Bernal, S., Markayne, Jan & Ferrer, N., Christine. (2023).
Utilization and Misconceptions of Eclectic Approach in English Language Teaching:
A Literature Review.
IJOTL-TL (2023, January), 8(1): 66-74. DOI 10.30957/ijoltl.v8i1.709

Utilization and Misconceptions of Eclectic Approach in English Language Teaching: A Literature Review

Jan Markayne S. Bernal[1], Christine N. Ferrer[2]
[1]Lyceum Northwestern University, [2]Tarlac Agricultural University
Dagupan City, Philiphine[1] & Tarlac, Philippine[2]
E-mail: [1]bernal.janmarkayne.sunguad@gmail.com & [2]cnferrer@tau.edu.ph

Abstract
Teaching a language has always been difficult for some English teachers in the Philippines, even though there are various methods available. They eventually become confused about which method works best for a lesson because they are only concerned with successful learning for everyone and not with the most effective way of teaching and learning. There may also be a question about what approach they can take to develop effective teaching, particularly in the English language, because misconceptions emerge in situations where teachers are only focused on the generic way of teaching. Even though the eclectic approach has been proven effective and widely used, there are classroom situations where teachers using the approach are still struggling to teach the subject matter. This has something to do with the four macro skills in English. One reason for this is a lack of the main concept, which is always used incorrectly. These difficulties and issues in teaching English have a significant impact on the students' learning interests. As a result, some students may find the subject the most difficult, and the worst-case scenario is that they simply stop learning the language. So it is with the other subjects that use English as a medium of instruction because they cannot understand the language itself. Thus, the goal of this research is to address the issue of using an eclectic approach and dispel misconceptions about effective English language teaching. This article will also serve as a resource for future related studies.

Keywords: Eclecticism, Language Teaching, Misconceptions

1. Introduction

The continued search for effective language teaching methods is giving new hope to teachers who are still in the process of looking for the best method they can use in their classes. The idea that new methods are interesting and engaging is something that would let students invest their interest in learning. As to the knowledge of those concerned, teaching a language is never an easy task to establish an effective classroom discussion and secure the learning of the language itself. Learning English is essential to everyone as it will bring success to every aspect of a

learner's life inside and outside the classroom. At some point, it is really interesting to learn, but because teachers are having a big confusion about the abortion of the methods, particularly the most effective method, the Eclectic Approach, the interest decreases, resulting in the concept of the method never being attained.

Traditional language teaching is less effective than an eclectic approach to English language teaching. It is with a concept that does not rely on a single method or set of paradigms, but rather on a combination of various teaching styles, methods, ideas, theories, or approaches into a more balanced and secure learning approach. The combination of these methods (Grammar Translation Method, Direct Method, Audiolingualism, Cognitive Code Approach, Situational Method, and Communicative Language Teaching Approach, to name a few) creates an effective way for all students to grasp the lesson and achieve their objectives. As a result, the skills should be easily attainable by the end of the lesson. When all of those skills are used, language teaching becomes effective. Although there is no perfect method for teaching a language, doing what is best for the students to learn the language can help to effectively teach and understand the subject matter.

Eclecticism is a component of effective language teaching methods and techniques used by teachers; it serves the purpose of supporting students' learning needs by enhancing their macro skills. According to Gao (2011), the eclectic approach is a combination of the students' listening, speaking, reading, and writing skills that can be developed within the classroom. They are inextricably linked (Ellis, 2002, 223-232). However, with those various methods in English Language Teaching, teachers are becoming unaware of the true concept of the eclectic approach because they tend to use it in other ways that obscure the main idea.

To better understand the concept of eclecticism, various principles emerge (Ali 1981:7). Giving teachers the freedom to choose what they think is best for them to use in class to achieve their goals and objectives is one of those principles. It also provides a variety of teaching aids that may pique the learners' interest. And, with the use of social media and technology amid the pandemic, teachers would be able to easily solve any problems that may arise in the presentation of textbooks or online materials. Given the variety of methods and techniques available for teaching languages, an eclectic approach will suffice.

According to the Philippine DepEd order, three dominant English language teaching (ELT) practices are Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and Task-based Language Teaching (TBLT). The number of memoranda and circulars, as well as the training program, vary between these well-known and widely used approaches. CLT was discovered to be the focus of the majority of teacher training. Interventions, measures, practices, and evaluations are all part of it. The training is part of the Department of Education's National English Proficiency Program.

There is no exact or best way to teach the language because these methods have both positive and negative effects on teachers and students. The philosophical viewpoint of the study has been studied based on the elements of the language curriculum and teaching: needs analysis, goals and objectives, testing, materials, teaching, and program evaluation, in which the researchers believe that understanding the elements of the language curriculum to easily identify the goals and challenges towards achieving effectiveness in terms of teaching and learning is part of teaching the language.

As a result, the researcher concluded that the use and misconceptions of eclecticism in English Language Teaching have a significant impact on student learning and, more importantly, on English Language Teachers' teaching methods.

2.   Literature Review
2.1 Eclecticism Approach definition

Kumar (2013) defined eclectic methods as a combination of different methods or techniques in teaching that rely on the effective delivery of the lesson and the learning that needs to be attainable to assess the learning of the students. He examined the principles of eclecticism as an approach suitable for classroom discussion, measuring cohesiveness, and providing numerous options for teaching a language. His definition implies that when teaching, a teacher should always have a backup plan and not settle for the only option, which could be giving negative feedback after a lesson.

The Oxford Languages defines eclecticism as "the practice of obtaining ideas, style, or taste from a wide and diverse range of sources." The theories or methods of the ancient Eclectic philosophers, who did not belong to or found any recognized school of thought but selected doctrines from various schools of thought. To maintain an interactive classroom discussion and conversation, the engagement should be increased as much as possible.

According to Larsen-Freeman (2004), methods vary and must be accompanied by a variety of sets of methods that vary according to the teaching needs and learning outcomes of the students. The eclectic approach to language teaching is evolving into a system based on two or more principles. It does not limit the methods that can be used because this approach will balance the entire concept of eclecticism. It contains a part of a whole that does not fall into a generic way of teaching language but rather combines all the parts of a whole. This approach is systematic, which means it can be combined and used to meet the students' diverse, distinct, and diverse needs.

However, Kumaravadivelu (2006) warns against relying too heavily on the methods in their specifications because she believes they do not address the issue of language teaching and how a teacher can teach a language based on the context. Her primary solution is a post-method approach to language teaching. It will discuss the pedagogical scope of specificity, practicability, and possibility, as well as the post-

method teacher and learner indicators. And she was convinced that to be more effective than language teaching, she should consider a context-sensitive pedagogical framework that can address teaching and learning issues while also opening up future opportunities.

According to Wali (2009), an eclectic approach is prevalent in today's era. The method is said to be so popular that teachers all over the world use it. And this varies according to the level of the students' skills and intelligence. Students are identified as being individually distinct in terms of how the approach can solve the problem or concern about what students will learn. Weidemann (2001:2) stated that this approach is widely accepted because it has already reached the entire world. As evidence, teachers are making an effort to teach their target goals, and positive feedback for learning has a significant impact on the combination of methods used in eclecticism.

2.2 Utilization of Eclectic Approach

Language is an integrated and interconnected whole, and English teaching and learning necessitates a holistic, pluralistic, and all-encompassing approach. Given that those methods are extremely beneficial for effectively teaching the English language, there is little doubt about which method to employ. For some reason, teachers are unable to grasp the concept and ideas behind the eclectic approach. Connecting the ideas of all these different methods to figure out how they would work in terms of eclecticism may appear to be a lot of work. However, it is precise because of this that eclecticism is so appealing.

Ali (1981:7) developed a list of eclecticism principles that discuss the use of the eclectic approach to provide additional knowledge to teachers, as every teacher must grasp the concept, because if someone does not know how it may result in misconceptions or failure to understand what is supposed to be understood. The principles that follow are useful because they have been simplified.

First is that teachers were allowed to choose from a variety of teaching techniques to help students understand the lesson's objectives at each class session. Teachers are also free to use any techniques they deem appropriate and relevant to the lesson prior to teaching. Students, on the other hand, can observe various teaching methods by reacting to how the teachers interact with the lesson. Lessons with teaching aids can spark lively classroom debate. However, Troubleshooting issues may arise during the textbook presentation. Finally, it saves time and effort when presenting language activities.

This eclectic approach, according to Larsen-Freeman (2000), is decontextualized, which means that the context is isolated. The use of these methods will have an impact on not only the teacher but also the students who are learning. So, what instructions are taking place with the teacher's expectations of the class, the rightful social roles, the constraints of the school, and demands and factors that connect to the socio-cultural context in a broader sense.

According to Weidemann (2001), the inclusion of other related teaching aids can enhance students' interest in learning the English language. A teacher, on the other hand, should invest time, a lot of time, in collecting and creating appealing learning aids to level up their teaching and maintain a positive attitude while encouraging students through how the information is delivered. Perhaps the use of items in the classroom is so helpful in relating anything to the topic because it creates relevant visuals. Language is communication, which means that students can learn through visuals that serve as a channel of communication.

Making mistakes, whether intentional or unintentional, is part of the teaching process, according to Krashen (1982:117). The correction of an error is an example of a method. It may make it easier for the teacher to explain the situation and for the students to learn from it. As the concept of eclecticism coordinates with a combination of different methods to stand alongside the teaching process, there will be no best or exact method to be used to say that a teacher is teaching effectively.

Talidong (2020) concluded in her research that advanced teaching methods are appropriate for any learner because they contribute to effective language teaching. It was proposed that learning the concept and combining ELT methods would result in interestingly and effectively imparting knowledge in an English class.

2.2.1 Teaching Techniques on English Language Teaching

English Language Teaching can be as interesting as we can ever think of if it has a blend of trends. According to Mehmmod (2012), if a class discussion was equipped with different styles of teaching, like connecting the ambiance to a more engaging spot, there would be interaction, and the students would be comfortable enough to learn, motivated, and believe that their academic interests would be established.

Methods of Language Instruction includes the Grammar Translation Method. This was the first method that was formalized and dominated language teaching from 1840 to 1880. According to Richards and Rodgers (2001), GTM entails studying language through a deep analysis of grammatical rules and then translating sentences into or out of the target language.

Another is "Direct Method" This is a monolingual approach. Through demonstration and visual aids, this conveys the meaning or facts about the target language. Multilingualism allows students to speak in the target language, and sharing is a good example of how to use the method.

The Situational Method. The method included systematic principles of selection (the procedures for selecting lexical and grammatical content), gradation (principles for organizing and sequencing content), and presentation (techniques used for presentation and practice of items on a course). Richards and Rodgers (2001: 38).

Next is Cognitive Code which was a reaction to the shortcomings of the audio-lingual method. According to Skehan (1998:30), the Cognitive Code approach allows for greater creativity in what is stated. Because it is assumed that a rule-based

system is in operation, there are no constraints on creating new meaning combinations.

Finally, the Communicative Language Teaching Approach (CLT) refers to both the processes and goals of classroom learning, as well as the fact that communicative competence includes abilities in expression, interpretation, and negotiation of meaning (Savignon 2002).

2.2.2 Effectiveness of the Utilization of Eclectic Approach in English Language Teaching

As part of getting to know the effectiveness of the utilization of eclecticism in teaching the English language, different studies conducted in different countries were used. From the gathered related studies about effective utilization of eclecticism, four of the five studies conducted by various universities and countries have a positive response to the effectiveness of using the eclectic method, while the remaining one is not significantly effective based on the concept of eclecticism.

The first study, "The Eclectic Approach in Teaching English for Communication," by Fariha Asif and Intakhab Alam Khan of King Abdulaziz University in Jeddah, Saudi Arabia, concluded that the eclectic method is significantly effective in teaching communicative functions and ions, particularly through the use of activities for social interaction that focus on real-life scenarios. It was also demonstrated that English teachers favorably agree with the use of the eclectic approach. As a result, the teachers who responded strongly recommend that all schools use an eclectic approach, particularly when teaching English.

The second study was conducted by Suparman Sekolah Tinggi, Ilmu Tarbiyah, Palapa Nusantara, Lombok Nusa, and Tenggara Barat as authors of the study "The Effectiveness of the Eclectic Method in Teaching Writing English of Recount Text for the Eighth-Grade Students of SMPN 1 KERUAK" from Indonesia, and it was implied that the eclectic method was significantly effective in teaching the English language inside a writing class and should It has been stated that this method assists students in improving one of the macro skills in English, which is creative writing. The eclectic method allows students to reflect on their writing development, opportunities, and strengths to track their learning progress.

The third study, "The Use of the Eclectic Method in an English Language Classroom for Learning Specific Skills," by Julia R. Sevy Biloon, Universidad Nacional de Educación (UNAE), Azogues, Ecuador, demonstrated that the eclectic approach to teaching is very useful. It is said that the eclectic method can be changed and morphed to meet the needs of the teacher and students. The study shows that using different methods, models, and techniques allows the teacher to teach large class sizes in fewer hours while covering the four skills and personalizing the lessons to the students' needs.

N. Sagar and Thahiya Afzal from India wrote the fourth significant study on the effectiveness of using the eclectic approach, titled "The English Language

Teaching through the Eclectic Approach for Engineering Students." One of the subjects of the study was engineering students. It is clearly stated that the teacher's involvement and knowledge of the method can have a greater impact on positive learning outcomes. It has been observed that learning is possible if the teacher does not use a single method.

However, Dr. David Sani Mwanza's study, The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions, from the University of Zambia, Africa, has resulted in not being able to sign on to the effectiveness of the use of the Eclectic method due to teachers' misconceptions about using the method based on the concepts. The teachers believe that the eclectic approach is ineffective because students must first be fluent before they can fully comprehend the method used by their teachers. There is a need to address the issue because it is a genuine misunderstanding.

3. Sample study result about Misconceptions of Eclectic Approach

Some teachers, however, continue to have misconceptions about using an eclectic approach. They are sometimes particular with the method, but the concept is not understood. There are three major misconceptions about eclecticism, according to Dr. Mwanza's (2017) study, "The Eclectic Approach to Language Teaching: Its Conceptualization and Misconceptions."

First is that the method was time-consuming and thus difficult or impossible to use. The final misconception concerns how teachers perceive the use of various methods, as it requires a significant amount of their time to implement the approach. From this vantage point, it is clear that the teachers who thought it would take too much time have no idea how eclecticism works. It is never so time-consuming that it takes away from their ability to teach. It saves time because the idea of combining the methods into one approach implies that they are using the methods correctly. In terms of using the approach, teachers may overcome that thought and improve their teaching skills to provide meaningful classroom discussion.

Also, the teacher interpreted the eclectic approach as the use of several methods within the lesson, one after the other. His first two respondents appear to have the concept of eclecticism; however, the main concept of how it is used is lacking in the system. The concept that gives substance to proper utilization should be fully realized because that will measure if the teaching creates a space for learning as students will be interested. This misunderstanding demonstrates that the various methods to be used are said to be used one at a time as if it needs to prove that the first option didn't work, so there is a need to jump into the next method.

This approach will only work if students are fluent in the language. The following misconception considers the situation in which a student must first be fluent in the language before engaging in eclecticism. The respondents forget that they are to teach the English language, so they should not expect most of the students to be proficient in the language, as the main goal of language teaching is to teach the

language itself regardless of the students' status or level of competency in writing, reading, speaking, or listening. This demonstrates that utilization will not be realized because it is based on the incorrect perspective.

4. Conclusion and Implication

Through the use of an eclectic approach, this paper attempted to introduce the concept of effective utilization of various English Language Teaching methods while also addressing the misconceptions that teachers have about delivering effective lessons. As Eclecticism is an effective approach that a teacher can use to teach a language, the author hopes that this study will add more substance to future studies. This approach does not restrict the use of methods, but the more a teacher employs its various strategies, the more a teacher opens the door to aligned teaching and learning. Those who are unfamiliar with the method may find it difficult to establish a learning environment because it is effective in teaching.

This study included the principles and methods of English Language Teaching because the authors believe that if a teacher understands how the methods work in a specific approach, any concern that may affect the teaching and learning process can be avoided. To assist teachers and as a reference for future related studies, all possible and relevant literature to support the details of the study is included.

REFERENCES

Ellis, R. 2002. Does form-focused instruction affect the acquisition of implicit knowledge? A Review of the Research Studies in Second Language Acquisition, 24(2), 223-236.

Gao, L. (2011). Eclecticism or Principled Eclecticism. Creative Education. 2(4): 363-369.

Iscan, A. 2017. The Use of Eclectic Method in Teaching Turkish to Foreign Students. Journal of Education and Practice Vol.8, No.7, ISSN 2222-1735.

Kumar, C.P. (2013). The Eclectic Method: Theory and Its Application to the Learning of English. International Journal of Scientific and Research Publications, 3(6).ISSN 2250-3553.

Kumaravadivelu, B. (2001). Toward a Post method Pedagogy. TESOL Quarterly, 35:537-560.doi:10.2307/3588427.

Larsen-Freeman, D. 2004. Techniques and principles in language teaching. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching (2nd ed.). Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching (2nd ed.). Oxford: Oxford University Press.

Bernal, S., Markayne, Jan & Ferrer, N., Christine. (2023).
Utilization and Misconceptions of Eclectic Approach in English Language Teaching:
A Literature Review.
IJOTL-TL (2023, January), 8(1): 66-74. DOI 10.30957/ijoltl.v8i1.709

Mwanza (2017).The Eclectic Approach to Language Teaching: Its Conceptualization and Misconceptions.

Richards, J.C., and Rodgers, T.S. (2001). Approaches and Methods in Language Teaching (2nd Ed.). Cambridge: Cambridge University Press.

Savignon, S.J.(2002).Communicative Language Teaching: Linguistic Theory and Classroom Practice. In Savignon, S.J.(ed). Interpreting Communicative Language Teaching. New Haven: Yale University Press. 1-27.

Suparman. (2017). The Effectiveness of Eclectic method in Teaching Writing English of Recount Text for the Eighth Grade Students of SMPN 1 Keruak. Jurnal studi Keislaman dan Ilmu Pendidikan, 5 (1), 43-60.

Talidong, K and Liu Q (2020). Teaching Methods in English Language Instruction: Case of Selected English Language Teachers in General Santos City, Philippines.

Wali, N.H. (2009). Eclecticism and Language Learning. Al- Fatih Journal. No .39. Diyala University College of Basic Education.

Weideman, A. (2001).The Old and the New: Reconsidering Eclecticism in Language Teaching. Lingam, 17(1):1-13. doi.org/10.5785/17-1-131.