



UNDERGRADUATE RESEARCH PROJECT

Assessment of Undergraduate Research Project (Eclectic Method of Teaching English as a Foreign Language)
at Salahaddin University College of Education-
English Department

Prepared by:

Eman Bakr & Dnya Hakim

Supervised by:

Asst. Lecturer Muhammad Abdulwahab Aziz

2021-2022

Certification

I certify that this study was prepared by students (Eman Bakr and Dnya Hakim) under my supervision at College of Education/ Salahaddin University-Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

Signature

Assistant Lecturer:

Muhammad Abdulwahab Aziz

Acknowledgments

First of all, we would like to express our whole-hearted gratitude to Allah, The almighty, for giving us energy and patience to work on this research project and to finish it successfully. Moreover, we would like to express the deepest appreciation to our supervisor Asst. Lecturer Muhammad Abdulwahab Aziz, who continuously guided us through the process of conducting this research. Without his supervision and constant help this research would not have been possible. In addition, we thank College of Education English Department to conduct this study. Also we want to thank our family and those who helped us and supporting us to keep going no matter how hard things would get.

Abstract

Eclectic method is an approach for teaching language that includes various methods by neglecting weak points and taking positive or strong points of these various methods depending on the aim of the subject. Hence, it is important for language teachers to know more about it in order to teach affectively. This research aims to provide the readers and researchers to know more about eclectic method and each of the other different methods. In addition to that there is much research about methods of teaching separately but this research consists of all of the different methods and talks about methods of teaching in an integrated way which is called eclectic method. For that purpose, we searched for works and findings a lot of different researchers and the results show that by mixing strong points of each of the different methods which mean by using eclectic method, learners can learn languages better and more effectively as compared to the use of only one method for teaching languages especially for teaching English as a foreign language inside the classroom.

Keywords:

Method, Various, Mixing Methods, Eclectic, Teaching Languages, English Language

Table of Contents

Certification	I
Abstract	III
Chapter One: Introduction	1
1.1. Introduction	1
1.2. The problem	1
1.3. The Aim of the Research	1
1.4. Significance of the Research	2
Chapter Two: Literature Review	3
2.1. Grammar – Translation Method (GM)	3
2.2. Direct Method	3
2.3. Audio-Lingual Method (ALM)	4
2.4. The Silent Way	5
2.5. Desuggestopedia Method	5
2.6. Total Physical Response (TPR)	6
2.7. Communicative Language Teaching (CLT)	6
2.8. Eclectic Approach	7
2.8.1. What is eclectic method of teaching?	7
2.8.2. The importance of eclectic approach for teaching languages	8
2.8.3. Role of teacher and learner in eclectic method	8
2.8.4 Features and principles of eclectic approach:	9
Chapter Three: Conclusions and Recommendations	10
References	11
Abstract in Kurdish language.....	15

Chapter One: Introduction

1.1. Introduction

Nowadays, more and more people are interested to study English as a second language because it is a universal language that understood by all. English is like a bridge to the world which you can travel to every place that you want. Learning English is not too difficult but language learning and teaching need methods. Sometimes language instructors and teachers follow different methods of teaching that we can integrate those methods and call them as an eclectic method of teaching. Eclectic method is an approach for teaching language that consists of various methods depending on the objectives and aims of the course also the abilities and levels of the learners (Iscan, 2017). "The term eclectic is not a new term to be seen in the field of learning, eclecticism is driven from a Greek word 'eklektikos' which means choosing the best" (Joseph, John, and Joy, 2019, p. 130). Moreover, this method known as a mixed method that was first used by English linguist Henry Sweet and Horald Palmer in 1920-1930s (Iscan, 2017).

1.2. The problem

Although, there is much research about methods of teaching separately, this study specifically investigates information to talk about methods of teaching in an integrate way which called eclectic method of teaching.

1.3. The Aim of the Research

The aim of this research is to provide the readers and researchers to know more about eclectic method and how this method is made of the different elements of the methods like direct method, communicative approach, silent way and so on. In addition to that, also to provide a clear understand of each methods of teaching.

1.4. Significance of the Research

Eclectic approach is helpful for language teachers to use the best techniques of all well- known for the purpose of which they are most appropriate or suitable for teaching (Hussain et al., 2017). While learners always like something interested and new and this approach is broad which consists of different kinds of activities and techniques for learning so it is helpful to break student's monotony (Sooraj, 2013).

Chapter Two: Literature Review

According to academic research, linguists pointed that it is not always suitable or appropriate for language teachers to use the same methodology to all learners because there is no one teaching method superior to the others and no one single method is best (Taylor, 2014). But there is an eclectic approach which, integrate different methods of teaching and receive only the best parts and beneficial part from a variety of methods also avoiding the weakness parts of each methods (Prezi.com, 2019).

2.1. Grammar – Translation Method (GM)

GM Is one of the classical or old methods for teaching classical languages like Latin and Greek languages in the early of 20th century for the purpose of helping learners to read and translate literature in the foreign language (Larsen-Freeman and Anderson, 2011). In grammar translation classes the role of teacher is authority to teach grammar rules and the vocabularies of the text that is used through translation by using mother tongue with a little use of the . The focus in this method is on the accuracy of grammar rules and the translation (Hakim, 2020). While the role of the student is to do what the teacher says by memorizing rules and translating sentences from the source language into the target language (Larsen-Freeman and Anderson, 2011). But the danger of grammar-translation method is that it does not help students to communicate in the target language through their daily life because they are just focusing on translation and memorization of rules and words not focusing on communication in the class and outside the class (Harmer, 2007).

2.2. Direct Method

Direct method, known as a natural or conversational method, was established in Germany and France in 1900. Also, it is one of the methods for teaching foreign language by using only target language inside the class (Rhalmi, 2009). The purpose behind using direct method is to help students use language for communication by listening and speaking with forbidding translation at all inside the classroom (novaekasari, 2011). Direct method can convey meaning directly in