Role of the Eclectic Method in Teaching and Learning English in Public Primary Schools, in Eldoret East Sub County, Kenya

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Abstract

The study sought to investigate the use of the eclectic method in enhancing the teaching and learning of English in Primary Schools, in Eldoret East Sub County. It, therefore, sought to establish the role of the use of the eclectic method in teaching and learning English. This study was based on Krashens,' Theory of Second Language Acquisition which support the best means of learning and instruction in English are those that supply comprehensive input to the learner. The study was carried out in Eldoret East Sub County of Rift Valley province. Stratified random sampling was used to select 39 schools out of 131 registered Primary Schools in the Sub County. Simple random sampling was used to select the teachers of English in the sampled schools. Purposive sampling technique was used to select key resource teachers of English from the selected schools. Data was collected by means of classroom observation and interviews. Descriptive statistics (frequency and percentages) and inferential statistics (t-test) was used to compare the use of the eclectic method in teaching of English in both public and private primary schools. The study established EM in teaching of English was important as it made teaching innovative and enjoyable and learning objectives easily achieved. The EM makes the teaching of English to be practical as it facilitates retention and builds confidence in learners. Private school teachers identified that EM increases the achievement of teaching English and stimulate language development and aids in knowledge retention. Public school teachers identified that EM builds various skills in reading and speaking English as it helps in attaining objectives. It also builds a good relationship between teachers and pupils in teaching English. There is a need for provision of eclectic learning resources in all the schools to facilitate teaching of English.

Keywords: Role, Eclectic Method, Teaching and Learning, English

1. Introduction

The teaching of English is made more important by the fact that it is the medium of communication across the board of curriculum playing a central role in overall teaching. English is accepted as an essential core subject in the curriculum because it is believed to be the main influence in schools in helping children to use language and to communicate effectively (Colin,1990). Parents, employers and teachers of other subjects see it as a responsibility of teachers of English to ensure that pupils can read for a range of purposes, can write clearly and accurately in a variety of registers, and can talk and listen effectively in a variety of contexts. Teachers of English need to help pupils break free from the constraints of home and family, neighborhood and peer groups but without belittling or destroying the essential ties and bonds that helps to give all children their sense of identity (Colin, 1990). Language is one of the natural factors that help the growth of the educational system of the country, (Aggarwal, 1992).

According to Blumberg (2008), learner – centred teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning. She further goes on to say that learners are actively engaged in inquiry based thesis. Often the students are doing a variety of different things simultaneously. Meanwhile, the teacher is actively moving around to support the students as they work. The teacher's role is that of a coach and facilitator. The four primary goals of a teacher in her interaction with the student are: facilitation of the student's solving their problem; promoting an environment of inquiry and collaboration through the modeling of questioning and listening skills.

According to Skillings (2002) in India English language Teaching Strategies used by Primary Teachers indicate that some primary schools in New Delhi start formal instruction by including a nursery school for four year old children while some begin instruction for children at the age of five in kindergarten. The study showed that instruction is in English and learning to listen, speak, read and write in English is the goal. Three strategies were therefore used; Demonstration, choral drill and 'look and say'. The findings from the study shows that kindergarten teachers used demonstration effectively in the teaching nursery rhymes and songs and was seen at all levels through class five. The findings also indicated that demonstration was however relied on more frequently in kindergarten and progressively used less through the class levels.

A study on 'The practice of learner-centred method in upper primary schools of Ethiopia', carried out by Wudu (2006) showed that teachers appreciate learner centered methodology, (LCM), They believe that LCM gives a chance for the students to help each other by sharing ideas, gives an opportunity to do practical skills, be active participants and be creative independently. In addition LCM increases students' achievement helps to develop their self-confidence and make students free by avoiding fear and help students to be free from expecting everything from the teachers.

Active learning also gives the teacher time to perform the helping teacher functions of coach, listener and advocate. Wudu (2006) found out that teachers mostly employ learner – centred methodology in their classrooms that they gained in the training in college. Some of the commonly used methods in their classrooms include group work, assignment, discussion, practical activities, questioning and answering presentation, field trip, guest presentation and team teaching. However, Nsubuga, (2000) asserts that there are probably as many approaches, interpretations and definitions of how to teach as perhaps there are school teachers. He says each person learns to use a style suited to his/her individual skills, the pupils' capabilities and the expectations of the head teacher and parents.

The importance of English language in Kenya, especially in Kenyan education system and eclectic method has been identified as a key component in teaching language of instruction in the classroom. English is taught as a second language. Most pupils learn English as a second language because most of them use Kiswahili and mother tongue as their first language. English is the medium of instruction in upper primary schools in Kenya (K.I.E Primary Education English Handbook 2006). Other than being the official language in Kenya, English is also useful for pupils' day to day lives, and their involvement in social-economic and cultural activities. English is a language of examination in majority of the subjects taught in Kenyan educational system. Being an official language, it is used for teaching and examining all subjects in the curriculum except Kiswahili.

Gachathi Report (1976) advised that English language should be used as from standard four to university. All other learning depends crucially upon the mastery of English language. As a medium of instruction in Kenyan schools it is a very important subject both in our curriculum and as a service subject. In schools, children learn English in order to use it as a medium of instruction and communication (MOEST, 2001). The Kenyan Ministry of Education places great importance on the development of English language alongside other subjects taught in schools. It has always been a compulsory subject in Kenya's system of education.

Gicobi (2010) says that there is too much emphasis on national examinations at the expense of meaningful learning. Every year after the release of the standard Eight and Form Four national examination results, there is always a nationwide concern about the candidates' dismal performance in English. A KNEC, 2009 report, revealed that English was poorly performed compared to other subjects in the 2008 KCPE examination. Due to these complaints regarding poor pupil performance in English, the present study sets out to establish the main cause of this problem. This study aims to investigate whether eclectic methods (EM) used by teachers has any role in enhancing the teaching and learning of English in primary schools.

1.1 Statement of the Problem

According to Floresar (2008) the eclectic method is a combination of different learning approaches. The method effectively works for pre-schoolers and can be applied for primary schoolers and up as well. An eclectic approach therefore means using a variety of methods in dealing with a subject or task. In the Eclectic Approach, the teacher plays and communicates with the learner. It is the way the child has of making sense of the world in which the child lives, and of developing the child's skills - emotionally, socially, intellectually and physically. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner.

English is an important subject in Kenyan schools. It is the official language of communication and as such children need to be fluent in oral and written English (MOEST English module, 2001). English is a compulsory subject in Kenyans curriculum. Teachers of English need to focus on the development of children's language skills, that is, the skills of speaking, listening, reading and writing. Teachers also need to understand the problems children face when learning English and ways to overcome them (MOEST English module, 2001).

Despite the importance attached to English, pupils' performance at K.C.P.E has continued to drop Aduda (2008), showed that there was a marked drop in English composition scores that is from 47 percent in 2007 to 42 percent. There has been a national outcry on the performance of English in both primary and secondary schools. Barasa, (2005) notes that universities have voiced concern about receiving new students who can hardly write, read and hold discussion in English. It is noted that the poor performance recorded in English directly affects the performance of all other subjects offered in the school curriculum whose medium of instruction is English (Colin, 1990). In teaching English, teachers need to vary their teaching methods in order to help each child realize their learning potential, (MOEST, English module, 2001). According to the Primary Education English Handbook (2006), it is advisable for teachers to integrate different methods in the teaching so that one can teach effectively. This integration of methods is called an eclectic method which is important based on the fact that a teacher may change the teaching style to reach pupils in the classroom and to develop the pupil's knowledge and

understanding to the maximum. In a general sense all teaching methods are used to implant and develop ideas and concepts as well as skills in the pupils. Methods overlap to great degrees.

From the KNEC report, it is seen that the performance in English dropped in 2008 compared to 2007 results. The percentage mean for the objective paper dropped by 5.44 points from 47.02 in the year 2007 to 41.58 in the year 2008. The percentage mean for the composition paper also dropped by 0.62 points from 41.10 in the year 2007 to 40.48 in the year 2008. From this analysis, the study sought to find answers to this question, what role could the eclectic method have on teaching and learning of English? It is assumed that by undertaking the study in the use of eclectic method, the teaching and learning of English would improve further compared to other subjects performance.

1.2 Theoretical Framework

This study was based on Stephen Krashen's Theory of Second Language, acquisition (1988). It mainly utilized the two hypotheses, specifically the input and affective filter hypothesis. According to Krashen (1988), many factors influence the development of a second language. These include age at first arrival, first language proficiency and type of instruction including contextualized instructional situations and opportunities to use language. Pupils must be exposed to rich learning environments with regular opportunities to practice language and literacy skills in the new language.   Krashen (1988) asserts that the best methods of second language teaching and learning are therefore those that supply comprehensive input in low anxiety situations, containing messages that learners really want to learn. These methods do not force early production in the language, but allows learners to produce when they are ready recognizing that improvement comes from supplying communicative and comprehensive input and not from forcing and correcting production. The use of the eclectic method in the teaching and learning English may help learners acquire language in comprehensible input they are exposed to.

Krashen (1985) input hypothesis is considered relevant to this study because it claims that learners acquire language through comprehensible input that they are exposed to. The implication of the input hypothesis to this study is that the best means of learning and instruction in English are those that supply comprehensive input to the learner. It also implies that learners with wider exposure to English will be better in it than those without. In other words, when the filter is 'up' it impedes language acquisition on the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. The teacher of English should use varied techniques (Eclectic method) during instruction to enable language acquisition by the learner.

2. Literature Review

2.1 Importance of English as a Language

Barasa (2005) says English is at the heart of the national curriculum .All other learning depends crucially upon the mastery of the fundamental skills of the English language which are vital not only for educational purposes but also for our economic growth and competitiveness. It is therefore important for teachers of English to ensure their learners are competent in the language by using the eclectic method in order to gain maximum results.

Omamo (2009) carried out a study on the influence of mother tongue and culture on the teaching and learning of English language in Isukha – western Kenya. He says language is used in expressing feelings and emotions. Language not only enables us to talk about the world and to display our knowledge and thoughts; it also provides us with a facility to express our intimate feelings, opinions and attitudes. Language makes it possible for teachers to influence pupils to feel as they do. Another basic use of language is to give information. Teachers and pupils communicate using language.

Language is used in establishing rapport. Language including English has the power of bringing pupils and teachers together to start a social and academic interaction. For teachers and pupils to meet and start talking is so normal that we tend to assume that it happens naturally, without any deliberate action by the participants. We are familiar with fixed expressions, such as the greetings that are exchanged between pupils and teachers, but seldom give thought to what they are meant to do for us, Webb and Kembo –Sure (2000).

Language is useful in exercising authority between teachers and pupils as English language is the medium of instruction in upper primary classes, MOEST (2001). The teaching of English as laid down in the syllabus, adapts a thematic approach whereby all the four basic language skills viz; listening, speaking, reading and writing are taught in the context of these themes. The themes are carefully selected to take into consideration experience of day-to-day life, the learner's expectations for the future, the level objectives as well as the national goals of education. At the end of the primary cycle, it is expected that the learner should be able to communicate fluently, independently and accurately in English, KIE, Primary Education English Handbook (2006).

2.2 Effects of the Eclectic Method

There are probably as many approaches, interpretations and definitions of how to teach as perhaps there are school teachers, Nsubuga (2000). Each person learns to use a style suited to his or her individual skills, the pupil's capabilities and the expectations of the head teacher and parents. Nsubuga goes on to say that the importance of a variety of methods is based on the fact that a teacher may change the teaching style to reach

pupils in the room and to develop the pupil's knowledge and understanding to the maximum. In a general sense, all teaching methods are used to implant and develop ideas and conceptual skills in the pupils. Methods overlap each other. Mukwa and Too (2002) say methods are needed to expose the learner to knowledge and experiences helpful in the development of understanding, critical thinking, practical skills and interest to be developed through a particular subject.

Nsubuga (2000) asserts that it is the duty of teachers to discover the best method to achieve the objective of their lesson of the day. When preparing the methods to achieve the objective of the lesson, the teacher should consider the emotional and mental make up of the pupils. It is important to think about what is going to be taught in a particular lesson and the method to be employed as well. It is important for teachers to be aware of the available strategies and methods for purposes of making a suitable choice when it comes to instruction Kithinji et al (2007). The eclectic method should be chosen so that teachers can apply individually what they feel is appropriate for each child.

2.3 Eclectic-Approach to Teaching English

According to Floresar (2008) the eclectic method is a combination of different learning approaches. She says this method effectively works for pre schoolers and can be applied for primary schoolers and up as well. A main proponent of the eclectic approach is Rivers (1981, Teaching Foreign Language Skills). According to Rivers, an eclectic approach allows language teachers "to absorb the best techniques of all the well – known language – teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate." This is necessary and important because teachers faced with the daily task of helping pupils learn a new language may not be able to dedicate to each new method or approach that comes. The idea of choosing from different methods is to suit for ones teaching purposes and situations. The present technologies educations are adjusted to the environment so that learning will not become boring.

According to Floresar (2008) learning should be fun and innovative due to the unique nature and capabilities of each child. Learners are not expected to have all reached the same level at the same time. Teachers therefore need, to be creative in using different approaches to capture the learning interest and curiosity of the learners whether young or old. Teacher Nelle considers that the most practical approach a school can adopt is the eclectic method because it is when "teachers combine different strengths from different philosophies and where most of the time, they use their own unique theory .creativity and vision".

In the Eclectic Approach, the teacher plays and communicates with the learner. It is the way the child has of making sense of the world in which the child lives, and of developing the child's skills - emotionally, socially, intellectually and physically. At Children's House International School (CHINS), the eclectic method was adopted based on the belief that children should be valued as unique individuals. The method was chosen so that teachers can apply individually what they feel is appropriate for each child. Their curriculum is therefore creative, innovative and imaginative. Teachers provide guided opportunities so that learners can explore with their senses as many experiences as possible, freeing them to grow and develop in a natural and positive manner.

Syomwene (2009) carried out a study on teacher competencies in the teaching of English oral communication skills in upper primary schools in Nandi North Sub County. She found out that majority of the pupils are dependent on classroom instruction if they are to speak English correctly. Syomwene emphasizes that the teacher has a central role to play in the teaching of English and this calls for the teacher to have the necessary competences that is knowledge and skills in the teaching of English. The present study however, will investigate the role of Eclectic method in teaching and learning English. Kembo –Sure (2006) cites the standards of the teacher as one of the reasons for the poor performance in English language in Kenya. This study will find out how effective teachers use Eclectic method.

Wamakonjio (1986) noted that in Kenya, a child's language acquisition, development and use of English is often left entirely to the often overworked English language teacher. He says there is a tendency in schools to dismiss all problems of understanding or expression in any subject at all as language problems concerning the teacher of language in this case English. He further states that what most teachers and pupils fail to understand is that although failure to understand mathematical concepts or those of science or Geography may be due to pupil's linguistic inability.

In the classroom, it is accorded so much importance that it has been given more lessons, five in class one to three (lower primary) and seven in upper primary that is class 4-8 (Kenya Institute of Education Syllabus, 2002). English is a major lingua franca, that is, it is used by Kenyans from different linguistics backgrounds for communication. It is no longer regarded as a foreign language in Kenya (Kembo-Sure and Webb, 2000). In spite of the strong policy support for English, its performance has been relatively poor. In a recent study by the Orido (2010), it was revealed that some of the pupils who have completed standard eight cannot comfortably read a story book meant for standard two pupils. The study faults methods used by teachers who have concentrated on making children pass exams rather than helping them to actually learn.

3. Research Methodology

3.1 Research Design

This study adopted a constructivist approach (Cohen and Manion, 1994). Constructivists do not generally begin with a theory (as with postpositivists) rather they "generate or inductively develop a theory or pattern of meanings" (Creswell, 2003) throughout the research process. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be utilised in a way, which supports or expands upon qualitative data and effectively deepens the description. The research employed descriptive survey research design. Kerlinger (2004) says descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. Through descriptive survey, Kerlinger says, views, opinions and suggestions for improvement of educational practice have been collected. Kombo and Tromp, (2006), state that the major purpose of descriptive research is description of the state of affairs as it exists. This design was chosen because of the nature of investigation to be carried out, that is, investigating the use of Eclectic Method in enhancing the teaching and learning of English in Eldoret East Sub County. The research tools were the interviews and observation suitable for a descriptive survey research design (Kombo and Tromp 2006).

3.2 Target population

The target population was 131 Key Resource Teachers (K R T English) and 115 public and 16 private school teachers of English in Eldoret East Sub County.

3.3 Sample Size and Sampling Procedures

According to Kerlinger (2004) a sample of 30% is representative of the population to be studied. Accordingly, the researcher worked with 30% of the total population. Thus 30% of the 131 registered primary schools were selected for the present research. As such a sample size of 39 schools was selected from the total number of 131 primary schools in the Sub County. These were selected by first stratifying them into private primary schools and Public Primary Schools then using simple random sampling technique to select 39 schools for the main study.

The researcher used teachers of English from the 39 schools. These teachers were selected using simple random sampling technique. Purposive sampling technique was used to select key resource teachers (KRTs) of English from the selected schools. A total of 78 respondents participated in the study.

3.4 Research Instruments

The observation, interview schedule and document analysis research instrument were used to collect data in this study. The observation technique provides information about actual behaviour in the classroom. Direct observation allows the researcher to put behaviour in context and thereby understand it better, Kombo and Tromp (2006). As such, the researcher conducted observations in the classes that formed research data collection centres. The purpose of conducting the observations was to establish the use of the Eclectic method in enhancing the teaching and learning of English. Observation check list was prepared for the observation.

An interview method of collecting data involves presentation of oral – verbal stimuli and the reply in terms of oral –verbal responses (Kothari, 2004). The interview method provides for qualitative and in-depth data as it presents opportunity to explain the purpose of the study. It ensured that there is clarification of views and opinions which would not be clearly tackled during the actual class room teaching observation. Key Resource Teacher of English was interviewed in order to find out the use of EM in teaching and learning English. The study checked records concerning the use of Eclectic method in the teaching and learning of English. The records include; Primary English syllabus, KIE Primary English Handbook, Schemes of work, Ministry of Education Circulars, English Core Module and Lesson Plans belonging to teachers of English. These records helped establish the use of EM on teaching and learning English.

3.5 Validity and Reliability of Research Instruments

To ensure the reliability and validity of the research instruments a pilot study was carried out in the neighboring Sub County of Keiyo. The area was used for piloting because it shares many things in common with Eldoret East Sub County, for example, topography, climate and economic activities. Piloting eliminated ambiguous items, repeated and irrelevant items. According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences, which are based on the research result, that is, the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Therefore, the questionnaire or interview schedule are said to be valid when they measure the intended parameters. The need to test the content validity of the research instruments is inevitable. This served to ascertain that the document produced became relevant to the objectives of the study.

Reliability has been described by Mugenda and Mugenda (2003) as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The reliability was established through the test re-test method. The research instruments were administered to the same pilot group twice after a given interval. The Cronbach's Coefficient Alpha of 0.50 implied that the research instruments were reliable and therefore the

researcher adopted the research instruments, Mugenda and Mugenda (2003). From the pilot study the Cronbach coefficient Alpha was 0.766 showing that the research instrument was reliable and the researcher proceeded to collect data.

3.6 *Data Analysis Procedures*

After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings. The data collected was expected to answer questions on the role of Eclectic method in enhancing the teaching and learning of English as a second language; the perception of teachers in the use of EM and find out the problems faced by teachers in the use of EM. This included the data on teacher's use of EM in language teaching from classroom observation. Quantitative data was analysed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics were employed to analyze quantitative data. The statistics used include frequency counts and percentages. The results of data analysis were presented using frequency distribution tables. The inferential statistics was done by the use of t-test to compare the use of various teaching methods in teaching of English.

4. Results

The objective was answered with respect to the methods used in teaching of English, instructional methods used to teach learners, the advantages of using eclectic methods in teaching English were given.

4.1Methods used in the Teaching of English

The methods that should be used in teaching English were varied according to the key resource teachers as summarized in Table 1. Majority 23 (59%) of the KRT identified that discussion method of instruction should be used, with 21 (53.8%) identified the use of question and answer method of instruction and 19 (48.7%) of the Key resource teachers identified the use of explanation with illustration in teaching English in primary schools. The KRT further identified other methods of instruction that are used to include use of group work, demonstrations, problem solving, role play, simulation and games, eclectic, look and say and oral work.

Table 1 The methods used in the teaching of English

Methods used in the teaching of English	Used		Not Used	
	Frequency	**Percent**	**Frequency**	**Percent**
Explanation	19	48.7	20	51.3
Discussion	23	59.0	16	41.0
Group work	10	25.6	29	74.4
Demonstration	7	17.9	32	82.1
Problem solving	3	7.7	36	92.3
Role play	4	10.3	35	89.7
Simulation and games	1	2.6	38	97.4
Question and answer	21	53.8	18	46.2
Eclectic	6	15.4	33	84.6
Look and say	1	2.6	38	97.4
Oral work	2	5.1	37	94.9

 4.2 *Advantages of using Eclectic in teaching English*

The teachers identified advantages of using varied methods (EM) in teaching English as summarized in Table 2. Majority of teachers in public schools 20(58.8%) identified that the teacher can choose the method he is conversant with and It fosters a good teacher- pupil relationship and 18 (52.9%) viewed that learners become attentive as the advantages of using varied methods (EM) in teaching English Lesson. Majority of teachers in private schools 3 (60%) identified the advantages of using varied methods (EM) in teaching English Lesson were; enhancing active participation throughout the lesson as teacher can choose the method he is conversant with, makes learning lively and enjoyable, learners become attentive, it caters for individual differences, break the monotony of using one method, helps the learners to think and answer questions correctly and develops learners reasoning and responding.

Table 2 Advantages of using varied methods in teaching English

Advantages of using varied methods	Public				Private			
	Yes Freq	%	No Freq	%	Yes Freq	%	No Freq	%
Enhance active participation throughout the lesson	16	47.1	18	52.9	3	60.0	2	40.0
Teacher can choose the method he is conversant with.	20	58.8	14	41.2	3	60.0	2	40.0
Makes learning lively and enjoyable	7	20.6	27	79.4	3	60.0	2	40.0
Makes the pupils to understand the lesson fast	7	20.6	27	79.4			5	100.0
Learners are able to remember more	3	8.8	31	91.2			5	100.0
It provides pupils with opportunities to develop their own skills	4	11.8	30	88.2			5	100.0
Lessons are made more challenging	1	2.9	33	97.1			5	100.0
Learners become attentive	18	52.9	16	47.1	3	60.0	2	40.0
It caters for individual differences			34	100.0	3	60.0	2	40.0
Break the monotony of using one method			34	100.0	3	60.0	2	40.0
It helps the learners to think and answer questions correctly	5	14.7	29	85.3	3	60.0	2	40.0
Promotes class control	1	2.9	33	97.1			5	100.0
Vocabulary widens and the learners may use the words as they communicate with Others	16	47.1	18	52.9			5	100.0
It fosters a good teacher- pupil relationship.	20	58.8	14	41.2			5	100.0
Develops learners reasoning and responding	7	20.6	27	79.4	3	60.0	2	40.0
It is result oriented	7	20.6	27	79.4			5	100.0

Majority of teachers in public and private schools viewed the advantages of using a variety of teaching methods made the pupils to understand the lesson fast as learners are able to remember more. It provided pupils with opportunities to develop their own skills as the lessons are made more challenging, promoted class control, vocabulary widens and the learners may use the words as they communicate with Others. It fosters a good teacher-pupil relationship and was result oriented. All the private school teachers identified that the use of EM in teaching English yielded results and enhanced understanding of the language and made learning lively, learner-centered and objectives were easily achieved. The role of EM in teaching of English was varied during the study as it made teaching fun, innovative and enjoyable and makes learning objectives easily achieved. The learners participated in the lesson that brought out capabilities of learners and caters for individual needs. The listening, reading, speaking, and writing skills in English are fully realized to enhance the learning of English by arousing and maintaining learners interest. The EM makes teaching real and practical. EM facilitates retention and builds confidence and good leadership qualities in learners and learners are exposed to larger areas of teaching hence teaching objectives are easily achieved.

The findings from the study on the role of the Eclectic method showed that EM influences learning in class. EM makes learners to be alert, develop listening skills and become active in class. It also influences learner's concentration and interests that will allow class discussion. These findings confirms Krashens (1988) input hypothesis which asserts that the best methods of second language teaching and learning are those that supply comprehensive input in low anxiety situation, containing messages that learners really want to learn. These methods allow learners to produce when they are ready recognizing that improvement comes from supplying communicative and comprehensive input and not forcing and correcting production.

5. Conclusion

The role of EM in teaching of English was important as it makes teaching innovative and enjoyable and learning objectives easily achieved. The learner participated in a lesson and brought capabilities and caters for individual needs. The EM made the teaching of English to be practical as it facilitates retention and builds confidence in learners. The use of EM enabled the teachers achieve the objectives of learning easily as learners understand the concepts easily and acquire knowledge as learning becomes fun and innovative. The use of EM enhances

effective learning of English as more knowledge/ information is retained for a long time that enables learners to speak fluently and perform better grammatically. The use of EM in teaching of English breaks boredom and creates room for acquiring more concepts

5.1 Recommendation
There is need to employ more teachers of English to reduce the work load. This is because the eclectic method was found out to be time consuming due to wide syllabus and heavy work load faced by teachers of English. There is a need for language teachers to be taken for in-service training courses regularly in order to improve the teacher's method of instruction in class. Based on the study, teachers of English have a central role to play in the teaching of English which calls for the teacher to have the necessary competencies in the teaching of English. Teachers should acquire knowledge about the subject content and teaching skills so as to be competent when teaching English.

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