

The Eclectic Method- Theory and Its Application to the Learning of English

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Abstract- The purpose of this paper is to take a new look at an old question: the relationship between spoken language teaching practice and the process of learning language effectively. The general way to approach this is to discuss some research results first, talk about existing methods next, and then their implications. Significant part of this paper is, in fact, devoted to summarizing the current state of rural area people learning language skills, as I perceive it, I would like to draw some conclusions from methods and applications. Most of the learners of English tend to practice grammar rules, sentence patterns, vocabulary, and word phrases by resorting to grammar translation methods. The proper method of leaning speaking is to contextualize the language, bringing into present time use of language. It needless to say that many English teachers who are teaching English without aware of any objective of teaching. The cultural side of English is a very important aspect this is why especially in rural background there is a wide gap of learning English. Most often it is not just language that is to be spoken but culture, thoughts, emotions, interpersonal bonds have to be focused.

The Eclectic method of learning the language:

The eclectic method – Theory and Its Application to the learning of speaking English

Language is a whole. The parts of language teaching can not be isolated. Language should not be separated into pronunciation, grammar, and vocabulary. The electrical theory point out that proficiency of language occurs through constant practice of usage as language whole. This paper introduces popular method of learning English eclectically. However, if someone had asked me to mention the most effective way of learning and teaching English, it could have been a difficult end to come to a satisfactory conclusion. It also investigates important and realistic approach of learning strategy.

Index Terms- eclectic method, English language learning, techniques

I. INTRODUCTION

Teaching of speaking skill has inherent difficulties, most teachers have reported that methodology, in particular to be followed has not adequately tapped for any level of teaching. The Pedagogical approach or method of teaching and learning English is related to learning and teaching of English based on perceptions of that eclectically bridges the gap between learning and teaching models. However, the theoretical roots of language

learning can be more precisely traced to the natural and language experience movements. Hildreth (1965) described educators experimenting with the natural method of teaching as a process where reading and writing are used simultaneously to reinforce and supplement each other. This is how the process of listening and speaking are to be used simultaneously which is also included collaborated with writing.

There is a need for considerable amount of effort required to create an innovative approach for learning English. Nevertheless eclectic way of learning English speaking primarily involves the four skills. Several theories have been embraced more enthusiastically by EFL teachers for several years one of them is Gardener's theory of multiple intelligences is one of the major theories relevant to the present teaching methodology. Strategies and methods of instruction are included within the parameters of whole language learning and eclectic method of learning components. Waston defines that both have the same features as the personal and professional histories of the authors are different (p.132)

1.1 The framework and case study:

The eclectic method of learning was advocated in the beginning of 1990's and became fashionably popular these days. Larser Freeman(2000) and Mellow (2000) both have used the term principle eclecticism to describe a desirable, coherent, pluralistic approach to language learning teaching. Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives. The different components of language (pronunciation, grammar, and vocabulary, etc..) have no meaning when they are isolated from each other (Freeman, 1992). Language should not be separated into chunks like pronunciation, grammar and vocabulary.

The eclectic method is mostly used method because every other theory has strength and limitations of its own. Learning of this method benefits from teaching. The eclectic method is a combination of different method of teaching and learning approaches. This method effectively works for any kind of learners' irrespective of age and standard. Learning is fun and innovative due to the unique nature of leaning process.

Many learners of English can use English as a subject to pass the objective examination, especially, in rural areas because they are not exposed to the language in common use of communicative purpose. It is no wonder that successful learners can use English as a way of everyday communication and they can develop their ability of speaking regularly. In this regard Canale and Swain rightly said about the four dimensions of communicative competence, - grammar competence, socio-linguistic competence, discourse competence, and strategic

competence (Richard, 1986, p.71), Communicative approach for communication serves flow learning process.

Approaches to learn speaking

1.1.2. Vocabulary : A knowledge of vocabulary is indispensable for effective verbal communication. Learning vocabulary strength is a primary force component in communicative build up. Speaking is the only the way to boost up one's vocabulary. It also improves better pronunciation and content of language.

1.1.3. Grammar; It need further be noted that without using language as whole it would be difficult to synchronize proficiency of the language without verbal communication. There will not be any supporting counter-evidence for one's progress. Thus, an expert, professionally speaking is never able to justify proper construction of the sentences by following rules of grammar. Non native speakers of English would find it difficult with certain expressions which of course, can not be translated into other languages. This is how; the present series of hypothesis may not be coherent with existing theory of teaching /learning English. The theory I have presented, however, is found to be relevant with a significant experiment with present day mode of learning the language. A great deal of effort has already been put for many years cultivating good method of learning and teaching of English.

Standard expressions –Problems of translation: Culture plays a vital role in language acquisition. Language has to be spoken in contexts. It is besides experimentation or insights. Applied research language methodology has a greater effect on heterogeneous people. Certain expressions can not be translated into other languages in order to get the meaning.

- a. It's time we left the room
- b. Would you rather I did it?

The above examples of sentence patterns are to be found among native English speaking people, however, often it is a trouble analyze patterns in order to frame rules of the structure of sentence.

1.1.4. Pronunciation: This is a specific difficulty that people from non native speakers of English encounter when they try to speak English as the English.

- a. general problems: /t/ as /d/ in water, better, Peter
/v/ vs. /w/ violin, watch

Accent reduction for non native speakers of English is one of the significant features of spoken English. Word stress plays a vital role in English language, for instance, **COMPRESS** when stress is on 'com', it refers to machine to warm or cool on the other hand **COMPRESS**, when stress is on 'press', it refers to make smaller. Similarly 'CONDUCT' and 'CONDUCT'.

II. DEVELOPING STRATEGIES FOR SPEAKING APTITUDE

Language acquisition is primarily a motive that sentence pattern. It is absolutely essential that the people must be able to listen and speak. Very often learners of English language believe that the ability of learning takes place by understanding every word they hear, however, they should learn to imitate accent without understanding the context of the spoken sentence. Forms and structure are yet widely being discussed in the language classroom. It is further to be noted that by paying close attention

to the context and the keywords of language, people will be able to comprehend the essence of the sentence. Most often case studies of learners of language observed that by paying a careful attention to the listening, learners would be able to follow communication but they do not reproduce because they do need rules of language as whole way of language acquisition per se. When the objective is achieved, learners would strongly affirm that they can speak English well. Now that I would like to have a discussion of the actual learning activities for a various stages of learners and their aptitude in the eclectic approach.

III. THE "ECLECTIC THEORY" OF LANGUAGE

The eclectic theory of language was advocated during the year 1990's and because important for the educational theory of language learning. It is popular because it has the impact of good results without much pressure on the learner. The advantage of this theory is learners have clear vision what they are learning. Multiple tasks, high interaction, lively learning, objective correlative, and fast results are the salient features of this method. Some learners go by their own way of communicating strategy, they will become more confident in writing but most often they fail in speaking. The purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world.

3.1. Procedure

It is difficult to put this theory in one or two sentences. It is perfect that it is not a scientific drill method and it is neither a teaching tool for the teacher nor a learning method for the learners. It is a whole way of doing things such as listening coordinated speaking with subsidiary elements like pronunciation and form of the language.

3.1.2. Learning the language as a whole

Teacher of English widely using method of teaching is deductive way of discrimination parts of language acquisition for instance, vocabulary and pronunciation are not two separate entities. All the parts of language must be put together and learnt concurrently. Each item in language teaching and learning process has to be discussed several times in due course. Learners should grasp the chance and coordinate their abilities to strengthen learning process so that the results are positive. Learners should show considerable amount of interest in learning the four skills (LSRW) of the language.

3.1.3. Peer work/Group activity

Participants in discussion with peer, contextualize the language, present a report. Read textbooks, story books, newspapers to bring the context in the group and have a conversation. This method consequently imposes on learners' development. Create an opportunity, reinforce materials, arrange the learners balancing their abilities then work on the activity. The comprehensibility of the input will be raised by the learners' repetition and argument. This is minimal interference of the teacher by giving maximum exploration to the learners. In addition shy and fear of speaking belittle the objective and interpersonal skills will be enhanced.

3.2.1. Focus on the spoken English

The spoken language allows one to locate the appropriate way to get a particular objective. The importance of introducing cultural product is as crucial to such learning of the language as capturing and enhancing knowledge or expressing one's feelings. The problem of speaking ranges from creating a story which has to anticipate events. Eclectic way of speaking is a wonderful way of achieving objective of learning.

IV. TECHNIQUES OF TEACHING ENGLISH

Teachers of English need to focus on the special teaching techniques. There are many methods of teaching English out of which Eclectic way of teaching include positive objectives of known methods and principles of Eclectic method which of course to be discussed here. Eclectic method is a popular method these days because students are heterogeneous and versatile level intelligent in the classroom. It is adequately investigated in the ESL classrooms of engineering colleges in Hyderabad. The value of teaching technique decisively suggested for these students specially. However, some teachers are very sensitive of using various methods; they find particular method is comfortable using in the classroom without taking much trouble. Teacher ought to use all the principles of language teaching including cognition and linguistic objectives.

Nature of activity

A technique of teaching through eclectic way is a rich combination of multiple activities. The salient features of approach include

- a) Participatory Approach
- b) Communicative Approach
- c) Situational Approach

V. TEACHERS ROLES AND LEARNER NEEDS

The present curriculum in engineering colleges is being focused on low level grammar and oriental context of culture texts which may not bring out whole linguistic competence of the students if they are to be trained for global market leaders.

The text is a just learning about grammatical system of English. Most of students enjoy communicative and participatory approach of learning English. If teacher does not pay attention to the need of respective student, the whole teaching practice is useless. The above said approaches have to be inculcated among the learners of English language specially Engineering graduates. Roles plays are important practice of learning in the ELS classroom because Participation in role-play allows students to make decisions, and through the feedback he or she receives, he sees the results of his actions, and can therefore learn how to adjust his words and actions to produce more likeable results. Because role plays can be involving, both in emotional and cognitive ways, they can also be used to help people understand others, and the positions of others. For example, a person can role play a position with which they disagree, to better understand that position. It should be noted however that role playing does not automatically confer these benefits immediately. Another part of participatory technique is group discussion. It helps to combine individual strengths of the group members and hence has a set of varied skill sets applied in the

decision-making process. It always means enhanced collective understanding of the course of action to be taken after the decision is taken.

VI. CONCLUSION

Unlike any other influential educational theory, the "Eclectic" theory has caused sharp curved for many researchers of English language teaching. The development is further progressed into sharper analysis. Some people advocate it greatly and some criticize it harshly. Of course, it has its own advantages and disadvantages. The advantages lay in general understanding aspects. Firstly, with this theory, it becomes easier and more possible for the learners to understand the language of the text with the context of culture.. Secondly, it blends the practices of listening, speaking, reading and writing into an organic whole. It is obvious that any one method does not serve the right purpose of teaching English. This is how teaching English by combination of various methods and approaches will help the teacher to teach English effectively. Teaching of English should be made easy by bringing into realistic situation, the best way of teaching English is by creating situations. The situation makes the language easily comprehensible. It connects a closer link between an expression and its usage by coordinating meaning. It is also important that creating situations should be appropriate to students' level and their context of culture.

Action Chain:

Through action chain the same pattern of sentences can be drilled into the minds of learners. It is a series of continuous actions. It is also taught consequently. Conditions of learning are rather pitiable. Now the question arises why just students are not interested in learning the language? Some students are careless. But the root cause behind failures of learning is that teachers of English themselves are not very efficient. This is why I would wish to inculcate Eclectic method of learning. It advocates that number of methods can be used based on the selection of particular method which depends on level of students. However, basic principle of learning is simplicity.

The need of right time has come up. Eclectic method of learning is an integral part of the total learning process. Learning should be comprehensible. Merits and limitations of any method is always discussed. Taking things into right manner and awareness of proper learning style need to be extended. Cooperative learning process should be a panacea for all ills of teaching and learning process.

Students of Engineering are active participants of any interactive session of discussion. They create interest, situation, and initiation which influence other participants. They evaluate the process. They are aware of instant results.

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