ECLECTIC APPROACH IN TEACHING GRAMMAR: AN EXPERIMENTAL STUDY

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ABSTRACT

The Eclectic Approach involves using various language learning activities and strategies, each of which may have very distinctive characteristics and underlying assumptions which may be the solution of the grammar as the most challenging problem for ESL learners. The paper aimed to see the effectiveness of the Eclectic Approach to teaching grammar. The study's objective was to see the effect of the Eclectic Approach as a strategy for teaching Grammar. Students studying English in Grade 8 of Mangayon National High School, enrolled for 2022-2023, were taken as a sample. The study was conducted through a pre-test and post-test equivalent design. Both groups were taught English grammar content specified in the Department of Education curriculum. The experimental group was taught through the Eclectic Approach, while the control group was left to its conventional routine treatment. Three lesson plans were taught. Teacher-made pre-test and post-test were used to collect the data. To analyze the data, paired t-test was used. From the study findings, it was concluded that students who received experimental treatment outscored the ones who received routine treatment. The significant difference in the gain score of the control group was 10.39, mean experimental was 16.32. The P-value is 0.000 less than .05, meaning there is a significant difference between the gain scores. The intervention is effective because the experimental group's gain score is greater than the control group. Thus, policymakers and curriculum planners are encouraged to implement the Eclectic Approach to teaching English at all levels of education, specifically in Grammar.

Keywords*: Eclectic Approach, Collaborative Output Task, Input Enhancement, Interactional feedback and Teaching Grammar.*

1. INTRODUCTION

The Eclectic Approach involves using various language learning activities and strategies, each of which may have very distinctive characteristics and may be motivated by different underlying assumptions (Rao, 2018). This is a promising approach to teaching grammar. More than the ability to speak the language and knowledge of the grammatical rules are required to understand a language. More and more practitioners realize that the two orientations – grammar-based and communicative – have elements that complement each other and that, when combined, can result in an eclectic approach that is effective in teaching grammar. To enable students to comprehend spoken form, develop the ability to use English, read English with comprehension and write English correctly and meaning entirely to express their ideas. The teacher has to play various roles to meet these objectives. Therefore, the Eclectic approach is suitable in language teaching to make students good at English and reach the objectives of English language teaching (Mason, 2018: Hakim, 2019).

In Thailand, Noomura (2013) indicated that students are challenged in learning grammar. The problems involving students who wished to speak English fluently included challenging interference from their language, lack of opportunity to use English in their daily lives, unchallenging English lessons, being passive learners, being too

shy to speak English with classmates, being poorly motivated and lack of responsibility for their learning. These problems have been attributable to the unsatisfactory results of English language teaching.

In the Philippines, a study by Nanquil (2021) emphasized that language teachers confront the issues and challenges in the ESL classroom, where students are expected to learn and master grammar skills, among others. Not all students have a good language facility, as shown by poor performance in the English language assessments. Some students dislike the inclusion of grammar lessons in the curriculum for fear of being unable to participate in the class and produce outputs. It is a fact that has been observed and proved by many teachers, not just in the ESL area but in other majors, that having grammar competence can help students and professionals achieve their goals and perform communicative tasks in the workplace.

As an English teacher in Mangayon National High School, Compostela, Davao de Oro, the researcher can attest that students have been challenged in learning grammar, especially in purely teacher-centered approaches to teaching and learning classes. In this situation, the researcher is driven to explore an experimental approach in dealing with a different approaches of teaching grammar and to gauge its effectiveness in students learning towards grammar learning. The Eclectic Approach is necessary since an approach based on a single theory has strengths and weaknesses. The result of this study was pointed to as a reference to English teachers, school administration, and DepEd authorities for further planning on the topic at hand, thereby making this study a document that showed social relevance.

2. Conceptual Framework

The conceptual framework of this study is grounded in the Eclectic Theory of Language Teaching, as previously discussed by Kumar (2013). This theory posits that language proficiency is achieved through consistent practice and usage of language as a whole. It emphasizes the integration of various language learning activities, each with distinct characteristics and objectives. According to Freeman (as cited in Kumar, 2013), the different components of language, such as speech, grammar, and vocabulary, are meaningless when separated from one another. Hence, language teaching should establish connections among these components.

In the context of this study, the Eclectic Approach is relevant as it aims to examine the effectiveness and relevance of this approach in teaching grammar. The researchers implemented the Eclectic Approach by incorporating three specific strategies: input enhancement, collaborative output tasks, and interactional feedback. Input enhancement involves presenting learners with meaningful and comprehensible input that emphasizes grammatical structures. Collaborative output tasks encourage learners to actively engage in communicative activities that require the use of grammar. Interactional feedback focuses on providing learners with targeted feedback and correction during language interactions. These strategies were designed to enhance students' grammar skills and contribute to their overall language proficiency.

To evaluate the effectiveness of the Eclectic Approach, the researchers employed a pretest-posttest design and administered varied tests to measure grammar achievement. The study employed two groups: the Control group, which followed the conventional method of lecture-based teaching, and the Experimental group, which implemented the Eclectic Approach. By comparing the results of these groups, the researchers aimed to determine the impact and effectiveness of the Eclectic Approach on grammar learning outcomes.

Figure 1 presents the conceptual paradigm of the study, illustrating the relationship between the independent and dependent variables. The first independent variable is the Control group, where the conventional lecture-based teaching method was employed. The second independent variable is the Experimental group, which applied the Eclectic Approach, incorporating the three strategies mentioned earlier. The dependent variable is grammar achievement, assessed through pretests and posttests administered to both groups. The results of these assessments, along with the implementation of the Eclectic Approach, contribute to the conceptualized model depicted in Figure 1.

In summary, the conceptual framework of this study is underpinned by the Eclectic Theory of Language Teaching, which emphasizes the integration of various language learning activities. The study aims to investigate the effectiveness of the Eclectic Approach in teaching grammar by implementing specific strategies within this

approach. By comparing the outcomes of the Control and Experimental groups, the researchers seek to determine the impact of the Eclectic Approach on students' grammar achievement.
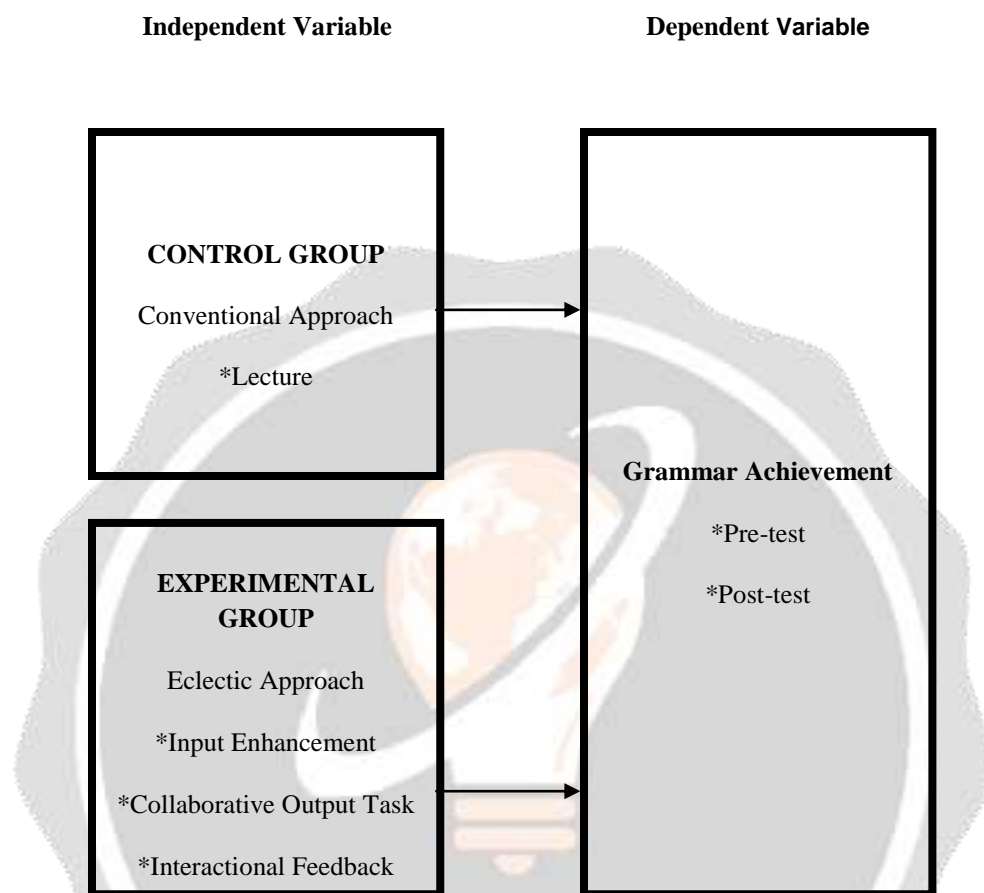
Independent Variable   **Dependent Variable**

CONTROL GROUP

Conventional Approach

*Lecture

Grammar Achievement

*Pre-test

*Post-test

EXPERIMENTAL GROUP

Eclectic Approach

*Input Enhancement

*Collaborative Output Task

*Interactional Feedback

Fig -1: Conceptual Framework

3. METHODOLOGY

This study was conducted at Mangayon National High School, where a quasi-experimental design was employed to determine the effectiveness of the Eclectic Approach in teaching grammar. The design was rooted in a rigorous scientific framework, involving a clear hypothesis and the manipulation and monitoring of relevant variables in a controlled environment. In tandem with this, a quantitative approach was used, involving data mining techniques to generate numerical data and resulting statistics.

Research tools included pretests and posttests, along with a specially developed teaching module that incorporated the Eclectic Approach. All tools were prepared in accordance with DepEd MELCS lesson plans, and test items were derived from official textbooks and other validated sources. To interpret test results, a proficiency scaling was introduced, spanning from 'Outstanding' to 'Did not meet the expectation'.

The study randomly selected two sections of Grade 8 students - one as a control group, and the other as an experimental group. Following due approvals, the study was initiated with pre-testing, after which the experimental group was subject to the Eclectic Approach intervention. The key teaching topics covered parallel structures, appropriate grammatical signals or expressions, and correct use of modals.

Upon conclusion of the teaching phase, post-tests were administered to both groups, and data was subsequently collected for analysis. A range of statistical methods, including frequency counts, percentage distribution, mean calculations, standard deviation, and t-tests, were employed for this purpose. The significance level for both the z-test and one-way analysis of variance was set at 5%. Other statistical tools, such as the reliability index, index of difficulty, and index of discrimination, were also used to add depth to the data analysis.

4. RESULT AND DISCUSSION

Level of Grammar Achievement of the control and experimental groups as reflected in their pretest.

The level of Grammar Achievement of the control and experimental groups is reflected in their pretest shown in Table 1.

Table 1

Pretest of Control and Experimental Groups

Group	Pretest	Description
Control	16.9	Did not meet the expectation
Experimental	18.6	Did not meet the expectation

Table 1 reveals that the level of Grammar Achievement of the control and experimental groups, as reflected in their pretest, is 16.9 and 18.6, both described as did not meet the expectations. This means that the students at this level struggle with their understanding; prerequisite and fundamental knowledge and skills have not been acquired or developed adequately to aid understanding. This result implied a tremendous demand for an immediate intervention that has moved the researcher to adopt and develop an Eclectic Approach to address the poor learning skills of Grammar among the Grade 9 students.

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This result implied a tremendous demand for an immediate intervention that has moved the researcher to adopt and develop an Eclectic Approach to address the poor learning skills of Grammar among the Grade 9 students. Thus, this apprehension is supported by the supposed idea by Kumar (2013) that language should not be separated into chunks like pronunciation, Grammar, and vocabulary. Consequently, many learners of English can use English as a subject to pass objective examinations, especially in rural areas, because they need to be exposed to the language for everyday communicative purposes.

Hence, it is a strong desire for the researcher to introduce the Eclectic Approach. Learning this approach benefits from teaching. The Eclectic process is a combination of different ways of teaching and learning approaches. It is a method of teaching languages by which students learn grammatical rules and then apply those rules by translating between the target language and the native language. According to Kumar (2013), teaching language using the eclectic method involves a rich combination of multiple activities, including participatory, communicative, and situational approaches. It is the solution and an approach that integrates various techniques and approach in English language teaching. This approach effectively works for any learner irrespective of age and standard. Learning is fun and innovative due to the unique nature of the learning process (Rao, 2018).

Level of Grammar Achievement of the control and experimental groups as reflected in their posttest.

The level of Grammar Achievement of the control and experimental groups as reflected in their pretest shown in Table 2.

Table 2 reveals the level of Grammar Achievement of the control and experimental groups. As reflected in their post-test, the control group scored 27.26, described as did not meet expectation. This means that the students in this group remains struggles with their understanding; prerequisite and fundamental knowledge and skills have not been acquired or developed adequately to aid understanding.

Table 2

Posttest of Control and Experimental Groups

Group	Posttest	Description
Control	27.26	Did not meet expectation
Experimental	34.94	Satisfactory

On the other hand, as reflected in their post-test, the experimental group scored 34.94, described as satisfactory. This means that the students at this level have established essential knowledge, abilities, and basic understandings and can translate these understandings via real performances with a little coaching from the teacher and/or with some aid from peers. This can be concluded that students who received experimental treatment outscored the ones who received conventional treatment.

The result reveals the level of Grammar Achievement of the control and experimental groups. As reflected in their post-test, the control group scored 27.26, described as did not meet expectation. This means that the students in this group remains struggles with their understanding; prerequisite and fundamental knowledge and skills have not been acquired or developed adequately to aid understanding. On the other hand, as reflected in their post-test, the experimental group scored 34.94, described as satisfactory. This means that the students at this level have established essential knowledge, abilities, and basic understandings and can translate these understandings via real performances with a little coaching from the teacher and/or with some aid from peers.

This can be concluded that students who received experimental treatment outscored the ones who received conventional treatment. In the experimental group, the presented results are supported by Swain's output hypothesis, which postulates that output is not just the product of learning but also part of the second language learning process (Swain, as cited in Leow, 2019).

Previous research suggests that comprehension-based instruction approach should be combined with production-based approach (Shintani & Ellis, 2013). This approach can be observed in the Eclectic Approach applied: Input Enhancement, Collaborative Output Tasks, and Interactional Feedback. Therefore, learners in the current lesson have actively produce the target language structures and the enriched input they receive. This is also supported by the study of Oxford (as cited in Alharbi, 2017) emphasizes that individual students bring distinct learning styles to the classroom, individual and cultural differences in learning significantly affect classroom pedagogy. Based on this observation, language teachers have to improvise their teaching pedagogy in tune with learners' needs and not follow the beaten track that has now become defunct with a transformation in the language learning scenario.

Significant difference in the pretest of experimental and control group

To determine whether there is a statistically significant difference between control and experimental group in pretest, independent t- test was conducted.

Table 3

Pretest of Control and Experimental Group

Groups	Mean pretest	P-value	Decision
Control	16.9		Not significant
Experimental	18.6	0.134	

As shown in table 3, in the pretest mean of control, 16.9, mean experimental 18.6. P-value is 0.134 greater than .05, this means that there is no significant difference between the pretest scores. In the pretest mean of control, 16.9, mean experimental 18.6. P-value is 0.134 greater than .05, this means that there is no significant difference between the pretest scores. This result supports the claim that students need an intervention in learning grammar. In teaching English as a second language, grammar is an important skill to master.

Yusob (2018) emphasized that grammar is seen as the least essential skill, with more attention given to other language skills. It is often taught incidentally through other skills without any proper assessment to gauge students' understanding. Despite the importance of learning grammar, many problems frequently arise in teaching grammar. One of the problems is the student's ability to comprehend the rule of grammar (Ismail, 2021). The eclectic approach can be employed by utilizing diverse language activities, like combining sentences, separating sentences, identifying pronouns and their antecedents, and teaching words and prepositional phrases, focusing on specific features of the language relevant to learners' contextual needs (Alharbi, 2017). Students need to be made aware of the essential rules and structural patterns they alleged to have learned at the lower level. Not all students have a good language facility shown by poor performance in the English language assessments (Nanquil, 2018).

Significant difference in the posttest of experimental and control group
To determine whether there is a statistically significant difference between control and experimental group in pretest, independent t- test was also conducted.

Table 4

Posttest of Control and Experimental Group

Groups	Mean Posttest	P-Value	Decision
Control	27.26	0.000	Significant
Experimental	34.94		

As shown in Table 4, the mean of the control was 27.26, and the mean experimental was 34.94. P-value is 0.000 less than .05. This means that there is a significant difference between the pretest scores. It can also be implied that the intervention is effective because the experimental group's post-test is greater than the control group.

In the independent t- test conducted, is shows that the mean of the control was 27.26, and the mean experimental was 34.94. P-value is 0.000 less than .05. This means that there is a significant difference between the pretest scores. It can also be implied that the intervention is effective because the experimental group's post-test is greater than the control group.

With the applied Eclectic Approach as an intervention towards learning grammar, it can be reckoned that students, in terms of knowledge, abilities, and understanding, exceed the essential criteria and can convey them naturally and flexibly through real performances in learning grammar. This result is supported by the study of Mwanza (2016) that applying the Eclectic Approach in the teaching and learning process is practicable. Thus, the optimal grammar teaching approach may also depend on learners' characteristics, such as their proficiency level (Johansen, 2019) and cultural background (Pawlak, 2011).

Therefore, using an eclectic approach combining different approach would account for the variety of learning styles and preferences observed among second language learners. This is supported by the study of Alharbi (2017) which emphasizes that the eclectic approach encourages inputs from peers and teachers in planning, drafting, and revising a composition. It is not merely teacher-centered approach, but includes the participation of other learners. In this approach, the choice of topic is left to the learners rather than being dictated by teachers. It is a natural teaching method whereby students write about whatever interests them. To make the eclectic approach more effective and integrative, the writing project seeks to engage students with each other in specifiable writing tasks.

Significant difference in the gain score of experimental and control group

Independent t- test was conducted to test if there is significant difference in the gain score of control and experimental group.

Table 5

Gain score of Control and Experimental

Posttest	Mean	P-Value	Decision
Control	10.39	0.000	Significant
Experimental	16.32		

As shown in Table 5, mean of control, 10.39, mean experimental 16.32. P-value is 0.000 less than .05, this means that there is significant difference between the gain score. Hence, the intervention is effective because the gain score in the experimental group is greater compared to the controlled group.

In Independent t- test conducted, the mean of control, 10.39, mean experimental 16.32. P-value is 0.000 less than .05, this means that there is significant difference between the gain score. Hence, the intervention is effective because the gain score in the experimental group is greater compared to the controlled group.

This finding is similar to the study of Tabassum et al. (2018), who study the comparative effect of the Eclectic Approach teaching on English communication skills— listening, speaking, reading, and writing. From the study findings, it was concluded that students who received experimental treatment outscored the ones who received routine treatment. Thus, it is recommended that policymakers and curriculum planners should implement the Eclectic Approach to teaching English at all levels of education.

Additionally, Asif & Khan (2022) supported this result in their study investigating the effectiveness of the eclectic approach in teaching English for communication and social interaction. Findings reveal that compared to other techniques, the eclectic approach is very effective in teaching communicative functions such as presentations, dialogues, and role-plays. The approach also motivated students to learn the rules and use them to communicate with others.

5. CONCLUSION AND RECOMMENDATION

Summary of the Study: This extensive study investigates the effectiveness of the Eclectic Approach, an integrative methodology encompassing various teaching and learning strategies, in improving grammar proficiency among Grade 9 students. Pre-test results revealed subpar grammar performance in both the control and experimental groups, leading to the implementation of the Eclectic Approach as an intervention for the experimental group. This approach aimed to stimulate a rich and engaging learning environment that assists students in mastering grammatical rules. Post-test results showed a substantial performance difference between the control group, which continued to struggle, and the experimental group, which attained a "satisfactory" rating, indicating essential knowledge and understanding of grammar, as well as the ability to apply these effectively with minimal teacher guidance or peer assistance. An independent t-test was conducted to compare the pre-test and post-test scores of both groups, highlighting that while no significant difference existed between the pre-test scores, a significant difference was observed in the post-test scores, favoring the experimental group. Moreover, a gain score analysis emphasized the

Eclectic Approach's effectiveness, as the experimental group demonstrated a greater gain score compared to the control group. In conclusion, the study supports the Eclectic Approach's implementation in teaching English at all educational levels, underscoring its potential to enhance language learning outcomes by accommodating diverse learning styles and preferences. It strongly recommends this approach for policymakers and curriculum planners aiming to tackle prevalent challenges in grammar proficiency.

Implications. Further to promoting self-determination, discipline, and engagement in grammar learning, the implications of this study for students also underscore the importance of student-led learning. By employing a range of diverse strategies as encouraged by the study's findings, students can be inspired to explore methodologies that best align with their individual learning styles, fostering a stronger sense of autonomy and an enhanced comprehension of the subject matter. For teachers, these findings suggest the need for active participation in professional development initiatives that are focused on the Eclectic Approach, providing them with an expanded array of tools to cater to the diverse needs of their students. Meanwhile, school administrators, apart from building new programs and activities to better manage learning difficulties, could be driven by these results to invest in teacher training programs that center around the Eclectic Approach, facilitating a school-wide alignment with effective teaching methodologies and subsequently elevating the overall quality of language instruction. These findings could also incentivize the Department of Education to integrate the Eclectic Approach into national curriculum frameworks and stimulate the development of comprehensive resources for teachers, thereby supporting their transition to implementing a broader spectrum of teaching strategies. Lastly, future researchers could use this study as a stepping stone to explore the efficacy of the Eclectic Approach in different educational contexts, with different age groups and subjects. This could further spur research into the impact of various teaching strategies on aspects like student motivation and engagement, thereby contributing to a more nuanced and comprehensive understanding of what constitutes effective teaching and learning.

Limitations. This study was delimited only to Grade 8 students of Mangayon National High School, Mangayon, Compostela, Davao de Oro, enrolled for 2022-2023. Grade 8 students will be divided into two heterogeneous sections: Molave and Yakal. The study included two sections and was divided into control and experimental groups. Section Molave served as the control group, while section Yakal was the experimental group. Furthermore, the three different teaching approaches were applied to the groups. In the experimental group, the researcher integrated the Eclectic Approach in her teaching-learning process in teaching grammar. There were three strategies- Input Enhancement, Collaborative Output Task, and Interactional Feedback. The conventional teaching approach was used as the control group. The two groups were taught the same course outline and topics for teaching Grammar in English.

Suggestions for future Studies. This study presents valuable conclusions and recommendations, as well as suggestions for future research based on the effective application of the Eclectic Approach in grammar education. First, the study's results, which show the Eclectic Approach's potential to yield better outcomes than traditional methods, should prompt policymakers to consider its incorporation across diverse educational contexts. Language teachers are especially encouraged to employ this approach to enhance students' grammar skills, while remaining sensitive to individual needs and learning styles. It's recommended that school administrators, reading coordinators, and English teachers implement and consistently monitor interventions aimed at improving grammar skills, particularly for struggling readers. While this study was conducted at a secondary level in a rural context, the encouraging results advocate for a broader scope of research. Future studies could investigate the Eclectic Approach's efficacy across different ages, environments, or in comparison to other modern teaching methods. Longitudinal studies could explore its long-term impacts on grammar skills, and research could also probe its optimization for learners with specific needs, such as those with learning disabilities or for whom English is a second language. These avenues of research can contribute to refining grammar teaching strategies, ultimately promoting successful language learning outcomes for all students.

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