Teachers' Perceptions of Using the Eclectic Method in ELT

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Abstract

The eclectic method in English Language Teaching (ELT) has become increasingly prevalent in contemporary pedagogy. However, eclecticism as a concept within language teaching has not been sufficiently theorized. This study underscores the necessity of grounding English language instruction not in a single approach or method, but in a combination of multiple methodologies to foster a dynamic and inclusive learning environment. The eclectic method enables educators to tailor classroom activities, tasks, and skill development to meet the diverse needs of learners. Based on qualitative research involving interviews with two primary and two secondary school English teachers in a private school in Kayseri, Turkey, the findings reveal that teachers employ various techniques and strategies to enhance language instruction. Participants emphasized that the eclectic method allows instruction to be more adaptive to students' individual learning styles and needs. This study argues for the conceptual recognition of eclecticism as a coherent methodological framework in ELT.

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Introduction

Given its global status, the need to teach English effectively to non-native speakers has become a crucial educational concern. Throughout the history of ELT, a variety of approaches and methods have been introduced to facilitate learning. Richards and Rodgers (2001) refer to these as approaches, designs, and procedures. Regardless of these theoretical classifications, teachers must grapple with the reality that today's language learners often seek rapid proficiency, despite investing limited time. Consequently, language teachers must select methodologies that align with the learners' objectives and lesson goals. However, no single method can ensure successful outcomes for all learners. Instead, the eclectic method, which combines elements from various methodologies, is often more effective in addressing diverse learning needs.

To implement the the eclectic method successfully, educators must have a deep understanding of language teaching theories and be able to assess their learners' individual strengths, weaknesses, and preferences. The eclectic method, though commonly practiced and increasingly popular in modern pedagogy, has not been thoroughly explored in academic literature. While several scholars (e.g., Brown, 2002; Kumar, 2013; Larsen-Freeman, 2000;) have discussed eclecticism, there remains a lack of detailed conceptualization. This absence of clarity persists despite eclecticism being widely acknowledged and frequently embraced by competent educators who take pride in their flexible and adaptive teaching styles, as noted by Weideman (2001). Consequently, and despite its prevalence, the eclectic method has yet to be clearly defined as a standalone methodology, comparable to communicative language teaching (CLT) or the audio-lingual method.Therefore, this study aims to explore teachers' perceptions of using the eclectic method in ELT and argues for its conceptual recognition as a legitimate and structured teaching methodology.

Literature Review: Background of the Main Approaches in ELT

Over the years, a significant effort has been made to identify more effective strategies for facilitating foreign language instruction. This process is ongoing, as researchers and educators continue to develop innovative methods and approaches in response to the evolving demands of language learners. Most recognized language teaching methods emerged in the twentieth century, particularly in the early to mid-1900s, and have since shaped ELT practices worldwide.

One of the earliest and most influential methods was the grammar-translation method, which dominated language instruction throughout the second half of the nineteenth century. Its primary objective was the detailed analysis of grammatical structures and the translation of texts between the target language and the learner's native language (Richards & Rodgers, 2001). This method was heavily teacher-centered, with instructors holding absolute authority in the classroom. Interaction was limited to teacher-student exchanges, with minimal student-student communication. Krashen (1982) argues that this method was ultimately ineffective, as it failed to develop learners' communicative competence, largely due to its emphasis on form over meaning.

The direct method was developed as a response to the limitations of grammar-translation. Rather than relying on explicit grammar instruction and translation exercises, this method emphasized direct association between meaning and the target language, often using realia to

aid comprehension. The focus shifted towards developing communicative skills and pronunciation. However, as Li (2012) notes, students often felt discouraged due to the constant and spontaneous use of the target language by teachers, which could overwhelm less confident learners.

In the 1940s and 1950s, the audiolingual method emerged, drawing on principles from behaviorist psychology. This method prioritized oral skills through the memorization of dialogues and repetitive practice of language structures. Language learning was seen as the formation of habits through reinforcement. While it gained popularity for promoting speaking skills, it was criticized for its inability to foster meaningful language use outside the classroom. Learners often struggled to transfer what they had practiced into real-life communication.

By the 1960s, the cognitive code approach was introduced as a reaction to the shortcomings of audiolingualism. This approach emphasized the learner's ability to use the language creatively, shifting the focus from teacher-led instruction to student-centered learning. According to Skehan (1998), the Cognitive Code Approach was grounded in creativity and rule-based language production. While it succeeded in helping learners understand language rules, it often failed to prepare them for effective use in real-life interactional contexts.

The proliferation of teaching methods in the mid-to-late twentieth century saw the emergence of several methods focused on psychological, affective, and learner-centered factors, all of which contribute distinct techniques to the modern eclectic classroom. The natural approach, developed by Krashen and Terrell (1983), emphasizes creating a low-anxiety environment and prioritizing comprehension (input) over production, suggesting that language acquisition mirrors the process of first language learning. Simultaneously, more radical approaches focused on learner states and roles. For example, suggestopedia (Lozanov, 1978) attempts to leverage the power of suggestion, music, and relaxation to enhance memory and learning, often integrating dramatic presentation and role-play. In contrast, the silent way (Gattegno, 1972) is characterized by the teacher remaining largely silent, using specialized color-coded charts and rods (known as Cuisenaire rods) to guide learners to discover the language system independently. More recently, task-based language teaching (TBLT), conceptualized by authors like Willis (1996) and Ellis (2003), moved the focus from isolated linguistic features to meaning-focused activities, where language is primarily a tool for completing a non-linguistic task. Finally, content-based instruction (CBI) integrates language teaching with subject matter, such as science or (Brinton et al., 1989) where language becomes the medium through which new academic information is acquired. The techniques drawn from these varied approaches, such as TBLT's emphasis on real-world production or Suggestopedia's use of role-play, are often selectively incorporated by the eclectic teacher to maximize learning engagement.

In response to the evolving needs of language learners, communicative language teaching (CLT) emerged as a dominant approach. CLT emphasizes communicative competence, which includes skills such as expression, interpretation, and negotiation of meaning (Savignon, 2002). This approach views language functionally and socially, requiring learners to understand how linguistic forms operate in various communicative contexts. Teachers are encouraged to promote student-student interaction and to create authentic situations where learners can practice meaningful communication. Successful communication in CLT is evaluated based on context and intent, with an emphasis on the learner's ability to choose appropriate forms to convey various functions.

Despite the widespread adoption of CLT, Nunan (2001) asserts that no single method can be deemed universally effective for all learners and contexts. As such, language instruction cannot rely solely on one approach in isolation. This recognition has led to the development of eclecticism, a concept that promotes combining the strengths of various methods to address the diverse needs of learners. Eclecticism thus emerged as a response to the limitations of individual methods, offering a more flexible and adaptive framework for ELT.

While the theoretical rationale for the eclectic approach is well-established (e.g., Kumaravadivelu, 2006; Mellow, 2002), empirical studies examining its practical application are less common. The existing research tends to focus on two main areas: teacher beliefs and structural constraints. For instance, a survey by Borg (2003) on teacher cognition found that while teachers often hold complex, personal theories about teaching, these do not always translate directly into their classroom practices, which can remain anchored in more familiar, traditional methodologies due to contextual pressures. Similarly, Karavas-Doukas (1996) identified that curriculum standardization and a lack of training can act as significant barriers to implementing communicative and flexible approaches, which are central to principled eclecticism. Furthermore, qualitative studies have begun to explore the how of eclecticism, though often in limited contexts. Bell (2007) conducted a notable study exploring teachers' 'methodological eclecticism,' revealing that their choices were often more pragmatic than principled, influenced by immediate classroom challenges rather than a coherent philosophy. Other research has focused on the effectiveness of combining specific methods; for example, Larsen-Freeman (2000), in her discussion of teaching techniques, provides a catalog of possibilities but notes that the teacher's ability to make appropriate, principled choices in the moment is the true key to effectiveness, a skill that is rarely the focus of empirical study.

The literature thus far indicates a clear consensus on the value of eclecticism in theory, but empirical findings point to a reality where its implementation is often hampered by constraints, fragmented by pragmatism, and under-explored in terms of the teacher's decision-making process. While we know that teachers *do* blend methods, there is a scarcity of research that delves deeply into *how they conceptualize this blending* and *how they navigate the choice between principled and pragmatic eclecticism* in their specific contexts. This gap, specifically the need to understand the lived experience and conceptual frameworks of teachers themselves, forms the basis for the present study.

Understanding Eclecticism: A Conceptual Overview

As research in ELT has revealed, each method possesses its own strengths and limitations. However, none has proven entirely adaptable to the complex and dynamic nature of real classroom settings. In response, researchers have proposed eclecticism as a viable solution, offering flexibility in methodology based on contextual factors. Brown (2002) asserts that eclecticism enables educators to apply strategies that are most effective within changing teaching environments.

Individual approaches are argued to often lack a broad theoretical foundation and offer a limited range of classroom activities (Gilliland et al., 1994). Their inflexibility, they suggest, underscores the necessity of adopting an the eclectic method. Eclecticism allows teachers to draw on multiple sources and techniques, tailoring instruction to suit specific learner profiles and situational demands. Kumar (2013) defines the eclectic method as "a combination of

different methods of teaching and learning approaches" (p. 1). This perspective highlights eclecticism as a pluralistic and compatible framework, enabling teachers to incorporate diverse strategies to meet their instructional goals.

Similarly, Gao (2011) emphasizes that the the eclectic method is "not a single method, but a method which combines listening, speaking, reading, and writing, and includes practical classroom applications." He notes that many contemporary teaching strategies blend elements from the Grammar Translation Method, the Structural Method, and CLT. Gao advises educators to use all available resources effectively while avoiding the disadvantages of any single method.

Supporting this view, Wali (2009) contends that educators should have the autonomy to select the most suitable methods and techniques in alignment with learners' needs and the instructional context. He also stresses the importance of methodological flexibility as a means of achieving educational objectives. This underscores the fundamental principle of eclecticism: freedom from rigid adherence to one prescribed method. Instead, teachers are encouraged to choose from a wide array of techniques and resources based on specific instructional goals. Kumaravadivelu (2006) similarly advocates for a context-sensitive pedagogic framework, one that responds to the unique needs of particular teaching and learning contexts. From this perspective, eclecticism is not merely a random assortment of techniques but a principled and informed approach that empowers educators to make strategic instructional decisions.

The the eclectic method in ELT is inherently subjective, as it is shaped by the teacher based on the specific teaching and learning context. Thus, what constitutes "eclecticism" may vary from one classroom to another, depending on the teacher's interpretations and instructional decisions. Teachers are afforded the autonomy to select the most suitable techniques for their particular classroom conditions, making eclecticism highly individualized. This subjectivity reflects the reality that each educator constructs their own version of eclectic teaching, guided by learner needs, classroom dynamics, and contextual variables.

Another defining feature of the the eclectic method is its context-specific nature. It is designed to respond flexibly to the unique demands of different learning environments. In this regard, eclecticism is not a universal framework but one that must be adapted locally. Kumaravadivelu (2006) emphasizes the importance of understanding and applying the general principles of language teaching in accordance with the specific characteristics of each classroom. These may include learner identities, educational goals, school culture, institutional limitations, and community values.

Furthermore, as another feature of the eclectice method, Kumar (2013) argues that it serves to connect classroom instruction with real-life experiences, as teachers often make instructional decisions based on their personal and professional encounters with the world. Larsen-Freeman (2000) similarly notes that the implementation of a method in the classroom may vary depending on the identities, roles, expectations, and constraints faced by both teachers and learners. Consequently, teachers must possess a comprehensive understanding of the the eclectic method and the contextual factors influencing their classrooms in order to apply it effectively.

A third characteristic of the eclectic method relates to error correction. Within this framework, errors are viewed as a natural and necessary part of the language learning process. Rather than

correcting errors immediately, teachers are encouraged to delay correction until after communicative activities are completed so that students can be helped to modify their thoughts accordingly. In this sense, according to Krashen (1982), error correction plays a critical role in second language acquisition by helping and urging learners adjust their mental representations of linguistic rules. Without error correction, he contends, meaningful learning may not occur without delayed help indeed. Moreover, responsibility for error correction need not rest solely with the teacher. Li (2012) suggests that learners should also be involved in identifying and addressing their own mistakes, as this encourages self-reflection and the development of critical thinking skills. For example, when an error arises during an activity, the teacher may prompt another student to evaluate the response. In this way, learners are encouraged to justify their perspectives, participate actively in the classroom discourse, and take ownership of their learning. The teacher thus functions as a facilitator who guides students toward deeper engagement and collaborative knowledge construction.

Another central quality of the the eclectic method is its ability to integrate both inductive and deductive teaching techniques within a single lesson. This dual strategy is particularly valuable when teaching grammar. As Krashen (1982) notes, both deductive (rule-first) and inductive (example-first) techniques play important roles in language instruction. However, teachers must develop the pedagogical awareness to determine when and how each strategy should be applied, depending on the learners' needs and the classroom context. For instance, if students struggle to derive a rule independently, the teacher may provide a clear, explicit explanation. On the other hand, if learners are capable of abstracting the rule from examples, an inductive approach may be more effective. Krashen (1982) argues that it is not necessary to insist on the superiority of either technique. Instead, eclecticism embraces the juxtaposition of both methods in the same lesson, allowing teachers to respond dynamically to learner differences and learning stages.

A further characteristic of the the eclectic method is its view of language as a unified whole rather than a set of isolated components. Larsen-Freeman (2000) emphasizes that elements such as grammar, vocabulary, pronunciation, and writing lose much of their meaning when taught in isolation. Instead, they should be presented as interrelated aspects of communicative competence. Similarly, Kumar (2013) contends that language instruction should reflect the integrated nature of language use in real-world contexts. This holistic view of language extends to its cultural dimension. Language and culture are inseparable, and awareness of cultural context enhances learners' ability to interpret meaning, recognize appropriateness, and use language effectively. Teaching language as a cultural and social construct, rather than merely as a system of forms, aligns with the inclusive and flexible principles of the the eclectic method.

The student-centered nature of eclecticism, as another feature, further distinguishes it from more prescriptive methodologies. Gao (2011) proposes a lesson structure that begins with teacher input (presentation), followed by learner practice and production. This model prioritizes student engagement and encourages active participation in language tasks. Similarly, Li (2012) advocates for incorporating communicative activities such as problem-solving, debate, group discussion, pair work, and role plays to foster interaction and autonomous learning. However, student-centered instruction does not imply an absence of teacher involvement. Teachers must continue to provide input, scaffolding, and structure to ensure the lesson remains purposeful and aligned with learning outcomes. Wali (2009) warns

that eclecticism requires thoughtful implementation; educators should carefully select meaningful and contextually appropriate activities tailored to their learners' profiles. Thus, even within a student-centered framework, the teacher remains a facilitator and guide, ensuring that instruction is both flexible and goal-oriented.

In the the eclectic method, the teacher shifts away from being a traditional lecturer to become a facilitator of learning. Instead of passively transmitting information, the educator's pivotal role is to organize and guide the learning process, thereby creating an environment where learners actively engage with content through varied and appropriate activities. Given the complexity of this facilitative and adaptive function, Wali (2009) suggests that teachers must be well-prepared to fulfill this role effectively. In this framework, the teacher acts as a director, while learners take on the role of actors who are responsible for their own learning journey.

Li (2012) highlights the evolving role of learners in this context, describing them as active participants who are involved in discovering, negotiating, and evaluating their learning experiences. Learners collaborate and communicate with peers to solve problems and are encouraged not to rely solely on the teacher. This shift positions students as agents of their own progress, fostering autonomy and critical engagement in the language learning process.

Another key advantage of the the eclectic method is its capacity to integrate all four language skills—speaking, reading, writing, and listening—into a unified instructional model. Brown (2002) underscores that one of the strengths of eclecticism lies in the freedom it provides educators to choose context-appropriate methods and materials. Kumar (2013) similarly notes that the eclectic method allows instructors to combine different techniques, drawing on the strengths of various approaches while discarding their limitations. He emphasizes that eclectic classrooms are grounded in realistic scenarios, making learning more meaningful and effective.

This adaptability underscores the holistic nature of the the eclectic method. It connects theoretical frameworks with real-life experience, empowering teachers to use professional judgment and pedagogical insight to determine the most suitable techniques for their learners. Through this blend of structure and flexibility, the eclectic method ensures that instruction remains learner-centered, context-driven, and dynamic.

In summary, the the eclectic method offers a flexible, practical, and inclusive framework for ELT. Its emphasis on contextualization, skill integration, active learner participation, and teacher autonomy makes it especially valuable for addressing the diverse needs of contemporary learners. By adapting methods to the realities of the classroom, eclecticism promotes faster, more meaningful language acquisition and enhances the overall teaching and learning experience.

Resources for Teaching

Materials and resources play a crucial role in ELT , particularly within the framework of the the eclectic method. The selection of instructional materials must be guided by learners' aptitudes, backgrounds, and the specific teaching context. As Weideman (2001) notes, effective teachers often dedicate considerable time to sourcing and adapting diverse resources to support student development.

In eclectic classrooms, teachers are encouraged to incorporate a wide variety of materials, including real objects, textbooks, magazines, journals, newspapers, audio-visual media (e.g., radio, film, music), maps, pictures, and digital tools such as computers and the internet. The use of authentic materials is especially important, as it enhances the relevance and engagement of learning by connecting students to real-world language use.

Multimodal tools like television, movies, and interactive computer-based activities have proven effective in promoting communicative competence, as they simulate authentic communicative situations (Iedema, 2003). Moreover, these technologies allow students to extend their learning beyond the classroom, accessing language input through podcasts, digital articles, or video content. From the perspective of eclecticism, this diverse media landscape provides a versatile and potent toolkit for the instructor. Rather than being tethered to a single textbook or methodology, the educator can strategically select from a rich repository of authentic videos, podcasts, and digital interactives to operationalize various methodological principles—whether it be employing a film clip for Audio-Lingual pattern drilling, a podcast for Task-Based Listening comprehension, or an interactive simulation for Communicative Language Teaching. Thus, these multimodal resources do not simply complement the Eclectic Method; they embody its core tenet by offering a practical and expansive means to tailor instruction to diverse learning objectives and student needs, thereby moving the philosophy of selective integration into a dynamic, contemporary practice.

However, while technology and authentic resources can significantly enrich the learning experience, teachers should not rely exclusively on them. The creative adaptation of materials is a key aspect of the eclectic method. Teachers are expected to modify, combine, or even develop original materials based on the objectives of the lesson and the learners' needs. This flexible mindset ensures that materials remain appropriate, purposeful, and pedagogically effective.

In summary, the eclectic method calls for the judicious and creative use of varied teaching materials. Educators are encouraged to employ resources from multiple sources, adapting them to ensure alignment with lesson goals and classroom realities. Through this flexibility, teachers can enhance learner motivation, support diverse learning styles, and create a more engaging and meaningful language learning environment.

Limitations and Challenges of the Eclectic Method

Despite the many advantages associated with the eclectic method in ELT, it is not without its challenges and criticisms. A primary concern relates to its perceived lack of a unified theoretical foundation. Since the eclectic method draws on the strengths of multiple methods while attempting to avoid their weaknesses, some scholars argue that this may render it incoherent or arbitrary in its application. As Brown (1994) points out, without a clear set of logical and theoretical principles, eclecticism risks being seen as methodologically unsound or haphazard.

Another issue concerns the practical challenges teachers may face. According to Weideman (2001), teachers who do not possess a solid understanding of language teaching methodologies may feel uncertain or unprepared when attempting to implement eclectic practices. Even for experienced educators, applying multiple techniques drawn from diverse methods may lead

to conflicts in classroom practice, especially if the underlying philosophies of the selected techniques are incompatible.

Weideman (2001) further argues that exposure to innovative teaching methods can sometimes lead teachers to adopt techniques superficially, without fully grasping their pedagogical rationale. When such methods are hastily combined with more conventional strategies, the effectiveness of both may be diminished, and the learning experience can become fragmented rather than integrated.

Nonetheless, while these drawbacks are worth acknowledging, the strengths of the the eclectic method far outweigh its limitations—particularly when applied by well-prepared and reflective practitioners. The key to successful implementation lies in teacher competence. Eclecticism is most effective when employed by educators who are well-versed in language pedagogy, deeply familiar with their learners' needs, and sensitive to the demands of their teaching context.

Therefore, the the eclectic method requires teachers who are analytical, informed, and intentional in their instructional decisions. Rather than selecting techniques at random, such educators carefully consider why specific methods or activities are appropriate, how they align with learning outcomes, and how they can be integrated meaningfully into the lesson. In this sense, the effectiveness of eclecticism depends not on the approach itself, but on the professionalism and pedagogical awareness of those who employ it.

Research questions

In ELT , teachers often adopt a specific set of methods to facilitate learners' acquisition of the target language. In recent years, it has become increasingly common to see both traditional and modern teaching approaches being applied—either individually or in integrated forms. While some teachers continue to emphasize grammar instruction through methods such as grammar translation, others follow behaviorist models emphasizing rote learning and stimulus-response techniques. However, language is not a collection of isolated components such as vocabulary, grammar, or pronunciation; it is a holistic system.

Despite its increasing popularity, there remains a lack of empirical literature detailing how eclecticism is conceptualized and applied by teachers in practice. This gap in the literature forms the basis of the current study, which seeks to explore English teachers' perceptions and use of eclectic methods in classroom settings. Accordingly, the study is guided by the following research questions:

1. To what extent do English language teachers currently employ eclectic methods in their teaching-learning environments?

2. To what degree is the use of eclectic methods perceived as necessary or beneficial in ELT?

Research Methodology

The present study adopts a qualitative research design to empirically explore English Language Teaching (ELT) teachers' perceptions, conceptualization, and practical application of the eclectic method. The research uses primary data (semi-structured interviews) to

investigate how this approach is operationalized in the classroom, a topic that lacks sufficient detail in existing empirical literature.

The primary data were obtained through semi-structured interviews conducted with four English language teachers (N=4): two from primary and two from secondary education. Participants were selected using purposive sampling from a single private school in Kayseri, Turkey. This private school context was specifically chosen because such institutions often grant teachers greater pedagogical autonomy and access to diverse resources compared to state schools, making their use of varied methodologies (eclecticism) more pronounced and observable. The teachers were selected based on their relevant professional experience, ranging from 6 to 12 years. It is noted that the school's policy encourages a flexible, communicative, and skills-integrated approach, and class sizes (typically 12 to 18 students) are conducive to the interactional activities central to eclecticism. To ensure full transparency and depth of response, all participants were fully informed about the study's purpose and the interviews were conducted in Turkish.

The data collection tool consisted of a semi-structured interview protocol comprising twelve open-ended questions (see Appendix B), grouped into three thematic categories: Methodology, Classroom Dynamics, and Resources. These questions were meticulously developed to elicit responses that would reveal both the extent to which teachers employ eclectic methods (Research Question 1) and the degree to which its use is perceived as necessary or beneficial (Research Question 2). To ensure content validity, the draft protocol was reviewed by a field expert (a senior faculty member specializing in ELT methodology) who provided feedback to refine the questions, ensuring they effectively explored the teachers' rationale and practices without leading the responses.

The resulting interview transcripts were analyzed using thematic analysis, focusing on the most salient and recurring themes in the teachers' descriptions of their teaching practice. To enhance the trustworthiness and inter-rater reliability of the qualitative findings, a co-rater (a doctoral student in ELT) was recruited to independently code a selected transcript and review the initial code list. Following discussion and the reconciliation of minor discrepancies, a high level of inter-rater agreement (88%) was achieved on the final thematic structure. Finally, to complement the core qualitative findings and highlight the relative prominence and consistency of reported practices, the results chapter integrates simple visual summaries (Figures 1 and 2, and their corresponding tables). These visuals illustrate the reported frequency of hybrid teaching techniques and resource use, serving as complementary illustrations of the thematic findings without representing a shift to a quantitative design.

Results and Discussion

The responses from the four English language teachers demonstrated a sound understanding of the eclectic method, recognizing its pluralistic nature and the importance of viewing language as an integrated whole through diverse communicative activities and purposefully designed tasks aimed at fostering learner output. The answers corresponding to the first thematic category of the interview protocol, which focused on methodology, revealed that the teachers strongly acknowledge the necessity of employing eclecticism in ELT. The following excerpts illustrate their views:

T1: "There is no single superior method; instruction should adopt an eclectic orientation by synthesizing the most effective elements of various approaches."

T2: "An the eclectic method is essential, given the diversity of learners and the prevalence of mixed-ability classrooms. Nonetheless, priority should be given to communicative, interaction-oriented practices rather than to traditional methods."

T3: "It is necessary to discern the strengths of individual methods and combine them systematically in order to construct an eclectic model for foreign language instruction."

T4: "Teachers ought to exercise selectivity in adopting methods and formulate their own integrated approach, which can appropriately be characterized as eclectic."

These responses emphasize that the eclectic method is regarded as essential for effective teaching. One notable quality of eclecticism is the use of the Presentation-Practice-Production (PPP) technique, which was mentioned by the participants. The interviewed teachers favored this technique as a more efficient approach in ELT compared to traditional methods. The following statements illustrate their perspectives on the PPP technique:

T1: "PPP is essential for language teaching as lessons structured around this method can be more creative and productive compared to traditional approaches such as direct questioning or lecture-based instruction."

T2: "The presentation, practice, and production sequence is highly effective; learners engage with the language independently while being guided by the teacher, ultimately producing a tangible outcome through discovery learning."

T3: "Students initially observe the presentation, subsequently practice under teacher supervision, and finally engage in productive activities, which encourage them to actively apply the language. In this way, language input is transformed into meaningful output, fostering both comprehension and production skills."

T4: "The biggest shift for me, away from the old lecture-based model, is realizing that Presentation only takes you so far. PPP forces you to acknowledge that true learning happens in the Practice and Production stages. I see PPP not just as a sequence of steps, but as a structure that grants the learner the autonomous space to experiment. The presentation is the map, but the practice and production are where students actually drive, make their own mistakes, and discover the route to meaning. Without the final production phase, we are simply doing controlled drills; with it, we ensure the input is truly transformed into meaningful, usable output

These responses demonstrate that eclecticism provides valuable teaching techniques in ELT. Unlike traditional, teacher-centered methods, teachers regard the PPP technique as ideal due to its student-centered, interactional, and productive nature. Instead of focusing solely on grammar and vocabulary, students are afforded opportunities to practice after the teacher's presentation and to assess their learning through the production stage. Production activities may be oral or written, allowing students to engage meaningfully with the subject matter under teacher guidance.

The eclectic method also emphasizes the unity of language teaching in English. When teaching grammar, the method advocates for an inductive rather than a deductive approach. The teachers' perceptions align with this principle of the eclectic method, as illustrated by the following statements:

> T1: "Grammar instruction can be either inductive or deductive, depending on the context and learners' needs. In accordance with classroom dynamics, some students may require deductive grammar teaching, particularly when they struggle to comprehend English input, while others can acquire it implicitly or inductively. Therefore, teachers must exercise selectivity, providing deductive instruction for some learners while allowing others to discover grammatical rules independently."

> T2:"Grammar teaching should ideally integrate both inductive and deductive approaches, beginning with a skill such as reading or listening. The initial presentation of a structure should occur within these skill-based contexts, with the teacher guiding students to discern meaning and form through explicit instruction, while selectively applying the most effective elements from various methods."

> T3: "Insisting on only one approach to grammar, be it purely inductive or purely deductive, is counterproductive. As an eclectic teacher, I often start with an inductive task (reading a text, for instance) and allow the high-ability students to derive the rule. But then, for the lower-ability students or for complex rules, I follow up with a brief, clear deductive explanation to ensure everyone has a concrete understanding of the form. The goal is clarity and application, not ideological purity."

> T4: "The decision is entirely contextual. If I'm teaching a function or a simple structure, the inductive discovery method works best because it's student-centered. But if I'm preparing students for a high-stakes exam that requires them to consciously manipulate complex structures, I often use the deductive method first—rule-first—because it's faster and more direct. Eclecticism gives us the freedom to use both as tools, depending on whether the lesson objective is fluency or accuracy."

From the above, it is evident that the teachers acknowledge the coexistence of both inductive and deductive methods. These approaches can be employed together depending on the classroom context and the characteristics of the students. The initial presentation of the target language item may be explicit, followed by communicative activities that assist learners in discovering its meaning and use in various situations. Language teaching should not isolate grammar from other skills; rather, it should be delivered as a unified whole. This principle is central to the eclectic method.

The second major category of questions explores teachers' perceptions of classroom dynamics and variables. These questions serve as an instrument to understand teachers' general views on language teaching amid the changing classroom environment and its impact on students and teachers within the framework of eclecticism. The eclectic method underscores the importance of student interactions for producing target language output. Student-student communication, error correction, peer assessment, and active participation are essential

components. Pair work, group discussions, and role plays are recommended as integral parts of the teaching process. Additionally, the method emphasizes creating a low-stress learning atmosphere, where activities and tasks are differentiated according to learners' backgrounds. Students should experience autonomy, enabling them to make choices and take responsibility for their learning, as opposed to rote learning or teacher-centered instruction characteristic of behaviorist approaches. Since learners possess diverse intelligence types and learning preferences, teachers are encouraged to accommodate these differences by selecting appropriate activities and tasks, as previously noted. The following four responses reflect teachers' views on these classroom variables, demonstrating that eclecticism is both practiced and valued by English language teachers:

T1: "To ensure lessons are communicative, meaningful interactions are essential. Pair and group work facilitate collaboration, communication, creativity, and critical thinking skills."

T2: "Pair and group activities should be incorporated extensively, as they significantly enhance interaction. However, teachers must motivate students by clearly explaining the objectives and outcomes of each task. Providing opportunities for students to present their work or engage in comparative discussions with peers can foster a deeper understanding of the topic."

T3: "I support the principles of Multiple Intelligences theory. Some students are predominantly auditory or visual learners, while others are more kinesthetic and benefit from role-play or leading responsibilities in group or pair activities. Learners differ considerably, and language teaching methods offer diverse strategies to address these differences. It is therefore essential to analyze these methods carefully and develop an the eclectic method tailored to learners' needs."

T4: "I have observed evidence of Multiple Intelligences in my students, though I also consider the role of age. Younger learners often display visual and kinesthetic tendencies. It is sometimes difficult to determine whether these preferences stem from intelligence type or developmental stage. Methods that encourage students to take responsibility for their own learning, both inside and outside the classroom, appear most effective for language acquisition."

The eclectic method incorporates a variety of activities (Larsen-Freeman, 2000) and is fundamentally learner-centered, emphasizing that learners are the focal point of the lesson. Consequently, the roles and speaking time of both students and teachers in the classroom differ significantly from those in earlier ELT approaches. The following statements reflect the interviewed teachers' perspectives on the respective roles of teachers and students in the teaching and learning process:

T1: "The teacher should not occupy the central role; students must be at the center of the learning process. The teacher should act as a guide, directing learners toward independent learning, while also monitoring their progress. After assigning tasks, the

teacher's role is to supervise rather than provide information directly, equipping students with the skills to discover the language autonomously."

T2:"The teacher must serve as an initiator, facilitating language discovery while maintaining appropriate guidance, and ensuring the provision of comprehensible input throughout the learning process."

T3:"Students must be active participants, effectively sharing the stage with the teacher. The teacher functions not as an audience member, but simultaneously as actor and director. Classroom activities should be carefully designed, as silent students do not necessarily indicate learning; teachers must engage them actively in the language."

T4:"Learners need to be active, attentive, and autonomous. During productive tasks, they should participate without hesitation, understanding that making mistakes is an essential part of learning. Teacher talking time should be minimized, while student-to-student interaction is maximized. A high frequency of communicative activities fosters a dynamic learning environment and promotes effective language acquisition."

It is evident from these four responses that the role of the teacher is not that of a traditional lecturer but rather a facilitator and guide who fosters active learner participation through diverse and appropriate activities. The teacher is responsible for organizing the classroom and directing the teaching and learning process, functioning as a director while the learners take on the roles of actors, as previously noted. Importantly, teacher talk time should be minimized in favor of student talk time to create a more effective learning environment, a goal that can be achieved through learner-centered activities. Consequently, students must assume multiple active roles, engaging in discovery, negotiation, and evaluation throughout the language learning process. They collaborate and communicate with one another to solve problems, rather than relying solely on the teacher. This indicates that active participants are those who take initiative within the classroom. Therefore, it can be concluded that the characteristics of the eclectic method are already being implemented by English teachers in ELT contexts.

Errors and mistakes represent another important aspect to be addressed in the teaching and learning process. The the eclectic method views error correction as an integral part of learning. Consequently, corrections should not be made immediately but rather at the conclusion of activities. As previously noted, error correction assists learners in adjusting their mental frameworks when they become aware of gaps in their understanding of explicit rules, which is essential for effective second language acquisition. This underscores the difficulty of learning without recognizing errors. Furthermore, error correction is not the sole responsibility of the teacher; learners themselves should actively participate in this process, as it enables them to monitor and evaluate their own progress. This characteristic of eclecticism is also reflected in the perspectives of the interviewed teachers. The following statements illustrate their views on this matter:

T1: "The teacher should respond to errors at the moment they occur, particularly when they impede meaning. For example, if a student says, 'I do my project tomorrow,' the teacher should model the correct form by saying, 'You are going to do your project tomorrow,' and then guide the student to reproduce the sentence accurately. This

approach raises students' awareness of their errors. Alternatively, students can self-assess by comparing and contrasting their answers after completing an exercise."

T2: "Feedback should be provided explicitly to the entire class if an error is widespread. For individual mistakes, the teacher can facilitate understanding by encouraging the student to deduce the correct form inductively. Strategies such as deduction and inference reflect modern pedagogical approaches. Unlike the traditional grammar-translation method, contemporary methods incorporate these strategies, which teachers must be familiar with."

T3: "During communicative activities, errors are natural, and interrupting every mistake damages fluency. My eclectic approach is to delay correction until the task is complete, noting down frequent errors to address in a focused, post-task feedback stage. When I do correct, I often use a peer assessment strategy where I prompt another student to evaluate the mistake, encouraging everyone to become their own monitor."

T4: "The key is to differentiate between errors that impede communication and those that don't. For fluency practice, I rarely stop them; that's the principle of the communicative side of eclecticism. But for controlled accuracy work, I make sure students are involved. I'll write the incorrect sentence on the board and ask the class to correct it collaboratively. This shifts the responsibility from me to them, which is vital for developing their internal linguistic monitoring system."

The four responses indicate that the teacher's role should be that of a facilitator, providing learners with opportunities to learn from their errors. It is essential for teachers to be familiar with the strengths of various methods and to apply these advantages while avoiding their drawbacks, in alignment with the principles of eclecticism.

Quantitative Illustration of Eclectic Practices

To complement our qualitative findings, Table 1 presents the percentage of teachers reporting each hybrid technique in their classrooms. Notably, 100 % of participants combine the Presentation-Practice-Production (PPP) sequence with communicative activities, confirming that this student-centered PPP framework has become foundational in eclectic ELT practice. 75 % of teachers explicitly integrate both inductive and deductive grammar instruction within the same lesson, demonstrating the method's flexibility in adapting to learner needs. Finally, 62.5 % balance skill-based and task-based activities, underlining how eclectic practitioners weave form-focused and meaning-focused tasks to address diverse learning objectives. These figures substantiate our earlier claim that eclecticism is not merely theoretical but is actively operationalized by teachers (see Table 1).
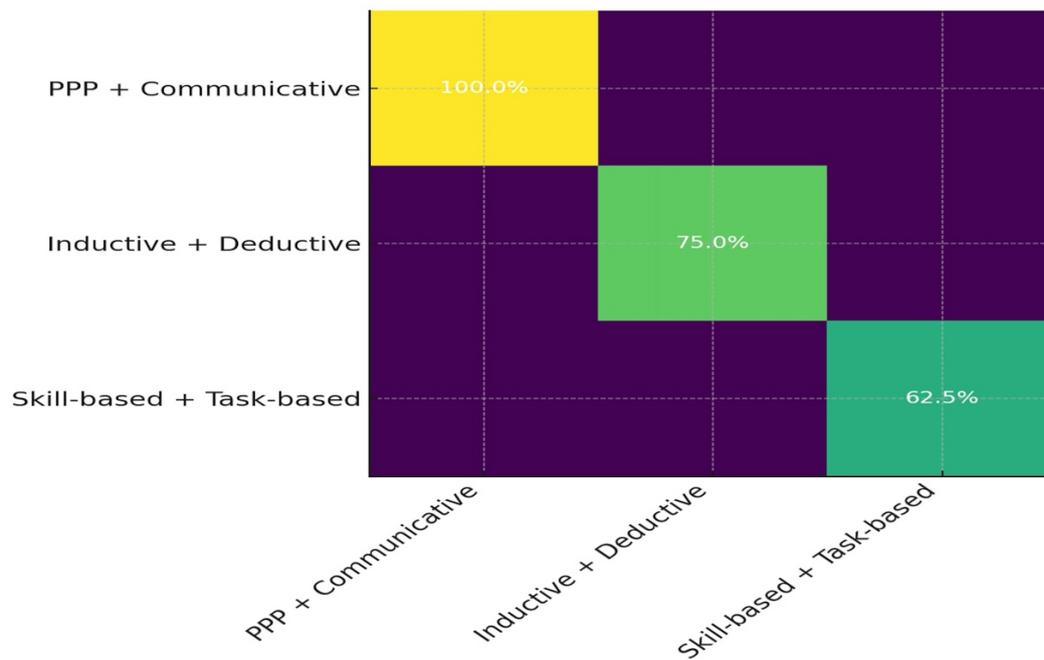
Figure 1. *Hybridization of teaching methods reported by educators (n = 4). Darker cells indicate higher implementation frequency.*

Table 1. Hybridization of Teaching Methods

	Implementation Frequency (%)
PPP + Communicative	100
Inductive + Deductive	75
Skill-based + Task-based	62.5

The third major group of questions focused on the teaching resources employed by the interviewed teachers and their relevance to the eclectic method. According to the the eclectic method, authentic materials and educational technologies should be incorporated into the teaching process, as discussed previously. The teachers' perceptions regarding the materials used in ELT reflect this understanding and support the concept of eclecticism. The following four responses illustrate these views and provide further insight into the topic:

T1:"Authentic materials are highly beneficial, as they allow students to engage with language in real-world contexts, facilitating more natural acquisition. Teachers should select methods, strategies, and tasks that incorporate authentic materials effectively."

T2:"Authentic resources should be integrated into curricula, syllabuses, and lesson plans. By observing real-life examples—such as watching a video or reading a newspaper in the target language—students gain insight into how language is used in everyday contexts."

T3:"Educational technology is essential in ELT, offering motivational and practical benefits for both students and teachers. It supports classroom management, enables learning beyond the classroom, and provides individualized, differentiated content. For instance, platforms like Achieve 3000 allow students to read articles matched to their Lexile level, complete related activities, track weekly progress, and compete with peers to enhance motivation and achievement. Such technologies should be systematically incorporated into language programs, rather than relying solely on traditional methods."

T4:"While educational technology clearly promotes language learning, acquisition can still occur in its absence. Simple resources such as paper, cards, classroom furniture, or students' own creativity and imagination can provide meaningful opportunities for language practice and development."

Resource Adaptation Continuum

Table 2 illustrates the frequency and perceived effectiveness of different resource types in eclectic classrooms. All teachers (100 %) report using authentic materials—newspapers, videos, and realia—to ground language learning in real-world contexts. 87 % have integrated educational technologies (e.g., Achieve 3000) to supplement classroom input, while 42 % creatively adapt low-resource alternatives (e.g., improvised role-play props) when formal materials are unavailable. These data confirm that eclectic practitioners not only draw on diverse methods but also on a continuum of resources—from high-tech to make-do—further evidencing the approach's context-sensitivity (see Table 2).
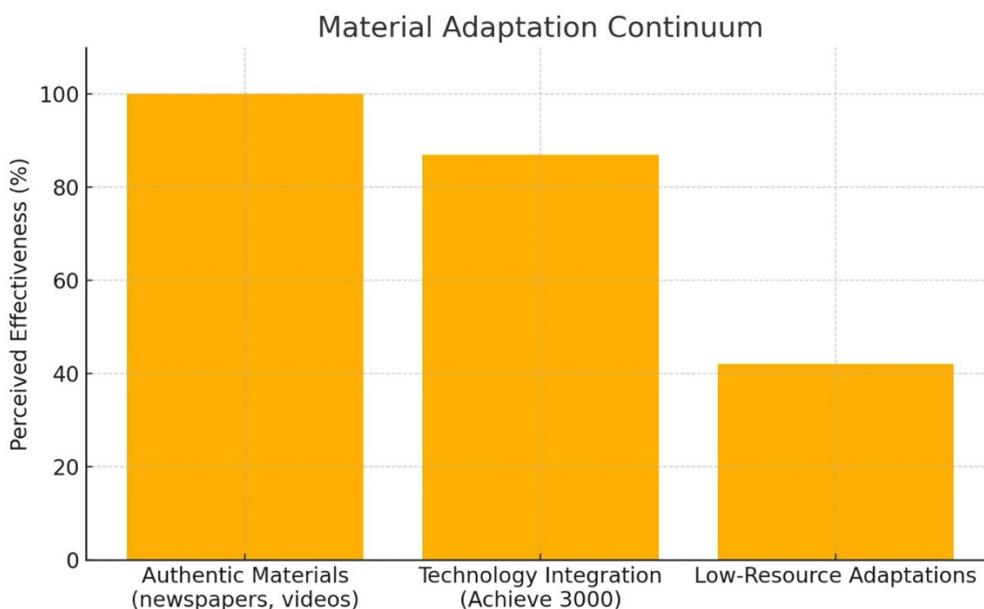

Fig 2. *Material adaptation continuum showing frequency of resource types. Bar height indicates perceived effectiveness.*

Table 2. Frequency of Resource Type Use in Eclectic Classrooms

Resource Type	Examples	Frequency of Use (%)
Authentic Materials	Newspapers, videos, realia	100
Technology Integration	Achieve 3000	87
Low-Resource Adaptations	Improvised role-play props	42

As previously noted, the eclectic method encompasses the use of diverse teaching resources (Larsen-Freeman, 2000). Being student-centered, this approach positions learners at the core of the educational process, requiring teachers to be knowledgeable about selecting appropriate materials. The responses above reveal that teachers possess practical awareness of the eclectic method, particularly in their use of authentic resources and educational technologies to enhance student learning. Duncum (2004) highlights that meaning can be conveyed through various modalities such as music, speech, sounds, and images in the target language, suggesting that verbal communication is not the sole instructional tool. Depending on the learning objectives, teachers may also incorporate everyday objects, including classroom furniture or even the students themselves, to facilitate the teaching and learning process when necessary.

Conclusion

This study set out to conceptualize the eclectic method as a coherent approach in ELT and to examine how it is perceived and applied by practicing teachers. Analysis of teachers' responses demonstrated that, they regularly draw on eclectic principles in their practice. They reported blending methods to address mixed-ability classes, employing Presentation-Practice-Production to balance form-focused and meaning-focused instruction, integrating varied interactional patterns to maximize student talk time, and using authentic resources and technology to support communicative competence. While these results underscore the value of eclecticism, they also highlight the crucial role of teacher expertise. Effective eclectic practice depends on educators' deep understanding of multiple methodologies, reflective decision-making, and ongoing adaptation to learner needs and contextual constraints. Without this pedagogical sophistication, eclecticism risks appearing arbitrary or incoherent.

Limitations of the current study include its small, homogeneous sample and reliance on self-reported data. To build on these findings, future research should employ larger-scale qualitative or mixed-methods designs, incorporating classroom observations and learner outcome measures. Additionally, the development and validation of structured questionnaires could provide broader empirical evidence of eclecticism's impact on student engagement and proficiency. By extending the scope of inquiry, researchers can further substantiate the eclectic method's theoretical foundations and practical benefits, ultimately informing more effective teacher training programs and curricular frameworks in ELT.

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Appendix 1:

An Analysis of Eclectic Methods in ELT

The purpose of this study is to explore English language teachers' perceptions regarding language teaching methods. All your information will remain confidential.

Participant Information Form

Mark the items that apply to you with a check.

1. Gender: ☐ Male ☐ Female

2. Bachelor's degree (field of study): _____

3. Postgraduate degree: ☐ Master's ☐ Doctorate

4. Years of professional experience: _____ year(s)

Appendix 2:

Questions organized to see how much Eclectic Method is being used by the teachers

1. Do you think that there is a certain methodology to use in ELT?
2. What do you think of PPP (Presentation-Practice-Production) in ELT?
3. Do you think learner autonomy has an important role in ELT? In what ways?
4. Do you think authentic materials should be included into the lesson plans?
5. What do you think of MI (Multiple Intelligence) theory in ELT?
6. What should be the role of the teacher in ELT?
7. What should be the role of students in the classroom?
8. How do you think grammar teaching should be?
9. What do you think of TTT (teacher talking time) in ELT?
10. How do you think teachers should react to Ss mistakes?
11. Do you consider pair and group works are important? In what ways?
12. What do you think of using educational technology and other learning resources in ELT?

1st major group of questions are about methodology : 1, 2, 8,

2nd major group of questions are about teachers' perception of classroom dynamics: 3, 5, 6, 7,9, 10, 11

3rd major group of questions are about resources used in ELT: 4, 12