

Abstract

Eclecticism is a multi-sensory language approach which involves different language learning methods. This research is based on teachers' use of Eclecticism in teaching English vocabulary. The main aim of this study is to investigate how far Eclecticism affects to develop vocabulary of students learning English as a second language. Through trial and error, the people have realized that there is no single approach of language learning which is universally accepted as the best. As a remedy Eclecticism was introduced to the field of language learning. The research sample was 100 students and 20 teachers in the North Central province. Teachers' lessons were observed under a criterion with ten techniques. Quantitative data were gathered from pre-tests, post-tests and O/L results and qualitative data were gathered from questionnaire given to the teachers and lesson observation. Data were analyzed with the use of descriptive statistics. In conclusion it was confirmed that Eclecticism supports the second language learners to improve their vocabulary knowledge other than one traditional method. The positive attitudes of teachers regarding Eclecticism were brought out by the research. This research introduces a method to teach English vocabulary in an effective way and gives guidance to teach and learn vocabulary. It was confirmed that the vocabulary learning rate was accelerated in the Experimental group. Finally, it was found that the main reasons behind the effectiveness of Eclecticism are its various capabilities as a multi-sensory approach. Therefore, it is suggested that the Education authority of second language teaching should pay more attention to introduce this approach to English teachers and provide a training of effective use of Eclecticism in teaching vocabulary.

Key words - Eclecticism; Vocabulary; Second language learners; Motivation;
Multi-sensory approach