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**Кваліфікаційна робота**  
**УПЛИВ ПРИНЦИПОВОГО ЕКЛЕКТИЦИЗМУ НА ІНШОМОВНИЙ ОСВІТНІЙ**  
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Науковий керівник:

**Гнатик Каталін Бейлівна**  
**д-р філософії**

Завідувач кафедри:

**Берегсасі Аніко Ференцівна**  
**д-р габлітований, доцент**  
**професор кафедри філології**

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Науковий керівник: **Гнатик Каталін Бейлівна**  
д-р філософії

Рецензент: **Барань Адальберт Бейлович**  
канд. філ. наук, доцент

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**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education  
Department of Philology**

**REFLECTION OF PRINCIPLED ECLECTICISM IN EFL INSTRUCTIONAL  
CONTEXT**

Bachelor's Thesis

**Presented by: Cintia Kutasi**

a 4th year student

**Professional Education program:**  
014 Secondary education (language and literature (English))

**Thesis supervisor:** Katalin Hnatik  
PhD

**Second reader:** Adalybert Bárány

Candidate of Philological Sciences

Associate Professor

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## INTRODUCTION

Throughout history, teaching a foreign language has always played an important role in the world. Even today, foreign language teaching is an essential and popular topic. During the end of the 19th century, it was developing rapidly and became one of the most discussed issues in the field of education. New approaches have appeared related to it. Various studies were needed in order to discover new and effective methodologies for teaching and learning foreign languages. As a result, new teaching methods and strategies were developed and researched during the 20th century. The process of foreign language learning created the emergence of the different language teaching methods. There is a number of methods that teachers commonly started to use for example Grammar-Translation Method, Direct Method, Audiolingual Method, or even Alternative Methods. The effectiveness of these methods have become controversial. This thesis focuses on Eclectic Method.

A **large number** of linguists has investigated the given topic. Jeremy Harmer, Noam Chomsky, Scott Thornbury, and Jack C. Richards are all well-known figures in the field of English as a Foreign Language (EFL). Jeremy Harmer is known for his engaging teaching style and for his focus on communicative language teaching. Noam Chomsky is a linguist, philosopher, and cognitive scientist who has made significant contributions to the field of linguistics, particularly in the area of language acquisition. His theories on language acquisition, including the idea of a "language acquisition device" that is hard-wired in the human brain, have had a profound impact on the field of EFL. Scott Thornbury is known for his innovative approach to language teaching and for his focus on task-based language teaching. Jack C. Richards is known for his work on communicative language teaching and for his contributions to the development of language teaching methodology.

Overall, these individuals have made significant contributions to the field of EFL and have helped to shape the way that English is taught and learned around the world.

The **current thesis** tries to present a theoretical overview of foreign language teaching methods, paying special attention for the eclectic method to EFL teaching. In addition, it provides some details the efficiency of the eclecticism used in foreign language teaching.

The **subject** of the thesis points out the theoretical concepts of foreign language teaching methods in EFL teaching.

The **object** of the thesis is to present the main principles of eclectic method and its efficiency in foreign language teaching.

The **purpose** of the thesis is to give a larger overview of the main characteristics of eclecticism and to present the role of it in EFL teaching

The **tasks** of the thesis are as follows:

- The development of a theoretical study and conceptual framework for the offered topic;
- Critical examination of the pertinent academic literature;
- Analysis of effective techniques for teaching English languages
- An assessment of the effectiveness of teaching English using various methods

The **methods** used in the first two chapters are predominantly theoretical. The approach of the study is an analysis of English language teaching methods and the types of evaluation methods.

The **novelty** of the thesis is establishing assessment as a part of teachers` every day practice inthe expansive field of English language teaching methods.

The **theoretical value** of the study is to collect detailed information about eclectic method used in foreign language teaching.

The **practical value** of the thesis is to provide different methods of teaching English as a foreign language.

The thesis consists of Introduction, Part1, Part2, Research about foreign language teaching methods and Conclusion. The first part focuses on theoretical concepts of teaching methods, general features and techniques in theory. The second part of the thesis explains new teaching methods and their effectiveness. In the research part, I tried to find out the most effective EFL teaching methods using a questionnaire.

## **PART 1**

### **FOREIGN LANGUAGE TEACHING METHOD IN EFL TEACHING**

The first part of thesis provides detailed information on methods for teaching foreign language, it tries to make a comparison differences between the early method and the postmodern methods used in EFL teaching.

#### **1.1. Defining foreign language teaching methods**

Foreign language teaching methods refer to the various techniques and strategies that language teachers use to help their students learn and acquire a foreign language. These methods are designed to facilitate the learning process and make it easier for students to understand and communicate in a foreign language.

As theories of language and psychology have developed, incipient edifying approaches and methods have emerged to accompany them. The appearance of these approaches and methods has not only met the desiderata of contemporary language edifying, but withal aroused the interest of the second and peregrine language edifiers. Though there have been many controversies among applied linguists and edifiers. Unique characteristics of each method can be identified. Some methods have been adopted macrocosmically: others are confined to constrained areas. (Yurong Hao, 2017, p.744)

The goal of the methodology is to enhance the process of teaching English by empowering and helping teachers to work professionally. Learning involves continually reviewing one's own work, the experiences of other teachers, and finding new ways to improve learning. When instructing a second language, the instructor should consider the distinct attributes that are available to learners based on their native language. This means that the methodology for teaching English must take into account the problems associated with the English language for the students who will be studying. (Islamova K.S, 2021, p.68)

Language teaching is a pedagogical process aimed at learning and acquiring a given language. In essence, it means teaching the sound material, structures, functioning, and clear use of language in a given language. The result of non-conscious language learning is spontaneous acquisition, which - in the case of a foreign language can take place in the country of the target language. It is virtue is continuous speech, confidence in the use of common language;



disadvantages may include linguistic inaccuracies, deficiencies in writing, reading, and translation skills. If there is no way to learn the language spontaneously, it is a matter of consciously learned language learning, a process that, from the teacher's point of view, is called language teaching.(Bárdos,2004)

During the late 19th century, linguists and language experts aimed to improve the quality of language education by referencing general principles and theories related to language acquisition, representation and organization of language in memory, and the structure of language itself. Pioneers in applied linguistics such as Henry Sweet, Otto Jespersen, and Harold Palmer developed theoretical principles and approaches for designing language education programs, courses, and materials, leaving practical details to be developed by others. They aimed to answer questions rationally, such as how to choose and sequence vocabulary and grammar, but none of these applied linguists had a concrete method for realizing their ideas. It is important to distinguish between a philosophy of language education that operates at the level of theory and principles and a set of procedures for teaching a language. To clarify this difference, the American applied linguist Edward Anthony proposed a framework. At least five reasons support Larsen-assertion Freeman's that studying procedures is beneficial.(Karunakaran & Suresh,2013)

Methods provide as a backdrop for reflection that might assist teachers in being cognizant of the assumptions that drive their behavior. Making instructors' implicit knowledge more explicit is one of the goals of teacher education. Teachers can clarify why they do what they do when they are introduced to different ways, asked to reflect on their ideas, and urged to actively interact with their techniques. They become conscious of their own underlying assumptions, principles, and convictions.

Teachers can decide to teach what they were taught in a different way by determining where they stand. They are able to understand why they are drawn to particular approaches and may be able to argue against authority imposing a particular method.

A fundamental component of imparting knowledge is an understanding of procedures. Teachers sign up for a community of practice with it. In order for professional communication to take place, becoming a community member requires mastering the professional speech that community members use. Teachers' ideas on how teaching results in learning may also be questioned by a professional discourse community. Interacting with people and being aware of

and working to address sociopolitical injustices. Teachers' decisions are frequently influenced more by classroom demands than by methodological considerations. Saying that a given method is used without a doubt does not provide us a complete picture of what is taking place in the classroom.(Karunakaran & Suresh,2013)

In our nation, English is taught as a foreign language. When a language is taught to pupils as a foreign language, it is crucial for teachers to know what to teach and how to teach it because it might be challenging for them to choose an effective teaching strategy. Each student in a class has a different issue, and teaching approach is one of them. There isn't a single approach that should be regarded as efficient and favored by everyone. The use of methodology is a methodical, scientific approach to teaching any subject. It instructs teachers on how to instruct and how to make their lessons effective. The ability to teach English through a variety of strategies and methods is an essential skill for teachers. The planning, choosing, and grading of linguistic resources and products, as well as teaching methods, are further examples of methods. According to Anthony, a technique is a specific trick, plan, or device employed to achieve a short-term goal. It must be in harmony with an approach as well as a method.(Partel & Praven,2008)

Some approaches suggest what appear to be unusual and foreign classroom procedures, while others are detailed in publications that are hard to find, cryptically written, and difficult to comprehend. The lack of a thorough notion of what an approach and technique are frequently leaves the practitioner confused. (Richards & Rodgers,1986, paragraph 1)

The goal of Approaches and Methods in Language Teaching is to give a thorough overview of the most significant language teaching movements of the 20th century. The same descriptive framework is applied consistently throughout to show the parallels and divergences across approaches and methodologies. (Richards & Rodgers, 1986, paragraph 2)

There are several different foreign language teaching methods available to language teachers, each with its own strengths and weaknesses. Choosing the most appropriate method will depend on a variety of factors, including the needs and learning styles of the students, the goals of the language program, and the resources available to the teacher. By understanding and utilizing these methods, language teachers can help their students achieve success in learning a foreign language.

## 1.2 Historical background of Foreign Language Teaching Methods

Foreign language teaching methods have evolved over time to reflect changes in educational philosophy, linguistic theory, and technological advancements.

The historical background of foreign language teaching methods reflects the changing educational philosophy, linguistic theory, and technological advancements. From the early methods focused on memorization and translation to the modern approaches emphasizing communication and interaction, foreign language teaching methods have continued to evolve to meet the changing needs of language learners. With the continued advancements in technology, it is likely that foreign language teaching methods will continue to adapt and develop in the years to come.

Latin and Greek have been taught as foreign languages in England and throughout Europe for millennia. Donatus grammar and Priscianus were the sole sources utilized in the Middle Ages to create textbooks for the instruction of ancient languages. Roman grammar and rhetoric professor Aelius Donatus flourished in the middle of the fourth century. The Middle Ages saw the adoption of his famous book *Grammatica Ars* (Elements of Grammar) as the norm for Latin grammar. At the sixth century, Priscianus, a grammarian from Mauritania, taught Latin in Constantinople. The traditional work was his *Commentari grammatici*, which he wrote in 18 volumes. The Greek rules that looked fitting, he translated into Latin. He frequently uses passages from Juvenal, Plautus, and Virgil Cicero. (Isliamova K.S,2021,pp.69)

He wrote 2645 poems under the title *Doctrinale*, arguably one of the most thorough improvements of grammar and syntax. These words served as the sole textbook for many decades. The Hebrew Old Testament was accurately translated into Latin by Alexander de Villa Dei. Latin-speaking people in Europe were able to read the Bible thanks to this translation, known as the Vulgate. Book printing throughout the Renaissance brought about fresh approaches to teaching languages. For instance, during Henry the Eighth's reign, grammar was taught in schools; nevertheless, Roger Ascham introduced a novel idea into the classroom. He was a scholar from Yorkshire who also taught Princess Elizabeth Latin and Greek. He believed that rather than being taught through different paradigms, grammar should have been taught through translation. He translated grammar to improve his mental attitude and discipline. (Isliamova K.S,2021,p.69)

The grammatical translation approach had gained entire global acceptance by the middle of the 20th century. Additionally known as the Prussian technique. (Nádor,2019, p.76)

Insights into the mechanics of second language learning and the dynamics of the language classroom itself have replaced dogmatic notions about the sole effective form of instruction in language education. Latin instruction served as the foundation for early language teaching theories. European vernacular languages started to be studied as foreign languages starting in the seventeenth century. Once they were taught in schools, they were taught using the Grammar-Translation Method, just like Latin. The official teaching of the classical languages Latin and Greek is the greatest example of the Grammar-Translation Method, which dominated for many years. (Djigunovic &Krajnovic, n.d.)

By the close of the nineteenth century, there was a very strong and diverse resistance to the Grammar-Translation Method. Their shared thought was founded on the idea that learning a language does not occur through mother tongue but rather through the direct correlation of foreign words with the things and activities they indicate. The prevalent name for the new techniques was the direct approach. The importance of pronunciation was fostered by the insistence on the FL as the medium of education and the emergence of phonetics as a subject at the time. Inductive teaching methods were used to teach grammar, including the learner in the learning process. Additionally, it was taught in a functional way, meaning that the grammatical structures that were chosen for instruction were those that were most commonly employed in speech. Speaking came before reading, and how reading was handled encouraged inference of meaning from context. Some experts believe that the method's primary benefit is that it involves the learner in the learning process. The direct technique has undergone several changes throughout the years, which have maintained it relevant for a very long period. ( Djigunovic& Krajnovic, n.d)

The grammar translation approach emphasizes the importance of building vocabulary and grammatical principles when learning a language. In Europe during the nineteenth century, the Grammar-Translation Method was the dominant technique. Reading a language's literature required learning it. Although the Grammar-Translation Method is an ancient technique, a teacher can improve and alter it. Students study grammar principles in grammar translation classes and then put those rules into practice by translating phrases between the target language and their home tongue. The approach aims to foster students' general intellectual growth as well as their ability to read and translate works of literature written in the target language. The Grammar-Translation Method emphasizes on using proper grammar and sentence construction. When instructing pupils on how to write and read in a foreign language, this is extremely

beneficial. It offers the opportunity to study a new language through textbooks. Students are able to pick up terminology in both their native tongue and the target language. Utilizing grammar tools that will emerge in the source language, the language of translation, is possible with the grammar-translation method. The proponents of the Grammar-Translation Method held that learning a foreign language provides universal educational benefits, emphasizing how studying grammatical systematics fosters the development of logical reasoning.

The audio-lingual technique was founded on and motivated by discoveries made by behaviorists B.F. Skinner and structural linguists L. Bloomfield at the time it was created. The audio-visual method, also known as the high-speed or structural-global method, originated in France during the 1950s. The method's name reflects its fundamental principles. It is called audio-visual because the student perceives all new material primarily through auditory means audio for an extended period, and the meaning is revealed through visual non-verbal clarity, such as transparencies, motion pictures visual. This method is also referred to as structural-global because language learning occurs based on selected structures that are perceived holistically. (Байдюк Л. М, Міколуга Д. О, 2022, pp. 171-172)

The cognitive code learning technique emerged in response to Chomskyan theories on language and the growing significance of cognitive psychology. Proponents of the new method maintained that language learning implies rule guided creativity, rejecting behaviorism's passive receiver posture. Learning was expected to include addressing issues by looking for the rules that explain how the language works. This suggested that the learner had control over the process and was an active participant in it. The so-called alternative methods of the sixteenth century that were humanistically oriented may have caused another reaction, but cognitive code learning is significant as a reaction to an era in language teaching that was marked by the great impact of audio-lingualism and as the potential source of that reaction. (Djigunovic & Krajnovic, n.d.)

The linguistic comprehension of a foreign language by students cannot match that of their native language. Effective and complete communication necessitates proficiency in listening skills, which are fostered from the initial stages of language training and aid in the development of communicative competence. The establishment of language perception, recognition, and comprehension abilities are integral to attaining proficiency in a foreign language. Listening material serves as a simulation of the linguistic environment, enabling students to engage in language-related activities. (Домашенко І. К, 2022)

The audiovisual approach doesn't involve the use of the learner's mother tongue, especially in the beginning stage of learning, because interference from the native language can hinder the development of oral communication skills. Visual aids in the form of audiovisual materials can illustrate real-life situations and display the pronunciation of sounds, which facilitates the comprehension and acquisition of a new language. While language remains the primary focus of learning, audiovisual aids are utilized by teachers to create engaging and productive classes. (Домашенко І. К,2022)

A method for learning a foreign language through audiovisual means involves using a video projection screen or computer. The method has several stages, which include demonstrating the program in its original form in the foreign language, showing suspended or short sequences of the program with a separate statement from one of the participants along with a transcription and translation of the statement, replaying the program in its original form, replaying the suspended or short sequences with only the transcription of the statement, and then replaying the program again in its original form. The participants' statements may be shown as subtitles or speech bubbles, and short program segments may end with a freeze frame containing translation and/or transcription. (Домашенко І. К,2022, p.290)

The Organic or Direct Approach The Natural Method, also known as the Conversation Method, the Direct Method, and the Communicative Approach, was launched at the start of the 20th century, which had a detrimental impact on the popularity of the Grammar Translation Method. People were thought to have a natural aptitude for language and that learning it was intuitive as long as it was taught under the right circumstances—not step-by-step, in accordance with graded curricula, or with complex explanations and exercises. The Natural or Direct Method prevented teachers from even marginally speaking the students' home tongue and outlawed all translation. The same concept was used at sixteen different schools in the United States and 30 schools in Europe by Macklin, who founded language schools all throughout the United States to teach immigrants the fundamental communication skills they required to succeed in a new country and integrate. The teacher was given clear instructions by Berlitz that L1 should never be utilized in the classroom and that translation should never be considered a technique of education. While Gower and Walters refer to translation as a natural skill of certain bilinguals, Lado and Gatenby consider it as a skill that may be taught. (Bahremand,2015,p.8)

He promoted learning the second language well before teaching translation as a distinct activity. Additionally, he thought that understanding one's own culture would make it easier to

understand another, which is essential for learning the nuances of translation. When contrasting how children naturally pick up languages with how foreign languages are taught, Gatenby claimed that when a language is absorbed instinctively, there is no actual process of translation. L1 interference may be the consequence of intuitive translation that is unprocessed. Malmkjaer agrees with this and adds that, in addition to mastering both L1 and L2, the ability to relate the two language systems to one another appropriately is also necessary for translation. By doing this, one can minimize negative interference while maximizing positive interference when choosing the best translational equivalents. (Bahreman,2015,p.8).

Monolingualism and multilingualism are two different approaches to language learning and use. Monolingualism refers to the ability to use and understand only one language. This means that a monolingual person can communicate effectively only in their native language and may struggle with other languages. Monolingualism is the norm in many parts of the world, where one language is dominant and widely used.

Multilingualism, on the other hand, refers to the ability to use and understand two or more languages. A multilingual person can communicate effectively in multiple languages and may have varying degrees of proficiency in each language. Multilingualism is becoming increasingly common in today's globalized world, where people often need to communicate with others from different linguistic backgrounds.

There are different methods for achieving monolingualism and multilingualism. In terms of monolingualism, the most common method is immersion. This involves being surrounded by the language you want to learn and forcing yourself to use it. For example, someone who wants to learn French could move to France and immerse themselves in French language and culture. Immersion is considered an effective way to learn a language quickly and develop fluency. For multilingualism, there are several methods. One is bilingualism, which involves learning two languages simultaneously from an early age. Bilingualism is often encouraged in countries with multiple official languages, such as Canada and Switzerland. Another method is sequential bilingualism, where someone learns a second language after they have already become proficient in their first language. This is the most common way for adults to become multilingual. Finally, there is additive bilingualism, where someone learns a second language without losing proficiency in their first language.

Due to the effect of exam-oriented education, the majority of incoming college students lack strong communicative English skills and are used to passively receiving information from

the teacher. This is true even when they had structured English instruction in senior high school. They could feel lost, irritated, or even bored when learning English if they are only given communicative instruction. In order to provide these freshmen or sophomores a strong foundation that will lead to communicative training in the senior grades, it may be preferable to use the grammar-translation technique as the main approach and the communicative method as an assist. The completion of specified tasks using language as a medium for communication remains the ultimate objective of language instruction and learning. Teachers are supposed to provide students in senior grades with chances for practical communicative training in order to aid and direct them in achieving the pre-set objective. This builds on the preparation that students need in middle and lower classes. The communicative approach should now predominate, with the grammatical translation approach serving as a support. (Kong,2011).

### **1.3 The early methods contra postmodern methods**

English as a Foreign Language (EFL) teaching is a constantly evolving field, and over the years, there have been various methods and approaches that have been used to teach English to non-native speakers. One of the earliest methods used in EFL teaching was the Grammar Translation method, which was followed by the Audio-lingual method. These methods were developed in the early 20th century and were largely based on the structural approach to language learning. In contrast, the postmodern methods of EFL teaching, which emerged in the late 20th century, are more communicative and student-centered in nature.

Currently, learning foreign languages is a pressing issue, as science and artificial intelligence continue to develop, but the most effective method has not been discovered yet. Although there is a high demand for language learning, not everyone succeeds in improving their language skills. Throughout the history of schools and educational institutions, teachers have continuously refined their teaching methods to cater to the needs of specific groups of people who require foreign language knowledge. In earlier times, foreign language learning was not mandatory, and instead, the focus was on developing other skills such as analytical reading and logical thinking. Consequently, attempts to teach foreign languages were unsuccessful due to the use of inappropriate methods. However, by the late 17th century to the early 19th century, attempts were made to create program methods for teaching foreign languages, which have now become the foundation for language learning. (Павленко О.,2021, p.65)

During the transition from the direct method in Europe, teachers were trained in the use of the English teaching method, which was only used for approximately 30 years. This methodology was developed by two influential figures, Harold Palmer and Michael West, who



made significant contributions not only to methodology but also to lexicography by working on the creation of dictionaries and developing principles for vocabulary selection. H. Palmer criticized the direct method and proposed his own oral method, which included three directions of foreign language courses that he was able to improve and implement in Japan. He later became the head of the Scientific Research Institute of English Language Teaching Methods and authored numerous textbooks, workbooks, books for teachers, and methodological training manuals.

As teaching foreign languages progresses, new methods are constantly being developed and improved to keep up with scientific advancements. With such a wide variety of methods available, it can be difficult to determine which one is best, but each has its own advantages. It's important to remember that the effectiveness of a method should be evaluated by its ability to yield high results in achieving knowledge. (Павленко О.,2021, pp.66-67)

It goes without saying that one of the goals of any system for teaching foreign languages is to increase the student's proficiency in that language. The conventional approach, however, relies heavily on breaking down the integrated process of utilizing a foreign language into smaller subsets of distinct abilities and subject-specific information. It is mostly a functional process that concentrates on isolated knowledge and skill areas. The teaching of a language that is utilized in a certain field connected to the students' lives or jobs is strongly associated with conventional approaches as a result of this. The awareness that many students of English need the language for special instrumental reasons has led to the teaching of ESP - English for Special or Specific purposes, as stated in the book *Teaching English as a Foreign Language* by Geoffrey Broughton et al. (Boumová,2008,p.10)

Before the turn of the century, language education methodologies alternated between two different approaches: one concentrated on speaking a language and the other on studying a language. The emphasis on educating people to utilize other languages was a defining characteristic of both the Classical Greek and Medieval Latin periods. Greek and Latin were utilized as *lingua francas* before being replaced by other ancient languages. In all of Europe, higher education was exclusively offered in these languages. Additionally, they were heavily utilized in commerce, politics, and philosophy or religion. As a result, the educated elite developed fluency in the relevant classical language as a speaker, reader, and writer. We can assume that the instructors or tutors did not use language textbooks per se, but rather a small stock of hand-copied written manuscripts of some sort, perhaps a few texts in the target

language, or crude dictionaries that listed equivalent words in two or more languages side by side, to convey the form and meaning of the language they were teaching. The rigorous study of Greek and Latin grammars gained popularity later in the Renaissance thanks to mass manufacturing made feasible by the printing press's creation. Latin's grammar in ancient writings was found to be distinct from that of Latin used as a lingua franca, which was afterwards referred to as Vulgate Latin, or Latin of the Common People. Over time, significant distinctions emerged between the Latin used in daily life and the Classical Latin described in Renaissance grammars, which eventually became the official subject of education in schools. This took place when Latin was being phased out as a global language. Classical Latin was no longer used, and numerous European dialects had started to gain legitimacy and appeal. As bizarre as it may appear in retrospect, Latin's decline as a common language in Western Europe may have been influenced by the Renaissance's obsession with the formal study of Classical Latin. (Matus,2011)

Nevertheless, from the fifteenth through the nineteenth century, Latin remained a fundamental component of young Europeans' education. Given that it was now exclusively a written language, the design of instructional strategies favored the study of and learning of challenging grammatical rules and extensive word lists. Students began to regularly translate classical books from Latin into the various European languages. The necessity to acquire the many languages rose as diplomatic, economic, and social ties between European nations did. Modern languages started to be taught and acquired widely in the eighteenth century, mostly as a result of burgeoning industry and the ongoing expansion of trade and communications. Prussia in Germany was the first nation to adopt the Grammar Translation Technique as the primary method for teaching a second language in national high schools, or Gymnasiums, in the late eighteenth century. (Rahman, n.d.)

A humanistic approach to education was founded in the nineteenth century; it is centered on the student's personality, his or her interests, requirements, and possibilities about acceptable learning methodologies custom characteristics.(Сошенко &Коломієць,2014,p.22)

Additionally, it was rejected by certain techniques. The Grammar Translation Methods were one technique that heavily used translation (GTM). Students had to translate writings that were either literary or religious using the grammatical structures they had learnt, with the aid of a dictionary. (Bahremand,2015)

Opposition to the Grammar Translation Method increasingly grew in numerous European nations in the middle and late nineteenth century. This "Reform Movement," as it was known, sparked debates that have persisted to the present day and created the groundwork for the creation of novel approaches to language instruction. By the middle of the nineteenth century, the Grammar Translation Method was being questioned and rejected due to a number of causes. The need for oral ability in foreign languages arose from the increased options for communication among Europeans. Language training specialized lists also focused on how modern languages were taught in secondary schools after this first established a market for conversation books and phrase books meant for individual study. The public education system was increasingly perceived as falling short of its obligations. (Richards & Rodgers, 1999, pp.4-5)

The grammar translation approach was developed to aid pupils in reading and comprehending literature written in other languages (Larsen-Freeman, 2000)

The twentieth century saw the beginning of the development of contemporary approaches to teaching foreign languages. In addition to science, they started to aggressively develop other disciplines at that time, including linguistics, sociolinguistics, ethnolinguistics, cybernetic linguistics, and mathematical linguistics. (Кравчук, 2011)

The Palmer's oral technique, audiolingual method, and audiovisual method were three new variations of the direct approach that emerged in the 20th century. All of these approaches to teaching foreign languages were founded on the fundamental ideas of the direct method, but each representative of the new approach made an effort to update and enhance it. Harold Palmer, an English teacher and teaching expert, included language theories from the sociology school of F. de Saussure, A. Meillet, behaviorist psychology of E. Thorndike, J. Watson, and pragmatic pedagogy of J. Dewey into his teaching philosophy. According to V. E. Raushenbakh, each of them failed to understand the integrity of language and thought, viewing language as an impersonal entity. This approach to language acquisition that encouraged consciousness in language learning was all but abandoned in favor of mechanical techniques designed to trigger the necessary physiological responses, such as speech reflexes. Palmer, a supporter of intuitive language acquisition, agreed wholeheartedly with the straightforward concepts of the pupils' absorption in the language medium. Palmer claimed that problems with foreign language instruction stemmed from the fact that students had to use all available means to respond to questions. As a result, at the start of language learning, he introduced the so-called latent period,

lasting up to two months, during which time students were only required to listen and immerse themselves in the foreign language in order to develop their aural memory. The foundation of learning any language is repetitive drilling, which applies to both individual words, phrases, and sentences. According to him, errors might be avoided thanks to frequent training and perceptual memorization. Palmer's teaching content rationalization was his primary contribution. He organized the vocabulary being learnt for the first time, choosing words based on linguistic and educational concepts:

- lexical frequency: the rate of use of a lexical unit in comparison to other units, taking into account each meaning of a word independently;
- structural combinatory - the capacity of a lexical unit to combine with other sentence elements;
- concretization: The lexical units that refer to tangible ideas should be initially incorporated in the foundational vocabulary since they may be semantically analyzed using visual aids;
- proportionality: The basic vocabulary's distribution of the various components of speech must match that of natural language;
- suitability: if it is a member of the same semantic family as the previously chosen. (Кузнецова, p.250)

The concepts, objectives, and methods that had dominated English language instruction for the previous 50 or so years started to alter once more starting in the sixteenth century, and gradually the term communicative started to be used. The reforms' primary goal was to reorient language instruction away from the learning of well-honed abilities in and of themselves and toward the confident application of those skills to the accomplishment of important goals and objectives to the learner in the actual world. We are probably still too near to the communicative movement, which hasn't finished running its course, to know for sure what was entirely new and what was carried over from earlier eras. The emergence of what seemed to be revolutionary new ideas caused a great deal of enthusiasm, and the communicative "paradigm shift" is frequently attributed in previous narratives to significant changes in underlying theory Chomsky, Hymes. There were undoubtedly many novel ideas, but when the 'Communicative Approach' is finally put to rest, similarities between its 'weaker' forms, at least, and what came before are likely to become more obvious. This is especially true for the Presentation and Practice phases of the presentation and production lesson sequences, which are still included in coursebooks. (Howatt & Smith, 2014, p.88-89)

Each approach was identified as a crucial step in the evolution of historical approaches to teaching foreign languages. The birth and development of the following new approach were all based on the earlier techniques. (Король & Лисак, 2014)

In contrast to the early methods of EFL teaching, postmodern methods such as the Communicative Language Teaching (CLT) approach and Task-based Language Teaching (TBLT) approach are more student-centered and communicative in nature. The CLT approach emphasizes the importance of communication and interaction in language learning, and encourages students to use the language in real-life situations. In this approach, the teacher plays the role of a facilitator, and students are encouraged to take an active role in their learning by engaging in discussions and group work.

Similarly, the TBLT approach is also focused on communication and interaction. This approach involves the use of tasks or activities that require students to use the language in real-life situations. By engaging in tasks such as role-plays, simulations, and problem-solving activities, students are able to develop their language skills in a meaningful way.

In conclusion, while the early methods of EFL teaching such as the Grammar Translation method and the Audio-lingual method were effective in their time, they are now considered to be outdated and limited in their scope. Postmodern methods such as the CLT approach and the TBLT approach are now widely used in EFL teaching as they are more student-centered and communicative in nature. These approaches provide students with opportunities to use the language in real-life situations, which ultimately leads to more effective language learning.

## **PART 2**

### **ECLECTIC METHODS USED IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

The second part of the thesis focuses on the Eclectic Method and its main features. It also describes mixed methods used in foreign language teaching. This part highlights the effectiveness of the Eclectic methods.

#### **2.1. Theoretical background of Eclectic methods**

Eclectic methods refer to a way of combining different theories, techniques, and approaches in a particular field or discipline to create a new approach that is better suited to solving a specific problem or achieving a particular goal. The idea behind this approach is that no single theory or technique is sufficient to fully explain or address a complex issue, so by drawing on multiple sources, we can create a more comprehensive and effective solution.

The concept of eclecticism has a long history in philosophy, art, and literature, where it has often been associated with the idea of selecting and combining elements from different sources to create a new whole. In psychology and psychotherapy, the eclectic approach emerged in the 1950s and 1960s as an alternative to the dominant schools of thought at the time, such as Freudian psychoanalysis and behaviorism.

Proponents of the eclectic approach in psychology argue that no single theoretical framework can fully explain the complexity of human behavior and that a combination of different theories is necessary to gain a more comprehensive understanding of mental health issues and develop effective treatments.

The eclectic approach is also used in fields such as education, where it involves drawing on a variety of teaching methods and techniques to address the diverse learning needs of students. In architecture, the eclectic style involves blending different architectural styles from different periods to create a unique design. Eclectic methods are currently in demand since it is thought that they can meet students' needs. Kumar defines the eclectic method as a synthesis of several ways to teaching and learning. Every teaching strategy has its own advantages and disadvantages, and by using an eclectic approach, teachers may strengthen the advantages of one strategy while combining others to meet the needs of their pupils. (Makassar, 2017. p.224)

According to Gao, principled eclecticism puts the teacher under pressure to make sure that every choice regarding classroom instruction and activities is grounded in a thorough understanding of all theories and related pedagogies, taking into account the needs of the students as well as the purpose and context of language teaching and learning. Gao said that the eclectic technique mixes listening, speaking, reading, and writing and involves some practice in the classroom rather than being a specific, single method. The eclectic approach is really quite beneficial for instructors because not every teacher can fully embrace one style when teaching while taking the requirements of their class into consideration. According to Kumar, the goal of promoting eclectic techniques is to link real-world experiences to the concepts taught during language acquisition. Based on their pupils' needs, the teachers chose the various learning activities, most of which had to do with real-world experience. The ability of the pupils to accomplish the instructional objective is what matters to teachers. (Makassar,2017. p.224)

The utilization of the eclectic method as a coping mechanism is increasing and can be considered a significant alternative. Teachers encounter a major obstacle in choosing appropriate methods, techniques, and strategies that consider the participants' abilities to learn a foreign language, which significantly impacts speech development and enhancement. However, by implementing an eclectic approach, including components such as range, accuracy, pronunciation, speed, and coherence, language learners can greatly improve their speech. The success of this approach relies heavily on the acceptance of the method, with an emphasis on motivating and inspiring education seekers to study. This approach is crucial in foreign language teaching methodology.(N.Kanonik, T. Lysenko, M.Karpyk,2022, p.200)

The phrase "eclectic method" was coined by Larsen-Freeman and Mellow for language education. It combines structural and communicative methods. The instructor must use a structural approach if the subject is one of structures. If the subject involves speaking, he must choose a communication strategy. Depending on the pupils' age and rural upbringing, the instructor may use inductive or deductive reasoning while teaching a grammatical issue. If the pupils come from a rural background, the teacher may employ bilingualism when discussing the topic idioms or phrases. He can utilize reading and the audio lingual approach if the subject is reading. Therefore, it combines ancient and modern methods. Better opportunities are provided for language learning there. It produces good results with no added pressure for the student.(N.Sagar,T.Afzal,2019.pp.755)

According to one school of thought, understanding ideas holistically without making "black-and-white" recommendations about teaching methods is a requirement for having an effective vision of language acquisition and teaching. It has been realized that there has never been and likely will never be a way for everyone, according to Nuan. From the perspective of critical pedagogy, Pennycook thinks that modern language education is just varied combinations of the same fundamental alternatives, colored by dynamic social, political, or philosophical circumstances, rather than reflecting the outcomes of steady, linear growth. Given this intricacy, it is unclear how teachers should assess the effectiveness of the many theories. Brown has suggested "principled eclecticism" as a solution, where instructors choose what functions within their unique dynamic circumstances. (L.Gao.,2011,p.365)

Language instructors might engage in a teaching process of "diagnosis, treatment, and assessment," according to Brown. It calls on instructors to diagnose the necessary curricular treatment for students' requirements in their particular setting, create efficient pedagogical designs for pertinent objectives, and evaluate students' progress toward curricular goals. Principled eclecticism presents a challenge to teachers in that all decisions must be based on a thorough and comprehensive understanding of all learning theories and related pedagogies, the goals and context of language learning, the needs of language learners, the nature of language acquisition, and the nature and purpose of teaching. (L.Gao.,2011,p.365)

To create a post-method pedagogy, Kumaravadivelu offers an organizing principle—the pedagogic dimensions of particularity, practicality, and possibility—to bring together students, teachers, and teacher educators. He defines post-method pedagogy as an emphasis on context-sensitive language education built on a true understanding of local linguistic, sociocultural, and political particularities, allowing teachers to create their theory of practice, and emphasizing socio-political consciousness, to support the pursuit of identity formation and social transformation. The conceptualization, actualization, and problematization of post-method pedagogy serve as a timely reminder to frame the study issue in terms of the actions and viewpoints of Chinese tertiary English instructors to determine if these viewpoints and actions have evolved through time. In this study, principled eclecticism does not just refer to the use of a variety of language learning activities, each of which may have very different characteristics in terms of teachers' actions. Rather, it refers to the use of principled eclecticism in the context of English teaching at the university level. (L.Gao.,2011,p.365)



Overall, the theoretical background of eclectic methods is rooted in the idea that by combining different sources of knowledge and approaches, we can create more effective and innovative solutions to complex problems.

## **2.2. The main characteristics of the Eclectic method**

An eclectic method is an approach to language teaching that is based on the principle of using a combination of different teaching methods and techniques to suit the needs and goals of the learners. This method is a departure from the traditional approach to language teaching, which relied on a single method, such as grammar translation, direct method, or audio-lingual method, to teach a language. The eclectic method acknowledges that different learners have different learning styles, preferences, and needs, and as such, it uses a variety of methods and techniques to cater to these differences

Teaching language has entered a new phase known as eclecticism, which involves a combination of different methods. This phase includes the introduction of new methodological concepts, development of materials, and practical suggestions from authors. Christian Pura (France) has proposed two types of eclecticism: adaptation eclecticism and fundamental eclecticism. The former has three options: adapting the course to teaching/learning situations by manual developers, considering factors such as limited study years, weekly workload, overcrowded classes, curriculum restrictions, and examination systems; teachers themselves adapting to teaching/learning; and developers adapting the course to teacher traditions, situations, and goals. All of these language learning methods emphasize the importance of grammar. (В. І. Круковський, 2008)

The first characteristic of the eclectic method is its flexibility. The eclectic method is not bound to a particular teaching method or approach, and teachers are free to use any method or technique that they feel is appropriate for their learners. This flexibility enables teachers to tailor their teaching to the specific needs and goals of their learners. For example, if the learners need to improve their writing skills, the teacher may use a process approach that focuses on the different stages of writing, such as brainstorming, drafting, and revising. On the other hand, if the learners need to improve their speaking skills, the teacher may use a task-based approach that focuses on real-life communicative tasks.

The last 100 years have seen tremendous development in English Language Teaching. However, poor quality and subpar learning outcomes drive pedagogical experts and instructors to look for more efficient approaches. Different approaches, such as the oral approach, audio-

lingual approach, conflict-based education, and communicative approach, are successful. (Mingyao Chen,2014,p.17)

Everyone must adopt and learn a global language to connect with other governments, regions, and nations due to the communication revolution brought on by this unprecedented globalization situation. In the contemporary world, English has gained worldwide prominence and is widely spoken. Additionally, English is taught in schools, colleges, and universities all over the world as a second and foreign language. Teachers in ELT have used a wide variety of methods, approaches, and strategies, but they have mostly been successful in helping students improve their English communication abilities. For students or learners who originate from many cultures and backgrounds, there should be a special methodology that can incorporate all the existing methods, approaches, and strategies to make the English language learning more adaptable. The Eclectic Approach has also been promoted in English Language Teaching. (Parupalli Srinivas Rao,2018)

The second characteristic of the eclectic method is its emphasis on learner-centeredness. The eclectic method recognizes that learners have different learning styles and preferences and, therefore, tailors its teaching to suit the learners' needs. The teacher takes on the role of a facilitator who guides the learners in their learning process. The teacher encourages learners to take an active role in their learning by providing them with opportunities to express their opinions and ideas. This approach enhances learner motivation and engagement, leading to better learning outcomes.

The components of teaching a language cannot be separated. There should be no distinction between pronunciation, grammar, and vocabulary in language. According to the electrical hypothesis, language competency develops via consistent use of the language as a whole. This essay outlines the widely used eclectic approach to learning English. It could have been challenging for me to arrive to a good conclusion if someone had asked me to name the most efficient manner of studying and teaching English. It also looks at a crucial and practical learning technique.(Jm Ong, 2013,p.1)

The eclectic method is its integration of different language skills. The eclectic method recognizes that language learning involves the development of various skills, such as listening, speaking, reading, and writing. Therefore, it integrates different language skills into its teaching approach. For example, a lesson on a specific topic may include a listening activity, a speaking

activity, a reading activity, and a writing activity. This approach ensures that learners develop all the necessary language skills.

Rivers, who is the main advocate for the eclectic approach, stated that a language instructor who adopts this approach can incorporate the most effective techniques from various established language-teaching methods into their teaching practices, utilizing them in ways that are most appropriate for their intended purposes. Teachers fronted with the everyday responsibility of assisting pupils in learning a new language cannot afford the luxury of entire attention to each new method. The fundamental complaint against eclecticism is that it offers no advice on what basis and by what principles components of diverse systems might be selected and integrated. (Ishtiaq Hussain, 2016, p.32)

An integrated, pluralized, and eclectic method to be used in writing classroom activities has replaced traditional writing techniques in recent decades. Eclecticism is a pedagogical approach that encourages instructors to use several existing techniques and approaches in accordance with the requirements of their students rather of sticking to a single methodology. With this approach, the instructor is free to select the teaching methods that will benefit the students in a particular situation. The education for writing in a normal classroom is based on a blend of several techniques, including the communicative approach, the lexical approach, and the structural-situational approach. This aids the instructor in creating a context that is clear, needs-based, and uses adaptable writing styles to meet the needs of the students. Because they feel it frees them from the rigid, traditional, teacher-focused teaching techniques, language education specialists and researchers consistently support the efficacy of the eclectic approach in teaching ESL/EFL writing. Writing classes that are lecture-based, blackboard-supplemented, and teacher-centered provide neither instructors nor students any other options. The conventional method reduced writing to a purely academic endeavor. The eclectic method could keep the language instructor open to other options. Here, the teacher must actively seek out and welcome new methods, putting them to the test in their professional practice on a regular basis in terms of their underlying assumptions. (Sultan H. Alharbi, 2017, p.35)

The eclectic method is characterized by its emphasis on communication as the primary goal of language learning. It acknowledges that effective communication in the target language is the key objective and places significant emphasis on developing communicative competence. To achieve this, the approach provides learners with ample opportunities to practice their language skills in real-life situations through activities such as discussions, debates, and role-plays.

Another significant aspect of the eclectic method is the use of authentic materials, including newspapers, magazines, TV shows, and movies. This approach exposes learners to real-life language use, enhancing their motivation and engagement by making the learning experience more meaningful and relevant.

Moreover, the eclectic method adopts a diverse assessment approach, recognizing that learners have different strengths and weaknesses. It employs various assessment methods such as formative assessment, summative assessment, self-assessment, peer assessment, and portfolio assessment to evaluate learners' progress. These methods ensure that learners receive feedback on their performance and progress, enabling them to identify their strengths and weaknesses and take appropriate steps to improve.

### **2.3. The effectiveness of Eclectic method**

Principled eclecticism as a teaching approach involves selecting and combining various elements of different language learning theories and pedagogies to meet the specific needs of learners and learning contexts. However, this approach can be challenging for teachers because it requires them to have a thorough understanding of various theories and pedagogies and how to apply them effectively in their teaching practice.

In contrast, Kumaravadivelu's post-method pedagogy provides an organizing principle that might help teachers overcome the challenges of principled eclecticism. According to Kumaravadivelu, post-method pedagogy emphasizes the importance of context-sensitive language teaching, which takes into account the linguistic, socio-cultural and political characteristics of students, as well as the context in which they learn. Additionally, post-method pedagogy empowers teachers to create their own theories of practice, which are shaped by their own experiences and the needs of their students.

Furthermore, post-method pedagogy emphasizes socio-political awareness, which includes supporting students for identity formation and social transformation. By taking these factors into account, teachers can create a more effective and meaningful language learning experience for their students. It is implied that teachers should put their attention on assisting students in their learning, not on following the rules of the methods, when we say that ways should serve learners, not learners serve methods. The aim of instruction is for students to learn and understand the material. The instructor should take student characteristics into account before selecting the method(s) of instruction since different learners learn differently and have varying preferences on what aspects and approaches enhance successful learning. In other words,

rather than learners meeting the demands or requirements of the methods, the methods should meet the needs of the learners. Every method offers recommendations for what learning and teaching are and how teachers should teach as a result, as is well known. The issue is that the recommendations offered by various techniques are just prescriptions that don't take into account the actual variations that occur across different learning environments and classrooms. (D.S.Mwanza,2019,p.53)

Even if they might be given current content, teachers have found ways to disregard the textbooks and implement fresh methods of instruction. It is up to the teacher to accept concepts that work for teaching languages while keeping their choices open to new discoveries. The eclectic approach, which offers instructors the freedom to select anything that would help them in the classroom without bias, is embodied by the multi-priority system. People who practice eclectic teaching make an attempt to include the most effective elements of all currently used language-learning methodologies into their lessons, using them as intended. The eclectic teacher must be enthusiastic, creative, and open to thinking outside the box in order to successfully execute their methods in the classroom and make the lessons engaging for the kids. The eclectic approach allows teachers the opportunity to use a variety of teaching methods in the classroom to achieve the lesson's goal. Any teacher, even those who teach a language, is free to use any strategy or approach they see most appropriate for the classroom. The eclectic technique guarantees that all students comprehend the challenges of teaching a language to a classroom of mixed-level pupils while exposing them to various teaching philosophies and breaking up the monotony of the course. The ability of teachers to offer various teaching aids and design a wide range of language teaching activities helps students grasp the material better. The eclectic method is seen to be the most adaptable of all the instructional models and may be tailored to the needs of the parent. Eclecticism in homeschooling is a financially efficient way to education because parents may design extra courses that include outings and activities that correspond to the teachings without being constrained by conventional school rules. It can be difficult for new or inexperienced homeschoolers to deal with the drawbacks of eclecticism, and it does need more work from the parents to prepare. Considering that homeschoolers are still forced to adhere to state or provincial testing requirements, the offspring of the individuals in question are not acquiring sufficient knowledge or the appropriate knowledge. (M.Demyen,2008)

The eclectic approach provides for a range of activities and strategies while not restricting the instructor. The instructor is allowed to select the tasks and methods that will work best in the classroom. The curriculum is matched with a variety of techniques, activities, and resources that

are tailored to the learning styles of the students. The eclectic approach's adaptability keeps the students' needs at the heart of each class. The learner is kept active the whole course by having a diverse classroom. As they work to design engaging lessons and complete the curriculum's instructional objectives, teachers in the eclectic method also play the role of entertainers. The goal is to maintain the kids' interest and involvement in their education in a calm, stress-free atmosphere. Extension exercises that call for discovery learning or moving from the concrete to the abstract are examples of eclectic pedagogy activities. They may be a straightforward application of well-known and common circumstances.(M.Demyen,2008)

Depending on the class or the student, application and extension activities may present different difficulties.The Eclectic Education approach recognizes when to use application activities for certain pupils and extension activities for others. While application makes information more trustworthy and allows for more flexibility, extension allows students to expand their knowledge and develop more robust and in-depth understandings. However, it depends on the situation whether to introduce new innovations in curricula or teaching methods. Educational institutions and authorities must formally embrace any new strategy or methodology. It needs the assistance of both academic authorities and curriculum professionals, who can offer the best guidance on the kind of educational materials to utilize in an eclectic classroom. Teachers must be able to use new teaching approaches and procedures in their lessons with ease, and they must be compatible with the existing curriculum and current assessment standards. Timing is key to the success of a wide range of varied activities. The majority of exercises may be merged and coordinated during the session and happen at any point during the pedagogical process. (M.Demyen,2008)

It is common for instructors to get overburdened by expectations and ongoing changes in teaching techniques as a result of changes in language teaching and method development due to a variety of factors including political, philosophical, and social expectations of a community toward education. They understood that it is preferable to integrate components from many teaching philosophies in order to create a classroom that is more student-centered and improves the students' learning opportunities. It might be challenging to identify a teaching strategy that is always useful. In general, teachers include a variety of strategies into their courses based on the situation. But a good approach also needs an equally effective supporting mechanism. Early educational reform led to the emergence of four main approaches: the synthetic approach, the analytic or global approach, the analytic-synthetic approach, and the eclectic approach. The Laubach Method may be used to swiftly enhance reading abilities utilizing the synthetic

approach, however it has a problem in the way rote learning and repetition are presented since it frequently makes adult learners bored. In contrast, the analytic-global method employed tales and sentences, where pupils first learned to read and write sentences on their own before honing their vocabulary. With adult students, many teachers choose this method because it helps them see adults as mature, autonomous, and social thinkers. ( M.Demyen,2008)

The analytic-synthetic technique utilizes the advantages of both previously mentioned techniques of identifying letters, words, and sentences as the learner improves their language skills. The negative aspect of this is the teacher may use a more aggressive approach in this technique and force the student to progress too quickly, therefore, forgetting or leaving out significant components of language learning. The eclectic technique, the fourth and maybe most popular methodology, makes use of all three procedures as well as the ways already stated. The versatility of the eclectic approach makes it applicable in every classroom; nevertheless, the problem is to be able to create a lesson that represents its advantages without focusing on one method or technique that can cause students to become confused in the lesson. Finding competent and experienced teachers who know how to combine the many levels of the eclectic style in the classroom is this method's second drawback. To properly accomplish this goal, instructors must adopt a cogent, pluralistic method of instruction known as principled eclecticism, which integrates a variety of language learning activities through the choice, classification, and arrangement of teaching objectives. The eclectic approach has received a lot of attention in a variety of education-related fields, most notably language instruction and curriculum theory. This novel technique was criticized, especially by those cautious of forward-thinking ideas about language education, as eclectic pedagogy in the classroom grew popular in language teaching. These ideas are a reflection of the early conceptions of instruction and the scientific process of determining which method was most effective. Effective and prosperous eclecticism, integrative eclecticism, modern eclecticism, and enlighten eclecticism are just a few of the numerous identities that eclecticism has begun to assume. Principled eclecticism has emerged as the character that language teachers use the most frequently out of all the others.( M.Demyen,2008)

## **PART 3**

### **RESEARCH OF FOREIGN LANGUAGE TEACHING METHODS**

The aim of this research is to have an insight into foreign language teaching methods of English teachers and find out which one helps them nowadays and examine how much new methods are used or combined during their lessons

#### **3.1. Hypotheses**

- All the participants prefer to combine methods in teaching English
- Over half of respondents use Eclectic methods
- All the participants consider that it is essential to use eclectic methods

#### **3.2. The process of the research**

The following research intends to confirm the hypothesis below. In the research process it appears how many participants filled out the questionnaire. After that, data are analyzed and consequences are made.

##### **3.2.1. Participants**

The participants of the research are 22 teachers of English teaching education, 19 female and 3 male. The questionnaire compiled for assessing the teachers' language teaching method in primary and second education, were filled in schools: Fertőszalmás, Nagypalád, Tiszapéterfalva, Tiszabökény, Salánk, Forgolány, Csepe, Feketeardó.

##### **3.2.2. Research instruments**

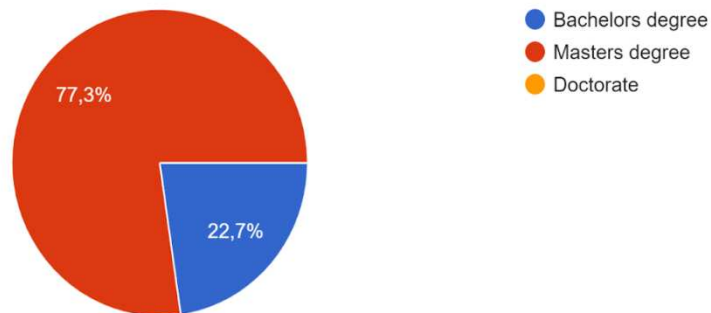
The instrument chosen for the research is a questionnaire on assessing English teacher's teaching methods. Questionnaire is an instrument for collecting data that involves asking a given subject to respond to a set of oral or written questions. It's a quick and easy way to collect information and it allows gathering information from a large audience.

#### **3.3 Analysis of the questionnaire**

The first question intended to find out whether the teachers have BA degree, MA degree or PhD. The highest academic qualification is a MA degree. The results are found in diagram 3.3.1. They show that more than half of the respondents 77,3 % graduated MA degree and rest of them 22,7 % BA degree.



**Diagram 3.3.1 The highest academic qualification**



The next question intended to clear out how long they have been working as an English teacher. The results showed that 1 participant has been working 6–10 years, 7 participants have been working 11-15 years, 14 participants have been working 20+ years.

The following question dealt with what classes the teachers are teaching. The most of the teachers are teaching in 1-9 forms and 5-9 forms, the rest of them 10-11 forms, 5-11 forms and one of them are teaching in 1-11 forms and one of them are teaching in 9-12 and 5-12 forms, furthermore two of them are teaching 1-4 forms.

The next question indicates the respondents' interaction during the lesson. The results showed that 86,4 % of the participants use Bi-lingual method, they present the lesson in English and in their mother tongue. Monolingual method and multilingual method 9,1 % also used.

The following question dealt with that do they know English teaching methods. All the participants answered that they do.

The sixth question dealt with how often the teacher uses the Grammar Translation method during the lesson. 59,1 % answered that they rarely use it. 27,3 % noted that they never use it and 13,6 % answered that they often use it.

The seventh question dealt with how often use the teacher during the lesson the Direct method. Most of them answered that they rarely use it. The rest of them answered that they often and always use this method.

The following 3 questions examined the view of teachers about Reading Approach, Audiolinguism and Situational Approach. In this question not just one answer could be marked. The results have laid out that the participants are the most frequently used the Audiolinguism and the Situational Approach during their lessons.

In the eleventh question 100 % of participants agreed that the Affective-humanistic approach is useful.

The following questions are examined the view of teachers about how often they use Silent way, Natural Approach, Suggestopedia, Total Physical Response, Communicative Approach. The results show that Silent way are used 63,6% often, Natural Approach are used 63,6 % often, Suggestopedia 54,5% often, Total Physical Response 61,9% often and Communicative Approach is 50% often used.

The seventeenth question 100 percent of participants agreed that the Tasked-based pedagogy is helpful in the class.

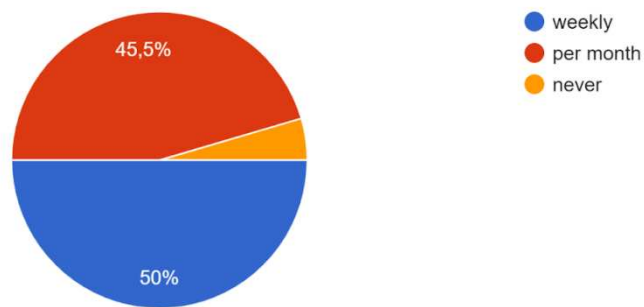
The eighteenth question intended to clear out which methods they combine during the lessons. Based on the answers there are different combinations of methods. For example : communicative and natural approach, Direct method and Suggestopedia, Total Physical Response and Natural Approach, but there were also those who answered that they use all of the ones mentioned in the questionnaire.

The nineteenth question is tried to find out where the teachers can find information about the new English teaching methods. Most of them answered that they can find information on the Internet and different social media platforms, and some of them answered that they are informed in magazines and from books.

The next question examined the eclectic method, how much does it help to teach that can be changed and shaped depending on the needs of the teacher and the students. Different responses were received. Many of them thinks that it helps considerably and commonly. Based on the answers it helps the student`s need, because a typical lesson might combine elements from various sources such as the communicative approach, for example in communication gap activities, the lexical approach focusing on lexical chunks in reading, and the structural-situational approach, for example establishing a clear context for the presentation of new structures. Those, who prefer eclectic method, they answered that students always like something new and exciting and this method saves learners from monotony and make the teaching much easier.

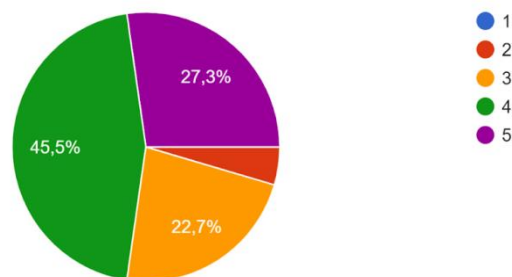
The twenty first question dealt with the teachers how often use a mixture of approaches to teach different levels and styles. Half of the respondents use it weekly, 45% do it monthly and 5% it almost never use.

**Diagram 3.3.2 The frequency of the mixture of approach**



For the next question, the participants had the opportunity to indicate on a scale of 1-5 how important they consider combining methods, 1-less important, 5-very important. 6 out of 22 teachers answered that it is very important. 10 of them say that it is important. 5 responses were received that it is moderately important to combine the methods and 1 response was received that it is not important at all.

**Diagram 3.3.3 The importance of combining new methods as a teacher**

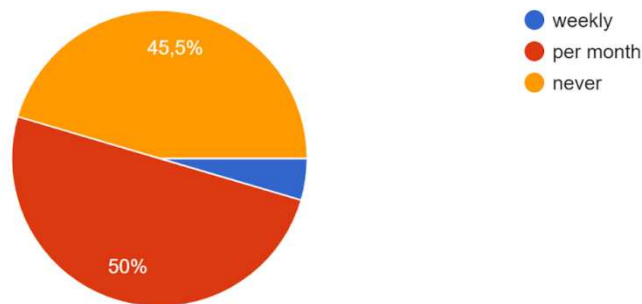


In the next two questions, we learned what points they are taken into account before combining methods and where the teachers gather material about new methods before preparing for class. Most consider goals and needs. Others, on the other hand, try to combine the methods in such a way that make the students more communicative in any situation.

The twenty-fifth question asked how well the teachers could were able to use eclectic methods during the online classes. The teachers had to choose on a scale from one to five how well they could use the eclectic method in the online space. Based on their responses, we can draw the conclusion that the majority of educators easily use eclectic methods in the online space as well. However, a smaller percentage of them have difficulty using it properly.

The next question revealed how often the participants use the eclectic method during teamwork in class. From this question, we learned that 50 % use it monthly, 45.5 % almost never, and 4.5 % weekly.

**Diagram 3.3.4 Using eclectic method during teamwork**



In twenty-seventh question have been asked the teachers which method they found least useful and why. Different methods may work better or worse depending on various factors such as the teacher's teaching style, the students' learning styles, the language being taught, and the learning objectives. However, some EFL teaching methods may be less effective in certain contexts. According to the responses the Grammar Translation method, which focuses on rote memorization of vocabulary and grammatical rules, has been criticized for not emphasizing communication skills and producing students who are unable to use the language effectively in real-life situations. Similarly, the Audio-lingual method, which emphasizes repetition and drilling of language patterns, has been criticized for not allowing students to engage in authentic communication and limiting their creativity. However, the majority of teachers could not say which of the methods found in the questionnaire would be less useful. Ultimately, the effectiveness of an EFL teaching method depends on the specific needs, goals, and characteristics of the learners, as well as the teacher's expertise and ability to adapt to changing contexts.

The next question dealt with which method yields the greatest advantages and the reason for it according to the majority of teachers, one of the significant advantages of Communicative Language teaching is encourages students to use the language actively and meaningfully. Based on another respondent it allows students to focus on functional use of the language rather than just memorizing grammar rules and vocabulary lists. Furthermore several teacher have written that the Task-based pedagogy helps students learn the language in context and develop their ability to use it in practical situations. In addition, among the answering teachers there were also those who, according to that the TPR helps students develop their listening skills and learn the language.

In the penultimate question, it was asked what other EFL teaching methods could be used in teaching English. The following answers were received : Flipped Classroom, Content and Language Integrated Learning , Multimodal Learning , Total Immersion, Project- Based Learning , Gamification.

In the last question, it was revealed whether the teachers participated any further training on new foreign language teaching methods. It can be said that this kind of further training is not participated in by the majority of teachers, based on the questionnaire

### **3.4 Results and implications**

In summary, the questionnaire results indicate that a significant number of English language teachers possess extensive experience in teaching English using diverse teaching methods.

The investigation revealed that most of the teachers prefer to integrate multiple teaching methods in their lessons to prevent monotony and make the lesson more engaging for learners. This finding supports the hypothesis that educators who prefer an eclectic approach tend to combine various methods, which enables them to conduct a wide range of activities, promote interactivity, encourage active learning, and achieve fast outcomes.

The study explored how teachers integrate different English teaching methods into their teaching programs. Teachers typically blend various methods and seek out new techniques on the internet or in training programs. Half of the teachers in the study focus on improving communicative skills, listening, and speaking, while the other half concentrate on vocabulary and grammar development.

All the twenty teachers in the study agreed that using diverse teaching methods is essential. They believed that assessing various teaching methods and combining them during lessons can make the classes more captivating and enjoyable. Additionally, teachers identify students' strengths and weaknesses and tailor their approach accordingly.

## CONCLUSION

The approach utilized in acquiring a new language plays a crucial role in achieving the desired level of proficiency and competence. As language teaching has undergone several transformations over the centuries, various theories have been developed to facilitate language learning. At present, different techniques are utilized to teach a language. This thesis provides a discussion of the fundamental foreign language teaching methods, including their historical context and evolution. Among these methods is the Grammar-Translation Method, which emerged from the teaching of Latin in the early 16th century. This technique emphasizes the sentence structure rather than the content, and classes are taught in the student's native language. The Grammar-Translation Method has evolved into various forms and has gained strength over time. A proposal was made indicating that individuals acquire language through linking foreign words with the corresponding objects and actions they represent, rather than relying on their native language. This approach is known as the Direct Method. The Communicative Language Teaching approach also emphasizes the use of the target language in various contexts and the acquisition of four language skills, namely listening, speaking, reading, and writing. Total Physical Response is a language learning technique that involves synchronizing speech with physical movements. James Asher, a psychology professor at San Jose State University, California, developed this method, which is based on the memory trace principle. This principle suggests that the more frequently or intensely a memory reference is reinforced, the stronger the memory will become. The student is granted an individual readiness period and the option to initiate speaking spontaneously, once they feel comfortable and confident in comprehending and producing the utterances. Krashen and Terrell established the natural approach, which aligns with the foreign language acquisition tradition. In the 19th and 20th centuries, the advancement of technology, societal changes, and new communication requirements prioritized oral skills over written skills. During this period, the audio-lingual method emerged, which drew inspiration from the insights developed by structural linguists L. Bloomfield and behaviorists B. F. Skinner. This method incorporated a descriptive approach to language, coupled with the notion that language learning was a socially and culturally determined activity that involved habit formation. A new approach known as cognitive code learning emerged as a result of the increasing importance of cognitive psychology and Chomsky's theories regarding language. This approach contradicts the passive recipient stance of behaviorism and asserts that creativity in language learning is necessary.

To aid in this process, colored rods are utilized, allowing learners to engage in conversation more frequently while the teacher speaks less. Suggestopedia, on the other hand, is grounded in the notion of holistic learning, which, according to the method's founder Lozanov, is achieved when learners reach a state of deep relaxation. This is accomplished through rhythmic breathing and exposure to foreign language texts synchronized to specialized music that stimulates relevant areas of the left hemisphere of the brain. Communicative Language Teaching stresses the significance of having learners engage in various activities using the target language, as well as the acquisition of four language skills: listening, speaking, reading, and writing.

The second part of the thesis focuses on Eclectic Method. The history of language teaching has been characterised by a search for more effective ways of teaching language. Although much has been done to clarify these and other important questions in language teaching, the profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom. According to Richards and Rodgers, language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century. Since then, a number of teaching methods and approaches have been developed. An eclectic way of teaching a language is to use several methods in one lesson. It is also claimed to be a reaction to a single method, as each method has its own strengths and weaknesses. An eclectic method is a language education method that combines different approaches and methods of language education, depending on the purpose of the course and the ability of the learner. Also known as the mixing method.

In Part 3 it has been made a research about the foreign language teaching methods. The aim of this research is to have insight into teaching method by way of contrast, find out if they combine different methods in class. The results showed that most teachers try to make the lesson more interesting and effective by combining methods. There are questions that clarify what methods teachers use to develop skills. The results shows that most of the teachers combine different methods.

Based on the outcomes of the research it can be concluded that foreign language teaching methods have a positive effect on the knowledge and motivation level. There are different methods to develop learners language skills and develop their logical skills. All the twenty teachers demonstrated that the application of teaching methods was essential. It was estimated that different teaching methods could be assessed and combined to make the lesson captivating and enjoyable. The participants in the questionnaire identify the strengths and weaknesses of their students as teachers and try to combine different methods in class.

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## РЕЗЮМЕ

Методологія, яка використовується для вивчення нової мови, дуже важлива для учнів, які бажають набути майстерності та компетентності на обраній іноземній мові. Мовне навчання пройшло кілька змін протягом століття, а за ці роки були розроблені різні теорії для викладання мови. У сучасному світі існує кілька методів, які використовуються для викладання мови.

У першій частині дипломної роботи я розглянула ключові методи навчання іноземної мови. Представила історичний контекст методів іноземної мови та їх еволюції. Першим був метод Граматичного Перекладу, який виник з практики викладання латинського. На початку XVI століття латинська була найбільш широко вивченою іноземною мовою. Класи Граматичних Перекладів, як правило, викладалися на рідній мові студентів, з акцентом на структуру речень, яка тлумачиться, а не їх зміст. Метод Граматичного Перекладу покращувався та був сформульований у різних нових методах. Студенти, що вивчали мову спеціально підключали іноземні слова до об'єктів та їх дій, які вони позначають, а не через рідну мову. Цей метод був Прямим методом. Навчання Комунікативної Мови також підкреслює, що студенти використовують обрану іноземну мову кількома способами, а також вивчають чотирьох мовні навички - слухання, розмову, читання та письмо. Загальна фізична реакція - метод вивчення мови, заснований на координації мови та дій. Він був розроблений Джеймсом Ашером, професором психології Сан-Хосе, штату Каліфорнія. Цей метод пов'язаний з принципом пам'яті, який зазначає, що чим частіше або інтенсивніше відслідковується довідник пам'яті, тим сильніше вона буде. (Джеймс Дж.) Студент не змушений говорити відразу, а йому надається індивідуальний час для підготовки, і йому дозволяється почати говорити, коли відчуває себе комфортно і впевнено у розумінні завдання та висловленні своїх думок. Крашен і Террелл утворили природний підхід, який відображає традицію вивчення іноземної мови. З швидким розвитком технологій, соціальними змінами та новими потребами зв'язку, в XIX-XX ст. усні навички мали перевагу над письмовими навичками. Метод, який з'явився в той час називали аудіолінгвальним методом, що був заснований та натхненний ідеями, розробленими лінгвістами Л. Блумфілдом та Б. Ф. Скіннером. Цей метод показує, що вивчення мови є культурно та соціально визначеною діяльністю у формуванні звички. З ідеями Хомського про мову, та зростаючу актуальність 44 пізнавальної психології, з'явився новий підхід, який називається «Вивчення Когнітивного Коду». Відкинувши пасивний реципієнт, що лежить в основі поведінки, прихильники

нового підходу наполягали на тому, що вивчення мови контролює креативність. Метод використовує кольорові моделі, які допомагають вчителю менше говорити, водночас дозволяє учням розмовляти набагато більше. Suggestopedia – метод навчання мови – заснований на ідеї цілісного навчання. За словами засновника методу Лозанова, цілісне навчання може бути досягнуто, якщо учні доведені до стану глибокої релаксації. Це може бути досягнуто за допомогою ритмічного дихання, слухання текстів, синхронізованих до спеціальної музики, яка стимулює відповідні частини лівої півкулі мозку. Навчання Комунікативної Мови також підкреслює, що студенти використовують обрану іноземну мову кількома способами, а також вивчають чотири мовні навички - слухання, розмову, читання та письмо.

Друга частина роботи присвячена еkleктичному методу. Історія викладання мови характеризується пошуком більш ефективних шляхів навчання мови. Хоча багато зроблено для прояснення цих та інших важливих питань у викладанні мови, постійно досліджуються нові варіанти вирішення цих та інших основних проблем та ефективності різних стратегій і методів навчання в класі. Згідно з Річардсом і Роджерсом, викладання мови з'явилося як професія в ХХ столітті. Вся основа сучасного викладання мови була розроблена на початку ХХ століття. Відтоді було розроблено ряд методів і підходів навчання. Еkleктичним способом навчання мови є використання кількох методів на одному уроці. Також стверджується, що це реакція на один метод, оскільки кожен метод має свої сильні та слабкі сторони. Еkleктичний метод – це метод мовної освіти, що поєднує різні підходи та методи мовної освіти залежно від мети курсу та здібностей того, хто навчається. Також відомий як метод змішування.

У третій частині проведено дослідження про методи навчання іноземної мови. Мета цього дослідження полягає в тому, щоб надати уявлення про методи навчання, а з іншого боку, з'ясувати, чи поєднують вони різні методи на уроці. Результати показали, що більшість вчителів намагаються зробити урок цікавішим та ефективнішим, комбінуючи методи. Існують питання, які прояснюють, які методи вчителі використовують для розвитку навичок. Результати показують, що більшість викладачів поєднують різні методи.

Виходячи з результатів дослідження, можна зробити висновок, що методи навчання іноземної мови мають виражений позитивний вплив на рівень знань і мотивацію учнів. Були розроблені різні педагогічні підходи, щоб покращити знання мови та навички

логічного мислення учнів. Двадцять два вчителі, які брали участь у дослідженні, одноголосно погодилися, що використання ефективних методів навчання має вирішальне значення для полегшення вивчення іноземної мови. Було припущено, що рядметодологій навчання можна оцінити та інтегрувати, щоб створити захоплюючий і приємний досвід навчання. Крім того, викладачі вміло визначають сильні та слабкі сторони своїх учнів і вміло використовують різноманітні методи навчання в класі для оптимізації результатів навчання.

## APPENDIX

### **Your Gender**

- a. Female
- b. Male

### **1. Please state your highest academic qualification**

- a. Bachelors degree
- b. Masters degree
- c. Doctorate
- d. Other:

### **2. How long have you been working as an English teacher?**

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. 20+ years
- e. Other:

### **3. In which forms do you teach?**

- a. 1-4
- b. 5-9
- c. 10-11
- d. Other:

### **4. The students interaction during the lesson**

- a. Monolingual method
- b. Bi-lingual (English and mother tongue)
- c. Multilingual method (other)

### **5. Do you know EFL teaching methods?**

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### **6. How often do you use Grammar Translation Approach during your lesson?( In grammar translation classes, students learn grammatical rules then apply those rules by translating sentences between the target language and the native language)**

- a. Always
- b. Often

- c. Rarely
  - d. Never
  - e. Other: \_\_\_\_\_
- 7. How often do you use Direct Method during your lesson?( In direct method there is a focus on listening and speaking and only useful everyday language is taught)**
- a. Always
  - b. Often
  - c. Rarely
  - d. Never
  - e. Other: \_\_\_\_\_
- 8. Do you use Reading Approach during your lesson? ( Vocabulary is controlled at first based on frequency and usefulness and then expanded, only the grammar useful for reading comprehension is taught)**
- a. Yes
  - b. Not at all
  - c. Rarely
  - d. Other: \_\_\_\_\_
- 9. How often do you use Audiolingualism during your lesson?( Skills are sequenced: listening, speaking-reading, writing postponed)**
- a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
  - f. Other: \_\_\_\_\_
- 10. How often do you use Situational Approach during your lesson? (It is based on a structural view of language. Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. Focus on vocabulary and reading)**
- a. Always
  - b. Often



- c. Rarely
  - d. Never
  - e. Other:
- 

**11. Considers that Affective-humanistic approach is useful? (The major focus is on making learners comfortable and providing a soothing learning experience)**

- a. Yes
- b. No
- c. Other: \_\_\_\_\_

**12. How often do you use Silent way during your lesson? (The Silent Way is characterized by its focus on discovery, creativity, problem solving and the use of accompanying materials)**

- a. Always
- b. Often
- c. Rarely
- d. Never
- e. Other: \_\_\_\_\_

**13. How often do you use Natural Approach during your lesson? (Affective activities, which are focused on the feelings for example dialogues, problem-solving, games are important for acquisition, content activities besides language, activities should include something else like mathematics, science etc.)**

- a. Always
- b. Often
- c. Rarely
- d. Never
- e. Other: \_\_\_\_\_

**14. How often do you use Suggestopedia during your lesson? (The typical characteristics: decoration, furniture, use of music etc.)**

- a. Always
- b. Often
- c. Rarely
- d. Never
- e. Other: \_\_\_\_\_

**15. How often do you use Total Physical Response during your lesson? (this method as one that combines information and skills through the use of the kinesthetic sensory system. Understanding the spoken language before developing the skills of speaking)**

- a. Always
- b. Often
- c. Rarely
- d. Never
- e. Other: \_\_\_\_\_

**16. How often do you use Communicative Approach? (Students regularly work in groups or pairs to transfer meaning in situations where one person has information that the other(s) lack. Classroom materials and activities are often related real-life situations)**

- a. Always
- b. Often
- c. Rarely
- d. Never
- e. Other: \_\_\_\_\_

**17. Considers that Tasked-based pedagogy is helpful in the class? (focuses on the use of authentic language to complete meaningful tasks in the target language)**

- a. Yes
- b. No
- c. Other: \_\_\_\_\_

**18. Which methods do you combine during the lessons?**

\_\_\_\_\_

**19. Where can you find information about the new methods?**

\_\_\_\_\_

**20. How much does it help you to teach that the eclectic method can be changed and shaped depending on the needs of the teacher and the students?**

\_\_\_\_\_

**21. How often do you use a mixture of approaches to teach different levels and styles?**

\_\_\_\_\_

**22. How important do you think it is to combine new methods as a teacher? Underline options: Rate from 1 to 5 ( 1—less important, 5—very important)**

- 1
- 2
- 3
- 4
- 5

**23. What are the points that are considered while combining methods?**

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**24. Where do you gather material about new methods before preparing for class?**

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**25. How well you can use eclectic methods during online class? Underline options: Rate from 1 to 5 ( 1—not well, 5—very well)**

- 1
- 2
- 3
- 4
- 5

**26. How often do you use teamwork when using eclectic methods?**

- a. Weekly
- b. Per month
- c. Never
- d. Other : \_\_\_\_\_

**27. Which method do you find the least useful? Why?**

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**28. Which method has got the most benefits? Why?**

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**29. What other methods do you think could be used?**

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**30. Have you taken part in any further training on new foreign language teaching methods?**

a. Yes

b. No

c. If yes, please name it : \_\_\_\_\_

Ім'я користувача:  
Каталін Гнатик

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## Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи 10