# Investigating the Challenges Teachers Face in Using an Eclectic Approach for Students' English-Speaking Skills: A Case Study of Two Public Secondary Schools in Rwanda

Hakizimana Joseph[1]
Mfurankunda Pravda[2]
Tabaro Cyprien[3]

[1]joehakiza1tutor@gmail.com
[2]pmfurankunda@gmail.com
[3]ctabaro@yahoo.ca

[1,2,3]University of Rwanda

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## ABSTRACT

*The purpose of this study was to investigate the challenges Teachers face in Implementing Eclectic Approach for students' English-speaking skills. Case study of Two secondary schools in Rwanda. Two specific objectives guided this study: To identify the challenges and suggest sustainable solutions to the challenges. The study was guided by Learning by Doing Theory by Dewey to encourage people to learn any new concept through the practice and it matches with the solution to the challenges that they may face when exercising an Eclectic approach in teaching and learning process. Qualitative research design was used in this study. The data were collected using interviews for English teachers and directors of studies and classroom observation. The total targeted population was14 of 12 English teachers and 2 directors of studies from the schools under the study. The sample size was 11 English teachers sampled through table of Risk-Based formula. The data was analysed through a thematic technique. The findings exposed that lack of knowledge about the approach, inability to integrate all four languages together. The respondents have proposed some sustainable solutions such as participation in-service trainings about the approach, provision of free time for teachers to plan their lessons together, love of work culture. The researchers drew some conclusions such as challenges still exist and teachers have to change their mindset to help students learn English by incorporating all the language skills and be supported regarding their individual differences. The researchers recommend English teachers to learn by doing and they will be able to apply the eclectic approach towards the students' English language skills.*

**Keywords:** *Challenges, Eclectic Approach, Solutions, Speaking Skills*

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## I. INTRODUCTION

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, in order 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 difficult skill in learning English (Khoyimah & Santoso, 2020 cited in Mendrofa & Wijaya, 2022).

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 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 (Finegan, 2015). 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 Nouah et al. (2023) claimed that the Eclectic approach can promote classroom inclusion for students 'English speaking skills.

In Rwandan education context, according to Rwanda Basic Education Board (REB, 2015), there was a program review that required to shift from knowledge- Based- Curriculum to Competence -Based -Curriculum that focuses on developing the wholeness of the learner and REB (2015) 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 sticked 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, 2022).  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,2022), 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 O'Leary, 2020) 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, 2000, Keller, 2011). Parupalli (2018) pointed out that an eclectic approach is a learner-centred approach that 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).

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).

Besides, when you look into that report of countries with their English proficiency level, you can find that the 9th which is South Africa is of very high proficiency, 19th Kenya with high proficiency, Nigeria which is the 27th with high proficiency; Ghana, 34th with moderate proficiency as well as Uganda which is the 47th. 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, 2023). So, there is a need to investigate the role of eclectic approach to improve the students' English-speaking skills.

Uwambayinema (2019) points 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, every student in the classroom is unique. How come teaching them with a single methodology and become good speakers of English? Many other literatures have discussed the relevance of a single new trend teaching approach which can solve the problem of language speaking and many other language skills, and this is what is termed by some scholars as 'Eclectic Approach'. However, not many researchers did it in the context of Rwanda in secondary schools from the rural areas.

It is in this regard that this study aims to investigate the role of 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.

## 1.1 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 (Suleman & Hussain, 2016). Researchers have been extensively trying to find out which approach teachers should use to develop English language skills among students in secondary 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 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 cited in Nouah et al. (2023).

Several scholars including Hismanoglu and Hismanoglu (2010), Aldof et al. (2016) cited in Ninsiana, et.al (2022) claimed that most of the existing English teaching methods/ approaches have weaknesses that lead students in not developing any language skills. This may bring the 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 Secondary Teachers English Language Improvement Rwanda project aims at improving the teachers' language according to Secondary Teachers English Language Improvement Rwanda (STELIR, 2023), in its project, there is still a gap in students' results in English national examination in ordinary level. This is proven through the report of National Examination and School Inspection Authority (NESA, 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 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 National Examination Authority (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 the 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 (Mulaudzi, 2016). In addition, University of Rwanda-College of Education (URCE) in partnership with World Bank, is training TTC 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, et.al, 2020).

In addition, having the thorough analysis of all the English syllabi in Rwanda, the syllabus designers from 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 approach which takes the advantages of different 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, 2023).  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 todays' world.

## 1.2 Research Objectives
  i.  To investigate the challenges English teachers face in using the eclectic approach when teaching English in Rwandan secondary schools
 ii.  To identify sustainable solutions to the challenges English teachers face in using the eclectic approach when teaching English in Rwandan secondary schools.

## II. LITERATURE REVIEW

### 2.1 Theoretical Review
### 2.1.1 Theory: Learning by Doing (John 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 Dugger, 2014) said that students should be provided with some practice rather than giving them something to learn and he added that through practice, they develop critical thinking towards results. This matches with this saying, practice makes perfect. If teachers are able to combine various methods in an English lesson to cater for each individual student difference and help in teaching all

four language skills together due to not having enough knowledge, through Learning by Doing, they may respond to this demand of teaching in this 21ˢᵗ century and ahead.

To overcome the challenges also, the only solution should try and fail as claimed Dewey. This theory is very relevant in this study since the entire content of the study is all about the challenges that teachers of English encounter when applying eclectic approach in the teaching process. It really answers all the challenges that are resolved through practices which make teachers perfect. So, through the practice, teachers will no longer possess any challenges.

## 2.2 Empirical Review
### 2.2.1 The Challenges Teachers Face in Using Eclectic Approach
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 (Chand, 2021). Teachers sometimes find themselves having 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.

### 2.2.2 Teachers' Inabilities in Planning Lessons
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 et al. (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 only10.6% 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 by12.5% 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).

### 2.2.3 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).

### 2.2.4 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 study, 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.

### 2.2.5 Challenge of Lack of In-Service Trainings
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 (2011) 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.

## 2.3 Solutions

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 (2010) suggested that  teachers should be trained to plan lesson with 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, 2000; Richards & Renandya, 2002, cited in Chand, 2021).

## III. METHODOLOGY

### 3.1 Study Area

The study was carried out in Rwanda particularly in Southern province in its city area and rural in selected public secondary schools. The researchers chose this area after having read in different articles that this province is one with the least performing schools in English as it has many schools too. This pushed the researchers to investigate what are the challenges teachers face in applying the eclectic approach.

### 3.2 Research Design

According to Tesfaye (2018) sample is a portion of elements taken from a population. Therefore, the current researcher employed a qualitative method because several researchers found that it is very crucial since it allowed them to gain detailed information from the respondents 'real life experience (Bryman, 2004). Hence, 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 14 respondents from 2 schools under the study comprised of 12 English teachers and 2 directors of studies from rural sector and urban locations in Huye district.

### 3.4 Sample Size and Sampling Techniques

Reference was made to Crewell, (2009) who defined a sample as selecting a small number of respondents drawn from a big number. Therefore, this section describes how the researchers got the small number of respondents through the existing table of Risk-Based formula. It shows in which procedures the researchers used in sampling such as purposive sampling for English teachers and their directors of students from the schools under the study.

### 3.4.1 Sample Size

Dörnyei, (2006) defined sampling as the process of selecting people or cases to take in a research study. It is in this line that the researchers used the Table of Risk-Based formula to sample English teachers to be 11 from 12.

**Table 1**
*Sample of English Teachers*

| School name | Frequency | % | Sample size |
|---|---|---|---|
| School B located in the city | 9 | 75 | If the confidence level is 95%, by using table of Risk-Based formula sample size (Orban, 2021), researcher got 8 respondents |
| School A located in rural area | 3 | 25 | If you have 75 population, researcher got 63 sample size Therefore, 3 population is 63X3/75 = 2.52=3 |
| **Total** | **12** | **100** | **11** |

## 3.4.2. Sample Technique

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

This purposive sampling was used for teachers of English (12) through formulae, the sample size became 11 because the researcher ensures that they have the required information about how English is taught for students 'speaking skills improvement. Not only did researchers choose the teachers of English from these schools, but they also chose directors of studies whose daily job is to ensure that teaching and learning is well ongoing on.

## 3.5 Data Collection Method

Referring to Kothari (2004) about type of data that researchers should gather and how. The researchers of this study.  The respondents were given consent to sign data provision agreement.  The researchers collected qualitative data through interviews done with teachers of English and directors of studies and classroom observation guide with only English teachers observing how they teach English to develop students 'speaking skills.

## 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 interview for teachers.

## 3.6 Data Collection Tools

This section describes three research tools/instruments namely unstructured interview guide for both English teachers and directors of studies and classroom observation checklist for English teachers were used in data collection.

## 3.6.1 Unstructured Interview Guide

According to Michel (2009), an interview refers to a face-to - face verbal exchange in which one person (interviewer) attempts to get opinions of beliefs from another person (interviewee). Throughout this study, researchers used interview of unstructured questions for the teachers of English and directors of studies asking about what are the challenges they face when using an eclectic approach to promote students 'English speaking skills and what could be the sustainable solutions to the challenges. Here, the researchers were both typing and recording the respondents 'responses for easy interpretation and analysis.

## 3.6.2 Classroom Observation

According to O'Leary (2020), classroom 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. The researchers obviously need 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, researchers used this observation guide, for teachers of English as observed and researchers as observers to be realistic on what and how really students learn the English language.

## IV. FINDINGS & DISCUSSION

This section presents the findings from English teachers' interviews and directors of studies, classroom observations and unstructured interviews for English teachers and DoS on Eclectic approach in teaching the English

language. Qualitative data were re-analysed in a thematic analysis about the challenges that English teachers face when using eclectic approach in teaching and some proposed sustainable solutions by the key informants.

## 4.1 Challenges

This section describes various challenges that were suggested by teachers of English and DOS. These challenges are knowledge about eclectic approach and its use in language teaching, negative attitude of English teachers towards changes, inability to plan lessons and lack of the in-service trainings about eclectic approach.

### 4.1.1 Knowledge of English Teachers and Director of Studies about 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 to find out 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 interviewers went ahead by asking the directors from both schools if they had observed English teachers at their schools teaching English by integrating 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.

### 4.1.2 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 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 there are unable to prepare some English lesson 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.

### 4.1.3 Negative Attitudes of Some English Teachers Towards Change

The researchers interviewed English teachers from both school A and B on their attitudes towards English subject and current trends in English teaching, 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 do not like stress of changing my teaching methodology from time to time.*" It is very clear that the teacher himself has a problem of resistance to change since he cannot adapt himself to the upcoming new learner-centred methodology.

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, "We *are eager to try to teach English through mixing various methodologies to cater for student individual differences. However, it is time consuming.*" Here, some teachers and their DOS have the mentality that even though they can use an eclectic approach, it is time consuming in terms of preparation and lesson delivery.

### 4.1.4 Challenge of Having 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.*" The directors of studies from both also highlighted this issue. This means that they are missing some in-service training about new trending English methodologies.

## 4.2 Sustainable Solutions to the Challenges English Teachers Face When Using an Eclectic Approach
### 4.2.1 In-Service Teacher Trainings

From the interview with English teachers and directors of studies, the following solutions were suggested including participation in-service training about the approach. They thoroughly said that this approach seems to be very new to them and they suggested to have in-service trainings about it. A big number of the teacher respondents agreed to take it in their Wednesdays continuous professional development. The directors also affirmed what were suggested by the English teacher respondents, but they added specifying who must be the trainers by inviting the expert in the English language to train the English teaching staff.

### 4.2.2 Teachers Time for Lesson Planning

The majority of interviewed English teachers on which can be the solution to the challenge of not being able to prepare a lesson which incorporate all four language skills together,  they suggested that they need a free day a week for planning their English lessons together so as to learn from one another, however the timetable does not allow in between exchanges among teaching plan. Their directors of studies from the schools under the study also suggested this and added that this free day known as pedagogic day helps a lot academia to meet together to discuss and have peer to peer learning. It is in this way that they can learn from their workmates.

### 4.2.3 School Field Visit Exchanges

 Teachers suggested that they can be given some opportunities to visit their neighbouring schools which they know their students are excellent in speaking skills. This was suggested by the teachers found in the rural areas highlighting that they can learn a lot from their teaching approaches. However, the majority of teachers found in the urban area suggested visiting the other best-performing schools in the country and out, just to learn from them.

## 4.3 Discussions

This study was under Two specific research objectives namely to investigate the challenges English teachers face in using the Eclectic approach when teaching English and to identify and suggest sustainable solutions to the challenges and their findings are discussed here below compared to the existing literature.

### 4.3.1 Challenges
*Challenge 1: Knowledge of English Teachers and Director of Studies about Eclectic Approach*

It was found that teachers from both schools do not have enough knowledge on the eclectic approach and this can lead them to poor use of it over this has not been found by scholars in the literature.

*Challenge 2. Teachers' Inabilities in Planning Lessons According to The Students' Proficiency and 'Competency*

This has been found from the schools under the study as well as the literature highlighting this.  From the interviews with English teachers in secondary 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 et al. (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 only10.6% 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: Unskilled Teachers*

The serious challenge that teachers face in applying the eclectic approach is not being trained about new trend approaches. This hinders them from training their workmates. 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.*" This means that they are missing some in-service training about new trending English methodologies.

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.

## 4.4 Sustainable Solutions to the Challenges English Teachers Face When Using an Eclectic Approach
### 4.4.1 In-Service Teacher Trainings and Enough Time for Lesson Planning

The findings exposed that teachers in service trainings about new trending teaching approaches and have enough need enough time for lesson planning as a solution to not fail to integrate all four language skills within a lesson a lesson. This has also been suggested by Harmer (2010) emphasising that teachers should be trained to plan lesson with talking time should be increased than the teacher talking time in the classroom to make teaching and learning more effective. However, throughout this study, the respondents also suggested that this time of having in-service trainings should be given to teachers on Wednesdays in the continuous professional development as capacity building. The other suggestion here from the respondents which was not mentioned in the literature is inviting expert in the English subject to train the teaching staff about how to develop student's English language skills. The respondents also something important which was not mentioned in various literatures which is providing teachers with a free day for lesson planning and learn from one another as they sit together.

### 4.4.2 School Field Visit Exchanges

Here the literature does not focus on the school field visit among teachers of the same subjects as the respondents in this study suggested rather the literature said about motivating students and knowing the teachers role to strengthen the students 'speaking skills ((Brown, 2000; Richards & Renandya, 2002, cited in Chand, 2021).Something new in the current study about the solution is the teachers from rural areas suggested to pay visit to the colleagues from urban to learn from them , but the teachers found in the city suggested to pay visits to the other best performing schools either in the country or out. So, they share in common the purpose of the academic visit as to learn from one another on how do various English teaching staff apply an eclectic approach to develop students' language skills.

## V. CONCLUSIONS & RECOMMENDATIONS

### 5.1 Conclusions

The researchers drew some conclusions that English teachers have various challenges when using the eclectic approach in teaching English for the students 'speaking skills. These challenges are lack of enough skills about an eclectic approach and negative attitudes within students can discourage the use of any teaching approach. What is good enough is that teachers have the will to change their mindset to help students learn English by incorporating all the language skills together through respecting the teaching principals of an eclectic approach. They are eager to support all students regardless of their individual differences.

### 5.2 Recommendations

The researchers recommend English teachers to always document for themselves to learn new trends of methods to be able to develop the students' English-speaking skills. The school directors of studies also should request for in-service training for their teaching staff to upgrade their knowledge and skills about new coming approaches.

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