



**College of Education**

**Investigating the Role of Eclectic Approach in Improving Students' English language speaking skills in Rwandan Secondary schools: A case study of 2 public secondary schools in Huye district**

**by**

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A Thesis Submitted to the School of Education in Partial Fulfilment of the Requirements for the Award of Master of Education in English Education

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**Kigali, September 2024**

## **Declaration**

I, HAKIZIMANA Joseph, hereby declare that the work presented in this dissertation entitled, “Investigating the Role of Eclectic Approach in Improving Students’ English Language Speaking Skills in Rwandan Secondary schools: A case study of Two public secondary schools in Huye district ” is my original work to the best of my knowledge and has never been presented anywhere else for any degree or any other academic qualification.

**Student’s signature**



**HAKIZIMANA Joseph**

**Date: 20 September, 2024**

## Approval

This Research Project entitled “Investigating the Role of Eclectic Approach in Improving Students’ English Language Speaking Skills in Rwandan Secondary Schools: A case study of 2 public secondary schools in Huye district” is the original work of HAKIZIMANA Joseph and has been done under our guidance and supervision.

Done on **September 17,2024**

Signature



**Dr MFURANKUNDA Pravda**

Signature :



**September 20,2024**

**Dr. TABARO Cyprien**

## Dedication



To Lord Almighty,  
My entire family

## **Acknowledgements**

First and foremost, I would like to express my sincere gratitude to the Almighty God who created me and watches over me all the time from my childhood up to today.

I owe a deep sense of gratitude to my wife Mrs. NYIRATABARO Gerardine, my son and daughters and my sisters Mrs. MUKAMANA Jacqueline, UWIMANA Pelagie, Sr.NYIRAHABIMANA Marie Rose and MUKASHYAKA Venantie and my brother SINDIKUBWABO Emmanuel for their endless support in my studies.

who allowed me to go to school and struggled vividly by providing me all the requirements, without them this work would not have been achieved.

I owe a deep sense of gratitude to my supervisors Dr. MFURANKUNDA Pravda and Dr. TABARO Cyprien who continuously provided me with constructive advice and guidance with enthusiasm, energy and suggestions for the successful completion of this work, without them this work would not have been achieved.

Many thanks go further to the entire University of Rwanda-College of Education lecturers for the academic knowledge and skills input to my thoughts so that I can produce this thesis.

**MAY GOD BLESS YOU ALL**

## **List of abbreviation and acronyms**

DV: Dependent variable

Dr: Doctor

DoS: Director of studies

EFL: English as a Foreign language

IV: Independent variable

G.S: Groupe Scolaire

MOU: Memorandum of Understanding

MINEDUC: Ministry of Education

n: Sample size

N: Population

NESA: National Examination and School Inspection Authority

REB: Rwanda Basic Education Board

S1: Senior One

S2: Senior Two

S3: Senior Three

SDMS: School Data Management System

TSS: Technical Secondary School

TTC: Teacher Training College

UNESCO: United Nations Educational Scientific and Cultural Organization

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## **Abstract**

The purpose of this study was to investigate the role of eclectic approach in improving students 'English speaking skills in public lower secondary schools located in Huye district. Three specific objectives guided this study: To investigate the applicability of eclectic approach for improving secondary students 'English speaking skills, to find out effects and challenges of eclectic approach on students 'English speaking skills and to suggest sustainable solutions to the challenges associated with using Eclectic approach for improving students' English-speaking skills. Mixed method was used in this study. The data were collected using questionnaires for students, interviews for English teachers and directors of studies, classroom observation checklist and documentary analysis. The total targeted population 433 consisted of 419 students, 12 English teachers and 2 directors of studies from two schools under the study. The findings exposed that English teachers and students from both schools are at different levels of speaking skills in English and how they teach English is somehow different. It was found that the eclectic approach has positive effect on students 'English speaking skills. However, many other factors like student management and students background and teachers' will, have also played a big role in improving students 'English speaking skills. The applicability of eclectic at both schools, the results have shown that it is possible due to the comparison of the tested results before being under the eclectic approach and after. Some of the effects of the eclectic approach were students enjoyed learning English and improved pronunciation, and the level of English-speaking skills improved from beginners (A0) to elementary A2 in a big representation. The challenges still are lack of enough resources towards the applicability of eclectic approach, insufficient trained teachers to apply it, personal negative attitudes among some students towards learning English as a subject and First language interference with foreign in terms of sounds. Some sustainable solutions were suggested such as formation of English clubs, training all English teachers about eclectic approach and organising regular inter-classes debates competitions to boost the speaking skills. The study concluded that the applicability of an eclectic approach is possible and school administration and educational units are recommended to train teachers on any new trend of English in teaching methods or approach. The findings imply that teachers of English can always think of incorporating more than one method or approach to be able to meet the students' learning styles for their speaking skills.

**Keywords:** Approach, Eclectic, skills and speaking

## **CHAPTER ONE. GENERAL INTRODUCTION**

This chapter describes the background of the study, the statement of the problem, the research objectives and research questions, the significance of the study and the organisational structure of the study.

### **1.1. Background of the study**

Globally, the English language has become an international medium of communication in today's life in almost all domains (Modiano, 2009). Education in many countries of the world have adopted English as a medium of instruction and a standalone subject to teach. However, in some countries where this language is a foreign, students are struggling to express themselves in English during the teaching and learning process which requires an interaction between teachers and students. To let students be able to express themselves requires appropriate teaching methods or approaches to apply. Moreover, "To communicate orally in English, the students should be able to use several speaking skills to express what they mean in functional oral text and very simple short monolog though speaking is considered as one of the difficult skills in learning English (Khoyimah & Santoso, 2020, p. 1)."

Due to different shifts of medium of instruction in teaching and learning which were caused by different reasons including globalisation from nationalism ideology, most of the educational systems have made a shift from traditional teaching methods to modern which can fully meet the needs of learning innovation in order to improve learning quality. However, authors like Jin, et al. (2012) and Puspitarini and Hanif (2019) asserted that traditional teaching methods are still widely used in English classes. Despite the fact that English has a variety of linguistic features, the learning model is relatively consistent (Richards, 2005; Finegan, 2014). This assertion proves the need of considering the students' needs overtime. Here comes an eclectic approach which can fit in all sizes on the benefits of students.

Different studies have found that in South Africa, students are taught English with a lot of teachers whose English is their first language, but they also use the Communicative Approach and you can find it in the national curriculum statement which empowers it to be applied throughout the country (Mulaudzi, 2016). Regionally, in Kenya, Floresar (2008, cited in Jebiwott, et al., 2016) claimed the applicability of the Eclectic approach to boost students' English-speaking skills from early even up as well. In the same way, in Cameroon also Ngongban (2023) claimed that Eclectic approach can promote classroom inclusion for students 'English speaking skills.

In Rwandan education context, according to REB (2015), there was a program review that requires to shift from knowledge- Based- Curriculum to Competence -Based -Curriculum that focuses on

developing the wholeness of the learner and REB (2022) added that since each learner is an individual with his/her own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured sequences of lessons. These similar views are clear that the eclectic approach which was not openly stuck on can help in this case of promoting speaking among all students with no one behind.

Several scholars claimed that an eclectic approach can help students develop communication skills (Brown, 2000; REB, 2015 & Mohammed, 2018, cited in Rutabana, 2023). To meet the various needs of the students and to make them rich and fluent in communication skills, a rich diet and multifaceted approach is needed (Brown, 2000). As well, to suit the needs of the students through the eclectic approach, Dabon et al. (2019) used a combination of Cooperative Learning (CL), Task-Based Learning (TBL), and Contextual-Learning (CTL). Similarly, Mohammed (2018), cited in Rutabana, 2023, stated that teachers should apply the appropriate approaches and strategies if they want their students to be able to use the language.

According to REB (2015), the emphasis of the development of oral communication in the target language by using daily vocabulary and sentences is highlighted in the curriculum. Besides, grammar is taught in a deductive way, and speaking and listening skills are given more emphasis. According to Winitz (1981, cited in Pillco, 2021) researchers raised a hypothesis that language learning starts with language comprehension and ends with speaking production. Communicative competencies involve four dimensions: grammatical competence, socio-linguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980; Brown, 2001, cited in Pillco, 2021). Parupalli (2018) pointed out that eclectic approach is a learner-centred approach which recommends the use of various activities like role-plays, interviews, language discussions, games, presentations, and group-work to engage students so that they can express their ideas, emotions, and thoughts.

“In the English syllabus of ordinary level in its section of pedagogical approach to be employed, since each learner is an individual with his/her own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured lesson sequences. However, learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Teachers found useful suggestions to implement the student-centred and interactive learning approach in the activities and methodology columns of this curriculum” (REB, 2015, pp.5-6).

The critique of this English syllabus is that it does not show how the four language skills have to be assessed in the summative assessment. “The Structure and format of the examination for English Language: At Ordinary level there were two papers: Paper 1: English Language with four sections: Section A: Comprehension and vocabulary, Section B: Grammar and phonology, Section C: Summary,

Section D: Composition,” (REB,2015, p.12).Here, the researcher wanted to show off how the students’ speaking skills was not put in assessment and this is a very big gap.

Besides, when you look into that report of countries with their English proficiency level, you can find that the 9<sup>th</sup> which is South Africa is of very high proficiency, 19<sup>th</sup> Kenya with high proficiency, Nigeria which is the 27<sup>th</sup> with high proficiency; Ghana, 34<sup>th</sup> with moderate proficiency as well as Uganda which is the 47<sup>th</sup>. What they share in common is that they are all British master colonies. On this ranking, Rwanda is 103 with very low proficiency in English language skills among 113 countries sampled from (Education First, Report 2023). So, there is a need to investigate the role of the eclectic approach to improve the students’ English-speaking skills. In brief, this report shows that Rwanda as country is in very low category when Education First assesses the English proficiency among Rwandans.

Uwambayinema (2019) pointed out that in Rwanda, in the year of 2008, there was a shift from French to English as the language of instruction in all its schools from grade four. This has caused a lot of problems that affected both teachers and students, especially in rural areas to be able to express themselves orally in the English language. In contrast, one size does not fit all. Meaning, that every student in the classroom is unique. How comes teaching them with a single methodology and become good speakers of English?

It is in this regard that this study aims to investigate the role of the Eclectic Approach in Improving students’ English speaking skills. This study aims at developing knowledge among teachers of English on which best approach they can use to strengthen their students’ English performance.

## **1.2. Statement of the problem**

During the long history of English teaching, different teaching approaches have been developed to encourage and facilitate language learning to boost language skills (Hussian & Suleman, 2016).

Researchers have been extensively trying to find out which approach that teachers should use to develop students’ English language skills among students in secondary learning schools in different countries of the world, but very few practices done so far in secondary schools in the country where the English language is taught and learnt as the foreign language. Here, the very practical example is the recent research carried out by Niyibizi, et.al (2021) which paid much emphasis on higher learning institutions and the question was why not in secondary as those who joined universities are those from secondary schools? In reality, no method is faultless because the method's implementation is heavily influenced by teachers' and students' abilities, as well as the situations and conditions of the learning environment (Bada & Olusegun, 2015).

Hismanoglu and Hismanoglu, (2011) and Aldof et al. (2016) claimed that most of the existing English teaching methods/ approaches have weaknesses which lead students in not developing any language skills. This may bring an idea of having a look at any other teaching approach which can fill in this gap of developing English language skills among students.

Despite the effort made within training teachers and training still ongoing (British Council, 2023), in its project, there is still a gap in students' results in English national examination in ordinary level. This can be proven with the report of NESA of 2019-2022 published in 2023 which shows that overall, Kinyarwanda had the highest pass rate across all three years rather than English which the report does not clearly show its classification. In the pass rate in all the examinable subjects across the three years, the mathematics subject remained to have the lowest pass rate. The highest pass rate in each of the three years was observed in Kinyarwanda in ordinal level (NESA,2023). Now where is English?

In the view of the current researcher, one can claim that the English subject is not in the lowest nor in highest, meaning that the English subject could be in the moderate performing subject which is also a problem to think of and find out a solution through investigation of how it is being taught. The current researcher was also interested in carrying out research in rural secondary schools because the report of 2021-2022 by NESA shows the pass rate in rural schools was relatively lower than the pass rate in urban schools (NESA,2023).

The other evidence of having a big gap in students 'English language skills is that in 2021, through a Memorandum of Understanding (MOU) between the governments of Rwanda and Zimbabwe. The government of Zimbabwe sent 48 Educational personnel to upgrade English in Teacher Training Colleges (MINEDUC, 2021). In addition, University of Rwanda-College of Education (URCE) in partnership with World Bank, is training Teacher Training College pre-service student-teachers for English language proficiency to be ready enough to get prepared to the coming teaching delivery however, still many reports about students' failure to express themselves went on (Hakorimana, Oyebimpe & Andala, 2020).

In addition, having the thorough analysis of all the English syllabi in Rwanda, the syllabus designers from Rwanda Basic Education Board (REB) mention the target level of English for communication, but the assessment approach does not show how this targeted English proficiency level would be achieved. This shows another gap which may hinder the students' English-speaking skills development.

It is in this line that this current research aims at investigating the role of one method which takes the advantages of all other methods to the students' English -speaking skills. This method is 'Eclectic Approach' and it aims at allowing both learners and teachers to speak the language (Al-Khasawneh, 2022). Very particularly, this current research brings very new context in which to investigate the role

of this approach which the researcher thinks that it would be the solution to the students' English - speaking skills that may enable them to communicate successfully with the today's world.

### **1.3. The purpose of the study**

Since the start of teaching English as foreign language in Rwanda, adoption of different teaching approaches in teaching English language have been applied, but failed. Some internal measures and strategies have been taken by many schools to empower the students to be able to speak English only. However, in some Rwandan secondary schools, there is still poor performance in speaking skills.

Therefore, this research is purposely being carried out to investigate the role of an eclectic approach in improving students' English speaking skills and ensure which methodologies English teachers use, highlight faced challenges, and suggest potential solutions towards raising the speaking skills among students. Therefore, the findings from this research should be beneficial to all educational stakeholders including teachers of English, curriculum planners, students, head teachers and many others involved in education who were informed via reading findings of this study and communicate the concerned level to implement some comments on which best teaching language approach in improving students' English language speaking skills. Not only did the wide community benefit from this study, but the current researcher also developed his research analysis skills and strategies to approach research key informants by respecting ethical values and spreading his knowledge in the world.

This study should also serve other junior or senior scholars as a reference and find or criticise it to produce another paper for disseminating knowledge as to solve any issue in teaching English language over the world of today and tomorrow.

### **1.4. Scope of the study**

This section describes the geographical scope, time scope, and content scope.

#### **1.4. 1. Geographical scope of the study**

This study was about the investigation of the role of the Eclectic approach for improving students' English language speaking skills among secondary school students. It was carried out at secondary schools namely school A located in rural area of Huye district and school B located in the city of Huye. The researcher has selected Huye district because it was financially affordable for the researcher as he lives in Huye and research needs financial logistics. The current research was also pushed by the literature he read on how this district is one of the districts with many schools as the statistics, however some schools are the best performing in English and others not. So, conducting the research in this district helped the research to investigate which approaches do English teachers use at both schools and

observed the applicability of a single approach which can help both students and teachers teach or learn in improving speaking skills.

#### **1.4.2 Time scope**

The study was planned to be carried from February to June 2024. The researcher believes that the data of this period was reliable for him in terms of identifying the role of the eclectic approach for improving students' English speaking language skills among secondary students. The data should be reliable in this period because this was the researcher's time for practicing research writing.

#### **1.4.3. Content scope**

This study was about investigating the role of the Eclectic approach for improving students' English language speaking skills among secondary school students in Huye district. It explored other English teaching approaches that English teachers use in teaching English language speaking skills, it tackled also on the applicability of the Eclectic approach for improving students' English speaking skills and which challenges both teachers and students face when learning or teaching under the Eclectic approach and finally, which should be the sustainable solutions to those challenges. It has also brought in some recommendations to some educational entities to take action towards adopting the eclectic approach towards students' English speaking skills.

#### **1.5. Limitations of the study**

Limitations should be the constraints that the researcher may face when carrying out the study. These may comprise financial limitations and time. From the data the researcher found from MINEDUC, NESA and REB in their School Data Management System (SDMS), there are 77 secondary schools in the Huye district. Some are day and others are boarding schools. Due to time and transport fees and printing the research instruments, it is clear that he could not manage to cross all sectors of the district, hence the representative sample was applied basing on set criteria including some aforementioned comparison of the least performing school and the best regarding how English is taught towards improving students' speaking skills.

#### **1.6. Research main objectives/aims**

The main purpose of this study was to investigate the role of the Eclectic approach towards improving the students' English speaking skills.

##### **1.6.1. Specific research objectives**

1. To investigate to which extent the applicability of an eclectic approach improves secondary students' English speaking skills.
2. To find out the effects and challenges of eclectic approach on students' English speaking skills

3. To suggest potential solutions to the challenges associated with using the Eclectic approach for improving students' English-speaking skills.

### **1.7. Research questions**

From the aforementioned specific research objectives, the following research questions were formulated to facilitate the research:

1. To what extent does the applicability of an eclectic approach improve secondary students' English speaking skills?
2. Are there effects and challenges of the Eclectic approach on students' English speaking skills?
3. What are the potential sustainable solutions to the challenges associated with using the Eclectic approach for improving students' English-speaking skills?

### **1.8. Organization of the study**

This research had five chapters. Chapter one is the general introduction and gives information about: The background of the study, statement of the problem, purpose of the study, scope of the study, limitations of the study, significance of the study, research objectives, research questions and organisation of the study. Chapter two is literature review. It involves theoretical framework which embodies the concept of the Eclectic approach, the applicability of this approach as well as its advantages towards students' English speaking skills development, the challenges and possible suggested sustainable solutions towards the challenges. It also provides empirical studies related-information on the applicability of eclectic approach in teaching and learning English language in secondary schools, it is also research gaps and the conceptual framework. Chapter three is research methodology. It gives details about research design, population sample and size, sampling techniques and procedures, description of the research instrument, validity and reliability of the study, procedures in data collection, analysis techniques and ethical considerations. Chapter four contained both qualitative and quantitative data presentation, analysis interpretation and discussion of the results. Lastly, chapter five provided a summary of the study, summary of findings, the general conclusion, recommendations as well as recommendations for further research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter describes an eclectic approach towards improving students' English speaking skills through thorough description of its Concept towards teaching English and the theoretical framework which answers the research questions. This chapter also summarises a related literature review focusing on used English teaching approaches, the applicability of an eclectic approach, its effect on students' English-speaking skills, challenges and sustainable solutions proposed by different scholars.

### **2.2. Theoretical framework**

To answer the research questions of this study, these two theories namely Constructivist theory (Piaget, 1973) Learning by Doing Theory (Dewey, 1938) were used to guide this study.

#### **2.2.1. Theory 1. Learning by Doing (Dewey, 1938)**

This theory also known as experiential Learning was developed by describing how students can learn theoretically and practice at the same time Ord (2012). Dewey (1938 cited in Rizk, 2011) said that give the students something to do, not something to learn; and the doing is of such a nature as to demand thinking and learning naturally results can take place.

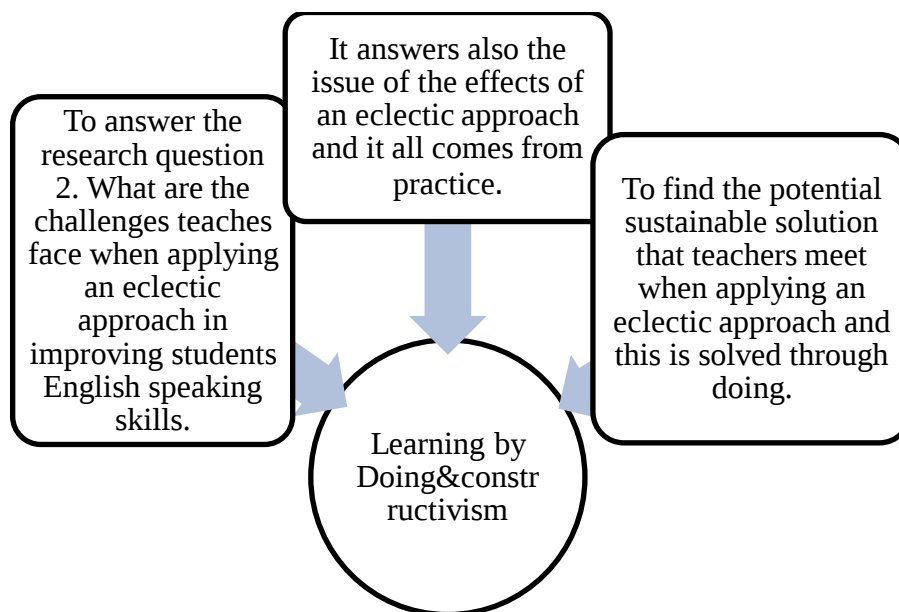
This study was guided by John Dewey's theory of Learning by doing and Piaget's and Vygotsky's Constructivist Theories. Constructivism theory affirms that students must be actively involved in learning to construct knowledge from the interaction between what they know and the new acquired concepts (Nesrine, 2018, cited in Hagenimana, 2023). He added that he intends to make advocacy on engaging the students to learn the material instead of being passive. Simply this theory fits in a learner-centred approach. John Dewey also believes that students need to interact with their teachers and this comes as a solution if students have the challenge of not expressing themselves, so through learning by doing, the research hopes that they may overcome this challenge. John Dewey further hopes that through this experiential learning model, students learn through experiencing the real-world life experience and this is one of the principles of eclectic approach.

Again, when exploring some principles Learning by Doing theory by John Dewey (1938), you can find that they are interrelated with that of an eclectic approach. For example, social learning and social interaction, collaborative learning and Emotional responses are some principles of Learning by doing theory. The researcher believes that if this theory is adapted accordingly in teaching the English language, there may be no more challenges about students' English-speaking skill inabilities.

### 2.2.2. Theory 2. Constructivism theory (Piaget's.1973)

To apply Constructivist theory in classroom teaching and learning process, teachers must be taken into account that every student's idea is a cornerstone, a variety of answers is better than a single fixed answer and this flexibility matches with the eclectic's which creates a room of self-expression among students. Subsequently, the learning by doing and constructivist theories were the input to this research to analyse which approach can provide the students with the opportunities to express themselves in either target language or the first when necessary and considers the students' context of learning.

Brau (2020) and Sharma and Shukla (2023) "constructivism is a learning theory which holds that knowledge is best gained through a process of reflection and active construction in the mind (Mascolo & Fischer, 2005 cited in Brau,2020). Thus, knowledge is an intersubjective interpretation. The learner must consider the information being taught and - based on past experiences, personal views, and cultural background - construct an interpretation. Constructivism is split into two main camps: radical and social. The first form radical (or cognitive) constructivism proposes that the process of constructing knowledge is dependent on the individual's subjective interpretation of their active experience. The second form of social constructivism affirms that human development is socially situated and that knowledge is constructed through interaction with others. This chapter discusses the history, practice, examples in education and limitations." This assertion of constructivism theory comes to defend how students should learn the language by being oriented to construct their own knowledge and this can promote the will of speaking as well. This is a visual picture of how Learning by doing is linked with the research questions of this study.



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**Source: Designed by the researcher**

This figure above shows how learning by doing may be the sustainable solution to any problem teachers may face while applying the eclectic approach. It may be clear that some teachers are not aware of this approach, but through experimental learning, they get to know it and use it successfully. It was found that this approach that combines four language skills together in a single lesson and brings flexibility on both sides, of the teacher and of the students in terms of which methodologies fit in their context, it may result into confusion. However, through students' practices, this confusion is eradicated.

### **2.3. Related literature review**

This section describes the discussion of various scholars discussing the applicability of the eclectic approach in teaching and learning English, different English teaching methods that can be combined together to form an eclectic approach, its effects and challenges and some proposed sustainable solutions towards those challenges to train students with speaking skills.

#### **2.3.1. Types of eclecticism as a proof of its applicability**

To be applicable and easy for every English teacher in the world, this scholar Mwanza (2019, cited in Pilco, (2021) has classified this eclectic approach into two categories namely simple and complex. Therefore, this section is going to go into details of each category.

##### **Type 1: Simple eclecticism**

According to Mwanza (2019, cited in Pilco, 2021 "Simple eclecticism involves the integration of two methods in one lesson. For instance, this author suggested mixing the cognitive approach and communicative approach; consequently, teachers might use techniques like questioning and answering exercises, grouping or pairing work, as well as charts or textbooks as part of teaching materials. Nevertheless, this combination is just an example of simple eclecticism; "the two methods are not strictly the only ones which can be combined" (Mwanza, 2019, cited in Pilco, 2021, p. 33). In fact, this scholar pointed out that teachers decide which approaches and methods should be mixed according to the classroom necessities.

##### **Type 2: Complex eclecticism**

Mwanza (2019, cited in Pilco, 2021) defined that complex eclecticism involves a mixture of more than three approaches such as the situational approach, cognitive approach, communicative approach, and suggestopedia in one English lesson. This combination would involve some techniques like questioning and answering exercises, debates, pair work, and role plays. The material that can be used may be realia, cue cards, textbooks, and radio. Nonetheless, as in simple eclecticism, it is just an illustration of how the complex eclecticism works, so instructors can create any other combination depending on the lesson and students and this creates flexibility of the approach considering the nature and background of the students

### **2.3.2. The merits of eclectic approach in teaching and learning English**

Having reference to various scholars such as Mwanza (2017) cited in Chernus, et.al ,2022, Kumar, 2013 cited in Chernus, et.al ,2022 & Rao,2018), this section mainly focuses on various merits of applying an eclectic approach in the English language teaching such as contextualizing the lesson, flexibility on the side of the teachers by enabling English teachers to choose any teaching technique which is suitable to reach the aims of the lesson , combination of all four English language skills teaching, creation of an inclusiveness or left no child behind, making lesson more comprehensible, consideration of the level of the students and provision of the perfect opportunity for intensive role-playing about real life experience.

#### **General merits of Eclectic Approach in teaching and learning English language**

Several scholars including Rao (2018), Mahar (2010), Fru-Ngongban (2023) discussed various general merits of an eclectic approach in teaching and learning process. It is in this line that the section describes these various general merits of eclectic approach in teaching and learning English language such as contextualising the lesson, flexibility to choose teaching methods on the side of teachers , developing all four English language skills teaching by combining them, creation of classroom inclusion among students, provision of learning interest and enjoyment among students, connecting classroom experiences with students' life experiences, Eclectic approach is multimodal and Eclectic approach makes students active participants . All these merits are to be discussed here below.

##### **General merit 1. Contextualising the lesson**

Rao (2018), an eclectic approach helps students learn through the cultural context. He keeps focusing on how this approach tries to support the student to have an easier understanding of the English language since it is taught through their cultural context.

In the same vein, “English has been designated as a source of intercultural communication among the people from diverse linguistic and cultural backgrounds” (Mahar2015, p. 1). He added that in Pakistan schools, students learn English through their cultural context and it has helped a lot in improvement of the students' efficiency in communication.

Similarly, (Mohammed, 2020, p.1) affirmed “Language and culture are considered as inseparable couples and can be simply described as two sides of the same coin. Language is not culture-free. If one is to communicate effectively in a foreign/second language, one cannot ignore the cultural context which gives the words broader meanings.”

“The Eclectic approach is context-sensitive, which makes learning enjoyable and creative for all types of students regardless of their socioeconomic background and learning preferences.” Fru-Ngongban,2023 p.2)

Furthermore, Sapir (1921), cited in Ali, et.al, 2014), he said that the cultural context clears the way people have an interaction and make perceptions regarding any situation or the object of life. It is in this line that this eclectic approach helps a lot in contextualising the lesson which leads the students to the better understanding of the English language.

In short, researchers conclude about the advantage of an eclectic approach which provides the opportunity to the students to learn the English language through their cultural context. They concluded that cultural context cannot be left behind when teaching English to the students because culture is an important integral part of humanity which lives by communicating to each other for various reasons and places.

### **General merit 2. Flexibility to choose teaching methods on the side of teachers**

According to (Mwanza, 2017 cited in Chernus, et.al ,2022) stated that among many other merits of the eclectic approach is its flexibility. This is from allowing teachers to consider their students' levels, learning styles and needs to be able to determine which approaches suit his/her students. Rao (2018) has also highlighted this flexibility saying that the Eclectic Approach enables teachers to determine any teaching technique which is suitable to reach the lesson objectives.

### **General merit 3. Developing all four English language skills teaching by combining them**

Eclectic approach helps teachers teach all four language skills through combining them. According to (Tongboonyoun, 2013 cited in Najeebullah, Tabassum & Irfanullah, 2024), communication depends on the focus on all the four English language skills such as listening , speaking ,reading and writing.

It is in the same vein as Biloon (2016) that eclectic approach permits the teacher to better cater the necessary English language skills for students to be able to learn successfully. In short, eclectic approach helps teachers teach all four language skills together for training a student in a holistic way.

### **General merit 4. Creation of classroom inclusion among students**

Several authors including Gao (2011), Biloon (2016, cited in Asif & Khan, 2022), Li (2012), Billah (2015), Brown (2002), and Larsen-Freeman (2004), have complementary supported one another with how an eclectic approach welcomes every student in terms of learning either regarding his /her needs , ability and many other differences students may possess. This inclusion can be proven by its principles

of employability which show how this approach combines different methods to serve all the students for having a very smooth learning and teaching process.

Gao (2011) also argued that the eclectic approach is preferred since it brings a room for both students and teachers to cover all the students' special cases regardless of their ages, abilities or capacity. Furthermore, since learning seems to be fun and innovative, it creates classroom inclusion who have students having a clear vision of what they are learning. Multiple tasks, high interaction, lively learning, and fast results are the salient features of this method. The eventual purpose of the eclectic method is to connect real-life experiences to the ideas presented in the learning of the language.

The success of this approach in building classroom inclusion has been proven in the research of Biloon (2016, cited in Asif & Khan, 2022) who quite recently investigated the eclectic method and discovered that the specific needs and learning styles of learners were better catered to using this approach. This assertion brings a very conducive inclusive teaching and learning environment since each student's needs are catered for through the class activities.

It is in this connection that many other scholars have also proved the inclusion building among students. Li (2012) explained how it is not possible to use one standalone approach to successfully facilitate all the skills or to cater to the individual needs of students. Therefore, it is necessary as a teacher to employ the eclectic approach. Billah (2015) clarified that the eclectic method in language teaching allows for this to happen by combining the strengths of different methods, competences, and pedagogies to welcome each and every student to practise the language.

Brown (2001) argued that eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts. Gilliland, James and Bowman (1994), cited in Mwanza, 2017). The Eclectic Approach to Language Teaching: Its Conceptualization and Misconceptions.

) stated that the justification for the eclectic approach lies in the weaknesses of the single approach because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible. Since eclecticism is context sensitive, learning is fun and innovative and the approach works for every type of learner regardless of their social economic background and preferences throughout their learning process.

According to Larsen-Freeman (2004), eclectic Approach is a pluralistic, inclusive, all-encompassing and comprehensive approach of teaching in which the best techniques and bits of pieces from different teaching methods are systematically and logically combined and used eclectically in order to meet the

varied, diversified and distinct needs of the students. It is a bunch of multicoloured and fresh flowers which focuses on the aims of the lesson and the learner's abilities. In the same vein, Aslam (2003) claimed that eclectic approach creates fun in the class and kills boredom. He added that the eclectic approach is a teaching approach which does not depend only on one way or rule. Instead, it connects different techniques and theories and finds local solutions to local problems. It penetrates thoroughly into the subject and comes up with different theories for different cases.

Complementary, as the previous scholars above summarise how eclectic approach creates classroom inclusion. Gardner also (1983, cited in Pilco ,2021) stated that when you are teaching students in the classroom, you can find every individual student possesses eight different types of intelligence and if nothing is done on which teaching approach to answer this, people lie to themselves that students may learn alike or in the same way. Here comes the applicability of using an eclectic approach. He added that it is in that way that over the years, pedagogues and teachers became interested in developing teaching approaches that could fill in that gap through helping both educators and students in order to successfully address the needs of the class and one of these approaches was eclectic approach.

#### **General merit 5. Provision of learning interest and enjoyment among students**

Rifa'i, (2015 cited in Sundari (2020) suggested that an eclectic approach may keep students interested in learning a language. The selected materials enabled teachers to deliver subjects in a more interesting way. This approach helps English teachers to be more confident in delivering material; helps teachers in livening up the situation of bilingual areas; helps students in understanding the material more easily; helps students in being more relaxed in learning English.

In fact, it should be noted that the eclectic method is the best approach if it is supported by the teacher's sufficient proficiency with diverse approaches. This falls in what Najeebullah, Tabassum and Irfanullah (2024) said that eclectic approach creates fun in the class and finishes the stress. In addition to what was detailed by Najeebullah, et.al (2024), Larsen-Freeman and Mellow( 2000), cited in Asif and Khan, (2022), that English teachers can use music while teaching and this grabs the students interest through learning in a relaxed classroom environment as Lazanov (2005) also emphasised.

Furthermore, different studies have found that an eclectic approach is an outstanding approach that teachers of English can use to boost students' English language skills. The researchers have found that some ministries of education in different countries like Indonesia recommended to whom it may concern to apply this approach because the material employs more than one method and has been shown to have some positive effects on students' English skills such as speaking, listening, writing, and reading. The

method used in teaching and learning is related to the material and the teacher's decision. This is similar to previous studies (Mwanza, 2017, cited in Pilco, 2021; Jose, & Dufrene, 2014), which found that using an eclectic method makes teaching and learning activities more interesting and enjoyable because they are diverse and not focused on one method which cannot fit all.

**General merit 6. Eclectic approach creates connection of classroom experiences with students' life experiences.**

The eclectic approach has several merits. It links classroom experiences to the daily life activities of the students. This facilitates students to grasp new knowledge by drawing on their perquisite ones. Thus, learning is not strange because the activities are life-like. Kumar (2013, p.2) stated, "the purpose of advocating for eclectic methods is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world". As mentioned above, this helps learners not to look at learning and the classroom as threats but as an extension of the home environment. It is in this environment that helps students practise the English language through speaking.

This is probably the reason why Kumar (2013) argued that the eclectic approach helps learners even from the rural area who do not speak English in common language usage to learn it and pass the objective examination. This is what even pushed the current researcher to orient his study in public secondary schools which are in rural areas because different researchers also have found that students from rural areas fail a lot to express themselves in the English language.

**General merit 7. The eclectic approach is multimodal**

This approach as it is a combination of all possible merits of many other methods in language teaching requires the teachers of English to think of many teaching resources for effective English teaching. Weidemann (2001) asserted that effective language teachers invest a lot of time collecting interesting and attractive teaching and learning materials to liven up their teaching, and never spare a thought for the learners in the process of materials development and teaching. In the eclectic approach, the teacher would use any teaching material which may be deemed fit for use.

Besides, teachers can use realia, charts, text books, magazines, newspapers, radio, film, music, maps, pictures and computers. Both visual and linguistic materials can be used. Ledema (2003) suggested that television, film and the computer are also useful resources in communication. In short, the eclectic method is multimodal.

### **General merit 8. The eclectic approach makes students active participants**

This approach has received much attention among English language students and teachers because it considers students as active participants regardless of the errors they might commit (Mei, 2018). This approach is limited to teaching a language out of the context instead of in-context, thus it has been viewed as a weak teaching approach, this is what makes it be the very needed approach to employ in teaching English language for secondary students.

#### **2.3.3. Different teaching and learning techniques towards Eclectic approach**

Several scholars such as Jun (2000) cited in Khalaf, (2023), Bucholz and Sheffler, 2009, cited in Ponce (2020), Sundin, Anderson and Watt (2018, cited in Ponce, 2020), Harmer (2010), Savage et. al. (2010), Hammad (2020), Koucka (2007) and Tice (2004, cited in Larosa, Qamariah & Rosdian,2020) even many others have summarised on which useful teaching techniques that teachers always in their classroom and recommended them to be used. They all summarised the following techniques warm-up, games, classroom presentation, Peer-Tutoring, mother tongue equivalence, Repeat-After- Me, gestures and mimes which may contribute to the students' English-speaking skills.

#### **Teaching technique 1: Warm-up or motivation**

Jun (2000 cited Khalaf, 2023) stated that motivation is the basic principle of all kinds of teaching. Practically speaking, the success of the class depends on the fact that how well the students are warmed up and motivated in the beginning of the class. A good hook activity in the beginning can establish a mental set, captivate the students, arouse their interest, enable them to do their own things and improve their speaking and pronunciation skills.

Bucholz and Sheffler (2009, cited in Ponce,2020), points out that warm-up plays a big role for both, Communicative Language Teaching Method and Cooperative Learning Approach, can be perfectly supported by Warm Up strategies because the characteristics involved in the communicative and collaborative methodology permit to carry out the accomplishments to start a class successfully, which means “to increase students’ ability to learn and feel comfortable as a member of the class

According to Ponce (2020), warm -up is an introductory activity which can prepare students to participate actively during the rest of the class, it motivates students to be absorbed in the planned activities freely and naturally because in this stage, communication (speaking) is more necessary than accuracy; correcting mistakes is not allowed in this phase; therefore, they feel confidence to perform spontaneously. He added that warm up creates an interactive and positive environment to set the topic and to motivate students to participate actively during the entire English teaching process.

In the same vein, Sundin, Anderson and Watt (2018, cited in Ponce, 2020), warm up strategy gives students the chance to speak freely in a safe atmosphere; it also takes the advantages of the storytelling strategies, since the students are engaged through placing knowledge into context of their real-life experience.

It is in the same understanding that according to Scrivener, (2011, cited in Ponce,2020), this strategy promotes students' interaction, and as points out, rapport, because one of the relevant aspects of teaching, should be connecting with the students and making them to know each other in order to create a comfortable, positive and friendly atmosphere in the classroom, which makes a lesson memorable and communicative. Harmer (2010) affirmed that if students are not engaged emotionally, knowledge may not happen and as well as speaking skills may never develop.

### **Teaching technique 2: Oral classroom Presentation**

“Traditionally, grammar is taught explicitly or implicitly. In an explicit presentation, the teacher overtly explains the target grammar (rules and patterns) using grammatical terminology. In contrast, in the implicit presentation, the teacher begins with an example that embeds the target grammar and delays the explicit explanation of the target grammar. However, as we know that students have a wide range of backgrounds and goals. Therefore, a purely explicit or implicit presentation may not meet most of their needs. So, the best way is to use a “hybrid” presentation which introduces grammar implicitly, in a meaningful context, and also introduces explicit explanation of the target grammar.” (Savage et. al, 2010, pp.1-39)

Speaking is an ability that is considered important from other language skills (Ginkel, et al., 2017). As well as Brown (2007, cited in Suryani & Argawati,2018) stated that speaking is a communication process in conveying meaning including word production, and speech is marked by sound teaching speaking to students is the same as learning a new language that must pay attention and learn how the sound has produced that match to the pattern of words and sentences, in the ups and downs of pronunciation or pressure and choose the right words and sentences according to each condition, situation, and listener. Speaking is the way to communicate to express ideas, exchange information, and we can relate to each other. When teaching speaking, it means that students should be asked to practise more in producing words.

“The use of oral presentations in class is one of the trusted learning methods that should help students improve their speaking skills. The oral presentation can be defined as formal communication, with activities conveying information to the group. Use oral presentations in giving classes an opportunity for students to apply a second language in communicating with

others naturally (Salem, 2019, p.12).” In the same vein, “Oral presentations require students to actively use aspects of language. These activities are usually done when the teacher asks students to explain a topic in front of the class, besides that students are asked to make interesting PowerPoint slides when making a presentation. Usually this is done in groups (Ati & Parmawati, 2022, p.2).”

In the same way, several researches have been carried out on oral presentations to boost students’ English speaking skills. According to Riadil (2020), cited in Ati and Parmawati (2022), students’ appearance in oral presentations can affect language development which includes grammar, vocabulary, responses, and word choice in communication.

It is in the same vein, Hammad (2020), there are three stages in oral presentation including planning, preparation, and practice. Similarly, Parmis et al. (2020) claimed that oral presentations can help students control their fear and nervousness during presentations towards the speaking skills.

According to Putri and Sudarsono (2019), oral presentation motivates students to talk more so that students experience speaking effectively. In the same way, Rahmat et al., (2019) stated that oral presentations were interested in pedagogical implementation for teaching and learning ESL classrooms. In brief, research has shown that oral presentation is effective enough to improve student speaking skill. In this case, oral presentations are useful in motivating students to use language, improving student language skills especially speaking skills, making students critical thinking in papering material, and practising self-confidence because they must speak in front of the class.

Furthermore, according to Kurnia (2016, cited in Ati and Parmawati, 2022) there are five indicators of good speaking skills including producing words, using grammar and structure well, vocabulary, comprehension, etc. In other words, when students learn to speak a foreign language, especially English, students must interact more with that language. In a learning situation, the teacher may usually ask students to use language directly or practise it and can provide oral assignments, such as discussions, conversations, and oral presentations. Unfortunately, many students still have a fear of starting to speak.

The claims of bringing oral presentations for students to boost their English-speaking skills has been also tackled by McCroskey (2005, cited in Salem, 2019) claiming that the emergence of discomfort and fear when speaking is called worrying in speaking. To overcome this, the teacher must find methods to train students to be more courageous in speaking.

### **Teaching technique 3: Peer-Tutoring among students**

“In peer tutoring, one student teaches the other. Peer tutoring is a teaching process in which the tutor and the tutee both are of the same age, grade and academic status. It benefits both the tutor and the tutee. It helps the tutee to understand the target grammar well and to get to higher academic goals. It helps the tutor because teaching something to someone else is the best way to learn something (Rizve, 2012, pp.99-119)”.

### **Teaching technique 4: Mother-Tongue Equivalence**

In order to make the input comprehensible, the judicious, timely, well-executed and appropriate use of mother tongue is necessary. Besides, in order to understand the target grammar and vocabulary well; to ensure fluency; to reduce anxiety and frustration; to help the shy, weak and less proficient students; to understand the task and activity well; to develop independent learning and self-confidence and to provide a scaffold between the students, mother tongue equivalence technique is very useful and creative (Kocka, 2007). In the Rwandan context, where some schools prohibit students from speaking in Kinyarwanda, this misunderstanding should be stopped as the literature clears that one single method cannot be practical.

### **Teaching technique 5: Repeat-After-Me**

“It was a crucial feature of the audio-lingual method that emphasised repeating structural patterns through the oral drill. Drills can be useful in teaching-learning materials; because they provide practice of small and manageable chunks of language and increase self-confidence. Furthermore, fluency spreads out when a speaker is engaged in meaningful interactions (Hernández, Hernández & Cerrato, 2020, p.16)”. “The teaching technique ‘repeat-after-me’ is very effective for pronunciation correction, vocabulary acquisition and retention, enhancing reading and listening skills, improving rote learning and helping in foreign language learning. It also helps “students with learning disabilities” (Wahlheim, et.al, 2012, pp.1-4).

The applicability of eclectic approach towards developing students ‘English speaking skills’ has been focused on by Tice (2004, cited in Larosa, Qamariah & Rosdian, 2020) who asserted that when students repeat after their teachers, they develop both new vocabularies and pronunciations and this is learning through imitation. In the same view, Hernández, et.al (2020) affirmed that ‘repeat- after- me’ has been proved as the best method to use when teaching English as foreign language to students in order to improve their speaking skills.

### **Teaching technique 6: Gestures and Mimes**

They help both the teacher and students in communicating, understanding and participating during class lessons and class activities; and they are useful for class instructions especially in noisy settings; help to teach pronunciation; create fun in the class and used as a gaming activity (Wickom, 2012, pp.1-19).

### **Teaching technique 7: Games**

Games have been defined by Merriam Webster Dictionary as a physical or mental competition conducted according to rules with the participants in direct opposition to each other and mostly involves an activity engaged in for diversion or amusement. However, educational games are games used for the purpose of education (Jackson, 2006, cited in Shtayeh,2022). Educational games enable students to unify and repeat information in a flexible environment (Asan and Sezgin ,2020) cited in Shtayeh ,2022). Thus, they are often preferred at the elementary school level where students take an active role and develop them to stimulate thinking in the educational process (Puspitarini, & Hanif, 2019 & Kapidere, 2021). It is important to mention that well-designed games are good for learning, not poorly designed ones (Steinkuehler et.al., 2012).

“Games have a great educational value. Games are used to develop students’ interest; reduces anxiety; provide comfortable learning environment; enhances understanding of the target grammar, intelligence and retention; provide a context for meaningful communication; create fun in the class and motivate the shy and less proficient students to participate in class activities (Kimhachandra, 2010, pp.24-26)”.

It is found that games have the power to provide students with more opportunities to practise the speaking skill Iaremenko (2017, cited in Shtayeh,2022). In the same view, Plamner (2008), stated that using games in this regard is hoped to help students express themselves and build self-esteem towards developing speaking skills. It is this line that through using games, teachers must be able to attract learners’ attention by having interesting and fun activities which motivates them to speak voluntarily in the class (Harmer, 2007).

Games are one of the solutions to teachers’ problems in teaching speaking. Teachers can support students to communicate in English in real situations through games instead of just focusing on the structure of language (Littlewood, 1981, cited in Kaur & Aziz, 2020). Games can promise full participation of students in the classroom because it is fun and they can enjoy learning (Mahmoud& Tanni, 2014, cited in Kaur & Aziz, 2020). Everyone loves to win, so games can develop a healthy competitive platform for students to speak English.

To win or complete the task they have to speak out their point of view and understand people’s point in English as well as take actions by saying or doing in English (Gate, 2003).

So, games help students to practise all main skills of language, all stages of the teaching and learning and various kinds of speaking skills (Betteridge & Bucky, 2006, cited in Kaur & Aziz, 2020). However, according to Kaur and Aziz (2020), games are also suitable for low proficiency students as they should not feel pressure while learning English in a fun way. So, they feel more relaxed and feel free to accept the input from the teacher as well as allow students to speak freely.

Consequently, several authors like Mackenty (2006) and Harris (2006) have provided teachers with some pieces of advice in designing which games in their lessons that they first be aware of which kind of game that suits into the curriculum. They further added that teachers should use the suitable game which meets the language skills, for example, playing guessing games to enhance learners' speaking ability.

Besides teaching English language through games, students attempt to develop pronunciations. According to Kline (2001), pronunciation refers to the classic or regular speech of words and the way for students to clearly produce utterances or words when they speak. On the other hand, Gilbert (2008, cited in Shtayeh, 2022) said that English pronunciation does not only mean mastery of sounds or isolated phrases, rather it involves knowing and practising the explicit way of making it easy to understand a speaker's thoughts.

In brief, Hadfield (1998), cited in Kaur and Aziz (2020), claimed classification of language games as follows including sorting, ordering, or arranging games, information gap games, guessing games, search games, matching games, labelling games, exchange games, board games, role play games, computer games and English teachers can use them to boost students' English proficiency. He added that there are two types of language games which are competitive games and cooperative games. In competitive games students focus on achieving the goal whereas in cooperative game learners work together to achieve the goal of the game. Games can be modified according to students' needs and what all types share in common is to help students improve in speaking. The focus here is type two which is mainly focusing on competitive games which promotes speaking skills among students.

### **Teaching technique 8: Error Correction**

Corrective feedback plays a significant role in forming error-free communication and getting rid of the error habit formation. It may be oral or written. According to Al-Faki and Siddick (2013), English teachers are advised to use a variety of strategies, such as recast, explicit correction, repetition of error, elicitation, Meta-linguistic feedback, clarification request, denial, peer correction, ignoring and Self-correction are used. Besides, in the interactive classroom, the teacher circulates and notes down the errors and corrects them when the activity ends. Last, peer editing is also a very productive strategy for error correction which can help students promote their speaking skills.

### **2.3.4. Scientific evidence of the applicability of the eclectic approach in different countries over the world**

Various scientific evidences from various countries in the world have proven the applicability of the eclectic approach, here the focus is what happened in various countries that the current researcher could not mention here but, few of them include Kenya, Rwanda, Ecuador, and many others countries because teaching methodologies have been adopted due to having found a lot of drawbacks in traditional methodologies.

Rivers (1981) and Jebiwot (2014) stated that the main proponent of the eclectic approach is to give chances to English teachers to elect the suitable techniques that can meet all the students 'learning styles and levels. In the same way, Prabhu (1990) and Kumaravadivelu (2006) insisted that teaching languages through one single method is not practical. This assertion proves the applicability of an eclectic approach in teaching and learning the English language.

According to Kumar (2013), the eclectic approach is a combination of different methods of teaching and learning approaches. In this context of the study, the eclectic approach refers to the unique language teaching approach which develops all four language skills particularly the focus here is speaking skills which can be displayed by students when interacting with their teachers and the wide world of today and tomorrow.

#### **Country 1: Overview of applicability of eclectic approach in Kenyan education**

In Kenya education, Blumberg (2008), confirmed that learner - centred teachers do not employ a single teaching method and this is the same case of Rwanda education system where teaching method is learner -centred. This can prove that an eclectic approach should be applied in the teaching and learning process. His countrymate, Floresar (2008, cited in Jebiwott, et.al.,2016) claimed the applicability of Eclectic approach to boost students' English-speaking skills from early even up as well. In the same way, in Cameroon also Ngongban (2023) claimed that Eclectic approach can promote classroom inclusion for students 'English speaking skills. This is another scientific proof that Eclectic approach is applicable in teaching the English language.

#### **Country 2: Overview of applicability of eclectic approach in Ecuador**

Reference is made to the research carried out in Ecuador throughout seven years to overcome the challenge of always encountering the problem of having students English level which was consistent at the beginner level , but after the research by Sevy-Biloon, (2016) confirmed that to overcome this problem, the Eclectic approach should be adopted. He insisted on how this approach welcomes the individual differences among students. This gives a chance to each student to practise the language at

his/her pace. He finally added, the Eclectic approach allows the teacher to better cover the necessary skills, tasks and activities for students to be able to learn, understand and ultimately gain the knowledge quintessential to becoming competent in speaking, reading, writing and listening in English in a large classroom setting in a shorter amount of time.

### **Country 3: Overview of applicability of eclectic approach in south African education**

Different studies have found that in South Africa, students are taught English with a lot of teachers whose English is their first language, but they also use the Communicative Approach and you can find it in the national curriculum statement which empowers it to be applied throughout the country (Mulaudzi,2016). The fact that Methodologies of Teaching English language changed overtime to meet the students' needs as well as society. According to Rivers (1981, cited in Burhanuddin,2012), the purpose of using an eclectic approach is to develop the students 'English speaking skills. Similarly, Hussian and Suleman, (2016) added that this eclectic approach appeared as a reaction to the abundance and inflexibility of teaching approaches.

Several scholars have claimed the applicability of eclectic approach in terms of its flexibility in using it in the classroom. Those scholars including Kumar, (2013) and Parupalli (2018, cited in Pillco, 2021), state that this approach is flexible and adaptable. Ninsiana (2022) also insisted on this flexibility of eclectic approach where it errands the teachers to choose any possible techniques in his/her lesson which can lead students to better participatory setting.

According to Larsen -Freeman (2004, cited in Najeebullah, Tabassum & Irfanullah, 2018), Eclectic Approach is a pluralistic, inclusive, all -encompassing and comprehensive approach of teaching in which the best techniques and bits of pieces from different teaching methods are systematically and logically combined and used eclectically in order to meet the varied, diversified and distinct needs of the learners. It is a bunch of multicoloured and fresh flowers which focuses on the aims of the lesson and the learner's abilities. It creates fun in the class and kills boredom. It is a teaching approach which does not rely only on one model or norm.

According to Aslam (2003, cited in Najeebullah, Tabassum & Irfanullah, 2018), eclectic approach connects different techniques and theories and finds local solutions to local problems. It penetrates deep into the subject and comes up with different theories for different cases towards speaking skills. In the same line, Brown (2001) added that this approach came about because one single approach does not respond to all the requirements, necessities, multiple intelligences and different learning styles of a dynamic classroom.

According to Brown (2000, cited in Najeebullah, Tabassum & Irfanullah, 2018) a single teaching method or technique to teaching communication skills is not practical and effective because the needs and problems of the learners have multiplied. It is the same understanding that Prabhu (1990) and Kumaravadivelu (2006, cited in Pillco,2021) considered that teaching languages through one single method is not practical. Instead, in order to meet the various needs of the learners and to make them rich and fluent in communication skills, there is a need of applying a multifaceted approach.

According to Mohammed, (2018), cited in Rutabana,2023), views this uselessness of a single approach and recommends English teachers to apply the appropriate approaches and strategies if they want their students to be able to use the language. Besides, the applicability of eclectic approach has been claimed by several researchers like Mehmmmod (2012, cited in Najeebullah, Tabassum & Irfanullah,2018) and Kim and Kim (2005).

Mehmmmod (2012, cited in Najeebullah, Tabassum & Irfanullah,2018), claims in his study that if the students are provided an interactive, comfortable and motivating environment, they can enhance their English-speaking skills as well as academic performance and feel joy in learning. Complementarily, Kim and Kim (2005) are of the view that the Eclectic Approach provides learners with the opportunities to develop their individual creativity as well as helping them understand the features of the target grammar towards developing speaking skills.

Furthermore, the applicability of eclectic approach was defended by the results from the experimental research carried out by Najeebullah, et.al, (2018), the result shows that students taught through the Eclectic Approach outscored the control group in speaking skill. Almost similar findings have also been reported by Hussain (2005) and Ubeid (2013) who argued that students taught through the Eclectic Approach showed better results in speaking skill compared to control groups.

This applicability also has been approved in Najeebullah, et.al (2018) in his study conclusions and recommendation informing English teachers to use the eclectic approach which was found successfully in developing students 'English speaking skills rather than only traditional method of teaching the English language.

Consequently, the applicability of eclectic approach is claimed by Tabassum et al. (2018, cited in Pilco, 2021); Parupalli (2018), and Mwanza (2017a) suggesting eclecticism and confirming that this approach responds to the specificity of different learning contexts since this approach gives the teacher freedom to select the principles or techniques that fit the objectives of the lesson better.

Nevertheless, teachers who apply eclecticism should be well equipped with knowledge of all the methods and approaches in existence instead of just selecting the methods randomly and calling this selection as the eclectic approach (Attanayake, 2011).

According to Parupalli (2018, cited in Pilco, 2021), this approach is criticised. due to how it offers no guidance regarding the principles by which various methods and techniques can be opted and used .But, Mwanza (2019, cited in Pilco,2021) found out which should be the answer of how many approaches to combine together to be eclectic approach and he said that we need to know that there is a simple eclecticism which is made of a combination of two approaches and complex which comprised more than two approaches.

Still, the confusion may stay in, but what to take in mind should be respecting the following principles when applying the eclectic approach which should help teachers teach all four language skills together. This approach has certain features according to different authors that guide teachers on how to apply it in teaching and learning the English language (Joseph &Joy, 2019).

In addition to the others points of views, Weidman (2001) cited in Osama, 2021, p.2), “The Eclectic Approach has been widely accepted in English classrooms that many good teachers today use it pompously as a tag to describe to their teaching, wearing it almost like a badge of honor”.This scientific finding is an assert that the applicability of an eclectic approach is possible in teaching the English language.

Kumar (2013) supported the Eclectic Approach; the purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language.’’ The Eclectic Approach represents the principle that gives the opportunity to choose cautiously and helps the teachers in their work. Eclecticism strives for the balanced development of all four skills at all stages while accentuating the early development of aural-oral skills. An eclectic teacher has to be inventive, animated and willing to test the purpose of keeping lessons diverse and stimulating. This research aims at exploring the effect of using the eclectic approach in developing speaking skills from the students’ and teachers’ perspectives.

#### **Country 4: Overview of applicability of eclectic approach in Rwandan education context**

In Rwandan education context, according to REB (2015), there was a program review that requires to shift from knowledge- Based- Curriculum to Competence -Based -Curriculum that focuses on developing the wholeness of the learner and REB (2022) added that since each learner is an individual with his/her own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured sequences of lessons. When reading this curriculum of English, the

designers do not specify clearly which approach, but it is learner-centred approach and the current researcher believes that this approach may not be implemented without taking into account varying and combining various approaches to fit in the needs of the students. Here comes an eclectic approach. In short, the applicability of eclectic approach is there, even though the researcher thinks that some teachers might have not been aware of this.

Another proof of applicability of eclectic approach, is the research carried out by Niyibizi, et.al (2021), highlighting that eclectic approach can be applied in higher learning institutions. They specified which should be the advantages of this approach and it is fitting with that of Rwanda Basic Education Board which emphasises to teach the language for communication.

Besides, several scholars claim that an eclectic approach can help students develop communication skills (Brown, 2000; REB, 2015 & Mohammed,2018, cited in Rutabana,2023). To meet the various needs of the students and to make them rich in vocabulary and fluent in communication skills, a rich diet and multifaceted approach is needed (Brown, 2000). As well, to suit the needs of the students through the eclectic approach, Dabon et al. (2019) used a combination of Cooperative Learning (CL), Task-Based Learning (TBL), and Contextual-Learning, (CTL). Similarly, Mohammed (2018), cited in Rutabana,2023), stated that teachers should apply the appropriate approaches and strategies if they want their students to be able to use the language. When analysing these aforementioned sayings of various prominent scholars, there is no doubt that the applicability of eclectic approach is possible.

### **2.3.5. The effects of the Eclectic approach on speaking skills improvement**

Several scholars including Pilco (2021), Arabia and Hakim (2019, cited in Pilco, 2021), Mwanza (2017, cited in Pilco,2021; Kumar (2013); Jebiwot et al. (2016); Siddiqui (2012), and Rosmayantia and Mardatillah (2017) as cited in Pilco, 2021) have proven that eclectic approach has a positive effect on students English speaking pronunciation, comprehension, vocabulary, confidence and fluency. Therefore, this section entails to describe the discussion of these scholars under how the eclectic approach contributes to the improvement of students English speaking skills.

Several scholars like Mwanza (2017), and Kumar (2013, cited in Pilco (2021) have claimed the principles guiding how to apply eclectic approach in teaching and learning the English process. All these scholars share in common these principles. They claimed that for English teachers to use an eclectic approach, teachers should be aware that eclectic approach is purely a subjective approach where the teacher decides what is better to fit the students' needs. Teachers should also use the native language is unavoidable, but teachers can encourage students to express ideas by using translating some English

words in their first language. They added that the role of English teachers is to be the organisers of materials and classroom procedures, facilitators or guides of students' performance.

On the other hand, Luo, He and Yang (2001, cited in Pilco, 2021) suggested five features for successful eclectic teaching namely determining the purposes of each method, being flexible in the selection and application of each method, making each method effective, considering the appropriateness of each method and dividing the operation into three stages. In this case of division of a lesson in three stages, those are learner-centred at the at the practice stage, teacher-centred at the input stage, and learner-centred at the production stage. What all the scholars share in common is the flexibility of this approach towards helping the students to communicate in English and this proves its applicability in teaching and learning the English language.

### **Specific effects of using an eclectic approach in improving the students' English -speaking skills**

This subsection describes specific effects of using an eclectic approach in improving the students English speaking skills. Several scholars including pilco (2021), Jebiwot et.al (2016), Ovitigama and Premaratna (2020), and Osama (2021) have discussed the specific effects of eclectic approach on students English speaking skills such as confidence in speaking, comprehension, vocabulary, and fluency.

#### **Effect 1: Confidence in speaking**

The findings from several researchers showed that if eclecticism takes into consideration the reality of the course and students' interests, it can have positive effects on students' English language skills. In the experimental research carried out by Pilco (2021) after working with 30 students for five months learning through the Eclectic approach, the conclusion was that this approach is useful for teaching. Likewise, Afzal and Sagar (2019), cited in Pilco (2021) investigated the eclectic approach for teaching English to 120 Engineering students and the findings showed that 60 students who were taught through an eclectic approach developed interest in the subject and confidence in speaking skills.

Similarly, Arabia and Hakim (2019, cited in Pilco, 2021) determined the effect of teaching English with an eclectic approach and the results showed that the students who were taught through an eclectic approach have improved their communicative abilities.

#### **Effect 2: Comprehension Improvement**

Several scholars like Mwanza (2017, cited in Pilco,2021; Kumar (2013); Jebiwot et al. (2016); Siddiqui (2012), and Rosmayantia and Mardatillah (2017) as cited in Pilco, 2021) carried out several studies about the effects of eclecticism on EFL teaching to develop students' English language skills. These studies have found out that the eclectic approach has positively impacted many teachers and students.

According to Mwanza (2017, cited in Pilco, 2021), one of the strengths of eclecticism is that this approach offers teachers a wide extent of options that support students to develop reading, writing, listening, and speaking skills even though the focus here is productive skill which is speaking skill. Since this approach relates the language to real-life situations, it is simple for students to understand the class (Kumar, 2013).

### **Effect 3. Vocabulary improvement**

Eclectic approach is said to help students improve their vocabularies as they learn the language through their context of life. Jebiwot et al. (2016) researched the role of eclecticism in teaching and learning English in public primary schools of Eldoret-Kenya and found that through an eclectic approach, students successfully spoke English at a very good level with good pronunciation of some English words. Ovitigama and Premaratna (2020) have undertaken a study that aimed to find out whether eclecticism affects students' English vocabulary development and the final conclusion was that this approach has helped students develop their vocabularies for communication.

It is with the same understanding that Ilham, Bafadal and Muslimin (2019, p.4) believe “someone cannot communicate effectively or express their ideas both in oral and written form if they do not have sufficient vocabulary. That is why, vocabulary means the appropriate diction which is used in communication”.

### **Effect 4. Fluency**

“As cited in Osama (2021, p.1) Hedge (2000) asserted that the communicative and eclectic approaches are very important in the non-speaking countries of English in developing the oral fluency and accuracy which are very indispensable for speakers of other languages.” Furthermore, Osama (2021) highlighted that this eclectic approach has to be addressed in the classroom if we teachers need to promote the communication and convection of ideas and students' fluency.

#### **2.3.6. Challenges teachers face in applying Eclectic approach**

Several scholars including Alsayad and Alhafian (2019), Akbari, 2015; Phyak, 2016, cited in Chand, 2021) Alam (2016), Nunan (1979) cited in Keller (2011) and Heriansyah, 2012; Sokip, 2020) have highlighted various challenges that students and teachers may face when applying the eclectic approach. Therefore, this section aims at describing these challenges thoroughly respecting each scholar's views.

#### **Challenge 1: Teachers' inabilities in planning lessons according to the students' proficiency and 'competency**

Teaching requires teachers to possess skills in designing their lessons according to different aspects such as students' English language proficiency, their competences in English language, resources which may enable students to successfully learn the English language, and many other criteria to consider when

teaching students. Teachers sometimes find themselves have failed to apply this approach successfully and here comes the challenges or difficulties in employing this approach. So, this subsection describes those challenges as found in different literatures.

In fact, secondary school teachers are unable to use an eclectic approach according to the learners' proficiency. This has been proven in the research conducted by Alsayad and Alhafian (2019) in the survey administered to secondary teachers where 44.2% strongly agree that they are unable to prepare English lessons using eclectic methods according to students' competency and only 10.6% disagreed with this assertion. This statistical representation clearly shows how very challenging the approach was during the implementation since the teachers were not able to plan their English lessons respecting the students' proficiency level in English speaking skills.

The findings have also shown that most of the teachers represented by 12.5% strongly agreed that they were unable to prepare their English lessons through an eclectic approach according to their students' competencies in English. Besides, only 8.7% of English teachers in the research out of 104 teachers strongly disagreed, meaning they confirmed that they can design their lessons respecting the students' competencies in English. Simply this shows how difficult the approach was when teachers were trying to implement in their daily teaching to promote students' English speaking skills (p.55)

### **Challenge 2: Lack of enough resources in using eclectic approach**

Like many other uses of different teaching approaches, the teaching method /approach requires the user to be fully skilled or resourceful to teach effectively. Here comes one of the challenges that many teachers of English face while teaching or preparing themselves to teach where it requires some resources such as films tapes, speaker devices to bring the music as the teacher saw that audio-lingual facilitates students to learn the pronunciation of different words through music as well grasp the meaning in a very relaxed mood or learning atmosphere. Alsayad and Alhafian (2019) stated clearly that the greatest representation of teachers of English who strongly agreed that they are unable to do so. Here are the statistical details from the literature where only 35 people out of 104 which equals to 33.7% strongly agreed that secondary school teachers are not resourceful enough to produce an eclectic approach in their classes whereas 9.6% disagreed saying they can.

### **Challenge 3: Fail to use different techniques to hold students' attention**

Teaching is a profession which requires a lot of tricks to keep students as much busy in line with the lesson so that they cannot miss out. Unfortunately, with a very interesting methodology like an eclectic approach, many teachers of English have found it difficult to grasp the students' attention through

varying various techniques throughout the lesson. This can be clarified by the literature as it was cited in (Alsayad, et.al 2019, pp.55-6).

The literature stated that 48.1% out of 104 of the respondents strongly agreed that it is very difficult for teachers of English to maintain students 'attention because as the approach is more flexible, they sometimes take students music or grammar translation method and they enjoy learning in that way which may hinder them from mastering the target language and develop their speaking skills as well.

#### **Challenge 4: Teachers' inability to combine a variety of methods in their classes**

To be a successful teacher requires quality educational background and in-service training to be able to adapt in the teaching process by varying different methods in one lesson. On the other hand, many teachers of the English subject failed due to poor educational background and lack of enough skills on some trending teaching methodologies as the time passes on. This was highlighted in the research by Alsayad, et.al (2019).

In this research the statistical details themselves clarify where the challenge is and what is the exact challenge do teachers of English face where 50.0% of teachers who responded in the research strongly agreed that secondary school teachers are unable to combine a variety of methods in their classes and 19.2% strongly disagreed which means those 19.2% can combine a variety of different methods within a lesson for helping students excel in the lesson. Like teachers, students also who are the approaches' beneficiaries have some challenges in connection with their speaking competencies as they learn the English language to communicate. In contrast, most of the challenges that teachers face was in the view of methodology and classroom management, but the latter focus must be on their inputs and outcomes during and after their studies.

#### **Challenge 5: Negative students' attitudes towards English**

From the perspectives of some scholars in languages, the research has found that many students find English as a difficult subject to learn (Akbari, 2015; Phyak, 2016, cited in Chand, 2021, p.48). In his research, Alam (2016) pointed out some challenges: insufficient trained teachers, influence of local culture on foreign language that students may face and result in hindering their speaking skill improvement. One of the biggest challenges was insufficient trained teachers who could teach them. According to Nunan (1979) cited in Keller (2016), the teaching, improper language policy and language testing and these come to conflict with students' attitudes towards English and become very challenging for them to learn the language and be able to speak.

### **Challenge 6: Insufficient trained English teachers**

According to Alam (2016) suggested some challenges in the teacher role as the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. To play this big role requires them to possess certain skills. Furthermore, having trained teachers means that they are the role models of their students as stated by Keller (2011). Students should need to learn speaking from their teachers, but if the teachers are not fully trained, the students miss whom to learn from.

The literature has also highlighted that teachers have role of being a controller as stated by Harmer (1991) cited in Keller(2016)) who pointed out that teachers, fulfilling this role, control not only what the students do, but also when they speak and what language they use.” Everything that happens in the class is controlled by the teacher and is his/her responsibility. He/she educates the students by introducing the target language, giving tasks, using repetitive drilling techniques and leading them through the content. Furthermore, the teacher has complete control when it comes to the pace of a lesson, which means that everyone in the class is taught on the same level.

### **Challenge 7: Influence of home culture and school culture**

Alam (2016) adds that students have also experienced the challenge of home culture and school culture. It is believed that the culture of class or institution has a direct impact on learning the English language. Here, classroom culture means the systems, traditions, or position of teacher and learners and activities conducted in the class by the teacher and students. Kumaravadivelu (2006) stated that culture and learning are an inseparable part of each other. In the previous studies also, students have pointed out the culture of class as an affecting factor that may hinder the smooth learning of English. Some of the participants in the interview shared that students are from various backgrounds and they have a different opinion regarding classroom activities. One of the students in the last literature shared; "we never talked to our parents in English at home because they can only speak our local language.”

### **Challenge 8: Personal challenges with English speaking**

Here personal challenges mean; how an individual student gets into problems due to their personal characteristics such as anxiety, lack of confidence, nervousness, hesitation, and shyness. The Majority of the participants shared that the main problem is nervousness. Throughout the literature, one of the students shared that their bodies My body starts shaking when I go in front of the class.” His experience of speaking English reveals how nervous students feel when they face the mass in the classroom. In the same way, another student said that "*My mind goes blank when I start speaking in front of my friend and teacher in the classroom.*" This means students lose their confidence when they are asked to speak in the

classroom. One student shared that *"I feel hesitation when I try to speak in front of the teacher and my throat is blocked; no words come out."* (Bich & Lian, 2021). From the above expressions, it can be said that students are unable to speak or develop their speaking skills due to their behaviours.

### **Challenge 9: Environmental challenges**

The Environment in this study means the classroom culture of the research site. Many researchers have explored the role of the environment in learning a language (Heriansyah, 2012; Sokip, 2020).

In the previous several studies, many students pointed out the environmental problem as an important problem. One of the students in the previous literature expressed, *"We do not have English speaking time at home "*. In a similar context, another student said *" No friends are interested in speaking in English during the after-class activities, even I requested them to form English speaking club of our class but nobody became ready for that"* He further shared, *" My friends say; when we try to speak in English it is like eating rice with a spoon"*.

In the previous literature, the researchers mainly found a lack of conducive classroom learning environment which promotes the use of English speaking. Different responses insist on how there is nobody who encourages students to speak in English; neither the teacher nor friends become ready to practise in English. If learners do not get a chance to practise any language out of the classroom, then it becomes very difficult to learn a language. From their responses, we can say that the environment is another important factor for creating speaking difficulties. All these, we extracted from the previous literature which was mainly focusing on how the environment should be the challenge to the English language.

### **Challenge 10: Social challenges associated with English language speaking**

As we have seen in the literature that some teachers of English are unable to employ it when teaching the students, that is why this challenge also affects their social challenges here means the institution of the research site. Here, the classroom is a society where students from various backgrounds present with different interests and attitudes. The classroom culture is quite heterogeneous in multilingual classes and students show various behavioural activities in the classroom. Different students might have different bits of intelligence and they may perform differently in the classroom (Guzman, et.al 2006, cited in Chand,2021).

In different literatures' interviews, most of the students shared that their friends laugh at me when they speak in the class because their pronunciation is not so good. Here the student becomes hesitant to speak in the class because of fear of being mocked. The attitude of students towards committing mistakes is also another factor that discourages students from practising English in the classroom. In the same way,

immediate correction by the teacher is also one of the major problems of speaking. In similar regards, the others reported that their teachers make corrections in front of the class so that they feel ashamed among other friends. Teacher's correction techniques also play a very vital role in learning a language. Students feel discouraged if they are corrected immediately in front of other students (Chand,2021, p.53).

### **Challenge 11: Linguistic challenges associated with students' English-speaking skills**

This is the main challenge most English as Foreign Language students feel. Students feel great difficulty in selecting words for expressing a particular view. Mainly, EFL students first think in their mother tongue and then they translate it into English to share their views in English, in such conditions, they feel a lack of suitable vocabulary to translate. This results in many of their teachers not being able to vary different methods when employing an eclectic approach.

In the previous literature cited in Chand (2021, p.53), one of the students pointed out his experience, "I feel quite difficult to find out the appropriate word to say in English while speaking because when I try to speak in English then my first language comes to mind." Speaking is a really difficult skill for EFL students because they have to be involved in two tasks: translating from L1 to L2 and speaking continuously. Therefore, most of the students feel a lack of vocabulary as a problematic area. Similarly, another student expressed her feelings, "*I feel difficulty in choosing appropriate tense while speaking.*" Based on their responses most of the learners focused on grammatical deficiency in speaking (Chand,2021, p.54).

Chand, (2021) further added that when EFL students speak in English; mother tongue comes first in their mind and speech is delayed due to translation from their mother tongue to the English language. Students also reported that they face problems while making sentences in English; they find problems in maintaining subject-verb agreement sometimes. From the above analysis, we can say that students face various kinds of problems not only linguistic but also non-linguistic problems that may also occur while speaking.

### **2.3.7. Potential Solutions to Described Challenges**

As the literature went on to state how important the approach is in promoting the students 'English speaking skills, and found all the challenges including teaching methodological skills in designing a lesson which may include all possible methods to benefit the students, the challenges which are on individual students ,social challenges which can be made better by the teachers and the wide community, psychological challenges like anxiety , fear, lack of learning interest among some students and having some bad prejudices on how difficulty learning English subject is. Many researchers have proposed some solutions to these challenges.

As found in some literature that some teachers of English are more active in the classroom and students are just passive listeners which cannot develop the students' English-speaking skills, Harmer (2001) suggests that students' talking time should be increased than the teacher talking time in the classroom to make teaching and learning more effective. Knowles (1973) added that teachers should play the role of just facilitator rather than the authoritative in the classroom to boost up learning achievement

As described Chand (2021), most of the students asserted that the teacher does not offer enough opportunities to the students to practise English because of not having enough skills to vary different methods in teaching and learning process as reported by the students during the previous research and added that most of English teachers use mother tongue with the students out of the class and this practice has become a habit. The solution suggested by scholars is that English teachers should bear in mind that they are the focal point or as a model for the students, if he/she uses English in the classroom and out of the classroom with the students then students might be motivated to practise English. Teachers should motivate students to practise English in the class and out with their schoolmates or classmates (Brown, 2001; Richards & Renandya, 2002, cited in Chand, 2021).

#### **2.4. Conceptual framework**

The figure below describes the relationship among variables. Eclectic approach here may cause some positive or negative effects on the students' English speaking skills. This means that teaching English language should be taught together if the English teachers need their students to be able to communicate. This figure also describes what can help students either improve their speaking skills or not. Those can include the English personality, teachers' qualifications, students' English language background and interference of First and L2 language of students.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

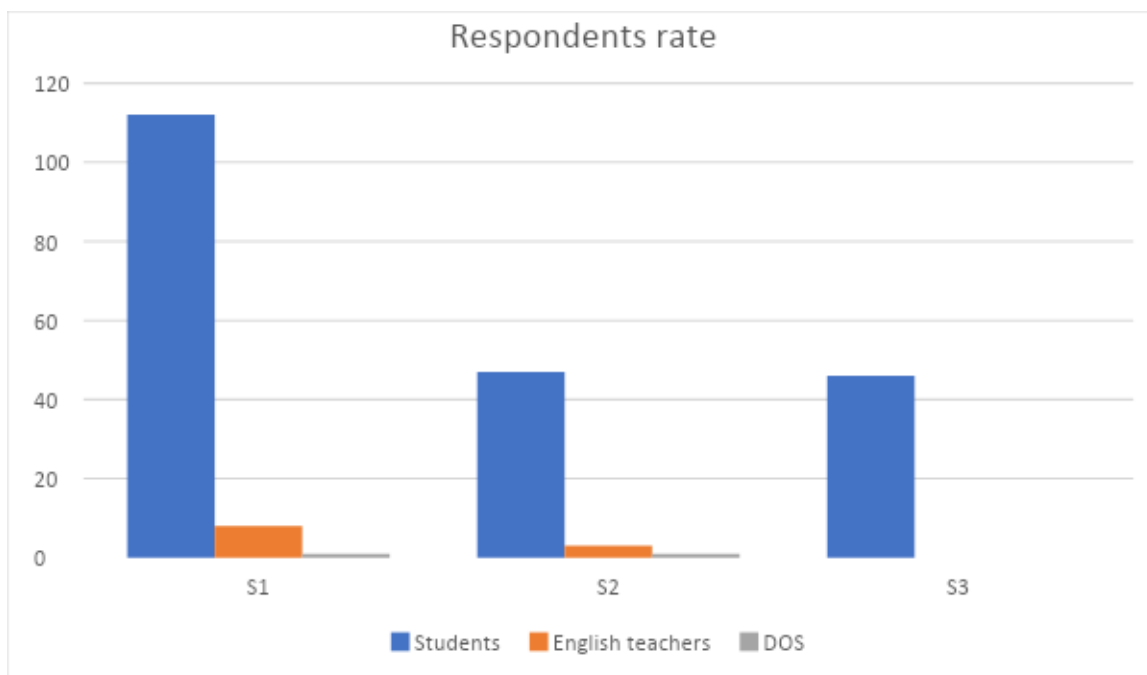
This chapter gives a brief overview of various steps and methods used by the researcher to gather data and analyse them. These methods include research designs, target population and sample design, sampling procedures, techniques, and instruments for data collection, data collection procedures and data analysis.

### **3.2 Research design**

The current researcher employed a qual-quantitative research design where he used a questionnaire and pre-test with post-test to students to measure their English -speaking skills as quantitative and qualitative data were those from the teachers and directors of studies interviews, classroom observation and documentary analysis in teachers' lesson plans of over the three past years. The researcher besides used mixed research design because several researchers found that it is very crucial since it allowed the researcher to gain detailed information from the respondents 'real life experiences (Bryman,2004). Hence, the quantitative research design helped in analysis of the data from the students 'questionnaire.

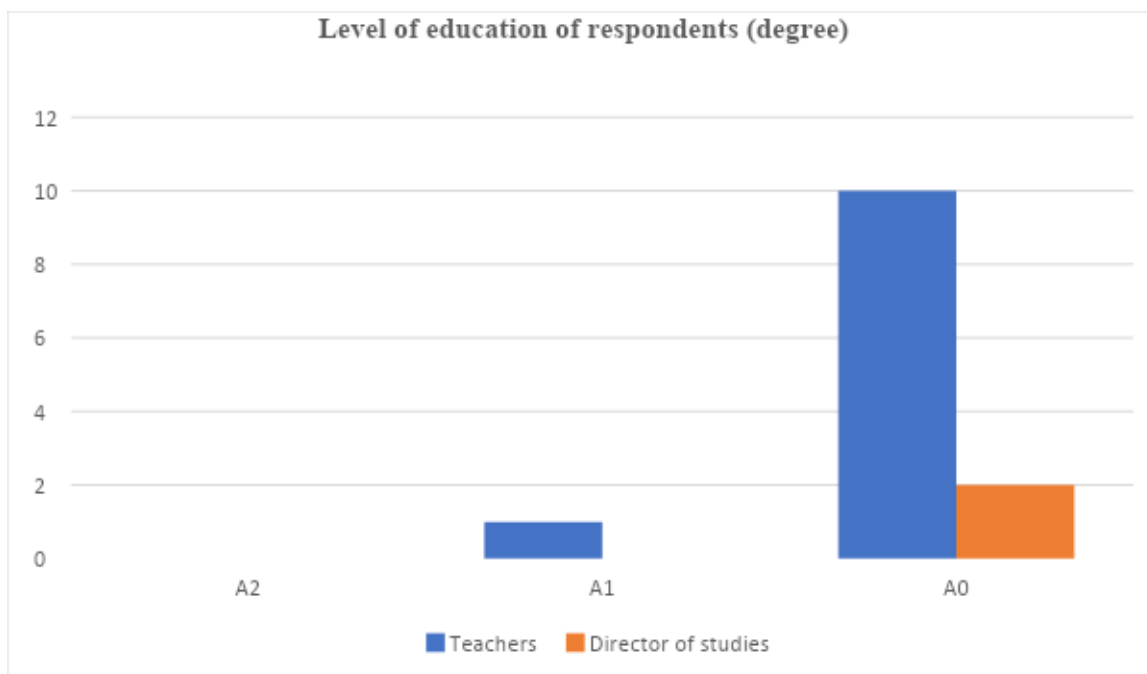
### **3.3. Target population**

According to Creswell (2009), population refers to a group of people, events or objects with some common observable characteristics. Target population is the group of individuals, objects or items from which samples were taken for measurement and that entire group of persons (Kothari,2004). In this study, the target population was 433 consist of 419 students from the schools under the study with ordinary level, 12 English teachers and 2 directors of studies from rural sector and urban locations in Huye district.



**Figure 2. Respondents rate**

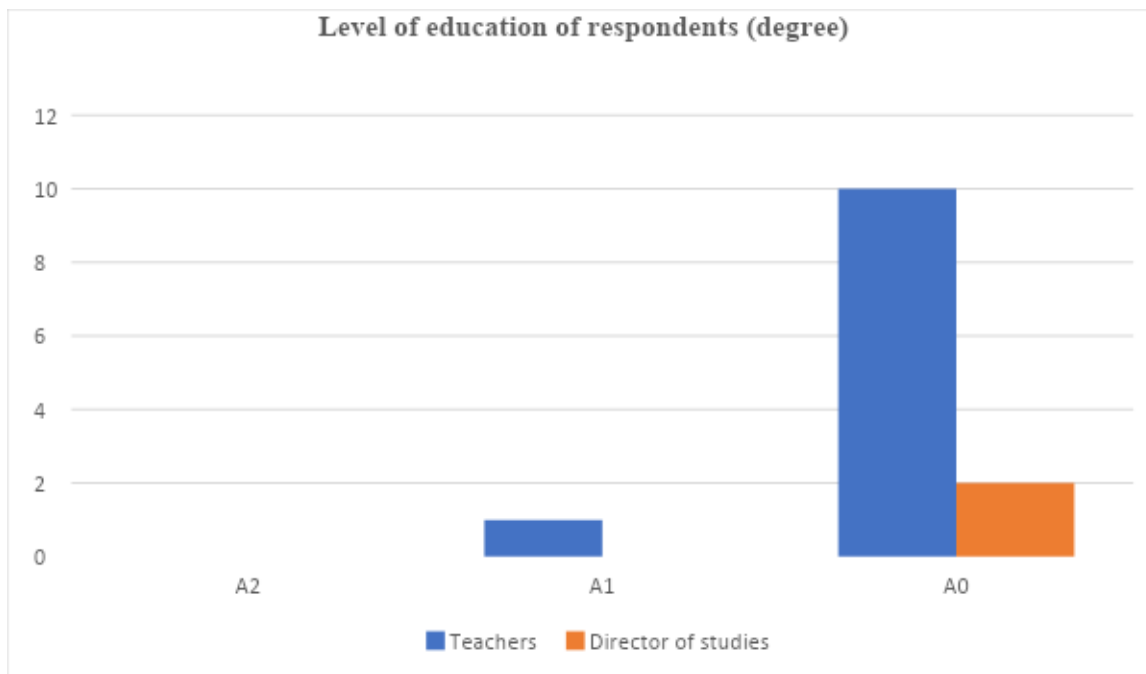
As presented in the chart above , the greatest representation of the respondents in this research was senior one students who are found at school B which the researcher thought had cognitive level which may be high compared with the senior one students from school A which is located in the rural area. English teachers at school B were also highly represented compared with those from school A. plans.



**Figure 3. Respondents rate**

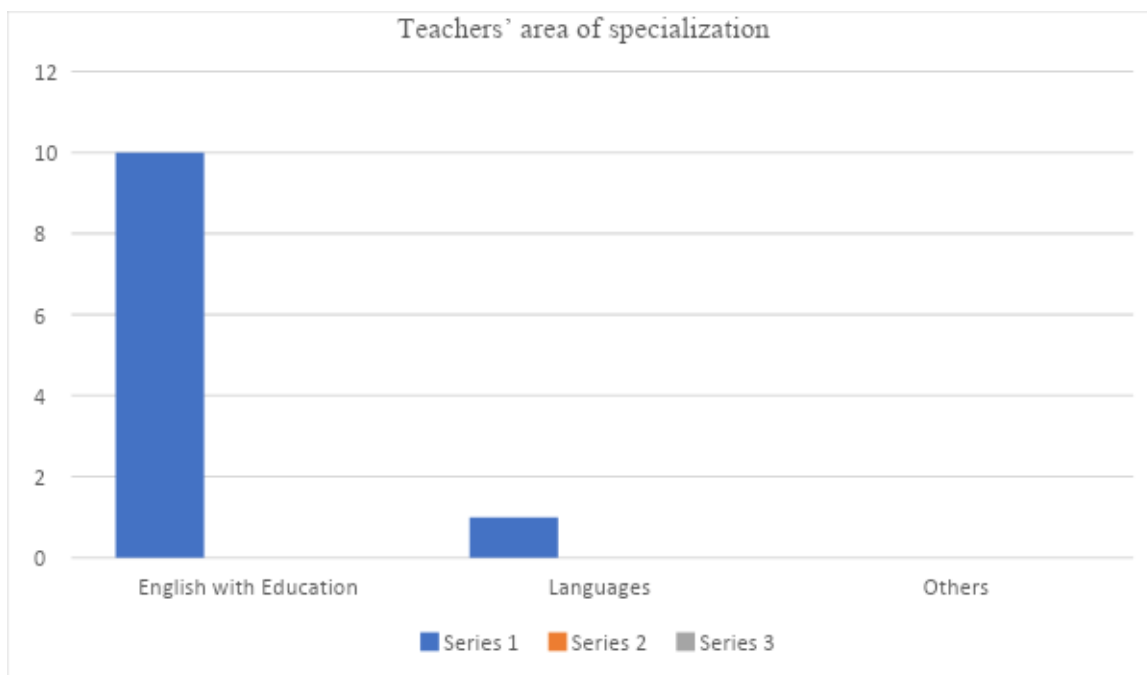
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high compared with the senior one students from school A which is located in the rural area. English teachers at school B were also highly represented compared with those from school A. plans.



**Figure 4. Level of education of respondents (degree)**

In accordance with the chart above, it is clear that most teachers have A0 degrees. This indicates that they are officially qualified to teach in secondary school. The majority of directors of studies are Bachelor's degree holders with education. This makes them able to supervise how English is taught and also provide pedagogical support to teachers especially in line with English teaching methods and their upcoming approaches to be updated teaching personnel.



**Figure 5. Teachers' area of specialisation**

In accordance with the chart above, it is clear that most teachers have majored in English with Education. This indicates that they are officially qualified to teach English in secondary school. This enables them to apply any English teaching methods which can fit in their respective classes and it may become easier for them to get some in-service teacher training to learn new trending approaches and apply them successfully.

### 3.4. Sample size and sampling techniques

A sample is the selection of a small number of the respondents out of a large number as representatives of the target population and are questioned to obtain needed information about a large group. While sampling techniques is as a set of mean processes that the researcher follows to gather data and information on his or her research (Crewell,2009).

#### 3.4.1. Sample size

Dörnyei, (2008) defined sampling as the process of selecting people or cases to take in a research study. In this study the formula of the sample of the respondents was determined using the Slovin's formula (2003)

To get the sample size, the researcher used Slovin's formula (Silovin, as cited in Zack ,2023) who considered this as,  $n = \frac{N}{1+N(e)^2}$   $n = \frac{419}{1+419(0.05)^2} = 205$  students from the schools under the study.

### 3.4.2. Sample techniques

Sampling techniques are defined as the identification of the specific process by which the entities of the sample have been selected (Kothari,2004). The followings are the simple random sampling for students and purposive sampling techniques for DOS and teachers who teach English in ordinal level during selecting samples from the whole population.

#### Technique 1: Stratified sampling technique

The researcher chose stratified sampling because the participants were homogeneous but lived in different location within a district and he thought of taking the representative of each school under the study. This sampling technique was employed to students where students from school B was the first strata, the second strata was School A located in the village in Huye district. The sampling process was done by using Slovin's formula.

#### Technique 2: Purposive random sampling

This purposive sampling was used for teachers of English (12) because the researcher thinks that they have the required information about how English is taught for students 'speaking skills improvement. Not only did a researcher choose the teachers of English from these schools, but he also chose directors of studies whose daily job is to ensure that teaching and learning are well-ongoing on. In addition, Nikolopoulou (2023) stated that purposive sampling enables the researcher to sample based on his/her judgement as the most important kind of non-probabilistic sampling to identify the primary participants.

**Table 1. Stratified sampling for students**

| School name   | Frequency        | Percentage | Sample size of the strata |
|---------------|------------------|------------|---------------------------|
| NDPK          | 230(only S1 STs) | 54.8       | 112                       |
| GS NYUMBA/TSS | 96(S2 STs)       | 22.9       | 47                        |
|               | 93 (S3 STs)      | 22.1       | 46                        |
|               | 419              | 100        | 205                       |

**Source: Primary data extracted from SDMS ,2024**

To get the sample size, the researcher used Slovin's formula (Silovin, as cited in Zack ,2023) who

considered this as,  $n = \frac{N}{1+N(e)^2}$   $n = \frac{419}{1+419(0.05)^2} = 205$

**Table 2. Sample of English teachers**

| School name      | Frequency | %          | Sample size                                                                                                                  |
|------------------|-----------|------------|------------------------------------------------------------------------------------------------------------------------------|
| NDPK             | 9         | 75         | If the confidence level is 95%, by using table of Risk-Based formula sample size (Orban, 2021), researcher got 8 respondents |
| GS<br>NYUMBA/TTS | 3         | 25         | If you have 75 population, researcher got 63 sample size<br>Therefore, 3 population is $63 \times 3 / 75 = 2.52 = 3$         |
| <b>Total</b>     | <b>12</b> | <b>100</b> | <b>11</b>                                                                                                                    |

**Source: Primary data, 2024**

### **3.5. Data collection method**

The methods of data collection depend upon the sources of data collection including primary source of data and secondary source of data. Kothari (2004) distinguished primary and secondary data in this way: “The primary data are those which are collected fresh and for the first time, and thus happen to be original in character. After getting the data collection permission from the UR-CE, he visited the sampled schools to pilot but before he shared the interview guide with his colleague teachers and students of masters to answer as students of secondary school and see the feedback whether it was analysed easily.

The researcher provided the consent note to the respondents to agree to give information for research purposes and the researcher kept confidentiality as a research ethical consideration. The printed questions were submitted to participants after explaining for them why the research and the way of filling it. Therefore, the interview was conducted through also recording some respondents so that the researcher should be able to interpret the given data.

#### **3.5.1. Qualitative data collection**

Data from English teachers and directors of studies were classified into qualitative as well as the data from the classroom observation checklist and documentary about teachers’ lesson plans of different times.

### **3.5.2. Quantitative data**

The data collected from the students 'questionnaire and their pre-test and post-test were quantitative and they were presented in a descriptive statistic.

### **3.6. Data Collection tools**

This section describes three research tools/instruments namely unstructured interview guide, classroom observation checklist, documentary analysis survey and questionnaire were used in data collection.

#### **3.6.1. Interview guide**

Michael, et al (2009) defined an interview as a face-to - face verbal exchange in which one person (interviewer) attempts to get opinions of beliefs from another person (interviewee). This is a method of data collection where the researcher asks questions directly to participants. The researcher was planning to use an unstructured interview guide for teachers of English subjects and deputy dean in charge of studies because the researcher believed that those are responsible populations who provided the valid information. Interview guide gave open chances to both the researcher and respondent to share details about the issue about the study.

In addition, the researcher has chosen to use the unstructured Interview for it is the less formal type in which although sets of questions may be used, the interviewer freely modifies the sequence of questions, changes the wording and sometimes explains them or adds to them during the interaction. Hence as the researcher had to be careful in order not to deviate from his focus. The atmosphere is often casual. This is conducted in what is characterised as an open situation because there is more flexibility and freedom in the interaction which implicates the gaining of needed information from the respondents.

#### **3.6.2. Questionnaire**

Fulcher and Davidson, (2012) asserted that questionnaire is a printed research instrument used to obtain desired information from a respondent. In the view of the advantages and the need to gather more information, questionnaires were administered to the selected person to solicit their views concerning this study. Whereas closed-ended questionnaires may be used to find out how many people use a service, open-ended questionnaires might be used to find out what people think about a service. In addition, as it is, opinions, which are sought rather than numbers, questionnaires, need to be distributed to 205 students from the aforementioned secondary schools under the study. Each section consists of the close- ended to elicit information sought to get more information on each objective. Questionnaire was chosen because it helped to cover a large number of respondents in a relatively short time.

### **3.6.3. Documentation analysis survey**

According to Scott (1990), cited Ahmed (2010), who brought a broad definition of a documentation is a 'written text'. Document and insists that documentary must be studied as socially situated products. This research instrument was for the deputy headteacher in charge of studies and teachers of English to investigate which challenges do they face while teaching and which approaches do teachers use when preparing English lessons. This was found in their English lesson plans of over the three past years and they were found in the director of studies offices. The researcher chose this instrument because documentary research is much more than recording facts and researcher believed the findings should be valid.

### **3.6.4. Classroom Observation**

According to Annum (2017), observation is one of the very important methods for obtaining comprehensive data in qualitative research especially when a composite of both oral and visual data become vital to the research. A researcher needed an audio-visual recorder for a complete collection of such a comprehensive record. By the use of observation strategy, researchers are able to obtain first-hand information about objects, and eventful happenings like teaching and learning or any other events. In this study, researcher used this observation guide, for teachers of English as observed and researcher was an observer to be realistic on what and how students learn English language. Here the research had 10 classroom observations, meaning that there were 5 times each school under the study. This was always carried out in the period of English which the research thought it was enough time. The research came to classroom and sat in the back and observe the English lesson being delivered. The researcher particularly observing teaching methods, students 'English speaking abilities, if all four languages are taught together.

### **3.7. Trustworthiness/Validity and reliability of the study**

Validity and reliability are two related but also distinct terms in research. According to Sürücü (2020), validity of instruments is their ability to measure what is intended while reliability of instruments refers to trustworthiness of instruments. Besides, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To ensure the content validity of the research instruments, the researcher sought and borrowed opinion from colleagues, other researchers and supervisors on the proposed instruments. Reliability, on the other hand, concerns the degree to which the same instrument was used in different periods of time and administered to different individuals to produce similar results.

To establish the reliability of the instrument, the researcher used the set of questions related to the research objectives. Therefore, researcher planned to administer the interview guide to one school to test the respondents' responses and ensure that the time of data collection was valid responses for analysis.

Furthermore, the trustworthiness of my study was believed in from the results of the piloting which is about administering the project at the beginning and being given to the very small sample to see its feasibility and learn from the practice at the beginning for improvement. This provided me with valid and accurate data and it should show me the new vision of data collection.

### **3.8. Data analysis**

According to Gorbich (2013), data analysis is defined as a process of analysing all the information and evaluating the relevant information that can be helpful in better decision making. Ordinarily, the amount of data collected in a study is rather extensive and research questions cannot be answered by a simple perusal of numeric information and therefore data need to be processed and analysed in an orderly and coherent fashion (Cohen, Manion, et al, 2011). After collecting the data, the researcher went ahead to process and analyse raw data and transform it into meaningful information for easy interpretation and understanding. Here qualitative data were analysed through thematic where themes were developed to be the heading or titles of the study.

#### **3.8.1 Qualitative data analysis**

The data from the interview and classroom observation guide was words just written and description is known as qualitative data and the tool used is a computer with Microsoft word 2010 because the researcher wrote the description of the findings in words and researcher applied thematic analysis.

#### **3.8.2. Quantitative data analysis**

Both data from students' questionnaire and pre-and post-test about speaking skills were analysed through descriptive statistics in percentages and frequencies.

### **3.9. Ethical consideration**

After reaching the stage on which the supervisor allows me to go the field for data collection, researcher requested a letter from University of Rwanda College of Education (URCE) officials or authorities to collect Data: Therefore, the rights of the research participants, principle of voluntary, confidentiality and anonymity were kept essential where to participate in my research were voluntary and the researcher respected their internal norms and rules regarding data provision and would not address the real names, but the researcher kept their codes as key informants and also assured respondents that all responses were treated with utmost confidentiality and anonymity.

### **3.10. Conclusion**

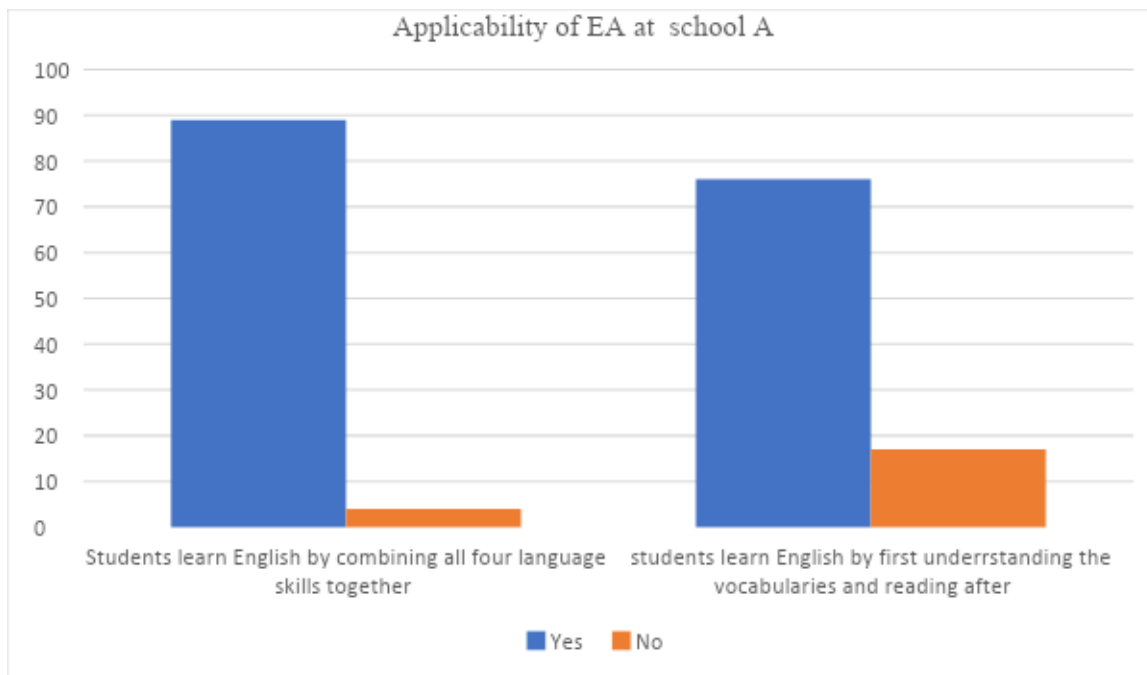
In brief, the researcher used a mixed approach, but qualitatively dominant. Both purposive and stratified sampling techniques were used together with Slovin's formula to get the sample representing the targeted population. The findings were analyzed through both thematic and descriptive statistics. Questionnaires for students, interview guides for directors of studies and teachers of English were administered as planned.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION

### 4.1. Introduction

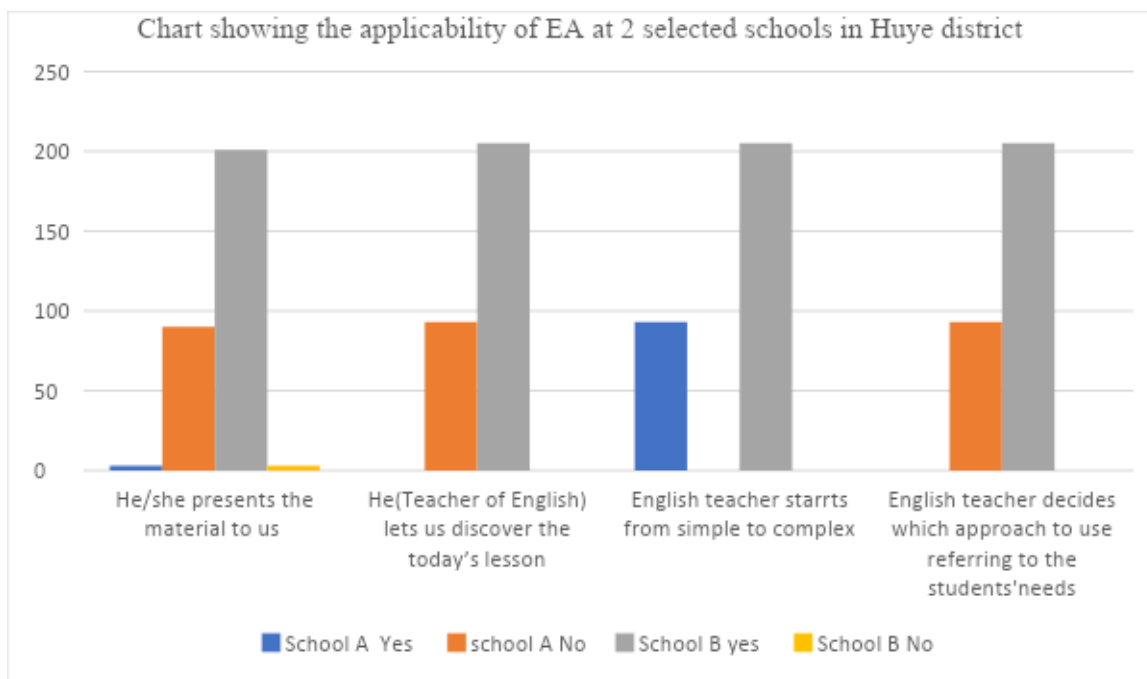
This chapter presents the findings from students' questionnaires, English teachers' interviews and directors of studies, documentary analysis, classroom observations and evaluation analysis on students' English speaking skills levels. Quantitative findings were analysed in a descriptive statistical way while qualitative were analysed in a thematic analysis about the applicability of the eclectic approach, its effects and challenges and some proposed sustainable solutions by the key informants.

### 4.2. FINDING 1: applicability of the eclectic approach in teaching and learning English



**Figure 6. Findings on the applicability of the eclectic approach in teaching and learning English language at selected secondary school A from a remote area in Huye district**

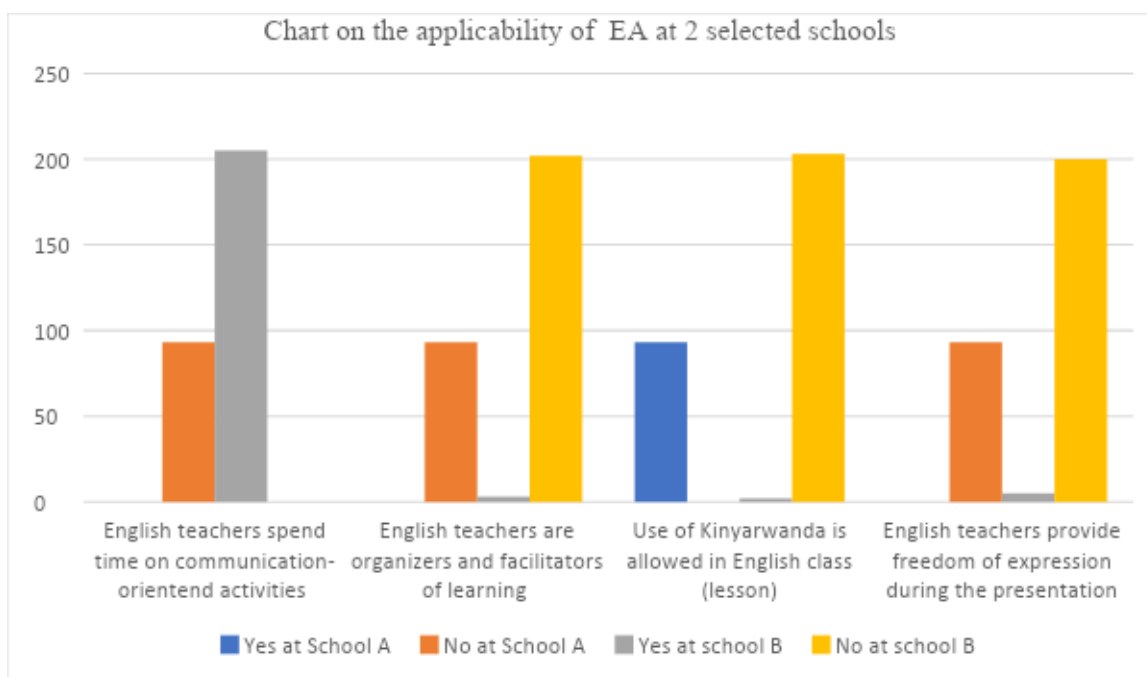
According to the above chart, the highest representation at school A which is located in the rural area of Huye district was students with agreement that they learn the English language by combining all four language skills together whereas a very small number disagreed. Furthermore, the other greatest representation of students agreed that they first understand vocabularies, then reading after. These findings mean that the application of an eclectic approach is possible when you see that at least English teachers are now respecting some principles of the approach when teaching even though they do it unwillingly.



**Figure 7. The applicability of eclectic approach**

This representation above indicates the applicability of Eclectic approach while teaching English language. As it is represented on the chart, school B was represented more often with the English teacher presenting the material to students , then letting students discover the lesson of the day and start from simple to complex and the English teacher decides which approach to be used referring to the needs of the students. On the other hand, the teachers at school A located in the remote, the respondents from school A affirmed with agreement that their English teachers start from simple to complex, however they answered with disagreement on the rest of features of the applicability of eclectic approach.

Furthermore, this issue of starting an English lesson from simple to complex was observed in almost all lesson plans of English language frequently at school B. This school had documentation of everything concerning academic business compared with school A where they had few documentations of English lesson plans.



**Figure 8. The applicability of the eclectic approach at two schools under the study**

As represented in this chart above, the applicability of the eclectic approach at both schools was different. It is clear that at school B at least the approach is used, but neither does at school A.

The same issue about some features of eclectic approach were rarely found in English teachers' lesson plans where it was not easy for the researcher to ensure himself that the English teachers spend more focus on communication-oriented philosophy. However, through classroom observation, the researcher observed very little focus on communication activities at school A, but at school B the researcher observed that teachers spend more time on communication even though their job is being organisers and facilitators and they provide students with the freedom of expression , but only in the English language.

To supplement this quantitative data from students' questionnaires, English teachers and directors of studies were interviewed on almost similar questions about the applicability of EA in teaching and learning English language at their respective schools.

#### **4.2.1. Knowledge of English teachers and director of studies about the Eclectic approach**

In fact, the researcher started from very simple questions to complex ones. It is in this line that he interviewed the first English teacher from school A if she knows what an eclectic approach. Surprisingly, she replied, "What?" and added, "I do not know that. It is my first-time hearing that." Finally, she asked

me whether I could possibly explain to her what that is. Similarly, the other 10 key informant English teachers and their directors of studies from both schools responded in the same way as the first did so.

Furthermore, the interview went ahead by asking the directors from both schools if they had observed English teachers at their schools teaching English by teaching all four language skills together, unfortunately, the responses from 2 schools were the opposite. The key informant DOS from school A responded, *“At this school, I visit teachers in general, particularly English teachers, but I only observed teachers teaching reading only, sometimes reading and speaking or writing through dictation.”*

On the other hand, the other key informant director of studies from school B, responded, *“I hope you have seen a douzaine of trophies in our headteacher’s office, you have also observed the students’ performance rate in each subject from 2018 up to 2022. English subject has been successfully performed at 100%. This means a lot about teaching methodologies and other supplementary realities towards great students’ performances. So, in my visit I observed English teachers frequently combining three language skills such as reading leads students to writing and writing leads them to speaking during their presentations of outcomes. About listening, we still have a shortage of resources, but English teachers use to take students in smart classrooms for the listening lesson. It is clear that teachers of English here often teach listening apart.”*

Besides, the English teachers from schools A and B were asked if they teach all four English language skills, although the responses from school A were similar to what the DOS from their school provided. Meanwhile, the English teachers from school B also have affirmed what their DOS said, but they did not cross around the number of trophies in the office, no, they went straight forward to the point.

On the other hand, DOS from school B said, *“Here we have a time table guide when to speak such a language, but when it comes to classroom language, we recommend our teaching staff except Kiswahili, Kinyarwanda and French teachers to stay in English as medium of instruction, but translate any keyword teachers think it can help the students clearly get the concept. Otherwise, translation of each word in teaching is not allowed here.”* It is in the same vein that all interviewed English teachers at school B also affirmed what their DOS reported and the researcher is the witness of this as the DOS has shown the time table and the researcher has also observed this in the classroom practices and out.

On the other hand, the director of studies from school B was asked if their students are comfortable to study in English only and he answered, *“uuuuh! (smiling), our students are comfortable in learning each*

subject in English and as I have shown you their records and you yourself have seen in the classroom, they really enjoy learning the English language. “And their teachers also affirmed this.

#### **4.2.2. Extent to which students ‘English speaking skills were**

In fact, the researcher interviewed DOSs and English teachers to what extent their students were learning the English language. The DoS from school replied,” *The majority of our students are at a low level in the English language since their academic performance of the last few years classifies them in category 3. Their speaking level is not good as I said before due to different reasons including their education background, classroom practices and environment which does not inspire them to speak.*” It is in the same vein that the English teachers here at school A repeated what their DOS said.

Eventually, the DOS from school B and English teachers there came up with opposite replies compared with what key informants from school A replied. The DOS here who were experienced and accountable personnel were always answering the researcher’s questions being excited because he could speak with you with real documentation. *He said, “At the beginning, I have shown my records about each individual student's academic performance which classifies each in three namely: Student with change forward, Change backward and with no change. I could always record this in every trimester and invite individual students to have a conversation to keep improving. This is their results in each subject, particularly in English. I record them in accordance with its four language skills where our students here are at a high extent of the English language.”*

#### **4.2.3. Use of warm ups as feature of an eclectic approach to boost students ‘English speaking skills**

In accordance with the question if the English teachers use warm-up or motivation when teaching English. The DOS from school A said” *They do, but not always because it may consume time.*” On the other hand, the DOS from school B said,” *They do it, but not in a noisy way and we encourage them to use gamification to sharpen our students to speak.*” Surprisingly, the responses from the DOS from each school and his English teaching staff were almost the same as if the researcher was interviewing them in a group focus rather than if it was not.

#### **4.2.4. Students ‘oral classroom presentation as a feature of an eclectic approach to boost speaking skills**

Apart from using warm-ups in teaching the English language, directors of studies and their English teaching staff were interviewed on how often do English teachers let students carry out classroom presentations and their replies were almost the same, but with some worries. Therefore, DOS from school A and his English teaching staff said, “ *We sometimes let our students present their findings in*

*the classroom to boost their speaking skills , however it takes too much and this can lead us to not completing the planned units in our scheme of work of the year. ”*

However, the key informants from school B added, *“Not only does oral classroom presentation boost students ‘speaking skills, it also boosts their confidence, accuracy and fluency while presenting in front of the teachers and classmates. About time consumption is ok, but teachers need to manage it accordingly.”*

#### **4.2.5. English teachers request students to repeat after him/her (as a feature of eclectic approach)**

The majority of English teachers from school A and B said, *” We normally request our students to repeat after them while learning the English language. This helps the students to learn from us. The students benefit from having correction of some pronunciation mistakes that they may commit.”*

In the same way, this was found in the researcher’s observation. He observed that English teachers from both schools frequently help students to repeat them and in the interviews with the directors of these 2 schools said that they let students repeat after them. They added that students develop confidence in speaking since they are learning from imitating their English teachers.

#### **4.2.6. Using gestures and games while teaching English (one of features of eclectic approach)**

The interview went on interviewing both teachers of English and directors of studies from both school A and B. The researcher asked the DOS from school A if the English teachers use games and gestures while teaching to elicit the concept for their students and he said, *” At this school, teachers of English never use games in teaching and learning the English language, however they use gestures to help some less strong students.”* In the same way, the majority of English teachers also affirmed what their DOS has said, but one English teacher added that he also uses mimes to elicit the English language concept that may seem to be difficult.

To supplement what has been reported by the informants from school A, the DOS at school B said, *” I cannot tell you only words, here are the materials our teachers use when teaching English through games. He added, ” Our students here like gamification so much because it helps them interact in English and enjoy what they are learning.”* The teachers of English at school B also affirmed what the director of studies said.

#### **4.2.7. Error's correction in teaching and learning the English language (A feature of an eclectic approach)**

During the interview process, the researcher asked DOS from school A to ensure if he observed this practice and he said, *"It is obvious that you cannot teach students without correcting their errors. I personally observed teachers correcting some incorrect word pronunciation like, of /ov / instead /of/, / off//of/ and many other words like great/greit/ instead of /gri:t/.I think this helps a lot in speaking skills."*

Besides, the key informants from school B were also interviewed about the practice of helping students in error correction, but they did it in the opposite. DOS and his English teaching staff reported, *"Here, my English teaching staff and many other teachers use to help our students correct errors by themselves , but with indirect intervention of their teachers. The teacher asked for help from other students, then if it is all about vocabulary, they consult a dictionary to find meaning and correct pronunciation. Finally, they learn from their classmates instead of teachers being the source of everything."*

#### **4.2.8. Evidence of application of more than one approach in English class**

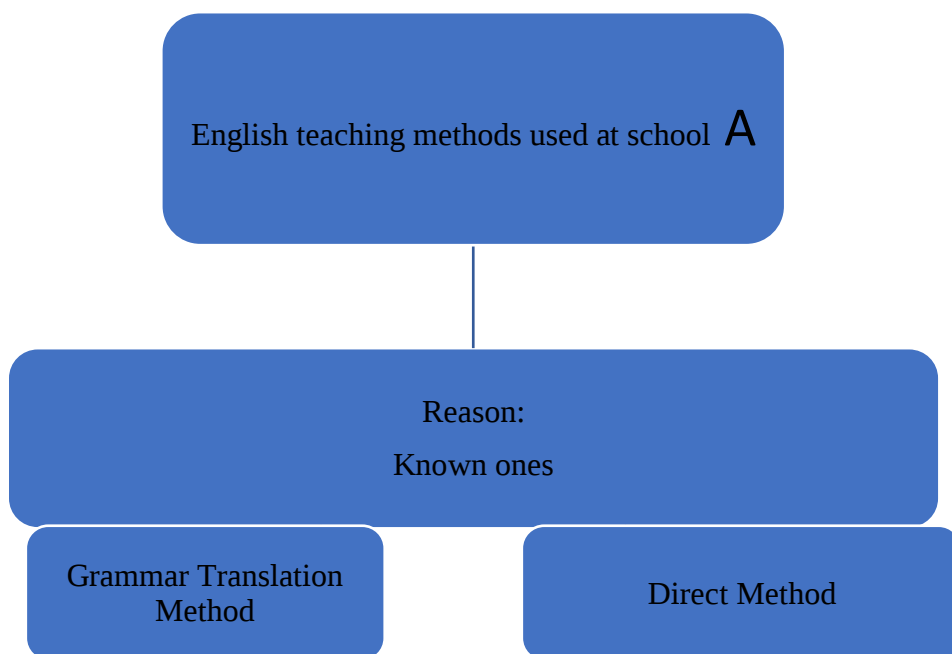
The researcher asked DOS from school A if the English teaching uses more than one approach or method when teaching the English language and he answered, *"Normally, our teachers use one teaching method in one lesson , but what I observed in their lesson plans is that they stick on one method ,but you can find when they are teaching they bringing in Kinyarwanda which was not planned in their lesson plans. But I think it is important to practise the use of more than one methodology in a single lesson because it helps individual differences among students to be catered for and it may also create classroom inclusion."*

However, at school B, all the key informants confirmed that teachers frequently use direct methods so that students can feel confident in English speaking and this was found in the researcher's classroom observation as well as in the English teachers' lesson plans.

#### **4.2.9. English teaching methods /approaches teachers use in the English class**

The researcher asked one key informant teacher of English at school A to pick or select which methods /approach she used when teaching English and she picked grammar translation method and direct method. She added that the other teaching methods are new for her, particularly a combination of two or more among these on that list. In the same line, the other key informant English teachers at school A chose a grammar translation method and said that the other methods are all new to them. They were asking the researcher how they are different and how they are used in teaching English. This brings the researcher to some recommended trends that were drawn on the next chapter.

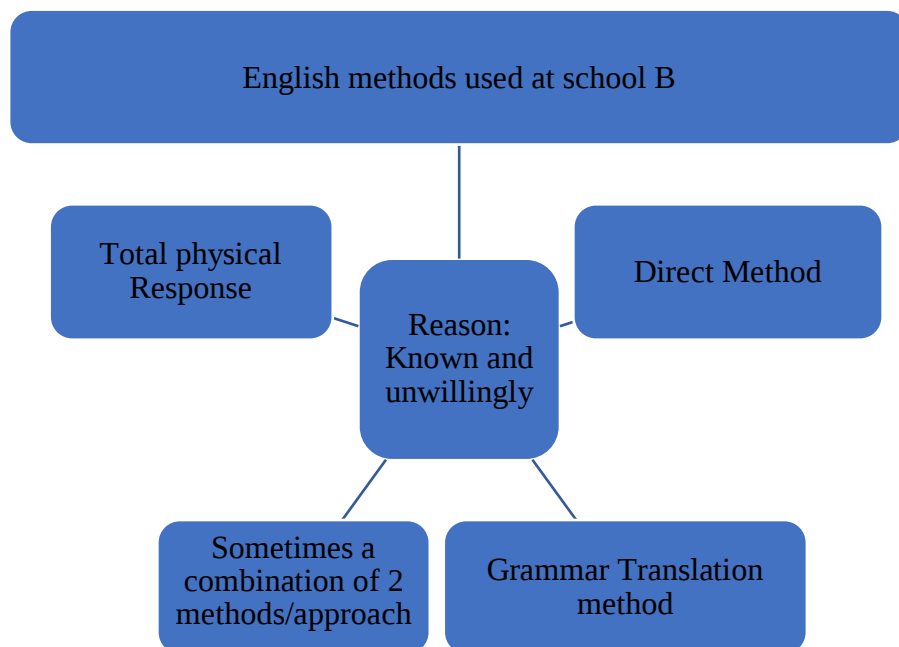
However ,at school B, the key informant teachers chose some the traditional teaching methods , but when it came to combining more than one methods , the majority of the key informant teachers stayed neutral, however very few teachers agreed that they sometimes use more than one teaching approach after the researcher explained what is that and does it work. This means that teachers of English from both schools are not aware of new trending teaching methods, particularly eclectic approaches which seem to be very new to them. Here is the summary of which English method they selected:



*Figure 9. English methods Used at school A*

**Source:** Field data from respondents ‘interview, May 2024

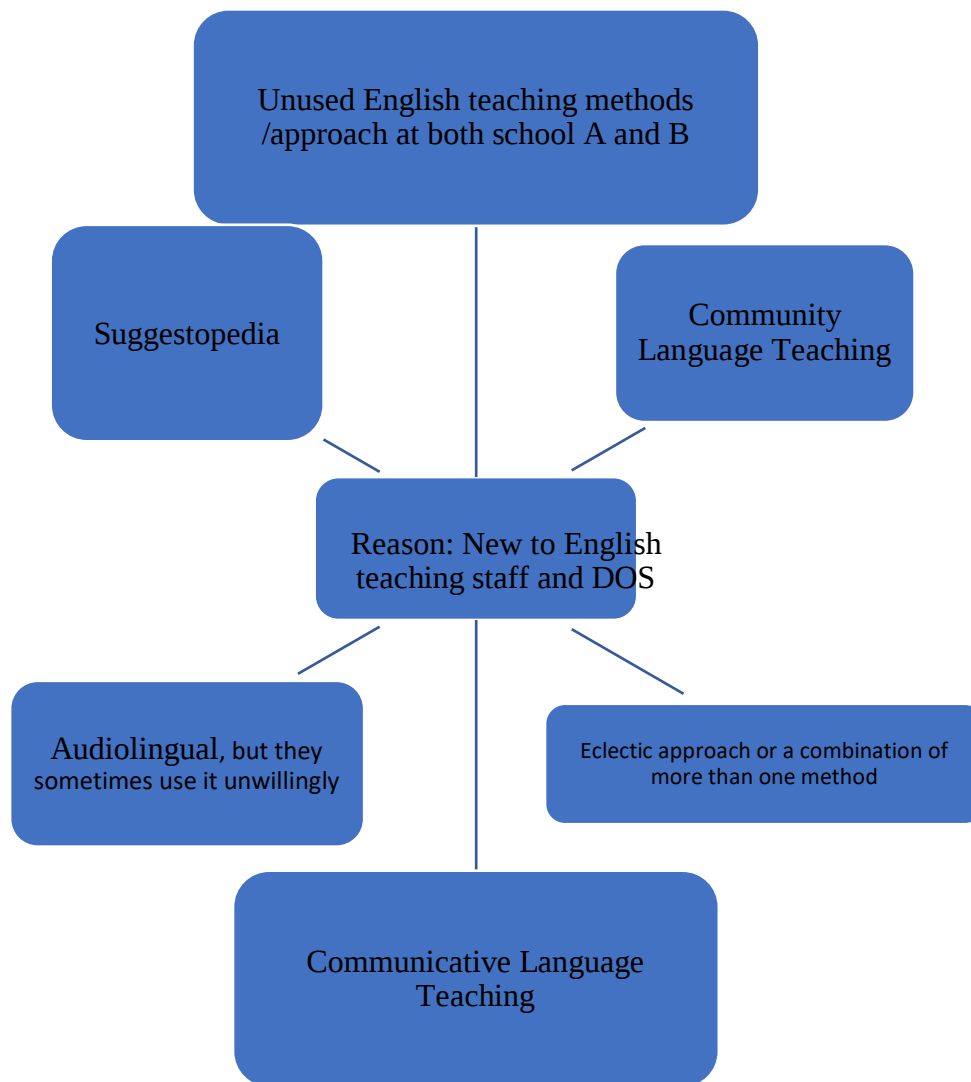
This figure above describes which methods were used by teachers as observed their teaching and analysed their English lesson plans over the last three academic years. English teachers at school use gestures connected with the speech when teaching and they sometimes use stay in English only. This implies that the Eclectic approach was not used.



**Figure 10. English methods used at school B**

**Source: Field data from respondents ‘interview, May 2024**

The figure above describes which methods were used by teachers as observed their teaching and analysed their English lesson plans over the last three academic years. English teachers at school B use gestures connected with the speech when teaching, but here the teachers of English usually stay in English only. They sometimes use a combination of two methods, but they are sometimes used to translate the key points in the students’ mother tongue. This implies that the Eclectic approach was partially used.



*Figure 11. Unused English teaching methods /approach at both schools A and B*

**Source:** Field data from respondents ‘interview, May 2024

The figure above describes which methods were not used by teachers as observed their teaching and analyzed their English lesson plans over the last three academic years. English teachers at schools A and B did not let students choose which content they wanted to learn. Playing music while teaching English was not used at both schools. At both schools, the eclectic approach was not used and the common reason behind was not having information about the approach.

### 4.3. Finding 2. The Effects of the eclectic approach towards speaking skills among students

This table describes the findings from the pre-test and post-test that students of senior one at school B and senior 3 from school A. Meaning, the researcher gave English-speaking tests to students before learning English under the eclectic approach and after comparing the results from two schools under the study. The English levels taken were Beginners, pre-elementary and pre-intermediate.

**Table 3. Results on speaking skills level for the students before being under and after the eclectic approach in English lesson at school B in S1**

| CEFR SKILL DESCRIPTORS                                                                                                                                                                           | Category name                     | Category | F  | %     | Category name | F   | %     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------|----|-------|---------------|-----|-------|
|                                                                                                                                                                                                  | BEFORE EA                         |          |    |       | AFTER AE      |     |       |
| Not enough to allow for any meaningful inferences about the student's ability                                                                                                                    | Foundation or beginner            | A0       | 11 | 26.19 | A0            | 0   | 0     |
| Can produce simple descriptions on mainly personal topics                                                                                                                                        | A1 (Beginner/Elementary)          | A1       | 22 | 52.38 | A1            | 9   | 21.42 |
| Can give a simple description or presentation of people, living or working conditions, daily routines likes/dislikes, etc., as a short series of simple phrases and sentences linked into a list | A2 English (Pre-Intermediate) ... | A2       | 9  | 21.42 | A2            | 33  | 78.52 |
| Total                                                                                                                                                                                            |                                   |          | 42 |       |               | 100 |       |

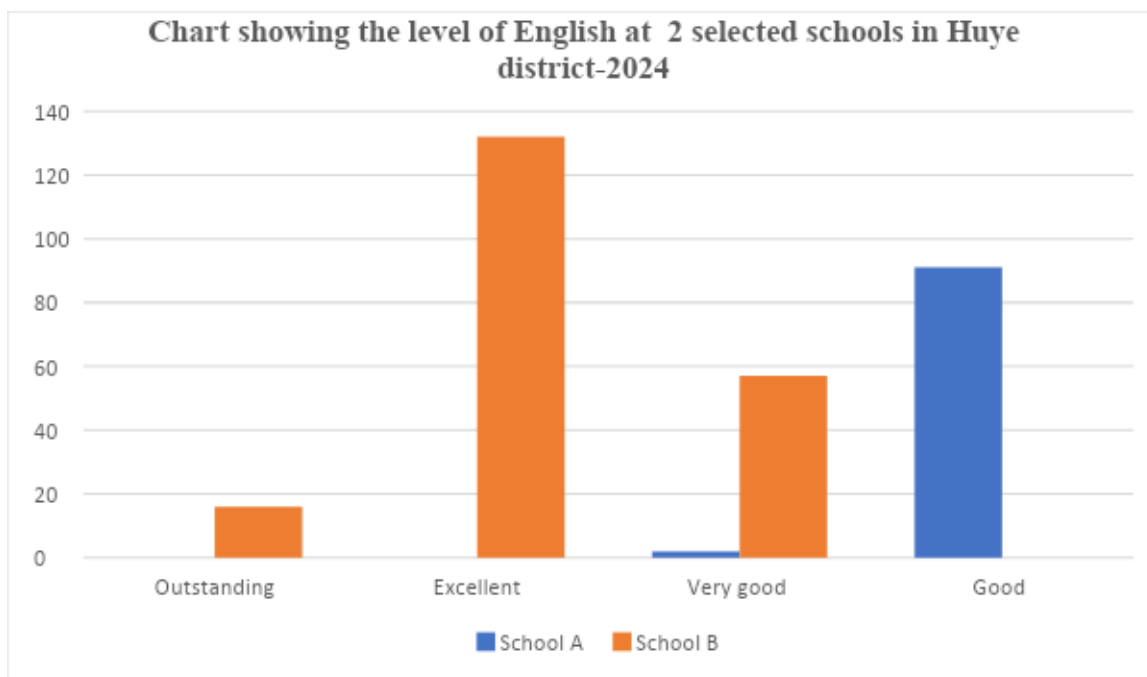
As presented in the table above, the greatest improvement among students who have sat for the test before and after learning the English language with the eclectic approach is distinguished, particularly at school B. Before the test, there were 26.19% (11) respondents were reported to be the beginners, but after there was 0% (0) of respondents. This shows the greatest change of improvement. in the beginner's category, but after the applicability of the eclectic approach, there were only 13.33% (4) respondents

which is a minor change. Looking at the A1 category (Beginner/Elementary), before there were 52.38% (22) respondents, but after there was a very tangible improvement of 21.42(9) respondents which seemed to be the major change. About A2 (Pre-Intermediate), before, there was 21.42% (0) respondents in this category, however, after there was an improvement of 78.52% (33) which is a major change. This clear improvement meant that the eclectic approach has had a positive impact on students 'English speaking skills, however many other factors contributed to the students' speaking improvement. This school B showed a very excellent change of improvement not only because of the use of the eclectic approach but also because the serious follow-up by the deputy head teacher in charge of studies and school culture played a big role in this great change.

**Table 4. Speaking skills level for the students before and after the eclectic approach in English lesson at school A in one class of senior 3**

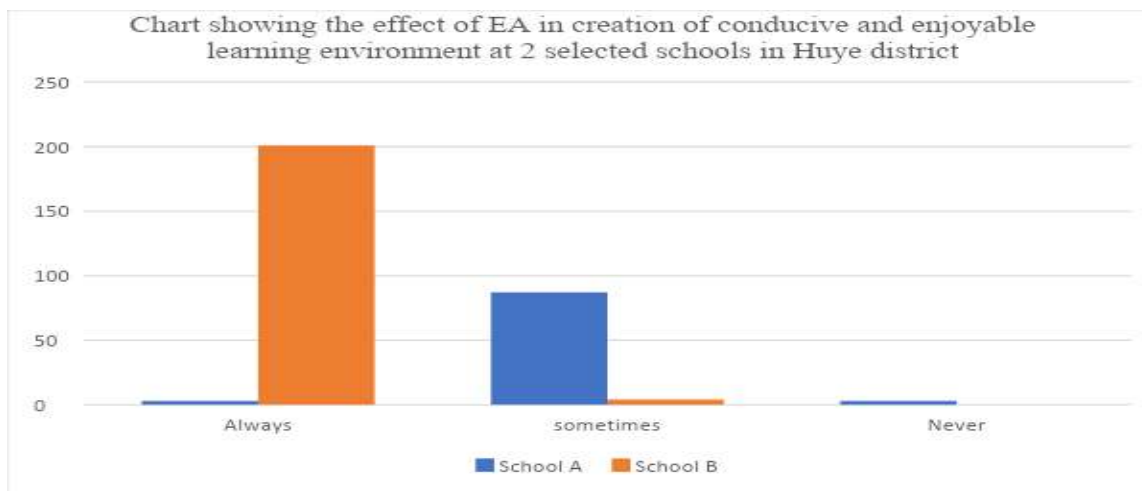
| CEFR SKILL DESCRIPTORS                                                                                                                                                                           | Category name                     | Category | F  | %     | Category name | F   | %     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------|----|-------|---------------|-----|-------|
|                                                                                                                                                                                                  | BEFORE EA                         |          |    |       | AFTER AE      |     |       |
| Not enough to allow for any meaningful inferences about the student's ability                                                                                                                    | Foundation or beginner            | A0       | 8  | 26.66 | A0            | 4   | 13.33 |
| Can produce simple descriptions on mainly personal topics                                                                                                                                        | A1 (Beginner/Elementary)          | A1       | 22 | 73.33 | A1            | 17  | 56.66 |
| Can give a simple description or presentation of people, living or working conditions, daily routines likes/dislikes, etc., as a short series of simple phrases and sentences linked into a list | A2 English (Pre-Intermediate) ... | A2       | 0  | 0     | A2            | 9   | 30    |
| Total                                                                                                                                                                                            |                                   |          | 30 |       |               | 100 | 100   |

As presented in the table above, the greatest improvement among students who have sat for the test before and after learning the English language with the eclectic approach is distinguished, particularly at school A. Before the test, there were 26.66% (8) respondents who were in the beginner's category, but after the applicability of the eclectic approach, there were only 13.33% (4) respondents which is a minor change. Looking at the A1 category (Beginner/Elementary), before there were 73.33% (22) respondents, but after there was a very tangible improvement of 56.66(17) respondents which seemed to be the major change. About A2 (Pre-Intermediate), before, there was 0% (0) respondents in this category, however, after there was an improvement of 30% (9) which is major change. This clear improvement meant that the eclectic approach has had a positive impact on students' English speaking skills, however many other factors contributed to the students' speaking improvement.



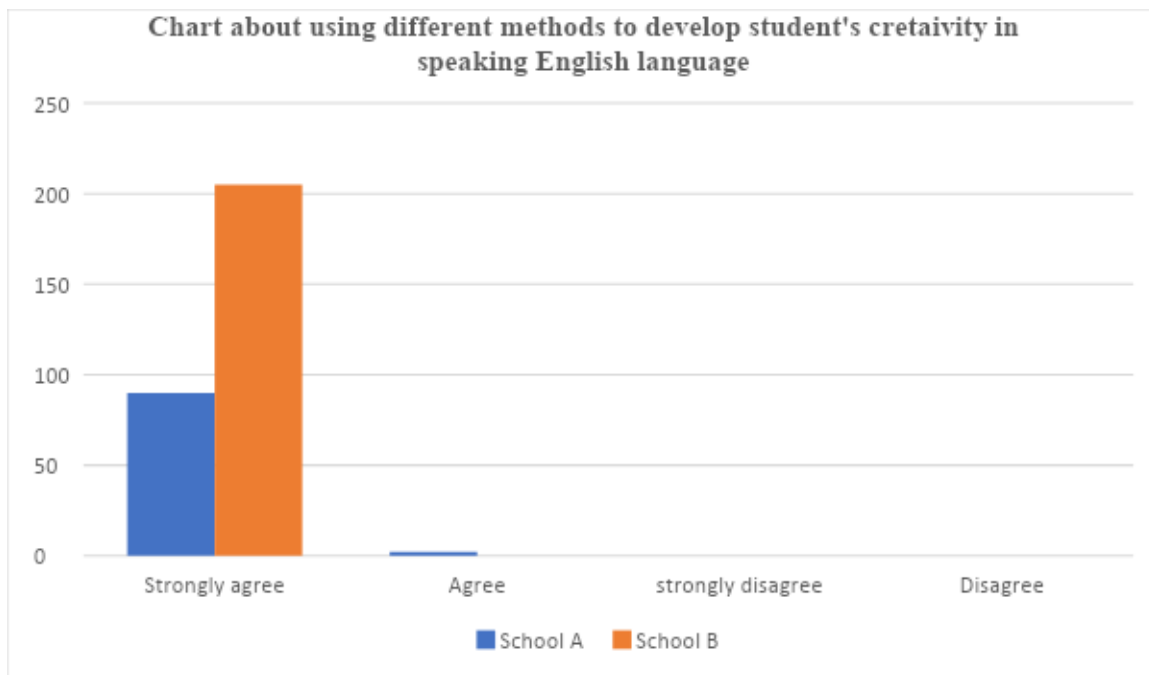
**Figure 12. Effect 2: The level of students' English -speaking skills at school A and B**

As presented on the chart above, the greatest number of students with the excellent level of English-speaking skills was students from school B while no student found at this level from school A as well as no student with outstanding level from both schools. The greatest representation of students from school A was students at good level, but the other greatest representation of students from school B was at very good level.



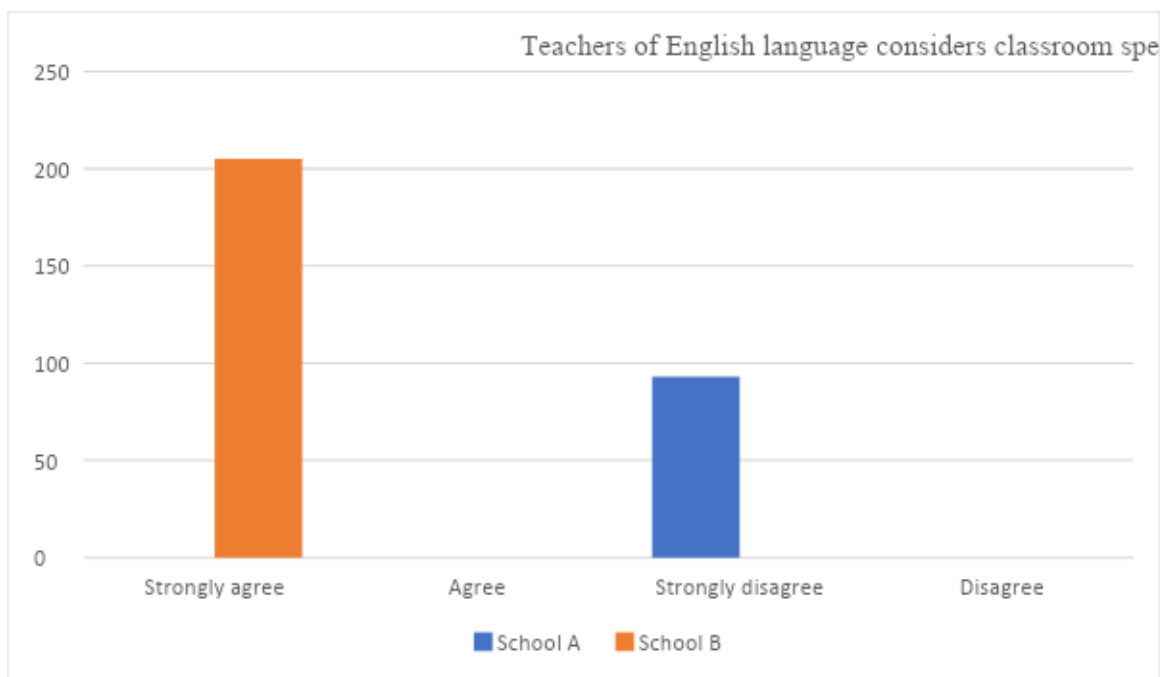
**Figure 13. Effect 3: EA creates a conducive and enjoyable learning Environment of English language**

The previous chart indicates the effect of an eclectic approach on students 'English-speaking skills from both schools as they were represented on the chart. The majority of the respondents at school B responded that this approach always helps students in learning through a conducive and enjoyable learning environment. However, between 50 -100 respondents from school A responded that eclectic approach sometimes creates a conducive and enjoyable learning environment. What these two schools share in common was the confirmation that an eclectic approach can create this smooth learning environment and this can be proved with no respondent who said it never does so.



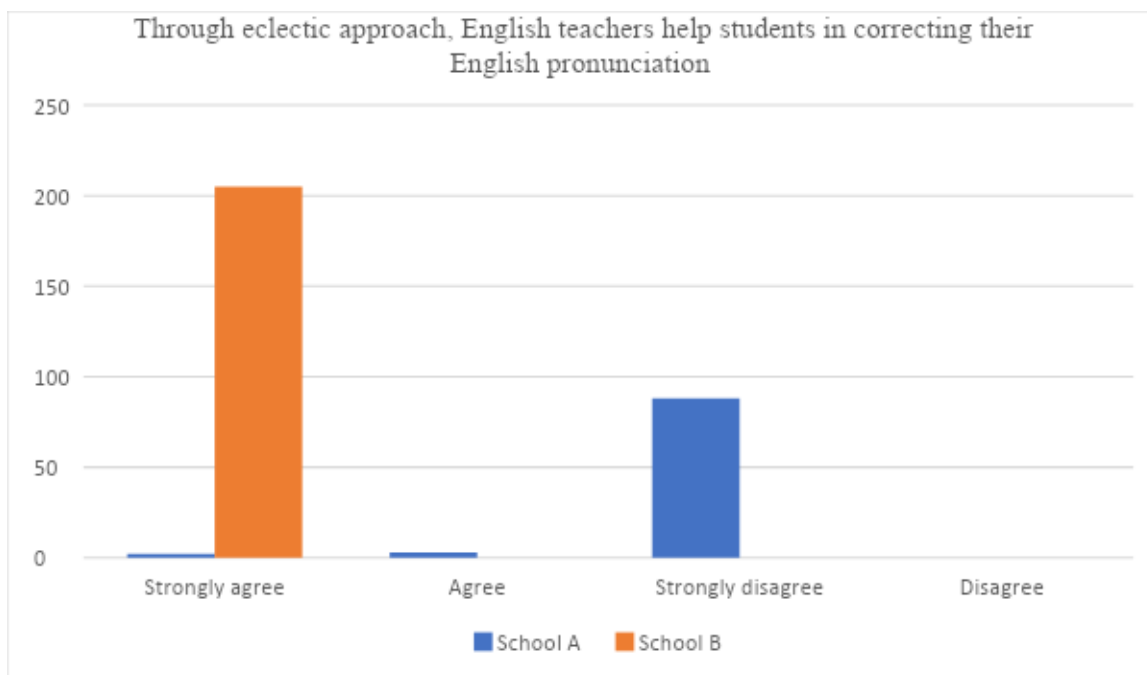
**Figure 14. Effect 3: Learning through different methods students develop creativity at individual level**

As presented above on the chart, the greatest representation of the respondents strongly agreed that using different methods/approaches (Eclectic approach) can help students develop their creativity in speaking English. However, the representations from two schools were somehow different in scales. This means that both schools do not have the same understanding on the reason why English teachers should use more than one teaching method.



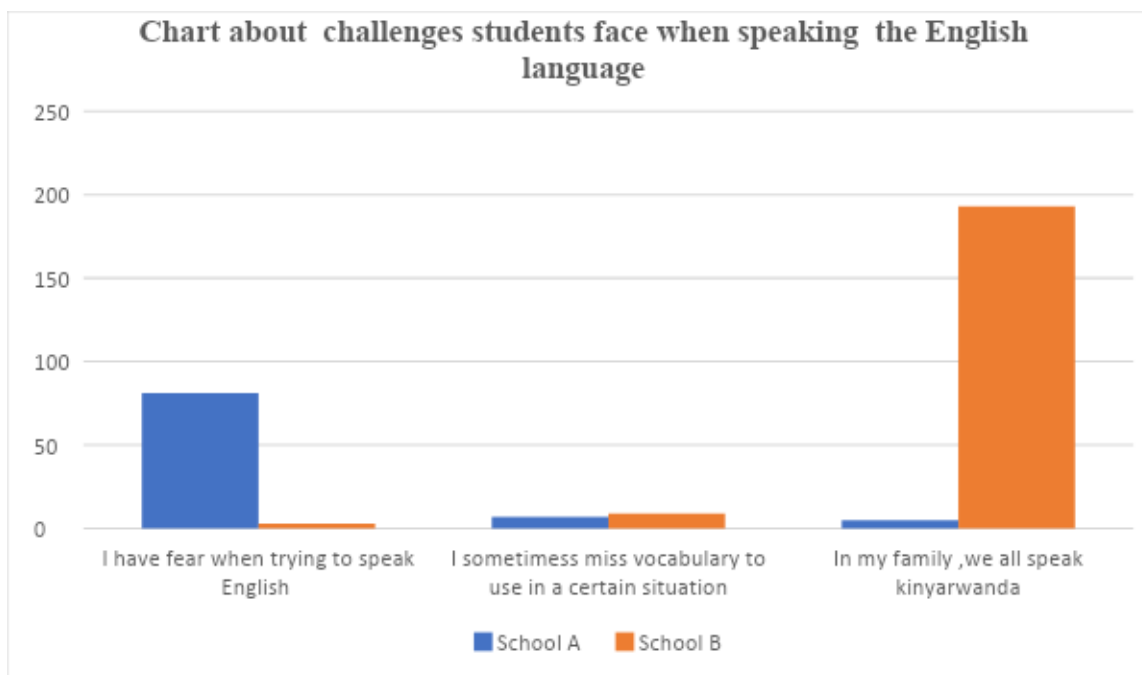
**Figure 15. *Effect 4: EA meets individual student's needs***

As presented above on the chart, the greatest representation of the respondents strongly agreed that using the Eclectic approach can help students welcome their individual needs in speaking English. However, the representations from two schools were somehow different in scores because the respondents from school A their majority strongly disagreed that Eclectic approach can build speaking inclusion among students. This means that both schools do not have the same understanding on the reason why using this approach can welcome the speaking inclusion among students once every student level and weakness are catered for in the English lesson.



**Figure 16. Effect 5: English teachers help students in pronunciation correction**

As presented above on the chart, the greatest representation of the respondents strongly agreed that using the Eclectic approach can help teachers teach their students through helping them correct the English pronunciation of English vocabularies. However, the representations from two schools were somehow different in scales because the respondents from school A their majority strongly disagreed that Eclectic approach can help students correct or improve their English pronunciation. This means that both schools do not have the same understanding on the reason why using this approach can help students to develop their pronunciation in English language.



**Figure 17. Findings 3: The challenges that students face in improving their speaking skills**

As presented above on the chart, the greatest representation of the respondents from school B responded that they had the challenge of not speaking English in their families. On the other hand, the other greatest representation was of the respondents from school A who affirmed that their challenge with speaking is having fear when they try to speak in English. The same smallest representation from both schools was that both students from school A and B sometimes miss vocabularies to use in certain situations.

#### **4.4. Findings from classroom observation (Qualitative data)**

This subsection describes the qualitative data found in the classroom observation. The researcher observed English lessons from different English teachers in two schools under the study. The researcher observed several challenges that teachers face when teaching English. Those are lack of enough resources in using an eclectic approach, Teachers' inability to plan lessons according to the student's proficiency and 'competency, negative attitudes of the students towards English, insufficient trained English teachers, individual student challenges and many others are to be discussed herein paragraphs below.

##### **Challenge 1: Lack of enough resources in using an eclectic approach**

Throughout both classroom observations by the researcher and interviews with English teachers and directors of studies, it is clear that teachers face the challenge of lacking enough resources such as tapes, speakers, and many others which cannot be found without buying them. Here the interviewed staff reported that the schools do not have enough budget for this. It is in this background that to bring the music as the teacher saw that audio-lingual facilitates students to learn the pronunciation of different words through music as well as grasp the meaning in a very relaxed mood or learning atmosphere.in

using eclectic approach. This was observed at both schools. This means that they share these common challenges to be able to apply an eclectic approach to foster the students 'English speaking skills.

### **Challenge 2: Teachers' inabilities in planning lessons according to the students' proficiency and 'competency**

From the interviews with English teachers in secondary school from school A and B, the majority of the respondents affirmed that they have the challenge of planning English lessons by incorporating various teaching methods and being able to teach all four language skills together. What they all share in common is they said that they did not study this kind of approach in their bachelor's studies and they lack some in-service training on new trending teaching methods. This has been highly emphasised by their directors in charge of studies saying that teachers there are unable to prepare some English lesson by embedding more than one method and follow each step as it is planned, but the only challenge behind is lack of knowledge about eclectic approach.

### **Challenge 3: Negative attitudes of the students towards English**

The researcher interviewed English teachers from both school A and B, but they do consider English in different perspectives. The key informant English teacher from school A was interviewed about the challenges he faces in applying Eclectic approach and he said, "*From my experience teaching here , I found my students do not consider English subject important as sciences like Mathematics , this goes with their choices when they need to choose their subjects to go ahead with. Some students do not like to study English and they used to say that the English language cannot be learnt. And this results in not succeeding in the subject.*"

On the other hand, the other key informants asked at school B either DOS or English teachers, they did not mention this issue of having negative attitudes towards English as a subject. They said, "*Our students here do not have choices of any subject to love or not, they do consider all as the same and this motivates them to learn them successfully, however they only fail Kinyarwanda.*"

### **Challenge 4: Insufficient trained English teachers**

What the researcher got from both school A and B as a serious challenge in applying the eclectic approach is the lack of some teachers who are trained in it to be able to train the rest. Their DOSs also highlighted this issue. Eventually, one teacher from school A said, "*We normally teach our students in accordance with how we were taught unless there is any in-service training.*"

### **Challenge 5: Influence of home culture and school culture**

The students themselves from school A and B responded that the other challenge that they experience of not having the speaking skills of another level is that they only speak Kinyarwanda at home and they added that they miss exposure to English speaking sessions. This was also suggested throughout the interviews with English teachers and DOS where they all said that students face the challenge of not being exposed to the environment which speaks English.

### **Challenge 6: Personal challenges with English speaking**

The majority of the students that sat for the questionnaire, wrote that they have some individual challenges built on fear and anxiety when they speak English in public. They responded that the reason behind this may be lack of experience of meeting people and speaking English for many people. However, this was not found at school B, the students here are very sharp as they somehow had a good educational background compared to those in the day school program.

### **Challenge 7: Environmental challenges**

The majority of English teachers found at school A, highlighted that some students do not like to speak English because they think their classmates and teachers can laugh at them particularly when they commit some grammatical mistakes. This inhibits them from speaking and they develop the habit of shyness. All the respondents (students) from school A responded that their school environment does not welcome English frequently since they lack inter-classes debate to be able to speak or organise an English day program in a week. These have ruined the practice of speaking English and improving the level.

### **Challenge 8: Social challenges associated with English language speaking**

Throughout the teachers' interviews, they always came on the issue of how society considers languages in general, of course English included. One of the key informant teacher and DOS from school A said, "*Nowadays, the society does not give tangible value the languages like how they value TVET courses and of course here , we have TVET and even LHE ( Literature in English and History ) , but even students themselves , they have conflict of interest about what they study.*" "On the other hand, when you go back to school B, a boarding school in an urban place, it does not have such a challenge about the social status of the English language.

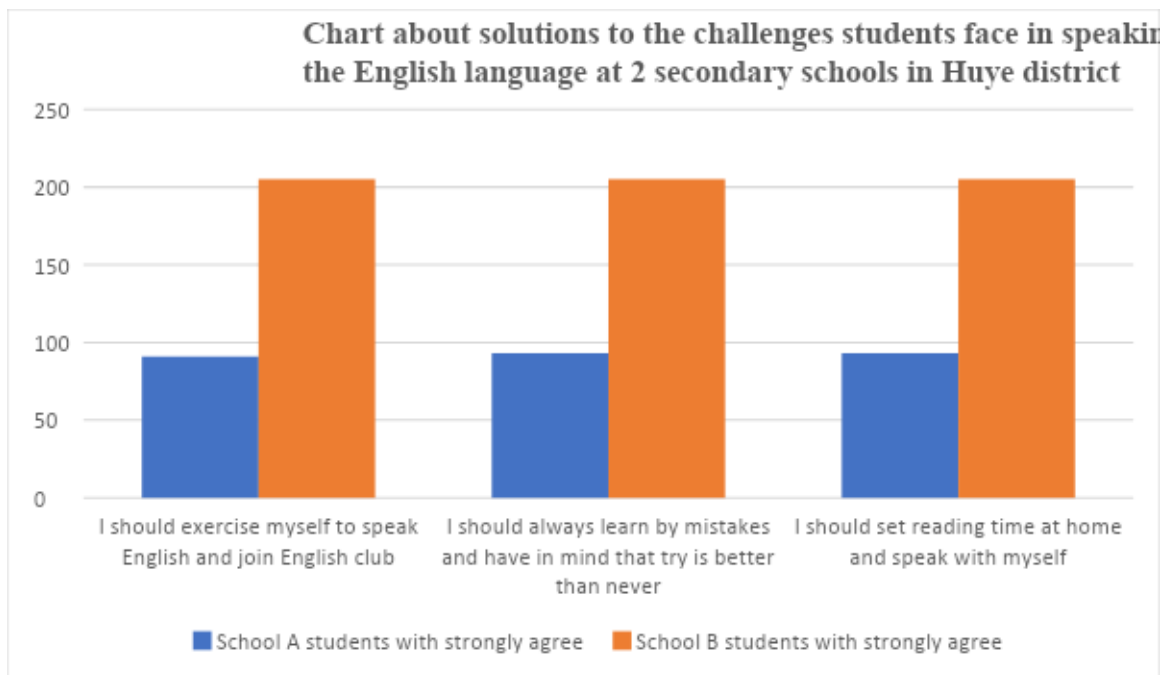
### **Challenge 9: Linguistic challenges associated with students' English-speaking skills**

The interviewed English teachers about which challenges their students face while speaking English, they responded in different ways, but having the same sense of understanding. One key informant English teacher from school A responded "Our students here face the challenge of linguistics starting

from speech sounds, which interfere with those of their mother tongue. He added,” The English language structure also is challenging to our students because it requires them to memorize and unfortunately, this structure does not match with that of Kinyarwanda and it requires them to respect the structure and collocations to maintain the meaning. He added an example about the interference of sounds ``In English we have mother and we read /**mada**/ how comes / **o**/ to be /**a**/? “he asked.

#### 4.5. Findings 4: Potential solutions from the respondents

These findings consisted of quantitative findings from students' questions and qualitative from teachers' and DoS' interviews. All these are presented here below.



**Figure 18. Potential solutions of the challenges students face in speaking skills**

As presented above on the chart, the greatest representation of the respondents from school B responded that students have to exercise themselves to speak English and join English clubs. Amongst the solutions the respondents suggested that to be able to speak English, they should always learn from mistakes and have the mindset that trying is better than never. They added that they should set reading time at home and speak with themselves to improve their confidence in speaking. had the challenge of not speaking English in their families. On the other hand, the other greatest representation was of the respondents from school A who affirmed that their challenge with speaking is having fear when they try to speak in English. The same smallest representation from both schools was that both students from school A and B sometimes miss vocabularies to use in certain situations.

To supplement this quantitative data, throughout the interview with English teachers and directors of studies from both schools A and B, they all suggested different sustainable solutions towards the challenges that students face in speaking English language.

One key informant English teacher from school said” *To overcome the challenge of fear among students here, we need to always assign them with oral presentation activities and allow each student to present.* “He added,” *About the lack of which vocabulary to use in a certain situation, we need to train our students to have reading habits as they read, they develop vocabularies.*”

In the same vein, the other key informant English teacher from school B agreed with what his colleague suggested claiming” *Concerning the challenge of fear among students, teachers should regularly organise interclass debate and give a welcome to every student.* He added, “*We need to change our teaching styles, by incorporating all four language skills together within one lesson, this will sharpen the confidence among our students.*

#### **4.6. Discussion of findings**

This chapter four presented, analysed the findings from all instruments used during this study. Therefore, this subsection intends to compare the findings with the existing literature following the research objectives namely to investigate the applicability of the eclectic approach and other used methods for improving secondary students 'English speaking skills, to find out the effects and challenges of eclectic approach on students 'English speaking skills and to suggest sustainable solutions to the challenges associated with using Eclectic approach for improving students' English-speaking skills

##### **4.6.1. The extent to which the applicability of the eclectic approach in improving secondary students' speaking skills**

This subsection describes the extent to which the applicability of the eclectic approach improves the students 'English speaking skills. It mainly focuses on the applicability of the eclectic approach at a major extent since the findings revealed that this approach helps students in improving their English language.

##### **4.6.2. The applicability of eclectic approach in teaching the English language**

As far as the findings from classroom observations, documentary analysis from English lesson plans and even in interviews with DOS, teachers of English, it was clear that from two selected schools there was no full use of an eclectic approach where all four language skills are taught together and the language skills are taught in the context.

However, at school B, teachers are not allowed to switch in Kinyarwanda when necessary to help the less strong students in speaking. Apart from school B, school A tries to use grammar translation methods which might have hindered their speaking capacity in English. However, at both schools, the interviewers and classroom observation by the researcher observed that their English lessons are learner-centred based. This contrasts with the literature where the applicability of the Eclectic approach is said to be flexible on both sides (teachers and students) and help both teachers and students achieve the objective (Rao, 2018).

#### **4.6.3. The effects of eclectic approach on students 'English speaking skills**

According to the research objective on the effects of eclectic approach on students 'English speaking skills, the researcher's observation in a sampled class at school B, the students benefited from the applicability of eclectic approach compared to the other classes where the approach was not applied as presented in the following discussion.

##### **Effect 1: Students enjoy speaking**

Per the researcher's observation, the students at school B in class A enjoyed speaking English at an excellent level compared to class B which did not learn English in an eclectic approach. This matches one hundred percent with what Pilco (2021) and Arabia and Hakim (2019, cited in Pilco, 2021) said about the effect of this approach on students 'English speaking enjoyment. In the same vein, Aslam (2003) claims that eclectic approach creates fun in the class and kills boredom.

According to Mwanza (2017, cited in Pilco, 2021), one of the strengths of eclecticism is that this approach offers teachers a wide extent of options that support students to develop reading, writing, listening, and speaking skills even though the focus here is productive skill which is speaking skill. Since this approach relates the language with real-life situations, it is simple for students to understand the class (Kumar, 2013).

The findings from several researchers showed that if eclecticism takes into consideration the reality of the course and students' interests, it can have positive effects on students' English language skills. In the experimental research carried out by Pilco (2021) after working with 30 students for five months learning through the Eclectic approach, the conclusion was that this approach is useful for teaching. Likewise, Afzal and Sagar (2019), cited in Pilco (2021) investigated the eclectic approach for teaching English to 120 Engineering students and the findings showed that 60 students who were taught through an eclectic approach developed interest in the subject and confidence in speaking skills. Similarly, Arabia and Hakim (2019, cited in Pilco, 2021) determined the effect of teaching English with an eclectic

approach and the results showed that the students who were taught through an eclectic approach have improved their communicative abilities.

Several scholars like Mwanza (2017a, cited in Pilco,2021; Kumar (2013); Jebiwot et al. (2016); Siddiqui (2012), and Rosmayantia and Mardatillah (2017) as cited in Pilco, 2021) carried out several studies about the effects of eclecticism on EFL teaching to develop students' English language skills. These studies have found out that the eclectic approach has positively impacted many teachers and students.

Likewise, Jebiwot et al. (2016) researched the role of eclecticism in teaching and learning English in public primary schools of Eldoret-Kenya and found that through an eclectic approach, students successfully spoke English at a very good level.) have undertaken a study that aimed to find out whether eclecticism affects students' English vocabulary development and the final conclusion was that this approach has helped students develop their vocabularies for communication.

It is with the same understanding that Ilham, Bafadal and Muslimin (2019, p.4) believe “someone cannot communicate effectively or express their ideas both in oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication”.

#### **Effect 2: Students have good command of English in communication (fluency and accuracy)**

Through the researcher's observation, it is clear the two classes from both schools which learnt English through eclectic approach, the majority of students have been improving their English fluency and accuracy as found also Ovitigama and Premaratna (2020) who emphatically concluded that learning English through eclectic approach, students' English vocabulary development for communication take place.

#### **Effect 3: There is a classroom inclusion in speaking skills**

Throughout the findings, the researcher observed the speaking inclusion among students who were under an eclectic approach. People normally know that students in the same classroom are at the same level of English-speaking skills, that is why through this approach, every student is welcomed since it is more flexible to all students. This speaking inclusion among students was also found by Gao (2011) who argues that the eclectic approach is preferred since it is a combination of different methods of teaching and learning, which makes it work for any kind of learners irrespective of age and standard and many others. Learning seems fun and innovative with learners having a clear vision of what they are learning. Multiple tasks, high interaction, lively learning, and fast results are the salient features of this method. The eventual purpose of the eclectic method is to connect real-life experiences to the ideas presented in the learning of the language.

The success of this approach in building classroom inclusion in speaking among students has been proven in the research of Biloon (2016, cited in Asif & Khan, 2022) who quite recently investigated the eclectic method and discovered that the specific needs and learning styles of learners were better catered to using this approach. This assertion brings a very conducive inclusive teaching and learning environment since each student's needs are catered for through the class activities.

According to Larsen-Freeman (2004), eclectic Approach is a pluralistic, inclusive, all-encompassing and comprehensive approach of teaching in which the best techniques and bits of pieces from different teaching methods are systematically and logically combined and used eclectically in order to meet the varied, diversified and distinct needs of the students.

Li (2012) explains how it is not possible to use one standalone approach to successfully facilitate all the skills or to cater to the individual needs of students. Therefore, it is necessary as a teacher to employ the eclectic approach. Billah (2015) clarifies that the eclectic method in language teaching allows for this to happen by combining the strengths of different methods, competences, and pedagogies to welcome every student to practice the language.

#### **Effect 5: Students develop ability to speak, write, read and listen**

As the findings were presented clearly, the students who learnt through an eclectic approach were on a way to the development of their speaking abilities and many other language skills since they are taught together.

Likewise, Jebiwot et al. (2016) researched the role of eclecticism in teaching and learning English in public primary schools of Eldoret-Kenya and found that through an eclectic approach, students successfully spoke English at a very good level.

This was found also by several scholars like Mwanza (2017, cited in Pilco, 2021; Kumar (2013); Jebiwot et al. (2016); Siddiqui (2012), and Rosmayantia and Mardatillah (2017) as cited in Pilco, 2021) carried out several studies about the effects of eclecticism on EFL teaching to develop students' English language skills. These studies have found out that the eclectic approach has positively impacted many teachers and students.

According to Mwanza (2017, cited in Pilco, 2021), one of the strengths of eclecticism is that this approach offers teachers a wide extent of options that support students to develop reading, writing, listening, and speaking skills even though the focus here is productive skill which is speaking skill. Since this approach relates the language with real-life situations, it is simple for students to understand the class (Kumar, 2013)

## **Effect 6: Students' pronunciation**

The current study has found teachers have time to help students 'English pronunciation. The greatest representation of the respondents strongly agreed that using the Eclectic approach can help teachers teach their students through helping them correct the English pronunciation of English vocabularies. However, the representations from two schools were somehow different in scales because the respondents from school A their majority strongly disagreed that Eclectic approach can help students correct or improve their English pronunciation. This means that both schools do not have the same understanding on the reason why using this approach can help students to develop their pronunciation in English language. This was not found by other scholars throughout the literature review and the current researcher hopes that through an eclectic approach as found students get an opportunity to correct their speaking words' pronunciation since the communication is emphasised. `

### **4.6.4. Discussion of the challenge**

The researcher tried to discuss the challenges that students and their teachers face in the English language. Those challenges are lack of resources, teachers' inabilities in planning, negative attitudes of the students towards English, challenge of having insufficient trained English teachers, challenge of influence of home culture and school culture, Personal challenges with English speaking, Linguistic challenges associated with students' English-speaking skill and many others. Therefore, this section entails to discuss them compared with the existing literature.

#### **Challenge 1: Lack of enough resources in using an eclectic approach**

As found in the research findings, the classroom observations and interviews with English teachers and directors of studies, it is clear that teachers face the challenge of lack of enough resources. Many teachers of English face while teaching or preparing themselves to teach where it requires some resources such as films tapes, speaker devices to bring the music to facilitate students to learn the pronunciation of different words through music as well grasp the meaning in a very relaxed mood or learning atmosphere.in using eclectic approach. This was observed at both schools. This means that they share these common challenges to be able to apply an eclectic approach to foster the students 'English speaking skills. As the literature states that this absence of resources can play a big role in not developing the students 'English language skills.

Alsayad and Alhafian (2019) also claimed that the greatest representation of teachers of English who strongly agreed that they are unable to apply an eclectic approach. Besides, the literature has proven this through the detailed statistics about the case where only 35 people out of 104 which equals to 33.7% strongly agreed that secondary school teachers are not resourceful enough to produce an eclectic

approach in their classes whereas 9.6% disagreed saying they can. It is clear that this is a very serious challenge that English teachers may encounter when embedding an eclectic approach in their daily English class to promote speaking skills.

### **Challenge 2. Teachers' inabilities to plan lessons according to the students' proficiency and 'competency**

From the interviews with English teachers in secondary school from school A and B, the majority of the respondents affirmed that they have the challenge of planning English lessons by incorporating various teaching methods and being able to teach all four language skills together. What they all share in common, but to different extent is they said that they did not study this kind of approach in their bachelors' studies and they lack some in-service training on new trending teaching methods. This has been highly emphasised by their directors in charge of studies saying that teachers are unable to prepare some English lesson by embedding more than one method and follow each step as it is planned, but the only challenge behind is lack of knowledge about eclectic approach.

Similarly, this challenge of not having the ability among English teachers to be able to plan lessons according to the level of students 'English proficiency and competency has been also found in the previous literature. For example, in the research by Alsayad and Alhafian (2019) in the survey administered to secondary teachers where 44.2% strongly agree that they are unable to prepare English lessons using eclectic methods according to students' competency and only 10.6% disagreed with this assertion. This statistical representation clearly shows how very challenging the approach was during the implementation since the teachers were not able to plan their English lessons respecting the students 'proficiency level in English speaking skills. This challenge again was found at both schools. This makes it a serious challenge which may hinder the development of students 'English speaking skills.

### **Challenge 3: Negative attitudes of the students towards English**

The researcher interviewed English teachers from both school A and B, and found that they do consider English in different perspectives. The key informant English teacher from school A was interviewed about the challenges he faces in applying Eclectic approach and he said, that in his teaching experience, most of his students do not love English subject, but they say that mathematics and sciences are better than English language. Alam (2016) in his research pointed out some challenges including insufficiently trained teachers, the influence of local culture on foreign language teaching, improper language policy and language testing and these come to conflict with students' attitudes towards English and become very challenging for them to learn the language and be able to speak.

By quoting what other scholars have said also about this negative attitude among students towards the ruined language skills development, they said,” Many students find English as a difficult subject to learn (Akbari, 2015; Phyak, 2016, cited in Chand, 2021, p.48.” This is a very bad mindset about any subject. In short, this shows how challenging attitudes of students are and where specifically they are from. If nothing is done, this can lead the students to poor speaking performance.

On the other hand, the other key informants asked at school B either DOS or English teachers, they did not mention this issue of having negative attitudes towards English as a subject. , the interviewed director of studies reported that the students at school B , do not have any choice on which subject to learn or not because they are told that all subjects are equal, however they only fail Kinyarwanda subject. This also indicates how serious this issue is among students ‘English.

#### **Challenge 4: Insufficient trained English teachers**

What the researcher got from both school A and B as a serious challenge in applying the eclectic approach is the lack of some teachers who are trained in it to be able to train the rest. Their DOSs also highlighted this issue. Eventually, one teacher from school A said that they teach students regarding to how they had been taught. To mean that if they did not see the eclectic approach when doing their bachelor studies, they cannot teach through that approach because they do not have enough skills about how it works in the classroom. This case has been discussed in Alam (2016) who critically analysed this insufficiency of trained teachers about upcoming teaching methods. The less teachers are skilled or informed, the less students should take from them. To support what Alam said, Keller (2011) explains that students should need to learn speaking from their teachers, but if the teachers are not fully trained, the students miss whom to learn from.

#### **Challenge 5: Influence of home culture and school culture**

The students themselves from school A and B responded that the other challenge that they experience of not having the speaking skills of another level is that they only speak Kinyarwanda at home and they added that they miss exposure to English speaking sessions. This was also suggested throughout the interviews with English teachers and DOS where they all said that students face the challenge of not being exposed to the environment which speaks English. This influence of which language the students are frequently exposed to, matters. This has been also found in Kumaravadivelu (2006) who stated that culture and learning are an inseparable part of each other. In the previous studies also, researchers have pointed out the culture of class as an affecting factor that may hinder the smooth learning of English.

### **Challenge 6: Personal challenges with English speaking**

The majority of the students that sat for the questionnaire, wrote that they have some individual challenges built on fear and anxiety when they speak English in public. They responded that the reason behind this may be lack of experience of meeting people and speaking English for many people. However, this was not found at school B. The students here are very sharp as they somehow had a good educational background compared to those in the day school program.

### **Challenge 7: Environmental challenges**

The majority of English teachers found at school A, highlighted that some students do not like to speak English because they think their classmates and teachers can laugh at them particularly when they commit some grammatical mistakes. This inhibits them from speaking and they develop the habit of shyness. All the respondents (students) from school A responded that their school environment does not welcome English frequently since they lack inter-classes debate to be able to speak or organise an English day program in a week. These have ruined the practice of speaking English and improving the level. As well as in many researchers have explored the role of the environment in learning a language (Heriansyah, 2012; Sokip, 2020). In the previous several studies, many students pointed out the environmental problem as an important problem. One of the students in the previous literature expressed, that students did not have English speaking time at home. In a similar context, another student said in this study they reported that no friends are interested in speaking in English. This shows the problem can prohibit the speaking skills among students.

### **Challenge 8: Social challenges associated with English language speaking**

As it was found in the teachers' interviews, they always came up with the issue of how society considers languages in general, English included. One of the key informant teacher and DOS from school A reported that Nowadays, the society does not give tangible value the languages like how they value TVET courses and of course here , we have TVET and even LHE ( Literature in English and History ) , but even students themselves , they have conflict of interest about what they study. On the other hand, at school B which is a boarding school in an urban place, it does not have such a challenge about social status of the English language and this issue of social behaviour has been emphasised in Guzman, et.al 2006, cited in Chand,2021).

### **Challenge 9. Linguistic challenges associated with students' English-speaking skills**

The interviewed English teachers about which challenges their students face while speaking English, they responded in different ways, but had the same sense of understanding. One key informant English teacher from school A responded their students are challenged with the speech sounds of English words

which interfere with the mother tongue and good examples were read /mada/ how comes / o/ to be /a/? they reported that English structure also challenge them that differ from of Kinyarwanda. On the other hand, in the previous studies, the researchers like (Chand,2021), the challenge was not speech sounds, but on which appropriate verb tense to be used in certain situations which requires the speaking skills.

#### **4.6.5. Discussion of the potential solutions to the challenges associated with using the Eclectic approach for improving students' English-speaking skills**

As suggested by the interviewed English teachers and DOSs from both schools and in the students' questionnaire, it is obvious that the respondents provided different but complementary sustainable solutions to the challenges affecting the students 'English speaking skills.

##### **Solution 1: English clubs**

As suggested by the respondents, the greatest representation of the respondents from school B responded that students have to exercise themselves to speak English and join English clubs. This also has been suggested in the previous studies

##### **Solution 2: Learning from their mistakes**

Amongst the solutions the respondents suggested that to be able to speak English, they should always learn from mistakes and have the mindset that trying is better than never.

##### **Solution3: Setting reading time and speak to oneself**

They added that they should set reading time at home and speak with themselves to improve their confidence in speaking. had the challenge of not speaking English in their families. On the other hand, the other greatest representation was of the respondents from school A who affirmed that their challenge with speaking is having fear when they try to speak in English. The same smallest representation from both schools was that both students from school A and B sometimes miss vocabularies to use in certain situations.

##### **Solution 4: Classroom oral English presentations**

In the same vein, the interviewed English teachers and directors of studies from both schools A and B, they all suggested different sustainable solutions towards the challenges that students face in speaking English language. From the point of view of the key informant from one school under the study, she reported a potential solution to the challenge of having fear while the students speak English, that they should be always given classroom oral presentations to allow each student to present. About the vocabulary they reported that teachers need to train students about reading English to develop vocabulary. This was not enough tackled in the previous literatures.

## **Solution 5: Organization of regular interclass debate competitions**

In the same vein, the other key informant English teacher from school B agreed with what his colleague suggested, but he added that to develop confidence in speaking without fear, teachers need to organize interclasses and debate competitions and the respondent said that they need to incorporate all four language skills and this has never been found in the previous literatures.

### **4.7. Conclusion**

This chapter four presented, analysed, interpreted and discussed all gathered data regarding the applicability of eclectic approach and its effects and challenges with solutions and various used methods, effect in improving the students 'English speaking skills in lower secondary level between a day school program located in the rural area and boarding one located in the city of Huye district. As presented, findings of this study exposed that the majority of English teachers from both schools are not aware of this eclectic approach because all of them have heard it from the researcher and it required the researcher to explain in detail what it is and how it works and why for teachers and students. The researcher wanted to know to which extent does the applicability of the eclectic approach contribute in the improvement of students 'English speaking skills. Throughout the pre-test and post-test speaking test, the results have shown the major improvement where the students to A0 and A1 decreased and A2 pre-elementary level increased particularly at school B. The findings also revealed that not only does an eclectic approach play a big role to the students' English-speaking skills but also serious follow up and discipline instil contributed to the students at school B.

Furthermore, the researcher also wanted to ensure himself if eclectic approach can be applied to promote the students 'speaking skills in English, and it required the researcher to take time and conduct experiment at two schools code school A one class and at school B, one class to learn under eclectic approach and finally reassessed the students 'speaking skills level comparing to their results before the eclectic approach. The findings from both schools were that there was an improvement and even teachers were to prove that. Even though the time was the only limit, because the testing should have taken like a 3 month -testing period, however the time constraints did not allow the current researcher to go beyond the research plan. Eventually, the applicability of an eclectic approach is possible though some challenges have been also exposed like time consuming approach, needs resources like speakers, films and in-service training among English teachers and their directors of studies to happen in schools.

However, the respondents suggested some sustainable solutions like provision of in-service training for teachers to be able to deliver English lessons through combining more than two approaches and teaching

all four language skills together. Working with partners or budget for some useful teaching resources which can intervene in developing students 'English speaking skills. Organising a regular inter-class debate competition among students to boost their speaking skills. The research could not have been concluded without sharing these special quotes got from the respondent in charge of studies at school B. It was found that not only does English teaching approach /method help students to be able to speak English language, but also the following are done at school B and help a lot: *"Checking and making of individual student portfolio regular follow up, helps a lot."* Meeting one student by one student with change, no change in terms of English language skills to encourage and record the progress is an assertion to students 'English speaking skills"*Having signed performance contracts with English teachers and recording the progress with external motivation works within the students 'English speaking skills."**"Knowing each student is another crucial thing to contribute to his /her studies."*

*"Working as a team within all school staff: Administration staff, teaching staff, supporting staff and parent committee is a cornerstone to success, that is why we have a lot of debate trophies and academic performance for many years."*

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter presents information about the summary of the study, summary of findings, provides a conclusion, recommendations for a better applicability of an eclectic approach towards the students 'English speaking skills among lower secondary schools and suggestions for further studies.

### **5.2. Summary of the study**

This study was carried out with the purpose of finding out the role of eclectic approach in improving the students 'English speaking skills in ordinary level public secondary schools in Huye district. Case of Two public secondary schools (day school program located in the village and a boarding school located in the city). This study was under three specific objectives namely: To investigate to which extent the applicability of the eclectic approach improved the students speaking skills, to suggest potential solutions to the challenges associated with using the Eclectic approach in improving students' English-speaking skills. The study was qualitatively dominant in context and quantitative. It involved English teachers, directors of studies who were interviewed and students from senior one to senior three from two schools sat for questionnaires. The researcher has also had classroom observations and he went through past lesson plans of English to check out which approaches did English teachers frequently used. The researcher has also assessed the applicability of an eclectic approach in promoting the speaking skills among students.

The findings were presented using histogram charts and tables, analyzed and discussed in both narrative and thematic. The results exposed that the majority of the key informants are not aware of the upcoming new trends, teaching methods or approaches in the English language which is a serious worry in teaching and learning. However, the applicability of an eclectic approach is possible even though teachers need training about how it works, how it is more flexible on both sides in the classroom and how it can promote language skills since it is mandatory that all language skills are taught together.

### **5.3. Conclusion of the study**

In general, the findings of this study confirm that the eclectic approach is applicable since the results of the pre-test and post-test showed an increase, and teachers know what is it and how to simply apply it in the classroom setting. Challenges are not too difficult to solve and teachers and students are eager to adapt the eclectic approach which does not leave any student behind. The findings have also shown that once students learn in a very flexible way, they enjoy their lessons and pull them to speak Learning by Doing theory has guided the researcher because, at the beginning of the research, teachers were not aware

of applying the eclectic approach, but from the practice they got to know it and use it in their teaching process.

#### **5. 4. Recommendations**

From the findings, it was found that almost all English teachers from both schools where the research was conducted do not know thoroughly what is the eclectic approach and does it work and why , and even found that students 'English speaking level at school A located in the rural area is not good at all because of some negative attitudes towards English, lack of enough time of the exposure to the English speaking environment, having found that the English curriculum does not indicate how speaking skills should be assessed in summative exams, the researcher recommends different personnel including English teachers, School head teachers and governmental educational unit to overcome these challenges stated that the English speaking skills among students are hindered by series of reasons.

##### **5.4.1. English Teachers**

Basing on the in-service , the current researcher gave to the teachers of English and their DOSs on what is and how to apply the eclectic approach and finally becomes obvious that student' English speaking level from both schools increased , the researcher recommends, the teachers to always apply it in the classroom to develop students-English speaking skills.

Being convinced by the kinds of literature and the real practice in two schools under the study that one single teaching approach or method is not practical, teachers and directors of studies are recommended to apply an eclectic approach in teaching the English language .

Being persuaded with the theory of Dewey “Learning by Doing.” Which was put into practice while applying an eclectic approach in developing student’s English-speaking skills and become successful, English teachers are recommended to plan their English lessons following the features of the eclectic approach.

##### **5.4.2. School headteachers and directors of studies**

Reference is made to the findings and conclusions throughout this study that the eclectic approach plays a big role in creating inclusion among students to be able to speak in the classroom, therefore the researcher recommends the Headteachers and Directors of studies to keep supporting continuously teachers in planning inclusive English lessons which welcome all students to be able to speak English and help them collaborate with English language researchers or experts to come and train their teaching staff about new approaches through encouraging English teachers to attend continuous professional

development sessions. The school administration also should organize inter-classes debate competitions to promote speaking skills and field visits to some excellent schools and learn from them.

#### **5.4.3. The Government particularly the education unit (MINEDUC, REB, NESA and district)**

Basing on the fact that the application of the eclectic approach requires the resources like speakers to teach listening and after finding that some schools do not have them, the researcher is recommending the governmental officials particularly the education unit to provide with schools adequate teaching resources which allow teachers to teach all four language skills together.

Besides, due to the findings that some teachers do not have enough knowledge to combine more than two methods and therefore, the researcher recommends the education unit to work with partners to always train teachers after any research carried out to respond to the findings.

Because in the English examination, it is not obvious to see the part of speaking section specifically in summative assessments which could have had a negative impact on the students' English speaking skills, the researcher recommends the education unit Rwanda Basic Education Board to be specific in the English language curriculum about how speaking skills and even listening should be assessed so that students may prepare themselves and this contrasts with what happens after school, the students go out and find themselves sitting for the oral examinations, yet they were not assessed like that when they had been schooling.

#### **5.5. Suggestions for further studies**

This study was carried out in Huye district. The key informants were English teachers, directors of studies in two selected lower secondary schools with different statuses where one was a day school located in the rural area and another as a boarding school found in the city of Huye district. Participants to amplify the study, the following were suggested for further studies:

The researcher recommends the future researchers to make deep research on this topic by administering a thorough in-service training for English teachers, particularly at school A, where they look being lagging behind in terms of the understanding of the applicability of the eclectic approach. Having a study limitation in two schools only due to time scope and financial constraints, but got obvious results that can contribute to Rwanda and elsewhere educational systems towards improving this vital language skill, the current researcher recommends further research on exploring

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## **Appendices**



## SECTION A: Project Information

|                                                                                                                                                                                                                     |                                    |            |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|----------------------------------------------|
| <b>Project title:</b> Investigating the Role of Eclectic Approach for Improving Students' English language speaking skills in Rwandan Secondary schools. Case study of 2 public secondary schools in Huye district. |                                    |            |                                              |
| <b>Investigators:</b>                                                                                                                                                                                               | HAKIZIMANA Joseph                  |            |                                              |
| <b>Student No.</b>                                                                                                                                                                                                  | 221031723                          |            |                                              |
| <b>Co-Investigators (if applicable):</b><br>NONE                                                                                                                                                                    |                                    |            |                                              |
| <b>Supervisor/s: (if applicable)</b><br>Dr MFURANKUNDA Prayda and Dr TABARO Cyprien                                                                                                                                 |                                    |            |                                              |
| <b>Contact details of Investigators:</b>                                                                                                                                                                            | <b>Phone</b><br>+250785670196      | <b>Fax</b> | <b>E-mail:</b><br>Joehakiza1 tutor@gmail.com |
| <b>Degree enrolled in (if applicable):</b>                                                                                                                                                                          | Masters in English Education (Med) |            |                                              |
| <b>Project location:</b>                                                                                                                                                                                            | Huye District                      |            |                                              |
| <b>Project duration:</b>                                                                                                                                                                                            | 3 months                           |            |                                              |

## SECTION B: Ethical Review Application (To be filled by Applicant (s))

Please answer all of the following questions

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Who are the research participants and how will they be recruited?</b>                                                                                                                                                                                                                                                                                                                                                      |
| 1.1. Research participants are students in ordinary secondary level, English teachers and deputy head teachers in charge of studies from 2 public secondary schools in Huye district.                                                                                                                                                                                                                                            |
| <b>2. Provide a brief summary of the project:</b>                                                                                                                                                                                                                                                                                                                                                                                |
| My research intends to investigate which English teaching approaches do English teachers use towards the students' speaking skills improvement. The researcher also wants to investigate the reason behind one school is the most performing over the three last years and the other one as the least performing school in English language. Is it because the best performing school, English teachers use Eclectic approach in |



teaching English language or the least performing school does not apply Eclectic approach? So, the researcher expects to come up with conclusion if eclectic approach can contribute to the students' English speaking skills or not.

**Research objectives:**

1. To investigate the applicability of eclectic approach for improving secondary students' English speaking skills
2. To find out effects and challenges of eclectic approach on students' English speaking skills
3. To suggest sustainable solutions to the challenges associated with using Eclectic approach for improving students' English-speaking skills

**1.8. Research questions**

From the aforementioned specific research objectives, the following research questions were formulated to facilitate the research:

1. What is the applicability of eclectic approach for improving secondary students' English speaking skills?
2. Are there Effects and challenges of Eclectic approach on students' English speaking skills?
3. What can you suggest as sustainable solutions to the challenges associated with using Eclectic approach for improving students' English-speaking skills?

**Methodology: Approach**

The research will adopt a mixed-methods approach, combining both quantitative and qualitative techniques to gather comprehensive data from students, English teachers and head teachers in charge of studies from 2 secondary schools.

**Techniques of Data Collection**

In this study, the current researcher will use both quantitative and qualitative data collection techniques. Quantitative will be for students who be administered questionnaire and qualitative for deputy head teachers in charges of studies and English teachers

**Data Analysis**

**Quantitative analysis:** Analyzing survey data using statistical techniques like regression analysis to identify correlations between variables such as eclectic approach and students' speaking academic performance.

**Thematic Analysis:** Analyzing qualitative data from interviews and classroom observation to identify



recurring themes and patterns related to eclectic approach and students' speaking skills.

**Research Population**

The research population includes students, English teachers and deputy head teachers in charge of studies from 2 secondary schools in Huye district.

**Findings and Solutions**

The research will identify the applicability of eclectic approach towards improving students' speaking skills. It will also find out effects and challenges of eclectic approach on students' English speaking skills and suggest sustainable solutions to the challenges associated with using Eclectic approach for improving students' English-speaking skills.

**Recommendations**

Based on the findings, the research will offer recommendations for English teachers to apply eclectic approach in improving students' English speaking skills. The curriculum designers will be also recommended to be specific on which teaching approach to be used in teaching English language for students' English speaking skills.

**a. Outline the research plan:**

**Research plan, the timeline of the activities (March-June)**

This timeline outlines a comprehensive plan from March to June for conducting the research on investigating the role of eclectic approach to the students' English speaking skills in Rwandan public secondary schools in Huye district.

**b. March: Planning and preparation**

**Week 1-2: Planning Phase**

Finalize research objectives and methodology.  
Develop research instruments (questionnaires, interview guides).  
Secure necessary permissions from relevant authorities.

**Week 3-4: Preparatory Phase**

Prepare consent forms and information sheets for participants.  
Train myself about piloting, other procedures and ethical considerations.  
Arrange logistics for fieldwork, including transportation and other necessities.

**c. April: Data collection**

**Week 1-2: INTERVIEW TO DEPUTY HEAD TEACHER IN CHARGES OF STUDIES**

- d. Visit selected public secondary schools
- e. Administer questionnaire to students to gather data



- f. Ensure data integrity and completeness.

**Week 3: Interview Phase**

- a. Conduct semi-structured interviews with English teachers and deputy head teachers in charge of studies.
- b. Investigate the applicability of eclectic approach for improving secondary students' English speaking skills
- c. Finding out effects and challenges of eclectic approach on students' English speaking skills
- d. Suggesting sustainable solutions to the challenges associated with using Eclectic approach for improving students' English-speaking skills

**Week 4: Observation Phase**

- g. Observe classroom teaching and learning environments about which methods do teachers apply in the classroom and how they help students develop their speaking skills

**May: Data Analysis Phase**

**Week 1-2: Transcription and coding**

- h. Transcribe interviews and organize data.
- i. Develop a coding framework for thematic analysis.
- j. Begin coding interview transcripts and survey responses.

**Week 3-4: Data Synthesis**

- k. Analyze coded data to identify patterns and themes.
- l. Summarize findings related to the role of eclectic approach in teaching process

**June: Reporting and Conclusion**

**Week 1-2: Report Writing**

- m. Draft the research report, including an executive summary, introduction, methodology, findings, discussion, and conclusions.
- n. Incorporate relevant literature to support findings and recommendations.
- o. Review and revise the report for clarity and coherence.

**Week 3: Presentation Preparation**

- p. Prepare a presentation summarizing key findings and recommendations.
- q. Create visual aids (slides, charts) to enhance understanding.
- r. Practice delivery to ensure clarity and effectiveness.

**Week 4: Dissemination**

- s. Present research findings to stakeholders, including school authorities, educators, and policymakers.



1. Seek feedback and engage in discussions to explore implementation of recommended inclusive teaching approach in teaching in English language.
2. Prepare for publication in academic journals or presentation at conferences.

**Throughout the Research**

**Ethical Consideration**

Ensure informed consent and confidentiality of participants.

Adhere to ethical guidelines throughout the research process.

**Flexibility**

Regarding this activity, I will have to remain flexible to accommodate any unforeseen challenges or adjustments to the research plan.

**Continuous Communication**

I will maintain an open communication with my research team members, supervisors, and stakeholders to address any issues or concerns promptly.

**3. How will informed consent be obtained from participants?**

The main exercise is to explain the purpose of the research to the participants and its relevance before participating into the research. They will also be informed that participation is free and that none of them will be forced to answer the research questions.

**4. Provide details of procedures for establishing confidentiality and protecting privacy of participants.**

To keep and protect the privacy of my research participants, I will make sure that all participants are safe by using their identity and information for the purpose of the research only. I will also use no true identity in this research so that they remain protected.

**6. Provide details of data collection, security and storage:**

All collected data from questionnaires will be decoded into numbers and stored in computers. The recorded interviews will also be stored in computers and used during data analysis.

**7. Give details of whether and/or how feedback will be available to participants:**

I am planning dissemination of research results through meeting with NDP KARUBANDA and G.S GS NYUMBA and students and deputy head teachers from those aforementioned schools.

**8. Does the project involve any of the following procedures?**

- a) Participant involvement by any "vulnerable groups." (If YES, give details), No



|                                                                                                                                                                                                                      |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| b) Does the project involve any other disciplines and/or Ethics Committees? (If YES, please state which and what approval has already been obtained - attach documentation.) No                                      |     |
| c) Will payments to participants be made? (If YES, state amount and whether payment is for out-of-pocket expenses, or a fee.): Yes. The individual will be awarded 2000 Fw and all of the amount are pocket expenses |     |
| d) Will the project receive financial support? No                                                                                                                                                                    |     |
| (i) If YES, specify the nature and source of the support. If YES, have any restrictions been imposed upon the conduct of the research? (If YES, specify the nature of the restrictions): None                        |     |
| e) Will any restrictions be placed on the publication of results? (If YES, please state the nature of the restrictions): NO                                                                                          |     |
| f) Are there any other points you wish to make in justification of the proposed study? NO                                                                                                                            |     |
| g) Please complete the items on the checklist shown below. (Write either YES or NO in the box following each item)                                                                                                   |     |
| (i) Have you completed all the questions on this form that are applicable to your project?                                                                                                                           | YES |
| (ii) Have you attached an informed consent form (see below)?                                                                                                                                                         | YES |
| (iii) Have you attached a sample questionnaire or interview schedule (if applicable)?                                                                                                                                | YES |

Signature of Proposer:

Date: 27/03/2024

**SECTION C: Ethical Scrutiny by supervisor**  
To be completed by supervisor:



- A. This research is considered ethically acceptable. It does not involve any of the following:
- research on live animals other than non-intrusive observational studies in the wild
  - research involving children under the age of 16, people diagnosed as suffering from a serious physical or mental disease or handicap, people who have undergone what would generally be regarded as traumatic experiences related to the area of research now or in the past, or people who would be judged by any reasonable person to be especially vulnerable
  - experiments or clinical trials carried out on human subjects
  - a power relationship such as teacher/pupil, doctor/patient, employer/employee etc.
  - covert methods or where informed consent cannot or will not be sought, except for research on "public situations" such as the behaviour of crowds or groups of people in circumstances where the researcher has a right to be present.
  - research where the identity of the subjects/informants/participants cannot be concealed, unless they are specifically to be aware of this and provide their signed consent
  - research, which might reasonably be judged at risk of causing harm, distress or discomfort to people or groups (including social stigmatization/penalty, commercial disadvantage or environmental damage or degradation)
- B. This proposal should be referred to the Research and Ethics Screening Committee (RESC) for review.

Signature: \_\_\_\_\_

Name: Dr Pravda MFURANKUNDA

Date: 27 / 03 / 2024  
dd mm yyyy

**SECTION D: Ethical Review by Chairperson of Review Committee**

To be completed by chairperson of University or College RESC (whichever applies):

[Ring the identification letter of one statement]

☒ This research may proceed without further review

☐ This research may not proceed; it clearly breaches ethical guidelines without providing justification, or it contravenes a decision already taken by the RESC.

☐ This research should be referred to the full RESC.

Reasons: \_\_\_\_\_



**Directorate of Research and Innovation  
(UR-DRI)**

**NOABAGA** Chairman, approved by  
the Research Manager  
**EUGENE** Chairman, approved by  
the Research Manager

Signature: \_\_\_\_\_ Name: **Ass. Prof. Nibabaga Eugene**  
Chairperson University or College RES-4/ (whichever applies)

Date: 26 / 04 / 2024  
dd mm yyyy

To be completed after a full University or College RESC meeting (whichever applies).  
[Ring the identification letter of use]

- A. This research may proceed
- B. This research may proceed if the conditions below are implemented.
- C. This research may not proceed.

Reasons (and conditions, if appropriate):

**NOABAGA** Chairman, approved by  
the Research Manager

**A** Chairman, approved by  
the Research Manager

Signature: \_\_\_\_\_ Name: **Ass. Prof. Nibabaga Eugene**  
Chairperson  
University or College RES-C (whichever applies)

Date: 26 / 04 / 2024  
dd mm yyyy



*pro 27/05/2024*  
*Deputy Chairperson*  
*of CS M number 72*

*ENAP Eugene*  
*Co 7/05/2024*



APPENDICES

The research instruments that the current researcher will be using are the following:

- Questionnaire for students
- Documentary analysis tool (checking English teachers' lesson plans to identify how often did they use Eclectic approach in their lesson plans)
- Classroom observation (visiting English teachers and students in the classroom)
- Interview guide for 7 Teachers of English and for deputy headteachers in charge of studies

Appendix 1: Questionnaire for students

Section A: Informant identification

School name: \_\_\_\_\_ (The researcher will use code)

Class level (Underline)

- Senior 1
- Senior 2
- Senior 3

Section B: Questions related to the applicability of eclectic approach when learning English language

1. Do you learn English by combining all four language skills together?

|     |    |
|-----|----|
| Yes | No |
|     |    |

2. Do you learn English by first understanding the meaning of the words?

vocabulary and

|     |    |
|-----|----|
| Yes | No |
|     |    |

3. How often do you need to switch in Kinyarwanda while learning English?

learning English

1. Sometimes 2. Always 3. Never

ENAP Kacyamba  
ca 7/05/2024

## **APPENDIX 2: Consent form for participating in a research project**

### **Consent form for participating in Research project**

**Study title: Investigating the Role of Eclectic Approach for Improving Students' English language speaking skills in Rwandan Secondary schools. Case study 3 public secondary schools in Huye district.**

**Investigator:** HAKIZIMANA Joseph

Reg.No. 221031723

MED-ENGLISH

E-mail: [joehakiza1tutor@gmail.com](mailto:joehakiza1tutor@gmail.com)

Tel: 0785670196

### **Research key informant**

I.....Director of studies/ teacher of English from (school name).....accept to participate freely in the research entitled: **Investigating the Role of Eclectic Approach for Improving Students' English language speaking skills in Rwandan Secondary schools. Case study 3 public secondary schools in Huye district.**

I will willingly provide the information without basing on my personal interest, emotion and feelings. The information will be true, sincere and related to the real situation and research purpose.

Name and signature of participant.....

Phone number of participant.....

### Appendix 3. Interview guide for 7 teachers of English

#### Section A. RESPONDENTS' IDENTIFICATION

I. Name of the school: .....Interviewee's code: .....

#### II. EDUCATION, FIELD OF STUDY AND TEACHING EXPERIENCE

| Degree |    |    | Field of study       |                    |        | Teaching experience |               |                  |
|--------|----|----|----------------------|--------------------|--------|---------------------|---------------|------------------|
| A2     | A1 | A0 | Education<br>English | -<br>Languag<br>es | Others | < 5 years           | 6-10<br>years | >10<br>year<br>s |
|        |    |    |                      |                    |        |                     |               |                  |

#### Section B. Questions related to the research objectives

- What do you understand about the eclectic approach in teaching English language? **FOR DOS and English teachers**
  - When visiting your teaching staff, specifically English teachers, have you seen them teaching all language skills together? **FOR DOS**
  - Do your English teaching staff use Kinyarwanda when they are teaching English language? **For DOS**
  - Do students feel comfortable when learning the English language?
  - The students of this school are able to express themselves in English at .....extent. for both
    - High
    - Highest
    - Low
    - Very low
  - Do your teachers of English use Warm-up or motivation when teaching English? **For both**
  - How often do English teachers let students carry out classroom presentations? **For both**
    - Always
    - Sometimes
    - Never
- Add comments.....
- How often and when do teachers of English use Mother-Tongue when teaching English language? How does it help students in improving their speaking skills? **For both**
  - Do teachers of English request their students to Repeat-After-him or her? **For both**
  - How often do teachers of English use gestures and Mimes in an English lesson? **For both**

11. Do teachers of English use games in their English lessons? **For both**

- i. Strongly agree ii. Agree iii. strongly disagree iv. Disagree v. Neutral

If strongly agree, how do games contribute to the improvement of students 'English speaking skills?

12. Do teachers of English allow students to have error correction? How does it help them in their speaking skills? **for both**

13. Do you think it is possible that teachers of English can apply more than two approaches within one lesson? **For both**

#### **SECTION C. Questions related to the effects of the eclectic approach**

**14. Which language approach(es)/method(s) do you use while teaching English? For English teachers only**

15. What if English teachers teach all four language skills together, what will happen? For both

16. What should be the effects of teaching and staying in the target language, but switch when necessary? For both

17. Do you think teaching English Language skills in this context has an impact on the students 'English speaking skills? For both

18. What will happen when teachers of English teach from concrete to abstract? **For both**

19. Do you think Communicative-oriented learning will contribute to the students 'English speaking skills? **For both**

#### **Section D. Questions related to the challenges teachers of English face while applying the eclectic approach**

20. What do you think are the challenges that teachers of English face when teaching by combining more than three English teaching approaches towards developing students 'speaking skills? **For both**

21. Can you suggest some possible long-term solutions to those challenges? **For both**

**Thank you for your cooperation!**

**Appendix 4. Classroom observation checklist**

School name ..... Class/level ..... Class size ...

Lesson title .....

| <b>Part I. The use of eclectic approach while teaching English language</b>                                                                     | <b>Yes</b> | <b>No</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1.All four language skills are taught together                                                                                                  |            |           |
| 2.The teacher starts from concrete to abstract                                                                                                  |            |           |
| 3.The language skills are taught in the context                                                                                                 |            |           |
| 4.The teacher stays in English, but switch in Kinyarwanda when necessary                                                                        |            |           |
| 5. Teacher's ought to spend more time conducting communication-oriented activities than in repetition activities.                               |            |           |
| 6. It is purely a subjective approach where the teacher decides what is better to fit the students' needs.                                      |            |           |
| 7. The use of the native language is unavoidable, but teachers can encourage students to express ideas by using code-switching and code-mixing. |            |           |
| 8. The lesson plan is a learner-centred                                                                                                         |            |           |
| 9.. The role of teachers is to be the organisers of materials and classroom procedures, facilitators, guides of students' performance           |            |           |
| 10. Teacher-centred at the input stage                                                                                                          |            |           |
| 11.Learner-centered at the practice stage                                                                                                       |            |           |
| 12. Learner-centred at the production stage                                                                                                     |            |           |
| <b>PART II. Effect of using Eclectic approach</b>                                                                                               |            |           |
| Students enjoy speaking                                                                                                                         |            |           |
| Students have good command of English in communication (fluency and accuracy)                                                                   |            |           |
| Students develop individual creativity among students                                                                                           |            |           |
| There is a classroom inclusion in speaking skills                                                                                               |            |           |

|                                                                                                              |  |  |
|--------------------------------------------------------------------------------------------------------------|--|--|
| Students develop ability to speak, write, read and listen                                                    |  |  |
| Students have correct pronunciation                                                                          |  |  |
| Both teacher and students have flexibility in speaking English                                               |  |  |
| <b>Part III. CHALLENGES TEACHERS FACE WHEN APPLYING ECLECTIC APPROACH</b>                                    |  |  |
| Personal challenges:<br>Inability among teachers in designing lessons according to the students' proficiency |  |  |
| Teachers 'inability in designing lessons according to the students 'competency                               |  |  |
| Lack of enough resources in using eclectic approach                                                          |  |  |
| Teachers' inability to combine a variety of methods in their classes                                         |  |  |
| Fail to use different techniques to hold students' attention                                                 |  |  |
| Negative students' attitudes towards English                                                                 |  |  |
| Lack of appropriate vocabulary to use at anytime                                                             |  |  |

## APPENDIX 5. Document analysis checklist guide for the English lesson plans checking the applicability of the eclectic approach

School name: .....

Class/level: .....

1. Do teachers of English plan their lessons

| Yes | No |
|-----|----|
|     |    |

### The applicability of Eclectic approach in planning English lessons

| Characteristics of eclectic approach                                                                                                            | Found | Not found |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|
| 1.All four language skills are taught together                                                                                                  |       |           |
| 2.The teacher starts from concrete to abstract                                                                                                  |       |           |
| 3.The language skills are taught in the context                                                                                                 |       |           |
| 4.The teacher stays in English, but switch in Kinyarwanda when necessary                                                                        |       |           |
| 5. Teacher's ought to spend more time conducting communication-oriented activities than in repetition activities.                               |       |           |
| 6. It is purely a subjective approach where the teacher decides what is better to fit the students' needs.                                      |       |           |
| 7. The use of the native language is unavoidable, but teachers can encourage students to express ideas by using code-switching and code-mixing. |       |           |
| 8. The lesson plan is a learner-centred                                                                                                         |       |           |
| 9. The role of teachers is to be the organisers of materials and classroom procedures, facilitators, guides of students' performance            |       |           |
| 10. Teacher-centred at the input stage                                                                                                          |       |           |
| 11.Learner-centered at the practice stage                                                                                                       |       |           |
| 12. Learner-centred at the production stage                                                                                                     |       |           |

## **Appendix 6. Questionnaire for students**

### **Section A. Informant identification**

**School name: .....( to use code)**

**Class level [Underline]**

- a. Senior 1
- b. Senior 2
- c. Senior 3

### **Section B. Questions related to the applicability of eclectic approach when learning English language**

1. Do you learn English by combining all four language skills together?  
I. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree
2. Do you learn English by first understanding the vocabularies and reading after?  
I. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree
3. How often do you need to switch to Kinyarwanda while learning the English language?  
I. Sometimes    ii. Always    iii. Never
4. Does your English teacher allow you to discover the lesson of the day or he/she presents the material at the beginning phase of the lesson?
  - i. He/she presents the material to us
  - ii. He lets us discover the today's lesson
5. Does my English teacher start from simple to complex when learning English?  
. i. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree
6. Does my teacher of English decide which method to apply referring to the students 'needs'?  
. i. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree
7. My English teacher ought to spend more time in conducting communication-oriented activities than in repetition activities.  
. i. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree
8. The role of my English teacher is to be the organisers of materials and classroom procedures, facilitators, guides of students' performance. .  
i. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree
9. The use of the native language is unavoidable, but teachers can encourage students to express ideas by using code-switching and code-mixing.  
i. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree

10. Teacher of English gives freedom of expressing ourselves after his/her presentation and stays acting as a facilitator.

**SECTION C. Questions related to the effects of eclectic approach towards speaking skills among students**

**Tick the right answer about your true knowledge about English speaking skills**

11. My command of English fluency and accuracy is at:

- i. An outstanding level
- ii. Excellent level
- iii. Very good level
- iv. Good level
- v. Poor level

When learning the English language, we learn it in a conducive and enjoyable learning environment.

i. Always ii. Sometimes iii. Never

12. When learning through different methods, the individual creativity among us takes place.

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

13. Our English teachers consider everyone's needs when teaching us speaking skills (Classroom inclusion in speaking skills)

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

14. Our teachers of English help us correct the pronunciation of English words.

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

**Section D. Questions related to the challenges that students face in improving their speaking skills**

15. I have fear when trying to speak English?

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

17. I sometimes feel nervous that my classmates will laugh at me if I commit any language mistakes.

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

18. I sometimes miss which vocabulary to be used when I am going to speak English

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

19. The challenge that I face is that in my family we speak Kinyarwanda

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

**Section E. Questions related to the solutions of these challenges**

20. To overcome fear when trying to speak English, I should exercise myself to speak English and join English club

I. Strongly agree ii. Agree iii. Strongly disagree iv. Disagree

21. Concerning feeling nervous that my classmates will laugh at me I commit any language mistake, I should always learn by mistakes and have in mind that try is better than never

I. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree

22. Due to sometimes missing which vocabulary to be used when I am going to speak English, I should always interact with my classmates and join English club as well

I. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree

23. In accordance with facing the challenge of speaking Kinyarwanda in my family, I should set reading time at home and speak with myself at home having a mirror in my bedroom

I. Strongly agree    ii. Agree    iii. Strongly disagree    iv. Disagree

**Thank you for your time!**

**Annex 7. Sample of English speaking for students to test their levels before and after the applicability of the eclectic approach**

**This was an online test for the school in the city**



## Welcome

You are about to start the test

|                                                                                                         |                                                                                                           |                                                                                                           |                                                                                                            |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <br>Reading<br>20 mins | <br>Listening<br>20 mins | <br>Writing<br>35 mins | <br>Speaking<br>15 mins |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

- Check you will have enough time to complete the whole test before you begin. Once you begin the test, you cannot pause the timer or restart the test. You can take very short breaks between test sections if needed. These breaks are also timed.
- You can only take the test once. You cannot repeat the test to practice.

- If your internet connection isn't stable, you may not be able to complete the test. Partial tests are not saved.
- You will not lose points for wrong answers.
- Once you submit an exercise, you cannot go back.

**Next**

# Speaking

You are about to start the speaking section.



Speaking  
**15 mins**

- On the next screen, you will be asked to authorize your microphone. We need access to your microphone to record your answers.
- Make sure you are in a quiet place so your recordings are clear. Use the practice question to check your recording levels. If your recordings are not clear, they cannot be scored.
- Once you submit a recording, you cannot go back.

**Start**

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Source: EF (Education First,2024)

## Please allow access to your microphone

For the speaking test, we need access to your microphone.

**Allow microphone**

[Skip the speaking test](#)



### Part 1

- This section contains 6 listen and repeat exercises. You will hear a recording. When it is your turn, repeat what you heard. The exercises will get harder as you go.
- You can take notes on a piece of paper if you wish.

**Start**

**For more details, visit this link**

**<https://www.efset.org/4-skill/launch/>**

### **Sample of speaking test in any case of no electricity or internet**

Sample of the questions to identify the students 'English speaking level

Instructions: My name is .....I will ask you few questions to know your level of English speaking skills level. You must answer in full sentences. Get ready.If you do not get well the questions , please feel free to repeat for

.If you answer correctly two questions of the two first sections, you will be taken to the next section.

If you fail two questions, I will stop by there and record your level.

#### **Section A. A0 level (Foundation or beginner)**

What is your name?

Can you spell out your name, please?

Where do you live?

#### **Section B. A1 Level (Beginner/Elementary)**

Can you tell me what is your favourite sport and why?

Can you describe your living place?

How is the weather like today?

#### **Section C. A2 (English (Pre-Intermediate)**

Can you describe your daily plan?

How do you see Africa at an international skeleton?

Could you straight forward describe yourself in 10 coming years?

Differentiate between summer and winter seasons?

How do you compare the advantages of monogamy to polygamy?

What if you are appointed as a headteacher of this school what can you change and why?

Discuss the merits of a cashless economy in Rwanda?

Explain why did you choose to study at this school?

Why do you think should people have a leader?

**End of the test**