Eclecticism in Teaching English Vocabulary

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Abstract - Eclecticism is a multi-sensory language approach which involves different language learning methods rather than sticking into one approach. This research is based on teachers' use of Eclecticism in teaching English vocabulary which is aimed at investigating how Eclecticism affects to develop English vocabulary of students who learn it as a second language. Learning vocabulary is a universal problem in second language learning. As a remedy Eclecticism was introduced to the field of language learning. The reasons behind the effectiveness of Eclecticism, vocabulary learning rate, Teachers' use of Eclecticism in practical situations were experimented in the research. In achieving the objectives, the investigation was implemented with 100 students and 20 teachers in the North Central province of Sri Lanka. The research instruments were observation, pre-tests, post-tests, General Certificate of Education (Ordinary Level) examination results of the students and a questionnaire given to teachers. In the research, the vocabulary development was measured under memorizing, rate of learning, contextual use of vocabulary and number of words learnt within given period. Data were analyzed with the use of descriptive statistics. In conclusion it was proved that Eclecticism helps the second language learners to improve their vocabulary knowledge other than one traditional method. Most popular techniques used by the teachers to teach vocabulary were translation and visual aids in both Experimental and Controlled groups. It was proved that the vocabulary learning rate was accelerated in the Experimental group. Finally, it was found that the main reasons behind the effectiveness of Eclecticism are its various capabilities of multi-sensory approach followed by motivation. Therefore, it is suggested that the Education authority of second/foreign language teaching should pay more attention to introduce this approach to English teachers and provide a training regarding effective use of Eclecticism in teaching English.

Key words – Eclecticism; Vocabulary; second language learners; motivation; multi-sensory learning

I. Introduction

This research is mainly based on Eclecticism on teaching English vocabulary. Eclecticism is a multi-sensory language approach which involves different language learning methods rather than sticking into one approach. According to Larsen – Freeman (2000), Eclecticism is "*when teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be eclectic" (p. 183)*. Mellow (2000; 2002) coined the term "Principled Eclecticism" which is a "desirable, coherent, pluralistic approach" which consists of various language activities.

In the present world, English language is used as an international language as well as a link language with parallel

to globalization. During the past decades, in the world, many methods and approaches were introduced and tried out in order to teach second language. Some of them are Grammar Translation Method, Direct Method, Audio Lingual Method, Communicative Approach etc. Other than these Suggestopaedia, Silent Way, Total Physical Response, Natural approach, The Cognitive Approach too were introduced depending on different scenarios. All these methods and approaches were somewhat successful nevertheless they all consisted of weaknesses as well as strengths. (Wali ; 2009 ; p.34). Most linguists were not fully satisfied with one of these methods because through trial and error they have understood that each of these methods or approaches cannot be universally accepted as the best. Many linguists have attempted to improve the quality of language learning by considering general principles and theories regarding language learning. Moreover, presenting the knowledge of language, organizing it in memory and how it is structured also were considered in language learning. As a result, Eclecticism has been introduced in language learning in order to fulfil the drawbacks found in previous methods.

One key feature of learning language is, learning vocabulary and their meanings which is common in any language. This is a universal problem in second language learning. Mostly in language classrooms, mixed ability groups can be found. Further, the learners have their own way of attitudes towards learning English as a second language. Therefore, linguists, methodologists and textbook writers cannot assign a particular teaching method or approach to language teachers to teach vocabulary. The language teacher should be able to cater to almost all the learners in the class in teaching vocabulary. So far in second language teaching history most language teachers stick to one traditional method. Most of the scholars are not satisfied with one method in teaching language. As a result, Eclectic method was suggested to teach vocabulary.

In the field of foreign language teaching, there are many scholars who supported Eclecticism. Among them Long (1980), Bell (1981), Brumfit (1984), Yalden (1987), Schmidt (1989) and Stern (1992) are prominent figures. In China there are many scholars who are in favour of Eclecticism. Some of them are Yang (1997), Li (1998), Fan (1999), Rao (2000), Shen (2001), Wang (2001), Xu (2002), Chen (2001), Dong (2003), Wang and Huang (2003), Zhang and Chen (2003) etc.

After reviewing the relevant literature, it was found that no one has been conducted a research on using Eclecticism in teaching English vocabulary; especially regarding the students and

teachers in North Central province of Sri Lanka. As a result, it was decided to conduct a research on Eclecticism on teaching vocabulary in North central province.

In this research the aim was to investigate how Eclecticism affects to develop vocabulary of students learning English as a second language. Other than that, providing a rationale for employing Eclecticism in teaching vocabulary for learners who learn English as a second language and investigating whether teachers use Eclecticism in teaching vocabulary are subordinate aims in this research.

Through the research, it was expected to find out the attitudes of English teachers regarding Eclecticism. Moreover, introducing an efficient method to teach English vocabulary, identifying the reasons behind the effectiveness of Eclecticism regarding teaching vocabulary and finding the language development rate of the Experimental group vs Controlled group are other objectives of this research.

II. Research Elaboration

A. Participants of the study -

In this research 100 Grade 10 students and 20 teachers were taken as the research sample. They are from North Central Province of Sri Lanka ; 50 students and 10 teachers from Anuradhapura district and another 50 students and 10 teachers from Polonnaruwa district made the Experimental group and the Controlled group. In selecting 100 students systematic random sampling has been utilized.

B. Research Instruments -

The research is a kind of contrastive analysis and investigation on how effective Eclecticism is in teaching English vocabulary. Primary data were collected from pre-test, post-test, General Certificate of Education (Ordinary Level) examination administered to students. Some other data were collected from lesson observation and questionnaire given to the teachers in North Central province, Sri Lanka. Lessons were observed under a criterion. Especially the techniques that the teachers have used under each method were taken into consideration. Descriptive statistics was used to analyse data. Secondary data were gathered from books, journals, research papers and reports and web sites.

C. Theoretical background used to analyse data –

Definitions of Eclecticism and Principled Eclecticism, Learning theories and Language acquisition theories have been brought out to discuss the collected data and the results. Under Learning theories Behaviourism, Cognitivism and Constructivism are brought out to discuss analysed data. According to Behaviourism, learner's behaviour is changed or developed by conditioning. Bahaviourists presented two types of conditioning. Classical conditioning theory put forward by 2Ivan Pavlov (1902) explained it through the behaviour of a dog and he promoted involuntary behaviour in his theory. Operant conditioning theory presented by B.F. Skinner (1948) explained it using a rat in his experiment and he has given the significance to voluntary actions. Cognitivism by Ulric (Dick) Neisser (1967) includes an information processing model and the cause for the learning procedure is a brain process. It includes short term memory and long term memory. Thus, the brain process includes transferring the knowledge from short term memory to long term memory. Constructivism was brought out by Jerome Burner, Vygotsky, Piaget and John Dewy (1960) and they highlight constructing new knowledge with the help of learner's prior experience. Learner autonomy is promoted in constructivism.

The theories of motivation were discussed related to the analysed data in order to show the motivation promoted by Eclecticism. A psychologist called Maslow (1943) has presented a hierarchical order of the needs of the people through Maslow theory. ERG theory by Alderfer (1969) too presented a hierarchical order. There were three categories as growth needs, relatedness needs and existence needs. According to Acquired Theory by Mc Clellan (1961), individuals acquire some needs as a result of life experience. Cognitive Evaluation theory by Deci and Ryan (2007) includes two types of motivation which are Extrinsic and Intrinsic Motivation. Two factor theory by Herzberg (1959) introduces two factors which influence on motivation; hygiene factor and motivators.

Equity Theory by John Stacey Adams (1963) explains how a person is not motivated by only reward but he/she compares it with others rewards and efforts. Reinforcement Theory by Frederic Skinner (1957) promotes voluntary behaviour which comes under operant condition theory. Expectancy Theory by Victor H. Vroom (1964) is a combination of all the theories of motivation.

Under the theories of memory Short term memory, long term memory, Information processing theory and Level processing theory are discussed in relation to final results. Decay theory, Interference theory, Retrieval failure theory and Motivated forgetting theory are discussed under Forgetting theory and final results are rationalized by them. Information processing theory by Richard Atkinson and Richard Shiffrin (1968) state that it functions very much like a digital computer. According to Level processing theory by Robert S. Lockhart and Fergus I.M. Craik (1972), there are different levels of analysis which work on incoming information. One gets a better memory, when the analysis becomes deeper.

Decay theory by Edward Thorndike (1914) reflects, that the memory fades with time unless it is reactivated by being used again. Interference theory by Mc Geoch (1954) mentions that other memories interfere with remembering. Motivated forgetting theory by Sigmund Freud (1915) presents that humans tend to forget unpleasant or threatening incidents. According to Retrieval failure theory by Ellie Powell (1982), information memory is distorted in the process of recalling. But still the information is stored although it is not accessible. The reason behind inaccessibility is the absence of retrieval cues.

Analysed data are brought out in relation to Learning styles, Multisensory learning techniques, Different techniques of teaching vocabulary and Linguistic theories on second language acquisition given below.
Comprehensible Input hypothesis by Krashen (1982) provides a sort of challenge to the learner. This notion was presented as "i + 1". It brings out that if one is provided input with "i + 1",

he/she masters the language with a progress. Affective Filter Hypothesis by Krashen (1982) refers to a barrier which prevents the learner using input available in the environment. Comprehensible Output Hypothesis developed by Merrill Swain (2005) emphasizes that language production or output pushes the learner's progress of the target language. The Noticing Hypothesis by Richard Schmidt (1990) accentuates that learners' attention and noticing of the target language is very significant on target language input.

Interactionism by socio cultural perspective by Vygotsky states that language development occurs due to social interactionism. Further Interaction Hypothesis by Michael Long (1996 paper) brings out that both the individual as well as his/her environment influence on each other. All the above mentioned theories were used to interpret analysed data.

III. Results/ Findings

a) Preliminary data analysis -

The preliminary data analysis was done using tables, pie charts and bar graphs. In Table 1 and Table 2, the gaps of the marks of the pre-test and the post-test of the Experimental group and the Controlled group are categorized and presented respectively. The same categorized percentages are exhibited in pie chart 1 and pie chart 2.
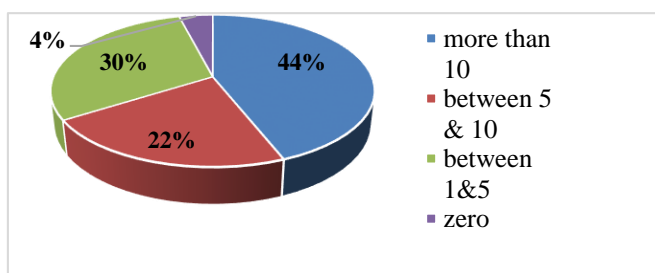
Table 1: The gaps of the marks between the pre-test and the post-test; Experimental Group

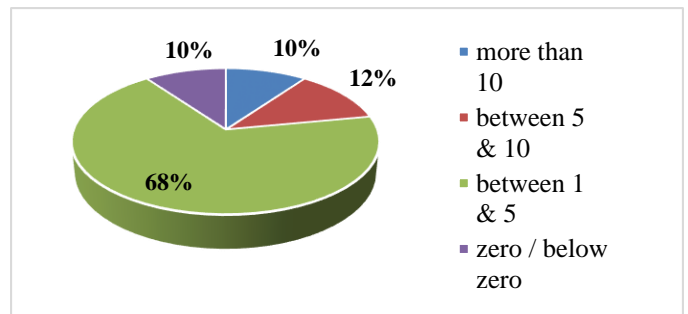| Gap is more than 10 marks	Gap is between 5 and 10	Gap is between 1 and 5	Gap is 0 / below 0
22	11	15	02
44%	22%	30%	04%

Table 2: The gaps of the marks between the pre-test and the post-test; Controlled Group

Gap is more than 10 marks	Gap is between 5 and 10	Gap is between 1 and 5	Gap is 0 / below 0
05	06	34	05
10%	12%	68%	10%

Pie chart 1: Experimental group - The gaps of the marks between the pre-test and the post-test

Pie chart 2: Controlled group - The gaps of the marks between the pre-test and the post-test
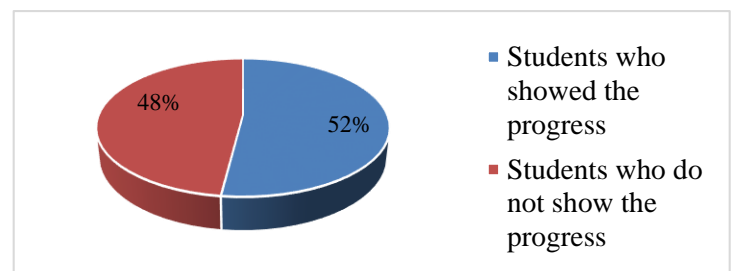

In the Experimental group 22 students (44%) had more than 10 mark gap between the pre-test and the post-test. In the Controlled group it is 05 (10%). These numbers are powerful indications of the development took place during the period between the pre-test and the post-test. With comparison of the Controlled group, the Experimental group displays an advancement. On the other hand, in the Experimental group the category "more than 10" reports the biggest number with comparison to other categories in the same group. In the Experimental group the category of the gap between 5 and 10 presents only 11(22%) students while the category between 1 and 5 shows 15 (30%) students. There are 2 (4%) students who do not show any development. They have obtained the same mark at the pre-test as well as the post-test.
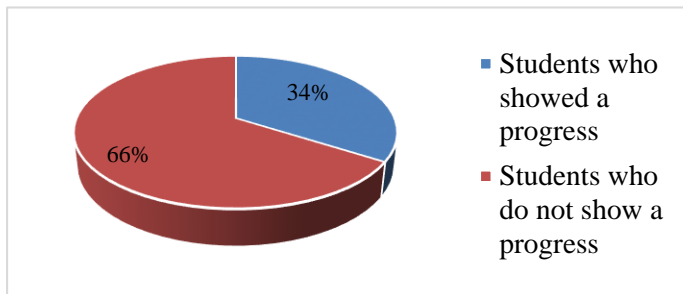
On contrary, in the Controlled group the category of "gap between 5 and 10" displays 06 students (12%), while the category between 1 and 5 indicates 34 students (68%). There were 05 (10%) students under the category of "zero / below zero". In the Controlled group, the category "gap between 1 and 5" displays a large number of students which is 34 (68%). As the category between "1-5" marks, does not show a steep advancement, this number (34 or 68%) indicates the amount of vocabulary development undergone by the Controlled group. It is not an advanced development.

Pie charts 3 and 4 stand for the percentages which display the progress made by students at their *G.C.E. (O/L) examination. Pie charts 3 and 4 represent the performance of Experimental group and the Controlled group respectively.

Pie chart 3: Performance of the students at their G.C.E. (O/L) examination; Experimental group

Pie chart 4: Performance of the students at their G.C.E. (O/L) examination; Controlled group

In both groups most of the students were able to achieve more marks in the post-test than the pre-test. In the Experimental group, very distinctively the students were able to maintain the progress they achieved at the post-test up to O/L s. It was found that using one or two traditional methods too are somewhat effective in teaching vocabulary. But most of them were not able to maintain their progress in a long run. Therefore, in O/Ls some students in the Controlled group have not achieved good grades.

When the marks of pre-test and post-test are observed, the Experimental group shows a distinctive gap in the post-test which is continued up to the G.C.E. (O/L) examination. Therefore, their vocabulary learning ability has been accelerated. In the Controlled group too, most of the post-test marks are higher than the pre-test marks except few figures. Further their gaps between pre-test and post-test are not that much distinctive. These figures indicate a slight progress in vocabulary learning.

b) Analysis of data using Descriptive Statistics -

Under Descriptive Statistics, Central Tendency and Dispersion were calculated separately for each school. Mean, Median and Mode were calculated in order to find Central Tendency and Variance and Standard Deviation were calculated to find the Dispersion. The Formula 1 and Formula 2 were used to calculate Central Tendency and Dispersion respectively.

Formula 1:

Mean $= \sum r_i \; / \; n$

Formula 2

$$SD = \sqrt{\frac{\sum \left(r_i - r_{avg}\right)^2}{n-1}}$$

SD = Standard Deviation

r_i = one observation in the data set

r avg = arithmetic Mean

n = number of observations in the data set

$\sum$ = Sum

When the Standard Deviation values are considered in the pre-test of the Experimental group, there are 6 values below 10 and 3 values below 5 respectively. In the post-test 7 values are below 10 and 5 values are below 5. Therefore, when it comes to the post-test, number of Standard Deviation values below 10 and 5 have increased. Moreover, the values of Standard Deviation in the post-test are lower than Standard Deviation values in the pre-test. When these Standard Deviation values are observed, it is clear that there is a progress in the post-test marks because almost all the students were able to reach the same standard in the post-test.

On contrary, in the Controlled group, there are five Standard Deviation values below 10 and there is only one Standard Deviation value below 5 in the pre-test. In the post-test there are four Standard Deviation values below 10 and there are no Standard Deviation values below 5. When Standard Deviation values are observed, the Controlled group does not show a peculiar development in the post-test.

When Central Tendency values of Experimental group are considered, there is a considerable gap between the values of pre-test and the post-test. Therefore, it reflects a clear-cut progress. On the other hand, in the Controlled group, when Central Tendency values are considered there is not that much gap between the pre-test and the post-test like in the Experimental group. Therefore, it is evident that Experimental group which is applied with Eclecticism brings out better results.

c) Analysis of Lesson observation
The analysis of lesson observation has been done in both groups according to a prepared criterion which is displayed in table 3. The bar graph 1 exhibits the comparison of gaps between mostly used technique and other techniques in the Experimental group and the Controlled group. In both groups mostly used technique to teach vocabulary is "Translation".

* G.C.E.(O/L) Examination - General Certificate of Education (Ordinary Level) Examination

Table 3: Techniques used by teachers under different methodology

Methodology	Technique used by the teacher	Frequency
Communicative Approach/ Computer Assisted Language Learning/Silent Way/ Cognitive Approach	Visuals	
Total Physical Response/ Suggestopedia/ Silent Way/ Natural Approach	Mime and Gesture	
Direct Method/ Communicative Approach/ Silent Way/ Cognitive Approach/ Natural Approach	Realia	
Communicative Approach/Natural Approach/ Suggestopedia/ Silent Way	Situation	
Direct Method/ Cognitive Approach/ Computer Assisted Language Learning	Example	
Direct Method/ Cognitive Approach	Synonym/Antonym	
Grammar Translation Method	Translation	
Audio Lingual Method/ Direct Method/ Communicative Approach/ Suggestopedia/ Audio Lingual Method/ Natural Approach	Teacher's eliciting questions	
Computer Assisted Language Learning	Technology	
Communicative Approach/ Communicative Approach/Natural Approach/Cognitive Approach	Noticing/ Guessing	

Graph 1: Comparison of gaps between mostly used technique and other techniques; Experimental group and Controlled group

	Visual aids	Mime & Gesture	Realia	Situation	Example	Synonym/Antonym	Teacher's eliciting questions	Technology	Guessing / Noticing
Experimental Group	18	40	43	32	36	35	41	43	24
Controlled Group	72	84	84	92	95	94	90	95	95

Techniques

According to the analysis, it was found that mostly used technique by the teachers in both groups was "Translation". The second popular technique in both groups was visuals. The teachers in the Controlled group have utilized the technique of "Translation" more than that of the teachers in the Experimental group. Then the analysis of the questionnaire from the English teachers has been brought out. Due to the analysis, it was clear that the teachers in the Experimental group were more aware of "Eclecticism" than the teachers in the Controlled
group.

d) i. The analysis of the teachers in the Experimental group
Table 4 displays the class category, experience, educational qualifications, professional qualifications of the teachers in Experimental group. Further, the number of methods knew and number of techniques used by teachers also are presented.

Table 4: Answers for teachers' questionnaire in the Experimental Group

Teachers in the experimental group	Classes	Experience (years)	Educational Qualifications	Professional Qualifications	No. of Methods knew	No. of Technique used
Tr. 1	SECONDARY	2	Degree in Eng. Medium subjects	HND	5/6	10
Tr. 2		2			5/6	10
Tr. 3		2			5/6	10
Tr. 4		2	A/L	National Diploma	5/6	10
Tr. 5		2			5/6	10
Tr. 6		2			5/6	10
Tr. 7		6			5/6	10
Tr. 8		6			5/6	10
Tr. 9		6			5/6	10
Tr.10		23		DELIC	5/6	10

In the questionnaire ten methods of second language teaching were presented to check whether teachers are aware of them. In the Experimental group, the teachers were aware of at least 5 methods. The awareness of methods ranges between 5 and 10.

Table 5: Teachers' responses to the given ideas in the Experimental group-

Teachers' responses to the given ideas in the Experimental group are presented in Table 5.

Ideas	Agree	disagree	Uncertain
No single language teaching method proves to meet all the teaching and learning needs	All	-	-
Combination of many methods caters to all the students	All	-	-
Teachers have to use variety of techniques to teach vocabulary	All	-	-
Teaching vocabulary is an important part in language learning	All accepted	-	-
How do your students welcome different types of techniques in teaching vocabulary	All positive	-	-
Do you think that teaching vocabulary is an important part in language learning?	All Yes	-	-
What is more practical in teaching vocabulary?	All -Vocabulary should be taught in context.		
Language learning includes	All – Both learning and acquisition		

Have you learnt about different learning styles?	07 stated that they are aware of learning styles

In the Experimental group, the teachers were using these methods (the methods mentioned in the observation sheet) to teach vocabulary. All of them have mentioned that they use 5 or 6 methods to teach vocabulary. Almost all the teachers have mentioned that they use all the techniques to teach vocabulary. Only a few mentioned 7 or 8 out of 10 techniques.

All the teachers have agreed with the idea "No single language teaching method proves to meet all the teaching and learning needs." In addition, all agreed with the idea which is "Combination of many methods caters to all the students". All the teachers accepted the idea, that teachers have to use variety of techniques to teach vocabulary. The teachers have selected different techniques to mention the mostly used technique to introduce vocabulary in practical situations. There was not one popular technique. Further all the teachers have stated different types of techniques in teaching vocabulary. Moreover, all the teachers have accepted that teaching vocabulary is an important part in language learning. They have reasoned out their answers in different ways. Some stated that it is a basic part in a language and linked to all the other skills in a language. Some others have mentioned, even without grammar, people can convey a message using vocabulary.

Some have stated that it is a central part of a language. "A language cannot be functioned without vocabulary" is the idea of certain teachers. All the teachers agreed with the idea of teaching vocabulary in context other than in isolation. As reasons many have stated that guessing is a good technique in learning vocabulary and with the help of the other known words in a passage the learners will be able to guess the meaning of the unknown word. Certain teachers have mentioned that the learners can select the most appropriate meaning for the word from the given multiple meanings in a dictionary. All the teachers accepted the idea of second language learning includes both learning and acquisition. Out of 10 teachers, 7 have stated that they are aware of different learning styles. They were not much aware of all the learning styles but knew some of them. The learning styles commonly known were visual, auditory and kinaesthetic styles.

ii. The analysis of the teachers in the Controlled group
Table 5 displays the class category, experience, educational qualifications, professional qualifications of the teachers in Controlled group. Further, the number of methods knew and number of techniques used by teachers also are presented.

Table 6: Answers for teachers' questionnaire in the Controlled Group

Teachers in the controlled group	Classes	Experience (years)	Educational Qualifications	Professional Qualifications	No. of Methods knew	No. of Technique used
Tr. 1		3	Degree in Eng. Medium subjects	-	4/5	Few
Tr. 2		3			4/5	Few
Tr. 3		3			4/5	Few
Tr. 4	S E C O N D A R y	3			4/5	Few
Tr. 5		3	A/L	National Diploma	4/5	Few
Tr. 6		3			4/5	Few
Tr. 7		3			4/5	Few
Tr. 8		5	A/L	HND	4/5	Few
Tr. 9		5			4/5	Few
Tr.10		5			4/5	Few

When checking about the awareness of the second language teaching methods, almost all the teachers were aware of 4 or 5 methods but not all. Although they were aware of at least 4 or 5 methods, they have mentioned that they were not using these methods much in teaching vocabulary. Further, they have stated that they do not use all the techniques to teach vocabulary, but only a few. According to them Translation method was very popular among teachers as they feel it is the easiest, time saving one. It is evident when the observation sheets are examined. ((Teachers' ideas regarding Eclecticism were same as the Experimental group, Table 6)

IV. Discussion
When the results of pre-test and post-test of Experimental and Controlled groups are compared, the Experimental group indicates better results although both groups show a development in the post-test. It was revealed that Eclecticism has become more successful as it functions as a multisensory approach. The main reason behind the effectiveness of Eclecticism found is its ability to cater to all the senses of the learners at the same time.
 It is important to impart knowledge regarding Eclecticism to English teachers and provide a proper training of application of it in second language classroom in Sri Lanka. The training sessions should include introducing new technology which will need in the 21st century. Furthermore, constant update of the training sessions is a must to make the teachers to face the rapid changing world. Teachers should be equipped with discovering novel ways of creative teaching and designing interesting vocabulary activities.
Further, in pragmatic situation, two types of Eclecticism can be suggested as simple and complex. Teachers can start with simple Eclecticism with the blend of two three methods and can

extend it to complex Eclecticism which involves more than five techniques.

When Eclecticism was applied with the learners it was evident that this approach was able to cater to the problems of individual differences. This method is a successful solution to less attractive learning atmosphere. The teachers get an opportunity to be creative and make the teaching process more varied and interesting. Teachers can create their own novel methods by mixing many methods in a coherent and principled manner. Finally, these will lead to Principled Eclecticism. Moreover, the teachers have the flexibility to use any suitable method to teach vocabulary. Eclecticism helps in breaking the monotony and inspire students to experience different techniques in learning vocabulary. Further the different teaching aids help the students to understand the meanings of the vocabulary better and it provides confidence to the learner.
It was observed that the students enjoyed the lessons and paid their full attention to the lessons when they were taught using Eclecticism. Students learnt to think and answer under Eclecticism. This again supported to develop learner's power of reasoning. It was prominent in using the techniques of guessing, noticing and miming. As students become more attentive during lesson hours, Eclecticism promotes class control too.

v. Conclusion
The final findings of the research are presented in this section. It was found that Eclecticism supported to develop vocabulary knowledge of students learning English as a second language. Further, all the students who have different learning styles were catered by Eclecticism. The learners were highly motivated as Eclecticism is a multisensory approach.
 Most of the English teachers in the North Central Province have not used Eclecticism to teach vocabulary but they have a positive attitude towards Eclecticism. The language development rate of the students was accelerated when they were applied with Eclecticism to teach vocabulary. Eclecticism breaks the monotony and inspires students to experience different techniques in learning vocabulary. Different teaching aids used in Eclectic method, provides the learner a better understanding. It saves the time of the teacher as well as the learner. The learners become confident. Eclecticism provides an opportunity to the teacher to adapt and mould the methods in a given context. Teachers learn to make maximum use of available teaching materials and aids. Multiple tasks such as high interaction, lively learning and quick results with great confidence are resulted by Eclecticism. Eclecticism promotes class control. It was found that the most popular technique of teaching vocabulary in both groups was "translation". The second popular technique was "visual aids". Eclecticism paves the way to make comprehensive input in low anxiety situations. Eclecticism helps the learners to develop their long term memory. Pluralistic, coherent and desirable features of Principled Eclecticism consolidate the prior knowledge of the learner. Since Eclecticism is found as a multisensory approach, it can be successfully used to teach vocabulary to children with Autism and Dyslexia. Eclecticism helps to promote the creativity of English teachers. Through this research, it was

empirically proved that the teachers who used Eclecticism to teach vocabulary have brought out better results.

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