Difficulties That Encounter Teachers When Adopting Eclectic Method

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Abstract
The eclectic method to language teaching has become common and fashionable in modern language teaching. However, many English language teachers encounter difficulties in adopting this method in their reading classes. This research aimed to find out problems encountering English language teachers when adopting eclectic method. The researcher has adopted descriptive analytical method via questionnaire and interview as main tools for gathering the data of the study.The sample of the study is consisted of 104 English language teachers. The data yield from the questionnaire has been computationally processed with SPSS program to check the truth of hypotheses of the study. The results of the questionnaire have shown that English language teachers encounter problems when adopting eclectic method in their classes.

Key words
Difficulties, Eclectic method, encounter, secondary school, Teacher

1. Introduction

The primary goal in teaching and learning English is reading material, but the fact shows that the majority of the students are not competent to reading comprehension Kasu (2004) state that most of the students frustrated to encounter the problems in reading and comprehending English texts although they have been learning English for many years. Samariani (2006) state that most of the students cannot have a good achievement in reading of comprehension books or other references that is written In English.

It has been generally observed that English has become the medium of all relevant social interaction and the ability to use English effectively is considered an absolute essential for honorable existence.

In the history of teaching profession, several teaching methods and strategies have been developed by renowned experts and scholars in education (Ajere and Omolua, 2010), which have been proven effective as compared to traditional teaching method.

The eclectic approach was proposed as reaction to the profusion of teaching methods in the 1970s and 1980 and the inflexibility often found in the application of these methods. The idea of choosing different methods to suit for one is not new.

For example a memorandum on the teaching of modern language published in 1929 on the basis of British study by incorporated association of Assistant masters in secondary schools recommended the eclectic compromise method" as a solution to the language teaching debate (stern, 1983). Eclectic method of teacher and learning is an activity, in which teachers can easily adapt to the needs of teaching so that teaching objectives or goals can be achieved (Raba, 2012). This method allows teachersof all the well-known language teaching methods into their classroom procedures.

Aims and scope of the study

This study aims to investigate problems encountering secondary school teacherswhen adopting eclectic method to improve reading ability. The scope of the study is limited to secondary school students in their academic year 2018 – 2019. Who encountered problems in reading ability. The questionnaire sample is consisted of 104 secondary school teachers

2. Literature review
Definition of reading

Reading is a complex cognitive ability that is considered one of the basic languages; however, it used more by most of EFL learners who always need to read various materials such as: books, stories, articles, poems and so on.

Reading is defined as "the meaningful interpretation of writing or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world (Albert. J. et al as cited in Thoa Le Thanh, 2010). Moreover, Rumptz (2003) explains this in his words "reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words".

In very similar view, Goodman (1998) defined reading as the process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters" (P, 11-12). In this sense, reading is as a cognitive process which could help readers to create meaning from text.

Beck and Margaret (2005) described reading as a complex process composed of a number of interacting sub-processes and abilities.

Moreover, pang et al (2003:6) has defined reading as a "complex activity that involves both perception and thought". Furthermore, reading is seen as a complex process of problem solving. Which involves, working to build up a sense from the words and sentences written on the page, but it goes to ideas memories and knowledge evoked by words and sentences Schoebach et al (1999).

Reading was traditionally viewed as a passive process in which the readers simply decode the written symbols without bringing their own knowledge to interact with the text (Clark & Silberstein, 1977; Riddell, 1976).

Alderson (2000) called these readers passive decoder of sequential graphic – phonemic– syntactic-semantic systems. But after the emergence of the psycholinguistic model of reading (Goodman, 1976; Smith; 1973), research on reading showed that reading is actually an active process, in which the reader creates meaning from the oriented words. As Goodman (1976) described, reading is a psycholinguistic guessing games, in which the reader actively interacts with the text to construct meaning. Goodman (1973) and smith (1973) both elaborated the "Psycholinguistic method" of reading and argued that it had provided new insights into the reading process as well as the process of learning to read.

Reading is not merely a receptive process of picking up information from the page in a wordby-word manner (Grabe, 1991, P-1). Rather, it is a selective process and characterized as an active process of comprehending.

According to Grabe(1991) effective reading is rapid, purposeful, comprehending, flexible and gradually developing. "Reading is often, defined as, the process of receiving and interpreting information" (Urquhart & Weir, 1998:22).

Bosedi and in furwana (2008) reading is the way in which something is interpreted or understood. Reading defines thinker in Qadriana (2009) is identification and recognition of printed or written symbols which serve as stimulus for the recall of meaning build up though pass experiences.

Furthermore Ulfrah (2009) reading is the process of putting the reader in the contact and communication with ideas. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning, while the reader reach and interpret print from his own knowledge base. Based on description above, it is clear that reading is interaction process between the writer and the reader. The writers convey message or idea through written form and the reader receives it through his comprehension.

Based readers approach
According to English dictionary for advanced learners, basal means relating to or forming the base of something. Alexander (1977) basal readers approach is a systematic and sequential approach to reading instruction.

Furthermore, Perrone (1994) explained basal readers commonly called "reading books" or they are usually published as anthologies that combine previously published short stories, excepts of longer narratives, and original works. A standard basal series comes with individual identical books for students, a teacher edition of the book, and a collection of workbooks, assessments, and activities.

In relation to the research, the researcher explained basal readers approach is one of the ways that used textbooks, where it consisted of short stories to teach reading comprehension.

The value of basal readers has been topic for discussion for many years.

Are basal materials effective in reading program? Is the basal approach superior to the other approaches to reading? The most comprehensive research project to provide some answer to this question was the united office of education's first grade studies, conducted in the later part of the 1960. (Bond and Dykstra) (1967) these twenty – seven independent projects conducted

across the nation compared the effectiveness of various approaches to reading-for example basal I,T,A. linguistic and language experience. The results from the studies did not show that any method was consistently superior to another. Based on the explanation above, the researcher concludes the basal reader can be effective approach if it is used properly by teacher students' experience.

Based reader's lesson usually follows patterns as follow

1. Preparation for reading story: it is designed to motivate students to read the story, questions are provided in the teacher manual to stimulate discussion about some aspect of the story. The teacher strives to create an interest in the story in this initial activity because, presumably, she accepts the underlying assumption that the students read only if they are properly motivate.
2. Guided reading: The next step is the development phase of the lesson. The teachers' manual contains suggestion for the guided reading and ideas for developing discussion.

Approaches to foreign language

In the teaching of foreign languages many different approaches have been tried out. Scholars and teachers are constantly searching for the best way of teaching students a foreign language. However, no approach has proved to be the most favorable. Successful language learning has taken place for centuries no matter which approach the individual language learner was exposed to.

The grammar – translation approach

The grammar – translation method, which according to Howett (1984:131) was developed for use in secondary schools in the middle of the nineteenth century, was used up until as recently as the 1960s. The method has influenced foreign language teaching until recently, which is also the case for Norway (Drew and Srheim, 2004:19). This mode implies, in short, learning grammatically rules and reading texts in the target language and then translating them from the second to the native language. Little focus was put on oral language, for example listening and pronunciation, and teaching was taught in the mother tongue. The first grammar translation course books were based on practical exercises, containing tasks of various kinds where translation into and out of the foreign language was typical (Howett, 1984:132).

The approach arose in Germany at the end of the eighteenth century and it expanded quickly through the beginning of the nineteenth century. This was a time when foreign languages were gradually integrate into the secondary school curriculum as additional options to the classical languages. Latin and Greek, as classical languages were no longer used for oral communication, the purpose of studying grammar and using dictionaries for translation was first and foremost to be able to interpret literature.

These were self-studying methods that did not suit well for class teaching. To meet the new requirements of schools the basic framework of grammar and translation was adopted in order to make language learning easier (Howett, 1984:131).

Howett (1984:133) indicates that educational and social changes are one reason for the nineteenth century. A new system of public examinations was established in the 1850s with the purpose of setting academic standards. Accuracy was stressed and spoken language neglected because the ambition, according to Light Bown and Spade (1999:92), was to pass an examination and not use the language for everyday communication.

The focal point of the grammar –translation approach was to develop accuracy and not fluency. Faster and Skehan (1996), cited in Wolfe-Quintero et al. (1998:33), define accuracy as "freedom from error".

The direct Method
The Reform Movement in the late nineteenth century, according to Howett (1984:169), was unique in language teaching history. For a twenty-year long period, phoneticians and teachers collaborated in order to reach a mutual educational goal, internationally and interdisciplinary. The direct method was developed as a reaction against the grammar-translation method.
Wilhelm Victor, a 'Dozent' at University College Liverpool, argued that languages had to be learnt by practical use (Howett, 1984:333).
The direct method of natural method was also a result of Europeans immigrating to the United States. It was introduced into language schools by Lambert Sauveur and Mixilian Berlitz two European immigrants with teaching backgrounds. They understood that immigrants needed to learn a language very quickly. Practical knowledge of English was necessary both for the immigrants and for the people left behind in Europe who wanted to keep in touch with families and friends in the USA. The direct method would make it easier for the immigrants to communicate with the native people. The focus of the study was on oral language, and the mother tongue was not used with the direct method, which refers to the principle of creating a direct connection between second language words and phrases and the ideas and activities referred to, the use of the second language dominated as a communication means in the classroom (Simensen, 2007:28). The focus was on developing skills in listening and speaking and the practice of good pronunciation was important and, according to Simensen (2007:29), accuracy was essential in all aspect of the students' performance of the second language.

The Audio – Lingual Approach
(Lightbown and Spade, 1999:150), In the 1960s the audio –lingual method was introduced (Drew & Sheim, 2004:20). This approach, which is based on behaviorist ideology, implies listening to the language and then trying to speak it through imitation and separating. In audio-lingualism there is no specific grammar instruction, what is heard is supposed to be memorized so that the students can utilize it spontaneously.
Lightbown and Spade (1999:149) are convinced that both grammar translation and audio-lingual classes have produced highly competent second language leaners'. Still, according to their own studies, they claim that these methods "leave many learners frustrated and unable to participate in ordinary conversations".

Communicative Approaches
The communicative method was introduced in the 1960s as a substitute to the former structural methods. This new approach was inspired by the innatist theory of language acquisitions, Noam Chomsky as a reaction to the behaviorist theory (Lightbown and Spade, 1999:15). Chomsky argues that children are biologically programmed for language as they are to the ability to walk and that they learn from imitating from the environment. Chomsky (1959) I see that "reinforcement, casual observation, and natural inquisitiveness (coupled with a strong tendency to imitate)".
According to harmer (2001:85) the communicative approach is closely associated to the notion that "language learning will take care of itself" by plentiful practice. The communicative method emphasizes interaction as both technique and purpose of leaning a language.
3. Materials and method

This study was carried out at Sudan University of Science and Technology with English language teachers at secondary schools. A purposive sample used for this study includes (104) teachers. This is a mixed method research study design employing both qualitative and quantitative method. Cress well (2003: 20) states the following about mixed research study.

Mixed method research approach involves collection of both quantitative and qualitative data sequentially. The research bases inquiry on the assumption that collecting diverse types of data best provides anunderstanding of research problems this study used a mixed research design comprising both qualitative and quantative method and techniques during data collection analysis.

The questionnaire, the interview and the observation were the three instruments used in this study. Quantitatively, a questionnaire was administered to 104 secondary school teachers. Interviews were used to collect data on experts understanding of eclectic method. A questionnaire was used to collect data to answer the research questions. Data was analyzed both quantitatively and quantitatively.

4. Results and Discussion
The researcher used the questionnaire as the main tool for collecting data related to this study. The researcher has designed the questionnaire to secondary school teachers to find out problems that adopting eclectic approach to teach reading ability in their classroom.
The tables and the percentages below illustrate what has been stated above.

The analysis of the questionnaire in relation to the study hypothesis.
Secondary School Teachers, encounter difficulties when Adopting Eclictic Method.

Table No (4.1). Secondary school teachers are unable to design eclictic method according to the learner's proficiency.

Answer	Number	Percent
Strongly Agree	46	44.2%
Agree	39	37.5%
Not sure	3	2.9%
Disagree	11	10.6%
Strongly Disagree	5	4.8%
Total	104	100%

Source: The researcher from applied study, 2015

It is clear from the above table No.(4.21) that there are (46) persons in the study's sample with percentage (44.2%) strongly agree with"Secondary schoolteachers are unable to design eclectic method according to students competency.". There are (39) persons with percentage (37.5%) agree with that and (3) persons with percentage (2.9 %) are not sure. and (11) persons with percentage (10.6%) disagree, while (5) persons with percentage (4.8%) strongly disagree.

Table No (4.2). Secondary school teachers are unable to design eclictic method according to the learner's competency.

Answer	Number	Percent
Strongly Agree	13	12.5%
Agree	34	32.7%
Not sure	19	18.3%
Disagree	29	27.9%
Strongly Disagree	9	8.7%
Total	104	100%

Source: The researcher from applied study, 2015

It is clear from the above table No.(4.22) that there are (13) persons in the study's sample with percentage (12.5%) strongly agree with "Secondary school teachers are unable to design eclictic method according to students proficiency " There are (34) persons with percentage (32.7%) agree, and (19) persons with percentage (18.3%) are not sure, and (29) persons with percentage (27.9%) disagree, while (9) persons with percentage (8.7%) strongly disagree.

Table No (4.3). Secondary school teachers are not resourceful enough to produce eclictic method in their classes.

Answer	Number	Percent
Strongly Agree	35	33.7%
Agree	52	50.0%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	0	0.0%
Total	104	100%

Source: The researcher from applied study, 2015

It is clear from the above tableno.(4.23) that there are (35) persons in the study's sample with percentage (33.7%) strongly agree with "Secondary school teachers are not resourceful enough to produce eclictic method in their classes. "There are (52) persons with percentage (50.0%) agree, and (7) persons with percentage (6.7%) are not sure, and (10) persons with percentage (9.6%) disagree.

Table No (4.4). Secondary school teachers find it difficult to use different techniques to hold the learners attention.

Valid	Frequency	Percent
Strongly Agree	51	49.1%
Agree	16	15.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	104	100%

It is clear from the above table No.(4.24) that there are (50) persons in the study's sample with percentage (48.1%) strongly agree with " Secondary school teachers find it difficult to use different techniques to hold the leaners attention. "There are (17) persons with percentage

(16.3%) agreed, and (2) persons with percentage (1.9%) are not sure, and (8) persons with percentage (7.7%) disagree, while (27) persons with percentage (26.0%) strongly disagree.

Table No (4.5). Secondary school teachers are unable to combine a variety of methods in their classes.

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%

It is clear from the above table No.(4.25) that there are ( ) persons in the study's sample with percentage (50.0%) strongly agree with "Secondary school teachers are unable to combine a variety of methods in their classes ". There are (18) persons with percentage (17.3%) agree, and (8) persons with percentage (7.7%) are not sure, and (6) persons with percentage (5.8%) disagree, while (20) persons with percentage (19.2%) strongly disagree.

Table No (4.26). Secondary school teachers are unable to use the eclictic method to blend language skills.

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

It is clear from table No.(4.26) that there are (51) persons in the study's sample with percentage (49.0%) strongly agreed with "Secondary school teachers are unable to blend language skills ". There are (32) persons with percentage (30.80%) agree with that and (9) persons with percentage (8.7%) are not sure about that and (4) persons with percentage (3.80%) disagree, while (8) persons with percentage (7.7%) strongly disagree.

Table No (4.7) Teachers lack of training affects the application of eclictic method in their classes

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

It is clear from the above table No.(4.27) that there are (34) persons in the study's sample with percentage (32.7%) strongly agree with " Teachers lack of training affects the application of eclictic method. "There are (38) persons with percentage (36.5%) agree with that and (4) persons with percentage (3.8%) are not sure. and (17) persons with percentage (16.3%) disagree, while (11) persons with percentage (10.6%) stronglydisagree.

Table No (4.8). Student's low level of English proficiency affects the application of eclictic method in EFL classes.

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%

It is clear from the above table No.(4.28) that there are (33) persons in the study's sample with percentage (31.7%) strongly agree with "Students low level of English proficiency affects the application of the eclictic method in EFL classes.". There are (38) persons with percentage (36.5%) agree with that and (7) persons with percentage (6.7%) are not sure. and (10) persons with percentage (9.6%) disagree, while (16) persons with percentage (15.4%) strongly disagree.

Table No (4.29). Secondary school teachers do not implement eclictic method effectively to teach reading as language skill..

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

It is clear from the above table No.(4.29) that there are (41) persons in the study's sample with percentage (39.4%) strongly agree with"Secondary school teachers do not implement eclictic method effectively to teach language skill. "There are (34) persons with percentage (32.7%) agree with that and (8) persons with percentage (7.7%) are not sure. And (10) persons with percentage (9.6%) disagree, while (11) persons with percentage (10.6%) strongly disagree.

5. Discussion
The data collected was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire which had been administered to secondary school teachers. Having analyzed and compare the results with the main hypothesis the results have shown that English language teachers generally encounter problems when adopting eclectic method in teaching reading ability.

6. Findings

The findings show that teachers are unable to modify their method if one of the techniques fail to fulfill. The findings also indicate that teachers are unable to use eclectic method to teach linguistics elements such as vocabulary, grammar and phonology.

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