

Implementing the Eclectic Way of Writing Skill – Teachers' Insight

Divya.C¹ Dr.Richard Robert Raa²

^{1,2}Assistant Professor

^{1,2}Department of English

¹SNS College of Engineering, Coimbatore, India ²Sri Krishna College of Arts and Science, Coimbatore India

Abstract— In relation to teachers' perception, this study investigates the implementation of the eclectic method of teaching writing skill. The design of the research was a descriptive qualitative. The subjects of this study were 3 teachers. A questionnaire was used in collect the data and teachers' lesson plans as observing the credentials is a pure qualitative method based on the fundamental theory of. The present study revealed three findings. First, teachers have responded certainly to the items contained actions and materials used in the classroom. Therefore, they definitely perceived the accomplishment of eclectic method. Second, eclectic technique was realized in the planned activities the two target lesson plan. Third, there were some strengths and weakness realized from the responses to the questionnaire related to the implementing the approach. In conclusion, the current study could successfully achieve its goal in obtaining teachers' insight towards the implementation of assorted method in teaching writing skill as well as describing its implementation through the level of lesson plans. The suggestions are proposed to teachers to attend some conferences related to teaching EFL, theory to have deeper knowledge about the original principles of the eclectic method to reflect their schooling in the genuine classroom.

Keywords: Investigate, Implementation, descriptive, questionnaire, credentials, accomplishment, target, approach, activities, deeper knowledge, assorted, genuine classroom

I. INTRODUCTION

These days' teachers are available to use different teaching methods with a main beliefs, advantage and strength for each method. It has a value and role to play in the coaching process as well ,but none of those methods can employ alone to reach the goal of teaching language effectively and proficiently due to their disadvantage, weakness and the various properties of the elements of the learning circumstances. Therefore, in order to keep up with the Improvement of language teaching, teachers of English are encouraged and called on to follow the modern trends in teaching language. Those trends call to use a mixture of the good techniques and strategies of the available teaching methods in the learning situation. This mixture is known as the free method in teaching language. The eclectic method is typify as the most effective one in that it avoids all the drawback and weakness of the available method in one hand and suits all the different and various learning basics.

Eclecticism concentrates multiple language learning advancement and not sticking on single language. This method is the identity for using the techniques and activities among students to learn new approaches and methods.

It is the teacher who finalizes the technique and to use varied to the objective of the aspiring learners and teachers of the group. Instead of using monotonous method it is admiring move for teaching foreign language while the

environment allows. Foreign language Learners spend very less time nowadays rather than before. Moreover they wait and they become adequately capable in specific language in arrange to perform extrordinarily under certain circumstances. It is not acting as an education tool nor learning method for the learners. The complete way of performing matters such as listening is coordinated with supplementary basics like pronunciation and outline of the language. The reason of choosing this topic is to critically examine and evaluate the efficacy of the principled eclectic process to teaching English as second/foreign language (ESL/EFL)writing to university students.

This course exemplifies the arising technique which is accustomed plain writing pedagogies to community requirements of the beginners of ESL/EFL in view of destination complexity of students from the contact with not known language. Thus a state is founded on the investigators appraise of related explore, the study and estimate of erudite revise on the focus by chief scholastic and establishment in the area, and the researchers' useful experiences as tutors of several simple grades. It has been usually experiential that the ordinary, traditional, language-depended, process-connect, and genre-approach to education on script be apt to troubleshoot only convinced precise harms associated to the instruction of ESL/EFL marks. This learning motivates and stresses the importance of student-pointed move toward to training in order to accomplish the purpose of lucid, pluralistic verbal communication training. To attain it, the conversation proposes cataloging, deciding on, and progressing the actions correlated to training inscription. In reality, this is what eclecticism means. The term ethical indicates consistency so as to focus without fail upon the same prescribed or well-designed units and sequencing them at the end to help beginner act together and contribute in texting actions that need noticed. Three investigation queries were agreed in this learning: First, what are the instructor's perceptions on the completion of the eclectic method to teach writing skill in Bharathiyar University? Next, how the eclectic method is put into practiced in instruction lettering skill? Third, what are the teachers' power and fault in putting into practice the eclectic method to teach writing skill in Bharathiyar University?

II. TECHNIQUES

The idea of this learning was the teachers' insight on the execution of the diverse process to educate text ability. To explain the three questions brought up above, the researchers applied descriptive qualitative approach based on (Seliger, 1989). —Qualitative description does not use a specific set of methods to guide analysis, (Sandelowski, 2000). Therefore, the examiner believed on the unified psychoanalysis in get hold of the perception of the contributor instructor. However, in the in progress study, the investigator got hold of the

teachers' awareness of the accomplishment of the eclectic technique to tutor inscription skill in Bharathiyar University, and then portray the accomplishment of the assorted method to teach inscription skill in the beleaguered university through the lesson plans. In conclusion, the researchers offered an elucidation about the potency and flaw of teachers in execution the eclectic method to teach writing skill in the University of Bharathiyar. In miniature, this study is based on a expressive method, which looked into a group of Libyan English teachers' (*writing skill teachers*) awareness on the accomplishment of the eclectic method to teach writing skill in other University for Humanities and Applied Sciences.

The instrument that has been used in conducting this study was an observation on the level of documents as stated that observing the documents is a pure qualitative research method. Two lesson plans from two teachers belong to English Department at Bharathiyar University for Humanities and Applied Sciences were collected and analyzed in order to describe the implementation of the eclectic method to teach writing skill. English Department's courses are forty seven 47, with eight semesters studying length. The targeted lesson plans were (Writing Structure & Writing Strategies). The first belongs to the first semester while the latter belongs to the second semester. In this study, an open questionnaire was the suitable technique of collecting teachers' perception. (Creswell, 2013) stated that open questions and observing the documents are pure research method. However, in the descriptive case study, the researchers attempt to describe the meanings of individuals or group experiences. The researchers attempted to describe the perception of teachers of the implementation of the eclectic method to teach writing skill from the experience of teachers to teach writing skill. The description of the participants' perception who were two English teachers in Bharathiyar university is pure qualitative.

The purpose of the data analysis is to bring meaning, structure, and order to the data noted by Marshall & Rossman. However, the data were analyzed qualitatively in which an analytical deductive strategy is adopted to describe the teachers' perception. The analysis process continued in several steps. As the initial step in analyzing the data for this study, the researchers read through all the responses gathered from the completed questionnaires to describe the teachers' perception of the implementation of the eclectic method to teach writing skill, then the researchers read the lesson plans deeply in order to compare the targeted lesson plans with the general principles of the eclectic method.

III. HOW WELL ECLECTIC METHOD IS IMPLEMENTED THROUGH PLANS OF LESSONS

An observation on the level of documents (lesson plans) took place in describing the implementation of the eclectic method to teach writing skill in the targeted University of Africa for Humanities and Applied Sciences. The researchers asked the participants/teachers to provide their lecture plans of writing skill which they were teaching at that time. In analyzing the lesson plans, the researchers followed the instructions of the observation check list. In brief, the targeted lesson followed the activities of the eclectic method and this was the main reason which makes the participant/teacher perceive the implementation of the eclectic method positively. In a similar

study, (Milad, 2016) conducted to investigate the implementation of the communicative approach to teach listening skill; some of the lesson plans didn't follow the principles of the CA exactly but the method is realized there in the classroom through the activities.

IV. PROS AND CONS OF TEACHERS IN IMPLEMENTING THE ECLECTIC METHOD

This was fingered in the third investigation query of the learning and the final aim of narrating the end of force and fault of the educator in put into practice the eclectic method supported on both the responses to the survey as well as the lesson plans. The victorious execution of the eclectic method depends highly on the teachers' thoughtfulness of the eclectic method's ideology as well as their acuity towards the execution of the method inside the authentic classroom. In the recent learning, this has been seen from the teachers' perception of the realization of the eclectic method to instruct lettering skill in which the teachers' perceptions have been attained through the survey. The survey scrutiny enclosed given away that teachers have optimistic awareness owing to their optimistic answer to the matters controlled actions and equipment used in the classroom, which apparent that teachers have had the plenty facts about put into practice the eclectic method in the authentic classroom. On the other hand, some unenthusiastic insight that reflect teachers' flaws in the execution of the eclectic method to teach writing skill have taken place in responding some items of the questionnaire but usually the unconstructive response do not influence the execution of the method in factual classroom as the students opening in consequential tricks sparkly the philosophy of the eclectic method.

V. CONCLUDING IDEAS

Subsequent to it this study demeanor and examined the teachers' reply to explain their insights, the investigator may bring few final ideas as mentioned below: At the concluding part the research questions and its findings are developed on the basis of research.

Initially, the English language educators of Bharathiyar University in Coimbatore absolutely professed the execution of the assorted process to instruct script ability. They encompassed the earlier information about the principles as well as the policy of instruction writing which appreciably exaggerated their discernment. Next, the identification of this learning established that the eclectic method has been understood through the planned behavior second-hand in the classroom, which was established from the examined writing skill lesson plans of the contributed tutor. As a third one, tutor included a few hard and frail points in which force points were realized due to their adequate previous facts concerning the assorted method's philosophy. On the additional point, the intricacy of interrelated (responding) to a few matter could be built-in as one the scrawny points; the contestant counter using little react like (*yes and sure*) which revenue that they let alone consign gaffe or misinform in sequence. In order to affect the eclectic method suitably and fittingly in Bharathiyar University for Humanities and Applied Sciences - some propositions for the English language teachers are optional.

The task given here is teacher has to perform well in the presence of students then it is expected from the students back. Then the students get closer with the tutor and they would show more interest towards involving themselves in the wonderful communication for the language aimed. Secondly, instructors ought to instruct further to be there some talks, discussion groups, and workshops connected to coaching English as a foreign language as well as teaching and learning theories to expand deeper familiarity about the elementary ethics of the eclectic methods to return their training in existent study room.

The final proposition is that the English instructor should use English words uniformly surrounded by and outer surface the class in his/her school; this will help apprentice to commune further in the object words as well as take part more in the classroom unrestrained actions. So that students' partaking could control teachers' perception of the achievement of the mixed method.

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