

Principled Eclecticism in the Classroom: Exploring the use of Alternative Methodologies in ELT

Thomas Brett

Center for Preparatory Studies
College of Banking and Financial Studies
Muscat, Oman
Email: Thomas@cbfs.edu.om

Abstract

For a century, English language teaching has, for the main part, discarded behaviorist-inspired methodologies such as the Audio-lingual method for constructivist approaches characterized by the Communicative Approach. Exploring the tension between behaviorist/constructivist dichotomies and searching for common ground between the two schools of thought can give rise to alternative approaches. A 'Principled Eclectic Approach' to language teaching is one way whereby a pluralism of methodologies is favored in the pursuit of more effective Second Language Acquisition. Using Brown's Post-Method Principles (2002) and Mellow's Two Dimensional Model and Centring Principle (2002) as a guide and point of reference, teachers can gauge their approach and effectiveness in a more dynamic learning environment. A two-part research study aimed to introduce a more Principled Eclectic Approach to academic English language instruction in higher education. Firstly, translation aimed to let students bring their mother tongue into the classroom. The rationale for this exercise being that the more meaningful the encounter with the target language, the better the acquisition. The second experiment looked to use music as a way to create a more relaxed learning environment during reading comprehension activities. The premise being that we acquire language better when we are relaxed. Feedback from the study revealed that the content was balanced, coherent, met the needs of the learner and the needs of the wider syllabus. Students were positive when taking part in the lessons as they believed that the methodologies tested helped them with their English acquisition. Subsequently, they wanted further exposure to these methodologies.

KeyWords: centering principle, music, pluralism of methodologies, post-method principles, principled eclecticism, second language acquisition, translation, two-dimensional model

Cite as: Brett, T. (2020). Principled Eclecticism in the Classroom: Exploring the use of Alternative Methodologies in ELT. *Arab World English Journal(AWEJ)*. Proceedings of 2nd MEC TESOLConference 2020. 212- 228.

DOI: <https://dx.doi.org/10.24093/awej/MEC2.15>

Introduction

Over the last one hundred years, many language teaching approaches have come in and out of fashion. The Audio-Lingual method, which emphasizes behaviorist-inspired, teacher-led, repetitive drills, was once considered the quintessence of EFL instruction. Nowadays, the constructivist Communicative Approach, which places the learner at the center of the language learning process (Prida, 2017), is the standard in most EFL settings in the western world.

These methodological shifts have been inspired in part by the philosophical shift in communication theory from structuralism to post-structuralism. Structuralism places the structure as central to deriving meaning (i.e., understanding originates from the rules), while post-structuralism seeks to test defined structures of the language with an emphasis on humanism (i.e., meaning is open to human interpretation; hence the human plays a central role) (Chandler, 2007).

Exploring the tension between structuralist/post-structuralist and subsequent behaviorist/constructivist dichotomies and searching for common ground between the two schools of thought can give rise to alternative English Language Teaching (ELT) approaches, which are of benefit to students. For this reason, this study looks at the possibility of applying a ‘Principled Eclectic’ approach to language teaching (Larsen-Freeman, 2000, Mellow, 2000) whereby a pluralism of methodologies is favored, rather than reliance on one guiding theory of second language acquisition (Mellow, 2002).

From a practical and less philosophical standpoint, this study aims to better understand how teachers in Oman can serve the needs of students in a GE/EAP context. On the CBFS English language foundation program, students undertake on average a year of study, with approximately 550 hours of classroom contact. Learners enter the program at CEFR level A1/2 and are expected to leave with high B1/low B2 English language skills. In the academic year 2018/19, 68% of those undertaking the foundation program progressed to specialization (this figure does not include summer resits). Considering the intensive nature of 550 hours tuition, this paper attempts to explore alternative approaches to Second Language Acquisition (SLA), which could increase this progression rate.

Literature Review

One of the principal arguments in favor of teachers adopting an approach which favors principled eclecticism is that “it can be seen as an antidote to becoming complacent about one’s language teaching practices” (Weideman, 2001, p. 10) by opening teachers up to alternative techniques in the classroom. Brown (2002) complements Weideman’s argument by suggesting that for teachers to grow, they must assume that their knowledge is never complete and be prepared to incorporate new techniques into their teaching.

The centering principle

Mellow (2002) suggests that a haphazard approach to eclecticism in the classroom can prove counterproductive to a student’s SLA, as lessons may lack coherence; (i.e., there is a conflict in the formal/functional centering of the lesson) and/or sequencing (i.e., activities and teaching techniques do not provide sufficient contextualization) and therefore lead to confusion. Figure 1

details Mellow's two-dimensional model and illustrates how teaching activities can be classified according to the principles of Form/Function and Construction/Growth.

Construction

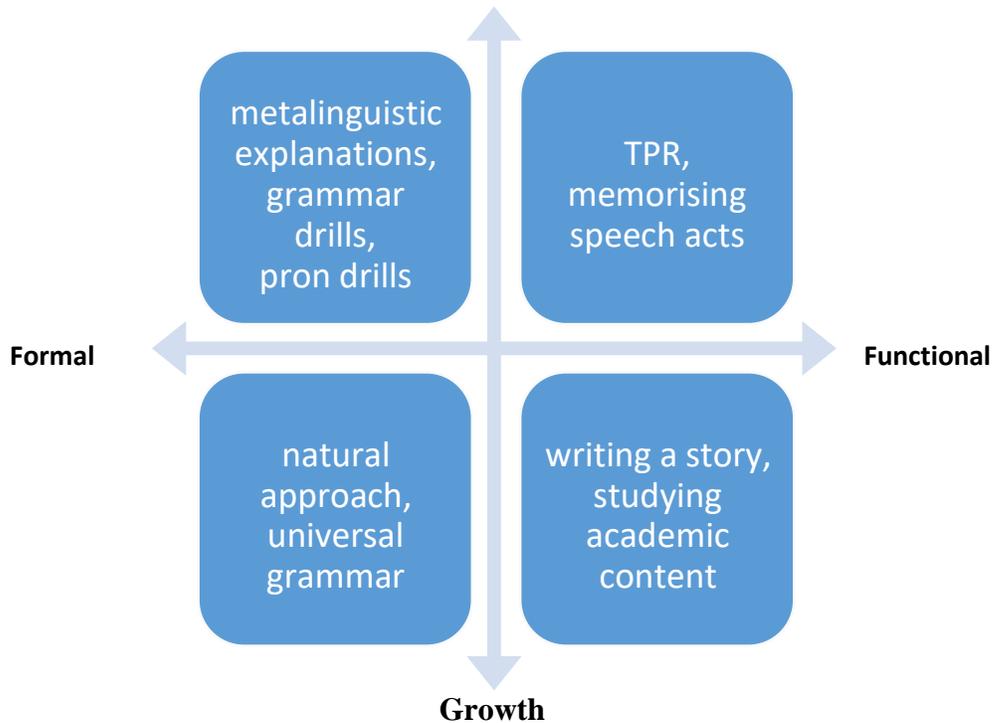


Figure 1. Eclecticism in ELT activities expressed as a two-dimensional model. Adapted from Mellow (2002)

In Figure 1, the axes are labeled as follows:

Formal – The structure of language, e.g. phonemes and syntax.

Functional – Language as an expression of meaning, e.g. past time and commands.

Construction – Language learning through cognitive processing in attending to and understanding input (Mellow, 2002) i.e. learners build their language.

Growth – Language learning through natural processes, much as a plant grows. Language acquisition is innate, biological and cognitive. Deductive processing contributes minimally (Chomsky, 1986).

Each quadrant in the model provides examples of activities that combine elements of the various axes. Activities that are more towards the center of the model, i.e., those which include elements of form/function and construction/growth, are especially effective for promoting communication (Mellow, 2002). However, incorporating such activities into a lesson or syllabus

might not always be possible or realistic, in which case Mellow (2002) suggests that instructors can sequence classroom activities so that they move from the periphery to the center.

For example, Paulston (1971) proposes the formal/construction to center drill sequence, where activities are sequenced, so that learners journey from mechanical to meaningful to communicative. In this example, students engaging in a mechanical drill do not need to understand the target language to complete the exercise. For the drill to be meaningful, students cannot complete the exercise without an understanding of the language. Finally, for the drill to be communicative, the speaker will be able to add new information about the real world (Paulston, 1971).

Post-method principles

A second model that attempts to deal with the question of principled eclecticism in language teaching is Brown's guiding principles. To some extent, he rejects the notion of 'method' in language teaching for the following reasons:

- Methods are overly prescriptive, in so much as they assume too much about a context before a context has been clearly identified; i.e., methods tend to generalize.
- Methods have a tendency to be clearly identifiable at the start yet indistinguishable in their later stages.
- The term 'method' suggests that a teaching process can be empirically tested to produce 'the best' pedagogy. Such an assertion does not consider the intuitive, artful nature of teaching.
- Methods are ideologically driven and therefore have a tendency to favor one particular political perspective over another. (Brown, 2002)

In place of one methodology, Brown (2002) proposes twelve guiding principles (Appendix A). This holistic approach to principled eclecticism focuses on better understanding the learner's journey through the language acquisition process. His principles are intended to be referred to when diagnosing, treating and assessing learners.

Both models proposed by Mellow (2002) and Brown (2002) can work in conjunction with each other; i.e., Brown's principles provide a holistic evaluative frame or lesson check-list, while Mellow's model provides guidance in sequencing (eclectic) activities so that they are coherent.

Translation In Language Teaching

Translation In Language Teaching (TILT) is based on the oldest known approach to language teaching, namely, Grammar Translation. For millennia, Grammar Translation was the way by which people learned/used L2 before the introduction of the direct method in the late 19th century. Since this period, translation has fallen out of favor in ELT because it is considered: overly academic, focuses only on declarative knowledge (understanding the rules) and relegates the importance of procedural knowledge (understanding how to use the language). As a result, in most language institutions today, there is a strong emphasis on monolingual instruction (Deller & Rinvolveri 2002).

The strongest argument in favor of embracing activities that use translation, is the hypothesis that language learners independently translate from language one (L1) to language two

(L2) and back again. As language trainers are supposed to empower students with techniques which they can use outside the classroom, it is therefore important to teach learners how to effectively translate and exploit the benefits of translation to become more proficient linguists.

The use of translation through Contrastive Analysis (CA) that is, noticing differences between L1 and L2, can be rewarding as it often generates discussion on socio-linguistic differences. Additionally, TILT through CA can help predict learner errors and provide a basis upon which a teacher can design activities (Lado, 1957). TILT, in this case, forces learners to confront or notice L1/L2 anomalies. According to Schmidt (1990) noticing provides benefits to SLA, as input on its own is mere noise.

From a professional/personal standpoint, TILT merits a stronger presence in the classroom as translation has practical, real-world applications (e.g. from playing the role of a mediator during negotiations between actors with differing L1, to translating for family members on an international holiday.).

In terms of classroom applications, Task-Based Learning (TBL) could introduce a translation practice section (Cook, 2010). For example, students could create an L2 translation summary from a report in their L1. They then must present the key points of the report to a foreign delegation using only English. Another TBL production activity might be a negotiation role-play where students A and B are the decision-makers using L1 and students C and D are mediators using L2. Such examples of TILT could help to demolish the perceived ivory tower of Grammar-Translation.

Suggestopedia

This method is considered an affective-humanistic approach because it places the feelings of the learner at the center of the methodology (Celce-Murcia, 1991). Developed in the 1970s, Suggestopedia was the brainchild of Lozanov, a neuroscientist who believed that (language) students only use a fraction of their mental capacity because they construct psychological barriers to learning. For example, the fear of failure reduces risk-taking in students and therefore impacts negatively on SLA (Krashen, 1982).

Suggestopedia was proposed as a way of overcoming psychological barriers and therefore accelerating SLA. There are variations in the format of sequencing activities, yet the core principles involve elements of the following:

- Introduction: The trainer provides input in the form of a reading script with translation.
- Concert session (active and passive): The teacher reads the script with background music. The intonation and/or rhythm of the reader follows the intonation and/or rhythm of the background music. Occasionally students are asked to read and there are moments when the class just listens to the music. In the passive session, the teacher reads alone at a slower pace.
- Elaboration: The students sing classical songs, play games or take part in drama.

The rationale behind music in the lesson is that it serves to relax students and provide a rhythm for the spoken language. As music conveys emotion, Lozanov valued its ability to help students to

retain vocabulary and structure. Secondly, in this approach, using an L1 translation of the core text aims to reduce student fears regarding comprehension. If there is something unknown, learners can quickly refer to the translation. Thirdly, the integration of songs, games and drama in this methodology is designed to aid retention, on the premise of ‘we learn better when we’re happy.’ Finally, the class surroundings should be bright, colorful and comfortable in order to make students feel positive and relaxed (Larsen-Freeman, 2000).

Suggestopedia represents a detour from standard EFL methodologies and has therefore received its share of criticism. Notably, Lukesch (2000) claims that Suggestopedia is a pseudoscience inasmuch as claims made by Lozanov are not evidence-led. Furthermore, Bauer (1984) highlights that Suggestopedia ignores or skirts around other central points of acquisition. In its defense, Krashen (1982) conducted a study that identified Suggestopedia students as gaining higher overall vocabulary scores than those who followed a standard CLT approach. Krashen (1982) also observed that Suggestopedia students were superior in terms of communicative competence.

Today, Suggestopedia has been consigned to history, yet it has spawned a number of related approaches, such as Superlearning and Suggestive Accelerated Learning and Teaching (SALT).

Methodology

This study is based on two self-contained Experimental Practice (EP) lessons inspired by two different methodologies. The rationale for this ‘eclectic’ approach was to understand the viability of incorporating distinct methodologies into a syllabus that is primarily based on Communicative Language Teaching (CLT). Although the lessons were methodologically distinct from what is usually encountered in the classroom, it is important to stress that the lesson content of the EPs supported syllabus learning outcomes. In this way, the EPs aimed to provide valid content-driven instruction.

Subsequently, this mixed-methodological approach is in-line with Brown’s beliefs (2002) in which the “principal ingredients of old methods still effectively find their way into our array of pedagogical options for treatment.”

Description of data

The research was based on first-hand accounts in the form of both teacher and student feedback. Consequently, the study’s data qualifies as primary source data (Saunders et al., 2009). Furthermore, analysis based on this primary source data is primary research because it is original and not based on a previously conducted analysis of this dataset (Healey Library, University of Massachusetts Boston, 2019).

The project followed a methodology that used quantitative data, or “data that have been quantified” (Saunders et al., 2009, p. 486) and qualitative data or “non-numerical data that has not been quantified” (Saunders et al., 2009, p. 486). Quantitative data was obtained through the use of a post-lesson survey, which asked students to rate various aspects of the lesson content and

procedure (Appendix 3). Qualitative data were obtained from students' comments and the teacher's own observations.

TILT EP rationale and procedure

EP1 was inspired by TILT and focused on the application of CA in the classroom. The main aim of the lesson was to use L1 in the classroom as a way of cementing a deeper understanding of L2. The secondary aims of the lesson were: a) to enable students to better understand a selection of common idioms in English, b) to raise awareness of the dangers of an over-reliance on translation software such as 'Google Translate.'

The lesson procedure followed the steps below (rationale included in bold):

1. Students received an Arabic Google translation based on an English text containing a number of idioms (Appendix 2).
2. Students read and translated the paragraph back into English (**students draw on previously acquired language**).
3. Learners received the original paragraph in English (**to encourage learners to notice any differences between their version and the original version / to introduce the concept of idiomaticity – where form and function of lexical units are incongruous**).
4. Teacher issued an exercise which asked students to match the meaning of the idioms to their respective form (**to promote a better understanding of selected idioms**).
5. Students tried to find an Arabic equivalent to the English idioms (**to encourage CA/to generate a discussion on cultural differences regarding Arabic and English idioms**).
6. Learners made sentences with the target English idioms (**to provide opportunities for production using the target language**).

Suggestopedia rationale and procedure

EP2 was inspired by some of the concepts of Suggestopedia. Unlike EP1, which was based on TILT, EP2 was only loosely couched in the Suggestopedia methodology. The decision to conduct a 'shallow-end' Suggestopedia lesson was made based on cultural factors and syllabus constraints. As such, elements of Suggestopedia which involved singing and drama were omitted, as they were deemed culturally inappropriate and redundant in terms of syllabus fit.

The main objective of EP2 was to lower the students' affective filter, make them feel more comfortable and thus better able to comprehend more challenging EAP content in the form of an extended IELTS-type reading text.

First, students were asked to get themselves a tea/coffee and relocate to the larger, lighter common room. In this space, both students and the instructor formed a circle and background music was played. The rationale behind the changes in these environmental conditions was to make the learning experience relaxing, novel and therefore introduce a change of dynamic.

The lesson procedure followed the steps below (rationale included in bold):

1. Students received an IELTS reading text.

2. 1st reading led by the teacher (accompanied by low, background music). At this stage, the teacher used intonation to emphasize the main ideas within sentences and paragraphs (**active concert session – to provide input linking pronunciation to unknown/less known vocabulary, to highlight key information in the text**).
3. 2nd reading with students volunteering to read individual paragraphs (**active concert session – to further familiarise students with the text and check understanding of lexis through familiarity of pronunciation**).
4. 3rd reading with students highlighting every unknown lexical item in the text. At this stage, students were allowed to decide on the music selection (**passive concert session – students focus on unknown lexis/take more control of their learning environment**).
5. Students selected a maximum of 10 words from their underlined unknown vocabulary and guess their Arabic equivalents, marking down their guesses on the handout (**to encourage students to discriminate between unknown language and unknown language key to the comprehension of the text**).
6. Students checked their guesses using dictionaries on their phones (**to provide feedback on predictions**).
7. Students produced a summary of the main text (**to check the global understanding of the extract**).
8. Students complete accompanying IELTS questions (**to link previous activities to real-life IELTS reading questions**).

Findings and discussion

TILT experimental practice

The full results from the TILT post-lesson survey can be found in Appendix 3a. Figure 2 provides a visual representation of the results.

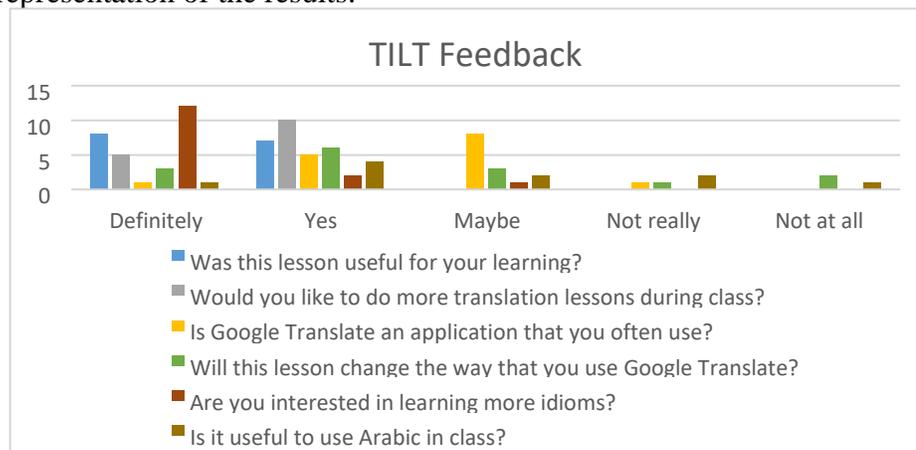


Figure 2. Student feedback on TILT experimental practice

The survey consisted of six questions designed to gauge student opinions on the use of L1 in the classroom and elicit learner perceptions of English idioms. Overall, the students were very positive regarding the lesson content.

In particular, students responded favorably to the idiomatic content of the lesson. They enjoyed learning idiomatic multi-word units and would like to encounter more of these vocabulary structures in the future.

In terms of CA, students expressed a desire to do more translation in class and found the lesson useful. They believed that the lesson could help them change how they use Google Translate and approach translation in the future. However, one caveat to this finding is that students were neither positive, neutral, or negative in their responses to the use of Arabic in class. On the surface, this suggests that there is an element of contradiction regarding the usefulness of (using Arabic in) the lesson.

One hypothesis for this contradiction could be that previous monolingual instruction has had the effect of negatively conditioning students to the use of L1 in the classroom. For example, it is a common occurrence in the CLT classroom for instructors to discourage L1 use in the learning environment; be that L1 for productive and unproductive use. Therefore, one stand-alone lesson which promotes the use of L1 in the classroom may not be effective in changing students' current negative perceptions of L1.

In terms of the Centring Principle outlined by Mellow (2002), the lesson followed a sequence of activities that directed the lesson from formal/growth to more functional/construction. CA (formal/growth) provided opportunities for students to notice variations between Arabic and English idioms and draw on previously acquired language. As the lesson progressed, students were encouraged to construct their own sentences (functional/construction) using the newly encountered L2 idioms. In this respect, the lesson was balanced, centered and provided a meaningful encounter with the target language.

Of Brown's 12 principles of post-method teaching (2002), the following four were most applicable to this lesson:

- meaningful learning
- language-culture connection
- the native language effect
- communicative competence.

The first three principles are related to the use of both L1 and L2 in the lesson through CA. At the end of the lesson, students were better able to understand literal and figurative equivalences in Arabic and English idioms through CA (meaningful learning, language-culture connection, the native language effect). Furthermore, the lesson generated an animated discussion (in English) between Arabic and English idiomatic equivalences (meaningful learning, the native language effect). Finally, students were able to recycle language (communicative competence).

As illustrated above, Brown's 12 principles can be used as a checklist to be carried out after a lesson has been conducted. A quick review of the list can inform the language trainer which areas have been covered and which should be considered in the future, as successful learning depends on an equal application of all of the principles as the syllabus progresses (Brown 2002).

Suggestopedia experimental practice

Data collected from the Suggestopedia inspired lesson was based on a qualitative student feedback survey. This mode of collecting student impressions on the lesson was in keeping with the subjective nature of the methodology being tested. Post-lesson, students were presented with an eight-question survey designed to elicit more detailed responses, rather than a quantitative rating. Nevertheless, the full results of responses from the 13 students who took part in the lesson (Appendix 3b) show that there was a correlation in student opinions regarding the lesson content.

Overall, the students were very positive regarding the content of the lesson. In particular, 11 of the 13 students thought that the use of background music helped them to relax and feel at ease. In terms of music volume, the majority of the class preferred it when the music was low. Finally, almost all participants in EP2 wanted to undertake more lessons that followed this ‘shallow-end’ Suggestopedia format.

Although students responded positively to all questions, there were interesting responses to the questions which focussed on the use of Arabic during the lesson and the validity of the lesson in terms of preparing the students for the IELTS reading exam component. One student commented, “I prefer only in English because English to Arabic takes more time,” while four students suggested that “It’s better to practice under exam conditions because it’s more helpful.” That said, all four of these students enjoyed the lesson and wanted further reading practice, which followed the Suggestopedia methodology.

Using Mellow’s two-dimensional model, the lesson focussed on growth in form and functional language because there was an emphasis on exposure to more natural input. Reading inputs 1 and 2 were conducted at a slow pace and students were not asked to undertake any task in particular. In this section, there was an emphasis on ‘getting a feel for the language.’ Next, exercises that provided opportunities for translation helped to center the lesson more towards formal language and construction as students were expected to use more deductive cognitive processes. Finally, the summary completion exercise required students to use the language in a more ‘professional skills capacity’; hence this section was anchored more within the functional/growth quadrant. In this respect, the sequencing and coherence of activities provided balance consistent with Mellow’s centering principle.

An analysis of the lesson using Brown’s twelve principles (2002) revealed that EP2 was a more holistic linguistic journey compared to EP1 insomuch as it covered more principles indicative of meaningful learning. Table 1 provides a summary of the key principles covered in EP2.

Table 1. *Summary of Brown’s principles targeted in EP2*

Principle	Example
Automaticity	Students were not asked to overanalyze rules. There was an initial focus on interacting with previously acquired language.

Meaningful learning	Obtaining a respectable IELTS score motivates learners. Therefore the use of IELTS reading texts provided meaningful input and opportunities for meaningful learning.
Intrinsic motivation	Environmental factors such as music, tea and settings were designed to blur the work/leisure boundary of language learning in an attempt to more fully motivate learners.
Strategic investment	The lesson provided a template that could be used by students when engaging in reading for self-study.
Self-confidence	In the lesson, there was an emphasis on what students understood. Furthermore, the pace of the lesson and the collaborative nature of the activities did not pressure students.
Risk-taking	Students were provided with opportunities to guess unknown vocabulary before using dictionaries.
Communicative competence	Learners were given the opportunity to communicate their understanding of the text by constructing a summary of its main points.

In sum, student feedback and post-lesson evaluation through Brown's principles of post method and Mellow's two-dimensional model reveal that these shallow-end Suggestopedia styled activities and lessons can be incorporated effectively into a CLT syllabus.

Conclusion

This study aimed to explore the validity of adopting a more principled eclectic approach to EAP instruction in a Higher Education context. The rationale behind this aim was to better understand if a principled eclectic approach could better engage students and thus promote more effective SLA.

TILT and Suggestopedia were selected as trial methodologies because they were deemed eclectic in the sense that they represent methodologies that do not follow standard CLT dogma. To better understand whether these approaches can be incorporated into a CLT syllabus and therefore become 'principally eclectic' (i.e., alternative, but not haphazard or running counter to the aims of the overall syllabus), both Brown's post-method principles (2002) and Mellow's two-dimensional model and centering principle (2002) were chosen as evaluative frames for the EP lessons.

Findings from analysis of the EP lessons using these models revealed that the content of EP1 and EP2 was balanced, coherent, met the needs of the learners and the needs of the wider syllabus. Furthermore, analysis of participant feedback revealed that students were positive of the

EPs, believed that the methodologies tested helped them with their English SLA and wanted further exposure to these methodologies.

Despite these findings, a note of caution must be maintained, as data from two EP lessons should not be considered sufficient to make the assumption that students need to engage more fully with TILT and Suggestopedia methodologies on a daily, weekly, or even monthly basis.

In light of these findings, it is recommended that a second cycle of principled eclectic research be conducted to transition this investigation from a one-off, cross-sectional study to a more longitudinal investigation. In this way, it should be possible to gain a greater insight into the merits and demerits of incorporating principled eclecticism into an EAP syllabus based on a CLT approach.

About the Author:

Thomas Brett is an English lecturer at the College of Banking and Financial Studies in Oman. His work focuses specifically on preparing undergraduates for life in specialization. He is currently working on adapting class-based, language skills activities for online delivery. He often finds inspiration for his classes when hiking in the mountains and wadis of Oman. <https://orcid.org/0000-0003-2814-7533>

References

- Baur, R. S. (1984). Die psychopädische variante der suggestopädie (psychopädie). In H. L. Bauer (Ed.), *Unterrichtspraxis und theoretische fundierung in Deutsch als fremdsprache*. (pp. 291-326). München: Goethe-Institut.
- Brown, H. D. (2002). English language teaching in the post-method era: Towards better diagnosis, treatment and assessment. In J. C. Richards, & W. A. Renanyda (Eds.), *Methodology in English language teaching*. (pp. 9-18). New York: CUP.
- Celce-Murcia, M. (1991). *Teaching English as a second foreign language*. Massachusetts: Heinle & Heinle.
- Chandler, D. (2007). *Semiotics: The basics*. London: Routledge.
- Chomsky, N. (1986). *Knowledge of language: Its nature, origin and use*. New York: Praeger.
- Cook, G. (2010). *Translation in language teaching*. Oxford: Oxford Applied Linguistics.
- Dellar, S., & Rinvoluceri, M. (2002). *Using the mother tongue*. Peaslake: Delta Publishing.
- Healey Library, University of Massachusetts Boston (2019, March 14). *Primary sources: A research guide*. Retrieved from <https://umb.libguides.com/PrimarySources/secondary>
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (2nd ed.)*. Oxford: Oxford University Press.
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. Ann Arbor: University of Michigan.
- Lukesch, H. (2000). Lernen ohne anstrengung? Der sirenengesang der geheimen verführer. [Learning without effort? sirens' songs of secret seducers]. *Zeitschrift für pädagogische psychologie/German Journal of educational psychology*, 14, 59-62.

- Mellow, J. D. (2000). Western influences on indigenous language teaching. In J. Reyhner, J. Martin, L. Lockard, & W. Sakiestewa Gilbert (Eds.), *Learn in beauty: Indigenous education for a new century* (pp. 102-113). Flagstaff, AZ: Northern Arizona University. Available: <http://jan.ucc.nau.edu/~jar/LIB/LIB9.html>
- Mellow, J.D (2002). Towards principled eclecticism in language teaching: The two-dimensional model and centering principle. *Teaching English as a Second Language Journal*, 5(4), A-1.
- Paulston, C. B. (1971). The sequencing of structural pattern drills. *TESOL Quarterly*, 5, 197-208.
- Prida, F. (2017). *Educational approaches in constructivism and behaviourism*. Retrieved from <http://eslarticle.com/pub/teaching-methodology/139589-EducationalApproach-in-Constructivism-and-Behaviorism.html>
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Harlow: Pearson Education Ltd.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-158.
- Weideman, A. (2001). The old and the new: Reconsidering eclecticism in language teaching. *Linguam*, 17(1) 1-13. doi.org/10.5785/17-1-131.

Appendices

Appendix A

Brown's twelve principles

Automaticity

Efficient SLA involves the movement in control of a few language forms into an unlimited number of language forms, without overanalyzing the rules of the language.

Meaningful learning

Meaningful learning will lead to better retention of the language. One example of this is content-centered approaches to language learning.

The anticipation of reward

Humans are driven to act by the anticipation of reward. These rewards can be intangible or tangible, long, or short term. Long term success in SLA relies on intrinsic reward, yet moment-by-moment rewards keep the classroom interesting.

Intrinsic motivation

Some reward-driven behavior is extrinsic (externally administered by someone else) behavior. A more powerful category is intrinsic motivation. This is motivation that stems from the needs, wants, desires within oneself. The behavior itself has the potential to be rewarding and learners are more likely to maintain the behavior beyond the presence of external factors (teachers, parents, etc)

Strategic investment

Success in SLA is dependent upon the student's own personal investment of time, effort and attention to produce a number of strategies for comprehending and producing language.

Language ego

As humans learn a new language, they develop new ways of thinking, feeling and acting. This second identity or language ego that is intertwined with the second language can create a sense of fragility, defensiveness and raising of inhibitions.

Self-confidence

The eventual success in a learner undertaking a task is partially a factor of their belief in themselves being capable of them accomplishing the task. Global self-esteem is at the root of eventual attainment.

Risk-taking

Successful SLA involves language learners understanding that they are vulnerable beings, yet being able to take risks in attempting to produce language that is a bit beyond them.

Language-culture connection

Whenever a language is learned, so is a complex system of cultural customs, values, ways of thinking, feeling and acting.

The native language effect

The native language of a learner is a highly significant system upon which predictions regarding the patterns of the target language are made. These predictions can be both facilitating and interfering (positive and negative transfer).

Interlanguage

Language learners go through a systemic process of development as they progress to full competence in a language. Successful interlanguage development depends in part on feedback from others or even themselves.

Communicative competence

As communicative competence is the goal of SLA, instruction needs to involve all of its components: organizational, pragmatic, strategic and psychomotoric. Communicative goals should be set which do not privilege one area, i.e., language use/usage, fluency/accuracy, authentic language/contexts, classroom language/real-world language.

Appendix B EP1 student handout Translation time!

A) Please read my google translation below.

كان جوي إنجليزي يقطع الزوايا طوال اليوم حمت يتمكن من إنهاء عمله قبل الساعة الثانية مساءً. كان يحتاج إلى المغادرة قبل الساعة 00:2 مساءً لأنه كان عطلة نهاية الأسبوع وأراد الذهاب إلى المخيم مع أصدقائه. لم يكن جوي يف وضع جيد يف العمل وبدأت الأمور تخرج عن السيطرة عندما أسقط أحد اللقرسصل قواصرة قل تصرفيريرًا ، كاسرئنا علنن الجغو ويان أصان يت عالنضو وايلتر الصرابيصطة نويبة طاربللى إल्ली ر ئيموسس الكروو ل يس. سرق ة كمبيوتر الرئيس .

B) Now, please translate into English below.

Original English version

C) Please read, what kind of words are the ones in bold?

Johnny English was **cutting corners** all day so that he could finish his work before 2:00 pm. He needed to leave before 2:00 pm because it was the weekend and he wanted to go camping with his friends. Johnny wasn't **on the ball** at work and things started to **get out of hand** when he **dropped a clanger** and emailed a top-secret report on British nuclear submarines to the Russian president.

To **cut a long story short**, Johnny had to **bite the bullet** and fly to Moscow to steal the president's computer.

D) Please match the idiom on the left to its correct meaning on the right.

- | | |
|----------------------------------|--------------------------------------|
| 1) cutting corners | don't delay something and just do it |
| 2) on the ball | make a mistake |
| 3) get out of hand | to be direct/to summarise |
| 4) dropped a clanger | get out of control |
| 5) cut a long story short | concentrating/paying attention |
| 6) bite the bullet | doing a job quickly and badly |

E) Can you think of the equivalent idioms in Arabic?

English idiom

Arabic equivalent

cutting corners
on the ball

get out of hand
 drop a clanger
 cut a long story short
 bite the bullet

F) Please make some sentences of your own with the idioms from the lesson.

G) Discussion questions.

- 1) What does this exercise tell us about translation?
- 2) Is there such a thing as a perfect translation?
- 3) Is translation / interpretation a useful skill? If so, can you think of situations when you need to translate or interpret?
- 4) Is using Arabic useful in the classroom?

Appendix 3a **EP survey 1**

	Definitely	Yes	Maybe	Not really	Not at all
Was this lesson useful for your learning?	8	7	0	0	0
Would you like to do more translation lessons during class?	5	10	0	0	0

Is Google Translate an application that you often use?	1	5	8	1	0
Will this lesson change the way that you use Google Translate?	3	6	3	1	2
Are you interested in learning more idioms?	12	2	1	0	0
Is it useful to use Arabic in class?	1	4	2	2	1
Any other comments	<p>It is useful to use Arabic in class. We need more of this lesson. Thanks for the interesting lesson. How the IELTS idioms comes? These idioms are useful and I am interested to learn more of them. This is very interesting. God bless you. It's perfect to learning (this lesson) and how to speak in idiom. It was useful for me and I learn new things it will help me a lot.</p>				

Appendix 3b

How useful was the lesson for improving your reading skills?
<ul style="list-style-type: none"> • It was quite useful – translating different words. • This lesson helped me to guess and get words easily (2). • Improved my reading skills (2). • It was useful (3). • The vocabulary was useful. • It helped my ability to focus. • I feel that I'm improving in vocabulary and that I am fast. • Not good IELTS reading is so difficult.
How useful was the music?

<ul style="list-style-type: none"> • I felt relaxed (10). • It put me in a good mood. • We adapted to the music over time. Concentrated more. Didn't feel bored. • It helped me to relax because I wasn't familiar with the music played.
<p>Which volume of music did you prefer?</p>
<ul style="list-style-type: none"> • When it was quieter, it was better to concentrate (8). • Medium volume (2). • Makes no difference. • I prefer loud music because it distracts my mind from discussion around me (2).
<p>How useful was it to drink tea in class?</p>
<ul style="list-style-type: none"> • It refreshed us (4). • It helped me to relax more (4). • Helped me to pay attention. • It gave me a jump start. • Nice new routine.
<p>How useful was it to discuss the summary in Arabic before reporting back in English?</p>
<ul style="list-style-type: none"> • It was easier this way (2). • I preferred this way (3). • Easier to understand the topic (4). • We can understand more in Arabic and translate this way (2). • Both are good. • I prefer only in English because English to Arabic takes more time.
<p>How useful was this lesson to improving your IELTS reading skills?</p>
<p><input type="checkbox"/> I feel it's better to practice under exam conditions because it's more helpful (4). <input type="checkbox"/> I need more practice because I need full marks.</p>
<ul style="list-style-type: none"> • It helps me if I can understand everything in the reading. • More practice please because I can't understand everything when skimming. • Yes, I would like to do it in this way because exam conditions are boring (3). • I would prefer this way because my answers were very close to the questions.
<p>Would you like more lessons like this?</p>
<ul style="list-style-type: none"> • Yes, sure (11). • Yes because it was new and refreshing.
<p>Any other comments</p>
<ul style="list-style-type: none"> • All things in this lesson was nice. we need more lessons like this. • I love the lesson of today a lot. • I want 2 more hours to practice for reading and writing. • Thanks for your hard work (2).