher attempted to observe English middle school teachers, the observation lasted for a day. The researcher stayed with each teacher for two sessions, the aim of the observation was to observe whether the main principles of the eclectic approach are present in the classroom or not, (Learner-Centeredness, Contextual Relevance, Purposeful Integration, Flexibility, Reflective Practice, Balanced Skill Development, Theoretical Awareness). The data collection process was followed by tables, each table would represent a principle, the observation is analyzed in a form of a checklist. After the data collection process, a detailed data analysis of the findings was conducted.

2.3 Data Analyses :

Two research instruments were used as mentioned above, for the sake of diving deeper into the topic of this study, and to look at the eclectic approach , and its impact on the English language learning process, from different points of views. The collected data will be analyzed in both qualitative and quantitative methods.

Qualitative research is used to collect numerical data, which can be later on transmitted into statistics. Kothari believes that, “The role of statistics in research is to function as a tool in designing research, analyzing its data and drawing conclusions” Kothari (2004, p.131). However, Qualitative research was defined by Ryan, as follow, “any research that uses data that do not indicate ordinal values.” Ryan (2001, p.01).

2.3.1 Observation Results :

The observation was conducted in four different 2nd year middle school classrooms, the classrooms consisted of a number of pupils between for 38 and 45 pupils; the researcher tried to observe the teaching methodology of two middle school teachers, and determine whether or not the basic principles of eclecticism are present or not. The researcher provided examples for each principle, if the examples are present the researcher would put an X in the “present” column, if not the researcher would put an X in front of the absent column.

- **Lerner-centeredness** : The observation grid aimed to assess the extent to which the observed lesson followed a learner-centred approach, where students play an active role in their own learning through participation, autonomy, and engagement.

Tableau 1: Learner-Centered.

Learner-Centered Strategy	Present	Absent
Personalized Learning Paths (e.g., topic choice for writing tasks)		
Collaborative Learning (e.g., group projects, peer teaching)		

Adaptive Teaching Styles (e.g., adjusting methods based on student needs)		
Student Choice and Autonomy (e.g., selecting learning materials)		
Personalized Feedback and Assessment (e.g., individual feedback)		
Differentiated Instruction (e.g., grouping by ability)		
Focus on Critical Thinking and Problem Solving (e.g., problem- solving discussions)		
Emphasis on Learner Motivation and Confidence (e.g., celebrating small successes)		

Based on the observation :

1. Personalized Learning Paths : absent

- The researcher noticed that there is a limited use of personalized learning paths, , the teachers rely on a one-size-fits-all approach, which may be due to large class sizes, time constraints, or long curriculum.

2. Collaborative Learning : absent

- There was minimal collaborative learning. Collaborative tasks were missing, which indicates the use of a teacher-centered approach instead of a learner-centered approach, the pupils had fewer opportunities to communicate or participate in teamwork.

3. Adaptive Teaching Styles : absent

- The researcher observed a lack of adaptive teaching styles. The absence of adaptive teaching methods may reflect a reliance on traditional teaching, ignoring the different learning styles and needs of pupils.

4. Student Choice and Autonomy : absent

- There was barely any pupil choice and autonomy in the classrooms. The pupils were passive most of the times, the teacher did not give the freedom to his pupils to make choices about their learning.

5. Personalized Feedback and Assessment : absent

- The researcher noticed a lack of personalized feedback and assessment. The teacher would give general feedback most of the time to the whole classroom not to specific individuals.

6. Differentiated Instruction : absent

- The differentiated instruction was absent. Pupils of different ability levels were treated the same way.

7. Focus on Critical Thinking and Problem Solving : present

- Problem solving discussions were present in the four classrooms. The teacher was having discussions with pupils in order to trigger their critical thinking.

8. Emphasis on Learner Motivation and Confidence : present

- The teacher was motivating to pupils who answered right. Which helped pupils confidence to participate more (as seen in Chapter One : "Eclecticism allows teachers to adapt their methods to the diverse needs of learners, making

learning more engaging and effective. When students experience success through varied and personalized approaches, their motivation increases, and so does their self-confidence." Brown, H. D. (2007).)

Overall Interpretation:

The lesson showed limited learner-centeredness. While there were minor efforts to promote autonomy and engagement, the overall approach was teacher-dominated, with little room for student voice, collaboration, or participation. To improve, the teacher could incorporate group tasks, ask more open-ended questions, and give learners more control over their learning. This shift can enhance motivation, responsibility, and deeper learning.

- **Contextual Relevance :** The observation aimed to evaluate how effectively the teacher incorporated contextual relevance into the lesson that is, how well the content connected with students' real-life experiences, culture, and interests.

Tableau 2: Contextual Relevance.

Contextual Relevance	Present	Absent
Content relates to students' daily life (e.g., talking about weekend plans, school schedule, favorite meals)		
Cultural references are familiar (e.g., local festivals like Yennayer, Ramadan traditions,		

family roles)		
Examples are based on learners' interests (e.g., football teams, popular TikTok trends, local celebrities)		
Activities reflect real-life situations (e.g., booking a ticket, asking for directions, shopping dialogues)		
Language level and materials match students' environment (e.g., simplified local news, school announcements)		
Visuals or texts show familiar settings (e.g., pictures of local markets, schoolyard, Algerian houses)		
Teacher adapts examples based on student responses (e.g., switching examples if students look confused)		

Based on the observation:**1. Content Relevance to Daily Life Marked: Absent**

- The teacher focused on textbook exercises with little reference to students' personal or daily experiences. This limited students' ability to relate to the material.

2. Cultural Familiarity Marked: Absent

- The lesson lacked references to local customs, traditions, or holidays that could have made the content more meaningful for students.

3. Interest-Based Examples Marked: Absent

- There were no examples linked to students' interests (e.g., sports, social media, music), which may have reduced their engagement and motivation.

4. Real-Life Situations Marked: Present

- The teacher included a role-play activity simulating a conversation at a store, which gave students an opportunity to practice functional language.

5. Language and Material Appropriateness Marked: Absent

- Some vocabulary and tasks were too difficult for the students' level, causing confusion and limiting participation.

6. Familiar Visuals/Text Marked: Absent

- No visuals or locally relatable texts were used. The materials were generic and lacked connection to the learners' environment.

7. Adaptation Based on Student Feedback Marked: Present

- The teacher occasionally clarified confusing points or simplified instructions when students asked for help, showing some responsiveness.

Overall Interpretation:

The lesson showed limited contextual relevance. Most of the content was disconnected from students' lives, interests, and cultural background, which likely impacted their engagement and understanding. Although the teacher included a relevant real-life activity and made some effort to adjust based on students' responses, greater attention is needed to local context, student interests, and level-appropriate materials to enhance the learning experience.

- **Purposeful Integration :** The observation was conducted to evaluate the teacher's purposeful integration of techniques from different language teaching methods to support effective learning.

Tableau 3: Purposeful Integration

Purposeful Integration	Present	Absent
Combining grammar drills (Audio-Lingual Method) with communicative activities (CLT)		
Using Total Physical Response (TPR) for vocabulary, followed by a writing task (Process Writing Approach)		
Starting with a Silent Way technique (e.g., problem-solving task), then using role-play		

(Communicative Approach)		
Applying storytelling (Natural Approach) and then analyzing language patterns (Deductive Grammar Teaching)		
Mixing pronunciation practice (Audiolingual) with peer feedback sessions (Humanistic Approach)		

Based on the observation :

1. Combining grammar drills (Audio-Lingual Method) with communicative activities (CLT) Marked Present

- The teacher conducted repetition drills on grammar points and followed with a short pair interview activity using those structures. This showed some deliberate blending of focused practice with communicative use, although the communicative phase was brief and controlled.

2. Using Total Physical Response (TPR) for vocabulary, followed by a writing task (Process Writing Approach) Marked Absent

- No physical response or kinesthetic vocabulary activities were observed. Writing tasks were disconnected from any physical or experiential input and largely consisted of copying sentences, lacking meaningful integration.

3. Starting with a Silent Way technique (e.g., problem-solving task), then using role-play (Communicative Approach) Marked Absent

- The lesson was predominantly teacher-led with no observed learner discovery or problem-solving. No role-play activities took place, indicating a lack of learner autonomy and communicative practice

. 4. Applying storytelling (Natural Approach) and then analyzing language patterns (Deductive Grammar Teaching) Marked Absent

- There was no use of storytelling or meaningful input to introduce language. Grammar was taught in isolation without follow-up analysis of patterns or structures, limiting learners' connection between meaning and form.

5. Mixing pronunciation practice (Audiolingual) with peer feedback sessions (Humanistic Approach) Marked Absent

- Pronunciation drills were present but lacked any element of peer feedback or learner reflection, missing an opportunity to engage students actively in their own learning process.

Overall Summary: The lesson demonstrated very limited purposeful integration of diverse teaching methods. Aside from the brief combination of grammar drills with a communicative task, the teaching was largely traditional and teacher-centered. Key approaches like learner autonomy, multisensory input, storytelling, and peer interaction were missing, highlighting areas for growth to develop a richer, more eclectic teaching style.

- **Flexibility and Adaptability :** The observation aimed to evaluate the teacher's ability to demonstrate flexibility and adaptability in classroom instruction by adjusting teaching strategies in response to learners' needs, classroom dynamics, and unexpected events.

Tableau 4: Flexibility and Adaptability

Flexibility and Adaptability	Present	Absent

Adjusting lesson pacing based on learners' responses and Engagement		
Modifying tasks or instructions to suit varying proficiency Levels		
Responding to unexpected classroom situations with alternative Strategies		
Incorporating student interests or feedback into lesson flow		
Balancing planned content with spontaneous teaching moments		

Based on the observation :

1. Adjusting lesson pacing based on learners' responses and engagement

Marked Absent

- The teacher followed a rigid lesson plan without pausing to address learners' visible confusion or lack of participation. There was no observable effort to adjust pacing according to student needs.

2. Modifying tasks or instructions to suit varying proficiency levels

Marked Absent

- All students were given identical tasks regardless of their language level. No differentiated instructions or scaffolded support were noted for weaker learners.

3. Responding to unexpected classroom situations with alternative strategies

Marked Absent

- When a technical issue disrupted the planned activity, the teacher waited for resolution rather than switching to a backup task or strategy. This indicated limited adaptability in handling unforeseen events.

4. Incorporating student interests or feedback into lesson flow

Marked Absent

- Students' reactions or suggestions were not acknowledged during the lesson. The teacher strictly adhered to the pre-planned material, missing opportunities to engage learners through relevant or personalized content.

5. Balancing planned content with spontaneous teaching moments

Marked Present

- At one point, a student asked an off-topic but relevant question, and the teacher briefly addressed it before returning to the main lesson. This moment showed some openness to flexible, responsive teaching.

Overall Summary: The classroom demonstrated limited flexibility and adaptability. The instruction was largely fixed, with few adjustments based on student input, engagement, or challenges. Only a single instance of spontaneous interaction was noted.

- **Reflective Practice :** The aim of this observation was to assess the extent to which the teacher engages in reflective practice, including evaluating their

own teaching, integrating feedback, and making adjustments based on classroom experiences and outcomes.

Tableau 5: Reflective Practice

Reflective Practice	Present	Absent
Engaging in self-evaluation after the lesson to assess Effectiveness		
Identifying strengths and areas for improvement in teaching practices		
Incorporating feedback from peers or supervisors into future planning		
Adjusting future lessons based on student performance and Outcomes		
Maintaining a teaching journal or record of reflective notes		

Based on the observation :

1. Engaging in self-evaluation after the lesson to assess effectiveness

Marked Absent

- No indications of post-lesson self-reflection were observed. The teacher ended the lesson without reviewing what went well or what could be improved.

2. Identifying strengths and areas for improvement in teaching practices

Marked Absent

- There was no verbal or written evidence of the teacher analyzing their own teaching practices for strengths or weaknesses during or after the session.

3. Incorporating feedback from peers or supervisors into future planning

Marked Absent

- The teacher did not refer to any prior feedback nor mention any adjustments made as a result of peer or supervisory input. There was no collaboration or reference to reflective feedback.

4. Adjusting future lessons based on student performance and outcomes

Marked Present

- Some signs were noted that the teacher had modified a task based on how students performed in the previous class, suggesting an attempt to tailor instruction based on learner needs.

5. Maintaining a teaching journal or record of reflective notes

Marked Present

- The teacher was seen jotting down a few notes after class, which may indicate the beginning of a reflective journaling habit, though it was not clearly structured or consistent.

Overall Summary : the observation revealed that reflective practice is not systematically integrated into the teacher's routine. While there were isolated attempts

at reflecting through brief note-taking and modifying content based on student outcomes, most key elements like self-evaluation, identification of teaching strengths/weaknesses, and use of feedback were missing.

- **Balanced Skill Development :** The purpose of this observation was to determine whether the teacher provides balanced instruction across the four language skills—listening, speaking, reading, and writing—and fosters fluency, accuracy, and interaction in an integrated and progressive manner.

Tableau 6: Balanced Skill Development.

Balanced Skill Development	Present	Absent
Providing activities that integrate listening, speaking, reading, and Writing		
Ensuring equal attention is given to both receptive and productive skills		
Designing tasks that develop fluency and accuracy simultaneously		
Creating opportunities for interactive language use across skills		
Sequencing lessons to promote progression in all language areas		

Based on the observation :

1. Providing activities that integrate listening, speaking, reading, and writing

Marked Absent

- The lesson focused mainly on reading and writing. Listening and speaking activities were either minimal or entirely missing, indicating a lack of integrated skill practice.

2. Ensuring equal attention is given to both receptive and productive skills

Marked Absent

- Receptive skills (reading) were emphasized, while productive skills, particularly speaking, were largely neglected. There was no evidence of intentional balance.

3. Designing tasks that develop fluency and accuracy simultaneously

Marked Present

- One grammar-based writing activity showed a clear aim to develop accuracy, while allowing learners some freedom in expression, offering a slight balance with fluency.

4. Creating opportunities for interactive language use across skills

Marked Absent

- The classroom environment was teacher-centered, with few or no interactive tasks between students. Language practice was limited to individual responses rather than interaction.

5. Sequencing lessons to promote progression in all language areas

Marked Present

- There was evidence of planned progression in reading tasks, moving from guided to more independent reading. However, other skills were not clearly sequenced or developed.

Overall Summary: The observed lesson displayed limited balance in skill development, with a strong emphasis on receptive skills and insufficient opportunities for speaking and listening. Interactive use of language was mostly absent, and skill integration was minimal.

While some efforts were made to promote accuracy and sequence reading tasks logically, the broader objective of balanced language instruction across all four skills requires greater attention.

- **Theoretical Awareness :** The purpose of this observation was to assess the teacher's theoretical awareness, particularly how well they apply language learning theories such as Communicative Language Teaching (CLT), Sociocultural Theory (SCT), and other principles in their eclectic teaching practice.

Tableau 7: Theoretical Awareness.

Theoretical Awareness	Present	Absent
Teacher shows awareness of language learning theories through classroom choices (e.g., uses communicative tasks)		
Activities reflect Communicative Language Teaching principles (e.g., pair work, real-life communication)		

Elements of Sociocultural Theory are evident (e.g., scaffolding, peer support, Zone of Proximal Development)		
The teacher adapts methods based on learners' needs (e.g., switches strategies when learners struggle)		
Teaching reflects a mix of approaches (e.g., behaviorist drills + communicative activities)		
The teacher provides explanations or reflections on why specific methods are Used		
The lesson promotes both language form (grammar, accuracy) and use (communication, fluency)		

Based on the observation :

1. Awareness of Theories in Classroom Choices

Marked: Absent

- The teacher followed the textbook closely and did not seem to base lesson design on a theoretical understanding of how students learn languages.

2. Communicative Language Teaching (CLT) Principles

Marked: Absent

- Activities lacked real-life communication, interaction, or learner negotiation of meaning. Tasks were mainly mechanical.

3. Sociocultural Theory (SCT) Elements

Marked: Present

- Some scaffolding was observed when the teacher helped students understand difficult parts by modeling answers or giving hints.

4. Method Adaptation Based on Learner Needs

Marked: Absent

- The teacher maintained the same strategy throughout the lesson, even when students struggled, showing limited responsiveness.

5. Use of Mixed Approaches

Marked: Present

- There was some integration of repetition-based drilling and a brief communicative task, indicating partial eclectic practice.

6. Explanation of Methods

Marked: Absent

- The teacher did not clarify why certain tasks were being done or how they supported language learning.

7. Balance of Form and Use

Marked: Absent

- The focus was mainly on grammar and vocabulary accuracy, with little attention to fluency or meaningful communication.

Overall Interpretation: The teacher demonstrated limited theoretical awareness.

While there were some signs of Sociocultural Theory in scaffolding and a basic eclectic blend of techniques, the lesson overall lacked a clear grounding in language learning principles such as CLT or learner-centeredness. To improve, the teacher should seek to connect theory to practice by incorporating interactive, communicative, and adaptive methods that reflect an understanding of how students learn best.

2.3.2 Questionnaire results :

The questionnaire was given to two English middle school teachers to answer. The questionnaire consists of 06 sections, each section aims at answering a specific area. The teachers answered thirteen (13) multiple choice questions, concluding with an open ended question to give the teachers the freedom to give more useful insight about eclecticism. This questionnaire explored the awareness, application, and perceptions of eclectic teaching strategies among middle school English teachers. Responses from the two participating teachers reflect moderate theoretical awareness of eclecticism but limited practical use in their classrooms.

Section One : Demographic Context

Both teachers are in the early stages of their teaching careers, with 1–6 years of experience. Each manages classes of more than 40 students, which is a significant constraint when attempting to implement varied and student-centered teaching strategies. One teacher holds a licence degree, while the other holds a Master's degree,

showing a range in educational background but no significant difference in the frequency of eclectic strategy use.

Section Two : Awareness and Use of Eclecticism

The two teachers reported being somewhat familiar with the eclectic approach. However, both indicated they barely use it in their classrooms—one reporting “rarely,” and the other “sometimes.” This suggests a limited application of the approach, despite basic awareness. The minimal use may stem from contextual barriers or insufficient training.

Section Three : Perceived Effectiveness and Benefits

Both teachers described eclecticism as “somewhat effective”, reflecting a reserved level of confidence in its impact. While only one teacher identified “addressing diverse learning needs” as a key benefit, others such as student motivation or engagement were not highlighted, possibly due to their limited classroom application and experience with the method.

Section Four : Impact on Language Skills

Both teachers agreed that speaking is the language skill that benefits most from eclectic strategies. This common response indicates that they perceive eclectic teaching as potentially valuable for oral communication. However, due to limited implementation, they observed improvements only occasionally or rarely. Their views on whether eclecticism improves learner confidence also varied, suggesting a need for clearer evidence and practical success.

Section Five : Challenges and Support Needs

The teachers highlighted several common challenges: large class sizes, lack of training, time constraints, and limited resources. These issues appear to directly affect their ability to apply multiple methods in a flexible way. To enhance their use of eclecticism, both expressed a need for professional development, better resources, and administrative support.

Section Six : Additional Suggestions

In the open comments, the teachers called for practical guidance and expressed difficulties in transitioning between teaching strategies. One noted heavy reliance on textbooks due to lack of alternatives, highlighting the importance of teacher preparation and methodological variety.

Overall Conclusion :

The findings suggest that while both teachers are theoretically aware of eclecticism, they barely apply it in practice. Despite recognizing speaking as the main skill enhanced by eclectic strategies, their limited use restricts broader benefits. The challenges they face—including overcrowded classrooms and insufficient support—underscore the need for targeted training and institutional backing. Strengthening teachers' ability to use eclecticism effectively may lead to improved language outcomes, especially in oral communication.

2.4 Discussion of Results

The findings from both the classroom observation grids and the teacher questionnaire provide valuable insights into the current use and perception of eclectic teaching strategies in middle school English classrooms.

2.4.1 Observation Results:

The observation grids revealed that key features of eclecticism, such as contextual relevance and learner-centeredness, are mostly absent or minimally present in classroom practices. For example, the limited contextual adaptation and absent evidence of active learner engagement suggest that teachers struggle to implement flexible methods tailored to their students' needs. Similarly, theoretical awareness an essential foundation for eclectic teaching was observed nonexistent, indicating that teachers might not consistently integrate principles from diverse language learning theories into their practice.

2.4.2 Questionnaire Results:

The questionnaire responses reinforced these classroom realities. While both teachers demonstrated some awareness of the eclectic approach, their actual use of it was rare and inconsistent. They rated eclecticism as only “somewhat effective,” which

reflects cautious optimism but also a lack of confidence stemming from limited experience or inadequate support. Both teachers identified speaking skills as the area most positively influenced by eclectic methods, yet their observations of student progress were infrequent. The challenges cited including large class sizes, insufficient resources, and limited training likely hinder more robust adoption of eclectic strategies.

2.4.3 Integrated Discussion:

Together, these results highlight a significant gap between theoretical knowledge and classroom application. Although teachers appear to understand the value of eclecticism, contextual factors prevent them from fully embracing it. The absence of consistent learner-centered practices and the limited attention to adapting lessons to students' backgrounds suggest a more traditional, teacher-directed approach dominates the observed classrooms.

Moreover, the teachers' modest assessment of eclecticism's effectiveness could be related to their limited use and the structural challenges they face. Overcrowded classrooms and limited resources make it difficult to personalize instruction or use diverse methods, which are central to the eclectic approach. Without targeted professional development and institutional support, teachers may lack the confidence or tools to implement eclecticism effectively.

2.5 Suggestions and Recommendations:

After looking closely at the classroom observations and teacher feedback, it's clear that although the eclectic approach has many advantages, it's not being fully used in practice. Some teachers are aware of it and even try to apply it at times, but they often face obstacles like large class sizes or limited training. With that in mind, the following suggestions are meant to help teachers feel more confident and better equipped to use eclectic methods in their classrooms. The aim is to make lessons more engaging, flexible, and effective for different types of learners.

2.5.1 Build Theoretical Knowledge :

To use eclecticism effectively, teachers need a solid understanding of language acquisition theories. Knowing the principles behind methods such as the communicative approach, grammar-translation, or task-based learning enables teachers to select strategies with clear purpose. Without this foundation, method mixing can become random rather than intentional.

Brown (2007) states that “a teacher who understands the ‘why’ behind each method is far more effective than one who simply mimics the ‘how’.”

2.5.2 Start Small and Gradual :

Rather than overhauling one’s entire teaching approach, teachers should begin by integrating one or two techniques from different methods and observing their impact. For instance, adding pair work to a grammar-focused lesson or using a video to introduce vocabulary. This approach allows gradual transition while minimizing classroom disruption.

Fullan (2001) argues that “change is most sustainable when it evolves incrementally.

2.5.3 Adapt to Students’ Needs :

Eclectic teaching is grounded in responsiveness. Teachers should observe their students’ language level, interests, and difficulties to design lessons that meet these needs. For example, more visual aids may benefit visual learners, while oral storytelling could engage auditory learners.

Tomlinson (2003,p.340) emphasizes that “teaching is not about delivering content but responding to the learners in front of you.”

2.5.4 Focus on Learner-Centered Activities :

The eclectic approach encourages students to take an active role in their learning. Incorporating debates, problem-solving tasks, or projects increases engagement and builds communicative competence. Students learn more when they are participants rather than passive recipients.

Franklin famously asserted that “tell me and I forget, teach me and I may remember, involve me and I learn.”

2.5.5 Use Varied Materials and Resources :

Using authentic and creative resources—from videos and songs to infographics and comics—caters to multiple intelligences and keeps lessons engaging. This also prepares students to use language in real-life contexts, which traditional textbooks often fail to do.

Harmer (2001,p.78) states that “variety is not just the spice of life—it is the essence of effective teaching.”

2.5.6 Plan Flexibly :

While structure is important, eclectic teaching requires flexibility. Teachers should adjust plans based on student performance and feedback. If one method isn’t working mid-lesson, having a backup technique ensures the class remains effective.

Richards (2006,p.5) suggests that “a good teacher is not rigid, but responsive.”

2.5.7 Seek Professional Development :

To stay updated with new strategies, teachers should attend workshops, join teacher communities, and explore online training. This enhances their methodological toolkit and confidence in using a blended approach.

Day (1999,p.45) maintains that “professional growth is not a luxury but a necessity for educators.”

2.5.8 Manage Classroom Challenges Creatively :

In large or under-resourced classrooms, eclectic strategies can still be implemented with creativity. Dividing the class into manageable groups or using peer teaching allows active participation even in crowded settings.

Scrivener (2011,p.20) notes that “constraints can inspire creative teaching rather than hinder it.”

2.5.9 Reflect and Evaluate :

After lessons, teachers should reflect on what worked and why. Keeping a teaching journal or discussing lessons with peers can highlight strengths and areas for improvement. This reflection turns experience into expertise.

Dewey (1933,p.9) argues that “reflection is the bridge between teaching and learning.”

2.5.10 Advocate for Support

Teachers need administrative backing to fully embrace eclecticism. This includes manageable class sizes, access to resources, and time for collaboration. Communicating these needs constructively can initiate positive change.

Hargreaves (1994,p.9) points out that “teaching thrives not in isolation, but in a supportive ecosystem.”

2.6 Conclusion :

This chapter provided a comprehensive overview of the research methodology adopted for this study, focusing on how eclecticism is used as a teaching strategy in middle school English classrooms. It began by outlining the methodological approach, the selected sample of middle school teachers, and the two primary data collection instruments: classroom observation and a teacher questionnaire.

Through the analysis of classroom practices and teacher responses, it became evident that while there is an awareness of the eclectic approach, its application remains limited. Most teachers reported using it occasionally or in specific situations, rather than as a consistent strategy. The observation data further confirmed this, showing that key principles of eclectic teaching—such as contextual relevance, learner-centeredness, and theoretical awareness—were often absent or inconsistently applied. The discussion of these findings highlighted the gap between theoretical understanding and classroom practice, shedding light on the challenges teachers face, such as large class sizes, time constraints, and limited access to training and resources. Despite these challenges, the findings suggest that there is potential for broader and more effective use of eclectic strategies, especially when teachers are supported through appropriate training and institutional backing.

The chapter concluded with a set of practical suggestions and recommendations aimed at helping teachers implement eclectic approaches more confidently and effectively. These suggestions emphasize the importance of professional development, reflective teaching, and flexible planning to create more engaging and learner-centered language classrooms.

This conclusion sets the stage for the final chapter, which will summarize the overall findings, reflect on the research questions, and suggest possible directions for future research.

General Conclusion

General Conclusion

Eclecticism in language teaching is a flexible approach that draws on multiple methodologies to meet the varying needs of learners. Rather than adhering strictly to one method, eclecticism empowers teachers to combine strategies from different approaches such as Communicative Language Teaching (CLT), the Grammar-Translation Method, and Task-Based Learning based on lesson objectives, student preferences, and contextual factors. This makes it particularly relevant for diverse and dynamic educational settings, such as middle schools.

This dissertation sought to explore the application and effectiveness of the eclectic approach in second-year middle school English classrooms. The research was guided by two key questions:

1. To what extent do middle school teachers implement the eclectic approach in their classrooms, and are they aware of its aspects?
2. Is the use of the eclectic approach beneficial for learners' needs if implemented correctly?

To address these questions, a questionnaire was distributed to middle school English teachers, and classroom observations were carried out in four second-year middle school classrooms. These tools helped reveal both the stated practices and actual behaviors of teachers regarding eclecticism.

The findings refuted the first hypothesis, which assumed that middle school teachers widely implement the eclectic approach. On the contrary, both the questionnaire and classroom observations indicated that most teachers barely apply eclectic strategies in their teaching. The results showed a reliance on traditional methods, particularly textbook-based instruction and the Grammar-Translation Method, with limited variety in techniques. Observations confirmed that classes typically lacked the methodological flexibility characteristic of eclecticism.

The second hypothesis, however that the eclectic approach is beneficial for learners if implemented correctly was confirmed by the data. Teachers who reported using a blend of methods, even to a limited extent, noticed higher student engagement, improved understanding, and greater classroom participation. Observation findings supported this, showing that lessons incorporating communicative tasks, games, and visuals led to more active learning. This demonstrates that, when applied thoughtfully, eclecticism can be an effective strategy to address diverse learner needs and enhance overall language acquisition.

In conclusion, while the eclectic approach is not yet widely practiced among middle school teachers, the research clearly supports its potential benefits when implemented correctly. The first research question uncovered a gap between pedagogical theory and classroom reality: although eclecticism is widely endorsed in educational literature, it remains underutilized in practice. The second research question, however, affirmed that eclecticism is highly beneficial for addressing learner needs provided it is applied in a structured, purposeful, and reflective manner.

These findings suggest that for eclecticism to be more effectively adopted, teachers require more professional development opportunities, methodological training, and institutional support. By equipping educators with the tools and confidence to blend methods according to their students' needs, schools can foster a more dynamic, inclusive, and effective language learning environment.

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Appendices

Questionnaire for Middle School English Teachers

Dear Teacher,

This questionnaire aims to collect data for a Master's dissertation titled "Eclecticism as a Teaching Strategy for Improving Language Skills in Middle School Classrooms."

Your responses will contribute significantly to understanding how eclectic teaching strategies impact student language skills. Your participation is voluntary, and all responses will be kept confidential.

Section 01: Demographic Information

1. How many years have you been teaching English?

- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ More than 10 years

2. What is your teaching qualification?

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate
- ☐ Other (please specify): _____

3. How many students do you typically teach in a single class?

- ☐ Less than 20
- ☐ 20-30
- ☐ 30-40
- ☐ More than 40

Section 02: Awareness and Use of Eclecticism

4. Are you familiar with the eclectic approach in teaching English?

- ☐ Yes
- ☐ No
- ☐ Somewhat

5. How often do you use an eclectic approach in your teaching?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Section 03: Perceived Effectiveness and Benefits

6. In your opinion, how effective is the eclectic approach in improving students' language skills?

- ☐ Very effective
- ☐ Effective
- ☐ Somewhat effective
- ☐ Not effective

7. What do you consider the main benefit of using an eclectic approach? (You can select more than one option)

- ☐ Flexibility in teaching
- ☐ Engaging students
- ☐ Addressing diverse learning needs
- ☐ Enhancing student motivation
- ☐ Other (please specify): _____

Section 04: Impact on Language Skills

8. In your experience, which language skill(s) do you believe benefit the most from eclectic teaching strategies?

- ☐ Speaking
- ☐ Listening
- ☐ Reading

☐ Writing

☐ All of the above

9. How frequently do you observe improvements in your students' language skills when using eclectic strategies?

☐ Very frequently

☐ Frequently

☐ Occasionally

☐ Rarely

☐ Never

10. Do you believe that eclectic strategies help students become more confident language users?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Section 05: Challenges and Support

11. What challenges do you face when implementing eclectic teaching strategies?

☐ Lack of training

☐ Time constraints

☐ Large class sizes

☐ Limited resources

☐ Other (please specify): _____

12. What support do you believe would help you use eclectic teaching strategies more effectively? (You can select more than one option)

☐ Professional development workshops

☐ Smaller class sizes

☐ More teaching resources

- ☐ Administrative support
- ☐ Other (please specify): _____

Section 06: Additional Suggestions

13. Do you have any additional suggestions or recommendations for improving the use of eclectic teaching strategies in middle school classrooms?

Thank you for your time and valuable input. Your responses are greatly appreciated.

Sincerely,

BENSAID Mohammed Amine.

Observation Grids

Learner-Centered Strategy	Present	Absent
Personalized Learning Paths (e.g., topic choice for writing tasks)		
Collaborative Learning (e.g., group projects, peer teaching)		
Adaptive Teaching Styles (e.g., adjusting methods based on student needs)		
Student Choice and Autonomy (e.g., selecting learning materials)		
Personalized Feedback and Assessment (e.g., individual feedback)		
Differentiated Instruction (e.g., grouping by ability)		
Focus on Critical Thinking and Problem Solving (e.g., problem-solving discussions)		
Emphasis on Learner Motivation and Confidence (e.g., celebrating small successes)		

Contextual Relevance	Present	Absent
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Content relates to students' daily life (e.g., talking about weekend plans, school schedule, favorite meals)		
Cultural references are familiar (e.g., local festivals like Yennayer, Ramadan traditions, family roles)		
Examples are based on learners' interests (e.g., football teams, popular TikTok trends, local celebrities)		
Activities reflect real-life situations (e.g., booking a ticket, asking for directions, shopping dialogues)		
Language level and materials match students' environment (e.g., simplified local news, school announcements)		
Visuals or texts show familiar settings (e.g., pictures of local markets, schoolyard, Algerian houses)		

Teacher adapts examples based on student responses (e.g., switching examples if students look confused)		
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Purposeful Integration	Present	Absent
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Combining grammar drills (Audio-Lingual Method) with communicative activities (CLT)		
Using Total Physical Response (TPR) for vocabulary, followed by a writing task (Process Writing Approach)		
Starting with a Silent Way technique (e.g., problem-solving task), then using role-play (Communicative Approach)		
Applying storytelling (Natural Approach) and then analyzing language patterns (Deductive Grammar Teaching)		
Mixing pronunciation practice (Audiolingual) with peer feedback sessions (Humanistic Approach)		

Flexibility and Adaptability	Present	Absent
Adjusting lesson pacing based on learners' responses and Engagement		
Modifying tasks or instructions to suit varying proficiency Levels		
Responding to unexpected classroom situations with alternative Strategies		
Incorporating student interests or feedback into lesson flow		
Balancing planned content with spontaneous teaching moments		

Reflective Practice	Present	Absent
Engaging in self-evaluation after the lesson to assess Effectiveness		
Identifying strengths and areas for improvement in teaching practices		
Incorporating feedback from peers or supervisors into future planning		
Adjusting future lessons based on student performance and Outcomes		
Maintaining a teaching journal or record of reflective notes		

Balanced Skill Development	Present	Absent
Providing activities that integrate listening, speaking, reading, and Writing		
Ensuring equal attention is given to both receptive and productive skills		
Designing tasks that develop fluency and accuracy simultaneously		
Creating opportunities for interactive language use across skills		
Sequencing lessons to promote progression in all language areas		

Theoretical Awareness	Present	Absent
Teacher shows awareness of language learning theories through classroom choices (e.g., uses communicative tasks)		
Activities reflect Communicative Language Teaching principles (e.g., pair work, real-life communication)		
Elements of Sociocultural Theory are evident (e.g., scaffolding, peer support, Zone of Proximal Development)		
The teacher adapts methods based on learners' needs (e.g., switches strategies when learners struggle)		
Teaching reflects a mix of approaches (e.g., behaviorist drills + communicative activities)		
The teacher provides		

explanations or reflections on why specific methods are used		
The lesson promotes both language form (grammar, accuracy) and use (communication, fluency)		

Summary:

This dissertation examined the role of eclecticism as a teaching strategy in enhancing language skills among middle school learners. The study focused on how English teachers combine elements from different teaching methods—such as communicative, grammar-based, and learner-centered approaches—to adapt their instruction to students' needs and classroom realities.

Using classroom observation and a teacher questionnaire, the research explored the presence of key eclectic principles such as contextual relevance, theoretical awareness, and learner-centeredness. Findings showed that while teachers were aware of eclecticism, its use was infrequent and inconsistent, often due to challenges like large class sizes, limited resources, and lack of training.

The study concludes that eclecticism holds strong potential for improving language instruction, particularly in developing speaking skills, but its effectiveness depends on proper teacher training, institutional support, and reflective practice. Recommendations were provided to help teachers adopt eclectic strategies more effectively in middle school settings.

Keywords: Eclecticism, language teaching, middle school, English education, learner-centeredness, contextual relevance, theoretical awareness, teaching strategies, language skills.

Résumé:

Ce mémoire a étudié le rôle de l'éclectisme en tant que stratégie d'enseignement pour améliorer les compétences linguistiques chez les élèves du cycle moyen. L'objectif principal était d'analyser comment les enseignants d'anglais combinent différentes méthodes pédagogiques — telles que les approches communicative, grammaticale et centrée sur l'apprenant — afin d'adapter leur enseignement aux besoins des élèves et aux réalités de la classe.

À travers des observations de classe et un questionnaire destiné aux enseignants, l'étude a exploré la présence de principes clés de l'éclectisme, tels que la pertinence contextuelle, la conscience théorique, et la pédagogie centrée sur l'élève. Les résultats

ont révélé que, bien que les enseignants aient une certaine connaissance de l'éclectisme, son application reste rare et irrégulière, en raison de contraintes comme le nombre élevé d'élèves, le manque de ressources et l'absence de formation spécialisée.

L'étude conclut que l'éclectisme présente un fort potentiel pour améliorer l'enseignement de l'anglais, notamment en ce qui concerne les compétences orales, mais son efficacité dépend largement de la formation des enseignants, du soutien institutionnel, et d'une pratique pédagogique réfléchie. Des recommandations pratiques ont été proposées pour encourager une mise en œuvre plus efficace de cette approche dans les classes du cycle moyen.

Mots-clés : Éclectisme, enseignement de l'anglais, cycle moyen, compétences linguistiques, approche centrée sur l'apprenant, pertinence contextuelle, conscience théorique, stratégies pédagogiques.

الملخص:

تهدف هذه المذكرة إلى دراسة دور المنهج الانتقائي كإستراتيجية تعليمية في تحسين المهارات اللغوية لدى تلاميذ الطور المتوسط في مادة اللغة الإنجليزية. ركزت الدراسة على كيفية اعتماد الأساتذة على مزيج من الطرق التعليمية المختلفة – مثل المنهج التواصل، والطريقة القواعدية، والتدريس المتمركز حول المتعلم – من أجل تكييف الدروس مع حاجات المتعلمين وظروف القسم

ومن خلال ملاحظات صفية واستبيان موجّه لأساتذة اللغة الإنجليزية، تناول البحث مدى توفر مبادئ التعليم الانتقائي مثل الملاءمة السياقية، والوعي بالنظريات التعليمية، والتركيز على المتعلم. وقد أظهرت النتائج أن المدرسين لديهم إلمام عام بالمنهج الانتقائي، إلا أن تطبيقه في الممارسة الفعلية كان محدوداً ومتقطعاً، وذلك بسبب تحديات مثل العدد الكبير للتلاميذ، وقلة الموارد، ونقص التكوين المهني

وتُخلص الدراسة إلى أن المنهج الانتقائي يتمتع بـ إمكانات واعدة لتحسين تعليم اللغة، خاصة فيما يتعلق بتطوير مهارة التعبير الشفهي، غير أن نجاحه يتوقف على تكوين المعلمين، ودعم الإدارة التربوية، وممارسة تعليمية واعية ومتكيفة. وفي ضوء هذه النتائج، تم اقتراح مجموعة من التوصيات العملية لمساعدة الأساتذة في تطبيق هذا المنهج بفعالية أكبر داخل الأقسام

الكلمات المفتاحية: المنهج الانتقائي، تعليم اللغة الإنجليزية، الطور المتوسط، المهارات اللغوية، المتعلم كمحور، الملاءمة السياقية، الوعي بالنظريات التعليمية، استراتيجيات التدريس