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"The Eclectic Approach to Teaching English as a Foreign Language"

Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés

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Resumen

El propósito de esta síntesis de investigación es explorar y analizar los efectos del enfoque ecléctico en la enseñanza del inglés como lengua extranjera. Veinte artículos fueron seleccionados para el análisis. De acuerdo con los criterios de inclusión y exclusión del estudio, los artículos debían ser estudios empíricos publicados desde 2012 en adelante y relacionados con el aprendizaje y la enseñanza del inglés como lengua extranjera. Los resultados del estudio muestran que el eclecticismo tiene efectos positivos en los docentes y estudiantes debido a que este es flexible, considera los diferentes estilos de aprendizaje e inteligencias múltiples de todos los estudiantes, y genera clases dinámicas. Sin embargo, este enfoque tiene limitaciones. Por ejemplo, no ofrece una guía para los profesores para seleccionar los enfoques, métodos, o técnicas que cubran las necesidades de los alumnos. Finalmente, debido a la falta de estudios sobre el eclecticismo en países latinoamericanos, este trabajo sugiere una futura investigación sobre el enfoque ecléctico dentro de este contexto.

Palabras clave: Enfoque ecléctico. Enseñanza. EFL. Métodos de enseñanza. Enfoques de enseñanza.

Abstract

The purpose of this research synthesis is to explore and to analyze the effects of the eclectic approach on teaching EFL. Twenty articles were selected for the analysis. According to the inclusion and exclusion criteria of the study, the articles had to be empirical studies published from 2012 and on and related to EFL teaching and learning. The results of the study show that eclecticism has positive effects for teachers and students since it is flexible, considers the different learning styles and multiple intelligences of all students, and triggers dynamic classes. Nevertheless, this approach has its limitations. For instance, it does not offer guidance for the teachers to select what approaches, methods, or techniques meet students' needs. Finally, due to the lack of studies of eclecticism in Latin American countries, further research on the effects of the eclectic approach to teaching EFL in this context is suggested.

Keywords: Eclectic approach. Teaching. EFL. Teaching methods. Teaching approaches.

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Verónica Toalongo

Dedication

All the effort put into this project is dedicated to some people who became a fundamental mainstay to start developing it. In the first place, this effort is dedicated to my grandparents, who always trusted me and boosted me to never give up despite adversity. Also, I would like to dedicate this study to two of my good friends, Vero and Dome, who have always been my pillar of motivation, inspiration, and desire to pursue my goals and aspirations.

Jenny Fernández

Dedication

I dedicate this work to my supportive family, especially to my parents Luis and Diosita. To my aunt Geoconda who was my second mother in the period I lived in Cuenca. To my uncle David who is one of the best human beings I have ever met. Additionally, this project is dedicated to my loyal friend Jenny because I could not have asked for a better partner and friend. To all the dreams that I have not fulfilled yet.

Verónica Toalongo

Introduction

Different approaches in the educational field have presented pitfalls that have not allowed teachers to fully accomplish their goals in a diverse class. When Gardner (1983) explained that, in a classroom, each individual has eight different types of intelligence, the educational system was challenged because it had wrongly assumed that all students learn in the same way. Hence, over the years, pedagogues and teachers became interested in developing teaching approaches that help both educators and learners in order to successfully address the needs of the class. One of these approaches is the eclectic approach to teaching English.

Various authors have supported this approach due to its benefits for teaching EFL. Nonetheless, some other authors have pointed out shortcomings of eclecticism. Hence, this research synthesis focuses on discussing the effects, advantages and disadvantages, and students' perceptions towards the eclectic approach. A thorough analysis of 20 studies, which discussed teachers' and students' viewpoints towards eclecticism, was carried out to achieve this goal.

This research synthesis is divided into six chapters. Chapter one includes a description of the research, the background, the statement of the problem, the rationale, the objectives, and the research questions.

The second chapter comprises the theoretical framework, which defines basic concepts that will help the reader to understand relevant terms mentioned throughout the study.

Chapter number three presents an overview of the literature related to the use of eclecticism for teaching EFL, and some debates among the studies are identified.

The fourth chapter thoroughly describes the methodology of the research and the criteria taken into consideration for the data collection. Additionally, the keywords to find this paper are established in this section.

In chapter five, there is a classification and analysis of 20 research articles according to four different categories that were useful to answer the research questions.

Finally, the conclusions and recommendations from the entire investigation are presented in chapter six.

Chapter 1

Description of the study

1.1. Background

English is the most widely spoken language around the world, especially as a lingua franca (Parupalli, 2018). Nowadays, people learn this language for different purposes like tourism, aviation, education, business, trade, just to name a few. Therefore, the English language has been taught either as a second language (ESL) or as a foreign language (EFL) in different places around the world such as schools, colleges, universities, and international programs (Parupalli, 2018).

At the beginning of the nineteenth century, experts in language learning such as Chomsky, Skinner, Krashen, Vygotsky, among others, developed single theories (approaches) to understand how to teach languages and how languages are learned (Matamoros et al., 2017). These approaches go from the Grammar Translation through the Structural Approach to the Communicative Language Approach (CLT) (Attanayake, 2011). However, Prabhu (1990) and Kumaravadivelu (1994) considered that teaching languages through one single method is not practical.

In 1981, Wilga Rivers proposed the use of an eclectic approach (as cited in Burhanuddin, 2012). This theory appeared as a reaction to the abundance and inflexibility of teaching approaches (Hussian & Suleman, 2016). In fact, eclecticism is defined as a blend of various learning and teaching approaches that make teaching more flexible and adaptable since the teacher can choose the procedures and activities according to the classroom reality (Kumar, 2013; Parupalli, 2018). This approach came out because one single approach does not respond to all the requirements, necessities, multiple intelligences, and different learning styles of a dynamic classroom (Brown, 2002).

The eclectic approach might be useful in an English teaching environment since it has great advantages, although the misuse of eclecticism may be dangerous. Tabassum et al. (2018), Parupalli (2018), and Mwanza (2017a) support eclecticism and agree that this approach responds to the specificity of different learning contexts since this approach gives the teacher freedom to select the principles or techniques that fit the objectives of the lesson better. Nevertheless, teachers who apply eclecticism should be well equipped with knowledge of all the methods and approaches in existence instead of just selecting the methods randomly and calling this selection as the eclectic approach (Attanayake, 2011). Besides, "this approach is criticized . . . because it offers no guidance regarding the principles by which various methods and techniques can be opted and used" (Parupalli, 2018, p. 49).

For most of the authors stated above, the eclectic approach might have positive effects on teaching English as a Foreign Language. However, this approach is still in debate due to some misconceptions and misuses that some teachers have about eclecticism. For instance, a study conducted in the university of Zambian by Mwanza (2017b) concluded that "some teachers understood the eclectic approach as the use of several methods in a lesson, one after the other" (p. 62), which does not agree with the definition of eclecticism. Also, another study led by Kumar (2013) showed that some teachers prefer to use traditional approaches because they think that the activities and procedures, already established in each approach, are more suitable and easier to pick for "the classroom without taking much trouble" (p.3). Nonetheless, those activities and procedures should depend on learners' needs (Li, 2012).

1.2. Statement of the problem

During the long history of English teaching, different teaching approaches have been developed to encourage and facilitate language learning (Hussian & Suleman, 2016). However, some experts and researchers in the field like Brown (2002), Yan et al. (2007),

Hakim (2019), among others, have found those approaches unsatisfactory for teaching English because they do not fit the different learning styles and multiple intelligences of a dynamic group. In fact, Brent and Felder (2005) have stated that "any . . . approach that targets only one type of student would probably be more effective, but it would still fail to address the needs of most students" (p.57). Moreover, in our experience as students and interns we have noticed that most of the high school teachers unconsciously, at times, tend to exclude some learners when using activities that do not engage all students' different ways of learning. Hence, not all the students learn the language successfully, and even some of them might end up hating the subject.

One way to attempt to make all the students in a class learn the language successfully can be the use of the eclectic approach since Hussain and Suleman (2016) and Siddiqui (2012) have stated that the use of eclecticism can be highly beneficial for language teaching if teachers combine the techniques, strategies, and procedures of different traditional approaches based on students' different learning styles and multiple intelligences. Moreover, since this approach is flexible, it leads the teacher to decide what specific procedures, strategies, activities, and techniques are more appropriate to use in a class depending on the needs of a group (Mwanza, 2017b). Nonetheless, teachers ought to consider the weak points of this approach.

Due to the fact that some research studies consider the eclectic approach valuable for teaching English while others do not favor this approach, it is important to find out about the effects that the eclectic approach has on English teaching and learning so that informed decisions can be made at the time of using the approach in EFL classrooms, which can help EFL teachers to make the most of it.

1.3. Justification

The importance of using an approach to facilitate teaching English is undeniable. However, single traditional approaches have been found impractical because they do not fit all students' needs, and consequently students do not learn meaningfully. Hence, this study was designed to help the reader to have a wider view on the eclectic approach and also to contribute as an aid for EFL teachers to use varied activities that allow them to include all students with different learning styles and ways of perceiving the language.

This approach seems to be supported by many experts like Ali (1981), who claims that it may be significant to carry out research on eclecticism because it promotes dynamic learning, varied activities, and flexibility for all students (as cited in Mwanza, 2019). Besides, as this approach is still in debate, it is necessary to consider and analyze the students' perceptions towards eclecticism, which can give more insights to the understanding of this approach to help EFL teachers.

1.4. Research Questions

After analyzing some relevant literature for this synthesis, the following questions have emerged.

-What are the effects of using the eclectic approach in teaching English as a Foreign Language?

-What are the advantages and disadvantages of using the eclectic approach to teach EFL?

-What perceptions do students have towards the eclectic approach?

1.5. Objectives

General Objective:

1.5.1. To determine the effects of using the eclectic approach for teaching English as a Foreign Language.

Specific objectives:

1.5.2. To analyze the advantages and disadvantages of using the eclectic approach to teach EFL.

1.5.3. To analyze students' perceptions towards the eclectic approach.

Chapter 2

Theoretical Framework

In this chapter, some key terms and concepts are presented since they are essential to understand how the eclectic approach works when teaching EFL. For instance, it is important to define the terms approach, method, and technique since they are crucial for readers to understand the content of the next chapter. Likewise, the definitions of learning styles and multiple intelligences are necessary because eclecticism suggests considering students' multiple intelligences and learning styles to get successful learning. Besides, it is relevant to take a look at basic information about renowned approaches to know their influence in foreign language teaching and learning. Finally, this chapter includes the definition, principles, and characteristics of eclecticism, which will help to acknowledge the effects of this approach in the EFL area.

2.1 Approach, Method, and Technique

2.1.1 Approach

According to Anthony (1963), "an approach is a set of correlative assumptions dealing with the nature of language teaching and learning" (pp. 63-64). This author has also stated that an approach is axiomatic, which means that it does not need to be proved because it is clear. Similarly, Richards and Rodgers (1986) defined the term approach as "a philosophy of language teaching at the level of theory and principles" (p.15). In fact, language teaching theories may give the basis for the specific language teaching methods (Richards & Rodgers, 1986).

2.1.2 Method

Anthony (1963) stated that a "method is an overall plan for the orderly presentation of language material . . . based upon the selected approach. An approach is axiomatic, a method is procedural" (p. 65). Based on this definition, Richards and Rodgers (1986) have pointed out that a method involves the application of theory into practice. Moreover, these authors have explained that a method allows teachers to make decisions about their way of teaching such as the content for lessons, the order of activities, and the skills to be developed. Brown (2002) has given another definition of method: "It is a set of statements of the class that aims to achieve the objectives of the course"; therefore, a method specifies the role of teachers and students within the classroom. This author agrees with Richards and Rodgers' definition that methods can be put into practice in different contexts with different students.

2.1.3 Technique

A technique is directly related to approaches and methods. As Anthony (1963) pointed out, "techniques must be consistent with a method, and therefore in harmony with an approach as well" (p. 66). The use of techniques can vary depending on the activity chosen by the teacher and also on the teacher's decisions (Anthony, 1963). Besides, a technique is a particular trick, stratagem, or contrivance used to accomplish the objectives of a lesson through different tasks, activities, and exercises (Brown, 2002; Anthony, 1963). Some of the techniques that Kurniliawati (2016) have described are translation, discussion, listening to music, role playing, drilling, answering questions, correcting, reading aloud, questioning, picture describing, grouping, among others.

2.2 Learning styles and multiple intelligences.

2.2.1 Learning styles

James and Gardner (1985) defined the term learning styles as the way "people react to their learning environment" (as cited in Mestre, 2012, p. 2). Besides, according to Kamińska

(2014), learning styles and abilities are different but associated concepts because learning styles describe how people manipulate their abilities. In short, this author claimed that "styles are not how much intelligence we have, but how we use it" (p. 1). Sternberg and Li-fang (2001) have given another interpretation of this concept saying that learning styles allude to the different ways in which a person processes data. In addition, Mestre (2012) has stated that the term learning styles is a synonym of learning preferences, thinking styles, cognitive styles, and learning modalities. Nevertheless, for authors such as Willing (1988), cognitive styles and learning styles are different; he has explained that the word cognitive is an abstract and intangible concept while learning style is tangible, and it can be appreciated in daily activities (as cited in Kamińska, 2014).

Mestre (2012) has explained that the learning style can vary depending on the type of learner, and she mentioned three principal ways of learning: visual, auditory, and kinesthetic. For instance, she has stated that a visual student learns better by observing, recording, and taking notes. Hence, this type of learner can use diagrams, charts, pictures, or other visual materials to internalize the information. On the other hand, a kinesthetic learner prefers to learn by manipulating the material and by experience. In the case of auditory students, they learn better by hearing the information from conversations or debates, so lectures can be an ideal material to use with these students.

2.2.2. Multiple intelligences.

According to Gardner (1983), students learn in different ways that sometimes are identifiable. The term "intelligence" has been interpreted differently by several authors and experts in human cognition. For instance, the psychologist Howard Gardner, who developed the Multiple intelligence theory in 1983, has defined intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings" (p. 28).

Additionally, Weinberg (1989) has talked about lumpers and splitters, who maintain the term intelligence in a debate. He says that "lumpers define intelligence as a general, unified capacity for acquiring knowledge, reasoning, and solving problems" (p. 98). On the other hand, splitters sustain that "intelligence is composed of many separate mental abilities that operate more or less independently" (p. 99).

Gardner has identified eight different types of intelligence in students. They are linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, naturalistic, and personal intelligence that includes interpersonal and intrapersonal intelligence. According to Gardner (1983), the multiple intelligences of human beings reflect their different ways of interacting with the world that determine their unique profile of intellectual strengths and weaknesses.

2.3. Renowned teaching Approaches and Methods

2.3.1. Grammar Translation

The Grammar-Translation Method (GTM), also known as the traditional or classical method, was famous in the mid-nineteenth century in European countries, especially in Germany. At that time, this approach was used to teach ancient languages like Latin and Greek. Later, people realized that this method could be useful to teach other languages like French, German, and English (Tetzner, 2004). One of the principal characteristics of this method is that students are required to memorize grammatical rules. In the same way, to learn vocabulary, learners need to master the word and its translation in their first language (Larsen-Freeman & Anderson, 2011). The Grammar-Translation Method mainly focuses on translating the content from the target language into the native language (Brown, 2002). Another characteristic of this method is that it mainly focuses on developing two skills, as Richards and Rogers (1986) have explained, "reading and writing are the major focus; little

or no systematic attention is paid to speaking or listening" (p. 3). In the late-nineteenth century, there were opponents to this method, which led to the arrival of other teaching approaches. Nevertheless, some teachers still use the GTM nowadays (Richards & Rogers, 1986).

2.3.2. The Natural Approach

In 1977, Tracy Terrell and Stephen Krashen introduced the Natural approach, which aims to make the learners acquire the ability to communicate naturally in the target language (Krashen & Terrell, 1995). The Natural Approach shares some similarities with the Natural method which is also called the Direct Method. Nevertheless, these two terms are not synonyms (Shiela, 2016).

2.3.3. Direct Method

In the late 1800s, Charles Berlitz developed the Direct Method "since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively" (Larsen-Freeman & Anderson, 2011, p. 23).

Richards and Rogers (1986) have listed the principles of this method. For instance, they explained that the Direct Method emphasizes the development of oral communication in the target language by using daily vocabulary and sentences. Besides, grammar is taught in a deductive way, and speaking and listening skills are given more emphasis. Another relevant point that Richards and Rogers (1986) have stated is that teachers should teach new concepts by demonstrating or associating them with real objects or ideas. Larsen-Freeman and Anderson (2011) have explained that the most important principle in this approach is that the native language is forbidden. These authors have also pointed out that the Direct Method emphasizes self-correction and correct pronunciation since the beginning of the course. Some of the techniques used in this method are reading aloud, questioning and answering exercises,

getting students to self-correct, practicing conversations, among others (Larsen-Freeman & Anderson, 2011).

Around the year 1925, the method lost its popularity in public schools in Europe and America because of the large number of students in classrooms and the limited class hours that these schools offered; however, the Direct Method reappeared 25 years later (Brown, 2001).

2.3.4. The Comprehension Approach

The Comprehension Approach is another theory of teaching a foreign language. It has received its name due to the importance that it gives to listening comprehension (Larsen-Freeman & Anderson, 2011). In the 1960s and 1970s, Winitz (1981) claimed that researchers raised a hypothesis that language learning starts with language comprehension and ends with speaking production. Larsen-Freeman and Anderson (2011) compared this approach to the language acquisition of a child. They explained that "a baby spends many months listening to the people around it. . . to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready to do so" (p. 107). One method that fits within the Comprehension Approach is the Total Physical Response Method (TPR).

2.3.5. Total Physical Response

In 1974 the Total Physical Response or TPR was introduced by James Asher, who noticed that children develop listening skills before speaking and other language skills when acquiring the first language. Hence, Asher wanted to improve learners' comprehension skills before they acquire another language skill (Asher, 1977).

In TPR classrooms, the instructor is supposed to give commands in the target language and perform them with the students (Larsen-Freeman & Anderson, 2011). Thus, the teacher is a director while students are the listeners or performers (Widodo, 2005). One of the principles of this method is that the learning process has to be an enjoyable experience. Since

this method aims to reduce students' stress and anxiety, teachers have to wait for the pupil to be ready for talking (Larsen-Freeman & Anderson, 2011).

As other methods, TPR has benefits and also limitations. Brown (2001) has explained that TPR "seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence" (p. 30).

2.3.6. The Audio-Lingual Method

The development of the Audio-Lingual Method came about because of the great attention given to teaching foreign languages in the United States in the late 1950s. It was during the 1960s that this approach could reach extreme popularity (Richards & Rodgers, 1986).

According to Boers and Lindstromberg (2008), the Audio-Lingual Method "prioritizes fluency with accuracy" (p. 2), focusing on drills, dialogue memorization, oral repetition, and exercise completion. On the other hand, for Parupalli (2018), grammatical patterns are acquired through continuous speaking practice, but reading and writing skills are left behind. He also claimed that in this approach, teachers might use audio-visual aids to help students increase their vocabulary by focusing on pronunciation and intonation patterns and some resources such as recordings, realia, images, and language labs.

As this approach emphasizes repetition, drilling, and memorization, the teacher's role is as the head of the class, and students ought to do what s/he requests them to do (Larsen-Freeman & Anderson, 2011). These authors also claimed that the teacher can control discipline and behavior while students imitate his/her. Besides, student-student interaction occurs when performing dialogs in the classroom; however, most of the interaction in other activities is between teacher-students since students are passive (Parupalli, 2018).

2.3.7. Communicative Language Teaching (CLT)

CLT was introduced in the 1970s and 1980s when teachers began questioning whether the way to teach how to communicate efficiently in the target language was correct or not (Larsen-Freeman & Anderson, 2011). Allwright (1984) stated that CLT stresses the importance of interaction and communication among students to learn a foreign language. This idea fundamentally highlights that since CLT creates communicative competencies among learners, active learning is more successful than passive learning (Parupalli, 2018). In fact, communicative competencies involve four dimensions: grammatical competence, socio-linguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980; Brown, 2001).

Parupalli (2018) pointed out that CLT is a learner-centered approach which recommends the use of various activities like role-plays, interviews, language discussions, games, presentations, and group-work to engage students so that they can express their ideas, emotions, and thoughts. Moreover, Littlewood (1981) also has outlined the possibility of other types of activities such as pre-communicative, communicative, and social-interactional exercises.

Table 1 summarizes how the four basic language skills as well as vocabulary and grammar have been considered according to the approaches and methods mentioned above.

Table 1

Summary of the renowned methods and approaches

	Listening	Speaking	Reading	Writing	Vocabulary	Grammar
Grammar Translation	This method does not emphasize listening skills.	The speaking skill and pronunciation are not given prior attention.	Texts are given, and students have to read them aloud.	Students are required to do activities like fill in the blanks. Later, they can create their own sentences	Students have to master the new vocabulary and know its equivalent in the native	Teachers present the rules and Some examples. Then students have to provide their Own

				and texts putting into practice the grammar rules and vocabulary learned.	language. Cognates are very useful to relate the target and the native language.	examples.
The Natural Approach	Students need to understand the language, so the listening skill is taught from the beginning. The target language is always used by the teacher.	Students should speak when they feel ready, and they can start to do it in stages. First, using simple words and then completing sentences.	Reading is also taught from the beginning. Students need to understand the written language to produce messages by themselves. Moreover, the teacher needs to look for topics that students prefer.	Writing can occur in stages, and they may happen in the following order: single words, phrases, sentences, and finally, complete messages.	Vocabulary is taught implicitly.	Grammar is Taught implicitly.
Direct Method	Teachers only speak in the target language, so students have to listen to understand.	Teachers should encourage students to speak at any time. Correct pronunciation is very important, so it is corrected from the beginning.	Students are required to read aloud in the target language from the very beginning.	Students are required to write from the beginning of the course. Activities like fill in the blanks or free writing are used.	Teachers show the meaning of a new word by using realia, pictures, or drawings. Translation is not allowed. Furthermore, to master new words, students have to use them in complete sentences.	Teachers Should present grammar structures implicitly.

The Comprehension Approach	Teachers use the target language from the beginning of the course, and students have to listen and understand.	In the beginning, students just listen to the teacher, so they can start talking when they feel comfortable.	Reading has little attention in this approach.	Writing skills are not emphasized because first students need to understand the language. Later on, they are ready to produce the language.	Vocabulary acquisition is emphasized. It can be taught by using pictures or images to illustrate the meaning of words and expressions.	Grammar is given little importance because in this approach meaning is More important than form.
Total Physical Response	Students learn by repetition and performance of commands given by the teacher. Students just listen to the teacher and perform the action the teacher does.	When students are ready to speak, they issue the commands.	Reading is not emphasized in TPR.	After performing the commands, the teacher writes them on the board. While the teacher writes the command, s/he does the action one more time for the students to see.	Vocabulary is learned through listening repetitions and performance of commands.	Grammar features may be taught through imperatives.
The Audio-Lingual Method	Teachers use tapes and questions to assess students' comprehension.	Teachers use language labs. Also, pronunciation patterns are taught by discriminating minimal pairs.	Information is contextualized in dialogs, so students read the dialogs based on what they heard earlier.	Students write dialogs based on the oral work they did earlier.	Vocabulary is presented in dialogs. It is learned through drills such as repetition, expansion drill, chain, substitution, transformation, and question-	Grammar is Taught inductively. It is induced from the examples. Drills and games are used to teach structural patterns within a context.

						and-answer.
Communicative Language Teaching	Listening skills are practiced by being in contact with the target language like in debates, interviews, classmates' presentations, etc.	Teachers may promote communication in real contexts through games, role-plays, interviews, language exchanges, language games, presentations, and group-work.	Teachers make students try to understand the writer's intention in readings.	Writing is directed by certain tasks like unscrambling the words so that students learn about cohesion and coherence.	Vocabulary is learned through functional and situational context.	Grammar is Taught implicitly through conversations with partners about any situation.

Note. The information was taken from Larsen-Freeman and Anderson (2011), Krashen (1995), and Parupalli (2018).

2.4. The Eclectic Approach.

Kumar (2013) stated that "Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives" (p. 1). Furthermore, Brown (2002) proposed the concept of principled eclecticism, which is a set of adopted parameters that may help teachers know how to proceed and choose what works better and in their dynamic classrooms. He also claimed that this principled eclecticism challenges teachers to take into account the pupils' needs and preferences to plan or make any decision about the lesson.

2.4.1. Principles and characteristics of the eclectic approach

2.4.1.1 Principles of the eclectic approach

The term "principled", introduced by Brown, was coined to establish certain conditions when selecting the eclectic approach for teaching a foreign language (Yan et al. 2007). Thus, İşcan (2017) and Gömleksiz (2000) have stated the following principles:

a. The language is directly taught in the target language while the native language is used when necessary.

b. Vocabulary should be taught from the very beginning and should be applied in real contexts.

c. Teachers ought to spend more time in conducting communication-oriented activities than in repetition activities.

d. The four English skills should be taught together.

e. Language concepts should be taught from easy to hard and from concrete to abstract.

Additionally, Salazar and Batista (2005) stated four main eclectic elements that educators might consider to teach a foreign language: selection, sequence, pertinence, and coherence.

First, the selection principle refers to the process of choosing the appropriate techniques, activities, and strategies for a lesson based on a previous analysis of students' knowledge of the language, needs, and ways of learning.

Once the strategies, activities, and techniques are selected, the sequence principle should be applied so that the teacher organizes those strategies from the ones that are familiar to the students to the ones that are not. In other words, it is the selection of the sequence of materials and content in a lesson.

The pertinence principle refers to the adoption of practical strategies, activities, and techniques previously selected to satisfy students' needs. To adopt such strategies, the teacher requires a deep understanding of all existing approaches, methods, strategies, and techniques so that they can successfully fit students' needs.

The last principle proposed by Salazar and Batista (2005), coherence, suggests that the teacher has to determine if the methodological strategies previously selected match the

social context with the reality of all learners. Therefore, the instructor has to decide if the situation to teach is adequate for the learners' level to keep them active during the lesson.

2.4.1.2 Characteristics of the eclectic approach

This approach has certain features according to different authors. On the one side, Joseph and Joy (2019), Mwanza (2017a), and Kumar (2013) stated some characteristics of eclecticism:

a. It is purely a subjective approach where the teacher decides what is better to fit the students' needs.

b. The use of the native language is unavoidable, but teachers can encourage students to express ideas by using code-switching and code-mixing.

c. It is a learner-centered approach.

d. The role of teachers is to be the organizers of materials and classroom procedures, facilitators, guides of students' performance.

On the other hand, Luo, He & Yang (2001) suggested that there are five features for successful eclectic teaching (as cited in Gao, 2011, p. 365):

a. To determine the purposes of each individual method

b. To be flexible in the selection and application of each method

c. To make each method effective

d. To consider the appropriateness of each method

e. To divide the operation into three stages: a) teacher-centered at the input stage, b) learner-centered at the practice stage, and c) learner-centered at the production stage.

2.4.2. Approaches within the eclectic approach.

As it was said before, the eclectic approach is the combination of various approaches, methods, and techniques. Therefore, one of the main teachers' concerns is how these

approaches can be mixed in order to create an eclectic one. According to Demirel (2008), the teacher must select an appropriate approach depending on the objectives of the lesson and the students' needs (as cited in İşcan, 2017).

Mwanza (2019) wondered about how many approaches are adequate to have an eclectic approach, and he found that there are no specifications regarding how many methods/approaches should be mixed to get the eclectic approach. Nevertheless, he proposed to divide the eclectic approach into simple eclecticism and complex eclecticism.

2.4.2.1. Simple eclecticism

"Simple eclecticism involves the integration of two methods in one lesson" (Mwanza, 2019, p. 16). For instance, this author suggested mixing the cognitive approach and communicative approach; consequently, teachers might use techniques like questioning and answering exercises, grouping or pairing work, as well as charts or textbooks as part of teaching materials. Nevertheless, this combination is just an example of simple eclecticism; "the two methods. . . are not strictly the only ones which can be combined" (Mwanza, 2019, p. 18). In fact, this author pointed out that teachers decide which approaches and methods should be mixed according to the classroom necessities.

2.4.2.2. Complex eclecticism

Mwanza (2019) suggested that complex eclecticism involves a mixture of more than three approaches such as the situational approach, cognitive approach, communicative approach, and suggestopedia. This combination would involve some techniques like questioning and answering exercises, debates, pair work, and role plays. The material that can be used may be realia, cue cards, textbooks, and radio. Nonetheless, as in simple eclecticism, it is just an illustration of how the complex eclecticism works, so instructors can create any other combination depending on the lesson and students.

Chapter 3

Literature Review

The following section provides an analysis of recent studies on the eclectic approach. This section has been classified into advantages and disadvantages of the eclectic approach, students' perceptions of the approach, and the effects that eclecticism has on EFL.

3.1. Advantages and Disadvantages of the Eclectic Approach

3.1.1 Advantages of the Eclectic Approach

Several researchers like Mwanza (2017a), Kumar (2013), Jebiwot et al. (2016), Siddiqui (2012), and Rosmayantia and Mardatillah (2017) have conducted studies about the effects of eclecticism on EFL teaching. These studies have revealed that the eclectic approach has many advantages that may benefit teachers and students.

According to Mwanza (2017a), one of the strengths of eclecticism is that this approach offers teachers a wide gamut of options that help learners develop reading, writing, listening, and speaking skills. Since this approach relates the language with real-life situations, it is simple for students to understand the class (Kumar, 2013).

Likewise, Jebiwot et al. (2016) researched the role of eclecticism in teaching and learning English in public primary schools of Eldoret-Kenya. The researchers interviewed and observed 78 teachers of public and private institutions, who stated various advantages of using several methods for EFL teaching. The results showed that 58.8% of the public-school teachers agree that eclecticism generates a better relationship between teachers and students. Furthermore, 52.9% of the public-school teachers admitted that using different approaches, methodologies, and techniques in one lesson calls pupils' attention, and learners become more

alert in class. Similarly, 60% of the private school teachers stated that the eclectic approach breaks monotony, allowing more participation and enjoyment during the course. Likewise, Siddiqui (2012) conducted a study to compare the direct method, the communicative approach, and the eclectic approach; he concluded that "the teacher enjoys the freedom to absorb the best techniques of all the well-known methods and approaches" (p. 11).

Another advantage of the eclectic approach is that it just considers the benefits of other methods or approaches (Tabassum et al., 2018). For instance, the single case study conducted by Rosmayantia and Mardatillah (2017) revealed that the teacher participants used five different methods in a lesson: the GTM, to make students memorize vocabulary; the direct method, to make students and teachers speak only the target language during the course; the audiolingual method, to learn vocabulary; TPR, to have an active class and reduce students' stress; and CLT, to have interactive communication in the target language among students. In order to register the progress of the participants during the investigation, the researcher used field notes and interviews. The information collected showed that the students memorized the new vocabulary for every lesson, used only the target language during the class, and were very attentive to the teacher's explanations or instructions. Hence, the study concluded that the combination of the different methods had a positive influence on the students.

3.1.2. Disadvantages of the Eclectic Approach

Authors like Weideman (2001) and Mwanza (2017a) have found some drawbacks of eclecticism in EFL teaching. Their research showed that the use of the approach can be dangerous if teachers do not have an adequate understanding of how to apply it.

Weideman (2001) wrote an article about reconsidering eclecticism in language teaching. This study attempts to help future teachers to understand eclecticism and prove if this approach is productive or not. The paper listed five disadvantages of the eclectic approach. First, teachers who use eclecticism are more likely to apply any theory that works better to obtain good outcomes without thinking about their professional practice as teachers. Second, teachers do not reflect enough about the teaching practices. Third, the use of several theories sometimes causes confusion and conflicts for students and teachers. Fourth, in some cases, teachers forget the reason for their decision to select specific methods or techniques when creating an eclectic approach and fall into their traditional way of teaching. Finally, sometimes teachers mix innovative techniques with conventional and opposing techniques; however, the innovative procedures do not work in this blend because "if an innovative technique is used only occasionally, and mixed in with other (potentially contradictory) ones, the effect of the new is diluted" (Weideman, 2001, p. 5).

Another disadvantage of eclecticism is that teachers have some misunderstandings regarding this approach. Mwanza (2017a) conducted a study in Zambia about the conceptualizations and misconceptions of the eclectic approach. The researcher worked with 90 teachers selected from 9 different secondary schools. In this study, Mwanza found three main misunderstandings about the eclectic theory. The first one is that "teachers understood the eclectic approach as the use of several methods within the lesson one after the other" (Mwanza, 2017a, p. 62). Besides, some teachers thought that eclecticism only works with students with a high level of knowledge in the target language. Lastly, some teachers believed that this approach is time-wasting and can cause confusion in students (Mwanza, 2017a).

3.2. Students' Perceptions towards the Eclectic Approach

Since eclecticism is a learner-centered approach, it is crucial to seek out students' perceptions of using this approach in EFL classrooms. Hence, a variety of authors like Al-Jarrah et al. (2019), Marcillo and Palacios (2017), Dabon et al. (2019), and Yan et al. (2007) have inquired about eclecticism to find out what the students' perceptions towards this approach are. These studies concluded that learners showed positive perceptions towards eclecticism since it breaks monotony and makes them feel more engaged in the class.

Al-Jarrah et al. (2019) examined eclecticism as a therapy for teaching EFL to Arab students of seventh grade. The study utilized a pre-test, post-test, and an achievement test with experimental and control groups. The analysis of the tests revealed that the experimental group obtained higher results than the control group after the teacher applied eclecticism. Furthermore, the authors pointed out that the 61 male students of the sample, from different socio-cultural, socioeconomic backgrounds and mixed academic abilities, agreed that the eclectic approach allowed them to learn with different kinds of activities and modern teaching aids like audio-visual and computer aids, which broke monotony in the class.

Similarly, a research led by Marcillo and Palacios (2017) in Quito-Ecuador also used control and experimental groups. This research aimed to develop oral English skills in students of public institutions through the eclectic approach. There were 40 male and female students in each group, aged 17 to 19. In order to analyze the students' perceptions toward eclecticism, the study used two instruments: a questionnaire and a speaking rubric. The results indicated that although not all of the participants could achieve a B1 level of English oral expression, 46% of them in the experimental group demonstrated improvements in speaking skills after they faced eclecticism. Additionally, in the applied questionnaire, the results illustrated a positive approval by students, who claimed that most of them felt

comfortable and satisfied because the eclectic approach allowed them to use the language in a real context.

Likewise, to suit the needs of the students through the eclectic approach, Dabon et al. (2019) used a combination of Cooperative Learning (CL), Task-Based Learning (TBL), and Contextual-Learning (CTL). The study aimed to improve the participants' English speaking skills, and a pre-test /post-test design was used. There were 14 A1 level students and 17 A2 level students. Through the combination of TBL and CTL, six students of A1 level of English reached an A2 level while eight of A2 reached a B1 level. However, student No.28 showed no improvement because he was shy to talk and showed an intrapersonal intelligence. Consequently, the researcher added one more method, CL; therefore, in lesson 14, the student developed interpersonal intelligence since he was more likely to talk in groups than individually. Finally, after the post-test, the analysis pointed out that students enjoy learning through heterogeneous activities.

Yan et al. (2007) conducted a study in an intensive English language program in China using principled eclecticism. The program aimed to meet all teaching and learning needs of students. The researcher applied interviews and questionnaires and carried out a 12-week classroom observation to show the perceptions of students toward eclecticism. This study, which used 51 students among ambivalent, extroverted, and introverted students, showed that the pupils learned efficiently in class through eclecticism and that they were more responsible with their learning. The ambivalent students became more interested in interacting with the teacher, the extroverted students became active, and the introverted ones became more independent when learning English and looked for extra listening and speaking courses to enhance their learning. Moreover, the results of student questionnaires showed

highly acceptance of principled eclecticism by learners since their motivation increased after the teacher applied different methods that fit their learning needs in the class.

3.3. Effects of the Eclectic Approach on EFL

Several research studies have been conducted about the effects of the eclectic approach on EFL teaching. Authors like Sevy (2016), Afzal and Sagar (2019), Mwanza (2020), and Hakim (2019) have focused on the effects of eclecticism on teaching English in general while other authors have made emphasis on specific skills or areas of the language. For instance, Sultana (2014) and Suparman (2017) analyzed the effects of using various approaches to teach writing skills. On the other hand, the effects of the eclectic approach on developing reading skills have been investigated by Burhanuddin (2012). Finally, Ovitigama and Premaratna (2020) conducted a study about the effects of the approach on teaching vocabulary. The findings of these studies showed that if eclecticism takes into consideration the reality of the course and students' interests, it can have positive effects on language teaching.

In terms of teaching English in general, Sevy (2016) worked on a study about eclecticism for learning the four basic language skills (listening, reading, speaking and writing). The researcher worked with 30 students for five months and concluded that eclecticism is useful for teaching English. The researcher supports this argument with the post-test results and the observation conducted during the course. For instance, the findings showed that 87% of the participants were able to use the new vocabulary and grammar while using the language; 17% of the members of the group just used some grammar and vocabulary; 10% of the participants showed poor improvement, and 7% of the learners did not have any improvement. Likewise, Hussain and Suleman (2016) carried out research about the effects of the eclectic approach on learners' academic achievement and retention in

English. For this study, the researchers worked with 40 students placed into experimental and control groups. Besides, pre-tests and post-tests were administered to the participants; the pre-tests' results showed that the control group had a mean score of 65.12, and the experimental group had a mean score of 65.01. On the other hand, the post-tests showed that the control group had a mean score of 72.62 while the experimental group had a significant improvement with a mean score of 85.25.

Additionally, Afzal and Sagar (2019) investigated the eclectic approach for teaching English to Engineering students. The researchers worked with 120 participants; 60 were part of the experimental group (A), and 60 were part of the control group (B). The study showed that students who belonged to group A, which were taught through eclecticism, participated more in the class, felt more comfortable, and showed more interest in the subject. On the contrary, group B, which was instructed through a single method, had little participation in their learning; the statistics showed that the mean score of students' performances in group A was 45, and in group B was 30. Consequently, the researchers concluded that eclecticism in teaching communicative abilities had a positive influence.

Furthermore, through class observation, Mwanza (2020) analyzed teachers' classroom application of eclecticism. In the study, five teachers were supposed to apply an eclectic approach; however, only four instructors did so. For instance, teacher A used the cognitive code approach and the audio-lingual method plus questioning-answering and chorusing techniques. In this lesson, Mwanza (2020) observed that some students felt engaged with the cognitive code approach but not with the audio-lingual method. Besides, teacher B and teacher C used the cognitive code and the situational approaches as well as the questioning-answering technique. Teacher D only applied the cognitive code approach, which is not considered eclectic. Finally, teacher E applied complex eclecticism by mixing the

cognitive code approach, situational approach, and the CLT. The techniques applied in the lesson were question-and-answer, class discussion, group discussion, simulation, and role play; however, students' learning with teacher E lacked social-context and ICT tools. Hence, in this study, eclecticism failed since educators did not use methods, approaches, and techniques that successfully fit all the learners' needs.

In another study published in Saudi Arabia, Hakim (2019) determined the effect of teaching English with an eclectic approach. Based on the results obtained from the pre-test taken by 100 students, two groups, the experimental and control group, were made. After six weeks, the post-test was administered and the mean scores analyzed and calculated. In the control group, the general average of the mean scores went from 1.02 to 2.94, revealing slight improvement in the use of the language. Meanwhile, after the teacher applied eclecticism in the experimental group, the mean scores results went from 3.45 to 5.21, showing a positive impact on teaching and learning through the eclectic approach.

Additionally, some studies about teaching specific language skills through the eclectic approach have been conducted. Sultana (2014), in his research about developing writing skills in professional learners, asked the students to write a paragraph of a specific topic that was of interest to all of them. When the researcher evaluated this task, he found that the students had grammatical and spelling mistakes; the organization of the paragraphs was wrong, and the ideas lacked coherence. However, after instruction with the eclectic approach, the teacher asked students to write a paragraph about the same topic, and the results were different. This time, students performed better, the sentences were clear, and the text had few grammar and spelling errors. The statistical analysis showed that the participants' scores for writing paragraphs improved from 50% to 62%. Hence, the researcher concluded that the eclectic approach works effectively to improve writing skills.

Similarly, in another study about the effectiveness of eclecticism in teaching writing, Suparman (2017) concluded that the eclectic approach had positive effects on developing writing skills. The study used an experimental group, which consisted of 36 students. In this investigation, the researcher compared the results of the pre-tests and post-tests administered to the experimental group, and the results showed that the mean scores increased from 7.21 in the pre-test to 9.25 in the post-test.

Burhanuddin (2012) conducted a study in which 22 students (six women and twelve men) participated. The research aimed to determine if eclecticism influences English reading comprehension skills, especially identifying main ideas and meaning of words, so that teachers can make any decisions about their way of teaching. This investigation utilized Classroom Action Research (CAR) divided into cycles I and II. The researcher obtained the data by using reading tests and observation sheets. Before conducting the study, a diagnostic test was administered to the participants, and it showed poor outcomes. Therefore, the teacher combined the basal reader approach and language experience approach to improve students' reading comprehension, and then he applied the reading test. Students' reading tests in cycle I and cycle II revealed significantly different scores. In terms of identifying the main ideas in readings, the results showed that cycle II improved 25,12 %; meanwhile, cycle I showed 24,28% improvement. Similarly, in terms of recognizing the meaning of words, the results showed 26,26% of improvement in cycle II, and in cycle I, only 23,43% of enhancement. Through these analyses, the researcher concluded that students improved their reading comprehension by implementing an eclectic approach.

Finally, Ovitigama and Premaratna (2020) undertook a study that aimed to find out whether eclecticism affects English vocabulary development. The sample was 100 students and 20 teachers in the North Central province of Sri Lanka. To get the results, the instruments

used were observation, pre-tests, post-tests, and a questionnaire. In the experimental group, the teacher combined most teaching methods and approaches like GTM, CLT, TPR, direct method, audio-lingual method, communicative and natural approach, as well as techniques like translation and visual aids. On the contrary, the control group was taught through one single method. In the pre-test, the experimental group (44% of the students) showed more gaps than the control group (10% of the students). Both groups showed an improvement after the post-test. Thus, 52% of the students in the experimental group showed better outcomes than the control group. Besides, two students (4%) did not demonstrate any advance. In the questionnaire given to 20 teachers, the results revealed that the teachers in the experimental group were more aware of creating the eclectic approach than the teachers in the control group. Thus, the study concluded that eclecticism showed positive effects when teaching and learning English vocabulary.

Chapter 4

Methodology

In order to develop this research synthesis, which is "the systematic secondary review of accumulated primary research studies" (Norris and Ortega, 2006, p. 4), a thorough analysis was carried out. The information was taken from online articles published in databases such as ERIC, ProQuest, ELSEVIER, ResearchGate, and Google Scholar. The articles were selected according to the following criteria. First, the articles needed to be empirical studies (qualitative, quantitative, and mixed-method). Second, these studies had to be related to EFL teaching and learning. Lastly, only articles published since 2012 have been taken into account in order to have updated information.

The keywords that were used to find scholarly articles are a) eclectic approach, b) teaching, c) EFL, d) teaching methods, e) teaching approaches. Furthermore, due to the complication of finding tangible papers, the sources for this research remain as digital bases.

Relevant articles for this study were found in journals such as *Journal of English Education, Utopía y Praxis Latinoamericana, Journal of education and practice, International Journal of Scientific and Research Publications, JSTOR, Journal of Language Teaching and Research, Theory and Practice in Language Studies, Asian EFL Journal, Linguam, Modern Journal of Language Teaching Methods, Palapa, Impact Journal, International Conference on Education, Science, Art and Technology, International Journal of Research and Innovation in Social Science, International Journal of Humanities Social Sciences and Education, Journal of Literature, Languages and Linguistics, Rajabhat Journal of Science Humanities* & Social *Sciences, Exposure Journal, International Journal of*

Academic Research in Progressive Education and Development, International Journal of

Recent Technology and Engineering.

Chapter 5

Data Analysis

The following section presents the data analysis from 20 research articles in order to answer the research questions and meet the objectives previously stated in chapter 1 (see sections 1.4 and 1.5). The studies were divided into the following categories: research design, research instruments, research location, language skill area, and participants' level of instruction.

5.1. Research Design

Table 2

Research Design

Design	Author/ year	*N*	%
Quantitative	Dabon et al. (2019); Hakim (2019); Ovitigama & Premaratna (2020); Siddiqui (2012); Afzal & Sagar (2019); Tabassum et al. (2018); Hussain & Suleman (2016).	7	35
Qualitative	Mwanza (2020); Mwanza (2017a); Sevy (2016); Sultana (2014); Ula (2018); Alam (2021).	6	30
Mixed Methods	Marcillo & Palacios (2017); Al-Jarrah et al. (2019); Ibrahim et al. (2019); Burhanuddin (2012); Jebiwot et al. (2016); Suparman (2017); Sarifa (2020).	7	35
Total		**20**	**100**

Table 2 presents the 20 studies grouped according to their research design: qualitative, quantitative, or mixed methods. As it can be seen, 30% percent of them are qualitative studies on eclecticism while 70% of them used quantitative and mixed methods. The results of all quantitative and mixed methods studies showed that both teachers and students enjoyed English classes in which the eclectic approach was used and pointed out positive effects towards eclecticism for teaching EFL. For instance, Tabassum et al. (2018), Siddiqui (2012), and Burhanuddin (2012) concluded that eclecticism allows teachers to select varied methods to fit the students' needs and learning styles. Similarly, in these studies, students revealed positive perceptions toward eclecticism because it permits them to learn through different teaching aids like short stories, visual aids, realia, pictures, charts, toy tools, audio-video, flash cards, dictionaries, just to name a few. Furthermore, Ovitigama and Premaratna (2020) and Afzal and Sagar (2019) agreed that eclecticism breaks monotony and makes the class more interesting for both the learner and the teacher.

In terms of advantages and disadvantages, this approach has been debated. For instance, the quantitative research of Ovitigama and Premaratna (2020) concluded that one strength of eclecticism is that it saves time for the teacher. Likewise, Jebiwot (2016), in his mixed method research, showed that using the eclectic approach fosters a good teacher-learner relationship; however, Mwanza (2017a), by interviewing 90 teachers, found out that for some educators, applying eclecticism is time-consuming because it requires the teacher to prepare several activities to use in one lesson.

In addition, the 20 studies were also classified according to the different instruments used to collect the data. In fact, table 3 presents the most common instruments that have been used to carry out research studies on the eclectic approach.

Table 3

Research Instruments

Instruments	Author	N	%
Pre-test and Post-test	Ovitigama & Premaratna (2020); Sarifa (2020); Siddiqui (2012); Suparman (2017); Tabassum et al. (2018); Al-Jarrah et al. (2019); Burhanuddin (2012); Dabon et al. (2019); Hakim (2019); Hussain & Suleman (2016); Marcillo & Palacios (2017).	11	55
Observation	Mwanza (2020); Ovitigama & Premaratna (2020); Sarifa (2020); Sevy (2016); Ula (2018); Alam (2021); Burhanuddin (2012); Jebiwot et al. (2016).	8	40
Interview	Mwanza (2020); Dabon et al. (2019); Jebiwot et al. (2016); Mwanza (2017a); Ibrahim et al. (2019).	5	25
Questionnaire	Ovitigama & Premaratna (2020); Sevy (2016); Sultana (2014); Afzal & Sagar (2019); Marcillo & Palacios (2017); Ibrahim et al. (2019).	6	30

Table 3 does not show the total number of studies chosen to analyze this category because some of them are counted in more than one category. As it can be seen, 11 out of 20 studies used a pre-test and a post-test to compare the results before and after using eclecticism in classes, which allows to show the effects of using the eclectic approach to teach EFL. These studies revealed students' positive attitudes towards eclecticism. For instance, three authors, Al-Jarrah et al. (2019), Dabon et al. (2019), and Marcillo and Palacios (2017) stated that students felt more comfortable learning through eclecticism because it permits the teacher to use heterogeneous activities that break monotony in the classroom. On the other hand, the authors of the eight remaining articles, which used pre-test and post-test instruments, agreed that this holistic approach generates positive effects on teaching EFL since students enjoy putting learning into real context and practice.

Regarding the observation instrument, 40% of the researchers used this instrument in their studies to collect data from the observed classes. Using this instrument, Mwanza (2020)

could observe that some teachers chose approaches and methods randomly, but some students felt comfortable while others did not, so the teachers realized that it was necessary to take into consideration the students' reality to plan an eclectic lesson.

Additionally, interviews were used by five authors like Mwanza (2020), Ibrahim et al. (2019), Dabon et al. (2019), Jebiwot et al. (2016), and Mwanza (2017a). The majority of the studies concluded that the eclectic approach might be beneficial for the class. For instance, Jebiwot et al. (2016) stated that the use of eclecticism helps students to develop their confidence when learning, avoiding dependence from the teacher; moreover, Mwanza (2020) pointed out that an advantage of using eclecticism is the integration of writing, reading, speaking, and listening skills in all the lessons. Nonetheless, in the interviews applied to 90 teachers, Mwanza (2020) showed that several teacher participants misunderstood the definition and characteristics of the approach.

Besides, authors like Ovitigama and Premaratna (2020), Sevy (2016), Sultana (2014), Ibrahim et al. (2019), Afzal and Sagar (2019), and Marcillo and Palacios (2017) used questionnaires as instruments to collect data. For instance, Ibrahim et al. (2019) designed a questionnaire to gather information about teachers' opinions on the role of eclecticism to improve students' reading skills. The findings of the study showed that the majority of teachers claimed that the eclectic approach has positive effects on teaching reading skills. Likewise, Sevy (2016) also designed two questionnaires, one to determine students' needs, and the other to analyze the efficacy of the techniques and methods used during the lessons. The author concluded that students improved their English skills due to the different tasks and tools that helped the teacher to better communicate with the class. Furthermore, Ovitigama and Premaratna (2020) used questionnaires with teachers; the results showed that teachers from the experimental group had knowledge about the eclectic approach, but teachers from the control group lacked this knowledge. Moreover, Afzal and Sagar (2019)

administered questionnaires to their participants to determine the students' level of English after receiving instruction with the eclectic approach. The results of this study showed that the use of the eclectic approach helped students to improve their communication skills; besides, it helped the teacher to better control the class.

5.2. Research Location

Table 4

Research Location

Location	Author/ year	*N*	%
Africa	Jebiwot et al. (2016); Mwanza (2017a); Mwanza (2020), Suparman (2017); Ibrahim et al. (2019).	5	25
Asia	Afzal & Sagar (2019); Al-Jarrah et al. (2019); Alam (2021); Burhanuddin (2012); Dabon et al. (2019); Hakim (2019); Hussain & Suleman (2016); Ovitigama & Premaratna (2020); Sarifa (2020); Siddiqui (2012), Sultana (2014); Tabassum et al. (2018); Ula (2018).	13	65
South America	Marcillo & Palacios (2017); Sevy (2016).	2	10
Total		**20**	**100**

Table 4 shows a categorization of the studies according to their location. The majority of the studies were conducted in Asian countries like Saudi Arabia, India, Bangladesh, Thailand, Pakistan, China, and Indonesia. These studies concluded that the use of eclecticism has a positive influence on English students. Hence, Al-Jarrah et al. (2019) and Dabon et al. (2019) stated that students have positive perceptions towards the eclectic approach because it allows them to learn the language dynamically. Furthermore, these studies also concluded that eclecticism makes students feel more interested in the class; consequently, participation from students increased. Besides, the investigation conducted by Siddiqui (2012) showed that

the eclectic approach may have many benefits for teachers since eclecticism gives the teacher freedom to select what best fits the objectives of the lesson.

Additionally, table 4 reveals that little research has been done on the eclectic approach in African and South American countries. This fact indicates that more research about the eclectic approach should be done in these continents. African authors like Jebiwot et al. (2016) and Suparman (2017) stated that eclecticism has many advantages in the English classroom like developing students' logical thinking and fostering active participation. Nevertheless, Mwanza (2017a) and Ibrahim et al. (2019) agreed that the eclectic approach might confuse students when the teacher shifts from one approach to the other during a lesson. In addition to this fact, Ibrahim et al. (2019) found that although most of the secondary teachers have positive opinions towards the approach, they prefer not to use eclecticism in their classes since they consider that it may confuse students. Finally, in just one South American country, Ecuador, two studies have mentioned that students improved their English communicative skills with the use of eclecticism (Marcillo and Palacios, 2017; Sevy, 2016). Therefore, more research about eclecticism should be done in Latin American countries to show the influence of the eclectic approach to teach EFL in these areas.

5.3. Participants' level of instruction

Table 5

Participants' level of instruction

Level of instruction	Author/ year	*N*	%
Primary School	Siddiqui (2012); Al-Jarrah et al. (2019).	2	13.33
High-school	Burhanuddin (2012), Dabon et al. (2019); Tabassum et al. (2016); Suparman (2017); Ovitigama & Premaratna (2020); Marcillo &	7	46.67

	Palacios (2017); Ula (2018).		
University	Alam (2021); Sevy (2016); Hakim (2019); Afzal & Sagar (2019); Sarifa (2020), Sultana (2014).	6	40
Total		**15**	**100**

Table 5 presents a categorization of the studies according to the participants' level of instruction. In this category, fifteen out of the 20 studies were taken into account since they worked with students and the other five studies worked with teachers. Teachers are not considered within this category since this section aims to analyze how the use of eclecticism influences students' EFL learning at different levels of instruction.

As shown in table 5, authors like Siddiqui (2012) and Al-Jarrah et al. (2019) selected middle school students as participants for their study. The results of the studies indicate that the eclectic approach positively affects students' learning. In fact, Al-Jarrah et al. (2019) stated that eclecticism adapts to the class reality and allows teachers to use technology devices.

Besides, Tabassum et al. (2018), Hussain and Suleman (2016), Suparman (2017), Dabon et al. (2019), Burhanuddin (2012), Ovitigama and Premaratna (2020), Marcillo and Palacios (2017), and Ula (2018) worked with high school students. Marcillo and Palacios (2017) concluded that the students have a positive perception towards eclecticism since they enjoyed the oral activities planned, which were related to their real-life context. Moreover, Ovitigama and Premaratna (2020) pointed out that eclecticism is useful to teach English since it takes into consideration all the different learning styles of the students. In addition, Dabon et al. (2019) concluded that after using the eclectic approach with the participants, the learners improved their self-esteem and English abilities through cooperative work. Finally, Tabassum et al. (2018), Hussain and Suleman (2016), and Ula (2018) agreed that the eclectic

approach motivates students to learn because it includes various activities and techniques to teach the language.

Furthermore, the influence of the eclectic approach on university students has been investigated by authors like Alam (2021), Sevy (2016), Hakim (2019), Afzal and Sagar (2019), Sultana (2014), and Sarifa (2020). Most of these researches have shown positive results in an eclectic classroom. For instance, Sarifa (2020) and Sevy (2016) agree that this approach can be used in large classes where students can receive personal attention and feedback. In addition, they stated that eclecticism saves time for both teachers and learners because it blends various activities in a lesson which help to enhance English language learning. Besides, Sultana (2014) pointed out that students' motivation to learn the language increased, as they participated more in classes, and that their writing abilities improved considerably. Although all these studies have shown that the eclectic approach is effective for teaching EFL, they also have presented some limitations. For example, Sarifa (2020) explained that most of the students were not motivated to learn the language, probably because of the absence of vocational guidance and the limited period for their classes.

5.4 Language Skill Area

Table 6

Language Skill Area

English Skill	Author/ year	*N*	**%**
Reading	Burhanuddin (2012); Ibrahim et al. (2019)	2	11,11
Writing	Sultana (2014); Suparman (2017); Ula (2018).	3	16,66
Speaking	Dabon et al. (2019); Marcillo & Palacios (2017).	2	11,11
Listening		0	0

Vocabulary	Ovitigama & Premaratna (2020).	1	5,56
4 basic language skills	Al-Jarrah et al. (2019); Hakim (2019); Sevy (2016); Tabassum et al. (2020); Alam (2021); Hussain & Suleman (2016); Jebiwot et al. (2016); Siddiqui (2012); Sarifa (2020); Afzal & Sagar (2019)	10	55,56
Total		**18**	**100**

Table 6 presents studies on the eclectic approach in relation to different language skill areas: reading, writing, listening, speaking, and vocabulary. Nevertheless, as the table shows, none of these studies researched about eclecticism to teach listening skills. Additionally, for this category, only 18 out of 20 studies were taken into account since they focus on teaching either one skill or the 4 basic language skills. Two articles were not chosen for this category because they focus on concepts, misconceptions, and teachers' understanding of eclecticism.

Regarding reading skills, both Burhanuddin (2012) and Ibrahim et al. (2019) claimed that the eclectic approach has positive effects on improving students' reading skills as well as reading comprehension. Burhanuddin (2012) stated that eclecticism positively influences English reading comprehension skills, especially identifying the main ideas and meaning of words. Additionally, Ibrahim et al. (2019) pointed out two main advantages of the eclectic approach to teach reading skills. First, they mentioned that eclecticism is a rich combination of multiple activities that make learners feel more engaged in the class. Second, they indicated that the eclectic approach is flexible because it allows the teacher's creativity to fit students' needs.

In addition, Sultana (2014), Suparman (2017), and Ula (2018) conducted a study of eclecticism to teach writing skills. All of them used students from different levels of instruction. Sultana (2014) worked with engineer majors and found out that by offering guidance on writing texts and combining product and process approaches, students enhance

their writing skills in terms of content clarity and organization, grammar, and spelling. Besides, Suparman (2017), who worked with eight grade students at school, found out that students' creativity was stimulated by the use of an eclectic approach to teaching writing. In this study, the teacher combined the natural approach and some techniques such as drilling, translating, memorizing, and note taking. Furthermore, Ula (2018) observed that the teacher asked high-school students to recount a story in the form of a short text. The teacher presented the students a video-story about a holiday in Bali. After teaching writing through eclecticism, the educator asked the students to recount the story based on the following parameters: content, organization, grammar, vocabulary, and mechanics. In this case study, the teacher used simple eclecticism (see section 2.4.2.1.); s/he combined GTM and peer correction techniques to enrich students' vocabulary and make students discuss and fix their difficulties before delivering the task to the teacher. Thus, after the teacher scored the students' writings, the educator realized that the students improved their abilities to write; their short texts were more coherent and organized than in previous lessons. To conclude, it may be said that eclecticism may be effective to teach writing skills to school, high-school, and university students only if teachers combine methods that fit the students' needs.

Moreover, two studies, Dabon et al. (2019) and Marcillo and Palacios (2017), researched eclecticism to teach speaking skills. Both authors combined different approaches and techniques to create an eclectic approach, and the results of the two studies showed positive effects towards eclecticism. For instance, Marcillo and Palacios (2017) used realia, visuals, exemplification, and repetition so that students could practice oral accuracy. Also, by following the principles of the eclectic approach (see section 2.4.1.), the educator could select the methods and approaches that could fit his students' learning styles and multiple intelligences to teach speaking skills. Thus, the results showed that the eclectic approach had a significant impact on students' learning oral skills because it encourages students to build

self-esteem while speaking individually or in groups. Additionally, Dabon et al. (2019) combined Task-Based Learning (TBL) and Contextual-Learning (CTL) to accomplish the objectives of the lesson and fit the needs of their students. Nevertheless, after combining TBL and CTL, the author noticed that one student did not show improvement because the learner showed an intrapersonal intelligence which did not allow him to talk actively. Therefore, the teacher opted to include one more approach, Cooperative Learning (CL), to meet the needs of the student and motivate him to develop English oral skills. This extra approach was positively accepted by the student.

As the table shows, only 1 study out of 18 has researched eclecticism to teach vocabulary. This study was conducted by Ovitigama and Premaratna (2020), who aimed to find out whether eclecticism affects English vocabulary development. They mixed GTM, CLT, TPR, the direct method, the audio-lingual method, the communicative approach, and the natural approach as well as techniques like translation and visual aids. They concluded that eclecticism allows teachers to use tasks such as high interaction and lively learning which help students to increase their confidence. However, this study mentioned that the eclectic approach did not work with two students because the approaches were not appropriate to meet the needs of those students. Therefore, it can be concluded that eclecticism may negatively affect students learning vocabulary if teachers do not make a students' needs analysis before choosing the methods, approaches, and techniques that would be combined.

Finally, Al-Jarrah et al. (2019), Hakim (2019), Sevy (2016), Tabassum et al. (2020), Alam (2021), Hussain and Suleman (2016), Jebiwot et al. (2016), Siddiqui (2012), Sarifa (2020), and Afzal and Sagar (2019) have conducted studies on the eclectic approach for teaching the four basic language skills. All of the authors agreed that eclecticism had a

positive influence in both teachers and students since teaching and learning through real-life contexts allow them to keep active in the class. Likewise, Jebiwot et al. (2016), Siddiqui (2012), and Afzal and Sagar (2019) pointed out that eclecticism enables the teacher to enjoy the freedom to choose the methods, approaches, and techniques to achieve the objectives of the lesson easily. Similarly, the participants in the studies of Sarifa (2020), Tabassum et al. (2020), Siddiqui (2012), and Afzal and Sagar (2019) claimed that different teaching and learning aids and techniques such as audio visuals, charts, dictionaries, toy tools, and flash cards make EFL learning enjoyable. Although the majority of teachers in the studies showed positive attitudes towards eclecticism, Tabassum et al. (2020) have suggested that teachers should take previous training on the eclectic approach to successfully meet the needs of both the students and the teacher.

Chapter 6

Conclusions and Recommendations

6.1. Conclusions

This research synthesis aimed to analyze the effects of the eclectic approach on EFL teaching, its advantages and disadvantages, and students' perceptions towards eclecticism.

Accordingly, it can be said that the eclectic approach, which is the blending of various approaches, techniques, and activities to teach the four basic language skills, is effective for teaching EFL because it breaks monotony and allows teachers to select approaches, methods, or techniques based on the students' learning styles, multiple intelligences, and needs. However, different students' learning styles and multiple intelligences are a challenge for teachers when choosing the appropriate activities for the whole class. Indeed, it was found that one approach, method, or technique does not accommodate all students' learning styles (Brown, 2002) because they can vary depending on the type of learner (Mestre, 2012). Therefore, teachers should mix teaching approaches that fit the learning styles and multiple intelligences of a dynamic classroom.

Concerning the first research question, the findings of the analyzed studies show that eclecticism has positive effects on teaching EFL. Several reasons were found in the studies to support this assertion: the eclectic approach allows students to enjoy learning in real contexts, be more engaged in the class, and feel more confident to participate. The aforementioned points allow learners to improve their performance in the four language skill areas. Additionally, the eclectic approach helps teachers adopt different strategies, techniques, and activities that permit them to meet students' multiple intelligences and learning styles, which can increase learners' confidence.

Regarding the second research question about the advantages and disadvantages of the eclectic approach to EFL teaching, the outcomes of the studies show that eclecticism has more advantages than disadvantages. For instance, the eclectic approach integrates the language into real-life situations, which helps students to better understand the topics and enjoy the lessons. Moreover, it breaks monotony, attends to different students' needs, and keeps learners attentive to the class. In addition, one of the strengths of the eclectic approach is that it considers just the advantages of traditional approaches and mixes them into one approach (Tabassum et al., 2018). Similarly, the majority of studies have shown that the use of the eclectic approach improves student-teacher communication, fostering a good environment in the classroom. Finally, some studies have indicated that with the use of eclecticism, students participate more in the class and improve their logical thinking abilities (Jebiwot et al., 2016; Suparman, 2017).

However, some other studies have concluded that the eclectic approach has some disadvantages. For instance, teachers may misuse the approach and confuse students if they lack knowledge of the features and principles of the traditional approaches that can be combined to create an eclectic one. Besides, Parupalli (2018) showed that one of the drawbacks of eclecticism is that it does not provide instruction on combining various approaches to a particular lesson. In addition, the studies have shown that teachers require guidance on what the eclectic approach is, its features, and how to use it correctly.

Concerning the third research question, the results of the analyzed studies showed that students held positive perceptions towards the eclectic approach. For instance, several studies concluded that students enjoy learning with eclecticism because the lessons were more dynamic than the traditional ones since the teacher used various activities that meet their learning styles and multiple intelligences, accommodate their real-life context, and help them to increase their self-esteem to talk in English.

Furthermore, in some of the studies, it was concluded that the teacher has to select methodological strategies that match the social context with the reality of all learners to keep them active during the lesson because varied real-life context activities make students feel more comfortable and satisfied when learning EFL (Marcillo & Palacios, 2017). Additionally, several studies mention some teaching aids that help students practice the language in a real context. Among these aids, there are visual aids, realia, pictures, and audio-video. Moreover, by using eclecticism, teachers can include technology, which helps to "enhance students' acquisition… through drill and practice" (Means & Olson, 1997, p. 9).

Finally, the majority of studies showed that the eclectic approach helps students improve their confidence and be less shy with activities that are of their interest, feeling more confident to talk to the teacher and to actively participate during the activities that aim to maintain students' interest.

6.2. Recommendations

Based on the findings of this research synthesis, the following recommendations can be stated. First, teachers who want to implement the eclectic approach in their classrooms should master its concepts and characteristics and be aware of the advantages and disadvantages of the approach to use it correctly. For instance, it will be recommended that teachers look for information that helps them to understand the principles and use of the approach. Besides, teachers should know about their students and their different learning styles and multiple intelligences in order to establish the objectives of the lesson and the methods, approaches, and techniques that can best fit their background and needs.

Second, as only two of the analyzed studies have been conducted in Latin America, it would be beneficial to conduct more research about the effects of eclecticism in these countries in order to familiarize teachers and researchers with this approach in our EFL

context. Similarly, as only two studies focused their research on primary school students, it is recommended further research in this field to address the influence of eclecticism within this level of instruction.

Finally, since none of the studies analyzed eclecticism to teach listening skills, additional investigation in this language skill area should be carried out since listening "has been considered the most difficult skill to learn out of the four skills" (Martinez & Usó, 2006. p.29). Additionally, due to the lack of studies on teaching vocabulary through the eclectic approach in this research synthesis, future work might provide deeper analysis of the effects of this approach on vocabulary instruction since it provides a solid base to learn the four basic communicative skills, listening, speaking, reading, and writing (Subon, 2015).

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Appendix 1

List of Primary Studies for Analysis

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