

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 8 Mai 1945, Guelma.
Faculty of Letters & Languages
Department of Letters and English Language

جامعة 8 ماي 1945 قالمة
كلية الآداب و اللغات
قسم الأدب و اللغة الإنجليزية



Option: Linguistics

**The Exploration of Teachers' Attitudes towards the Use of the
Eclectic Method in Teaching English as a Foreign Language.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture.**

Board of Examiners

Chairperson: Ms. SERHANI Meriem (MAA) University of 8 Mai 1945, Guelma.

Supervisor: Ms. HARIDI Samiya (MAA) University of 8 Mai 1945, Guelma.

Examiner: Mrs. MAAFA Soumia (MAA) University of 8 Mai 1945, Guelma.

Submitted by:

Ms. LAZEZIA Amani

Ms. MAAIZI Serrine

Supervised by:

Ms. HARIDI Samiya

June 2023

DEDICATION I

*In the Name of **Allah**, the Most Gracious, the Most Merciful.*

*I wholeheartedly dedicate this work to my **father's** and **sister's** souls that rest in peace,
the souls that are no longer with us, but will never be forgotten*

*To my one and only, beloved, supportive, caring **Mom***

*To my hero and my right arm, my brother **Ammar** and his lovely wife **Amel***

*To **Amira** and **Nadia**, my beloved sisters, the guiding stars that illuminate my path.*

*To my adored nieces **Ranim**, **Rahaf**, **Hanine**, **Rana**, and **Sirine**, and my cherished
nephews **Rami** and **Youcef***

*To my extraordinary **friends** and **beloved** ones, whose souls intertwine with mine in
a symphony of laughter, support, and shared adventures.*

*With love, **Amani...***

DEDICATION II

*In the Name of **Allah**, the Most Gracious, the Most Merciful.*

To Almighty God, the source of all knowledge and wisdom.

*To the kindest, strongest, most loving, and most supportive human: **my mother**,*

*To one of the most hard-working people: **my father***

*To my dear sister **Manel** and her lovely twins **Israa** and **Mouataz***

*To my cherished brother **Samir**, his beloved wife **Yasmine**, and their eagerly awaited baby, this dedication is lovingly offered as a celebration of their extraordinary love and the remarkable journey of parenthood that lies ahead.*

*To my beloved brother **Bilal**, your presence in my life is perpetual wellspring of love, strength, and inspiration.*

*To my closest friends who offered words of encouragement and provided a listening ear: **Bouthaina Bouleghiout** and **Malek Laouassa***

To my esteemed teacher of Quran who blessed me with her guidance and celestial knowledge

Kassi Samiya

... And to myself I dedicate this work

Thank you all

Serine.

ACKNOWLEDGEMENTS

All above, my thanks and gratitude are to “**Almighty Allah**” who helped and provided me with the strength and patience to start and accomplish this work, despite all the challenges I went through.

We are profoundly appreciative of the immense help, unwavering support, and remarkable patience graciously provided by our esteemed supervisor, **Ms. HARIDI Samiya**. Her invaluable guidance and steadfast presence have been integral to the successful completion of this endeavor. We are sincerely grateful for the opportunity of working under her guidance and for the unwavering belief she has shown in our abilities.

We are filled with deep appreciation and profound gratitude to the esteemed jury members **Ms. SERHANI Meriem** and **Mrs. MAAFA Soumia** for accepting to examine and evaluate the present work.

My sincere thanks go to everybody who supported me in one way or another to complete this research.

ABSTRACT

Holding a negative attitude towards something makes its application quite difficult and inappropriate. Foreign language teaching is no exception, for if the teacher adopts/embraces a negative attitude/perception towards teaching in general, and the teaching methodology in particular may lead to the misapplication of this latter. It is well known that opting for a specific teaching method is no easy task, as EFL teachers are constantly exploring the available teaching methods that fits their learners' profiles. Yet, their beliefs might act as an obstacle against performing such a selection objectively. Objectivity gets harder in this regard as the teaching tradition offers a rich and resourceful teaching methods which leaves the teacher confused. This confusion led to the appearance of a teaching method that combines all the best aspects of its predecessors. Eclecticism is such a method, a mixed teaching method that aims at borrowing the merits and get rid of the demerits of previous methodologies. The current study aims at exploring EFL teachers' attitudes towards the use of the eclectic method in teaching English as a foreign language. It is hypothesised that teachers may have positive attitudes towards the implementation of the eclectic method. To test the hypothesis, a mixed method design has been adopted. The design comprises a combination of quantitative and qualitative research tools: a structured questionnaire as the primary data gathering tool and a classroom observation as a supportive tool. The collected data validated the main hypothesis, demonstrating that teachers hold a positive attitude towards the use of the eclectic method in their EFL instruction. Consequently, this research supports the integration and adoption of the eclectic approach in the teaching and learning process. By incorporating a wide range of teaching techniques and activities, teachers can create a more dynamic and engaging learning environment for their students, leading to enhanced language learning outcomes.

Keywords: *Eclectic Method, attitudes, EFL Teaching/learning, Teaching Approaches,*

LIST OF ABBREVIATIONS

ALM: Audio-Lingual Method

EFL: English as a Foreign Language

ELT: English Language Teaching

EM: Eclectic Method

CBI: Content-Based Instruction

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

IAT: Implicit Association Test

GTM: Grammar Translation Method

LCM: Learner-Centered Methodology

PBL: Project-Based Learning

TBLT: Task-Based Language Teaching

LIST OF TABLES

Table 3.1: Identify Your Sex Range	57
Table 3.2: Teachers' Age.....	57
Table 3.3: Teachers' Qualifications.....	58
Table 3.4: Employment Status.....	59
Table 3.5: Teachers' Teaching Experience	60
Table 3.6: Teachers' Attitude towards EFL Teaching	64
Table 3.7: Reflection of Teachers' Attitude towards Teaching EFL in their Teaching Practices.....	65
Table 3.8: Specifying How Much Is Their Attitudes Reflected	66
Table 3.9: The Appearance of Teachers' Attitudes towards Teaching Method.....	67
Table 3.10: The Influence of Teacher's Attitude on their Reaction towards a Teaching Method.....	68
Table 3.11: Strategies that are Helpful in Promoting a Positive Attitude	72
Table 3.12: Teachers' Attitude towards Implementing Multiple Methods	78
Table 3.13: Teachers' Familiarity with the Concept of Eclecticism in EFL Teaching and Learning.....	79
Table 3.14: Obstacles Encountered in Implementing the Eclectic Method.....	84
Table 3.15: The Impact of Attitude on the Application and Use of the Eclectic Method ..	85
Table 3.16: The Effect of the Availability or Non-availability of Teaching Materials on Teachers towards the Use of Eclectic Method	87

Table 3.17: The Impact of Teachers' Attitudes on the Effective Use of the Eclectic Teaching Method.....	88
Table 3.18: The Importance of Teachers' Flexibility and Adaptability to the Appropriate Implementation of the Eclectic Method	90
Table 3.19: Teachers' View on the Eclectic Method	91
Table 3. 20: Further Comments and Suggestions.....	93
Table 3.21: The Key Elements of the Observation.....	99

LIST OF FIGURES

Figure 1.1: The Multicomponent Model of Attitude.....	10
Figure 1.2: The One-Dimensional and Two-Dimensional Perspectives of Attitudes.....	23
Figure 3.1: Subjects Taught in the Current Year.....	61
Figure 3.2: The Basis for Choosing a Given Method.....	74
Figure 3.3: Methods that Are Implemented in Classroom	76
Figure 3.4: Factors Influencing Teachers' Willingness to Adopt an Eclectic Method in Teaching	82

CONTENTS

DEDICATION I	i
DEDICATION II.....	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
LIST OF ABBREVIATIONS	v
LIST OF TABLES	vi
LIST OF FIGURES	viii
CONTENTS	ix
General Introduction.....	1
1. Statement of the Problem	1
2. Aims of the Study	2
3. Research Questions	2
4. Research Hypotheses.....	3
5. Research Methodology and Design.....	3
5.1. Population of the Study	3
5.2. Data Gathering Tools	3
6. Structure of the Dissertation.....	4

CHAPTER ONE: Attitude

Introduction	5
1.1. Historical Background of the Concept	6
1.2. Definition of the Concept	7
1.3. Components of Attitude.....	9
1.3.1. The Cognitive Component	10
1.3.2. The Affective/Emotional Component	11
1.3.3. The Behavioral/Conative Component	11
1.4. Attitude Formation	11
1.4.1. Classical Conditioning.....	12
1.4.2. Operant Conditioning	13
1.4.3. Observational learning.....	14
1.5. Theories of Attitude Change.....	15
1.5.1. Stimulus-Response Theory.....	15
1.5.2. Social Judgement Theory	15
1.5.3. Consistency Theories of Attitude Change	16
1.5.4. Self-Perception Theory.....	17

1.5.5. Functional Theory	17
1.6. Types of Attitude	18
1.6.1. Positive Attitude	19
1.6.2. Negative Attitude	19
1.6.3. Neutral Attitude	19
1.6.4. Sikken Attitude	20
1.7. Factors Influencing Attitude	20
1.8. The Structure of Attitude	22
1.8.1. One-Dimensional Perspective	22
1.8.2. Two-Dimensional Perspective	22
1.8.3. The Attitudinal Ambivalence Perspective	23
1.9. Attitude Measurement	24
1.10. Attitude in EFL Learning and Teaching	25
Conclusion	26
 CHAPTER TWO: The Eclectic Method	
Introduction	27
2.1. Historical Overview of the Eclectic Method	27
2.2. Definitions of the Eclectic Method	34
2.3. Principles of the Eclectic Method	35

2.4. Features of the Eclectic Method	37
2.5. The View of Language in the Eclectic Method.....	38
2.6. Teaching Materials	41
2.7. Teachers' Role in the Eclectic Method.....	42
2.8. Learners' Role in the Eclectic Method	44
2.9. Advantages of the Eclectic Method.....	46
2.10. Disadvantages of the Eclectic Method	49
Conclusion.....	51
 CHAPTER THREE: Field Investigation	
Introduction	52
3.1. Teacher's Questionnaire	52
3.1.1. Population and Sampling.....	52
3.1.2. Description of Teacher's Questionnaire	53
3.1.3. Administration of Teacher's Questionnaire	56
3.1.4. Data Analysis and Interpretation	57
3.1.4.1. Analysis of the Results and Findings from Teachers' Questionnaire	57

3.1.4.2. Summary of the Results and Findings from Teachers' Questionnaire	94
.....	
3.2. Classroom Observation	99
3.2.1. Sample Choice	99
3.2.2. Description of the Observation	99
3.2.3. Analysis of the Results and Findings	100
3.2.4. Summary of the Observation	102
Conclusion	103
3.3. Pedagogical Implications	103
3.3.1. Limitations of the Study	104
General Conclusion	106
REFERENCES	107
APPENDICES	
FRENCH SUMMARY	
ARABIC SUMMARY	

GENERAL INTRODUCTION

In the field of education, teaching holds a crucial role in shaping the learning experiences and outcomes of students. Effective teaching involves not only the transmission of knowledge but also the creation of engaging and meaningful learning environments that serve the diverse needs and preferences of learners. Over the years, various teaching methods and approaches have been developed and implemented to enhance the instructional process. Teaching methods serve as frameworks or strategies that guide teachers in their pedagogical practices and these methods encompass a wide range of instructional techniques, and resources that teachers employ to facilitate learning and promote students' academic growth. Moreover, from traditional methods of teaching where teachers primarily deliver lectures, to more engaging and student-focused approaches, educators have continuously looked for ways to improve their teaching methods. One such approach that has gained significant attention and recognition is the eclectic method. The eclectic method is a different way of teaching that moves away from strict and uniform teaching strategies. Instead, it emphasizes the importance of being flexible and adaptable in instruction. It encourages teachers to use various teaching techniques, resources, and approaches, customizing their teaching to suit the specific needs and preferences of their students.

1. Statement of the problem

The field of language teaching has been trying to find better ways of teaching for a long time and teachers have made efforts in answering important questions and trying out different teaching methods. Nevertheless, the field keeps changing, and teachers are always looking for new ways to improve their teaching and help students learn languages better.

Students at university tend to prefer studying with teachers who implement a mixture of teaching methods. However, in reality, the preparation of such a mixture is not that simple, yet it is not impossible. Additionally, the learning as well as the teaching processes are subject to different challenges and factors that may determine its effectiveness, mainly students' and teachers' attitudes. Remarkably, teachers' attitudes often, directly and indirectly, influence the pace and ultimate success of the teaching-learning process and their selection of the appropriate teaching method to meet their learners' diverse needs. Accordingly, this study stresses the importance of teachers' attitude in the implementation of certain teaching methods, specifically eclecticism. In this regard, teachers at the Department of Letters and English, University of 08 Mai 1945 Guelma, have different attitudes towards the use of the eclectic method. As a result, this study looks into discovering and exploring teachers' attitudes towards the use of the eclectic method.

2. Aims of the Study

Several aims were planned to work as the platform and as a guiding vehicle for this study, these are: to investigate teachers' attitudes towards the use of eclecticism, explore the potential impact of these attitudes on its application, and assess the suitability of the eclectic method for language teaching. Additionally, the study aimed to identify any challenges that teachers may face when implementing this approach.

3. Research Questions

This study tackles the following questions:

- What are the attitudes of teachers towards the use of the eclectic method in teaching EFL?

- How does teachers' attitude towards the eclectic method influence its application in their teaching practices?
- To what extent is the eclectic method suitable for language teaching, and what are the potential challenges that teachers may face when using it?

4. Research hypothesis:

In this study, it is assumed that teachers' attitude can greatly affect how well students learn and how teachers choose to teach as well as it influences which teaching methods they use, including the eclectic approach. Hence, the present research seeks to test the following hypothesis:

- H1: teachers may have a positive attitude toward the eclectic method.
- H0: teachers may not have a positive attitude toward the eclectic method.

5. Research Methodology and Design

5.1 Population of the Study

The sample of this study consists of one type of population which is teachers. Participants of this sample are forty-five teachers at the department of Letters and English Language at Guelma University, who have had experience in teaching different modules.

5.2. Data Gathering Tools

In order to investigate teachers' attitudes towards the use of the eclectic method in teaching EFL, this study used the quantitative descriptive method. This method includes two data gathering tools, the first of which is a teacher questionnaire about their attitude towards the use of eclectic method in teaching EFL. The second is classroom observation, which requires attending some sessions with various teachers. This method is an effective

strategy to investigate their attitude toward eclecticism and how it affects their teaching practices, with different levels at the University of 08 Mai, 1945, Guelma.

6. Structure of the Research

This research consists of three main chapters, along with a general introduction and a general conclusion. The first two chapters provide the theoretical framework, while the third chapter focuses on the practical part and the analysis of the obtained results. The first chapter explores the history, definition, components, and formation of attitudes. It also discusses different types of attitudes and the factors that influence them. Furthermore, it delves into methods of measuring attitudes and their relevance in English as a Foreign Language (EFL) learning and teaching. The second chapter centers on the Eclectic method, covering its history, definitions, principles, characteristics, and perspectives on language. It also examines the roles of teachers, students, and teaching materials within this approach and evaluates its strengths and weaknesses. The third chapter analyzes the research tools used in the study and presents the findings, along with their interpretation. Furthermore, it concludes with a space that is devoted to recommendations and limitations of the research.

CHAPTER ONE

Attitude

Introduction

Human beings react to their environment in a judgmental manner; they hold attitudes, one of the main complex psychological traits that influence how they behave and react either positively or negatively. For the most part, people are unaware of the enormous influence attitudes have on social behavior. Nonetheless, close self-analysis reveals that they operate within the self, and people become sensitive to the attitudes of their surroundings. In fact, the attitudes of others are commonly inferred in order to regulate one's own behavior. They reflect a proclivity to categorize objects and events and respond to them inconsistently. They are not always directly detectable but may be deduced from an individual's objective, assessment reaction. Attitudes are crucial for achieving successful social interaction among teachers and students and winning their attention in favor of the required educational modality. In addition to guaranteeing the successfulness and flawlessness of the teaching/learning procedure.

The present chapter dwells on an overview of the history and important issues regarding the term attitude. First, it discusses the multiple definitions of attitude given by different researchers, its components and the way it is formed. Second, it devotes attention to theories and types of attitudes. Third, it highlights the factors influencing attitudes, in addition to its structure. Further, it sheds light on the way attitude can be measured and how it functions in EFL learning and teaching.

1.1. Historical Background of the Concept

After exploring different aspects of language application, the term “attitude” entered the social and behavioral sciences vocabulary in the early twentieth century. The concept of “attitude” existed in more than one Indo-European language in the same form until the social sciences captured it for their own use in the early twentieth century. According to Fleming (1967) “Attitude” first appeared as “attitudine” in Italian, “attitude” in French and then in English. Its roots go back to the Medieval Latin *aptitude* and the classical *Aptus*. The historical timeline of the conception of Attitude begins in the early 1790s and it was first employed in painting and particularly in sculpture to define a bodily stance of an individual who displays him/herself as in present-day usage ‘to strike an attitude’ (p. 292).

Notably, Fleming (1967) also argues that Charles Darwin used the term "attitude" for the first time conceptually in his book *Expression of the Emotions in Man and Animals* (1872), he explains the astonishing fact that certain powerful emotions are accompanied by gestures, bodily postures reflecting the emotion, where a vis-à-vis can grasp the emotion of the other by reading the body gestures (p. 293-297).

Attitudes, previously considered to be references to physiological content, transcend it to become references to psychological content. Sherigly et al. (1998) pointed out that attitude emerged as a psychological or mental concept in Thomas and Znanieckis' in 1974 study and examination of hundreds of letters between old-country and American Poles. As a psychological term, attitude is used to describe changes in the lifestyle of Polish immigrants. Later, research focused on analyzing and assessing the quality of a given entity, as well as social impacts (p. 662).

Afterward, by the mid-nineteenth century, researchers' focus was on measuring attitudes; as well as, investigating the relationship between attitude and behavior, which led

later on to the conversion of the concept of attitude into an evaluative concept (Sherigley et al, pp. 663-664).

1.2. Definition of the Concept

It is difficult as it is indispensable to give a definition of the term Attitude that satisfies all authors and readers. Scholars struggled to agree on one due to its interdisciplinary use. Add to that, its meaning is context-bound (Albarracín et al., 2005, p. 22). Attitude is a tendency, a view, or a feeling to react to an event, a person, or an object. The term attitude is most often defined as a noun and the following are definitions found in various dictionaries and thesauri.

Abate (1999) defined the term attitude as “a settled opinion” and “a behavior reflecting this” (p. 44). The definition suggests that attitude involves having a fixed opinion or viewpoint and behaving in a manner that aligns with that opinion. It emphasizes the connection between attitudes and behavior.

According to the American Heritage Dictionary of the English Language (2000), a person's attitude can pertain to their mental state or feelings, which can be either positive or negative. This definition simplifies the comprehension of attitudes by linking them to an individual's emotions or state of mind. It expands the range of emotional responses that can be considered as attitudes by acknowledging that attitudes can encompass both favorable and unfavorable sentiments.

In the same vein, attitude, as defined by Venes (2001), involves engaging in behavior that is influenced by conscious or unconscious mental perspectives developed through cumulative experiences (p. 189). This definition highlights the notion that attitudes are shaped over time through a combination of conscious and subconscious mental views. It recognizes that attitudes are influenced by both conscious and subconscious processes.

Furthermore, according to Merriam-Webster's Medical Dictionary (2002), the term attitude refers to a mental stance or emotional response towards a fact or state; as well as, a state of preparedness to respond in a characteristic manner to a stimulus, such as an object, concept, or situation. This definition, from 2002, brings together the notions of one's mental or emotional perspective and the state of readiness to react or respond to a specific stimuli, such as objects, concepts or situations.

Additionally, attitude as defined by WordNet 2.0 dictionary (2003) represents the complex mental state that encompasses beliefs, feelings, values and tendencies to act in specific ways. This definition offers a thorough comprehension of attitudes by highlighting their complex nature, which includes cognitive elements such as beliefs and values, as well as affective elements such as feelings. It also recognizes the behavioral component by acknowledging the tendencies to act in particular ways.

In the same context, among the many scholars who defined attitude Allport (1935). According to him attitude is a mental or neural state of readiness that is organized by experience and has a directive or dynamic effect on the individual's response to all objects and events which it is linked to. Similarly, Dark (2005) stated that attitude is "An enduring, learned predisposition to behave in a consistent way towards a given class of objects, or a persistent mental and/or neural state of readiness to react to a certain class of objects, not as they are but as they are conceived to be". In other words, it is a psychological orientation developed as a result of one's personal experiences which on the other hand influences the way he/she reacts to different events.

Further, According to Eagly and Chaiken (1993), an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). Thus, attitude is acquired and developed throughout the life experiences

one goes through, which impacts his/her perception and reaction toward different phenomena.

Moreover, Dewey (1922) described habit, which he believes is synonymous with attitude, as a sufficient base for social psychology. He contends that attitudes are learned and that they operate even when there is no dominant activity. Continuing to argue that attitudes are self-active, leading to action when "inhibitory" inclinations are absent, he asserts that attitudes are motives. Similar to Dewey's definition, Woodworth (1940) defines attitude as "a set or disposition ... to act toward an object according to its characteristics so far as we are acquainted with them". In simple words, attitudes are learned tendencies that operate by leading to actions without dependence on external forces.

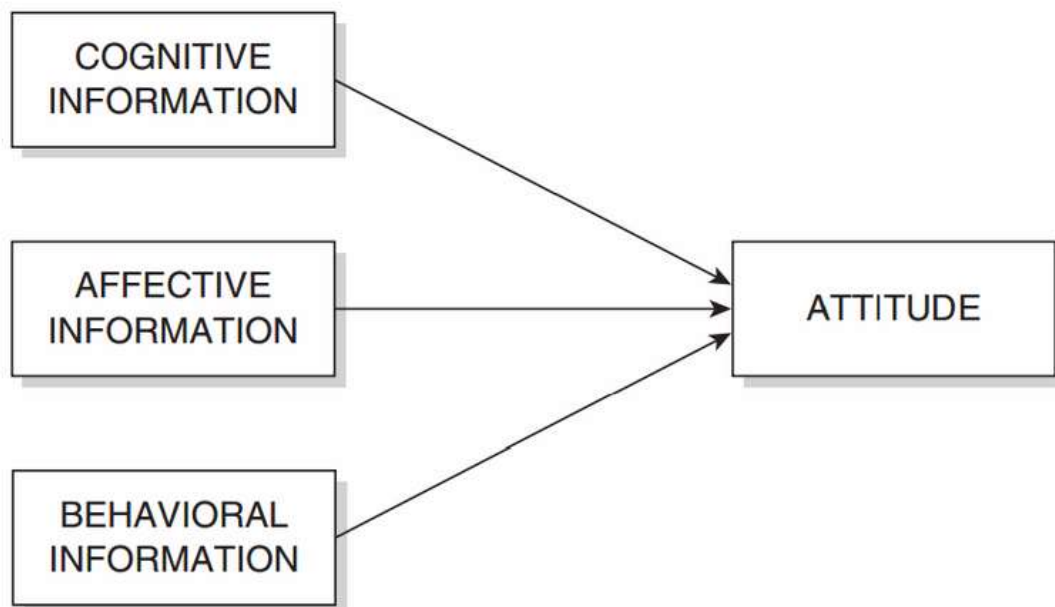
In conclusion, Summarlina (2020) argues that attitude is the manifestation of what people believe in something. That is determined by their psychological construct. It can be defined as an unintentional action or behavior undertaken by someone who is influenced by their experience (p. 7)

1.3. Components of Attitudes

As previously mentioned, attitudes are predictable evaluations of ideas, events, objects or people. This can involve assessments that are often positive or negative. One of the main models of attitude founded throughout history is *The Multicomponent Model*, suggested by Eagly and Chaiken (1993). The Multicomponent Model, also called the ABC model, is a model of attitude that views attitudes as summaries of an object's emotive, cognitive, and behavioral components (Haddock & Maio, 2007).

Figure 1.1:

The Multicomponent Model of Attitude



Note. Adapted from A cross-cultural study on the attitudes of English language students towards Computer-Assisted Language Learning by Dara Tafazoli, 2018, p. 40.

1.3.1. Cognitive Component

The literal meaning of the term cognition is “to know”, “to conceptualize” or “to recognize”. Hence, the cognitive component of an attitude refers to the beliefs, thoughts and attributes we identify with an attitude object, as well as the storage component where we organize information about that attitudinal object. In simpler words, the cognitive component of attitude is a person's understanding of what is true or false, good or terrible, desirable or undesirable, held with varied degrees of conviction (Benassou & Bourenane, 2022). To illustrate, if you know that spiders are dangerous and can be harmful, you would adapt your attitude to spiders when you see them because of your knowledge of them.

1.3.2. The Affective/Emotional Component

According to Haddock and Maio (2007), the feelings or emotions connected to an attitude object are referred to as the affective component of attitudes. Many factors affect attitudes, including affective responses. The primary way that feelings influence attitudes is through the affective responses that the person experiences after being exposed to the attitude object. For instance, many people say they are afraid of spiders. These negative affective reactions could result in an unfavorable attitude toward spiders (p. 115).

1.3.3. The Behavioral/Conative Component

The behavioral component is an individual's verbal or overt (nonverbal) behavioral tendency (Wicker, 1969). It includes behaviors or observable responses that arise from an attitudinal object. In simpler words, it refers to a person's reaction, whether favorable or unfavorable, when it comes to taking an action regarding an attitude object. As an illustration, following the previous example of fear of spiders, someone might express their behavioral component by saying, "I shall run away from spiders and scream if I see one." This verbalized response represents the behavioral tendency associated with the attitude toward spiders (Defleur & Westie 1963, as cited in Jain, 2014).

1.4. Attitude formation

According to McDonald (1965), attitudes are essential in comprehending why people have particular attitudes toward a particular item, and how they acquire and utilize these attitudes is equally important. Social psychologists emphasize that attitudes are influenced by social references or objects, and since infants have limited cognitive and affective awareness of their environment, it is evident that they are not born with pre-existing attitudes (p. 310)

Moreover, Russell (1969) adds that "young children show no particular attitude in early life but acquire an attitude from what they are told and from experiences with their parents" (p. 17). This implies that attitude formation occurs in a person through a variety of ways, as it starts forming the day we are born, and our environment is the main stimulus from which we learn. Hence, research studies on attitude formation reveal that there are three main ways or processes of learning that affect the development of attitudes, through which individuals hold, adopt, and learn particular attitudes. These processes are classical, instrumental conditioning, and observational learning.

1.4.1. Classical Conditioning

Classical, or Pavlovian, conditioning dates back to the Russian psychologist Ivan Pavlov, who first introduced it with John Watson in the late 19th century. When Pavlov was studying digestion in dogs, he observed that dogs salivate at the sound of a bell used to indicate meal times. This observation led him to develop the theory of classical conditioning. This theory states that the repeated combination of an unconditioned stimulus (in this case, the food) and a reflex response (in this case, salivation) forms a neutral stimulus (in this case, the bell).

Pavlovian conditioning has had a profound impact on the fields of psychology and neuroscience, and the principles of classical conditioning have been applied to a wide range of phenomena, from phobias and addictions to advertising and marketing. The term "classical conditioning" has since become a fundamental concept in the study of learning and behavior, and it happens when a new stimulus comes to elicit an emotional reaction because of its association with a stimulus that already elicits the emotional response.

In a similar way, some of our attitudes as humans have also been conditioned. For instance, some people have a negative attitude towards "dirty" language. For other people,

the mere mention of a prohibited phrase makes them flush. Because their use is generally discouraged in our culture, the words themselves have come to arouse strong feelings. At this point, Staats and Staats (1958) discovered that consistently associating words with positive connotations, such as gift, sacred, and happy with a national name such as Dutch or Swedish led to significantly higher ratings of the national name than when the same name was associated with negative connotations (e.g., bitter, ugly, failure) (p. 37-40).

1.4.2. Operant Conditioning

Operant conditioning, also known as instrumental conditioning, is frequently associated with B.F. Skinner, who thought that classical conditioning was too simplistic to adequately represent something as complicated as human behavior. He believes that operant conditioning, which looks at the causes and effects of deliberate conduct, better depicts human behavior. It is predicated on the notion that change in overt behavior is a necessary component of learning. The way a person reacts to events (or stimuli) in their surroundings might change how they behave while Individuals are conditioned to respond when a specific Stimulus-Response pattern is reinforced (rewarded).

In simple words, instrumental conditioning is the process through which an individual expresses a certain attitude and then experiences behavior that may have positive or negative outcomes. This process might affect the possibility that the attitude will be repeated in the future.

Additionally, Zhou and Brown (2015) assert that when discussing language learning and teaching, it should be noted that the effectiveness of the process depends largely on the stimuli and responses of the students as well as the associations they formed. Students seek for two things, a conducive classroom environment as well as their teacher's openness and

approval. They change their behavior as a result to achieve the objectives they have come to value (p.10).

1.4.3. Observational learning

An important advancement in the history of psychology has been the study of observational learning. In fact, Bandura and colleagues' research and academic contributions played a crucial role in promoting the social cognitive perspective on learning (Bandura, 1986). A significant part of Bandura's social learning theory is observational learning. Additionally, he emphasized that in order to observe and imitate behavior in any way, four requirements must be met: motivation, retention, reproduction, and attention.

Simply put, observational learning is about developing attitudes through emulating the behavior of others after observing what they do and how it is responded to. Children often emulate conduct, for instance, when there is a contradiction between what people say and what they do. Early in the 1970s, Kazdin (1973) discovered that children imitated the behavior of other kids who were praised for them without receiving any direct reinforcement.

Moving further, according to Loveless (2022) for observational learning to be effective, the observer needs to be driven to imitate the behavior. According to studies, teachers who are enthusiastic and passionate about their subject matter might inspire their students to learn since they are more inclined to model their behavior after them. Additionally, teachers can increase a student's intrinsic drive and self-efficacy through verbal persuasion, positive reinforcement, and constructive criticism as these techniques can encourage explicit attitudes that influence non automatic, deliberative, explicit, or controlled responses extrinsically reinforced with rewards and praise.

1.5. Theories of Attitude Change

Oulfemi (2012) asserts that a person's evaluation or opinion about an object or a behavior is referred to as an attitude. Attitudes can be positive, negative, neutral or mixed and are shaped by various factors such as personal experience, cultural norms, and social influence. They can be explicit, meaning they are consciously held and easily reported, or implicit, meaning they are unconsciously held and can be difficult to report. In general, attitudes are evaluations of objects, ideas, experiences, and people. As a result, attitudes are dynamic and subject to change (p.67).

1.5.1. Stimulus-Response Theory

In psychology, a stimulus is an item, event, or person. It is the stage at which a person learns to respond only to stimuli that are identical to the first conditioned stimulus. In this sense, Oulfemi (2012) argues that stimulus generalization refers to a person's related behavioral reaction to correlated stimuli in his environment. As a result, one learns to respond and react primarily to a stimulus that is identical to the initial one to which he was conditioned during the stimulus-response stage. On the other hand, People form habits by associating a specific stimulus with a specific reaction (p.67).

1.5.2. Social Judgement Theory

Social influence affects and shapes people's thoughts, feelings, and behaviors. Social judgment theory is a theory of attitude change proposed by Muzafer Sherif and Carl Hovland in the 1960s. Smith et al. (2006) pointed out that the key notion of this theory is that judgmental processes and their effects influence the agent's attitude development. In the sense that individuals compare incoming persuasive messages with their existing attitudes and establish a "latitude of acceptance," "latitude of rejection," and "latitude of non-commitment." Individuals establish these latitudes by comparing incoming persuasive

messages with their existing views. The latitude of acceptance refers to the range of opinions that a person is willing to accept and considers reasonable and worthy of consideration, whereas the latitude of rejection refers to the range of opinions that a person is unwilling to accept and considers unreasonable or objectionable. The range of opinions about which a person has no strong feelings is referred to as the non-commitment latitude (p. 143).

In conclusion, according to the theory, persuasive messages that lie inside a person's acceptance latitude are more likely to be persuasive, whereas messages that fall within the rejection latitude are more likely to be rejected.

1.5.3. Consistency Theories of Attitude Change

The consistency theory of attitude change, also known as the balance theory, was first introduced by Fritz Heider in the 1940s. According to this theory, individuals seek consistency among their views and between their attitudes and their behavior. Individuals attempt to reconcile contradictory points of view and match their attitudes and behavior in order to appear cohesive and consistent. If a contradiction exists, pressure is applied to bring the individual to a state of equilibrium in which attitudes and behaviors are again consistent. This can be achieved by changing attitudes and behaviors or clarifying the reasons for disagreement (Olufemi, 2012, p 68). As a result, cognitive consistency theories are concerned with inconsistencies that exist between related beliefs and perceptions of an entity.

In addition, the theory suggests that attitudes are made up of three components: the individual, the attitude object, and the context. The individual's feelings toward the attitude object may be positive or negative, and the context may support or oppose the individual's attitude. In the same vein, the theory states that individuals seek to maintain balance

between the three elements. For instance, if an individual has a favorable attitude toward a particular telephone brand and the context likewise favors that brand, the balance is preserved. However, if the context contradicts that brand, the individual may experience cognitive dissonance, which is an unpleasant feeling caused by holding contradictory beliefs. In order to restore balance and reduce cognitive dissonance, individuals may change their attitudes or beliefs. For example, they may modify their attitude toward the brand of the telephone or the context in which they encounter it.

1.5.4. Self-Perception Theory

The Self Perception Theory was first proposed by social psychologist Daryl Bem in 1972. The theory states that people analyze their behavior and then modify their attitudes to be compatible with their behavior. Bem (1972) connects our actual behavior to our thoughts regarding an attitude object. In other words, the attitudes we hold are influenced and shaped by our observed actions.

To illustrate this concept, Bem provided an example: if someone consistently eats brown bread, they may conclude, "I must like brown bread because I eat it". The idea suggests that people develop their attitudes by watching how they act in different situations. It means that individuals figure out their attitudes by looking at what they do and the results they get. Instead of having attitudes already set in their minds, people form their attitudes by thinking about their own actions and deciding what they like or prefer. This perspective shows how self-observation influences attitudes and goes against the idea that attitudes alone control behavior.

1.5.5. Functional Theory

Carpenter (2012) argues that the functional theory of attitude change was first proposed by Daniel Katz in 1960. It states that attitudes are changed based on the functions they

serve for individuals. In addition to that, it argues that persuasive messages that target the reason why the audience has an attitude on that issue (the attitude's function) will be more persuasive than messages that target a different function (p. 2).

Furthermore, the functional theory asserts that attitude serves four primary functions (Katz, 1960). Firstly, the utilitarian function suggests that attitudes provide rewards and punishments, and individuals have the desire to maintain attitudes that bring rewards and avoid those that bring punishments. Secondly, attitudes serve the knowledge function by assisting individuals in organizing their experiences and better understanding the formation and operation of their surroundings. Thirdly, attitudes serve the value-expressive function by making it easier for individuals to express and preserve their values. Finally, attitudes assist individuals in safeguarding their self-esteem and minimizing worry, which serves the ego-defensive function. Consequently, individuals are motivated to adopt attitudes that align with their sense of self and values.

In brief, according to the functional theory of attitude change, when an attitude no longer serves its function and the individual feels blocked or frustrated, it shifts. Furthermore, people's attitude is not static but it is dynamic and is subject to change due to time and many other factors.

1.6. Types of Attitude

The definition of attitude has evolved considerably through time. It is not static concept, but rather varies depending on circumstances and individual needs, due to several factors such as one's experience, social norms, family, and conditioning. All of these factors contribute to the formation of different types of attitudes. According to Yashasvi (2022), there are four types of attitudes, which are positive, negative, neutral, and sikken.

1.6.1. Positive Attitude

Yashasvi (2022) explains the crucial role of having a positive mindset on keeping the process moving forward. Furthermore, this type of attitude highlights the necessity of maintaining a positive mindset and always focusing on the greater good no matter what the circumstances are. Additionally, a positive attitude has various benefits which positively affect other behaviors. For example, a person with a positive attitude will always see the good in people, regardless of how they act, and will actively look for the positive aspects, even in the face of challenges. In the same sense, Landesman (2018) argues that a person with a positive attitude is the one who possesses traits such as confidence, sincerity, happiness and determination. This means that despite the obstacles one may face in their journey, they need to remain optimistic.

1.6.2. Negative Attitude

People who tend to look at things in a pessimistic or negative sense are the ones with a negative attitude. According to Yashasvi (2019), this type of attitude is the polar opposite of having a positive attitude. Usually, when people with a negative attitude are exposed to unfavorable events, they will develop a gloomy outlook on life where they see no good, but only the bad side of everything. Furthermore, those with a pessimistic mindset are more likely to overlook the positive aspects of life and concentrate solely on their chances of failure rather than success. They have a tendency to avoid difficult situations and challenges as a means of escape. This behavior leads them to compare themselves to others and primarily notice their own flaws.

1.6.3. Neutral Attitude

Another prominent type of attitude is the Neutral Attitude. Individuals in this category are typically self-satisfied and tend to live without hope or denial, resulting in a neutral

mentality; a non-judgmental mindset. According to Jonas (2021), a person with this neutral mindset has the predisposition to overlook life's challenges. They often ignore challenges and expect others to solve their problems, without much emotions. They never feel the need to change themselves because they are satisfied with who they are. People will frequently feel disconnected, which is why maintaining a neutral attitude is harmful and should be corrected as soon as possible. On the other hand, someone with a neutral attitude can start having a positive attitude if they change their mindset (Yashasvi, 2019).

1.6.4. Sikken Attitude

According to Boulahia (2022), the sikken attitude is one of the most hazardous and distinct types of attitude. It is more negative and destructive compared to a general negative attitude. While a negative attitude is just being pessimistic or focusing on the bad side of things, the sikken attitude goes further. It is like a dangerous mindset that can ruin anything good or positive. It comes from a deeply negative way of thinking and can harm not only the person who has it but also those around them. It is more extreme and has a worse effect on how someone thinks and how they get along with others. Additionally, one of the distinguishing features of the sikken attitude is its deep-rootedness within a person's personality. This makes it particularly challenging to mend or change. However, it is not impossible to modify the course of this attitude over time. With conscious effort, self-reflection, and personal growth, individuals can gradually transform their sikken attitude into a more positive and constructive outlook (p. 16).

1.7. Factors Influencing Attitude:

There are numerous factors that can impact an individual's attitude formation. These factors include personal experiences, the influence of significant others, cultural

influences, mass media, educational institutions, and emotional factors as stated by Kartono (2002). Joni (2003), as cited in Summarlina (2020), categorized these factors into internal and external factors.

First, the internal factors that affect attitude formation include the process of selecting which objects to focus on. Not all objects in an individual's environment receive the same level of attention. Objects that are more relevant, familiar, necessary, or personally significant to an individual are more likely to elicit a positive or negative attitude based on previous experiences and knowledge. These internal factors also include personal experiences and emotional state. When an individual has a good and pleasant experience with an object, it tends to create a positive attitude. On the other hand, experiencing something unpleasant can lead to a negative attitude. Personal experiences play a significant role in shaping attitudes. Additionally, emotional factors, which are based on a person's psychological state, also influence attitudes. Feelings of pleasure, attraction, and need can contribute to a positive attitude, while feelings of distrust, indifference, and hatred can lead to a negative attitude.

Second, attitude is also influenced by external factors that can be categorized into two factors. The first factor is group interaction, where individuals within a group interact and display their own unique behavioral characteristics. These differences in behavior can serve as examples that shape an individual's attitude. Whereas the second factor is communication, which provides information that can shape an individual's attitude. Information that is presented in a negative manner tends to lead to the formation of a negative attitude, while information that is motivating and pleasing can lead to the formation of a positive attitude. Communication can provide suggestions, motivation, and trust that can influence an individual's attitude.

In summary, an individual's attitude is shaped by both internal and external factors, including personal experiences, emotions, cultural influences, group interaction, and communication. By understanding these factors, individuals can gain insight into why they and others hold certain attitudes and how to promote positive attitudes while addressing negative ones.

1.8. The Structure of Attitude

Haddock & Maio (2007) asserts that another major issue is how positive and negative assessments are arranged within and among attitudes' affective, cognitive, and behavioral components. It is commonly considered that the presence of positive sentiments, beliefs, and behaviors prevents the manifestation of negative feelings, beliefs, and behaviors (p. 117). Consequently, Boulahia (2022) categorizes attitudes into three major structures upon which attitudes are constructed and built: the one-dimensional perspective attitude, the two-dimensional perspective attitude, and attitudinal ambivalence (p. 15).

1.8.1. One-Dimensional Perspective

The one-dimensional attitude perspective is one that sees positive and negative aspects as being stored along a single dimension. According to the one-dimensional perspective of attitudes the positive and negative parts of attitudes are stored in memory at opposite ends of a single dimension, and people tend to experience either end of the dimension or a point in between.

1.8.2. Two-Dimensional Perspective

Haddock and Maio (2007) argue that in contrast to the one-dimensional perspective, the two-dimensional perspective implies that positive and negative aspects are stored in separate dimensions. One dimension indicates whether the attitude has few or a lot of

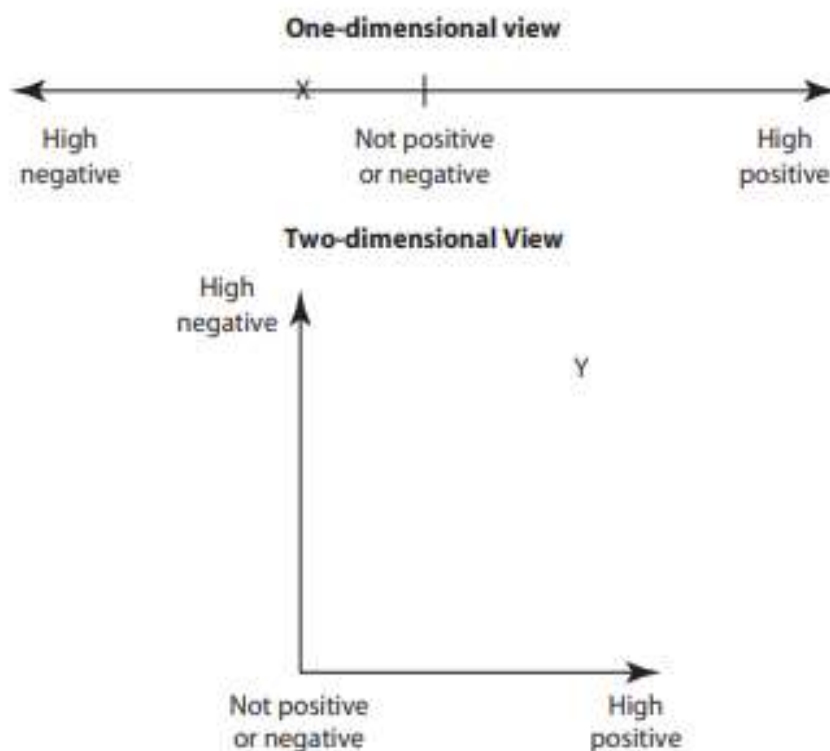
positive elements, while the other dimension indicates whether the attitude has few or many negative elements. This perspective asserts the idea that people's attitudes might be a mix of pessimism and optimism (p. 117).

1.8.3. The Attitudinal Ambivalence Perspective

As aforementioned, the one-dimensional viewpoint emphasizes that an attitude can be more positive and less negative or vice versa, as it might consist of a few positive and a few negative elements (i.e., a neutral position). On the other hand, the two-dimensional view argues that attitudes can occasionally contain many positive elements and many negative elements, leading to the emergence of the ambivalent perspective attitude. This perspective involves a combination of negativity and positivity.

Figure 1.2:

The One-dimensional and Two-dimensional perspectives of attitudes



Note. Adopted from Attitudes: Content, structure, and function. Introduction to social psychology: A European perspective by Haddock and Maio, 2007, p. 118.

The Figure above displays the one-dimensional and the two-dimensional perspectives. The top panel shows a one-dimensional representation of attitudes. If placed on a one-dimensional axis, Person X would be remarkably negative. Due to the single axis, Person X cannot be labeled as both negative and positive. In contrast, the bottom panel depicts a two-dimensional picture of attitudes, demonstrating both positive and negative evaluation variability i.e., a person may have both negative and positive feelings towards an object from this perspective. As an example, person Y in the diagram may be viewed as highly ambivalent (Haddock & R. Maio, 2007, p. 118).

1.9. Attitude Measurement:

Faizo and Olson (2003) declare that attitudes, according to psychology, are one of the concepts that cannot be directly measured. For example, we cannot visually see whether a person has a favorable attitude towards red cars or not. Instead, we have to deduce someone's attitudes by analyzing their answers to questions about these cars. Due to this, social psychologists have had to create various techniques to assess attitudes, differentiating them based on whether they are explicit (i.e., deliberately formed) or implicit (i.e., subconscious). On a fundamental level, according to Fazio and Olson, explicit measures of attitude are those that actively request respondents to reflect on and report their attitudes. Implicit measures of attitude, on the other hand, are those that assess attitudes without specifically requesting verbal reports from respondents about their attitudes.

On the one hand, explicit attitudes, as described by Conner et al. (2008), are assumed to influence non-automatic, deliberative, explicit, or controlled responses. Self-report

questionnaires have been commonly used to assess these attitudes, where participants directly express their opinions. For instance, researchers may ask questions like "What is your attitude about abortion?" to gather responses. Explicit measures often employ well-known approaches such as the Likert Scale, where respondents indicate their level of agreement or disagreement with statements on a scale, such as a five- or seven-point scale. The total scores for each item determine the assessed attitude.

On the other hand, it is believed that implicit attitudes influence automatic, spontaneous, implicit, or uncontrolled responses, which may lead to measures proving more accurate and reliable than the explicit ones. Furthermore, People frequently refuse to give answers deemed socially unacceptable. Thus, they tend to report what they believe their attitudes should be rather than their actual attitudes. Moreover, there are some individuals who may not even be aware of their own biased views. As a result, it became easier for a researcher to identify his target implicit attitude toward a particular object while using a specific approach of implicit measuring. Likewise, Greenwald et al. (1998) introduced the Implicit Association Test (IAT), which is considered one of the most influential measures of unconscious attitudes. The ultimate goal of the IAT is to identify implicit attitudes, instinctive preferences, and hidden biases that occur during the use of explicit approaches, such as interviews, surveys, or focus groups. The test achieves this by timing how long it takes a subject to divide their thoughts into two categories.

1.10. Attitude in EFL Learning and Teaching

Applied linguists and psychologists, such as Reid and Amanat (2020), have extensively investigated the role of attitudes in EFL teaching and learning. Attitudes in this context refer to learners' feelings, beliefs, and views about learning English as a foreign language. It has been found that positive attitudes are linked to excellent language learning outcomes,

while negative attitudes may hinder growth (p. 1). Fakeye (2010) also recognizes learner attitudes as one of the most critical aspects influencing language acquisition and one of the most effective determinants for success in foreign language learning.

Furthermore, attitudes play an important role in all aspects of learning. Our attitudes significantly affect our behavior and willingness to learn. Therefore, being aware of our own attitudes as well as the attitudes of our students is paramount in the teaching and learning process. Additionally, understanding and addressing learner attitudes allows teachers to create a positive and supportive learning environment. It also enables them to tailor their instructional approaches, strategies, and materials to accommodate the diverse attitudes and needs of the learners.

In the same vein, teachers can create a more interesting and productive learning environment for their students by recognizing the significance of attitudes in EFL learning and teaching, as they can actively encourage learners to adopt favorable attitudes, stay motivated, and develop language proficiency, thereby improving the entire language learning process.

Conclusion

This chapter explores the notion of attitude. Starting with an introduction then highlighting the historical background of the concept, moving on to the definition of attitudes, components and types of attitudes as well as, discussing the various theories proposed to explain the formation and change of attitudes. In addition, it explores the structure of attitudes, presenting two perspectives – the one-dimensional and the two-dimensional perspectives. On the other hand, it explores the measurement of attitudes and emphasizes their importance in the context of EFL learning and teaching.

CHAPTER TWO

The Eclectic Method

Introduction

English is incredibly important for worldwide progress, especially in fields like business, technology, and industry. EFL teachers concentrate on teaching reading, writing, speaking, and listening skills using different methods and approaches that suit the classroom and the students' requirements. While there are several effective approaches, there has been a need for a unified approach that incorporates all these methods, making it more adaptable for learners from diverse linguistic and cultural backgrounds. The Eclectic method (EM) addresses this need by integrating various methods based on the classroom context and the abilities of the learners.

In the present chapter, light will be shed on eclecticism, including different definitions of the term given by different researchers, a historical overview as well as an examination of its main characteristics and principles. Then, it focuses on the view of language in eclecticism highlighting both the role of the teacher and the learner in it, as well as the use of teaching materials. Finally, the chapter objectively underlines both the strengths and weaknesses of eclecticism as a language teaching method.

2.1. The historical Overview of the Eclectic Method

Eclecticism in EFL teaching emerged as a reaction to the restrictions imposed by traditional language teaching methods. Before Eclecticism, there were several dominant approaches and methods of teaching that influenced the development of this method.

According to Marzana (2012) the *Grammar Translation Method* was initially implemented in Germany, particularly in Prussia, which led to its alternative name, the Prussian Method. This approach holds the distinction of being the most ancient method of

teaching foreign languages, having prevailed in European and foreign language instruction from the 1840s to the 1940s for over 2000 years (p. 4). Hence, The term "classical method" was attributed to the Grammar Translation Method due to its historical association with the instruction of classical languages such as Latin and Greek (Chastain, 1988). The focus of the Grammar-Translation Method is on learning grammatical rules, memorizing vocabulary, and practicing different forms of declension and conjugation. According to Brown (2000) this method also involves translating text and completing written exercises as part of the learning process (p. 15). However, the method received criticism for its lack of emphasis on developing communicative competence and for not properly equipping learners with the necessary skills to use the language effectively in real-life situations.

Moreover, according to Flowerdew and Miller (2005), *the Direct Method*, also known as the "Natural" or "Oral" Method, originated in the late 19th century as a response to the perceived shortcomings of grammar-translation approaches to language learning. It was popularized and adopted by Maximilian Berlitz (1852-1921). It focuses on immersing the learner in the target language and promoting communication without relying on the learner's native language where Visual aids are utilized in teaching, and translation is avoided. As stated by Richards and Rodgers, "it was criticized for being unsystematic, unanalytical, and unsuitable for the teaching of languages with complex grammars" (p. 27). The Direct method was not suitable for teaching languages with complex grammars, as it did not provide learners with a structured understanding of the language's rules and structures. Additionally, it was seen as too teacher-centered, with the teacher controlling what was taught and how fast it was taught.

In the mid-20th century, a language learning approach called *the Audio-Lingual Method* (ALM) gained popularity. It was also known as the Army Method due to its association with language training in the military. In ALM, which is based on behaviorist

principles, language learning is viewed as a process of forming habits. This method employs positive reinforcement to encourage desired behaviors and assists learners in enhancing their listening and speaking abilities.

According to Mei (2008) the Audio-Lingual Method is an oral-based approach to drill students in the use of grammatical, sentence patterns. Its emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. However, critics have pointed out that the Audio-lingual method places too much emphasis on getting the grammar, pronunciation, and syntax to such an extent that it neglects the learners' ability to use the language for real-life communication.

In subsequent years, specifically around 1970, the Communicative Language Approach emerged in Europe as a response to the limitations of traditional teaching methods like Grammar-translation and Audio-lingual approaches. This approach, also known as *Communicative Language Teaching* (CLT) or the notional functional approach, gained significant popularity during the 1970s and 1980s. Lightbrown and Spada (1999) describe CLT as follows:

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms. (p. 172)

CLT is not a rigid set of methods, but rather it incorporates a variety of methods and techniques to promote communication, such as role-plays, discussions, problem-solving activities, and collaborative projects. However, while CLT is widely used in language teaching, some critics argue that it lacks structured grammar courses, prioritizes fluency over accuracy, and may not emphasize grammar mastery.

Years later, a more recent approach to language teaching emerged known as ***Task-Based Language Teaching*** (TBLT). This approach emphasizes the importance of meaning in language learning, while also acknowledging the role and the importance of form. According to Ellis et al. (2019), TBLT encourages learners to acquire language naturally through meaningful communication, in contrast to structural approaches that treat language as a subject to be explicitly taught and learned (p. 1).

Additionally, Douglas and Kim (2015) asserts that TBLT offers learners with authentic opportunities to use the target language in a meaningful manner using its different methods like project-based learning, problem-based learning, content and language integrated learning (CLIL), and genre-based approaches. For instance, providing tasks that simulate real-life situations where learners can communicate and solve problems. This allows learners to apply their language skills in a practical and relevant way, thereby improving their overall language proficiency (p. 5).

However, According to Ji and Li (2021), task-based language teaching has been criticized for its limited effectiveness in teaching learners the rules of grammar, hindering their ability to use accurate language forms. Additionally, Sheen (2003) points out another criticism, stating that task-based language teaching had no grammar syllabus. Supporters of this approach provide only general guidance on introducing new language, without offering a detailed syllabus for grammar instruction. Hence, these criticisms emphasize the importance of adopting a balanced approach that integrates both the communicative aspects of language use and the systematic learning of grammar rules.

Coming next, in 1986 ***content-based instruction*** (CBI) took place as a response to the need for language learners to develop proficiency in specific subject matter areas, such as science, history, or literature, while also acquiring a second language. According to

Richards and Rodgers (2001), CBI is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (p. 204). Some of the teaching methods associated with CBI include project-based learning (PBL), experiential learning, using authentic materials and textbook-based instruction. Although Content-Based Instruction has many advocates, Richards and Rodgers (2001) argue that, according to critics, language teachers are often trained to teach language as a skill rather than a context-based subject. As a result, they may lack sufficient competence to effectively teach subject matter that falls out of their training (p. 220).

Following the exploration of various language teaching methods and approaches, another significant method that emerged is eclecticism. Eclecticism in language teaching refers to the integration and selective use of different methods, techniques, and materials based on the specific needs and preferences of learners. It recognizes that no single method can fully address all aspects of language learning and that a flexible and adaptable method is necessary.

Alharbi (2017) claims that the term "eclectic" was first used in relation to language teaching in the 1960s and was popularized by language teaching experts such as Widdowson and Jack C. Richard Larsen-Freeman. He introduces the concept of eclecticism as a popular and widely utilized teaching strategy. Eclecticism, also referred to as enlightened eclecticism or informed eclecticism, involves the deliberate selection and integration of various teaching methods and techniques to create a flexible and adaptable approach to language instruction (p. 35).

The word "eclectic" derives from the Greek word *eklektikos*, which means "selective," and *eklegein* that is "to select" (Merriam-Webster). Richards and Rodgers (2014) define

eclecticism as "the blending of methods into the teacher's own method"(p. 352). It is an example of how the incorporation of language teaching techniques has improved English language teaching (ELT) practices since it uses a variety-based methodology that incorporates several activities.

Eclecticism in foreign language education seeks to exploit the strengths of different methods discussed earlier, producing a complete and adaptive method to meet the complexity of language acquisition by taking cues from a variety of teaching methods and approaches. As previously mentioned, the eclectic method came as a result to the lacks found in each of the preceding teaching approaches as far as it took all what is beneficial for both EFL teachers and learners. Therefore, according to Richards and Rodgers (2014) Eclecticism has been influenced by *the Grammar-Translation Method*, which stresses the explicit teaching of grammar rules and text translation. When judged essential, eclectic methods may incorporate selective grammar instruction, particularly for learners who prefer explicit knowledge of grammar structures.

Similarly, influenced by the *Direct Method*, which emphasizes the use of the target language in teaching and focuses on oral communication and contextualized language use, eclecticism incorporates certain elements from this approach. It aims to facilitate meaningful communication by providing students with opportunities to use language in real-life contexts within the classroom (Richards & Rodgers, 2014). In a similar manner, Larsen-Freeman and Anderson (2013) state that the eclectic method draws inspiration from the audio-lingual method, which focuses on the development of listening and speaking skills through repetitive exercises. The eclectic method incorporates elements of the *audio-lingual method*, particularly in the early stages of language learning, to enhance students' listening and speaking abilities.

Additionally, Richards and Rodgers (2014) state that eclecticism often incorporates aspects of *Communicative Language Teaching*, which emphasizes the importance of meaningful communication and interaction in language learning. It promotes the use of real-life language, encourages the exchange of ideas, and focuses on the development of practical language skills through communicative activities and tasks. Furthermore, eclecticism also draws from *Task-Based Language Teaching* (TBLT), as mentioned by Willis and Willis (2007). TBLT allows for the integration of various elements within the eclectic method, including the use of task-based activities. These activities encourage students to use the language for authentic purposes and to achieve specific goals.

In a similar vein, Brinton, Snow, and Wesche (1989) suggest that the eclectic method can draw upon *Content-Based Instruction* (CBI), which combines language teaching with subject matter content. By incorporating content-based materials and activities, the eclectic method can provide learners with opportunities to enhance their language skills while engaging with meaningful and interesting topics. This integration of language and content can contribute to a more comprehensive and engaging language learning

In summary, it is widely recognized that no single approach can adequately address all the complexities of foreign language teaching. As pointed out by Sebüktekin (1981), educators have an important role to play in finding effective solutions to the challenges they encounter in the classroom. Similarly, Demirel (1988) suggests that a more effective approach is to combine different methods, rather than relying only on one, in order to meet the diverse needs and circumstances of learners. This notion of blending methods is at the core of the eclectic approach, which seeks to incorporate various techniques to create a comprehensive language learning experience.

2.2. Definitions of Eclecticism

In the past, language teachers were mainly concerned with determining the most effective ways to teach fundamental skills. However, in recent decades, there has been a shift towards using a blended approach in English language classrooms. This method, known as eclecticism, draws from a variety of existing methods to create a flexible and personalized learning experience for students.

According to Lazarus and Beutler (1993), Eclecticism is a pedagogical strategy that moves away from teachers following one specific methodology in order to assimilate different existing methodologies and approaches, according to the learners' needs. This implies that teachers have the flexibility to incorporate various language learning activities that follow different methods and approaches.

Moreover, there is Gao (2011) who asserts that eclecticism is a teaching strategy that incorporates practice in the classroom together with all the language skills, such as speaking, listening, reading, and writing. Gao counsels teachers to incorporate and benefit from all other forms of instruction while avoiding their drawbacks. This method allows for the utilization of advantages from previous approaches and methods. Another advocate for eclecticism, Wali (2009), emphasizes that eclecticism should prioritize the needs of learners, rather than serving specific methods. According to Wali

There is no ideal approach in language learning. Each one has its merits and demerits.

There is no royalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to learners' needs and learning situation. Teachers can adopt a flexible method and technique so as to achieve their goals. They may choose whatever works best at a particular time in a particular situation. (p. 40)

Hence, from the quote it should be pointed out that utilizing the advantages of various ways when presenting material to students enables the teacher to accomplish his goal in a variety of learning situations. Moreover, Sagar and Afzal (2019) defined eclecticism as "mixed process of structural, communicative approaches" (p.755). It is a method that blends the use of language structures and the focus on practical communication skills. It combines different methods of teaching, focusing on both the rules of language (like grammar and vocabulary) and the ability to use language in real-life situations. By using this mixed method, teachers help students learn both the building blocks of language and how to communicate effectively. It's like getting the best of both worlds to make language learning more enjoyable and effective.

Therefore, from the various definitions provided, it can be concluded that eclecticism refers to the integration of various methods and approaches to meet the individual needs of learners. Teachers have the flexibility to choose and combine different language learning activities from diverse sources. This method prioritizes the learners' requirements and allows for the utilization of the strengths of different approaches while avoiding their limitations. The Eclectic method combines language structures with practical communication skills, emphasizing both grammar and vocabulary as well as the ability to use the language in real-life contexts. By adopting this method, teachers can offer a complete language learning experience that covers the basics of language and helps students develop strong communication skills.

2.3. Principles of Eclecticism

Eclecticism in language teaching, as described by Ali (1981), involves combining ideas from various sources to create a flexible and adaptable approach. This method has several principles, each of which contributes to its effectiveness (p.7).

Firstly, eclecticism is arbitrary, as highlighted by Ali. This means that the selection and combination of different elements or methods in eclecticism is based on personal choice or preference rather than following a specific predetermined set of criteria. So, teachers have the freedom to choose and adapt different methods as they see fit, depending on the needs of their students and the learning context. By being flexible, teachers can tailor their methods to ensure relevance and effectiveness.

Secondly, the eclectic method follows the principle of delivering language activities in a quick and efficient manner. Teachers can choose from many different ways of teaching and use various resources, which helps them engage students effectively and achieve the goals of the lesson. This method keeps the lessons interesting, interactive, and fun for students.

Furthermore, the multidimensional nature of the eclectic method allows teachers to choose strategies and elements that match their students' needs. This means that instead of being restricted to one method, teachers have the freedom to use different teaching techniques. They can pick approaches that suit different learning styles, include real-life materials, or use technology to improve language learning. This variety ensures that students receive a comprehensive education, with exposure to different ways of teaching.

In an eclectic classroom, teachers have access to a wide variety of teaching tools and resources. They can bring in authentic texts, multimedia materials, interactive activities, and real-life language examples to enhance the learning experience. Hence, this principle of eclecticism emphasizes the use of diverse materials to actively engage learners, provide meaningful context for language learning, and promote the development of essential skills.

Moreover, eclecticism as highlighted by Ali, serves as a guiding principle for teachers and learners to navigate the challenges faced by traditional textbook materials. So, Teachers can supplement or adapt the materials to address specific student needs, creating

a more personalized learning experience. This flexibility ensures that the curriculum remains relevant and effective.

2.4. Features of Eclecticism

Parupalli (2018) outlined several key characteristics of the eclectic method in language teaching. Firstly, eclecticism emphasizes the connection between language learning and real-life experiences outside of the classroom, making lessons relevant to students' everyday lives. Secondly, the eclectic method enhances practical teaching by promoting knowledge retention and building self-confidence among learners. Through the use of diverse teaching techniques and resources, students actively engage with the language and develop a sense of mastery and competence. Thirdly, the eclectic method encompasses a range of tasks and activities that foster lively learning, correlation of language skills, increased interaction, and rapid progress. These dynamic activities create an interactive learning environment where students can effectively develop their language skills.

Furthermore, eclecticism caters to the individual needs of learners, ensuring a clear understanding of the learning material. Teachers can adapt their teaching methods to address the specific requirements of each student, promoting personalized and student-centered learning. Moreover, the eclectic method encourages creativity and enjoyment in the classroom by utilizing diverse teaching techniques and materials. This fosters positive interaction between teachers and students, resulting in a stimulating and engaging learning process.

Additionally, the eclectic method enables teachers achieve their learning objectives effectively and address challenges that may arise in the classroom. It is considered a problem-based approach to language teaching, allowing teachers to identify and tackle specific issues through a flexible and adaptable teaching style. Finally, the eclectic method

includes testing as part of the teaching approach to check how well students are learning. This helps teachers measure progress and see how students are doing in their learning journey.

The eclectic method, also known as post-method pedagogy, focuses on teaching languages in a way that fits the specific context, considering things like the local language, culture, and politics. According to kumaravadivelu (2001), eclecticism understands that effective language education should consider the differences among learners, teachers, and teaching goals. This method aims to create a relevant and meaningful way of teaching by thinking about factors like the school environment, politics, economy, and culture. It also encourages teachers to come up with their own teaching ideas and adapt their methods to meet their students' needs. Reflecting on teaching and continuously improving skills is important too.

Post-method pedagogy also emphasizes being aware of social issues and thinking critically, as they shape our identity and society. By promoting this awareness, it aims to empower learners to get involved in their communities and make positive changes. In this method, teaching methods are seen as separate from the context, and the focus is on creating a flexible and dynamic learning environment that takes into account the different aspects of language education

2.5. The View of Language in the Eclectic Method

The eclectic method in teaching languages in a comprehensive way is very useful because it integrates all methods, approaches, techniques, and uses those that are appropriate for the classroom settings. It is employed by language teachers in English Language Teaching (ELT) as well, and it has been successful in attaining the goals in EFL classrooms. According to Kumar (2013), teaching English via an eclectic method is

beneficial. He acknowledges the importance of teaching the language as a whole and emphasizes the need for teachers to be knowledgeable in a wide range of teaching techniques. He asserts, "language should not be separated into chunks like pronunciation, grammar, and vocabulary" (p. 1).

Accordingly, language is not seen as a collection of isolated components, but rather as an integrated system where different aspects of language such as pronunciation, grammar, and vocabulary, are interconnected and mutually influence each other. In simpler words, it emphasizes the interconnectedness and interdependence of different aspects of language. Unlike traditional linguistic analysis that studies language by isolating and examining individual components, such as pronunciation, grammar, and vocabulary separately, the eclectic method emphasises the interconnectedness and interdependence of these aspects of language.

Another key aspect of the view of language in the eclectic method is the recognition that language is a dynamic and constantly evolving system that is influenced by various factors, including cognitive, social, cultural, and situational factors. Hence, language should not be separated from its culture since they are closely intertwined and mutually influence each other, as it is assumed in the work of Brown and Larson-Hall (2012), who argue that "language and culture are inextricably linked, and cannot be taught or learned in isolation from each other" (p. 2). Teachers, therefore, ought to focus on the cultural side of the language because understanding the cultural context for students allows them for a more accurate interpretation and usage of such linguistic features, so that they will not only develop their linguistic proficiency but also their cultural competences.

Furthermore, another important aspect of the view of language in eclecticism is the recognition that language is a tool for communication and social interaction, which means

that it is both form and function. Therefore, eclectic linguists may study how language is used in different social and cultural contexts, how it conveys meaning, and how it shapes and is shaped by social relationships, identity, and power dynamics.

Ridge (2008) states that linguistic competence and linguistic performance are not the same thing, but the two are reconcilable when teaching English in the classroom. This can be achieved by providing opportunities for students to practice using English in meaningful contexts and by emphasizing the communicative function of language. For instance, teachers may use different techniques like role-playing, games, and problem solving activities to promote communicative competence among their students, as Nunan (2001) advises teachers to teach “language in ways that make form/function relationship transparent” (p.193)

Language cannot fulfill its functions, such as communicating information, expressing emotions, or establishing social relationships, without appropriate forms including grammar, syntax and vocabulary. The forms of language are constantly evolving to meet the changing needs of communication and social interaction. Additionally, according to him, teaching English in a meaningful and contextualized way not only improves the learner's communicative competence, but also helps them to develop a positive attitude towards language learning. This is because learners are able to see the relevance of what they are learning to their real life experiences. Therefore, learners should not only be taught the knowledge of the language (e.g., grammar rules) but how language can be used in different contexts.

In conclusion, the eclectic method recognizes the importance of teaching language as a whole, rather than focusing on isolated components, and regards language as a multifaceted system that is closely related to culture, form, and function. It recognizes that

language cannot be fully understood without considering its cultural context and that form and function are mutually dependent. EM also emphasizes the need for flexibility and adaptability in language use and encourages the integration of linguistic and cultural practices to create a more inclusive and dynamic language system.

2.6. Teaching Materials

Teaching materials play a crucial role in the implementation of eclecticism in language teaching, and its importance lies in its ability to offer a wide range of content, situations, and language skills for students. They allow students to experience different types of language, use language in real-life situations, and explore various contexts. Using different materials helps teachers accommodate different learning styles and interests, making the learning process more interesting and effective. According to Weidemann (2001), successful language teachers dedicate a lot of time to find interesting teaching and learning resources to enhance their instruction. However, in doing so, they do not overlook the learners' needs during the materials development and teaching process. In the eclectic method, the teacher will use any teaching material, either visual or linguistic, that will be suitable for use. These materials include charts, realia, textbooks, newspapers, magazines, music, films, radio, maps, pictures and computers.

Jewitt (2005) points out the significant influx of image, sound, and movement in educational settings in the twenty-first century (p.257). This aligns with Rivers' (1981) suggestion that using various media and visual styles can benefit language learners. Rivers also emphasizes the positive impact of audiovisual materials on language learning when used appropriately. This indicates that integrating such media in the classroom can enhance language learning outcomes. In other words, eclectic teachers should not rely solely on

spoken language as teaching material but should utilize a diverse range of resources that align with students' learning objectives.

Overall, teaching materials act as a bridge between language input and meaningful language output. They are valuable resources that support the eclectic method by providing diverse content, promoting language acquisition, and enhancing the overall learning experience for students.

2.7. Teacher's Role in Eclecticism

In an English language teaching classroom that adopts the eclectic method, the teacher can take numerous roles such as a facilitator, leader, guider and even a participant with his students. As noted before, the eclectic method is flexible and adaptable, so the teacher has no obligation to follow a typical language teaching method. He can choose any method that facilitate learning and grab his student's attention. Therefore, they have complete freedom to follow any method regardless of the function or situation to insure that learning is happening. In fact, one the primary goals of a teacher in interaction with his students is promoting an environment of inquiry, fostering collaboration through modeling questioning and listening skills, as well as assisting learners in solving their problem.

Additionally, above all, a teacher has to be well trained and well knowledgeable about the eclectic method in itself and understand his/her role. Li (2012) states that, "teachers should have previous view of the old methods according to students' requirement" (p.168) which implies that an eclectic teacher needs to have a solid understanding of the previous approaches. This is because a poorly qualified teacher won't be able to identify the advantages and disadvantages of a certain teaching strategy. Furthermore, a teacher's personality may affect a student's attitude, and he has to develop the learner's confidence as well as address their needs and interests. As Matlabovich (2022) states that "The role of the

teacher's personality in teaching foreign languages remains paramount, because he is the organizer of group interaction, and the maximum effect, interest and benefit from teaching depend on him" (p.8). Additionally, and he added that in any classroom, the teacher is the one who decides on the methods, forms, techniques of instruction, as well as the subject matter to be covered. Moreover, as it is already hinted at before, in order to keep lessons interesting and varied, an eclectic teacher must be creative, enthusiastic, and open to trying new things.

Additionally, in order to ensure the success of a lesson, it is essential for teachers to be well-prepared by documenting all activities and strategies in the lesson plan. This method makes the teaching process more organized, coherent, and logical. Likewise, teachers serve as role models and should prioritize communicating in English rather than their native language. This helps to motivate students to speak English and allows the teacher to interact effectively with the students. Since each student has their own strengths and weaknesses, it is important for the teacher to make an effort to identify areas where each student needs improvement. By doing so, teachers can adjust their teaching methods to address these specific areas. Ultimately, the teacher plays a crucial role in determining how different teaching methods should be employed in the classroom.

Impressively, a teacher's responsibility inside a classroom goes beyond imparting knowledge to also create learning experiences that reflect and suit students' learning style. Hence, EFL teachers should make learners the focus of the lesson, engaging all of them and provide them with maximum opportunities for participation and cooperation, especially by incorporating maximum amount of student to student activities. As far as learner's errors are concerned, the eclectic method considers errors as a normal part of the learning process. As stated by Rodgers (2001), teacher should have a tolerant attitude towards learners' errors, and it is important to provide timely correction, especially at the

end of the communicative activities. This corrective feedback assists learners in rectifying any misconceptions or inaccuracies in their understanding.

2.8. Learner's Role in the Eclectic Method

The eclectic method gives learners a lot of importance in the learning process. According to Farrant (1980), a learner-centered approach has some important characteristics that align with the eclecticism. First, learners are encouraged to think and express themselves in their own way, which helps them be independent and creative. Second, students have the freedom to choose their activities, and classrooms are equipped with enjoyable materials that make learning fun. This allows them to stay interested and enjoy the learning process. Third, basic skills are taught in ways that make sense to the learners, so they understand and can use them. Fourth, the approach recognizes that each learner is different and instruction should be personalized to meet their needs. It also considers the age and development of the learners and teaches them skills that are right for their stage. Finally, lessons and teaching methods are chosen based on what the learners already know and understand, so they can build on that knowledge (Farrant, 1980). This learner-centered approach fits well with eclecticism, where learners take an active part in their own learning.

In a study conducted by Wudu et al. (2009) in Ethiopia titled "The practice of learner-centered method in upper primary schools of Ethiopia". It was found that teachers in Ethiopia have a positive view of learner-centered methodology (LCM). They believe that LCM allows students to collaborate, exchange ideas, develop practical skills, actively participate, and express their creativity independently. The study also revealed that implementing LCM in classrooms leads to improved student achievement, increased self-confidence, and reduced dependence on teachers. This approach empowers students to

become more self-reliant and less reliant on teachers for everything. Furthermore, the study highlighted the benefits of employing the eclectic method, which includes promoting collaboration, idea sharing, practical skill development, and active class participation. With the eclectic method, students can work on multiple tasks simultaneously while the teacher provides support by moving around the classroom.

Additionally, Li (2012) highlights the importance of students taking part in problem-solving activities, debates, group discussions, and role plays. These activities offer valuable benefits, such as allowing students to make decisions and learn from the outcomes of their actions. Role plays, in particular, help students understand different perspectives, improve their communication skills, and develop empathy. According to Li (2012), students play active roles in problem-solving, debates, and discussions, actively participating in role plays to gain insights and assessing their own performance as well as that of their peers. Hence he claimed that,

Learners are the center of the class. They have multiple roles. As individuals, they are active participants of the activity, explorer of the language, negotiator and evaluator of the learning process. Their needs and interests influence the course. As a group member, the learner is the source of the input and part of a support system. Students work cooperatively in classroom activities. Their output is the others' input. They help each other in solving problems rather than depending wholly on the teacher. We can use group discussion in solving the problems so as to encourage independence. In a word, the learner takes initiative in the classroom. (p. 170)

Therefore, this implies that in the classroom, learners play various roles and have active involvement. They are individuals who actively participate in activities, explore the language, negotiate, and evaluate their own learning process. Their needs and interests

shape the direction of the course. Additionally, as group members, learners contribute to the learning environment by providing input and supporting one another. They work together cooperatively, with their output serving as input for others. By relying on each other and engaging in group discussions, they foster independence and take initiative in the classroom.

The study finds relevance in Krashen's input hypothesis (1985), which posits that language acquisition occurs when learners are exposed to comprehensible input. According to this hypothesis, the most effective means of English language learning and instruction are those that provide learners with such input. The hypothesis also suggests that learners with greater exposure to English are more proficient than those with less exposure. Consequently, if the language acquisition filter is "up", it impedes learning, and a positive effect alone is insufficient for acquisition to take place. Therefore, English teachers should utilize a variety of techniques employing an Eclectic method to enable language acquisition in learners.

2.9. Advantages of the Eclectic Method

There is always a saying "two is better than one". The eclectic method is the best live example of that. Many advocates argue that eclecticism is the best method of language teaching and learning. It draws upon the advantages of previous methods while avoiding their weaknesses. Eclecticism is not limited to one method; instead, it combines various techniques from different methods. This method allows teachers to tailor their instruction to meet the unique needs of their students. By utilizing a blend of effective strategies, educators can create a comprehensive and adaptable learning experience. Eclecticism is highly important in teaching, as emphasized by Larsen-Freeman (2000). Larsen-Freeman

views eclecticism as consistent, pluralistic, as it includes a variety of learning activities that are tailored to meet the requirements of the learners.

Most of the time, teachers prefer to select the eclectic method so that it will be beneficial for their students. It helps them to get out of their range by trying new things and using different techniques while presenting their lessons or activities. It is clear that one single strategy cannot cover all the upsides of teaching. For example, there is the direct method that emphasizes more on listening and speaking since it is based on teaching language through discussion and conversation. On the other hand, the Grammar-Translation Method emphasizes accuracy in grammar and vocabulary. In this method, the student learns the grammatical rules first, then applies them in translating passages or sentences from the target to the native language. Hence, if a student is merely taught in using just one specific method, he will be flawless exclusively in that area and full of flaws in the other ones.

The eclectic method in teaching is a powerful tool that can greatly enhance the creativity of teachers. According to Gilliland et al. (1994), using the eclectic method offers an advantage as it enables teachers to employ a diverse range of activities and techniques in the classroom (p.554). This stands in contrast to relying solely on a single method, which can limit teachers' abilities to adapt and update resources for their students. Embracing eclecticism allows for greater flexibility and encourages creativity from both teachers and learners. Additionally, Widdowson (1978) suggests that to teach communicative language skills, teachers should utilize various methods. In simpler terms, it means that teachers need to use different approaches and strategies to help students improve their language and communication abilities (p.144). By embracing the eclectic method, teachers can establish an interactive and exciting learning setting where students can learn to use language effectively in real-life situations.

In fact, in the case of teaching English, incorporating realistic situations can greatly facilitate the learning process. According to Sarifa (2018), learning vocabulary through context “helps the student bridge the gap between the students’ real-life exposure to vocabulary and the learning environment of the class” (p.42). When students are exposed to language in context, through authentic situations that mirror real-life scenarios, they are more likely to grasp and retain the language. For example, engaging students in role-plays, simulations, or problem-solving activities that require them to use English in meaningful ways can make the language more tangible and applicable to their daily lives.

Moreover, eclecticism, as described by Billah (2015), combines the practice of reading, speaking, writing and listening. It blends these four skills together to create a cohesive learning experience. This method is beneficial for developing various skills and creating a stimulating and engaging environment. It also boosts learners' confidence and helps address issues related to individual differences and uninteresting learning materials. According to Brown (2002), the eclectic method gives teachers the freedom to choose what is effective for their specific teaching context, allowing for a dynamic and personalized learning environment.

Eclecticism in ELT offers several advantages, as highlighted by Kumar (2013). Firstly, it makes learning English easier by using real-life situations in the classroom. This means that students can see the practical relevance of the language they are learning. Secondly, teachers have the flexibility to choose from a range of teaching strategies based on the specific goals of their lessons. This allows teachers to tailor their instruction to meet the needs of their students. Thirdly, the eclectic method combines all the important language skills, like speaking, listening, reading, and writing in order to make sure students learn English in a balanced way. By focusing on all these skills, students can become really proficient in the language and have a thorough understanding of it. Lastly, EM enables

teachers to combine the strengths of different teaching techniques while minimizing their limitations. This allows for a dynamic and effective teaching environment where students can engage and learn effectively.

2.10. Disadvantages

Comparatively speaking, EM offers a larger range of applications than other approaches. However, every new and innovative method in the language-teaching field has been appreciated and criticized in every area. Eclectic method is not exempted from such a phenomenon. While it has its merits, it also has demerits. Stern (1983) raises a significant criticism of the eclectic method, stating that it lacks clear guidance on how to select and combine different aspects of various teaching methods. In other words, according to Stern, the eclectic method doesn't provide clear instructions on which parts of different methods should be chosen and used together (p. 512). Brown (1994) pointed out that eclecticism in language teaching is not without its drawbacks (p. 74). Firstly, he argues that practical eclecticism, which involves picking and choosing techniques from different methods, often falls short of achieving the desired level of efficiency. Simply combining various teaching practices may not always result in optimal learning outcomes.

Secondly, Brown also questions the theoretical foundation of eclecticism. He raises concerns about the logical and theoretical grounds on which this approach is based, suggesting that there may be inherent flaws in its conceptual framework. Furthermore, Brown criticizes the attempt to create a universal language teaching method by integrating diverse methodologies and positioning eclecticism as the sole viable method. He argues that this belief in eclecticism as the only solution to foreign language teaching technique is misguided, as it overlooks the potential benefits of other methods and approaches.

Moreover, another drawback of eclecticism is that it can lead to teachers making arbitrary choices without clear principles. Without a strong theoretical foundation or a guiding framework, the selection and combination of teaching techniques may become disorganized and lacking in coherence. In simpler terms, without a clear plan, teachers may randomly choose different methods, which can have a negative impact on effective teaching.

Similarly, Weidemann (2001) identifies additional disadvantages of the eclectic method. One concern is that the use of eclecticism may discourage teachers from critically reflecting on their teaching practices. By focusing solely on achieving desired objectives, teachers may overlook the need for self-examination and evaluation of their instructional strategies. Another issue is that adopting an eclectic method can be risky as it may involve incorporating a wide range of methodologies without a deep understanding of their underlying principles. This can result in a teaching repertoire that lacks cohesion and coherence, potentially leading to confusion for both teachers and students.

Furthermore, using the eclectic method in teaching can be challenging. It requires teachers to carefully organize and coordinate different methods and approaches to create a smooth learning experience. This means they need to spend time and effort to make sure everything fits together well. In simpler words, using the eclectic method can be difficult because teachers have to plan and coordinate different things to make sure they work together effectively. Lastly, Weidemann highlights the danger of teachers adopting new approaches and techniques without fully grasping their underlying reasons. In their eagerness to incorporate the latest methods, teachers may overlook the theoretical foundations and pedagogical principles that inform these approaches, potentially leading to superficial or misguided implementation.

In conclusion, the eclectic method in language teaching offers certain advantages, but it is crucial to acknowledge the potential drawbacks identified by scholars like Brown and Weidemann. These include concerns about efficiency, theoretical foundations, coherence, implementation challenges, and the need for reflection and understanding. While it allows for flexibility and the use of different teaching methods, it may require more resources. It's important to choose methods that suit learners' abilities and avoid confusion or disadvantages for slower learners. Some eclectic methods may not be suitable for students with disabilities. Without clear principles, there can be issues with behavior and classroom management. Teachers should be cautious about adopting new techniques without understanding their reasons and foundations. However, these limitations can be addressed through better teacher preparation and awareness. By evaluating the strengths and weaknesses of the eclectic method, educators can make informed decisions and maintain effective teaching.

Conclusion

In conclusion, this chapter has provided an overview of the eclectic method in language teaching, covering its historical background, definitions, principles, characteristics, the roles of teachers and learners, the perspective on language, and its pros and cons. Eclecticism emphasizes using different teaching techniques and methods to meet the diverse needs of learners. Teachers play a supportive role in guiding students, while learners actively participate in real-life language learning. While the eclectic method offers flexibility and a learner-centered approach, it also has its challenges, such as the need for additional resources and sufficient time. Therefore, teachers should carefully assess the strengths and limitations of the eclectic method to ensure effective language instruction.

CHAPTER THREE

Field Investigation

Introduction

The present chapter is devoted to the practical part of this research, which seeks to explore teachers' attitudes towards the use of the eclectic method in teaching EFL. It presents and analyzes the results obtained from the data gathered in the present study, aligning them with the underlying theoretical framework. In doing so, two data gathering tools were employed at the University of Guelma which are teacher's questionnaire and classroom observation. Furthermore, the interpretation of these results is provided in order to find an answer to the research questions and confirm or refute the research hypothesis. The section concludes with some pedagogical implications, limitations of the study and offers recommendations for further research.

3.1. Teachers' Questionnaire

3.1.1. Population and Sampling

Teachers from the Department of Letters and English Language at the University of 8 Mai 1945, Guelma were chosen as the only sample for data collection. The sample was randomly chosen. The researchers opted for a random selection of the sample as it allows for a better understanding of the topic and for capturing different perspectives and teaching approaches. To ensure the sample's representativeness, Krejcie and Morgan's (1970) modeling was used to calculate the sample size. Consequently, 44 teachers, who taught various modules and levels, out of a total of 50 have been chosen.

3.1.2. Description of Teachers' Questionnaire

This questionnaire has been designed based on the components discussed in the theoretical section. It comprises 28 questions divided into four sections, each addressing a distinct aspect. The questions are structured in a way that progresses from general to specific inquiries. Alongside multiple-choice and scale items, the questionnaire also incorporates open-ended questions, allowing respondents to freely express their perspectives. Furthermore, follow-up inquiries are included to provide additional supporting arguments.

Section One: General Information (Q1 to Q6)

The initial section of the questionnaire focuses on gathering general information about teachers. In question one (Q1), teachers are requested to disclose their sexual identity. Following that, question two (Q2) pertains to specifying their age range, while question three (Q3) aims to gather information about their educational qualifications. Question four (Q4) is designed to capture their current employment status. Furthermore, question five (Q5) prompts respondents to provide details about the length of their teaching experience at the university. In contrast, question six (Q6) seeks information about the subjects they have taught in the current year.

Section two: The concept of Attitude (Q7 to Q13)

The purpose of this section is to look at the notion of attitude and it aims to show teachers' perspectives on the concept of attitude. It starts with question number seven (Q7) in which teachers are asked to define the term attitude according to them. Then in Q8 they are requested to describe their attitude towards EFL teaching and they are provided with choices whether their attitude is very negative, slightly negative, negative, neutral, slightly positive, positive or very positive. The following question (Q9) explores whether their attitude towards teaching EFL is reflected in their teaching practices or not. Then,

whatever their answer is, they are asked to specify how much it is reflected in the follow-up question by ticking one of the provided options: “very much”, “somewhat”, “undecided”, “not really”, “not at all”. In the next question, which is (Q10), it explores the correlation between their attitude towards their teaching method and its evident reflection in their actual practices, where they are required to choose either "yes" or "no". Moreover, (Q11) examines whether their reaction to a teaching method is influenced by their attitude towards it or not, and they are provided with space to explain their answer. The following question (Q12) explores how both internal factors, such as personal experience and emotional state, and external factors, such as group interaction and cultural influences, impact the formation of teachers' attitudes, whereas (Q13) investigates the strategies that are beneficial in promoting a positive attitude.

Section three: The Eclectic Method (Q14 to Q20).

In the opening two questions of this section (Q14-Q15) teachers are asked to provide the definition of a teaching method, and to choose the criteria they use to select a specific teaching method from the given choices. In the opening two questions of this section (Q14-Q15), teachers are asked to provide a definition for a teaching method and to choose the criteria they use to select a specific teaching method from the given choices. The following question (Q16) aims to inquire about the teaching methods employed by the teachers in their classroom settings. They are given a list of different teaching methods and asked to indicate which ones they implement. They have the option to select more than one method from the provided options, including “Audio-lingual Method”, “Grammar Translation Method”, “Direct Method”, “Total Physical Response (TPR)”, “Structural Approach”, “Communicative Approach”, “Cognitive Approach”, “Text-Based method”, “the Eclectic method”, and “Other” if they implement teaching methods not listed in the provided options. The seventeenth question inquiries about the respondents' attitudes towards

implementing multiple teaching methods, with options categorized as “positive”, “negative”, “neutral”, and “sikken”.

Then, the eighteenth question (Q18) assesses the teacher's familiarity with the concept of eclecticism in EFL teaching and learning. They are asked to indicate their level of familiarity on a scale ranging from "not at all familiar" to "extremely familiar." In Q19, teachers are requested to offer their personal definition or explanation of the term eclecticism within the context of teaching and learning. Finally, in the twentieth question (Q20), teachers are asked to identify and list the factors that shape their openness to embracing an eclectic teaching method.

Section Four: Teachers' Attitude towards the Use of the Eclectic Method (Q21 to Q28).

The final portion of the questionnaire aims at exploring teachers' attitudes towards the use of the eclectic method in teaching EFL. It begins with the twenty-first question (Q21), which asks teachers whether they have encountered any obstacles while utilizing the eclectic method. They can select either "Yes" or "No." If they selected "Yes," the follow-up question asks them to state the obstacles they have faced. Moving on, question twenty-two (Q22) examines the extent to which the respondents' attitudes towards the eclectic method influences its application. They can choose from options such as "To a very large extent," "To a large extent," "To some extent," "To a little extent," or "To no extent." The following question, question twenty-three (Q23) investigates the influence of the availability or non-availability of teaching materials on the respondents' attitudes towards adopting the eclectic method. Respondents are provided with a range of options to indicate the extent to which teaching materials impact their perspective. Furthermore, question twenty-four (Q24) asks teachers whether their negative attitudes towards the eclectic method can lead to its misuse. They can select either "Yes" or "No" and are asked to elaborate on their choice in the subsequent question. Moving forward, question twenty-five

(Q25) explores the importance of a teacher's flexibility and adaptability in implementing the eclectic method. Respondents are asked to assess its significance using options ranging from "Very unimportant" to "Very important." Question twenty-six (Q26) focuses on how respondents balance their personal teaching preferences with the use of the eclectic method to accommodate the diverse needs of their students. They are given the opportunity to explain their approach or provide a description of their methods. The subsequent question (Q27), asks the teachers if they believe the eclectic method is the most effective approach to teaching. They have the option to choose either "Yes" or "No." If they choose "Yes," they are then prompted to provide an explanation for why they consider it to be the best method. On the other hand, if they select "No," they are encouraged to propose an alternative method as a suggestion. Lastly, the final question (Q28) allows respondents to share any additional comments or thoughts they may have regarding the topic of the eclectic method in teaching. They can express any further insights, opinions, or remarks related to its use.

3.1.3. Administration of Teachers' Questionnaire

The administration of the questionnaire took place during the second semester; it started precisely on May 22nd, 2023 at the Department of Letters and English Language- Guelma University. The questionnaire of the current study was distributed by the researchers to a sample of forty-five teachers from the same department. However, only 24 teachers have completed the questionnaire and handed it back. Furthermore, it is very important to highlight that during the distribution of the questionnaire, many obstacles have appeared. In conclusion, many teachers who dealt with the questionnaire were satisfied with the number of questions; however, some of them did not like the fact that the questionnaire included many open questions and they found these questions time-consuming.

3.1.4. Data Analysis and Interpretation

3.1.4.1. Analysis of Results and Findings from Teachers' Questionnaire

The following section provides an analysis of the results obtained from teachers' Questionnaire

Section one: General Information

Question One: Identify your sex range

Table 3.1.

Sexual Identity

Sex	Number (N)	Percentage (%)
Male	5	20.8%
Female	19	79.2%
Total	24	100%

As displayed in Table 3.1, the majority of teachers (79.2%) reported being female, while (20.8%) identified as male. This implies that there is a higher representation of female teachers among the respondents and that they are more interested in choosing to teach English as a Foreign Language compared to men.

Question Two: Age

Table 3.2.

Teachers' age

Age	Number (N)	Percentage (%)
25-30	5	20.8%
+30	19	79.2%
Total	24	100%

As shown in Table 3.2, 20.8% of the participants indicated being under the age of 30, specifically between 25 and 30 years old, while the majority (79.2%) stated that they were

above the age of 30. This suggests that the opinions and attitudes expressed in the questionnaire are likely to represent the perspectives of experienced teachers who have accumulated substantial teaching experience over the years. Secondly, the predominance of teachers above the age of 30 may imply that younger or less experienced teachers were underrepresented in the survey. There could be various reasons for this, such as limited participation from younger teachers or a higher proportion of older teachers in the teaching community.

Question Three: Degree(s) held

Table 3.3.

Teachers' Qualifications

Options	Number (N)	Percentage (%)
BA (Licence)	0	0%
MA (Magister)	20	83.3%
Ph.D. (Doctorate)	4	16.7%
Total	24	100%

According to the findings in Table 3.3, the majority of the surveyed teachers (83.3%) hold a master's degree. This suggests that they possess advanced knowledge and expertise in their field, which can shape their opinions regarding different teaching methods, including the eclectic approach. On the other hand, only a small percentage (16.7%) have obtained a doctoral degree, indicating a lower number of teachers with the highest level of academic qualification. These teachers may possess specialized knowledge and research experience that can influence their perspectives on teaching methods. Overall, these results offer valuable information about the educational qualifications of the participating

teachers, underscoring their potential to provide insightful opinions and enrich the investigation of the topic.

Question Four: Employment Status

Table 3.4.

Employment Status

Employment Status	Number (N)	Percentage (%)
Full time teacher	21	87.5%
Part time Teacher	03	12.5%
Total	24	100%

Table 3.4 reveals that a significant majority of teachers (87.5%) are engaged in full-time teaching positions. This finding suggests that these teachers have committed a substantial amount of their professional time to the field of education and their full-time engagement provides them with a deeper level of involvement and a wider range of experiences to draw upon, enabling them to develop a comprehensive understanding of their perspectives and viewpoints. Conversely, only a small proportion of teachers (12.5%) are engaged in part-time teaching positions. This smaller percentage indicates that fewer teachers are dedicating their professional time exclusively to teaching. The disparity between full-time and part-time teachers highlights the importance of considering the perspectives and experiences of both teachers when examining the attitudes towards the use of the eclectic method in teaching EFL.

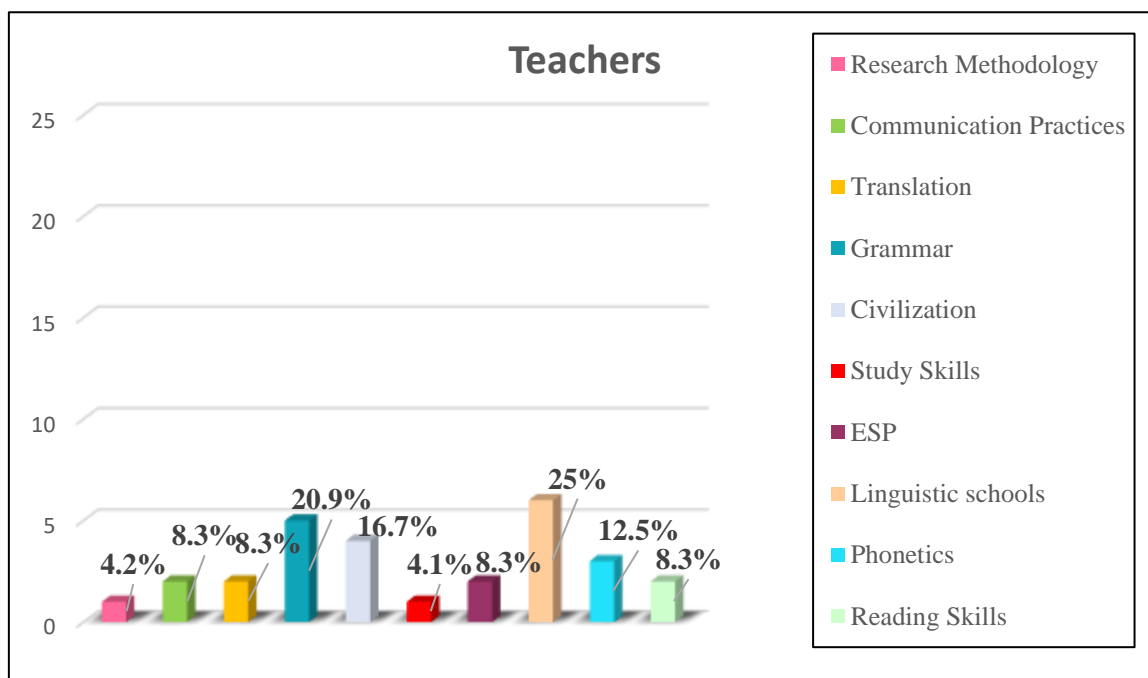
Question five: How long have you been teaching English at university?

Table 3.5.*Teachers' Teaching Experience*

Options	Frequency (N)	Percentage (%)
Less than 11 years	4	16.6 %
11 years	1	4.2%
More than 11 years	19	79.2%
Total	24	100%

According to the findings presented in Table 3.5, a significant majority of teachers, comprising 79.2% of the surveyed population, have more than 11 years of teaching experience. Specifically, 16.6% of the teachers fall into the category of having an English teaching experience ranging from 10 to 15 years. A smaller subset, accounting for 4.2%, reported precisely 11 years of teaching experience. These statistics highlight the prevalence of highly experienced teachers who have accumulated a wealth of knowledge and skills over the years. It may indicate that they have a wise view towards the process of teaching and learning in terms of students' needs, teaching methods and approaches.

Question Six: Subjects taught in the current year

Figure 3.1.*The nature of the teaching modules*

Examining the information from Figure 3.1, it becomes apparent that a significant portion of the participants are engaged in teaching Linguistic schools, as reported by 25% of them. Grammar instruction is also prevalent, with approximately 20.9% of the teachers focusing on this subject. Civilization teaching is mentioned by around 16.7% of the respondents, indicating its relevance in their teaching practices. Phonetics, taught by 12.5% of the teachers, seems to be a specialized area within the overall curriculum.

A combined percentage of 8.3% for teaching reading skills, translation, and communication practices suggests that these three areas are often interconnected in the instructional approaches of the participants. Interestingly, research methodology appears to have a lower emphasis, with only 4.2% of the respondents teaching this subject. This could imply research methodology teachers often prefer to follow a specific teaching methodology or approach to maintain consistency in their instruction.

Overall, the distribution of teaching subjects depicted in the figure suggests that the respondent teachers have considerable experience in teaching various modules. For example, one teacher may teach two or more modules. This implies that they would provide considerable data and advice concerning the teaching process, specifically the teaching methods. Additionally, the results suggest that Eclecticism is highly used and more appropriate in teaching linguistic modules.

Section Two: The Concept of Attitude

This section is intended to determine the extent to which teachers are aware of the term attitude

Question seven: Define briefly the term attitude?

Teachers' Definitions of the Term Attitude

The aim of this question is to investigate EFL teachers' knowledge of the concept of attitude. The answers seem to collectively agree on one idea. The following are some definitions given by the respondents, which offer valuable insights into their perception of "attitude",

- Attitude is a multidimensional concept that is defined on three dimensions, cognitive, behavioral and emotional exhibitions of the human being.
- Attitude is a set of beliefs, views, and perceptions about a person, an event or object, it involves one's behaviors and emotions towards that particular concept.
- Attitude refers to a set of beliefs, emotions, ideas and thoughts about a certain object, topic or person.
- Attitude can be simply defined as opinions, feelings, and ideas people have towards something or somebody, such as their feelings towards language, language teaching , and learning

- Attitude is a way of thinking, feeling and behaving about something or someone.
- It is a mental and emotional aspect/entity that characterizes a person and shapes their personal view on a particular object.

The results found from the definitions show that the majority of teachers agreed on one definition that can be interpreted as follows: “Attitude is a multidimensional concept that encompasses our beliefs, emotions, and behaviors towards someone or something. It involves our thoughts, feelings, and actions regarding a particular person, event, or object. It shapes our perspective and influences how we think, feel, and behave in relation to that specific subject.”

Furthermore, the findings align with the definition proposed by Dark (2005) which suggests that the term attitude represents an enduring, taught tendency to behave consistently toward a specific class of objects, or a persistent mental and/or neurological state of preparedness to react to a certain class of objects, not as they are but as they are imagined to be.

Question eight: Describe your attitude towards EFL teaching

Table 3.6.*Teachers' Attitude towards EFL Teaching*

Options	Frequency (N)	Percentage (%)
Very Negative	0	0%
Negative	0	0%
Slightly Negative	0	0%
Neutral	1	4.2%
Slightly Positive	0	0%
Positive	12	50%
Very Positive	11	45.8%
Total	24	100%

Table 3.6 presents the results of the conducted questionnaire among teachers regarding their attitudes towards teaching English as a foreign language (EFL). The data reveals that a majority of the teachers expressed positive attitudes towards EFL teaching.

The table shows that 50% of the surveyed teachers reported having a positive attitude, indicating that they generally hold favorable views about teaching EFL. Additionally, 45.8% of the teachers displayed a very positive attitude, further emphasizing their strong preference towards EFL instruction. This suggests that a significant proportion of the surveyed teachers have a favorable outlook and are likely to approach their EFL teaching with enthusiasm and optimism.

Furthermore, the data indicates that only a small percentage of teachers, specifically 4.2%, had a neutral stance. This implies that the vast majority of teachers surveyed had more distinct opinions and were not indifferent towards teaching EFL. The low number of

teachers with a neutral stance indicates that most respondents held either positive or negative attitudes towards EFL instruction.

Overall, the findings from Table 3.6 highlight the predominantly positive perceptions among the surveyed teachers regarding teaching EFL. The significant proportions of positive and very positive attitudes indicate that the majority of teachers have a favorable outlook and are likely to embrace the challenges and rewards associated with teaching English as a foreign language.

Question nine: Is your attitude towards teaching EFL reflected in your teaching practices?

Table 3.7.

Reflection of teachers' attitude towards teaching EFL in their teaching practices

Options	Frequency (N)	Percentage (%)
Yes	24	100 %
No	0	0%
Total	24	100%

The data presented in the table 3.7 indicates that all respondents, accounting for 100% of the participants, answered "Yes" when asked if their attitude towards teaching EFL is reflected in their teaching practices. This suggests a unanimous agreement among the participants that their attitudes towards teaching EFL are indeed reflected in their actual teaching practices. Hence, the total number of respondents questioned was 24, the data implies a strong correlation between teachers' attitudes towards teaching EFL and their teaching practices, highlighting the importance of positive attitudes in shaping effective instructional approaches in EFL classrooms, this on the other hand aligns with existing

theoretical frameworks in education and psychology. Research in these fields suggests that teachers' beliefs, values, and attitudes play a significant role in shaping their instructional decisions and practices. To illustrate this point, Abate (1999) believes an attitude to be “a settled opinion” and a “behavior reflecting this” and this on the other hand supports the idea.

Question 9.1: Whatever your answer is, specify how much is it reflected?

Table 3.8.

Specifying How Much Is Their Attitudes Reflected

Options	Frequency (N)	Percentage (%)
Very much	19	79.2 %
Somewhat	4	16.7%
Undecided	1	4.2%
Not really	0	0%
Not at all	0	0%
Total	24	100%

The findings represented in Table 3.8 reveal that the biggest percentage, representing 79.2% of the respondents, indicates that their attitude is “very much” reflected in their teaching practices. Moreover, this emphasizes the significant alignment between their attitudes and instructional approaches. A smaller percentage of respondents, 16.7%, reported that their attitude is reflected "somewhat" in their teaching practices, indicating a moderate level of alignment. Only one respondent, accounting for 4.2% of the participants, expressed uncertainty regarding the extent to which their attitude is reflected. Notably, none of the respondents reported that their attitude is not reflected at all or not reflected to a significant extent. These results imply a strong overall correlation between

teachers' attitudes towards teaching EFL and their teaching practices, emphasizing the importance of positive attitudes in shaping effective instructional approaches in EFL classrooms.

Question ten: Be it an aspect of teaching practices, is your attitude towards your teaching method also apparent in your practices?

Table 3.9.

The Appearance of Teachers' Attitudes towards teaching method

Options	Frequency (N)	Percentage (%)
Yes	24	100%
No	0	0%
Total	24	100%

The findings presented in Table 3.9 examine the appearance of teachers' attitudes towards teaching methods in their teaching practices. According to the respondents, all of them (100%) confirmed that their attitude towards a specific teaching method is indeed evident in how they teach. This means that teachers' beliefs and preferences about teaching methods directly influence the way they teach in the classroom. Thus, it is crucial for teachers to have positive attitudes towards the methods they use, as this can have a positive impact on student learning. On the other hand, negative attitudes or inconsistent implementation of such methods may not be effective.

Question Eleven: Do you think that your reaction towards a teaching method is based on your attitude towards it? If yes explain how?

Table 3.10.

The influence of teacher's attitude on their reaction towards a teaching method

Options	Frequency (N)	Percentage (%)
Yes	19	79%
No	2	8.3%
Not sure	4	16.7%
Total	24	100%

According to table 3.10. 79% of the sample reported that their reaction towards a teaching method is based on their attitude towards it. This means that when teachers are allowed to choose teaching methods that align with their own preferences and beliefs, it can make them happier in their jobs and improve their teaching and by doing so, this can lead to more effective and engaging lessons, benefiting both the teachers and the students. Moreover, a small percentage (16.7%) of respondents believe that they are not sure whether their reaction towards a certain method is based on their attitude towards it or not which suggests a lack of self-awareness or self-examination among these teachers. Lastly, only 8.3% have an opposite view, believing that their reaction towards a certain attitude is not based on their attitude towards it. This indicates that their reaction to a teaching method is more influenced by external factors such as the needs of their students, the curriculum requirements, rather than their own personal attitudes.

Furthermore, this question required those teachers who opted for “yes” to explain how their reaction to a certain teaching method is based on their attitudes. The responses provided were as follows:

- Attitude plays a crucial role in shaping how an individual perceives, interprets, and responds to different stimuli, including teaching methods. If someone has a positive

attitude towards a particular teaching method, they are more likely to be receptive to it, engage with it, and derive benefits from it, and vice versa

- If a teacher sees that a given method is not suitable while s/he is obliged to use, then, s/he would not apply it at all or -if obliged- use it in a very restricted way
- when you master your teaching method and you know how to apply it appropriately and being able to choose the relevant techniques and teaching materials your attitude will be positive and then will be reflected through your actions and reactions
- If you have a positive attitude towards a teaching method, you're more likely to be excited and creative when using it. On the other hand, if you have a negative attitude, you might be skeptical or not enthusiastic about using it. Your attitude affects how you approach and implement the teaching method, which can impact its success. So, your feelings and beliefs about a teaching method play a big role in how you react to it.
- Unconsciously the person's attitude towards something is prevailed especially teaching, for me my attitude toward what I teach or the way to teach is seen in terms of my motivation and the way to transmit my ideas

Therefore, from the above findings, it can be concluded that a teacher's attitude towards a teaching method greatly impacts how they react to and utilize it in their instructional practices.

Question Twelve: How do internal (e.g., personal experience, emotional state) and external factors (e.g, group interaction, cultural influences) affect teachers' attitude formation?

Internal and external factors in forming teacher's attitude

The findings revealed that all teachers (100%) answered the question. Their responses indicate that both the internal factors and the external factors play a significant role in shaping their attitude and here is their prominent answers about the internal ones:

- I think teachers should benefit from their life experience to improve their teaching quality. Whenever those elements are harmful to the teaching process, these factors need simply to be silenced (anger, pessimism, sadness). In other words, from these factors, only what affects the teaching process positively should be considered.
- Personal experience affects the teacher's view either positively or negatively. Emotional state, a crucial factor for non-emotional intelligent teachers, that will be a dilemma, because it will affect the teaching-learning process in a very bad way
- Bad experiences when dealing with something, would create a negative attitude towards the same thing once more. For example, once mocked at while singing, would make the teacher afraid to sing before the class
- However, for the external factors they expressed their opinions as following:
- Having a super lazy, unfriendly, less serious students, would make the teacher dislike having a session with such students
- For the external factors, it is sure that classroom interaction is of paramount importance; a teacher needs to be a very good listener, a course is never given the same way to different learners' groups. Everything related to learners (mood, competence, culture, personality.....) will affect the kind of attitude a teacher should adopt to achieve his/her teaching objectives
- As for the external factors, group interaction will lessen the tension and lead to more engagement and immersion. Moreover, cultural influences "human being is the child of his environment"; meaning that culture will display a large role in the attitude formation of a teacher.

Therefore, the above answers show that personal experiences can shape a teacher's view positively or negatively, which implies that their attitudes and emotions can significantly impact their teaching effectiveness. By drawing on positive life experiences and maintaining a positive emotional state, teachers can create a supportive and engaging learning environment for their students. However, negative experiences or emotions may hinder their ability to teach certain topics or engage with his students effectively. On the other hand, in terms of external factors, teachers claim that classroom interaction is extremely important since it helps to reduce tension and increases student engagement. Also, the mood, competence, culture, and personality of the learners all influence the attitude that a teacher should adopt to achieve their teaching goals. This implies that external factors can contribute to the formation of teachers' attitude and that effective classroom interaction can contribute to a positive teaching environment and better learning outcomes for students.

Question Thirteen: what strategies have you found helpful in promoting a positive attitude?

Table 3.11.

Strategies that are helpful in promoting a positive attitude

Options	Number (N)	Percentage (%)
Creating a Positive Classroom Environment	4	16.7%
Effective Teaching method	6	25%
Feedback and Autonomy	2	8.3%
Active Listening and Interactions	2	8.3%
Emotional Intelligence and Collaboration:	7	29.2%
Positive Psychology and Optimism	3	12.5%
Total	24	100%

According to the results presented in Table 3.11, it can be observed that a significant portion of teachers, 29.2%, believe that being emotionally intelligent and fostering collaboration are effective strategies for promoting a positive attitude, this implies that being aware of and managing emotions effectively contributes to a supportive learning environment. Collaborating with other teachers to share teaching practices and beliefs enhances professional growth and leads to better student outcomes.

Moreover, 16.7% of teachers identified creating a positive classroom environment as a valuable strategy in promoting positive psychology. This shows that teachers recognize how the overall classroom atmosphere can influence students' attitudes and overall well-being.

Additionally, 12.5% of teachers highlighted the importance of using positive psychology and staying positive as effective ways to promote a positive attitude. This shows that having a positive mindset and using psychological techniques can help motivate and engage students in a better way. Interestingly, only 8.3% of teachers mentioned

feedback and autonomy, as well as active listening and interactions, as essential strategies for promoting a positive attitude. This suggests that while these strategies may still hold importance, they may not be as commonly recognized or emphasized by the surveyed teachers.

Section Three: The Eclectic Method

Question Fourteen: Provide a definition of teaching method:

Teachers' definition of a teaching method

The inquiry explores the teachers' perceptions and definitions of a teaching method. Analysis of the responses demonstrates a consensus among educators regarding the fundamental elements encompassing a teaching method. The teachers' perspectives collectively highlight a shared understanding and agreement on these key components. To illustrate their viewpoints, here are some definitions provided by the respondents, offering valuable insights into their perspectives on teaching methods.

- It is based on a theory of language learning and nature (how language should be taught and what is its nature) that could be designed in a syllabus interpreted as goals and aims, expressed in roles of teachers, students as well as in the choice of the tasks, activities, media and materials, and performed in a setting as procedures and techniques. Some methods might not be based on any approach about language nature or learning
- A systematic approach/way/strategy a teacher uses to facilitate learning and acquisition of language/skills. It may refer/include many techniques/tricks a teacher uses to deliver a lesson
- A teaching method is a structured approach used by educators to facilitate learning and help students acquire knowledge, skills, and attitudes. It involves a set of

techniques, strategies, and procedures that are used to deliver content and engage students in the learning process.

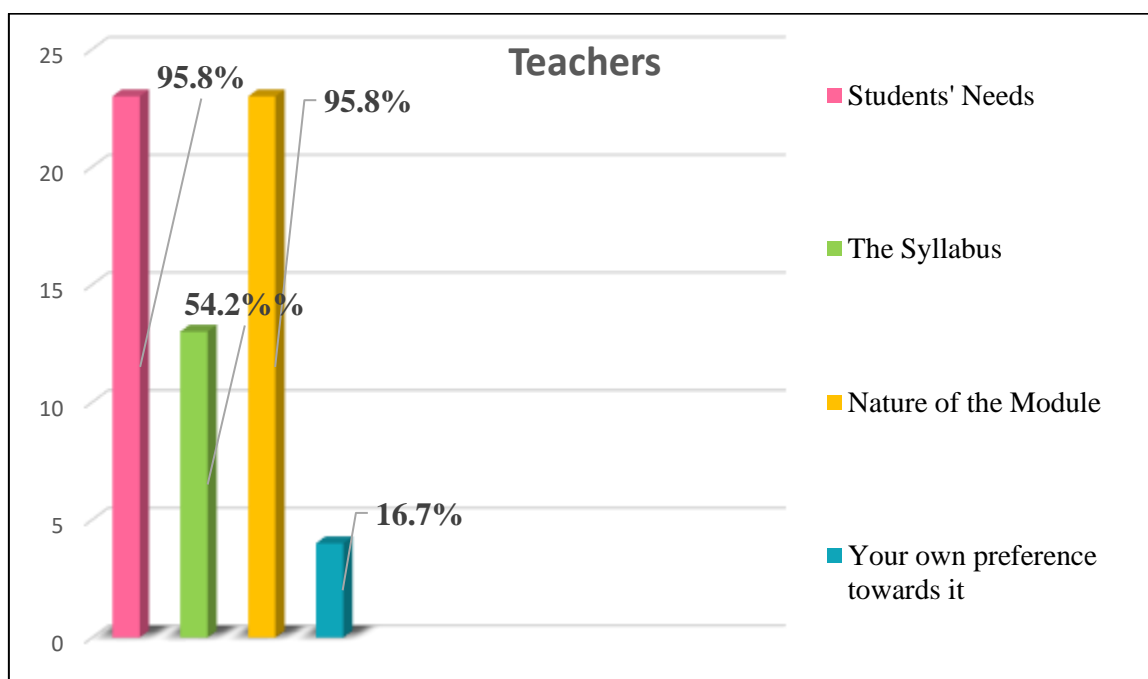
- a set of theoretical principles, norms and standards that are chosen to be applied in a given classroom situation, by specifying relevant teaching strategies, techniques and materials

Hence, these definitions highlight that teaching methods are purposeful and well-thought-out, as they incorporate theoretical foundations, clear goals, structured approaches, and consideration of the classroom context. They also acknowledge that teaching methods can vary and may not always be tied to a specific theoretical framework. In other words, educators carefully design and implement teaching methods based on their understanding of language learning theories and specific educational objectives, while also adapting them to suit the needs and characteristics of their students and classroom setting.

Question Fifteen: *On what basis do you choose a given method?*

Figure 3.2.

The basis for choosing a given method



The findings indicate that a significant majority of the respondents (95.8%) prioritize selecting a teaching method based on the specific needs of their students and the nature of the subject matter. This suggests a student-centered approach, where teachers adapt their instructional methods to meet the individual learning requirements. On the other hand, a smaller percentage (54.2%) consider the syllabus as a guiding factor in their method selection, indicating the influence of curricular guidelines.

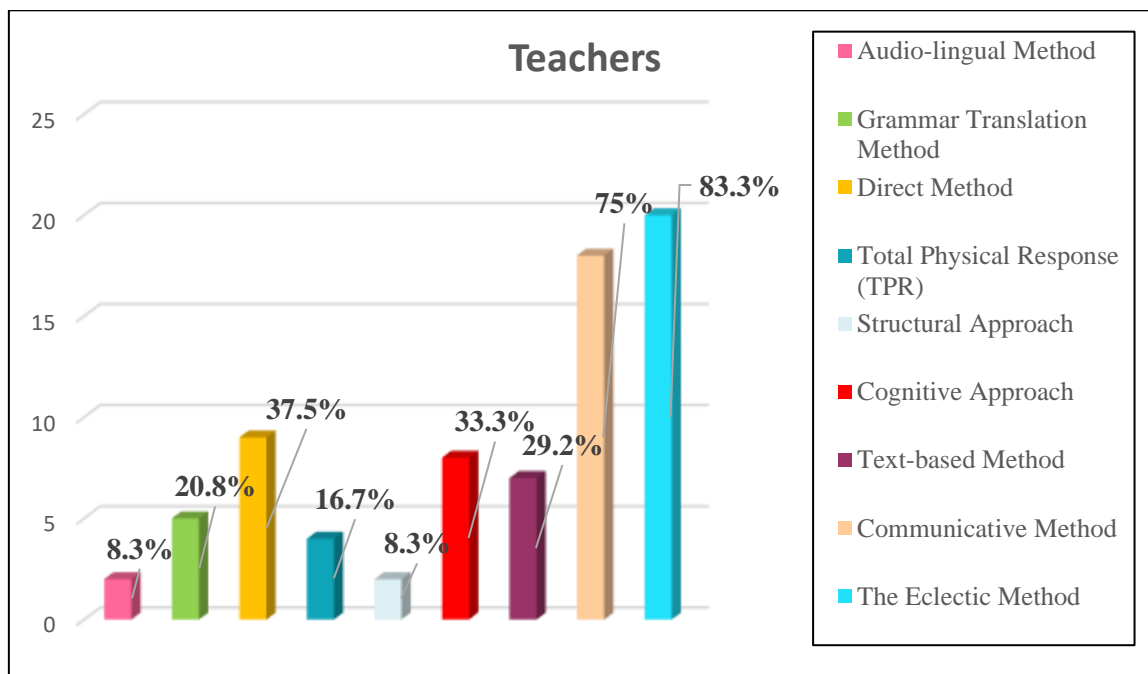
Interestingly, only 16.7% of the teachers choose a method based on their own preferences, implying that personal teaching preferences have less influence compared to student needs and curriculum considerations. Additionally, this supports Li's notion that learners should be at the center of the class and highlights the significance of adapting teaching methods to suit the specific needs of students rather than solely adhering to predefined curriculum objectives (2012, p. 170), this suggests the idea that learners are the focus of the classroom.

Therefore, teachers have the opportunity to create a teaching experience that is comprehensive by considering the individual needs of their students and the unique characteristics of the subject. They can draw upon a range of instructional methods and integrate them effectively, resulting in a well-rounded and adaptable learning environment.

Question Sixteen: Which of the following teaching methods do you implement in your class? (You may tick more than one option)

Figure 3.3.

Methods that are implemented in classroom



The findings from figure 3.3 indicate that a significant majority of teachers (83.3%) reported using the eclectic method in their teaching practices. This suggests that teachers prefer to combine various teaching techniques and approaches rather than relying solely on a single method. The eclectic method allows for flexibility and adaptation to different learning styles and needs, which aligns with the diverse nature of EFL classrooms. Another widely adopted approach reported by the teachers is the communicative approach, with 75% of respondents indicating its usage. The communicative approach emphasizes the development of communication skills and real-life language use. Its popularity among teachers reflects a recognition of the importance of promoting effective communication in language learning.

Moreover, the direct method was reported by 37.5% of teachers, indicating its moderate usage. This lower percentage suggests that while some teachers find value in this method,

it is not as commonly utilized as the eclectic and communicative approaches. Other methods mentioned include the "text-based approach" (29.2%), which emphasizes learning through written texts, and the "grammar translation method" (20.8%), where grammar rules and translation exercises are used. The "total physical response" method (16.7%) involves using physical movement and actions to reinforce learning. While the percentage is relatively lower, it still reflects the recognition of the benefits of kinesthetic learning and the incorporation of physical elements in the classroom. A small percentage (8.3%) of teachers reported using both the audio-lingual method and the structural approach. The low percentage suggests a decreasing usage of these traditional methods, possibly due to a shift towards more communicative and learner-centered approaches.

To conclude, the results show that most teachers prefer to use a mix of different methods (eclectic method) and focus on helping students to communicate effectively (communicative approach) This shift reflects a move towards more student-centered and interactive approaches in English language classrooms. While some traditional methods are still used, they are less common. These findings suggest that English teaching is changing, with greater emphasis on a flexible and adaptable approach that suits different students' needs and learning styles.

Question Seventeen: What is your attitude towards implementing multiple teaching methods?

Table 3.12.

Teachers's attitude towards implementing multiple methods

Options	Number (N)	Percentage (%)
Positive	24	100%
Negative	0	0%
Neutral	0	0%
Sikken	0	0%
Total	24	100%

The table 3.12 clearly shows that all the teachers surveyed (100%) have a positive attitude towards using multiple teaching methods. Their unified response reflects their understanding of the benefits that come with incorporating different approaches. By employing a variety of instructional methods, teachers can meet the diverse learning needs and preferences of their students. This shift away from relying solely on one teaching method highlights their openness to adaptability and flexibility in their teaching practices. These findings align with Ali's (1981) principle of the eclectic method, which emphasizes the importance of selecting and combining various teaching techniques based on the specific context and student needs.

In summary, these results confirm that instructors value the eclectic approach for its ability to enhance the teaching and learning process through its flexibility, adaptability, and focus on student-centeredness.

Question Eighteen: How familiar are you with the concept of eclecticism in EFL teaching and learning?

Table 3.13.

Teachers' familiarity with the concept of eclecticism in EFL teaching and learning

Options	Number (N)	Percentage (%)
Not at all familiar	0	0%
Slightly familiar	1	4.2%
Moderately familiar	9	37.5%
Very Familiar	9	37.5%
Extremely familiar	5	20.8%
Total	24	100%

The table 3.13 reveals important insights. According to the findings, a significant portion of the teachers (37.5%) reported being moderately to very familiar with the concept. This suggests that a considerable number of teachers have a good understanding of eclecticism and its principles.

Furthermore, the table indicates that a notable percentage (20.8%) of teachers claimed to be extremely familiar with eclecticism. This suggests that a subset of educators possesses deep knowledge and extensive experience in implementing the eclectic approach in their teaching practices. Their high level of familiarity indicates a strong commitment to utilizing diverse teaching methods and integrating them effectively.

On the other hand, the table also reveals that a small proportion of teachers (only 4.2%) reported being slightly familiar with eclecticism. This implies that there is a group of teachers who have limited exposure or understanding of the concept, and this highlights the

need for further support, training, and resources to enhance their familiarity and promote the adoption of the eclectic method.

Question Nineteen: According to you, what is eclecticism?

Teachers' Definition of Eclecticism

The question regarding the definition of eclecticism seeks to explore their perspectives and ideas about the concept. The results revealed varying levels of knowledge among the teachers. Some teachers demonstrated a high level of understanding, describing eclecticism as the use of different teaching methods combined together. They emphasized that the selection of methods is influenced by the specific circumstances and needs of the students. Other teachers showed an average level of familiarity with eclecticism. They mentioned that it involves using various approaches in teaching but didn't provide specific details. Overall, here are some of the responses from those who showed a high level of understanding:

- Eclecticism is to use different kinds of teaching techniques and procedures that belong to various teaching methods in order to teach a certain group of learners, keeping in mind that the selection of those techniques should be based to students' needs, the analysis of teaching situation, conditions, resources, and nature of the course content/syllabus
- Choosing the most appropriate approaches l, syllabi, tasks, teachers' role, students' roles, media and materials, procedures and techniques depending on context , nature of course, students' needs Temper task, etc.
- Eclecticism is an approach to teaching that involves combining different methods and techniques to create a personalized learning experience for students. It allows teachers to be flexible and use the most effective strategies for each situation.

Looking at the above definitions, teachers' responses indicate that eclecticism involves the use of different methods, chosen based on the specific learning context. This aligns with Kumar's description of the eclectic method as a combination of different teaching and learning approaches (2012, p. 1), as well as Brown's (2002) argument that eclecticism offers a solution to teaching by allowing teachers to select what works best in their unique contexts. In contrast, some other teachers had a limited understanding of the approach, and although they define the approach correctly as mixed method and the use of different methods respectively, they seem not to know how the method should be realized or applied in the classroom. Here are some of their definitions:

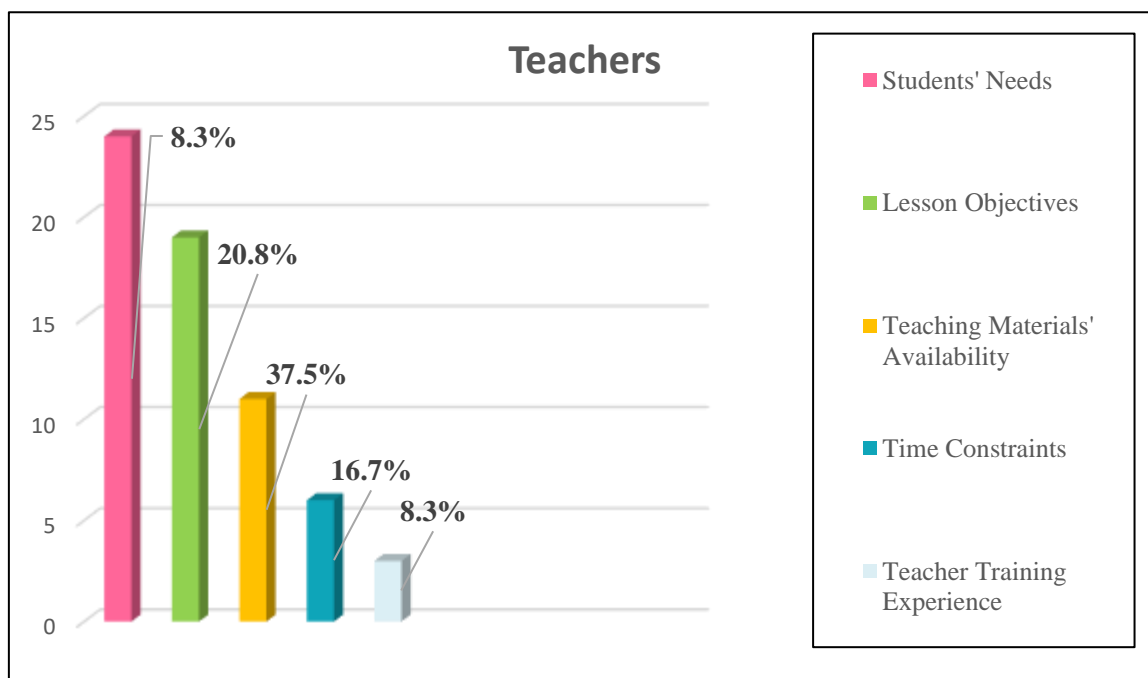
- A multiple-method approach
- Normally the use of mixture approaches/ methods in teaching
- Is a method of language education that combines various methodologies to teach language
- A collage of teaching methods.

This implies that there may be a need for further professional development and training opportunities to enhance teachers' understanding of the eclectic approach and its practical application. Because if teachers are not sure how to effectively combine and adjust different methods in the classroom, it could be challenging for them to create a smooth and organized learning environment for their students. This is particularly significant in Li's claim (2012) that a teacher has to be well-trained and knowledgeable about the eclectic method itself and understand their role well.

Question Twenty: What are the factors that influence your willingness to adopt an eclectic method in teaching?

Figure 3.4.

Factors influencing teachers' willingness to adopt an eclectic method in teaching



The above figure provides valuable insights into the factors that significantly influence teachers' willingness to adopt an eclectic method in teaching. Among the factors listed, it is evident that all teachers (100%) recognize and give importance to students' needs as the primary factor. This emphasizes the central role of student-centeredness in instructional decision-making. By prioritizing students' needs, teachers aim to create effective learning experiences that accommodate their individual abilities, interests, and learning styles. This aligns with the essence of the eclectic method, which advocates for teachers to be innovative in utilizing diverse approaches to engage learners' curiosity and interest, irrespective of their age.

Moreover, a large proportion of the participants (79.2%) recognized the significance of taking into account the characteristics of the course when employing an eclectic method. This suggests that teachers understand the necessity of modifying their teaching strategies according to the subject matter, in order to promote better understanding and provide a valuable learning experience for their students.

45.8% of the participants highlighted the significance of the availability of materials and sources. This underscores the importance of having access to diverse resources that support the implementation of an eclectic teaching approach. When teachers have a wide range of materials at their disposal, they can effectively incorporate various methods and activities into their lessons, promoting active engagement and enhancing the learning experience for their students.

On the other hand, only a small percentage of respondents (25%) viewed time constraints as a significant factor that can block their willingness to adopt an eclectic approach. This indicates that limited time available for teaching can pose a challenge in using diverse teaching approaches. However, teachers need to find ways to manage their time effectively and efficiently to incorporate different instructional techniques. The results highlight the importance of balancing time distribution between traditional and non-traditional methods to achieve optimal learning outcomes.

It is interesting to note that teacher training experience received the lowest percentage of influence, with only 12.5% of respondents considering it significant. This suggests that teachers' knowledge and expertise in the eclectic method are crucial in determining their readiness to use it in teaching. If teachers lack sufficient understanding of the eclectic approach, they may be less likely to incorporate it into their instructional practices. Therefore, it is important to provide comprehensive training and support to teachers to enhance their familiarity and confidence in utilizing the eclectic method.

Section Four: Teachers' Attitude towards the Use of the Eclectic Method

Question twenty one: Have you faced any obstacles while using the Eclectic method?

Table 3.14.*Obstacles Encountered in Implementing the Eclectic Method*

Options	Number (N)	Percentage (%)
Yes	10	41.7%
No	14	58.3%
Total	24	100%

According to Table 3.14, more than half of informants (58.3%) indicate that they didn't face any obstacles as they found it very useful to use various types of methods at one time, which make learning more effective and break the boredom of the class. However, 41.7% believed that there were some challenges associated with applying the eclectic approach, which implies a significant limitation in the effective implementation of this approach. While analyzing the responses of the teachers who perceived challenges, several obstacles emerged.

One of the prominent issues stated was the lack and shortage of resources in the universities, and in some cases, they did not have any teaching materials to use, such as books, charts, dictionaries, etc. Furthermore, they faced electricity blackouts and a lack of ICT equipment, which they could use to teach and make their lessons interesting and varied, including computers, smartphones, tablets, the internet, and software. Therefore, these findings provide supporting evidence to Williams' (2006) assertion that the absence of teaching and learning materials adversely impacts the teaching and learning process, particularly in the context of adopting the eclectic method, which relies on using a variety of materials.

Additionally, teachers also expressed challenges in managing their time effectively and planning lessons. They found it difficult to incorporate different approaches and techniques into a well-organized lesson because designing lessons that effectively use various

methodologies required careful planning and took up a significant amount of time. That's why teachers may face the obstacle of limited time to cover all the necessary content in the curriculum. This corresponds with the drawback highlighted by Weidemann (2001) that combining multiple methods and approaches can create a diverse teaching arsenal and may also lead to various difficulties.

Notably, teachers highlighted another factor, which is the diversity of students themselves. They observed that there were students who displayed a lack of attentiveness or interest in their studies. When delivering the same lecture to two different classes, they found that the teaching method, in this case eclecticism, could yield success with one class but prove ineffective with the other. In the same vein, they added that the eclectic method showed high effectiveness with advanced-level students, whereas first-year students tended to favor a teacher-centered approach with a fixed teaching style.

Question Twenty Two: To what extent does your attitude towards the eclectic method affect its application/use?

Table 3.15.

The Impact of Attitude on the Application and Use of the Eclectic Method

Options	Number (N)	Percentage (%)
To a very large extent	7	29.2%
To a large extent	11	45.8%
To some extent	6	25%
To a little extent	0	0%
To no extent	0	0%
Total	24	100%

In response to Q22, which asks about the extent to which teachers' attitude towards the eclectic method influences its application and use, among the participants, 45.8% stated

that their attitude towards the eclectic method affects its application to a large extent. This shows that these teachers consider their attitude as a crucial factor in using the eclectic approach effectively in their EFL classrooms, and this awareness also implies that they understand the importance of considering diverse perspectives and methodologies, which allows them to create a flexible and adaptable teaching approach that suits the needs of their students.

Additionally, 29.2% state that their attitude affects it to a very large extent. This indicates that their beliefs and values influence their teaching decisions, and that they recognize the advantages of using the eclectic method while actively incorporating diverse elements from various sources.

Lastly, a smaller proportion of teachers, only 25 individuals, reported that their attitude towards the eclectic method affects its application to some extent. This suggests that these teachers prioritize their students' needs and preferences over their own personal biases. They focus on selecting teaching methods that are most appropriate for their students, ensuring that the selected teaching methods are for their benefits.

Question Twenty Three: To what extent does the availability or non-availability of teaching materials affect your attitude towards the use of the eclectic method?

Table 3.16.

The effect of the availability or non-availability of teaching materials on teacher's attitude towards the use of the eclectic method

Options	Number (N)	Percentage (%)
To a very large extent	3	12.5%
To a large extent	11	45.8%
To some extent	9	37.5%
To a little extent	1	4.2%
To no extent	0	0%
Total	24	100

The data from Table 3.16 shows that a significant percentage of teachers (45.8%) believe that their attitude towards using the eclectic teaching method is influenced by the availability and non-availability of teaching materials to a very large extent, and 37.3% of them claim that it affects their attitude to some extent, while 12.5% view that it affects them to a very large extent. These findings indicate the importance of teaching materials in shaping teachers' perspectives on the eclectic method and that they heavily rely on the presence of teaching materials to implement the eclectic method effectively.

On the other hand, only a small percentage (4.2%) of teachers indicate that teaching materials have a minimal effect on their attitude towards the eclectic method, which implies that those teachers prioritize other factors or possess teaching strategies that are less reliant on external resources.

To conclude, the data highlights the significant role of teaching materials in shaping teachers' attitudes towards the eclectic method, which aligns with Rivers' assertion that the

appropriate use of audiovisual materials can positively impact language learning outcomes, and their integration in the classroom can enhance the overall learning experience.

Question Twenty Four: Can the teacher's negative attitude towards the eclectic method lead to its misuse? Whatever your answer is, please explain it.

Table 3.17.

The Impact of Teacher Attitudes on the Effective Use of the Eclectic Teaching Method

Options	Number (N)	Percentage (%)
Yes	23	95.8%
No	1	4.2%
Total	24	100%

In an attempt to detect teachers' viewpoints about whether their negative attitude towards the use of eclecticism leads to its misuse or not, the findings show that almost all teachers (95.8%) believe that if they have a negative attitude towards using the eclectic method, it can lead to using it in the wrong way. However, only a small number of teachers (8.3%) think that their negative attitude does not result in misuse. This implies that most teachers do not distinguish between their personal attitudes or preferences and their professional teaching practices. As a result, when teachers have a negative attitude towards the eclectic method, they are likely to either avoid using it altogether or use it inappropriately.

In the follow-up question, teachers provided further explanations supporting this viewpoint as follows:

- If they have a negative attitude, they will not be able to reach their teaching goals and would not satisfy the students' needs.
- If you have a negative attitude as a teacher about the eclectic method, you'll never be able to use it with enthusiasm, and as a result, it will not be effective.
- Teacher's attitude is very important since the teacher is the guide of the lesson, so the latter couldn't manage the method well that he/she is using, and there will be no good results.
- Yes, it may lead to the misuse of this method of teaching, especially when the personal experience of the teacher may affect the way of interacting between him/her and students. For instance, it is like cooking, if you are obliged to cook, the outcome would not be the same as when you cook out of love. The same thing goes for having a positive attitude towards anything.

To sum up, the attitudes of teachers have a significant impact on their teaching practices and approaches. If a teacher has a negative attitude towards a particular teaching method, such as the eclectic method, it can affect how they use it in their classrooms. These findings align with the observations made by Matlabovich (2022), who emphasized the importance of a teacher's personality in teaching foreign languages. The teacher's role as the group organizer and the success of teaching depend greatly on their interest and dedication.

Question Twenty Five: How important is the teachers' flexibility and adaptability to the appropriate implementation of the eclectic method

Table 3.18.

The importance of teachers' flexibility and adaptability to the appropriate implementation of the eclectic method

Options	Number (N)	Percentage (%)
Very unimportant	0	0%
Unimportant	0	0%
Neutral	0	0%
Important	8	33.3%
Very important	16	66.7%
Total	24	100

The table 3.18 reveals the importance of teachers' flexibility and adaptability in the appropriate implementation of the eclectic method. The findings indicate that a majority of the informants, specifically 66.7% of them, believe that teachers' flexibility and adaptability are very important in this context, while the remaining 33.3% view them as important. This means that informants recognize the crucial role of teachers being able to adapt their teaching methods and materials to meet the diverse needs of students, which aligns with the core principles of the eclectic method. It recognizes that different students have unique learning needs, preferences, and strengths. Flexibility and adaptability enable teachers to select and combine the most fitting elements from different approaches to create a personalized learning experience.

Question Twenty Six: How do you balance your teaching preferences with the use of an eclectic method to accommodate the diverse needs of your students?

Balancing Teaching Preferences with the use of an Eclectic Method to meet the diverse student needs.

When it comes to balancing teaching preferences with the use of an eclectic method to meet the diverse needs of students, most teachers (95.8%) provided diverse answers, indicating that they have different ways of balancing their teaching preferences with the use of an eclectic method. They believe that students' needs, goals, and preferences should come first, rather than their own preferences. This indicates that they understand the importance of being knowledgeable and adaptable, and they are open to trying new strategies and methods. Another way is that they learn from their own experiences and from others, in which they are willing to mix different methods to accommodate different learning styles and keep students motivated. Thus, the key is to always prioritize students, adapt teaching methods to their needs, and ensure active engagement and improvement in learning.

Question Twenty Seven: Do you think that the eclectic method could be the best way for teaching?

Table 3.19.

Teachers' view on the eclectic method

Options	Number (N)	Percentage (%)
Yes	23	95.8%
No	1	4.2%
Total	24	100%

According to the data presented in Table 3.19, almost all teachers (95.8%) believe that the eclectic method is the best way to teach languages. This means that the majority of

teachers strongly support the idea of using a combination of different teaching techniques and resources because the eclectic method allows teachers to adapt their teaching to meet the specific needs and preferences of their students. By incorporating different methods and materials, teachers can create a more personalized and engaging learning experience. This question requires teachers to offer reasons to support their stance. For those who argue in favor of the eclectic method, their justification lies in the following points:

- The eclectic method could be the best way for teaching because it involves a different teaching and learning approaches that rely on the 4 skills; listening, speaking, writing and reading to reach the objective of the course and it best suits all diverse needs, learning styles and preferences, personality traits, individual differences, settings, timing etc.
- Since there is no perfect teaching method 100%, the best solution is to be eclectic, since the teacher is not required to fully apply any method, but would rather give more importance to his students needs
- Because it allows the learner to be given attention to and it meets the diverse needs of students as well as teachers while it promotes a very motivated atmosphere for learning since it allows the shift from one teaching method to another.
- Eclecticism fights laziness on both the teacher's and students' part; it creates an active learning atmosphere where critical responses are really sharpened. Also, sticking only to one method can be useless most of the time.

On the other hand, there is a small percentage of teachers (4.2%) who hold a different opinion. According to these teachers, the eclectic method may not necessarily be the best because it is subjective and not universally effective and that using too many different methods at once could make the teaching less focused and clear. Based on the above

results, it can be concluded that the majority of teachers have a positive attitude towards eclecticism in language teaching.

Question Twenty Eight: If you have any further comments about the topic, please mention them below!

Table 3.20.

Further Comments and Suggestions

Options	Number (N)	Percentage (%)
No comments	0	0%
Interesting topic	16	66.7%
Provide different comments	8	33.3%
Total	24	100%

In Table 3.20, it is shown that a majority of the teachers in the sample, specifically 66.7% or 16 teachers, found the topic to be interesting and worthy of further study. They wished the researcher good luck with their work. The remaining portion, representing 33.3% of the teachers, provided comments and suggestions regarding the topic. Some of them mentioned that most teachers may use many methods to reach their class goal without being aware of that, but knowing how to implement it is the most important task that each of them should reach. Others added that eclecticism is the best option in order to cover all the teaching-learning aspects. In summary, these findings suggest that teachers are interested in learning and improving their teaching methods, as it indicates that there is a recognition of the value of using multiple methods to help their students succeed.

3.1.4.2. Summary of Results and Findings from Teachers' Questionnaire

The introductory section of the teachers' questionnaire, titled "Background Information," indicates that nearly all of the surveyed teachers are female, as shown in Table 3.1. Furthermore, the majority of them hold a master's degree, while only four have obtained a doctorate degree, as presented in Table 3.3. Additionally, most of the teachers are employed on a full-time basis, as indicated in Table 3.4. It is worth noting that these educators possess substantial experience in teaching English as a Foreign Language (EFL), with the majority having taught for more than 11 years, as illustrated in Table 3.5. This suggests that these teachers' extensive expertise and insights can greatly contribute to enhancing the topic being investigated. Figure 3.1. suggests that Eclecticism is highly used and more appropriate in teaching linguistic modules.

The second section focuses on teachers' views about the concept of attitude. The findings from "Table 3.6" indicate that most teachers share a common understanding of attitude; they perceive it as a complex concept encompassing beliefs, emotions, and behaviors towards people or things. Their collective viewpoint suggests that attitudes play a significant role in shaping perspectives and influencing thoughts, emotions, and behaviors related to a particular subject.

Regarding their attitude towards teaching EFL, the results from "Table 3.6" reveal that teachers have a positive attitude towards it. This indicates their favorable outlook, enthusiasm, and optimism when approaching their EFL teaching. Additionally, "Table 3.7" demonstrates a strong correlation between teachers' attitudes towards teaching EFL and their teaching practices, highlighting the importance of positive attitudes in shaping effective instructional approaches. Similarly, "Table 3.8" shows that teachers' positive attitude is reflected in their teaching practices. Furthermore, "Table 3.9" indicates that all teachers believe their attitude towards a specific teaching method is evident in how they

teach, emphasizing the influence of teachers' beliefs and preferences on their instructional practices. Moreover, "Table 3.10" reveals that teachers' attitudes greatly impact their reaction to and utilization of teaching methods. Their choice of certain methods aligns with their preferences and leads to more effective and engaging lessons.

Moving to "Table 3.11," the findings indicate that almost all respondents recognize the influence of both external and internal factors on their attitude formation, implying that these factors have a crucial impact on their teaching effectiveness. Teachers suggest strategies to promote positive attitudes, with being emotionally intelligent and collaborative being the most important ones.

The third section aims to explore teachers' background knowledge about the eclectic method. The findings from "Figure 3.2" indicate that the majority of teachers prioritize selecting a teaching method based on the specific needs of their students and the nature of the subject matter. This suggests a student-centered approach, where teachers adapt their instructional methods to meet individual learning requirements. The findings from "Figure 3.3" demonstrate a predominant preference for the eclectic method, along with a significant focus on the communicative approach. Additionally, "Table 3.12" reveals that most teachers have a positive attitude towards implementing multiple teaching methods, highlighting their openness to adaptability and flexibility in their teaching practices.

Results from "Table 3.13" indicate that educators possess deep knowledge and extensive experience in implementing the eclectic approach. They understand eclecticism as the use of different teaching methods combined based on circumstances and students' needs. Teachers also provided valuable insights into the factors that significantly influence teachers' willingness to adopt an eclectic method in teaching. They listed many factors, but they recognize and give importance to students' needs as the primary factor. This implies the student-centeredness in instructional decision-making, and by prioritizing students'

needs, teachers aim to create effective learning experiences that accommodate their individual abilities, interests, and learning styles (see Figure 3.4).

In the fourth section, "Table 3.14" examines whether teachers perceive the eclectic method as challenging or not. More than half of the informants indicate that they didn't face any obstacles while using the eclectic method, finding it very useful for creating effective and engaging lessons. However, some listed obstacles such as a lack of materials and limited time. "Table 3.15" highlights that teachers' attitude significantly influences the application and use of the eclectic approach. The availability and non-availability of teaching materials also shape teachers' attitudes towards the eclectic method, as shown in "Table 3.16". Teachers recognize that their negative attitude towards eclecticism may lead to its misuse, as indicated in "Table 3.17". The majority of informants believe that teachers' flexibility and adaptability are very important in this context, as seen in "Table 3.18". They understand the importance of being flexible and adapting teaching methods to meet the diverse needs of students.

In terms of balancing Teaching Preferences with the use of an Eclectic Method to meet the diverse needs of students, teachers reported that the key is to always prioritize students, adapt teaching methods to their needs, and ensure active engagement and improvement in learning.

Finally, almost all teachers believe that the eclectic method is the best way to teach languages, as seen in "Table 3.19". This means that the majority of teachers strongly support the idea of using a combination of different teaching techniques and resources, and they have a positive attitude towards the use of eclecticism.

3.2. Classroom Observation

3.2.1. Sample Choice

In the current study, for the observation conducted with teachers at the University of 8th May of Guelma, a random sampling technique was employed to select participants from the available population. There are many reasons behind choosing random sampling. First of all, it ensures that the sample is representative, as each teacher in the population has an equal chance of being selected. This reduces possible bias and boosts the findings' generalizability to the university's larger teacher population. Furthermore, since the study primarily focuses on understanding teachers' perspectives on teaching approaches and practices rather than the specific subjects they teach, random sampling ensures that teachers from various subject areas are being included in the sample. This selection allows for a diverse representation of teachers who may utilize different teaching methods, including the eclectic method, across a range of subjects. Typically, sixteen teachers were chosen at random and utilized as a sample for this observation. Additionally, this observation was done with different classes, different levels and different teachers.

3.2.2. Description of the Observation

This research was also conducted depending on a classroom observation as a supportive tool. The latter was used to validate and reinforce the findings obtained from teachers' questionnaires. On this premise, teachers were observed to determine the teaching methods used by them, as well as, to detect their attitudes towards implementing the eclectic method in their teaching practices and their willingness to do so.

The classroom observation was based on a checklist and it took place during the second semester of the academic year 2022/2023. The checklist is comprised of six elements. Each

and every element seeks to explore one aspect of the teachers' teaching attitudes. The first element seeks to examine the general attitude exhibited by the teachers during instruction. It focusses on assessing whether the teacher demonstrates a positive or negative attitude towards students, the subject matter and the teaching process. Whereas the second element explores whether the instructor shows a preference for a specific teaching method over alternative approaches. It aims at determining whether teachers consistently rely on one particular method or they are open to employing various methods based on the learning needs of their students.

Hence, the third element assesses the teacher's willingness and openness to integrate a diverse range of methods and techniques in the EFL classroom. The fourth element examines whether the teacher incorporates various teaching materials including technology and multimedia resources, into their instructional practices. It aims to evaluate the extent to which the teacher utilizes different resources to engage students and facilitate learning.

Finally, the fifth and the sixth elements both explore the teacher's attitude towards the use of the Eclectic method. Moreover, sixteen teachers who teach different modules were chosen at random to be observed in order to discover the variation in their teaching styles as well as their attitudes towards using the eclectic method in their instruction. After getting teachers' permission to attend their lectures, each teacher was observed for one session, a 90 minutes period. The observation lasted seven days, from April 24th to May 3rd, 2023. The following table summarizes the timing, sessions, and dates of the observation.

Table 3.21.*The Key Elements of the Observation*

Observed element	Level	Module	Date	Time
-Teachers' attitude.	3 rd year	Linguistics	24/04/2023	11:00-12:30
-Teachers' preference for a particular teaching method over another.	Master 1	Discourse-Analysis	24/04/2023	09:30-11:00
	Master 1	Advanced-Reading	24/04/2023	11:00-12:30
	1 st Year	Study Skills	25/04/2023	08:00-09:30
	2 nd Year	Oral Expression	25/04/2023	09:30-11:00
-Teachers' willingness to incorporate different teaching techniques.	Master 1	Literature	25/04/2023	09:30-11:00
	2 nd Year	Civilization	25/04/2023	11:00-12:30
	1 st Year	Linguistics	26/04/2023	12:30-14:00
	Master 1	Communication	26/04/2023	14:00-15:30
-Teachers' use of different teaching materials.	1 st Year	Grammar	27/04/2023	09:30-11:00
	1 st Year	Translation	30/04/2023	08:00-09:30
	1 st Year	Written Expression	30/04/2023	09:30-11:00
	1 st Year	Phonetics	30/04/2023	09:30-11:00
-Teachers' attitudes towards the use of eclectic method in teaching EFL	3 rd Year	Oral Expression	02/05/2023	09:30-11:00
	2 nd Year	Translation	02/05/2023	11:00-12:30
	Master 1	Methodology	03/05/2023	11:00-12:30

This study employed structured observation. Structured observation is a qualitative research methodology where all relevant aspects are carefully observed and considered in order to fulfill the predetermined goals. An observation checklist is utilized to categorize these elements (Appendix B). The observation process consists of two sections. The first section includes an introduction that provides general information, such as the names of the observer and the teacher being observed, along with the specific time and date of the observation. The second section encompassed the key elements that need to be observed in the EFL teacher during the observation sessions. It is worth noting that the same checklist was applied to all teachers to ensure consistency and avoid potential discrepancies.

3.2.3. Analysis of the Results and Findings

The observation follows a checklist and is intended to confirm or refute the results obtained from teachers' questionnaires. Furthermore, because teachers are at the heart of the teaching process, this observation aims to identify the attitudes they exhibit in the classroom. In addition, to determine if teachers have a positive or negative attitude towards incorporating the eclectic method, as well as to know whether they are open to the idea of adopting such a method or not.

The observation is used as a supportive tool to examine teachers' attitudes towards the implementation of the eclectic method in the classroom and validate the results obtained from the questionnaire. Moreover, this observation was done with sixteen random teachers who teach different modules for different classes. It was done over eight days; from the 24th of April to the 3rd of May. The observation was done by both researchers with each researcher assigned to observe a specific classroom. On the first day, three teachers were observed, while on the second day, four teachers were observed. The third day involved observing two teachers, and the fourth day focused on observing a single teacher.

However, on the fifth day, three teachers were observed, followed by two teachers on the sixth day. Lastly, on the final day, only one teacher was observed. Each observation lasted 90 minutes in total.

Previously, in the questionnaire, teachers explained how they understood the eclectic approach and what their attitudes towards using it were. The observation is used as a supporting tool to confirm and reinforce the results obtained from the questionnaire. The following paragraphs present an in-depth exploration of the findings derived from the observation, focusing on the attitudes displayed by the observed teachers in relation to the utilization of the eclectic approach in EFL teaching.

The observation results reveal some significant findings. First, the majority of teachers exhibit a positive attitude in their teaching practices. This positive attitude encompasses several aspects, reflecting an optimistic and proactive attitude towards instruction itself. Second, the findings also unveiled that the majority of teachers do not show a preference for a particular teaching method. Accordingly, this neutrality suggests a willingness among teachers to integrate various teaching approaches, in the same vein, by not favoring a specific method teachers demonstrate a commitment to tailoring their instructional strategies to meet the diverse needs of their students.

Third, more than half of the sample demonstrated an interest in incorporating different teaching methods and techniques in their EFL classes mainly ranging between the communicative method, the direct method and task-based language teaching. The next question's results indicated that only six out of sixteen teachers used technology and multimedia resources to support their teaching, i.e. teachers are not really interested in incorporating modern tools in their instructional practices. but when asked why their answers were that their avoidance of using technology is due to many convincing reasons

among these reasons, lack of time and long curriculum, a lot of technical problems and the many complicated procedures that a teacher needs to go through in order to get the needed materials.

Finally, the answers of the last question in the observation revealed that the majority of teachers show a positive attitude towards using the eclectic method in their teaching which on the other hand confirms the same idea presented in the questionnaire.

3.2.4. Summary of the Observation

Based on the findings of the classroom observation, several key results emerged. Firstly, it was evident that teachers' positive attitudes and their willingness to adapt different teaching techniques were crucial factors in confirming their openness to exploring new strategies, techniques, and resources to enhance the learning experience. This adaptability and flexibility allowed them to cater to diverse learning styles and effectively engage students.

In addition, the observation revealed that teachers' avoidance of utilizing technological devices and multimedia supported the responses gathered from a specific questionnaire item, namely question twenty-one. Within this question, a number of respondents expressed their struggles with obstacles encountered when implementing an eclectic approach. Notably, one of the significant challenges highlighted by teachers was the lack of time and teaching materials required to effectively apply such an approach, especially in terms of technology.

Overall, these findings highlight the importance of teachers' positive attitudes, their willingness to adapt, and their openness to exploring innovative techniques in the classroom. By embracing these qualities, educators can enhance the learning experience,

cater to diverse learning styles, and overcome obstacles associated with the implementation of eclectic teaching methods, particularly the scarcity of necessary teaching materials, including technology.

Conclusion

To conclude, the practical section is based on analyzing teachers' questionnaires and classroom observations. These tools, combined with the theoretical part, helped answer the research questions and confirm the hypothesis. The findings obtained from analyzing teachers' questionnaires as well as, teachers' classroom observations confirmed the idea that EFL instructors have a positive attitude towards the implementation of eclecticism in teaching, particularly in EFL classrooms. Furthermore, the results also revealed that teachers' attitudes highly affect their choice of the appropriate teaching method to be used in class, in turn affecting their use of eclecticism. Additionally, due to the diversity of learning styles and learning needs, the findings (teachers) highlighted the need for the application of such a method in EFL classrooms since eclecticism is the only approach that emphasizes the combination of different teaching techniques and in turn taking into account the different learning styles.

3.3. Pedagogical Implications

Based on the findings, it has been verified that teachers at the University of 8 Mai 1945 of Guelma hold favorable perspectives regarding the incorporation of eclecticism in English as a Foreign Language (EFL) instruction. Thus, this supports the hypothesis established at the outset of the study. As a result, considering the outcomes of this research, it is recommended that a range of educational implications should be taken into consideration. The latter is meant to reinforce the practical aspect of the practical part and raise one's awareness towards the topic under investigation.

Firstly, it is crucial to capitalize on this positive disposition by providing professional development opportunities specifically designed to enhance teachers' understanding and skills in utilizing eclectic teaching approaches. Workshops and training programs can be organized to familiarize teachers with various methods, techniques, and materials that can be incorporated into their EFL instruction.

Additionally, curriculum designers should collaborate with these teachers to integrate eclecticism principles into the EFL curriculum, ensuring a balanced and diverse range of teaching methods and materials are employed. This can promote a comprehensive language learning experience for students and cater to their individual needs.

Furthermore, fostering a collaborative environment among EFL instructors through regular meetings and communities of practice can encourage the exchange of ideas, experiences, and effective pedagogical strategies. This collaborative approach can significantly contribute to continuous professional growth and the enhancement of teaching practices. Overall, the positive attitudes of teachers towards eclecticism in EFL instruction at the University of 8 Mai 1945 of Guelma call for the implementation of targeted pedagogical implications to maximize the benefits of this approach and further enhance the quality of EFL education.

3.3.1. Limitations of the Study

Despite the fact that this study is complete, it is important to highlight the fact that it faced many barriers when it was conducted. The coming paragraphs are about the main obstacles that came across the researchers while conducting this study.

Regarding the theoretical part, it is crucial to mention the unavailability of primary sources (primarily books) due to their cost, and that just a handful was available for free.

This, however, prevented the researchers from collecting valuable background information and pushed them to rely only on the few existing sources.

Furthermore, when it comes to the practical part (the data collection phase) it was not easy either. For the questionnaire, some teachers refused to answer in the first place and not all of them hand the questionnaire back. In addition, some of them did not answer immediately due to work pressure and time constraints. Accordingly, few teachers were not really engaged and interested in answering the questionnaire items, as some follow up questions, definitions of linguistic terms and few open-ended questions were left unanswered, although the predetermined sample participated.

Similarly to the questionnaire, the classroom observation did take much time and effort from the researchers as many teachers refused to accept the researcher's quest to observe their sessions, asking for teachers' approval to join their class was not an easy task.

Another limitation that must be mentioned is undoubtedly time constraints. The time allotted for the research was very limited. Hence, if it was a little bit longer than this, the researchers could have the chance to make use of another data collection tool such as an interview to learn more about teachers' attitudes towards the use of eclecticism in teaching EFL.

GENERAL CONCLUSION

Through trial and error, it has been realized that no single teaching method is universally accepted as the best. Many educators now prefer a more flexible approach called eclecticism, which acknowledges that various English Language Teaching (ELT) methods have valuable insights. This study aims to explore teachers' attitudes towards the use of the eclectic method in teaching English as a Foreign Language (EFL). The research is divided into two sections: theoretical and practical. The theoretical chapters provide an overview of attitudes and eclecticism, covering their definitions, components, types, influencing factors, and theories of attitude change. It also discusses the history, definitions, principles, characteristics, and views on language in eclecticism, along with the roles of teachers, students, and teaching materials. Additionally, the strengths and weaknesses of the eclectic method are explored. The study utilizes a quantitative descriptive method, employing classroom observation and a questionnaire administered to 45 teachers at the Department of English, 8 Mai 1945 University. The analysis and interpretation of these tools are presented in the third chapter. The findings reveal that teachers hold positive attitudes towards the use of the eclectic method in teaching EFL. The data gathered from classroom observation and the teachers' questionnaire indicate that implementing the eclectic method significantly aids the teaching process and is perceived as interesting. Consequently, the initial hypothesis of this research, suggesting that teachers may have positive attitudes towards the use of eclecticism, is confirmed.

References

- Abate, F. R. (1999). Attitude. In *The Oxford American Dictionary of Current English* (p. 44). Oxford University Press.
- Albarracin, D., Johnson, B. T., Zanna, M. P., & Kumkale, G. T. (2005). *The handbook of attitude*. Lawrence Erlbaum Associates.
- Alharbi, S. H. (2017). Principled Eclecticism: Approach and Application in Teaching Writing to ESL/EFL Students. *English Language Teaching*, 10(2), 33.
<https://doi.org/10.5539/elt.v10n2p33>
- Ali, A. M. (1981). *Teaching English to Arab Students* (p. 7). Al-Falah House.
- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *A Handbook of Social Psychology* (pp. 798–844). Worcester, MA: Clark University Press.
- American Heritage Dictionary of English language. (2006, July 19). Retrieved from
<https://www.bartleby.com/>
- Bandura, A. (1986). *Social Foundations of Thought and Action*. Prentice Hall.
- Bem, D. J. (1972). Self-perception theory. *Advances in Experimental Social Psychology*, 6, 1–62.
- Benassou, K., & Bourenane, D. (2022). *Investigating Teachers' and Students' Attitudes towards the Use of English as the Medium of Instruction in the Scientific fields The Case of Second Year Students and Teachers of Biology, University of 08 Mai 1945, Guelma* (pp. 24–24). <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/13233/1/M%20821.344.pdf>
- Billah, M. (2015, February 13). Eclectic approach to teaching language. *The Daily Observer*. <http://www.observerbdt.com/2015/02/13/72233.php>
- Boulahia, M. N. (2022). *Teacher's and Student's Attitudes Towards the Role of Positive Psychology in the English as a Foreign Language Classroom: The Case of Mater*

- One Students at the Department of Letters and English Languag, University of 9 Mai 1945/ Guelma.* (pp. 15–17) [Master Dissertation]. <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/13721/1/M%20821.359.pdf>
- Brinton, D., Snow, M., & Wesche, M. (1989). *Content-Based Second Language Instruction*. Heinle and Heinle Publishers.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. (p. 74). Englewood Cliffs, N.J.: Prentice Hall Regents.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed., p. 15). Addison Wesley Longman.
- Brown, H.D. (2002). English Language Teaching in the “Post-Method” Era: Toward better Diagnosis, Treatment, and Assessment. In J. Richards and W. Renandya (eds.), *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 9-18
- Brown, S., & Larson-Hall, J. (2012). *Second language acquisition myths: applying second language research to classroom teaching* (p. 2). University Of Michigan Press.
- Carpenter, C. J. (2012). A Meta-Analysis of the Functional Matching Effect Based on Functional Attitude Theory. *Taylor & Francis in Southern Journal of Communication*, (p. 2). <https://osf.io/preprints/socarxiv/jqvhn/download>
- Chastain, K. (1988). *Developing Second-Language Skills: Theory and Practice (Third Edition)*. CA: Harcourt Brace Jovanovich.
- Conner, M. T., Perugini, M., O’Gorman, R., Ayres, K., & Prestwich, A. (2008). Relations between Implicit and Explicit Measures of Attitudes and Measures of Behavior: Evidence of Moderation by Individual Difference Variables. *Personality and Social Psychology Bulletin*, 1728. <https://doi.org/10.1177/0146167207309194>
- Cooper, P., & Jorgensen, R. (2018). Understanding teacher attitudes and self-efficacy in

- technology integration: Informed by the teacher's context. *Australasian Journal of Educational Technology*, 34(1), 1–17.
- Dark, G. (2005). In *The On-line Medical Dictionary*. Retrieved July 19, 2006, from <https://cancerweb.ncl.ac.uk/cgi-bin/omd?attitude>
- Darling-Hammond, L., & Richardson, N. (2009). Teacher Learning: What Matters? *Educational Leadership*, 66(5), 46–53.
- Demirel, Ö. (1988). Foreign Language Teaching in Universities. *Contemporary Education*, 13(137), 17–21.
- Dewey, J. (1922). *Human Nature and Conduct*. Henry Holt and Company.
- Douglas, S. R., & Kim, M. (2015). Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context. *TESL Canada Journal*, 31, 1.
<https://doi.org/10.18806/tesl.v31i0.1184>
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Wadsworth Cengage Learning.
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). *Task-based language teaching: Theory and practice*. Cambridge University Press.
- Fakeye, D. (2010). Students' Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria. *Journal of Social Sciences*, 22(3), 205-211
- Farrant, J. S. (1980). Principles and Practice of Education. In *Google Books*. Longman.
https://books.google.dz/books/about/Principles_and_Practice_of_Education.html?id=422ZAAAACAAJ&redir_esc=y
- Fazio, R. H., & Olson, M. A. (2003). Implicit Measures in Social Cognition Research: Their Meaning and Use. *Annual Review of Psychology*, 54(1), 297–327.

<https://doi.org/10.1146/annurev.psych.54.101601.145225>

- Fleming, D. (1967). *Attitude: The history of a concept*. In *Perspectives in American History* (pp. 287–365). Harvard University Press.
- Flowerdew, J., & Miller, L. (2005). *Second language listening: theory and practice*. Cambridge University Press.
- Freeman, D., & Richards, J. C. (2019). *Teacher Learning in Language Teaching* (Vol. 19). Cambridge University Press.
- Gao, L. (2011). “Eclecticism or principled eclecticism.” *Creative Education*, 2(4), p. 363. <https://doi.org/10.4236/ce.2011.24051>.
- Gilliland, B. E., James, R. K., & Bowman, J. T. (1994). Response to the Lazarus and Beutler Article “On Technical Eclecticism.” *Journal of Counseling & Development*, 72(5), 554–555. <https://doi.org/10.1002/j.1556-6676.1994.tb00991.x>
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74(6), 1464–1480. <https://doi.org/10.1037/0022-3514.74.6.1464>
- Haddock, G., & R. Maio, G. (2007). *Attitudes: Content, Structure and Functions* (pp. 114–118). <https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt6.pdf>
- Heider, F. (1946). Attitudes and Cognitive Organization. *The Journal of Psychology*, 21(1), 107–112. <https://doi.org/10.1080/00223980.1946.9917275>
- Jain, V. (2014). 3D Model of Attitude. *International Journal of Advanced Research in Management and Social Sciences*, 3(3). https://www.researchgate.net/publication/265567380_3D_Model_of_Attitude

- Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. *Sage Journals*, 32(1), 257. <https://doi.org/10.3102/0091732X07310586>
- Ji, X., & Li, L. (2021). *Arguments for and Against Using Task-based Approach to Foreign Language Teaching the Appropriation of TBLT Adapt in the Chinese Context*. <https://www.atlantis-press.com/article/125964739.pdf>
- Jonas. (2021, August 28). *4 main types of attitudes in psychology - jonas muthoni*. <https://jonasmuthoni.com/blog/types-of-attitudes-in-psychology/>
- Kartono, K. (2002). Leader and Leadership. In *Jakarta: PT.Raja Grafindo Persada*, (pp. 137–138).
- Katz, D. (1960). The Functional Approach to the Study of Attitudes. *Public Opinion Quarterly*, 24(2, Special Issue: Attitude Change), 163–204.
- Kazdin, A. E. (1973). The effect of vicarious reinforcement on attentive behavior in the classroom1. *Journal of Applied Behavior Analysis*, 6(1), 71–78. <https://doi.org/10.1901/jaba.1973.6-71>
- Krashen, S. D. (1985). *The Input Hypothesis*. Longman Publishing Group. https://www.google.dz/books/edition/The_Input_Hypothesis/5ttoAAAAIAAJ?hl=fr&gbpv=0&bsq=Krashen
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research Activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Kumar, C. P. (2013). The Eclectic Method: Theory and Its Application to the Learning of English. *International Journal of Scientific and Research Publications*, 3(6), 1–4. <https://www.ijsrp.org/research-paper-0613/ijsrp-p1844.pdf>
- Kumaravadivelu, B. (1994). The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching. *TESOL Quarterly*, 28(1), 27. <https://doi.org/10.2307/3587197>

- Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *TESOL Quarterly*, 35(4), 537–560. <https://doi.org/10.2307/3588427>
- Landesman, C. (2018). Understanding The Power Of Attitude: Is Yours Worth Catching?Strategez for Success | Learn to Thrive NOT Just Survive!; *Strategez for Success / Learn to Thrive NOT Just Survive!*;
https://www.strategez.com/2018/08/26/understanding-the-power-of-attitude-is-yours-wort%20h-catching/?fbclid=IwAR2UirZveWoWD0DukFt_L4MlmAD1oV_57pPY9QW--jk8HkjB%20TeeWuL67xOY
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford University Press.
https://www.uobabylon.edu.iq/eprints/publication_3_8715_1861.pdf.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching* 3rd edition - Oxford Handbooks for Language Teachers. In *Google Books*. Oxford University Press.
https://books.google.dz/books/about/Techniques_and_Principles_in_Language_Te.html?id=pO2dBgAAQBAJ&redir_esc=y
- Lazarus, A., & Beutler, L. (1993). On technical eclecticism. *Journal of Counseling & Development*, 71, 381–385. <https://doi.org/10.1002/j.1556-6676.1993.tb02652.x>
- Li, W. (2012). An Eclectic Method of College English Teaching. *Journal of Language Teaching and Research*, 3(1), 166–171. <https://doi.org/10.4304/jltr.3.1>.
- Lightbown, P., & Spada, N. (1999). *How Languages are Learned*. Oxford University Press.
- Loveless, B. (2022, April 12). *Bandura's Social Learning Theory in Education - Education Corner*. Education Corner© - Online Education, Colleges & K12 Education Guide.

<https://www.educationcorner.com/social-learning-theory/>

Marzana, R. (2012). *Grammar Translation Method (GTM): An effective and feasible method in Bangladeshi context* (pp. 4–4). BRAC University.

<https://core.ac.uk/download/pdf/61802683.pdf>

Matlabovich, M. X. (2022). Features of Eclectic Approach to Teaching English Language. *Eurasian Research Bulletin*, 4, 8–8.

<https://www.geniusjournals.org/index.php/erb/article/download/344/304>

McDonald, F. J. (1965). Educational Psychology. In *Google Books* (2nd ed., p. 310). Wadsworth Publishing Company.

https://books.google.dz/books?id=8z37wgEACAAJ&sitesec=buy&hl=fr&source=gs_atb

Mei, Y. (2018). Comments on the Audiolingual Method. *International Journal of Arts and Commerce*, 7(4).

Merriam-Webster. (n.d.). Attitude. In *Merriam-Webster's Medical Dictionary*. Retrieved April 12, 2023, from [https://www.merriam-](https://www.merriam-webster.com/dictionary/attitude#medicalDictionary)

[webster.com/dictionary/attitude#medicalDictionary](https://www.merriam-webster.com/dictionary/attitude#medicalDictionary)

Nunan, D. (2001). *Tradition and Change in the ELT Curriculum*. Plenary Presentation at 3rd International Symposium on ELT in Beijing, China.

Olufemi, T. (2012). In: *Psychology of Attitudes THEORIES OF ATTITUDES*.

https://www.novapublishers.com/wp-content/uploads/2019/09/978-1-62081-194-8_ch3.pdf

Olufemi, T. D. (2012). Theories of Attitudes. In *Psychology of Attitudes* (pp. 61–78). Nova Science Publishers.

Ortmeyer, D. (1949). The Concept of Attitude. *Proceedings of the Iowa Academy of Science*, 56(1), 1–2. <https://scholarworks.uni.edu/pias/vol56/iss1/39>

- Parupalli, R. S. (2018). "Eclectic approach in English language teaching: a comprehensive study." *ACADEMICIA: An International Multidisciplinary Research Journal*, 8(10), p. 40. <https://doi.org/10.5958/2249-7137.2018.00055.1>
- Reid, N., & Amanat, A. (n.d.). Beliefs and Attitudes: Why Do Attitudes Matter? In *Making Sense of Learning*.
https://www.researchgate.net/publication/343853710_Beliefs_and_Attitudes_Why_Do_Attitudes_Matter
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (p. 352). Cambridge (Inglaterra) Cambridge University Press.
- Ridge, E. (2008). Beyond mere communication. *Per Linguam*, 16(2).
<https://doi.org/10.5785/16-2-139>
- Rivers, W. M. (1981). *Teaching Foreign-Language Skills*. The University of Chicago Press.
- Rodgers, Theodore. S. (2001). *Language Teaching Methodology*. ERIC Issue Paper.
http://teylworkshop.pbworks.com/w/file/fetch/72100283/Rodgers_CAL_%20Digests_%20Language%20Teaching%20Methodology.pdf
- Russell, I. L. (1969). Motivation for School Achievement: Measurement and Validation. *the Journal of Educational Research*, 62(6), 17.
- Sagar, N., & Afzal, T. (2019). English Language Teaching Through Eclectic Approach for Engineering Students. *International Journal of Recent Technology and Engineering (IJRTE)*, 7(5S4), pp. 755-755. <https://www.ijrte.org/wp-content/uploads/papers/v7i5s4/E11560275S419.pdf>
- Sarifa, N. (2018). Techniques of Teaching Professional Vocabulary with Special reference

- to Vocabulary Used in Media. *International Journal of Linguistics, Literature and Translation*, 1(4), 42–42. <https://doi.org/10.32996/ijllt.2018.1.4.6>
- Sebüktekin, H. (1981). *Foreign Language in Our Higher Education Institutions*. Boğaziçi Yay.
- Sheen, R. (2003). Focus-on-form: A myth in the making. *ELT Journal*, 57(3), 225–233.
- Shrigley, R. L., Koballa, T. R., & Simpsom, R. D. (1988). Defining attitude for science educators. *Journal of Research in Science Teaching*, 25(8), 659–678.
- Smith, S. W., Atkin, C. K., Martell, D., Allen, R., & Hembroff, L. (2006). A Social Judgment Theory Approach to Conducting Formative Research in a Social Norms Campaign. *Communication Theory*, 16(1), 141–152. <https://doi.org/10.1111/j.1468-2885.2006.00009.x>
- Staats, A. W., & Staats, C. K. (1958). Attitudes Established by Classical Conditioning. *The Journal of Abnormal and Social Psychology*, 57, 37–40.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford University Press.
- Summarlina. (2020). *Student Teacher' Attitude Toward Teaching Profession (Case Study at UIN Ar-Raniry)* (p. 7). <https://repository.ar-raniry.ac.id/id/eprint/13102/1/Summarlina%2C%20150203107%2C%20FTK%2CPBI%2C%20082211267964.pdf>
- Venes, D. (2001). *Taber's Cyclopedic Medical Dictionary* (19th ed., pp. 189–189). F. A. Davis.
- Wali, N. H. (2009). Eclecticism and Language Learning. *Al-Fatih Journal*, 39, 40–40. Diyala University-College of Basic Education.
- Weidemann, A. (2001). The Old and the New: reconsidering eclecticism in language teaching. *Per Linguam*, 17(1). <https://doi.org/10.5785/17-1-131>

- Wicker, A. (1969). Attitudes versus actions: The relationship of verbal and overt behavioral responses to attitude objects. *Journal of Social Issues*, 25(4), 41–78.
- Widdowson, H. G. (1978). Teaching Language as Communication. In *Amazon* (1st edition). Oxford University Press. <https://www.amazon.com/Teaching-Language-Communication-Applied-Linguistics/dp/0194370771>
- Williams, J. N. (2006). Incremental Interpretation in Second Language Sentence Processing. *Bilingualism: Language and Cognition*, 9(1), pp. 71-88.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.
- Woodworth, R. S. (1940). *Psychology* (4th ed.). Henry Holt and Company.
- WordNet 2.0. (2003). Retrieved July 19, 2006, from <http://dictionary.reference.com/search?q=attitude&r=66>
- Wudu, M., Tadesse, T., & Asefa, W. (2009). The Practice of Learner-Centered Method in Upper Primary Schools of Ethiopia. *The Ethiopian Journal of Education and Sciences*, 4(2), 42–43. <https://doi.org/10.4314/ejesc.v4i2.51672>
- Yaman, I., Ekmekci, E., & Senel, M. (Eds.). (2019). *Basics of ELT* (pp. 10–10). Blackswan Publishing House.
- Yashasvi, G. (2019). *4 Different Types of Attitudes of People as Per Psychology*. Styles at Life. <https://stylesatlife.com/articles/types-of-attitudes/>
- Zhou, M., & Brown, D. (2015). *Educational Learning Theories: 2nd Edition* (p. 10). <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>

(Appendix A)

Teacher's Questionnaire

Dear Respondent,

You are cordially invited to answer this questionnaire as part of a study project for a Master's degree in Language and Culture Major at the Department of English, University of 08 Mai 1945 Guelma. It seeks to investigate teachers' Attitudes towards the use of the Eclectic Method in teaching EFL.

We shall be very grateful if you could complete the following questionnaire as accurately as possible. Please take time to answer each statement by either ticking the answer perceived as the most appropriate for you or by providing full statements, justifications, comments, and suggestions whenever necessary. Please keep in mind that it is highly confidential and you will go through it anonymously and that the information you provide will contribute a lot to the completion of this dissertation. We are extremely grateful for your valuable time and cooperation.

Thank you in advance

Second-year Master Students:

Ms. Lazazia Amani

Ms. Maaizi Serrine

Faculty of Letters and Languages

Department of Letters and English Language

University of 8 Mai 1945, Guelma

Section One: General Information

1. Sex:

Male

Female

2. Age

25-30

+30

3. Degree(s) held:

BA (Licence)

MA (Magister)

PhD (Doctorate)

4. Employment Status

Full time teacher.

Part time teacher.

5. How long have you been teaching English at university?

6. Subjects taught in the current year:

.....

.....

Section Two: The Concept of Attitude

7. Define briefly the term attitude

8. Describe your attitude towards EFL teaching

.....

.....

.....

- Very negative
- Negative
- Slightly negative
- Neutral
- Slightly positive
- Positive
- Very positive

9. Is your attitude towards teaching EFL reflected in your teaching practices?

- Yes
- No

9.1 Whatever your answer is, specify how much is it reflected?

- Very much
- Somewhat
- Undecided
- Not really
- Not at all

10. Be it an aspect of teaching practices, is your attitude towards your teaching method also apparent in your practices?

Yes

No

11. Do you think that your reaction towards a teaching method is based on your attitude towards it?

Yes

No

Not sure

11.1. If yes, explain how.

.....

.....

.....

.....

.....

.....

12. How do internal (e.g., personal experience, emotional state) and external factors (e.g., group interaction, cultural influences) affect teachers' attitude formation?

a. Internal factors:

.....

.....

.....

.....

b. External factors:

.....

.....

.....
.....
13. What strategies have you found helpful in promoting a positive attitude?

.....
.....
.....
.....
.....
.....
.....

Section Three: The Eclectic Method

14. Provide a definition of teaching method:

.....
.....
.....
.....

15. On what basis do you choose a given Method? (you can choose more than one option)

- Students' needs
- The syllabus
- Nature of the Module
- Your own preference towards it

16. Which of the following teaching methods do you implement in your class? (You may tick more than one option)

- Audio-lingual Method
- Grammar Translation Method

Direct Method

Total Physical Response (TPR)

Structural Approach

Communicative Approach

Cognitive Approach

Text-Based method

The Eclectic method

Other

17. What is your attitude towards implementing multiple teaching methods?

Positive

Negative

Neutral

sikken

18. How familiar are you with the concept of eclecticism in EFL teaching and learning?

Not at all familiar

Slightly familiar

Moderately familiar

Very Familiar

Extremely familiar

19. According to you, what is eclecticism?

.....

.....

.....

.....

20. What are the factors that influence your willingness to adopt an eclectic method in teaching?

.....

.....

.....

.....

.....

Section Four: Teachers' Attitude towards the Use of the Eclectic Method

21. Have you faced any obstacles while using the Eclectic method?

Yes

No

21.1. If yes, please state them.

.....

.....

.....

.....

22. To what extent does your attitude towards the eclectic method affect its application/use?

To a very large extent

To a large extent

To some extent

To a little extent

To no extent

23. To what extent does the availability or non-availability of teaching materials affect your attitude towards the use of the eclectic method?

To a very large extent

To a large extent

To some extent

To a little extent

To no extent

24. Can the teachers' negative attitude towards the eclectic method lead to its misuse?

Yes

No

24.1. Whatever your answer is, please explain it!

.....

.....

.....

.....

25. How important is the teachers' flexibility and adaptability to the appropriate implementation of the eclectic method?

Very unimportant

Unimportant

Neutral

Important

Very important

26. How do you balance your personal teaching preferences with the use of an eclectic method to accommodate the diverse needs of your students?

.....

.....

.....

.....

.....

27. Do you think that the eclectic method could be the best way for teaching?

Yes

No

If yes, explain why?

.....

.....

.....

.....

If No, what could be the alternative?

.....

.....

.....

.....

28. If you have any further comments about the topic, please mention them below!

.....

.....

.....

.....

Thank you for your collaboration!

(Appendix B)

CLASSROOM OBSERVATION CHECKLIST

Teacher:

Date:

Observer:

Time:

Class observed:

Departement:

Section	Items Observed			Examples/ Comments
		Yes	No	
	1. The teacher has a positive attitude			
	2. The teacher has a negative attitude			
	3. The teacher shows a preference for a particular teaching method over others			
	4. The teacher shows willingness to incorporate different teaching methods and techniques in EFL class			
	5. The teacher uses different teaching materials (technology and multimedia)			
	6. The teacher shows a positive attitude towards incorporating different teaching methods (Eclecticism) during instruction			

	<p>7. The teacher shows a negative attitude towards incorporating different teaching methods (Eclecticism) during instruction</p>			
--	---	--	--	--

Resumé

Avoir une attitude négative envers quelque chose rend son application très difficile et inappropriée. L'enseignement des langues étrangères ne fait pas exception, car si l'enseignant adopte une attitude négative à l'égard de l'enseignement en général, et la méthodologie d'enseignement en particulier peut conduire à une mauvaise application de cette dernière. Il est bien connu que le choix d'une méthode d'enseignement spécifique n'est pas facile. Même si les enseignants d'ALE explorent constamment les méthodes d'enseignement disponibles qui correspondent au profil de leurs apprenants. Pourtant, les croyances des enseignants pourraient faire obstacle à une telle sélection objective. L'objectivité devient plus difficile à cet égard, car la tradition d'enseignement offre des méthodes d'enseignement riches et ingénieuses qui laissent l'enseignant confus. Cette confusion a conduit à l'apparition d'une méthode d'enseignement qui combine tous les meilleurs aspects de ses prédécesseurs. L'éclectisme est une telle méthode, une méthode d'enseignement mixte qui vise à emprunter les mérites et se débarrasser des démerites des méthodologies précédentes. La présente étude vise à explorer les attitudes des enseignants d'ALE envers l'utilisation de la méthode éclectique dans l'enseignement de l'anglais comme langue étrangère. On suppose que les enseignants peuvent avoir des attitudes positives à l'égard de la mise en œuvre de la méthode éclectique. Pour vérifier l'hypothèse, une méthode mixte a été adoptée. La conception comprend une combinaison d'outils de recherche quantitatifs et qualitatifs : un questionnaire structuré comme principal outil de collecte de données et une observation en classe comme outil de soutien. Les données recueillies ont validé l'hypothèse principale, démontrant que les enseignants ont une attitude positive envers l'utilisation de la méthode éclectique dans leur enseignement d'ALE. Par conséquent, cette recherche appuie l'intégration et l'adoption de l'approche éclectique dans le processus d'enseignement et d'apprentissage. En intégrant un large

éventail de techniques et d'activités d'enseignement, les enseignants peuvent créer un environnement d'apprentissage plus dynamique et engageant pour leur haras. En intégrant un large éventail de techniques et d'activités d'enseignement, les enseignants peuvent créer un environnement d'apprentissage plus dynamique et engageant pour leurs élèves, menant à des résultats d'apprentissage linguistique améliorés.

Mots clés : Méthode éclectique, attitudes, Enseignement/apprentissage d'ALE, approches pédagogiques,

المخلص

التمسك بموقف سلبي تجاه شيء ما يجعل تطبيقه صعباً للغاية وغير ملائم. وتعليم اللغات الأجنبية ليس استثناءً، فإذا تبنى الأستاذ موقفاً سلبياً تجاه التدريس بشكل عام، ومنهجية التدريس بشكل خاص، فإن ذلك يؤدي ذلك إلى سوء تطبيق هذه الأخيرة. ومن المعروف جيداً أن اختيار منهجية تدريس محددة ليس بالأمر الهين، حيث أن أساتذة اللغة الإنجليزية كلغة أجنبية يبحثون باستمرار في طرق التدريس المتاحة التي تتناسب مع طلابهم. إلا أن معتقداتهم قد تشكل عقبة أمام تنفيذ هذا الإختيار بشكل موضوعي. و تزداد الموضوعية صعوبة نتيجة تواجد مجموعة غنية ومفيدة من مناهج التدريس التي تتسبب في حيرة الأستاذ في اختيار أنسب منهج تدريسي. أدت هذه الحيرة إلى ظهور منهجية تدريس تجمع بين أفضل جوانب الأساليب السابقة. المنهج الإنتقائي هو هذا المنهج و هو منهجية مختلطة تهدف الى استعارة إيجابيات و تجنب سلبيات الطرق السابقة . و عليه فإن هذه الدراسة تهدف إلى استكشاف مواقف أساتذة اللغة الإنجليزية كلغة أجنبية تجاه استخدام المنهج الإنتقائي في تدريس هذه اللغة. و تفترض الدراسة أن لدى الأساتذة مواقف إيجابية تجاه تنفيذ المنهج الإنتقائي. و لإختبار صحة هذه الفرضية، تم تبني منهجية بحثية مختلطة تجمع بين البيانات الكمية والنوعية. أين تم استخدام الإستبيان كأداة رئيسية لجمع البيانات، إضافة إلى ملاحظة الفصول الدراسية كتقنية داعمة. وأثبتت البيانات المجمعة صحة الفرضية الرئيسية، مما يدل على أن الأساتذة أظهروا مواقف إيجابية تجاه استخدام المنهج الإنتقائي في تدريس اللغة الإنجليزية كلغة أجنبية. وبناءً على هذا، فإن هذه الدراسة تدعم دمج واعتماد المنهج الإنتقائي في عملية التعليم و التعليم. حيث أنه من خلال استخدام مجموعة متنوعة من التقنيات والأنشطة التعليمية، يمكن للأساتذة خلق بيئة تعليمية ديناميكية وتفاعلية للطلاب، مما يؤدي إلى تحسين نتائج تعلم اللغة.

الكلمات المفتاحية: المنهج الإنتقائي، المواقف، تعليم/ تعلم اللغة الإنجليزية كلغة أجنبية، مناهج التدريس.