



«ÚZLIKSIZ BILIMLENDIRIW SISTEMASÍDA ARALÍQTAN OQÍTÍWDÍŃ INTEGRACIYASÍ»

atamasındaǵı IV Xalıqaralıq ilimiy-teoriyalıq konferenciya

THE ECLECTIC APPROACH IN TEACHING ENGLISH

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***Annotation** is study is to investigate the effectiveness of the eclectic approach in teaching English. It describes some challenges in teaching and propose the advantages of eclectic approach for teaching English as a second language.*

***Keywords:** eclectic approach, teaching method, teacher’s role, language skills*

English was generally taught using the classical ‘grammar translation’ approach in which students are made to study literary texts without paying attention to pronunciation and intonation patterns. This method does not follow the natural course of learning, i.e., listening and speaking skills. The students’ role is passive, and their oral-aural skills remain quite dormant. This is contrary to the basic aim of learning a foreign language for communication. The real challenge is in preparing students to be able to use the language for communication and social interaction. This situation calls for the application of an appropriate teaching method, such as the eclectic approach, which focuses on developing the four skills of listening, speaking, reading, and writing skills for enhanced communication.

The language teaching methodology has witnessed a plethora of methods of teaching to cater learner needs and find the effective ways. The Grammar-Translation Method was the first among the methodological options to be introduced in the classroom. Grammar translation is an approach to language learning that begins by thoroughly analyzing the grammar rules of the language, then applying this understanding to translate sentences and texts between the target language and the native language.(Richards and Rodgers, 1997). It is a deductive method studying grammar rules, which are then practiced through translation exercises. Soon it received criticism for creating frustration for students and being ineffective.

Criticism of the Grammar-Translation Method prompted the development of the Direct Method, which focused on monolingual language teaching. In the 1950s, the Audiolingual Method emerged, initially designed to teach oral language skills to military personnel. While this method gained popularity in educational settings, it faced criticism due to its heavy reliance on repetitive drills and rote memorization.

The Silent way method has been developed as a problem-solving, creative, discovering-activity making the learners the principal actors rather than listeners.(Richards and Rodgers, 2014). Suggestopedia aims to assist learners in



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overcoming mental barriers to learning. The approach fosters a relaxed learning environment, characterized by subdued lighting and gentle background music. However, students are encouraged to be as “childlike as possible”.

In the 1980 Communicative Language teaching evolved with the central notion of direct practice of communicative acts. This method gained significant attention due to its emphasis on language usage without considering the specific situation or context. In communicative language teaching the teaching environment should be dynamic, allowing teachers the flexibility to adapt and innovate. [3]

Each teaching method had its strengths and weaknesses, but none provided a truly dynamic language teaching experience in the classroom. As a result, the eclectic teaching approach emerged, aiming to address this gap by incorporating various methods and techniques deemed suitable for language instruction. [4]

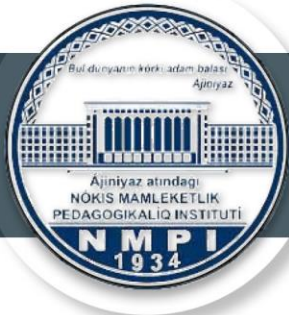
What is Eclectic Approach?

The eclectic approach refers to a teacher's utilization of techniques and activities drawn from a range of language teaching approaches and methodologies. It involves employing a variety of language learning activities, each with distinct characteristics and objectives. [5] Li (2012) explains that employing a single approach is insufficient for effectively teaching all skills or meeting the diverse needs of students. Therefore, adopting the eclectic approach is essential for educators. [6] It emphasizes the integration of diverse teaching methods, techniques, and principles to meet the individual needs of learners. In the context of teaching English as a second or foreign language, the eclectic approach offers educators the flexibility to select and combine elements from various language teaching methodologies, such as communicative language teaching, task-based learning, and audio-lingual method, among others.

The role of Teacher in utilizing eclectic approach

In employing the Eclectic approach for teaching English, the teacher assumes a multifaceted role aimed at catering to the diverse needs and learning styles of students. Acting as both a guide and a facilitator, the teacher meticulously assesses the individual requirements of learners, selecting and integrating an array of methodologies, techniques, and resources to foster effective language acquisition. Wali (2009) suggests that teachers should be well prepared for an organized lesson presentation for smooth delivery as they play an active role in the management of learning with learners being actors in the learning process. [7]

This approach demands flexibility, as the teacher must adeptly adapt strategies to suit varying classroom contexts and student abilities. In using the eclectic



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approach, teachers combine the elements of traditional teaching methods with Communicative Language Teaching (CLT) strategies. [8] The teacher combines a wide range of teaching materials such as radio, movies, music, media resources, textbooks, and magazines, to effectively engage both visual and linguistic elements [9]. By encouraging learner autonomy and promoting cultural sensitivity, the teacher creates an inclusive learning environment that encourages active engagement and fosters language proficiency. Continuous monitoring and evaluation ensure that teaching methods remain dynamic and responsive to student progress, ultimately leading to a rich and comprehensive English language learning experience.

The advantages of eclectic approach

The eclectic approach to language teaching presents numerous advantages that contribute to its widespread adoption in educational settings. Its foremost benefit lies in its flexibility, allowing instructors to seamlessly integrate a diverse array of teaching methodologies, techniques, and materials tailored to the unique needs and learning styles of their students. This adaptability fosters a dynamic learning environment that promotes engagement and participation. Moreover, the eclectic approach enables educators to draw from a rich tapestry of resources, including textbooks, multimedia tools, authentic materials, and real-world experiences, enhancing students' exposure to the language in various contexts. By catering to different learning preferences and abilities, this approach cultivates a more inclusive and effective learning experience for all learners. Kumar mentions the following:

- it is easier for learners to understand the language of the text in its cultural context
- it blends listening, speaking, reading, and writing
- it helps teachers to teach effectively by drawing on the strengths of various methods and by avoiding their weaknesses
- learning is easy due to the use of realistic situations in the classroom.[10]

Additionally, the eclectic approach encourages critical thinking skills as students are challenged to analyze and synthesize information from different sources, promoting deeper comprehension and language proficiency. Its emphasis on cultural sensitivity and awareness further enriches the learning process by fostering intercultural communication skills.

Conclusion

Overall, eclectic approach stands as a versatile and adaptable framework that empowers educators to create dynamic, engaging, and personalized language learning



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experiences that cater to the diverse needs of learners. The teacher's role in using the Eclectic approach is to create a learner-centered environment that maximizes opportunities for language learning and caters to the individual needs and preferences of the students.

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