



Exploring the significance of Eclectic Approach: Perspectives, Difficulties and Development of Effective Speaking Skills among the Undergraduate Learners in Kerala.

Ms. Mary Sooria¹, Dr. Saravana Prabu²

^{1,2}Department of English and Humanities Amrita School of Engineering Coimbatore

Amrita Vishwa Vidyapeetham India-641112

E-Mail: m_sooria@cb.students.amrita.edu & g_saravanaprabu@cb.amrita.edu

Abstract: The research aims to enhance speaking skills by improving vocabulary and pronunciation through the Eclectic approach. A survey of 699 undergraduate students in Ernakulum district (Kerala) was conducted to achieve the research objectives. An intervention based on the Eclectic approach was carried out to evaluate its effectiveness with 43 students in the experimental group and 70 students in the control group. The pre and posttest, including written tests and audio recordings of their conversation were conducted before and after the intervention. The scores from these tests were used to gauge improvement in both groups. An independent sample Z test was used to evaluate pronunciation and vocabulary performance. The results of the intervention showed a significant improvement in the experimental group.

Key words: Eclectic approach, Vocabulary, Pronunciation, Undergraduate learners, Speaking Skill

1. Introduction

The world has literally evolved into a global platform and the ability to communicate in English effectively is the need of the hour. Brown and Lee (2005) rightfully claimed that "English is increasingly being used as a tool for interaction among non-native speakers"(p. 163). Among the four skills of English language speaking skills seems to play a pivotal role as far as communication and interaction is concerned. Speaking skills enable the learners to communicate and to express their thoughts and viewpoints to others. Relating to the world through a lingua franca is crucial. Hence, learning how to speak well in English is inevitable.

Over the course of history at each point in time different English language teaching approaches has evolved with good

theoretical background for the better advancement of teaching and learning. Each of the methods was significant to handle the situation at that period but at the same time each of the methods had its own drawback which led to the development of the next method. Academic research states that there's is no single method that can be inherently superior to the other as each of the approaches has its own merits and demerits.

This is where an eclectic approach becomes relevant. An Eclectic approach to language learning came into prominence during the 90's. The approach does not hold on to a single method or technique, it draws from multiple perspectives. As Gilliland, James and Bowman (1994) has opined that "the justification for the eclectic approach lies in the weaknesses of the single approach

because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible” (pp.554-555). Eclectic approach has maximum flexibility where the instructor has the liberty to and flexibility in choosing the methodology depending on the need of the learner and obtained feedback. This flexibility and independence are necessary for an educator to cater to learners individual learning requirements. It facilitates the learning of a plethora of learners of different ranges. In fact, the approach enables the teacher to integrate the most suitable teaching methodology into the learning of the students to make them effective communicators in all situations.

The research envisages to explore the effective use of an Eclectic approach to improve pronunciation and vocabulary of learners to develop effective speaking skills. The study was done among undergraduate learners in the Ernakulum district, as they encompass the cross section of society. To culminate effective speaking skills among learners’ twenty modules were developed using an Eclectic approach. And to achieve the objective of the modules, the techniques adopted are a combination of Audio-lingual method, Communicative language teaching approach and Task-based approach.

Pronunciation is a key component in speaking skills. Clear pronunciation is relevant in speaking, in making oneself understood by other speakers as it enables effective communication. By using correct sounds while speaking, it makes the speech clearer. Burkhart emphasized that “in addition to grammar and vocabulary, pronunciation constitutes the mechanical elements of speaking skill and thus to speak effectively, the ability to pronounce

accurately is inevitable”. As far as the prominence of vocabulary is concerned linguists David Wilkins (1972) argues that “without grammar little can be conveyed but without vocabulary nothing can be conveyed.” (pp.111-112). In any language learning, inadequate vocabulary may hinder the desired results. In the present study the researcher integrates correct pronunciation learning with vocabulary instruction to enable effective speaking skills. However, correct pronunciation in the work does not refer to native like pronunciation instead, the instruction focused on the correct usage of vowel and consonant sounds, to make the speech more intelligible.

After reviewing relevant literature, it was found that not much research has been done on the combination of vocabulary and pronunciation development using eclecticism to improve speaking skills of undergraduate learners in the Ernakulum district, in Kerala.

2 Theoretical frameworks

2.1 Eclectic Approach

An Eclectic approach to language learning came into prominence during the 90’s. The approach does not hold on to a single method or technique, it draws from multiple perspectives. “The principles, concepts and ideas from various schools of thought have been chosen, picked up and blended to make a complete philosophy”, Sooraj (2013). Nunan (1991) states, “it has been realized that there never was and probably never will be a method for all” (p.228). There were difficulties in achieving the aims and objectives of a course by relying on just a single method. Thus, an eclectic approach is simply moving away from a single method and using different methods depending on the

aim of the day's lesson and the learner's ability.

Therefore, with its principles and features, the eclectic approach will bring about effective strategies to bring in positive results in the learning process and thereby it can be strongly advocated. In the present research, the researcher intends to improve the pronunciation and vocabulary of the learners to enhance their speaking skills. The researcher has chosen three approaches to achieve the objective. The approaches are Audio lingual approach, Communicative language teaching approach and Task based approach.

2.2 Definition and purpose of speaking skills

Being able to speak well is an important part of communication. Unlike other skills of English language, the ability to speak effectively enables the speakers to put forth their view, ideas and opinions. It's one of the first things a person can judge upon. Proficiency in English language is mostly evaluated by how well an individual can carry out a conversation or the ability to express what the individual has in their mind. "Speaking is the skill that the students will be judged upon most in real life situations. Being able to speak comprehensively and fluently through speech forms a part of the first impression" (Brown and Yule, 1983,) Speaking is that micro skill that enables an individual to communicate with one another effectively. The speaker must be comprehensible to the listener for the communication to be effective.

According to Brown (2004) there are five components in speaking skills. Vocabulary, grammar, fluency, comprehension, pronunciation (pp.174-175))

Vocabulary- Vocabulary is one of the most important linguistic features that enables

the individual to express what they intend to, and which improves all areas of communication. Without adequate vocabulary one may not be able to conduct effective communication. A good number of words in the stock of vocabulary enables an individual to carry out meaningful communication.

Grammar-Another important element which helps the learners to communicate in English confidently and fluently is grammar. It is the system and structure of language. It acts as a glue to keep the pieces of language together. Incorrect usage of grammar can affect the meaning and clarity of sentences. When the meaning is incorrect or unclear, it becomes difficult to interpret and sometimes creates different results. The proper knowledge of grammar enables us to adjust words making the communication error free.

Fluency-Fluency in a language means being able to talk freely, quickly with few pauses. Effective speakers know how to get what's in their mind as naturally as possible. The main intension of all the learners of a language is to be able to speak well and being fluent is the bottom line of being good communicators.

Comprehension- Comprehension is one of the most important elements in communication. No matter how polished or sophisticated the language, if the listener is not able to comprehend, then the communication is not effective. It is at times more Important than communication as if the message is not understood it's more likely to be lost. Comprehension is fundamental to fluency. By recognizing a learners struggle in terms of comprehension will support and enhance the language learning process.

Pronunciation-Having a clear pronunciation enables the listener to have a

better comprehension of your speech. Being able to produce the right sounds will enable others to understand you better. Instead of trying to sound like the native it's imperative to enunciate the sounds like the natives do. Clear pronunciation makes speech more comprehensible and intelligible to others.

3. Objectives

The goal of the present study is:

- a) To understand students' perspective of their speaking skills
- b) To infer the difficulties faced by the students in acquiring speaking skills
- c) To propose effective strategies using an Eclectic approach to improve vocabulary and pronunciation to enhance the speaking skills of the learners.

4. Research methodology

4.1 Research method

Choosing an appropriate method is a confusing choice to be made by the researchers. Several factors determine the right choice of method such as the nature of the topic, research question and objective, data and sample. Considering the aim of the present study, to explore the effectiveness of an Eclectic approach on the learner's oral communication, an experimental method is employed. And to investigate learners' perspective of their speaking skills, a survey questionnaire was employed which was quantitatively analyzed.

4.2 Participants

This study has been conducted in two stages. Initially, a study has been conducted among undergraduate learners of Arts and Science Colleges between the age group of 18-23 in the Ernakulum district, of Kerala. A survey of 699 samples were collected from different colleges in the Ernakulum district. To assess the effectiveness of the

strategies adopted, an intervention was conducted based on an eclectic approach. The sample is conveniently selected, as both the groups are convenient and readily available to approach, after the administration of the treatment taught by the researcher herself. For intervention 113 students who are between the age group of 18-23 were selected from the English Department of an Arts and Science college in the Ernakulum district. Out of the selected students 43 students were part of the experimental group where the treatment based on the Eclectic approach is administered and 70 were part of the controlled group who went through traditional teaching method. In the experimental group there were 27 girls and 16 boys. The control group serves to provide evidence of the progress of the experimental group.

4.3 Research instruments

To attain the objectives of the study and to answer the research questions, a few research instruments were used to collect the data. Before the experimental phase, a survey questionnaire was utilized, both pre-test and post-test were conducted during the experimental phase, and a rubric was used to record students' scores.

4.4 Data analysis and interpretation

The study uses quantitative techniques for the analysis of data. The quantitative analysis of the data included two stages. The initial stage evaluated the descriptive statistics of the items to be measured and the reliability and validity of the study was measured. The data were further analyzed through SPSS 20.0 for Windows. To explain and outline the properties of the mass of data gathered from the respondents, descriptive statistics were utilized. Furthermore, parametric statistics like one way ANOVA and Z-test were also

employed to obtain comparison of factors between different levels of demographic variables. Before determining statistical significance, a level of 0.05 was established.

4.5 Research results

4.5.1 Reliability of the questionnaire

Reliability denotes to the extent to which the measurement procedure will be able to produce the same results if replicated. Cronbach's alpha is used to analyse the reliability of the survey questionnaire which was used to assess the learners' perspective about their speaking abilities and their understanding of the difficulties learners have in speaking. The result of the test reveal that most of the constructs has reliability greater than 0.7 and hence, further analysis is conducted.

4.5.2 Survey questionnaire to get learners perspective

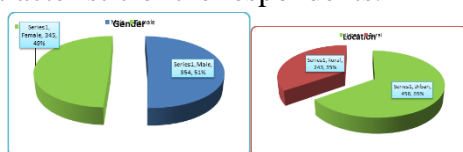
Through the survey questionnaire we seek to investigate learners' perspective about their speaking skills and their understanding of the difficulties learners' have in speaking English language. The questionnaire also shed light on to the need to devise effective strategies to improve the speaking skills of the learners.

4.5.3 Analysis of the survey questionnaire

The survey questionnaire has three sections.

Section 1- Learners' background

The first section of the questionnaire, the background of the participants is recorded. The following tables gives the demographic characteristic of the respondents.



Pie chart 1-Gender of the participants

Pie chart 2-Location

The above tables reveal that both male and female are almost equally prevailing with 50.6% males and 49.4% females. Regarding the location of the different participants, it is revealed that 65.2% of the participants are from the urban area and 34.8% are from the rural area.

<i>Among the four skills of English language which skill do you like to improve the most</i>	<i>Frequency</i>	<i>Percent</i>
Listening	7	1.0
Speaking	678	97.0
Reading	13	1.9
Writing	1	0.1
Total	699	100.0

Table 1- Skills to improve

The above table indicates that almost 97% of the learners want to improve their speaking skills when compared to other skills of English language, which also brings in the significance of the adoption of an effective method to improve oral capabilities of the learners.

4.5.4 Section 2- Learners' perspective of their speaking skills

To find level of learners' perspective about their English-speaking skills, the respondents had to answer seven queries which was based on a five-point Likert scale. The responses acquired from the learners are scored on the scale of 1-5 on which 5 is given to the option 'Strongly agree' and 4 is given to 'Agree', 3 is given for 'Neutral' and 1 is given for the option 'Strongly disagree'. Later on the total score given by all the 699 respondents for the 7 queries is taken upon which the mean % score of the learners perspective is calculated.

[$MPS = \frac{MeanScore}{Maximumpossible\ score} \times 100$] [Equation]

The procured mean % score is categorised in to four groups if the mean % score is above 75% then its excellent or high and if the score is between 35 to 50% then its medium or good and its below 35 percent

then it is classified a s poor or low. To test the significance sample Z test is conducted and the succeeding table provides the scores of the considered variable.

Variable	N	Mean	Standard Deviation	Mean % score	CV	Z	p value
Perspective	699	25.80	2.93	73.72	11.35	74.923	<0.001

Table 1 Scores and z value for learners' perspective

The resultant percentage score obtained about the level of learners' perspective about English speaking skills is 73.72% which alludes that the level of learners' perspective is medium or good. As the value procured is less than 20%, the CV indicates that the score is stable. To test and find out if the sample information exists among the population and to understand if the learners' perspective is medium, the succeeding hypothesis has been formulated H_0 : The extend of learners' perspective on difficulty out of the total score about their English-speaking skills is equal to 50 percent ($H_0: MPS=50\%$)

H_1 : The extend of learners' perspective on difficulty out of the total score about their English-speaking skills is more than 50 percent ($H_1: MPS>50\%$)

To test the above hypothesis, sample Z test is conducted, and the obtained results are displayed in table 1a. The table shows the test to be significant as the Z value is positive and p value is less than 0.05. Thus, the null hypothesis is rejected, and it's been concluded that the extend of the learners' perspective about their English-speaking skills is more than 50%.

Variable	N	Mean	Standard Deviation	Mean % score	CV	z	p value	Level
Q5 I am satisfied with the English language teaching that I have been receiving	699	3.40	0.97	68.10	28.61	24.557	<0.001	Good or medium
Q11 Educational institutions need to give importance to improve speaking skills of the learners	699	4.30	0.74	85.95	17.17	64.402	<0.001	Good or medium
Q10 I always wanted to improve my English language speaking skills.	699	4.31	0.73	86.18	16.83	65.936	<0.001	Good or medium

Q17, I think speaking with good pronunciation is important	699	4.17	0.87	83.46	20.84	50.857	<0.001	Good or medium
Q20, I make a list of new vocabulary or phrases and use them while speaking	699	2.82	1.37	56.45	48.54	6.226	<0.001	Good or medium
Q 19 I make conscious effort to practice speaking	699	3.67	1.05	73.39	28.71	29.351	<0.001	Good or medium
Q25 ability in speaking	699	3.12	0.79	62.49	25.24	20.934	<0.001	Good or medium

Table 1a Scores of the learners' perspective

From the analyzes of the learner's perspective of their English-speaking skills, its identified that significant number of participants wants to improve their English language speaking skills. Learners have indicated that speaking with pronunciation is important. But the effort from the part of the learner to improve their oral communication such as making notes of

new vocabulary etc. is significantly low. However, the participants have indicated that the support required from the educational institutes to improve the oral capabilities of the learners is remarkable.

4.5.6 Section 3- Learner's perspective about the difficulty they have in acquiring speaking skills

Variable	N	Mean	Standard Deviation	Mean % score	CV	z	p value
Difficulties	699	30.23	4.21	75.58	13.91	64.310	<0.001

Table 2 Scores and z value for Difficulties faced

From the data the resultant percentage score obtained about the level of learners' difficulties about English speaking skills is 75.58% which alludes that the level of learner's perspective is medium or good. As the value procured is less than 20%, the CV

indicates that the score is stable. To test and find out if the sample information exists among the population and to understand if the learner's perspective is medium, the succeeding hypothesis has been formulated H_0 : The extend of difficulties out of the total score faced by the learner while

acquiring English-speaking skills is equal to 50 percent ($H_0: MPS=50\%$)

H_1 : The extend of difficulties out of the total score faced by the learner while acquiring English-speaking skills is more than 50 percent ($H_1: MPS>50\%$)

To test the hypothesis, sample Z test is conducted, and the obtained results are

displayed in table 2a. The table shows the test to be significant as the Z value is positive and p value is less than 0.05. Thus, the null hypothesis is rejected, and it's been concluded that the extend of difficulties faced by the learner about their English-speaking skills is more than 50%.

Variable	N	Mean	Standard Deviation	Mean % score	CV	z	p value	Level
Q13 I have knowledge in English language but is unable to hold conversation	699	3.69	0.91	73.88	24.69	34.612	<0.001	Medium
Q14 I think my friends who have difficulty in speaking English language face the same problems as I do.	699	3.90	0.84	78.08	21.56	44.102	<0.001	Medium
Q15 I think my friends with skilful writing skills and knowledge in English language have difficulty when it comes to speaking	699	3.81	0.88	76.22	23.14	39.300	<0.001	Medium
Q16 While speaking I think of what I want to say in my mother tongue and then translate it in to English	699	3.81	1.01	76.14	26.47	34.284	<0.001	Medium
Q18 I need to improve the way I pronounce words	699	4.07	0.85	81.34	21.01	48.482	<0.001	Medium

Q21 I do a mental practice of what I want to say before I talk it out	699	3.46	1.03	69.18	29.92	24.50 5	<0.001	Medium
Q22 The thought of speaking with someone in English makes me anxious	699	3.61	1.06	72.22	29.39	27.67 4	<0.001	Medium
Q23 I think I need a speaking partner wherein I can practice speaking	699	3.88	1.03	77.57	26.52	35.42 6	<0.001	Medium

Table 2a Scores and z value for Difficulties faced

4.5.7 Discussion of the findings

The findings obtained from the questionnaire; the perspective of the learners enabled the researcher to point out some key factors that might be useful in the discussion of the study under investigation. The participants have indicated that though they have knowledge in English language, a significant number of participants are unable to engage in oral communication. They have observed the same difficulty among their friends as well. Several learners do mental practice in their mother tongue before engaging in conversation which hinders the fluency of speech. Being anxious, fear of making mistakes, inadequate vocabulary and lack of good pronunciation are all difficulties faced by the participants while engaging in oral communication. Moreover, a remarkable number of participants wish to improve their speaking skills in comparison to other skills of English language.

The mean percentage score of level of learners' perspective about their English-speaking skills is 73.72% which indicate that level of learners' perspective is good or medium. Whereas the mean percentage

score that calculated the difficulties faced by the learner while acquiring English-speaking skills is 75.58% indicate that level of difficulties faced while acquiring English-speaking skills is medium.

The analysis of the findings enabled the researcher with insightful information that helped to conclude the relevance of devising an approach to improve the oral communication of the learners keeping in mind the difficulties faced by the participants.

5 Experiment

To foster effective learning of the learners 20 modules were developed based on Eclectic approach. The module focused on two subskills of speaking, pronunciation and vocabulary and how the improvement of pronunciation and the development of vocabulary can improve the speaking skills of the learners.

5.1 Duration

The intervention began on 24 October 2022 and was over by 23 December 2022. Every week there were two classes of 1.5 hours duration.

5.2 Sample module

Focus on /i:/ and /I/ Describe people and places (1.5 hrs.)

There are a few vowels sounds that are often confused in English language /I/ and /i:/ are one among them. If the learners interchange these sounds the meaning will change completely.

Being able to describe people and places is an important skill to acquire in English language which will come handy at different occasions. It can make the speech more absorbing as the listener tends to have a better understanding.

During each of the activity focus will be given to the correct pronunciation of the sounds.

Pre activity of sounds (5 mins)

- Students will be taught the parts of the mouth involved for the articulation of the sounds with examples.

Sample words to show the difference

Sheet/Shit	Each/Itch
Peace/piss	Cheek/chick

1.Activity: Repeat after the teacher (Audio Lingual) (10 mins)

- Students will repeat the words after the teacher which are displayed.

•Pre activity of vocabulary (15 mins)

- Learners are introduced to describing words related to people
- They are introduced to descriptive vocabulary and expressions to describe places
- While teaching vocabulary focus will also be given to the target sounds of the module.

Introduction of vocabulary for the purpose

Sample words

Ambitious		picturesque
Altruistic	enchanted	Despondent
Bustling		Perseverant
mystical	Considerate	inhabited
Garrulous		Deserted
resourceful	unspoiled	Dominant

Isolated	Topnotch
Bigoted	Thoughtful
Considerate	Impulsive

2.Activity (CLT) (30 mins)

- Students will be put in groups
- They will discuss the words

Guess the meaning

John joined the college in the middle of a semester. Though he was worried initially thinking how he would cope with new people, he soon made some great friends. His first friend was Emily. She gave John some interesting descriptions about their classmates and asked him to make guesses about how they are. First, she told him about Akash. Akash is very considerate and thoughtful unlike narrow minded Peter. Peter being the class topper and class captain, he is quite bigoted to those who doesn't get good marks. He often shows his dominance over others. Their other mate Mia is a garrulous person. She never gets tired of talking. Asha, though a slow learner, is very ambitious. Through consistent planning and perseverance, she is confident to crack the UPSC. Maddie, another mate of theirs, is so impulsive that if she sees something she likes, she just buys it without thinking. Andy is another person worth mentioning. She is known for her altruistic nature.

- After going through the descriptive words, students will be asked to make their own sentences using the words.

3 Video description (Task based)

Pre task (5 mins)

The task will introduce the learners to the video, and the background of what they are going to watch.

Task (20 mins)

A video scene will be shown, and students put in groups will discuss and describe what they see in the video. They can use the

vocabulary learned. And later, discuss in class.

•Sample video: Meet Buck beak | Harry Potter and the Prisoner of the Azkaban

Post task (5 mins)

•Will analyze areas of difficulty.

5.3The Treatment

During the treatment, among the 113 students, 43 students were part of the experimental group and the rest of them controlled. In the experimental group there were 27 girls and 16 boys. Both pre and post-test were conducted at the beginning and end of the intervention respectively among both experimental and controlled groups. The pre and post-test consisted of both a written test and audio recording of the student's conversation. The recordings of both the pre and posttest were phonetically transcribed and evaluated the difference. The scores of both the pre and the post test is used to bring out improvement among the learners.

5.4Analysis of the experiment

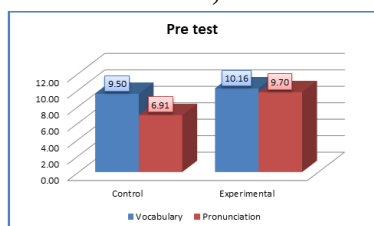
5.4.1 Results of the pretest

A pretest was conducted in the experimental and control groups to make sure that the two groups are equivalent in terms of their initial speaking level. Therefore, 113 students took the pretest from both the groups. The findings reveal that the learners have weaknesses in terms of appropriate and adequate oral production. The learners' oral production was characterized by limited vocabulary and inadequate word choice that did not fit the context and faulty pronunciation. Furthermore, a few learners had difficulty in comprehending the question and asked for repetition and a few of them were reluctant to talk at all.

To illustrate the comparison between the two groups in the pretest, Table 7 exhibits the relative similarity of the learners' speaking skills in terms of vocabulary and pronunciation.

Variable	Group	N	Mean	Standard Deviation	Z	p value
Vocabulary	Control	70	9.50	4.68	-0.653	0.076
	Experimental	43	10.16	6.06		
Pronunciation	Control	70	6.91	1.96	-6.685	<0.001
	Experimental	43	9.70	2.43		

Table 3 Mean, Standard deviation and Z value for Pre test



Bar graph 1: pre-test

To find out the Performance of students in Vocabulary and Pronunciation among we use an independent sample Z test. Furthermore, we test the hypothesis to ascertain the validity.

H_{1a}: The mean Score of Vocabulary is the same for control and experimental group

H_{1b}: The mean Score of Pronunciation is the same for control and experimental group

To compare the mean scores of the variables between the experimental group and controlled group a sample Z test was conducted, and the results are exhibited in the table below. The results indicate that no significant difference exist between the two groups in terms of vocabulary and pronunciation since the p value is more than 0.05. Therefore, the above hypothesis is accepted.

The statistics clearly furnish evidence to verify the existence of the observed problem under study. The results also indicate the need for a new teaching approach and strategy to enable the learners to enhance their oral performance. Furthermore, the findings in the pretest are crucial as it will enable the researcher to attribute any progress in the experimental group after implementing Eclectic approach.

5.4.2 Results of the post test

To analyze and compare if any significant change exists in the post test, the researcher

to ascertain the validity of the findings tested the hypothesis below:

Consider the control and experimental group for post-test and we test the hypothesis

H_{2a}: The mean Score of Vocabulary is the same for control and experimental group

H_{2b}: The mean Score of Pronunciation is the same for control and experimental group

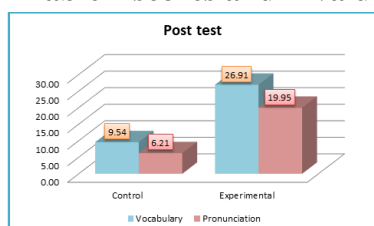
H_{2c}: The mean Score of Vocabulary is different for control and experimental group

H_{2d}: The mean Score of Pronunciation is different for control and experimental group

Test = Post test

Variable	Group	N	Mean	Standard Deviation	Z	p value
Vocabulary	Control	70	9.54	4.23	-25.030	<0.001
	Experimental	43	26.91	2.12		
Pronunciation	Control	70	6.21	1.84	-36.731	<0.001
	Experimental	43	19.95	2.07		
Total	Control	70	15.81	4.81	-39.683	<0.001
	Experimental	43	46.86	2.24		

Table 4 scores and Z value for Post test

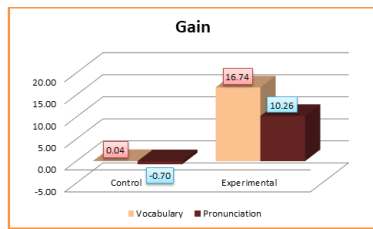


Bar graph 2: Post test

The result shows that significant difference exists between control and experimental group scores in the case of post-test for Vocabulary and Pronunciation as the p value in this case is less than 0.05. So, we reject the hypothesis H_{2a} and H_{2b} and we accept the hypothesis H_{2c} and H_{2d}.

Variable	Group	N	Mean Score		
			Pre-test	Post-test	Gain
Vocabulary	Control	70	9.50	9.54	0.04
	Experimental	43	10.16	26.91	16.74
Pronunciation	Control	70	6.91	6.21	-0.70
	Experimental	43	9.70	19.95	10.26

Table 5 The scores and Z value



Bar graph 3: Comparison

The significant differences in favour of the experimental group are attributed to the new teaching approach. The table above better illustrates the differences in the mean between the two groups.

5.4.3 Discussion of the results

During the treatment the experimental group have gone through the modules developed on the Eclectic approach that intended to develop the vocabulary and pronunciation of the learners which in turn will improve their speaking skills. However, the students in the control group went through the traditional teaching method. The analysis of the data collected during the pretest and the post test revealed that a significant difference exists between the experimental and controlled group. The students in the experimental group showed significant progress in the oral capabilities. Hence the out performance of the learners helped us to reject all the null hypothesis and confirm the research hypothesis.

The findings of the data reveal that a significant progress on development of vocabulary and pronunciation to enhance the speaking skills of the learners is due to the treatment based on the Eclectic approach in comparison to the oral performance of the control group who were taught using the traditional approach.

6. Conclusion

English language is that tool which unifies people across the globe. Being able to speak in English is imperative in today's world. In a place like Kerala, let it be for cultural

reasons or economic reasons, the need to be able to interact with people of other linguistic backgrounds is intense. The current study was conducted among the undergraduate learners in the Ernakulum district of Kerala to get the learners perspectives about their English-speaking skills and the difficulties they face while speaking English. The samples were collected from undergraduate learners. From the samples, experimental and controlled groups were selected, and an intervention was conducted on the modules developed by the researcher based on Eclectic approach. Analyzing the results of the pretest and posttest it can concluded that the modules based on Eclectic approach could bring about a significant improvement in terms of vocabulary and pronunciation and thereby the speaking skills of the learners improved.

References

1. Ali, A.M. (1981). Teaching English to Arab Students. Jordan: Al-Falah House.
2. Bailey, K. M. (2012). *Practical English language teaching: Speaking*. McGraw-Hill Create.
3. Brown, G., Yule, G., & McKelvie, N. (1986). Teaching the spoken language. *RELC Journal*, 17(1), 97–99. <https://doi.org/10.1177/003368828601700108>
4. Brown, H. D. (2002). English language teaching in the “post-method” era: Toward better diagnosis, treatment, and assessment. *Methodology in Language Teaching*, 9–18. <https://doi.org/10.1017/cbo9780511667190.003>
5. Brown, H. Douglas. “Teaching by Principles: An Interactive Approach to Language Pedagogy.” *Google Books*, Pearson Education,

- https://books.google.com/books/about/Teaching_by_Principles.html?id=4XEBrgEACAAJ.
6. Brown, G., & Yule, G. (1983). *Discourse Analysis* (Cambridge Textbooks in Linguistics). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511805226
7. Burkart, G. S. (1998). *Spoken language: What it is and how to teach it*. Center for Applied Linguistics.
8. Etikan, I., Sulaiman A. M., & Rukayya, S. A. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
9. Gilliland, B. E., James, R. K., & Bowman, J. T. (1994). Response to the Lazarus and Beutler article "on technical eclecticism." *Journal of Counseling & Development*, 72(5), 554-555. <https://doi.org/10.1002/j.1556-6676.1994.tb00991.x>
10. Jarvis, Gilbert A., and Masters Salomone. "Principles of Language Learning and Teaching, 2nd Ed.H. Douglas Brown. Englewood Cliffs, NJ: Prentice-Hall, 1987. Pp. XVI + 285." *Studies in Second Language Acquisition*, vol. 10, no. 3, 1988, pp. 400-402., <https://doi.org/10.1017/s027226310000752x>.
11. Kumaravadivelu, B. "Toward a Postmethod Pedagogy." *TESOL Quarterly*, vol. 35, no. 4, 2001, p. 537., <https://doi.org/10.2307/3588427>.
12. Kumaravadivelu, B. "Understanding Language Teaching." 2006, <https://doi.org/10.4324/9781410615725>.
13. Lander, James A., and H. Douglas Brown. "Teaching by Principles: An Interactive Approach to Language Pedagogy." *Language*, vol. 71, no. 4, 1995, p. 843., <https://doi.org/10.2307/415773>.
14. Loyd, B. H., & R. R. Abidin. R. R. (1985). Revision of the Parent Stress Index. *Journal of Pediatric Psychiatry*, 10(2), 169 Nunan, David. "Language Teaching Methodology: A Textbook for Teachers." *Amazon*, Longman, 1998, <https://www.amazon.com/Language-Teaching-Methodology-Textbook-International/dp/0135214696>.
15. NUNAN, David. *Research Methods in Language Learning*. Cambridge University Press, 1995.
16. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge, UK Cambridge University Press. - *References - Scientific Research Publishing*, <https://scirp.org/reference/referencespapers.aspx?referenceid=2986289>.
17. Rivers, Wilga M. *Teaching Foreign-Language Skills*. University of Chicago Press, 1981.
18. Sooraj. "Importance of Eclectic Approach in Education." *IMPORTANCE OF ECLECTIC APPROACH IN EDUCATION*, <https://educational-system.blogspot.com/2013/01/importance-of-electic-approach-in.html#:~:text=MEANING%20OF%20ECLECTICISM&text=The%20good%20ideas%2C%20concept%20and,of%20knowledge%20from%20all%20sources>.
19. STERN, H. H., Allen, P., & HARLEY, B. (1993). *Issues and options in*

- language teaching*. Oxford University Press.
20. "A Systematic Review of the Eclectic Approach Application in Language Teaching." *Saudi Journal of Language Studies*,
<https://www.emerald.com/insight/content/doi/10.1108/SJLS-11-2021-0022/full/html>.
 21. Thornby, S. (2005). *How to teach speaking*. Longman.
 22. Weidemann, A. (2008). The old an the new: Reconsidering eclecticism in language teaching. *Per Linguam*, 17(1).
<https://doi.org/10.5785/17-1-131>
 23. Wilkins, David Arthur. *Linguistics in Language Teaching*. Edward Arnold, 1972.