

**Eclectic Method of Teaching; a Transitional Source of Teaching English Language to
the Students of other Languages**

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Abstract



Second Language Acquirers face difficulty in learning grammar of the second language due to traditional teaching methods. The present experimental research observed Eclectic method of teaching on grammar learning capability of grade VI second language learners. The investigation explored the effectiveness of eclectic method on teaching of English grammar, and assessed academic achievement of the students in the subject of English grammar at grade VI learners. The aim of the research was to compare the achievements of controlled and experimental group at elementary level. Randomly selected groups of learners (Controlled and Experimental) from grade VI were taken and they were pretested. The experimental group was taught by the researchers using Eclectic method of teaching for 18 credit hours. The test- Retest was applied to judge the efficacy of the Eclectic teaching method. The collected data were analyzed by using frequencies, mean, and standard deviations in SPSS. Comparison (Pretest) of experimental and controlled group scores of the subject reflected that there was no significant difference between the results of the test identified. The null hypothesis, “there is no significance of difference between the mean scores of the controlled group and experimental group of subject” was rejected at 0.05 level. Applying Anova was applied for the final findings. The main findings showed that the children who were taught through eclectic method performed better. It can be concluded that eclectic method of teaching language put significance impact on student’s achievements.

Keywords: Teaching Learning Approaches, English Language Teaching, Foreign Language Teaching, Eclectic Approach, Target Language, Teaching Learning Strategies.

Introduction

Teaching of language to the students of other language has been taught fragmentally in the sub-content while the language experts like (Kumar, et al. 2021), (Deters, et al. 2015) and (Wali and Omaid 2020) advocated to teach grammar, vocabulary and punctuation as a whole. Approaches and methods presented before 20th century seemed to work out the learning of English language or stress on teaching methodology. The only approach/theory which seemed to bridge the gap of learning and teaching model is electrical approach (Meli, et al. 2022). The term electrical was derived from the Greek word “eklegein” meaning to pick out (Montessori, 2016). Use of this approach was feasible in the teaching of English as foreign language (TEFL) in 1990’s. The eclectic method of teaching is in vogue now a day and widely used due to its effectiveness. The eclectic method is amalgamation of diverse method of teaching and learning of English language in countries where English is used as targeted language (TL) (Ouazizi 2016). One reason of its popularity is that it is effective to any kind of learner’s regardless of age and standard. This method of language teaching supported the educational theory of language learning (Palmer, et al. 2019). This theory is the learner centered in its approach and promotes vision among students to perform their tasks diversely, with high interaction, lively skill acquisition (Speaking, Reading and Writing), objectively and with correlative results (Criado,2016). Major exponent of this approach is to develop an independent attitude among language acquirers through which they correlate their lingual acquisition in consonance with real life situations.

It may be concluded that in present scenario eclectic method of teaching seemed to be most effective way of teaching English as a language (TEL) (Asif & Khan, 2022).

Due to its flexible nature this teaching strategy offers language teachers to adopt the plan according to their own means and ways. They are not bound to certain hard and fast rules. Language teachers can openly devise his or her rules for the adaptation of methodology and this method construction may vary from teacher to teacher as per their cultural and situational limitations. In case of teaching and learning of English as a second language the impact of mother tongue L1 on targeted language L2 can be linked easily without switching the codes. In subcontinent the majority of the learners face difficulty in code switching and due to this reason they fail in L2 acquisition. Eclectic approach provides solution to this difficulty through delivering communicative competency. Most of the learners could not master speaking skills in subcontinent and remain less expressive in oral activities which impact their performance in class as well as; in interviews and daily schedules. The solution to such learners is presented in the form of vocabulary development through which they can easily improvise their communicative abilities and escape failure.

The present research attempts to present the procedure and learning ease for the second language learners and language teachers to undergo the process of eclectic approach in the language teaching. Adoption of innovative techniques may change the educational scenario in the places where English is taught as a subject and not as a language. This research may work in the areas where communicative competency is poor and use of tradition language teaching methods have devastated the situation of language teaching.

Background of the Research

Majority of the students in the subcontinent (India, Pakistan, Bangladesh and Sri Lanka) fail due to low competitive skill in English language. English is a compulsory subject in the curriculum and this failure ends up either in the left over or lack of interest in the further studies. Due to which many learners faced dismay in their educational careers. In order to resolve this problem the researchers conducted an experimental research so that the root cause may be defined to improve the situation. The study aimed at to examine the efficacy of eclectic method in the teaching of target language (TL) in the regions where English language is used under the influence of mother tongue (MT), National language, religious language and foreign language.

Objectives of the study

- 1- To determine the relative effectiveness of the eclectic method on the learners
- 2- To evaluate the performance of the learners under eclectic approach of teaching and learning.
- 3- To review the student's achievement in the subjects of English grammar
- 4- To suggest feasible approach of teaching and learning for the second language learners.

Hypotheses of the Study

- Ho to what extent the mean scores of the controlled and experimental groups of subjects differ significantly.
- H1 to what extent does the eclectic method of teaching English grammar will be helpful for teacher at elementary level teaching grammar.

Research Paradigm

The present research is an experimental research in its design. Quantitative research design assessed statistics and numerical measurement of attained data and tested the hypotheses. The research was done with two groups of 58 students. One group is known as the experimental group, while the other is known as the controlled group. Both of the groups were assessed by delivering a test before implication of the eclectic approach and after the implication of this method. Participants in this study were elementary school learners of English language.

Controlled group

The controlled group for the research consisted of learners of elementary level (grade VI) who were taught English grammar; the researchers took the classes regularly for 4 weeks and taught them through traditional approaches of teaching and learning (Lecture method, GTM and discussion method). The division of the tutoring was divided into a) the first two weeks were given to teach; part of speech, prepositions, noun, pronoun, singulars, plurals and grammar assessment portion. These kinds of grammar were clarified by the educator monitored by examples and then the pupils experienced them. When lesson was completed, the students were able to use them appropriately. In the second and third week, homonyms, synonyms, antonyms, narrations, active and passive voice

were taught. The trainer ensured that the pupils understood the concepts very well. After 4 weeks the researcher re-examined the performance of the learner and compared it with the experimental group.

The Experimental Group

In experimental group, the learners were taught through eclectic teaching and learning approach where researchers used more than one teaching techniques which was based on eclectic method. In this group researchers examined the performance of the students without any traditional method of teaching. The students participated freely and their learning was compare with that of controlled group. The researchers used two teaching methods, namely the direct method and structural-situational teaching techniques, were used to ensure that students comprehended how to use proper English grammar. First of all, the learners were taught through direct method, in which pictures and physical objects from well-known places were chosen to assist learners to comprehend English grammar. After 4 weeks the researcher re-examined the performance of the learner and compared it with the experimental group.

Variables The following table shows dependent and independent variables:

Independent variables	Dependent variables
Teacher	Student
Experience	Age
Qualification	Gender

Sample and Sampling Techniques

58 students from class 6th were randomly selected. For the research study 29 from focus group and 29 from experimental group students were selected from each elementary school. 58 test papers were delivered among elementary school students. The researchers took the tests under their own supervision. After test was taken the researcher marked the test and graded the students accordingly.

Gender	Frequency	Percentage
Male	29	50.0%
Female	29	50.0%
Total	58	100.0%

Research Design

The study was designed, namely controlled group and experimental group in comparable group design. This figuratively symbolized under:

$$R E = O1 T O2$$

- R = pair random selection
- E = Experimental group
- O = Observation or measurement
- T = Independent variable or treatment

This design is one of the utmost operative in ways that minimize extortions to experimental validity; however, the effect of testing and interaction with experimental variables may have an influence. (Farooq & Datta, 2001).

Tool Validity

The tool of the research (Test) was tested through testing and interaction with experimental variables may have an influence. (Farooq & Datta, 2001).

Content validity

The content validity is a degree in which a test measures a proposed contact area. Researcher reviewed the literature in depth and took help thoroughly by revision of scholarly articles and thesis. Thus each statement which is included in the question is taken after a deep study of literature (Yusoff 2019).

Face validity

Researcher checked the face validity of the tool by presenting it to the experts in language so that the face validity of the tool may be rechecked and in the light these opinion text of the tool was reduced and made more interactive.

Review of Related Literature

The Educational researchers like (Pham, 2012), (Rosmayanti and Sabillah 2017) are of the view that the eclectic technique combines elements of teaching and learning strategies. It's also worth noting that ethical eclecticism denotes a naturally desirable, clear, and varied approach to language instruction. Raliphada observed the efficacy of eclectic teaching and learning method as an appropriate technique to teach primary standards of English as a language in the regions where

English is used as second language (Raliphada, 2013). Mwanza (2017) identified a systematic link up of lingual activities to gain communicative competency among learners (Mwanza,2017). The language experts compared the traditional teaching approaches with eclectic theory and found out that the eclectic approach is the most feasible and effective approach because teachers find their power or right to implement any technique among all the methods. Pillco, (2021) claimed that the eclectic approach is favorable for both teachers and students. It facilitates the system of education in the classroom, which involves a range of methodologies based on different learners and their abilities (Pillco et al. 2021). Similar findings were identified by the Pakistani researchers that the Pakistani students learning in Pakistan face issues because they think in Urdu first and then translate it into English, which differs from Urdu in grammar, idioms, and images. Despite the reality that some international investigations have indicated that the most difficult aspect is writing of English. (Manan, et al. 2017). Farooq et al. too found same and were of the opinion that eclectic approach of teaching and learning keeps a balancing situation among the language skill acquisition (Farooq, et al. 2020).

It is evident from the review of related literature that eclectic method of teaching and learning provides a transitional paradigm shift for the teachers as well as for the leaners as both of them find freedom in the adaptation of skill acquisition. Teacher is free to conduct the class through any method to attract the students' attention and make teaching more effective. The Eclectic Method combines the benefits of various methods, skills, and pedagogies (Al-Khasawneh 2022). Teachers must think in various dimensions and be open to change in this concept. As a result, in order to use the Eclectic Method effectively, language teachers must have earlier knowledge of various methodologies.(Alam & Sultana 2020). To conclude it may be inferred that induction of innovative teaching methods like eclectic can rise capacity of the learners and develops capability/capacity of the teachers in the adaptation to deal with a variety of classroom situations (in terms of students' specific/general interests). It must ensure that students have as many meaningful contacts with foreign languages as possible. This is the utmost significant criterion for the effectiveness of somewhat up-to-date technique.

Data analysis and Interpretation

Table 3.1 Comparative analysis of test scores attained from the controlled and experimental group.

			Sum of Squares	df	Mean Square	F	Sig.
PREPOSITION group of student	*	Between Groups (Combined)	.397	1	.397	17.530	.000
		Within Groups	1.269	56	.023		
		Total	1.666	57			
HOMONYMS * group of student	*	Between Groups (Combined)	.621	1	.621	14.433	.000
		Within Groups	2.408	56	.043		
		Total	3.029	57			
SINGULAR PLURAL * group of student	&	Between Groups (Combined)	.751	1	.751	31.435	.000
	*	Within Groups	1.338	56	.024		
		Total	2.089	57			
ANTONYMS * group of student	*	Between Groups (Combined)	1.589	1	1.589	54.030	.000
		Within Groups	1.647	56	.029		
		Total	3.236	57			
SYNONYMS * group of student	*	Between Groups (Combined)	.621	1	.621	15.849	.000
		Within Groups	2.193	56	.039		
		Total	2.814	57			
ACTIVE PASSIVE_VOICE * group of student	&	Between Groups (Combined)	1.217	1	1.217	36.264	.000
	*	Within Groups	1.879	56	.034		
		Total	3.095	57			
NARRATION * group of student	*	Between Groups (Combined)	.751	1	.751	31.114	.000
		Within Groups	1.352	56	.024		
		Total	2.103	57			
PART OF SPEECH * group of student	*	Between Groups (Combined)	.642	1	.642	32.078	.000
		Within Groups	1.120	56	.020		
		Total	1.762	57			
KIND OF SENTENCE * group of student	*	Between Groups (Combined)	1.103	1	1.103	26.415	.000
		Within Groups	2.339	56	.042		
		Total	3.443	57			

Interpretation of Preposition scores

Table 3.1 showed ANOVA value of student's test factor of prepositions. Test was taken from the students at elementary level. In between the group sum of squares is 0.397 and mean square is 0.397. Within group had 1.269 sum of squares and 0.023 mean square. Both group had difference 1, f-value 17.530 and 0.000 significance. It is concluded that significance value of prepositions is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance difference between mean score of controlled and experimental group in homonyms scores which is accepted.

Homonyms score comparison

Above table appearance ANOVA value of student's test factor of homonyms. Test was engaged from the students at elementary level. In between the group sum of squares is 0.621 and mean square is 0.621. Within group had 2.408 sum of squares and 0.043 mean square. Both group had difference 1, f-value 14.433 and 0.000 significance. It is determined that significance value of homonyms is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance difference between mean score of controlled and experimental group in homonyms scores which is accepted.

Singular and plural scores analysis

The concern table presence ANOVA value of student's test factor of Singular and plural. Test was promised from the students at elementary level. In between the group sum of squares is 0.751 and mean square is 0.751. within group had 1.338 sum of squares and 0.024 mean square. Both group had difference 1, f-value 31.435 and 0.000 significance. It is resulted that significance value of Singular and plural is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance difference between mean score of controlled and experimental group in Singular and plural scores which is accepted.

Antonyms score description

The present table screening anova value of student's test factor of Antonyms. Test was taken from the learners at elementary level. In between the group sum of squares is 1.589 and mean square is 1.589. Within group had 1.647 sum of squares and 0.029 mean square. Both group had difference 1, f-value 54.030 and 0.000 significance. It is settled that significance value of Antonyms is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance alteration between mean score of controlled and experimental group in Antonyms scores which is accepted.

Synonyms score

The current table showed ANOVA value of student's test factor of Synonyms. Test was taken from the students at elementary level. In between the group sum of squares is 0.621 and mean square is 0.621. Within group had 2.193 sum of squares and 0.039 mean square. Both group had difference 1, f-value 15.849 and 0.000 significance. It is concluded that significance value of Synonyms is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance variance between mean score of controlled and experimental group in Synonyms scores which is believed.

Active and passive voice scores

Concern table indication anova value of student's test factor of Active and passive voice. Test was taken from the students at elementary level. In between the group sum of squares is 1.217 and mean square is 1.217. Within group had 1.879 sum of squares and 0.034 mean square. Both group had difference 1, f-value 36.264 and 0.000 significance. It is finished that significance value of Active and passive voice is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance changes between mean score of controlled and experimental group in Active and passive voice scores which is believed.

Narration scores

The above table suggestion anova value of student's test factor of narration. Test was taken from the students at elementary level. In between the group sum of squares is 0.751 and mean square is 0.751. Within group had 1.352 sum of squares and 0.024 mean square. Both group had difference 1, f-value 31.114 and 0.000 significance. It is done that significance value of narration is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance difference between mean score of controlled and experimental group in narration scores which is assumed.

Parts of speech scores

The current table recommendation ANOVA value of student's test factor of part of speech. Test was taken from the learners at elementary level. In between the group sum of squares is 0.642 and mean square is 0.642. Within group had 1.120 sum of squares and 0.020 mean square. Both group had

difference 1, f-value 32.078 and 0.000 significance. It is completed that significance value of part of speech is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance dissimilarity between mean score of controlled and experimental group in part of speech scores which is accepted.

Kinds of sentence

Above table approval anova value of student's test factor of part of speech. Test was taken from the students at elementary level. In between the group sum of squares is 1.103 and mean square is 1.103. Within group had 2.339 sum of squares and 0.042 mean square. Both group had difference 1, f-value 26.415 and 0.000 significance. It is completed that significance value of part of speech is 0.00 which is less than 0.05 level of significance. So the null hypothesis i.e. their no significance difference between mean score of controlled and experimental group in part of speech scores which is acknowledged.

The outcome of the study showed that more than two third teachers were favored to the students by eclectic method. The result of the study presented superior exhibition of the learners, those were trained by eclectic method. The study indicated healthier performance of controlled and experimental group after the treatment. The researcher recommends for further research on this topic, selecting the individuals and taught them by direct method.

Discussion

Language learning goal, regardless of approach, is for the students to master the foreign language. A teacher/mentor should take a method that encourages the students to improve the overseas linguistic by listening, speaking, reading, and writing with thoughtful (Rashid et al. 2018). Such methodology is neither physical nor practical, but rather manages to combine. The method that helped the students to develop their self-esteem, team-work skills, and personal accountability in learning the English language required to be enhanced (Siddique & Singh 2016). This suggests that the learning and achievement of the English speaking skills must be cooperative, culture connected and promotes autonomy learning, as well as, critical and analytical thinking skills (Panhwar, et al. 2017). This also indicates that focusing on meaning rather than the form of the target language encourages the students to express more their ideas and experiences.

Each of the approaches mentioned above has benefits and drawbacks. Each procedure fulfilled its purpose at the period when it was thought to be the best presented. We should not reject that English pupils who learned the language by these methods are able to mastering the subject. To check the effectiveness of eclectic method, 58 students at elementary level were randomly selected. For the research study 29 from controlled group and 29 from experimental group students were selected. Researchers take the classes through eclectic method of controlled group students for 8 weeks to measure the treatment effects. A self-prepared test paper consisted 50 questions about English grammar were distributed among students at elementary level. The aim of this exam was to assess the academic achievement of the learners who made up the study's sample. On the test, the controlled group performed significantly better. The difference in the subject's controlled group test mean scores was significant at the 0.05 level. As a result, the null hypothesis, "there is no significant difference in academic achievement between students taught by eclectic method and students taught by other method," was rejected at the 0.05 level. Using anova, we tested the significance of the alteration among the mean scores of subjects in the controlled and experimental groups.

To achieve the study's objectives, a null hypothesis was designed and tested. The information collected was analyzed, interpreted, and conclusions were drawn. A statistical analysis of the subjects' controlled test scores and experimental test scores shown that there was no significant variance in the results of the two tests in terms of basic English knowledge. Therefore, the null hypothesis, "there is no significance of change between the mean scores of the controlled and experimental group of subject" was accepted at 0.05 level.

The findings were discussed and then conclusions were made on the basis of these findings. According to the research objectives analysis and recommendations were made.

Findings

Following were the findings of the study:

In academic achievement, it is seen that controlled group secure 80.88% marks and experimental group secure 64.13% marks in factor preposition. Which show that teaching English grammar through

eclectic method had significant effect on academic achievement. Factor contain 17.530 f-value and 0.00 significance value showed that there is significance mean difference 0.05 level of significance.

The participants of controlled group took 68.96% marks and experimental group contain 48.27% marks in homonyms factor. Which show that achievement of controlled group is better than experimental group. Factor hold 14.433 f-value and 0.00 significance value presented that there is significance difference mean alteration 0.05 level of significance.

In factor singular and plural, students of controlled group secure 82.75% marks and experimental group secure sixty percent marks. Which show that the students who were taught through eclectic method have greater achievement than taught in routine way. Factor encloses 31.435 f-value and 0.00 significance value which showed significance mean difference 0.05 level of significance.

In academic achievement, students of controlled group contained 79.31% marks and experimental group taken 46.20% marks in factor antonym. Which show that achievement of controlled group students is greater than the achievements of experimental group. The factor antonym contains 54.030 f-value and 0.00 significance value. Which display mean difference 0.05 level of significance.

Students of controlled group took 81.37% marks and experimental group taken 60.68% marks in factor synonym. It is concluded that achievement of controlled group is better than experimental group of students. Factor contains 15.849 f-value and 0.00 significance value. Which show significance mean difference 0.05 level of significance.

Academic achievement of students in factor active and passive voice, controlled group occupied 72.41% marks and experimental group taken 43.14% marks. It is settled that success of controlled group is greater than experimental group. It contains 36.262 f-value and 0.00 significance value. Which display mean difference 0.05 level of significance.

In factor narration, students of controlled group took 73.10% marks and experimental group taken 50.34% marks. Which show that better achievement of students of controlled group than experimental group. Factor had 31.114 f-value and 0.00 significance value. Which show significance mean difference 0.05 level of significance.

Achievement of students in factor part of speech, controlled group occupied 79.31% marks and experimental group occupied 58.27% marks. It is determined that controlled group students take superior achievement than experimental group. Feature hold 32.078 f-value and 0.00 significance value. Which display significance mean difference 0.05 level of significance.

Attainment of students in factor part of speech, the controlled group takes 82.06% marks and experimental group take 54.48% marks. It is concluded that controlled group of students partake better achievement than experimental group of students. Factor contains 26.415 f-value and 0.00 significance level. Which presentation significance means difference 0.05 level of significance?

Conclusion

On the origin of outcomes of the study it can be concluded that eclectic method of teaching English language put significance impact on their achievements of students. More than two third respondents declared that eclectic method is more effective to English language as compared to other method. The teaching of English grammar through an eclectic method has a positive impact on the educational attainment of learners studying English at the elementary level. Through this method, upon the four main skills (listening, speaking, reading, and writing) was given balance emphasis. It is need of hour that all teachers or educational scholars provide supreme and decent social environment to children. Teacher should provide guidance to the students and teach through eclectic method of teaching. There must be teaching based on lectures and other different activities. Teachers should apply activity based learning through eclectic method of teaching. Teachers play an important role for child development and learning process. Eclectic method uses variety of language learning activities which have different appearances and goal. It helps to the students to obtain knowledge. Eclectic method was found more beneficial for students as compared to the traditional method. Eclectic method can be used for improving the use structure of sentences and application of grammar rules by learners studying English at elementary level. The overall conclusion of this experimental study was that students performed better who were taught English grammar using eclectic methods than students who were taught in a traditional manner.

Recommendations

The following recommendations were made in light of conclusion of the study:

The English teachers at the elementary level should be motivated to use an eclectic approach in their classrooms. Existing English teachers may benefit from refresher courses on the eclectic method of teaching English grammar. English teachers must be trained in a variety of methods for teaching English grammar. Language workshops should be made accessible to each school for this purpose. For the development of eclectic teaching, refresher courses, seminars, speeches, article and essay competitions, and conferences should be planned accordingly.

The time period for experimental study is also important feature to consider. Period to study should not be too short or too long. The period was limited to eight weeks. In future, it is suggested that experimental studies be prolonged to a period of 12 weeks. However, well-designed and well-executed experimentations can be completed in less period. To generalize the findings, time is not a key factor.

The efficacy of the eclectic method can be tested for a variety of learners, including poor children, slow learners, students with learning disabilities and special students. Curriculum designers should organize and categorization content in a logical manner depending on the concepts, strategies, rules, and those students who require. The syllabus must include carefully assembled farm duties and probabilities that allow learners to practice learning in a variety of configurations.

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