

INVESTIGATING TEACHERS' PREFERENCES FOR ECLECTICISM IN THE
TEACHING OF ENGLISH IN BANGLADESH

By

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Declaration

I hereby declare that this dissertation is the result of my own investigation. Other contributions are included in my thesis paper with the references. I declare that this paper has not published or submitted before in any university or in any other institutions.

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ABSTRACT

This study investigates elementary level English language teachers' preferences for practicing eclecticism in Bangladesh. Both qualitative and quantitative data were used for this study. There is a growing debate about the appropriate English language teaching methodology in Bangladesh. The Grammar- Translation method was the preferred method of teaching English for a long time. Then Communicative Language Teaching method was adopted as the preferred method of teaching English. However, it seems none of the methods is very successful in case of teaching English in Bangladesh. Thus choosing the best method, which is also known as eclectic method, is getting popular now a days. Thus, this study aims to explore to what extent eclectic method can be a suitable language teaching method in Bangladeshi context.

The findings suggest that to implement different teaching methods in an EFL classroom, a teacher should have the knowledge of those teaching methods as well as their functions in attaining students' attention. This research also finds out that eclectic method can facilitate and maximize learning opportunities in Bangladeshi EFL classrooms. One of the main aims of this research was to observe and estimate the effectiveness of the eclectic method of teaching English in Bangladeshi EFL classrooms. This research also reveals that eclectic method is beneficial for the learners' for learning and also convenient for the teachers' as this method can easily grab students' attention. This research also indicated that mixed strategy is progressively effective, helpful, feasible and fruitful in teaching and learning when contrasted with the traditional learning approach at the elementary level.

Keywords: Eclectic method, elementary Level, English language learning and teaching

Dedication

This paper is dedicated to my respected and beloved parents, who have been there always when I need their support, cooperation and affection. I am truly grateful to them for filling all my wishes and dreams throughout my journey. Thanks to parents for being very understanding and supportive.

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Chapter 1

INTRODUCTION

In ELT (English Language Teaching), Eclecticism is a method that utilizes a variety of language learning functions, exposing different characters and goals that help students acquire more knowledge. Language learning becomes stimulating and advanced when teachers use various approaches to meet students' demands. Due to the unique nature of the learning process of eclecticism, students become enthusiastic to gain more knowledge on the target language. In Bangladesh Grammar Translation Method (GTM) was the preferred teaching method from a long time ago. However this language teaching method was criticized stating that this method only focuses on developing students' reading and writing skills and students speaking and listening skills were not emphasized. To address this shortcoming at the secondary level communicative language teaching was introduced in 1996. It was expected that students will become proficient in all four language skills. However, more than twenty years have passed and English teaching and learning in Bangladesh is yet to see any qualitative changes. There are other methods suggested to adopt for example Task- Based language teaching. There is a growing demand in the English language teaching profession not to follow any particular teaching method, rather to select what a teacher thinks more suitable or appropriate for a particular class. This research investigated to what extent choosing an eclectic method suitable and appropriate in Bangladesh context.

The context of the study

This research is mainly about the English language teaching method called eclecticism. It presents the different teaching methods that can be implemented in the English language

classroom, and which is beneficial for the elementary level learners. Briefly, Eclecticism is a combination of various teaching methods. It is a technique that is utilized by the teachers, and which ones are more effective for elementary level learners. It will also show the understanding and attitude of the teachers towards eclecticism. It will precisely define the differences between a traditional learning approach and eclectic learning approach.

The English language teaching scenario in Bangladesh initially followed traditional language teaching methods which was teacher-centered where the teacher was the only person to interact in the classroom. There was zero to few interactions between students back then. However, that has changed in recent times and this is due to many advancements in teaching methodologies and techniques. Nowadays, teachers are implementing new teaching techniques to grasp students' attention and this is making the classrooms more enjoyable, comforting, friendly and lively for the students. Through this, a good rapport between teachers and students develop and this makes language teaching more productive and fruitful. Eclecticism, in this context, becomes the medium using which an English language teaching classroom is made friendly. A comfortable atmosphere of the classroom can have a positive effect on the students' English language performance where they can easily overcome challenges and find out possible ways to solve a task by communicating among peers. Hence, a language teaching method that promotes this, can foster language learning.

Central Research Questions:

This study guided by the following questions:

1. What are the language teaching methods that are more practiced with elementary level learners in Bangladesh?

2. To what extent choosing an eclectic method to teach English is suitable in Bangladesh context?
3. Which method is suitable to enable learners to use English for the practical benefit and everyday communication?

Purpose of the study:

The purpose of this study is to discover the methods that are practiced with elementary level learners, teachers' perceptions in selecting teaching techniques in these classrooms, significant differences between traditional learning approach and eclectic learning approach, and to what extent the eclectic method in language teaching is suitable to teach English in Bangladeshi context.

Chapter 2

LITERATURE REVIEW

The eclectic method of language teaching was promoted at the beginning of the 1990s and it became popular in those due to its effectiveness. According to Larsen-Freeman (2000), teachers' who choose and utilize various methods and practice combination of methods are "eclectic" (p. 183). It is also mentioned that teachers who practice different approaches in any combination to grab students' attention are following the eclectic method of language teaching.

As this paper addresses the issue of eclecticism method for effective language learning, the main focus is on the application of apply eclecticism, teachers' understanding and attitude towards eclecticism. In brief, eclecticism in language teaching means that there are many methods used in the way language is taught. Rabu (2012) said that eclectic method of teaching and learning is a kind of action, where teachers can easily accommodate the requirements of teaching so that the teachers can accomplish students' need (as cited in Suleman & Hussain, 2016, p.32). For example, the combination of GTM with CLT can make up the Eclectic method. There is no specific guidance or principle by which every method should be utilized. This method productively works for any students' regardless of their age or proficiency level. According to the main proponent of the eclectic approach Rivers, "an eclectic approach allows language teachers to choose the most appropriate techniques among all the teaching methods in the classroom, utilizing them for the reasons for which they are generally suitable" (1981).

On the other hand, Ali (1981, P.7) contends that eclecticism has the following principles:

(a) Teachers are permitted to pick different types of teaching techniques in each class period to accomplish the objectives of the lesson. Moreover, the teacher may use two or three methods in a class to make a student understand the lesson.

(b) There is flexibility in selecting any technique or method which is appropriate for the students. The best part is there is no mandatory of using any specific method.

(c) Solving problems that may emerge from the presentation of the textbook materials which means it helps the student to understand which they did not understand by reading the books.

According to Wail (2009), different methods have been implemented by the specialists and they found out that there is no particular method which is the best among all the methods and All methods have their strength and weaknesses (p. 34); he tries to clarify that eclecticism is considered as the most required and multicultural method.

From all language teaching methods used by the language teachers, they found that no specific method is perfect for all kind of students in heterogeneous EFL classrooms. As Wali (2009) points out that no ELT method can fulfill all the teaching and learning requirements of students, that is why teachers need to practice a combination of methods so that students' demand can be fulfilled (p. 34). The author also mentioned that the eclectic method can fulfill all the learning needs and the teacher can practice any kind of method. On the other hand, Siddiqui (2012) compared eclectic approach with direct and communicative methods and found out that eclectic method is the most feasible and effective approach as teachers find their power or right to implement any techniques among all the methods. He claims that the eclectic approach is beneficial for the teachers and as well as the students because it facilitates the system of

education in the classroom which contains various methods and techniques based on different learners and their abilities.

According to Popova (2001), various students learn distinctively so the teacher needs to embrace such techniques that will work for most of the students (p. 4). Here, the author mentions that the learning process is not the same for all students. Eclecticism is the way to teach them in a proper way. Furthermore, to implement different teaching methods, a teacher should have a teaching style as well, in order to draw students' attention. Every strategy has its value, independence, and strength on one side and its challenges, conveniences, and inconveniences (Bell, 2007, p.140-141). Each language teaching method has its specific goals and objectives to fulfill students' demand and help students to reach their desired goals. As eclecticism is a combination of methods, it works effectively or in a successful manner for all kinds of language learners (Kumar, 2013, p.1). Practicing Eclecticism in the ELT classroom help the students to acquire knowledge naturally. Also, by evaluating unique language learning strategies, many standards and systems have been prescribed by ELT specialists to instruct English to the EFL students in the setting of Bangladesh and eclecticism is one of them. In the following section I will review some the prevalent language teaching methodology.

Grammar Translation Method:

Grammar Translation Method (GTM) is otherwise called the traditional technique. This is the conventional method used in Bangladesh to teach a language. This method only focuses on grammar, and there is no focus on speaking and listening because this method does not emphasize on communication. Also, it is a teacher-centered method and interaction between teacher and student is minimum. Schäffner (2002) lists the following benefits of translation: “(a)

enhance oral aptitude, (b) enlarge the students' vocabulary in L2, (c) build up their style, (d) improve their understanding of how languages work, (e) combine L2 structures for dynamic use and (f) enhance the appreciation of L2" (p. 125). Only reading and writing skills are emphasized. Grammatical rules and vocabularies of the target language are taught to reach the goal (Larsen-Freeman, 2004, p.17-18).

Audio-Lingual Method:

The Audio-Lingual Method is another method of teaching a second or foreign language which was developed in the 20th century. It depends on the behaviorist hypothesis and prompts that students can be qualified in a language specifically without utilizing the local dialect to clarify new words or punctuation in the target language. It follows a procedure of 'habit formation'. As, Audio-Lingual Method was developed as a process by which language could be acquired by naturally as a native language, so it is an oral-based approach. On this regard, Sheppard says, "the audio-lingual approach to the teaching of foreign languages is one which follows a listening-speaking-reading-writing sequence in which the student approaches the language, not through a series of rules to be acquired intellectually, but through practice on grammatical patterns which have been prepared according to linguistic principles" (1961, p. 292). The main objective of the audio-lingual method is to make able to communicate in the target language.

Here, the teacher is like an orchestra conductor who directs and controls the language behavior of his or her students. The teacher is also liable for providing students with a good model for imitation where they create an environment for interconnecting with the target language group. Hence, the learners become active participants and so it called as a learner-centered method.

Students follow teacher's instructions or advice and try to answer as flawlessly and as quickly as possible.

The Direct Method:

Direct Method or oral method emphasizes communication. The lessons are completely in the target language, and it focuses on the accuracy of pronunciation and grammar. It qualifies students to comprehend the language which assists them with use the dialect naturally (Mart, 2013, p.183). In this method, language is primarily spoken and not written and no translation is allowed as there is no use of L1.

In direct method, teachers present a new word or phrase of the target language to the students and demonstrate its use. Next, he or she uses realia or pictures in order to help students understand the meaning of the word in L2. In this way, the teacher is partnering the students to interact, by asking them questions about relevant topics and by using different grammatical structures depending on the lesson objectives in the conversation. The teacher also monitors the students.

Communicative Language Teaching (CLT):

CLT is generally regarded as an approach to language teaching. It focuses on communication and its aim is to create a communicative environment where students can improve their communicative skills (Hymes, 1972). The purpose of this method is to communicate in the L2 classroom and beyond (Tsai, 2007) which is its main objective.

Total Physical Response and Desuggestopedia:

TPR or Total Physical Response involves physical activity to teach a language (Asher, 2012). It is more suitable for young learners as they are likely to remember words which associate with a fun game, an interesting picture, a song, or any kind of physical movement. In TPR classes, students' or participants participate through hearing a series of orders in the target language. Here, students are not required to say anything; they simply listen and show what they understood through their actions.

On the other hand, desuggestopedia helps students learn a language from the environment or what is present in it. It works by the use of changing tone and beat and presenting the material helps to avoid monotony of learning and give meaning to linguistic materials. Both pitch and beat are synchronized with a musical background. "The musical background helps them to elevate and to perform" (Richards & Rodgers, 1986, p. 143). Hence, the role of music is vital in suggestopedia as its use may relieve the tension and empower the student's attention to the material presented. It is the method which creates the environment of the classroom very cheerful for the students and it also makes the students very easy, comfortable and friendly to participate. Also, the teacher has an authoritative role in the classroom.

Advantages of Eclecticism:

Eclecticism is defined as combining multiple methods rather than using only one (Al Hamash, 1985, p.22) and so it helps students to recognize the learning approach. Rivers (1981) says "that an eclectic approach permits language teachers' to implement the best method among all the teaching methods in the classroom which is related with their lesson and which is most appropriate". The following are some advantages of this approach:

More flexibility: The Eclectic Approach is considered as the most flexible one. Here, the instructor can appreciate huge adaptability in making choices in view of students' performance and criticism from a variety of sources. It encourages the instructor to combine the best choices into his exercise so that students can end up skilled communicators in an extensive variety of circumstances.

Covering every aspect of language skill: The four language skills- reading, writing, speaking, and listening can be covered using the eclectic approach. One specific approach cannot cover all four language skills. Therefore, teaching English by mixing of numerous approaches and methods will help the teacher to teach English efficiently.

Variety in the classroom: As eclecticism is a combination of all methods after using it there is a variation in the classroom. Teachers have multiple options to choose their preferred method to teach the students effectively. After utilizing various methods in the classroom students feel interested in their lesson as they get a variation in the classroom. Also, there are points of interest in utilizing the varied methodology, which opens the instructor to scope of options and grasps all the four language skills of speaking, reading, writing and listening. Hence, it is essential as it gives the instructor the freedom or the opportunity to pick what is suitable in their own unique educating settings.

Kumar (2013) mentions the following advantages:

(a) It is easier for learners to understand the language if the teacher utilizes a combination of methods.

(b) It blends listening, speaking, reading and writing. As it is a mixture of various methods it improves learners to learn all the four skills effectively.

(c) Helps teacher to teach effectively by drawing on the strength of various methods and avoiding their weaknesses.

(d) Learning is simple because of the utilization of precise conditions in the classroom.
(as cited in Mwanza, p. 57)

Importance of eclecticism: Student wants variation in learning language because any specific style or technique of language teaching becomes uninteresting and monotonous to them. Eclecticism is a combination, so there is very less chance of students becoming uninterested. In a word, to address the issues of the students, different teaching techniques are contemplated and adjusted in the Eclectic approach.

Role of the teacher:

In the eclectic method, the teacher can play various roles as sometimes the teacher can be a demonstrator, or he or she can play as a leader or he or she can participate with the students. So, it can be said that whatever the role or whatever the situation is, the teacher has the freedom to ensure that learning is happening.

Siddiqui (2012, p. 10) compared eclectic approach with direct and communicative methods and found out that eclectic method is the most feasible and effective approach as the teachers find their power or right to implement any techniques among all the methods. He claims that eclectic approach is beneficial for the teachers as well for the students, as it facilitates the system of education in the classroom which contains various methods and techniques based on different learners and their abilities. The narrator mentioned that in this approach, teachers' have complete freedom to follow any method. There is no obligation to follow a conventional language teaching method. The teacher can choose any method to grab the students' attention and make teaching

more effective. Rekha (2014) directed an examination to discover the impact of the eclectic method on reading ability among primary school children and established that eclectic method was higher to the conventional method in enhancing word reading, reading comprehension, spellings, word fluency, reading ability and academic achievement in English of the students. She found that the eclectic method is far better than the conventional method as it helps to enhance many more skills. For its effective outcome or result, the researcher had chosen this approach.

CHAPTER 3

METHODOLOGY

This chapter gives an overview of the research methodology, it discusses the nature of the research, the reason for considering the research method, participants, instruments, data collection, and data analysis procedure.

Research Design:

The study follows both qualitative and quantitative method. Using them, primary and secondary data were gathered to answer the research questions.

The researcher conducted a survey on elementary level teachers of Bangladeshi EFL classrooms of two English Medium schools in Gulshan, Dhaka. The survey questionnaire consisted of 14 closed-ended and 10 open-ended questions for the teachers of the elementary level learners. The sampling process, instrumentation, and data collection procedure help to measure the validity and reliability of this research. In addition to these, the data analysis procedure is described here for better understanding of the research findings.

Qualitative research technique helped to find out teachers' point of view on eclecticism or personal experiences in details. Thus, the data collection procedure of this method involved taking in-depth interviews through open-ended questions and answers. Creswell (2005) believes the blending of qualitative and quantitative data leads to a better perception of the research problem (p. 53). It is also used to reveal the main thoughts, opinions, and problems and jump further into the issue (Wyse, 2011). On the other hand, quantitative research identifies a general

outline or percentage of participants' reactions. It uses questionnaires, surveys and mathematical term to analyze the data and report the findings.

As, the central focus of this research is to find out teachers' preferences in executing different teaching methods, their attitude, and understanding towards eclecticism. Thus, it explores participants' experiences about eclecticism, more practiced methods with elementary learners and how it is beneficial for the students. The researcher observed two classes and as well as how teachers are practicing eclecticism.

The objective of the Study:

This study investigated the difference of what teachers prefer in case of choosing teaching methods, the factors that influence in case of choosing teaching methods for primary level learners and the methods which are more practiced with primary level learners and how important eclectic method is for fulfilling learners' demands. It also discusses the classroom environment, teacher's opinion and how it is related to the eclectic method.

The significance of the Research:

The current study will be helpful for the teachers because they will be able to know the importance of eclecticism and how it will work effectively for the students to learn on the classroom while teaching. It is also important for the policy maker to critically consider the suggested teaching method at the Bangladeshi context. Also it will question the notion of adopting any single method in language teaching.

Ethical Considerations:

The researcher provided all the information and took permission from the supervisor for developing this research. After getting approval, the researcher did a pilot study before collecting data.

The goal of the research was completely narrated to every participant before conducting the surveys and interviews. The instructions were clearly mentioned in the survey sheet for the benefit of the participants and all the data and information they provided will be secured and use for this research purpose only.

Doing a Pilot Study:

The researcher conducted a pilot study with a few of the teachers. After doing the pilot study, the researcher found out that two teachers could not properly understand a few questions about eclecticism. Based on this, the researcher made some changes before collecting data.

Participants:

For the research paper, the researcher went to two different English medium schools in Gulshan, Dhaka. The researcher interviewed twenty teachers. The level of class was suitable for this paper.

An Interpretative Qualitative Approach:

As the research is a combination of both quantitative and qualitative, therefore, it can be deemed as mixed method research. The researcher gathered the information which is real and taken from the participants' experiences. In this case, Patton (2015) stated that "qualitative designs are natural and research take place in a real world and the result is natural which cannot be changed

or manipulated by the researcher. Observation occurs in a natural way and participants are interviewed with open-ended questions under the circumstances which are convenient for them” (p. 48). The researcher designed 10 survey questions for teachers of primary level learners to do qualitative analysis. The researcher chose qualitative approach because "it is a process of describing the nature of a phenomenon by continuous interaction with and re-reading of the data" (Mackey and Gass, 2012, p. 223).

Data collection procedure:

The data was collected from English medium schools of Dhaka. The researcher contacted with two English medium schools for the data collection procedure. The permission of the authority was found before the data collection process started where the respective Principal of the schools gave the researcher a fixed schedule. The researcher attended all the classes in a specific time period.

On the days of collecting data, the researcher arrived at 8:00 AM at the premises and waited for entrance into the classrooms. The researcher entered in the classroom along with the teacher. The teacher informed the students that the researcher will sit at the back of the class and observe the day's lesson because she is conducting research based on this. Sitting at the back of the classroom, the researcher looked around and noticed that the classroom is well-equipped as there were both a whiteboard and a multimedia projector and has good accommodation. Classroom's lighting and the temperature seemed comfortable and convenient for the students. The classroom was well decorated with student's drawing work and pictures that helped them to learn from the environment. The desks of the students were arranged in two rows, pushed together and confronting one another. There were around nine seats in each row, so there were around 18

students in the class. Each and every person was very much cooperative to the researcher including the chairperson and the faculty.

The major portion of the data was collected by providing the questionnaire to the teachers and taking interviews. The teachers' opinions were collected by face to face interview and survey which is known as qualitative research. It took almost 15-20 minutes for each of the teachers. The schools' authorities gave a certain time period to conduct the survey but the researcher had to wait for the teachers' free time to take their interviews.

Data Analysis Procedures:

The researcher analyzed the qualitative data through taking in-depth interviews and analyzed the quantitative data through mean scores, standard deviation, and percentage.

The mean scores, standard deviation (SD) and standard error of the 20 statements were calculated. "Mean of distribution is commonly understood as the arithmetic average. It is calculated by dividing the sum of all the scores by the number of scores" (Best & Kahn, 1996, p. 343). Then, the scores were compared with each other by following the interpretation scale (Seligar & Shohamy, 1989, p. 214). The data were analyzed through this interpretation scale. The researcher also calculated the standard deviation (SD) of the population which "is most frequently used as a measure of spread or dispersion of scores in a distribution (Best & Kahn, 1996, p. 349)." The mean score only focuses on a part of the result whereas SD provides a valuable descriptive measure of the population. On the other hand, the responses of the teachers' survey were analyzed using two stages. In the first stage, the responses of the teachers were analyzed with percentages and in the latter stage, the teachers' responses were overall interpreted and discussed.

Instrumentation:

The survey questionnaire for the teachers was designed by following the 'Likert scale'. Each statement had five options and each option had a particular score. The options were: strongly disagree, disagree, neutral, agree, strongly agree; ranging from 1 to 5 points according to "Likert Scale". The quantitative section of the survey questionnaire was designed as a multiple-choice item. According to Heaton (1975), "the multiple-choice item is widely regarded as being one of the most useful of all objective items types" (p. 14). The researcher planned the survey questionnaire having 14 statements as it stems for the teaches to choose from the 5 alternatives because a "test must be long enough to allow for a reliable assessment of the testee's performance and short enough to be practicable" (Heaton, 1975, p. 14). The researcher used quantitative approach because "utilizing the quantitative method researchers will be able to complete the statistical comparison, such as the extent to which a variable is correlated with another" (Mackey and Gass, 2012, p. 223).

Questionnaire for the Teachers:

The teachers' questionnaire consisted of two parts: one is the qualitative or open-ended section which consisted of 10 questions and the other is close-ended which consisted of 14 questions. These helped show how the teachers prefer one method over another to teach and which method they preferred the most and their opinions towards eclecticism.

A sampling of the Research:

For the survey, the researchers surveyed 20 teachers of 2 different English medium schools in Dhaka. Both male and female teachers were the participants. All of the teachers were English

language teachers. The researcher took 10-15 minutes from the class for providing the questionnaire to the teachers.

Limitation of the Research:

The research has some limitations in case of choosing sample size. The researchers got less opportunity to manage more teachers to participate in this research. Therefore, the research might face problems in case of external validity.

Obstacles Encountered:

The researcher faced some problems while doing the survey. Sometimes, teachers were not at all interested to help and they suggested the researcher that, instead of making open-ended question the researcher should only make a close-ended question. In addition, some teachers said that as eclecticism is not being practiced in Bangladesh, then it is pointless to conduct research about this topic.

Chapter 4

RESEARCH FINDINGS

In this chapter, the researcher presents and discusses the results obtained from the teachers' survey and interview. This chapter is divided into two portions, one consists of the outcomes from the teachers' data and another portion consists of the in depth analysis of that data with the support of other researchers' opinions.

Findings from the Teachers' Survey

The table below illustrates the findings from the teachers' survey. There is a table outlines the teachers' responses on the questionnaire made of 14 statements. This attempts to find out the teachers' responses on their preferences on different teaching methods in the ESL classroom and whether eclectic method can be practiced in Bangladeshi context. The questionnaire prepared for the teachers consist of five choices for each of the statements. Teachers were instructed to choose the option that fits their situations the most, so that the maximum accurate outcome may determine. Afterwards, the obtained data are presented and evaluated in terms of mean score, standard deviation and standard error.

In each box, the digit on the top indicates the number of the teachers encircled on that specific option and the digit at the bottom indicates to the score after the conversion into numerical figures. Besides, the bottom ones are calculated to find out the mean scores for each statement. For example, in the first statement, 16 teachers from the surveyed schools chose 'strongly agree' (therefore, $16*5$) and 4 teachers chose 'agree' ($4*4$). Therefore, in the first statement (My students get bored while stick to one method.), the mean score of the statement is 4.00 (total

number of responses are divided by total number of teachers). In the next part, the data has been interpreted with the interpretation scale of Seligar and Shohamy (1989),

- a) 1.00 – 2.25: Strongly disagree/ Never
- b) 2.26 – 3.00: Disagree/ Rarely
- c) 3.01 – 3.75: Agree/Sometimes
- d) 3.76 – 5.00: Strongly agree/ Always (p. 214)

While analyzing the data, it was projected that, the higher the mean score is, the possibility of fostering eclecticism is more in Bangladeshi EFL classrooms and that particular method is the most teachers' preference. In addition, the lower the mean score is, the possibility of practicing eclecticism is less in Bangladeshi EFL classrooms and that particular method is less practiced.

Findings from Closed- ended Questions

20 elementary level teachers from 2 reputed English medium schools were surveyed and those schools were English medium schools. The table shows the data in detail.

Table 1 Teachers' Preferences in Executing Different Teaching Methods

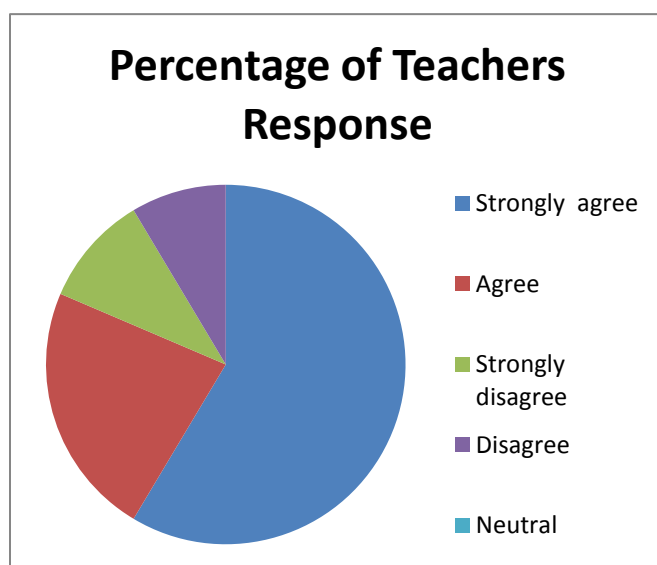
No.	Teacher's preferences of teaching methods	Mean	SD	SE
1.	My students get bored while stick to one method.	4.0	0.830454799	0.808716878
2.	My students like while using various methods.	3.4	1.714039391	1.68722039
3.	My students are keen about moving their bodies around the class.	4.13	0.730296743	0.711737033
4.	Learning is facilitated in a cheerful environment.	4.15	0.730296743	0.711737033

5. I prefer a combination of using different method rather than using one method.	3.90	1.093344547	1.063981294
6. Teacher use authentic materials to native speakers of the target language. (Newspaper, radio and television broadcast)	3.33	1.21295687	1.171446149
7. Eclectic approach can meet all the teaching and learning needs.	3.05	1.093344545	1.171446148
8. It is effective to implement a combination of elements from all of the teaching methods.	4.0	0.830454799	0.808716878
9. Eclectic method plays an important role to fulfill learners demand.	4.0	0.830454799	0.808716878
10. The Eclectic Approach is the best way to teach English.	3.00	0.583292281	0.532033858
11. Language learning is progressively powerful when it is enjoyable.	3.8	1.126483696	1.103474138
12. Various types of pictures should be presented in the classrooms to help students understand the meaning.	4.0	1.093344547	1.093344547
13. Students ought to be allowed a chance to express their thoughts and suppositions.	4.0	0.830454799	0.808716878
14. Peer teaching, group discussion and role play is a great way of communicative interaction.	3.76	0.830454799	0.808716878

As the aim of the research is to find out the teachers' responses on practicing eclectic method and their preferences of teaching methods among the elementary level learners of Bangladesh. The researcher analyze the teachers' responses using mean scores, standard deviation and standard errors, therefore, the research can have the internal reliability and external validity. Findings from PART A represents that the average mean score 3.45 suggests that most of the teachers agree to this point that use of different methods in EFL classrooms promote learning.

Findings from Teachers:

1. My students get bored while stick to one method:



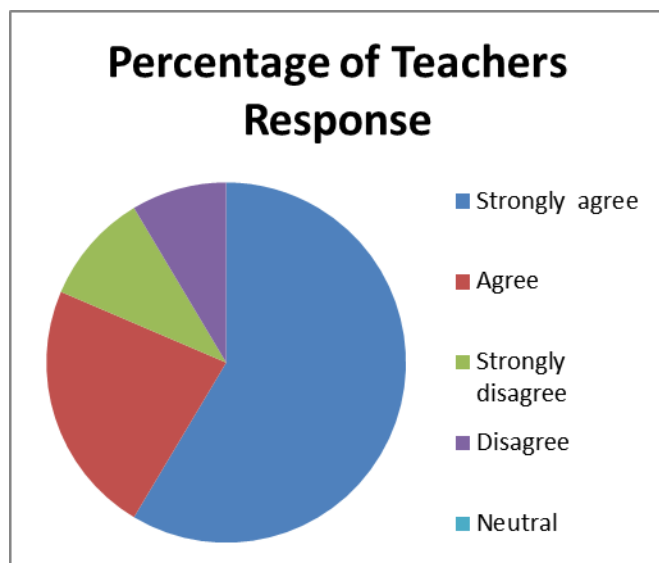
Responses	Number of teachers	Percentage (%)
Strongly agree	16	80%
Agree	4	20%
Strongly disagree	0	0%
Disagree	0	0%

Neutral	0	0%
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While interviewing the teachers, the researcher found that students get bored if the teacher follows the traditional method. In the interview some of the teacher mentioned that if the teacher uses two or more methods like CLT or TPR they fell motivated as in this method they can get the chance to move their bodies and also opinion to speak. The result shows that, 80% teacher thinks that students get bored if the teacher to only one method.

2. My students like while using various methods:

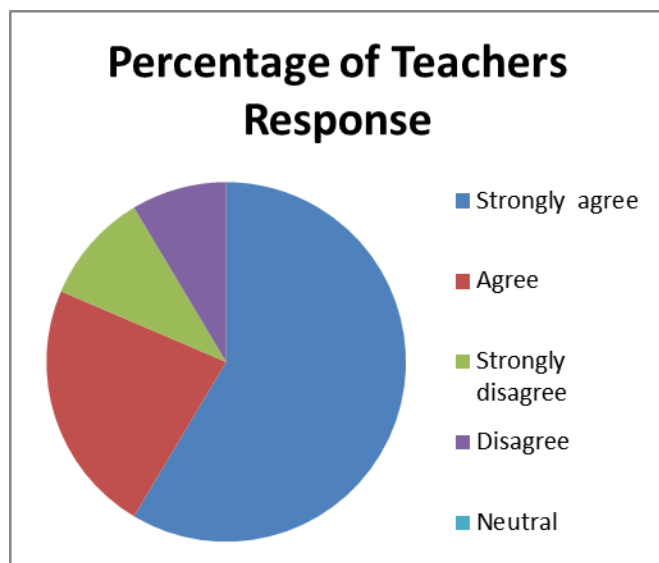
Responses	Number of teachers	Percentage (%)
Strongly agree	8	40%
Agree	12	60%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



The elementary students like various methods. In this regard most of the teacher stated that as they are children they love to learn while playing. One of the teacher said that she sometimes teach with playing. It helps them to motivate, learn and movement. One of teacher said that she used to play “up and down” game whenever she thinks that the students are not interested learn. In this game the student can learn the meaning up which means above and down which means under. It helps them to learn the meaning and elevate them as well. The result shows that 40% teachers are strongly agree and 60% teachers agree with the statement which is a positive result.

3. My students are keen about moving their bodies around the class:

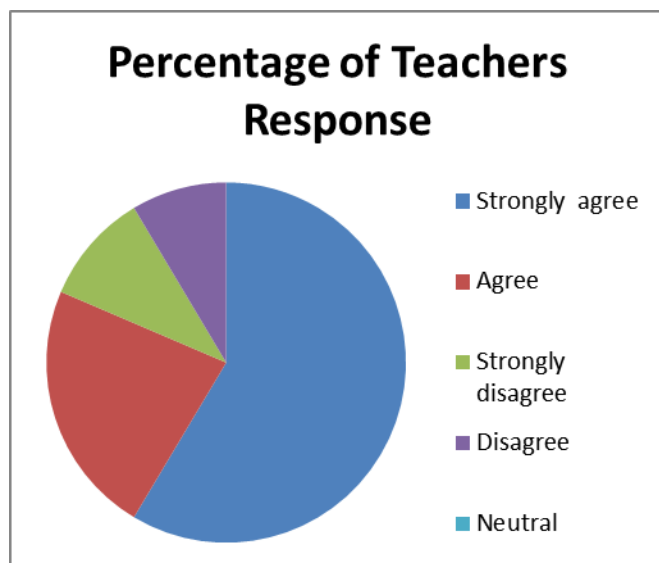
Responses	Number of teachers	Percentage (%)
Strongly agree	14	80%
Agree	6	10%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	3	10 %



Most of the students are very much interested to move their body. One of the teachers mentioned that moving around the class is the sign of a comfortable and friendly classroom. Result shows that, 80% teachers are strongly agreed and 10% teachers are confused about this statement. In this case one of the teachers, mentioned that small number of students do not want move because of their laziness.

4. Learning is facilitated in a cheerful environment:

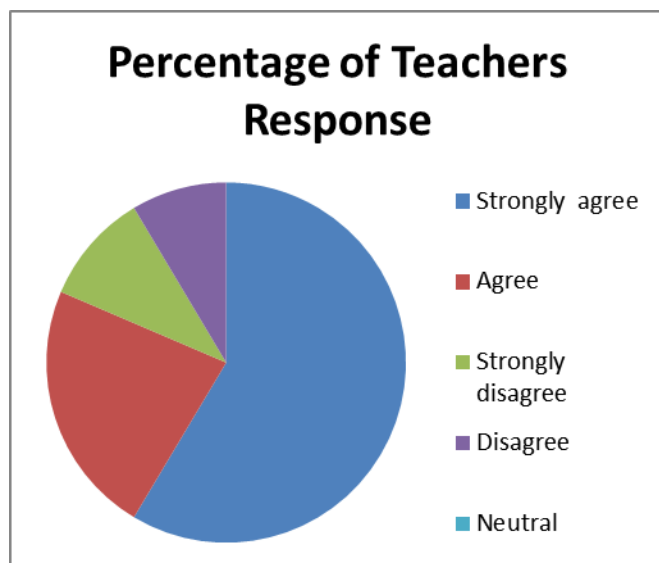
Responses	Number of teachers	Percentage (%)
Strongly agree	17	85%
Agree	3	15%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



Students get pleased if the teacher creates a friendly and comfortable environment. It is more facilitated for the students to learn. In this statement one of teacher responded that she uses interesting cartoon videos which related to their lesson to create cheerful environment. Result shows that, 85% strongly agree with this statement to make the classroom effective.

5. I prefer a combination of using different method rather than using one method:

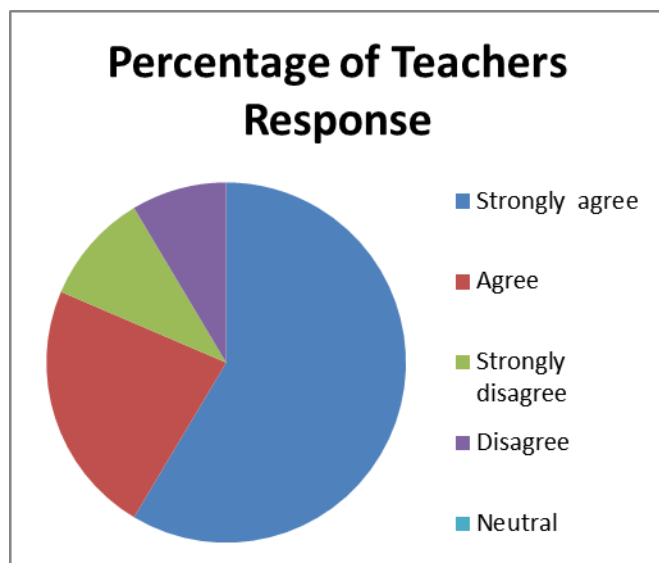
Responses	Number of teachers	Percentage (%)
Strongly agree	15	75%
Agree	5	25%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



To make a classroom more effective traditional approach should not be followed. A large number of teachers mentioned that there is no alternative to eclectic method. They try to use a combination of different methods so0 that every student can learn. Result shows that, 75% teachers strongly agree with this statement.

6. Teacher should use authentic materials to native speakers of the target language:

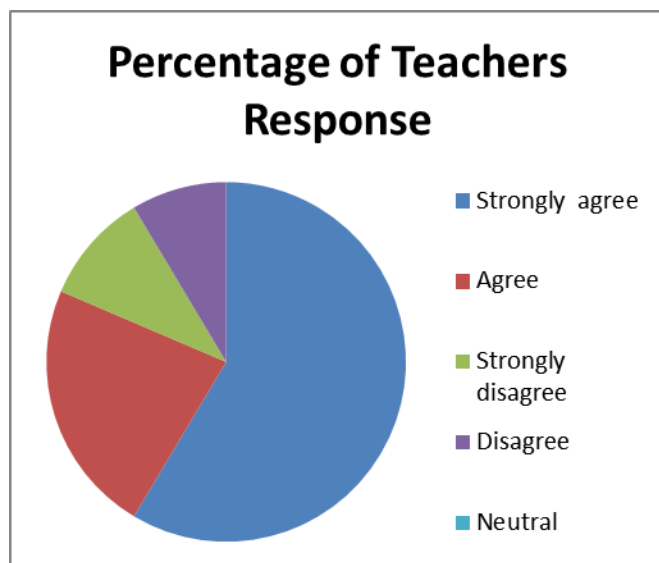
Responses	Number of teachers	Percentage (%)
Strongly agree	9	45%
Agree	11	55%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



According to a teacher, to make a classroom more communicative there is no alternative way to use authentic materials like news or audio or video materials which is connected to real world. One of teachers narrated that, she uses audio material like BBC news to make the classroom more alive and communicative. She farther added that, it helps learners' to be in touch with the world and it also helps them to enhance their listening skill. The result shows that, 55% of the teachers agree with this statement and 45% teachers strongly agree with this statement.

7. Eclectic approach can meet all the teaching and learning needs:

Responses	Number of teachers	Percentage (%)
Strongly agree	2	10%
Agree	10	50%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	8	40%

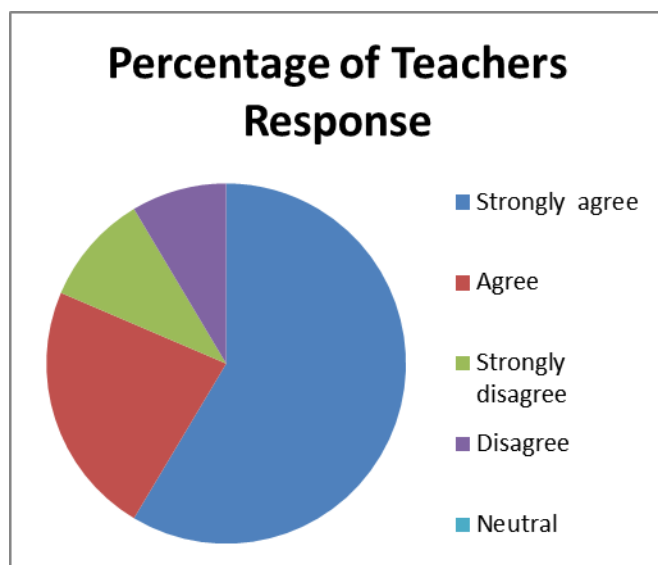


In this regard one of teachers mentioned that, as eclectic method is a combination of methods therefore it can meet all the teaching and learning needs. Through eclectic method all the language skills can be improved one of teachers said. She mentioned that, for practicing CLT she uses audio and video materials in classroom so that students listening and speaking skills can be improved. The result shows that, 50% teachers agree with this statement and 40% teachers are confused about this statement. One of teachers stated that, due to time consuming it is quite possible to practice two more methods.

8. It is better to have a combination of elements from all of the teaching methods:

Responses	Number of teachers	Percentage (%)
Strongly agree	18	90%
Agree	2	10%
Strongly disagree	0	0%

Disagree	0	0%
Neutral	0	0%

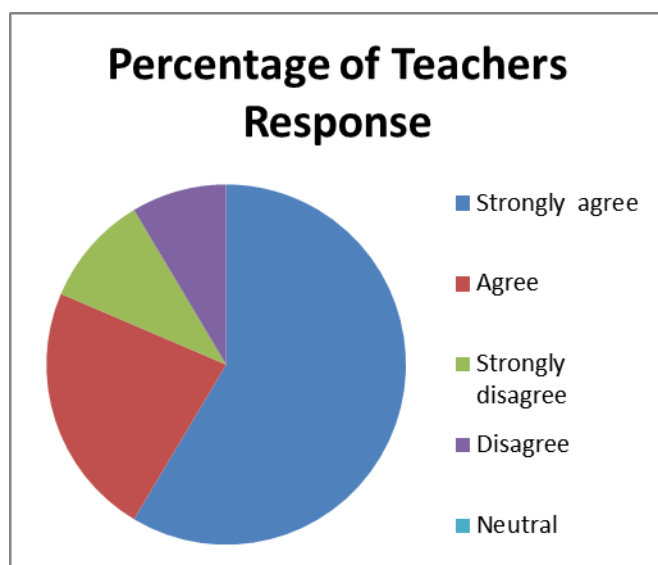


According to this statement one of teacher believes that, students feel bore when the teacher continuously speaks. They also need variation. She added that, when the students feel demotivated she instantly changes the method. She turns it to the total physical response (TPR). As they are in the elementary level it motivates them to learn with playing. The result shows that, 90% teachers strongly agree with the statement and they also believe that it helps to make a better and friendly environment.

9. An effective English teacher should use various methods for an effective classroom:

Responses	Number of teachers	Percentage (%)
Strongly agree	18	90%
Agree	2	10%

Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%

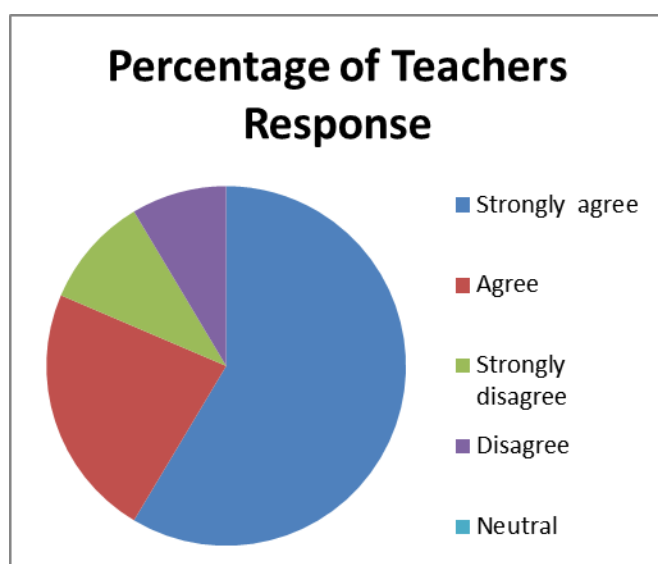


In this regard one of teachers mentioned that, as a language teacher our main focus is to provide enough knowledge about all the four skills. In this regard every teacher should use various methods in every specific skill. She farther added, she tends to read them the fairy tale story to improve their pronunciation and reading skill and for writing she tells them to write anything about their favorite topic. In speaking and listening she shows them cartoon based videos which are related to their topic. Result shows that, 90% teachers strongly agree with the statement which is a positive result towards eclecticism.

10. The eclectic approach is the best way to teach English:

Responses	Number of teachers	Percentage (%)
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Strongly agree	0	0%
Agree	10	50%
Strongly disagree	0	0%
Disagree	10	50%
Neutral	0	0%

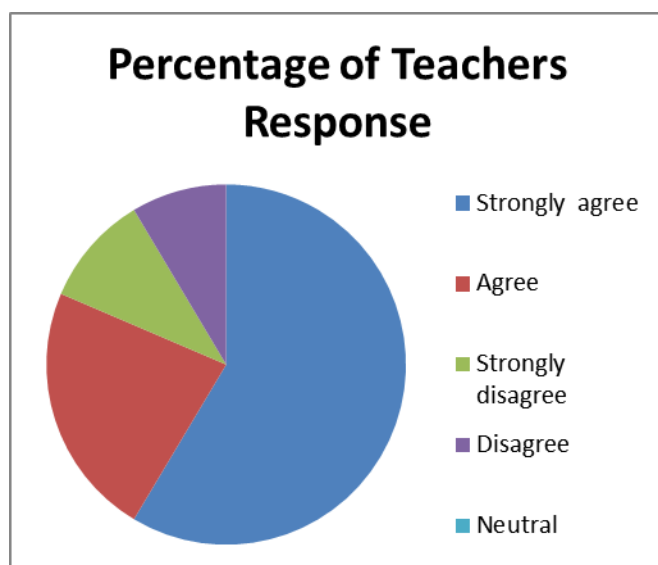


Most of the teachers think that eclectic approach is the best way to learn English as eclectic method is a combination of various methods so it is the best way to learn English in various ways. 50% teachers think positive but 50% teachers think disagree about this statement.

11. Language learning is progressively powerful when it is enjoyable:

Responses	Number of teachers	Percentage (%)
Strongly agree	17	85%
Agree	3	15%

Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%

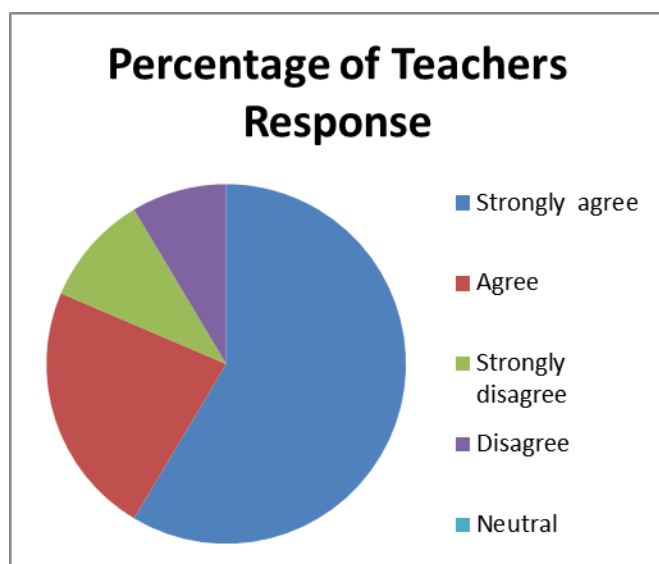


Language learning is more feasible when it is enjoyable and entertaining. In this regard one of teacher mentioned that, learning is more useful when it is entertaining and when the class is comfortable to the learners'. She mentioned that, she uses to play in between the lesson so that the students' cannot feel low or demotivated. She added when the classroom is fun to them then they become interested to their lesson. The result shows that, 85% teachers strongly agree with the statement which is a positive result towards eclecticism.

12. Various types of pictures should be presented in the classrooms to help students understand the meaning..

Responses	Number of teachers	Percentage (%)
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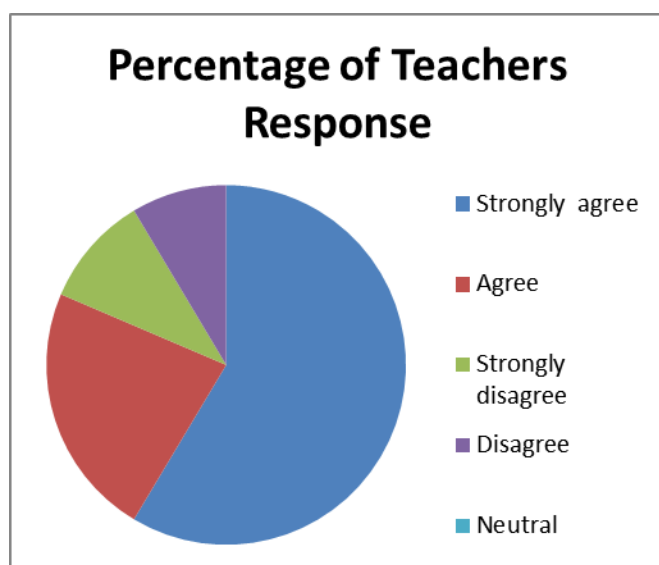
Strongly agree	18	90%
Agree	2	10%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



Various types of pictures or posters make the classroom more colorful and lively. It also helps them to get to know the objects. In this regard one of teachers mentioned that pictures of numbers, flowers or vehicles easily attract them to grab their attention and they can relate those with the real world. She added that, one of her students once asked her what is tram. Instead of replying the question she asked him to find it out from the pictures of vehicle. It helped him to know the meaning of vehicle and also tram. That is why 90% teachers believe that Objectives (picture) should present in the immediate classroom environment.

13. Students ought to be allowed a chance to express their thoughts and suppositions:

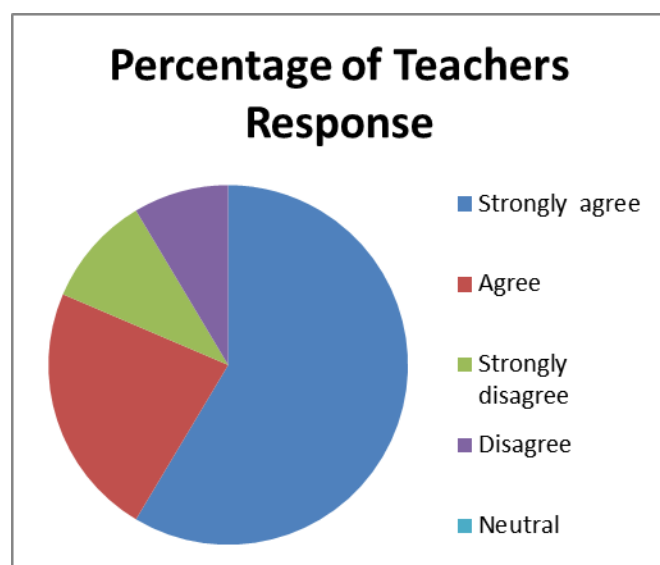
Responses	Number of teachers	Percentage (%)
Strongly agree	18	90%
Agree	2	10%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



Students should be given an opportunity to express their ideas, opinions and thoughts to make a classroom more communicative or to improve their speaking skill. One of teachers mentioned that, it is necessary to make a classroom communicative to remove their anxiety of speaking in English. They feel confident and motivated if they express their feelings to the class. In this regard, 90% teachers think the same.

14. Group discussion and role play is a great way of communicative interaction:

Responses	Number of teachers	Percentage (%)
Strongly agree	16	80%
Agree	4	20%
Strongly disagree	0	0%
Disagree	0	0%
Neutral	0	0%



Group discussion and role play can play a great role to make a classroom communicative. In group discussion students get the opportunity to share their opinions which can make a classroom interactive. 80% teachers strongly agree with this statement which is a positive result.

Table 2: Findings from Open-ended Questions

1. Use of eclectic method irrespective of	2. Eclectic method in promoting learners'	3. standard way for assisting to learn L2	4. improving their English language
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age and standard	development		learning skills
<ul style="list-style-type: none"> • Focuses more on language function rather than structure 	<ul style="list-style-type: none"> • helps teachers to assess students properly 	<ul style="list-style-type: none"> • itself is a standard way 	<ul style="list-style-type: none"> • learning different parts of the language through eclectic methods
5&6. Understanding and attitude towards eclecticism	7. more practiced methods	8. differences between traditional learning approach and eclectic learning approach	9. important role to fulfill learners' demand
<ul style="list-style-type: none"> • full of diversity and excitement 	<ul style="list-style-type: none"> • GTM is the most popular method 	<ul style="list-style-type: none"> • traditional learning is boring and monotonous 	<ul style="list-style-type: none"> • it focuses on individual differences

Findings from Part B suggest that eclectic method can facilitate and maximize learning opportunities in Bangladeshi EFL classrooms.

Analysis of Open Ended Questions from Teachers' Questionnaire

Eclecticism work for any sort of students': In this regard one of teachers stated that, eclecticism works for any kinds of learners but it mostly effective for novice and intermediate level students. Another teacher stated that, eclecticism works for any kinds of learners if different methods are used for learners, they can improve learners' learning strategies.

Eclectic method enforce on learners' progress: In this point one of the teachers' responded that, as eclecticism is a very diverse method it helps teachers to assess students' properly. If one activity fails to make sure one students' progress then other activity will definitely make sure the progress of that particular student. Another teacher mentioned that, eclectic method consequently enforce on learners' progress to some extent as it uses different methods according to the learners' need which increases progress. Another teacher mentioned from her own experience that, she thinks this particular method fuel learners' learning progress. This is because a mix of teaching method can bring a variety in education and every methods work simultaneously in the progress of learner.

Eclecticism is the standard way for assisting to learn L2: In this point one of the teachers' responded eclecticism is the best way because learners get help of grammar translation system, drills, learn chunks and also understand difficult words by the help of body movement. Thus their L2 learning process advances with fun and understanding. Another teacher stated from her own experiences that, yes, it is the standard way for assisting to learn L2 because she thinks different methods work for individual learners'. Therefore eclectic method assists learners' learn their L2. In this another added that, eclecticism itself is a standard way as this is totally a postmodern method for language learning which makes itself a sophisticated one.

Eclectic method helps students in improving their English language learning skills: In this regard one of the teacher revealed that, as it gives students' different types of teaching ways and activities, it helps student in improving their English language learning skills. In this regard another teacher added some points in improving English language learning skills-

- Learning different parts of the language through eclectic method

- Engaging in several activities
- Activities may focus on different language sub-skills as well.

Teachers' understanding towards eclecticism: In this regard every teacher gave positive attitude towards eclectic methods. One of the teachers' mentioned that, according to her eclecticism is a method full of diversity and excitement. In a classroom when students find eclecticism method, they get motivated and become aware of learning. Another teacher mentioned that, it is not a single method rather it leaves the room open for teachers' to use whichever method is more useful in the classroom.

Teachers' attitude towards eclecticism: In this case one of the teachers' stated that, eclecticism always works like a charm when students' are demotivated to learn and it works every time. Another teacher positively added that, in a diverse classroom it is important to practice eclecticism. Another teacher explained that, it can be a good way of teaching language to different students from different background and level.

Methods that enable learners to use English for practical benefits and everyday communication: In this regard every teacher agreed that communicative language teaching (CLT), Total physical response (TPR) and desuggestopedia enable learners' to use English for practical benefits and everyday communication as they are focused on interaction.

Eclecticism is nothing but a mixture of knowledge: In this point one of teachers narrated that, eclectic method plays an important role to fulfill learners' demand because of its acceptance towards learners and its diversity makes this method more effective for all levels of learners. Another teacher expressed that it focuses on individual differences thus it allows learners learn

different methods for particular purposes. Another teacher narrated that, different learners have different demands. It helps learner to fulfill their demand.

Additionally, GTM can be used to directly help the students whereas CLT, DM and TPR can be used to foster more communication inside the class. Some of the teachers claimed that focuses more on language function rather than structure. Use of eclectic method depends on students' cognitive and learning styles. Eclecticism promotes engaging students in a wide range of activities to practice the target language skills. Most of the teacher participants prefer CLT and DM over GTM. Some of the teacher participants also mentioned that GTM can be their preferences for elementary level students to teach them the ground rules of the target language. Most of the teacher participants were in favor of promoting eclectic method irrespective of age, standard and socio-cultural perspective.

Chapter 5

DISCUSSION

In the following chapter, the researcher discusses the information gathered from the survey and interview and highlights the findings made from this research and how it answers the research questions. The purpose of the research paper was to investigate which method is more practiced at the elementary level and the comparative usefulness between traditional learning approach and eclectic learning approach. Though the two schools were English medium background, their environment, activities, and interaction levels were different from each other.

In school observation, the researcher did not find any particular method. Both classes were taught using a mixture of several different methods. Through classroom observation, the researcher found the Audio-lingual Method, Direct Method, and Desuggestopedia to be the methods.

In the first English medium school, the Cambridge curriculum is followed. The ELT method followed is Audio-lingual. There, some grammar items such as Degree of Adjectives were taught followed by connotation and denotation. After explaining the whole item to the students some exercise was given to them from the textbook. The difficult words were marked by the teacher to give more emphasis on. Kirch (1967, p. 385) says, “those who use the Audio-Lingual Approach believe that language is patterned behavior and that automatic control of the patterns is achieved by practice and drill”, here, Kirch is focusing on the practice of language. Hence, those who practice it more, become more familiar with the language and it comes more naturally to them. In the class, the teacher appeared as a leader who controlled the behavior of the students and the students followed his or her lead. New vocabulary and structural rules were provided to the

student through the textbooks they were being acquainted with. Most of the interaction took place between teacher and students. There was no way of dealing with the student's emotion. The culture was viewed by the everyday lifestyle and behavior of the target language speaker. There was no usage of native language because it was seen as an obstacle in the process of student's target language learning. Though Kirsh (1967, p.383) says, "the proponents of the Audio-Lingual Approach believe in using the foreign language as much as possible, but they do not rule out the use of the native tongue to a very limited degree". Yet the researcher did not find the use of native language in the first school. If the point of evaluation is considered, the researcher comments that she did not get any chance to observe them while they took a test. Finally, the point of a teacher dealing with the student's error: here, the researcher found that the teacher asked the student to use the dictionary to check the meaning of difficult words and helps them afterward if they fail to do so.

In the second school, the Australian curriculum was followed. In case of language teaching this school suggested direct method, communicative language teaching (CLT) and desuggestopedia to use. Kirtland (1913, p. 355-356) described the direct method as "the thing or act that should be associated directly with the foreign word". The foreign words should be taught independently without depending on the native language. For teaching the foreign language, no help from the native language should be taken. Upon observation, the researcher found that there was no usage of any proper textbook. The students were asked to watch BBC news and the classes were conducted on the discussion based on that. There was no use of native language and the students were taught to think in the target language. Although the teacher directed the class the teacher and students were more like partners in the classroom; unlike grammar-translation method the students play some role in this method. The classroom of the students was decorated with the

picture, use of regalia the teacher used those to explain difficult words to the students rather than using the native language. For example The word “discrimination” was taught to the student by using examples. After that, they were given a task related to this word. The task consist of one question; Why we should not discriminate among our maids? One student wrote their answer and sticks it in a ball and threw it to whomever he wants. Then the person receiving the ball has to stick his/her answer and throw it to the next person. In this way, new vocabulary is taught to the students. The interaction takes place mainly between teacher and students yet student also communicates with each other. There is no way of dealing with the students’ emotions. Spoken language is given more priority here. The culture of the target language speaker is given more emphasis. No formal test was taken in the session of our observation. The method of Desuggestopedia was also followed, as the classroom was decorated in a lively and cheerful manner for the students to learn many phrases, vocabulary from there.

The difference between the first school and the second school are the presence of a textbook in the first school and the absence of a textbook in the second school. The first school did not depend on the classroom environment for teaching the students whereas the classroom environment had an important role to play in teaching the students. Also, vocabulary teaching is given more importance indirect method (School 2), however, grammar items are given priority in ALM (School 1).

In the following sections teacher’s interviews are presented:

1. According to one of the teachers, grammar translation method (GTM), audiolingual method and desuggestopedia are the methods mostly practiced with the learners of elementary level because they start their L2 learning process by translating from L1 and also learn new

words by watching their teachers doing body movements. Another teacher narrated that, total physical response (TPR), audio-lingual method, grammar translation method (GTM) and direct method is more practiced at elementary level learners. To ensure learners' learning as in memorization audio-lingual method and total physical response (TPR) is effective and beneficial for the learners. Total physical response (TPR) is better for making them enthusiast to learn L2. Another teacher responded that in our context the most popular method though it losses it's eligibility over time but there also grammar translation method (GTM) and audio-lingual method for elementary level learners'.

In the Audio-Lingual Method, it is focused on oral communication. Here, repetition is emphasized to improve communication skill. The reason for the repetition is to separate the troublesome sentences into the littler part. So the students can make little sentences to continue their communication without thinking much. The process of teaching in the Audio-Lingual Method contains general oral instruction. Therefore, students can increase their pronunciations and speaking skills. The students can improve their listening ability. Because in the teaching learning process in the Audio-Lingual Method, sometimes teacher use tape and some audio and video materials, to improve their listening competency. In Audio-Lingual Method, writing are not given any emphasized. Errors should not be corrected directly. It should be corrected in a gentle manner.

Direct Method is another language teaching method. Through this method, students are directly taught with target language without using the native language. It makes the learning of English exciting and lively by creating a direct bond between a word and its meaning. The bonding of the teacher and students are really good. Students can express his or her thoughts in the target language without thinking. Through this method, fluency of speech, good intonation, and power

of expression are properly developed. The process of learning a language is inductive. In this process, students first learn the example and then analyze the definition. The method ignores written work and reading activities and su

fficient attention is not paid to reading and writing.

In desuggestopedia teacher is the authority in the classroom. "The teacher should decorate the bright and cheerful environment to suggest the students that the lesson would be fun, this authority is one of the basic principles of Desuggestopedia method" (Larsen-Freeman, 2000). The little experience utilizing the desuggestopedia strategy demonstrates that the technique can work extremely well with the little youngsters. it exhibits that there is no compelling reason to duplicate every one of the procedures yet to plan a learning program that is appropriate to natural conditions and the children's' age and social experience. In this method, the student can learn through visual aids which help them to remember for a long time.

Grammar translation method (GTM) is the method to make them (students') understand deeply. Austin (2003) in his paper "The Grammar Translation Method of Language Teaching" states "As an instructor, I preferred utilizing the sentence structure interpretation strategy since I could expect the knowledge of my students; I could converse with them like the smart individuals that they are, and we could discuss the language structure and vocabulary that I was instructing. In another technique, I would have needed to utilize basic dialect and natural expressions to impart in the objective dialect, and, after it's all said and done, I couldn't make certain that my students knew and understood what it was that they were saying" (as cited in Mart, 2013, p. 103).

2. Traditional learning approach is much more teacher based rather than eclectic learning approach. It focuses on the advantages of teachers, whereas the eclectic method focuses on the

advantages and drawbacks of the learners. In traditional classroom teachers tend to talk more than students. There is a little opportunity for the students to talk or interact in the classroom. Traditional learning approach sticks to one type of teaching process or one-way method. It is boring and monotonous. It makes students demotivated in learning. On the contrary, eclectic learning is totally the opposite of traditional learning which helps to enhance students learning capability. It is an approach which focuses on different methods, have multiple and interesting methods of learning and can be an effective method for the elementary method. Moreover, in eclectic learning teacher can use a mixture of different methods according to the need of the students which means the approach target to incorporate different teaching ways.

3. Communicative language teaching (CLT) enables learners to use English for practical benefits everyday communication because they learn it by communicating with each other and also communicating with their teacher. Thus they also can correct their mistakes and be able to practically use it properly. Though it is not implementing that much in the Bangladeshi context the researcher found that most of the teachers agreed that the communicative method enables learners to use English for practical benefits and everyday communication. Some teachers preferred CLT over all other methods as it helps students in speaking skills which is the most important skills.

Moreover, the eclectic method allows learners' language development. It helps learners practicing several methods while learning English as their foreign language. As Wali (2009) points out that there is no ELT method which can fulfill all the teaching and learning needs hence, teachers need to implement a set of methods which can enhance all the language skills. Direct method and eclecticism focus more on language function rather than structure. From the research findings PART B, the significance of learning the ground rules before moving on to the

difficult ones is applicable for elementary level learners. GTM has less focus on communication. Some teachers prefer CLT over GTM. Learners can make direct association through getting a demonstration by the English language teachers. Eclecticism promotes engaging students in a wide range of activities to practice the target language skills. Most of the teacher participants prefer CLT and DM over GTM. Some of the teacher participants also mentioned that GTM can be their preferences for elementary level students to teach them the ground rules of the target language.

To implement different teaching methods a teacher should have a teaching style as well as to grab the students' attention. According to Larsen- Freeman (2000), "when teachers' who chooses and utilizes various methods and practices combination of methods is called eclectic" (p.183). On the other hand, the direct method promotes lively participation in the class. To engage students in language learning through body language and gestures, Total Physical Response is one of the effective teaching methods. Use of eclectic method depends on students' cognitive and learning styles. Eclectic based instruction incorporates different kinds of methods. Prepared lesson plan helps the teacher to keep pace with the plan. As eclectic is a mixture of all methods, it helps students discover their potentials.

Chapter 6

CONCLUSION

This study explored the necessity of eclectic method and other methods. Eclecticism contains the use of variability of language learning activities, each of which may have very different appearances and goals which helps students to acquire or their knowledge. Learning is exciting and advanced when the teacher uses a lot of approaches to fulfill the student's goals. It should be pointed out that making use of the positive aspects of different methods helps the teacher to accomplish his aim with his pupils in different learning situations when presenting his material. Findings show that teachers prefer CLT over GTM and others use a mixture of all these.

By observing two schools the researcher found out how teachers communicated with the students, how they took care of them as they are elementary level learners and how they completed a lesson within a fixed time. It is an experience that will help the researcher in the future if she becomes a teacher. The researcher also explored from this observation that good teaching skills and ways to treat a child can help them learn in such a way that students are able to understand and at the same time are having fun while learning. Thus, the eclectic learning method should be applied and accepted by the teachers for enhancing students' performance in English at the elementary level. In this regard, Suleman and Hussain narrated that, the eclectic approach was found more rewarding, effective and productive in teaching English if it is compared to traditional learning approach at the elementary level as the teachers modify their teaching style according to the situation and need of students in eclectic learning approach (Suleman & Hussain, p.36).

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Appendix

Appendix: 1

Questionnaire

Please respond to the following statements to reflect your opinions honestly and encircle the option which suits you the best.

The words represent the following points:

Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

Your name will not be mentioned anywhere in the research.

No	Teaching method	1	2	3	4	5
1	My students get bored while stick to one method.					
2	My students like while using various methods.					
3	My students are keen about moving their bodies around the class.					
4	Learning is facilitated in a cheerful environment.					
5	I prefer a combination of using different method rather than using one method.					

6	Teacher should use authentic materials to native speakers of the target language.					
7	Eclectic approach can meet all the teaching and learning needs.					
8	It is better to have a combination of elements from all of the teaching methods.					
9	An effective English teacher should use various methods for an effective classroom.					
10	The eclectic approach is the best way to teach English.					
11	Language learning is progressively powerful when it is enjoyable.					
12	Various types of pictures should be presented in the classrooms to help students understand the meaning.					
13	Students ought to be allowed a chance to express their thoughts and suppositions.					
14	Peer teaching, group discussion and role play is a great way of communicative interaction.					

Appendix: 2

Directions: The interview questionnaire has been prepared and presented only for academic research purpose. None of your response will be used for any other purposes. Your contribution will be highly appreciated and acknowledged. Please be honest to your response.

Eclectic method:

Eclecticism in language is not a single method rather it is the combination of grammar translation method with communicative language teaching approach, Total Physical Response, Audio-lingual method, Desuggestopedia, Task-based language teaching and many more. There is no specific guidance or principle by which different methods can be selected and combined.

Course name:

Level you teach:

1. Does eclectic method work for any sort of students' regardless of age and standard and why?
2. Does eclectic method consequently enforce on learners' progress and how?

3. Do you think eclectic method is the standard way for assisting to learn L2 and why?
4. How eclectic method helps students in improving their English language learning skills?
5. What is your understanding towards eclecticism?
6. What is your attitude towards eclecticism?

7. What are the methods more practiced with elementary level learners and why?

8. What are the differences between traditional learning approach and eclectic learning approach?

9. Which methods enable learners to use English for practical benefits and everyday communication?

10. Why eclectic method plays an important role to fulfill learners' demand and how?

Thank you