

Principled Eclecticism in English Language Teaching: A Learner-Centred Pedagogical Approach

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Abstract

This paper reviews Principled Eclecticism as a pedagogical approach that is learner centered in English Language Teaching (ELT). Although each of the traditional methods like Grammar Translation Method, Audio Lingual Method, Direct Method and Communicative Language Teaching have its own specific advantages, when they are used in isolation not much needs of people in modern day classrooms are met. Based on a learner centered framework, the paper promotes Principled Eclecticism which reflects an intelligent and purposeful combination of several methodologies framed after the needs of learners, situational factors, and instructional goals. The paper presents the roles of Principled Eclecticism in enabling teachers to mix the techniques strategically, adjust to different types of learning process and ways of responding to dynamic language needs, promoting learner independence, improving communicative competence in the process. The essential approaches to their implementation, such as needs analysis, method integration, and regular feedback, are also discussed, as well as the possible obstacles on the way to their successful deployment, including the elevated degree of planning involvement and the need to train professionals. A flexible Principled Eclecticism has been presented as the evidence based responsive and high-impact method that enhances the engagement of learners and the results of language learning in any ELT contexts.

Keywords: *Principled Eclecticism, English Language Teaching, Learner Centred Approach*

INTRODUCTION

In the process of ELT, teachers have seen the emergence of several methodologies; the principal objective of every methodology differs. For example, the Grammar-Translation Method attends to the reading and translation skills and is well-organised for the grammar rule knowledge of students. While foundational in its focus on structure (Richards & Rodgers, 2014), the strategic inclusion of GTM elements, such as translation and explicit grammar instruction, remains a recognised component in principled, modern ELT practice (Brett, 2020). On the other hand, the Audio-Lingual Method (ALM) was developed in the mid-twentieth century, based on a structural approach with language mastery and an emphasis on modelling and controlled patterning to ascribe good speech habits (Larsen-Freeman, 2011). While its rigid adherence to structure has been criticized, its techniques for highly systematized, controlled practice remain valuable components of an effective, planned curriculum (Aada, 2020). Another of the most popular methods which are used in teaching is the Direct Method; this requires the learner to speak and comprehend the target language as

much as possible and very little or no L1. Communicative Language Teaching (CLT) has emerged in more recent years with the principal tenet that interaction and real-life communication is the key to language acquisition (Savignon, 2002; Ghafar et al., 2023).

While these methods can greatly help in pedagogical preparedness, problems are usually encountered whenever the methods are carried out separately. Each tends to focus on a single area that is partially helpful in teaching a class, which causes the reluctance to meet the specific demand of learners in the classroom. Each method in ELT has its advantages; however, fixation on one method prevents its proper use in the classroom. For example, using the Grammar-Translation Method, learners can get valuable reading and translation skills but speaking and listening skills, fundamental for communication, can remain in the background (Richards & Rodgers, 2014). A qualitative synthesis of current literature demonstrates that the ability of the eclectic approach to draw from multiple methodologies is essential for creating a tailored learning experience and enhancing overall language proficiency, directly addressing the limitations of single methods (Valledor et al., 2023). Likewise, approaches as the Audio-Lingual Method, though helpful for the formation of pronunciation and pattern practice, do not promote interaction, as inanimation supersedes interaction for meaning (Larsen-Freeman, 2011; Ghafar et al., 2023).

In addition, the fact that learners in any given class are strangers with differing needs and styles presents considerable problems to any one method. Learners differ in their approach to learning, cultural endowment, and language mastery with the result that a single strategy cannot address the need of all the learners. A mechanical approach may even fail to consider these differences and can make some learners disinterested and frenzied (Ur, 1996). This challenge is why the eclectic teaching method represents a paradigm shift in contemporary pedagogy for an inclusive classroom, actively considering different learning preferences and styles to engage all students (Fru-Ngongban, 2023). Besides, establishment and development of more adequate forms of communication call for active attitudes toward language as a social practice in today's world. For instance, the techniques which used only containing grammar knowledge may not be enough for preparing learners to the modern world in the computer era which language is more flexible and situational. Teachers who teach using only one method may have a difficulty in predicating communication in different situations and setting (Kumaravadivelu, 2006). This difficulty underscores why eclecticism as a method of teaching EFL or ESL has become essential for equipping students with the comprehensive skills needed for varied communication contexts (Glotkina, 2019).

Problems of ELT for the teacher and the wide range of needs of the learners also reveal the need for a more flexible approach. The goal of this paper is to offer Principled Eclecticism as an option other than an exclusive reliance and adherence to any method. Unlike free selection of methods, where a teacher randomly picked methods, Principled Eclecticism is done selectively under consideration of the learners' needs, environmental factors and the language ability that is being addressed (Larsen-Freeman, 2011). This disciplined approach requires teachers to focus on applying the eclectic principles which guide instruction based on clear learning objectives, rather than simply mixing techniques (Sunardi, 2018).

The theoretical background for this approach is based primarily on the learner-centred model. Principled Eclecticism enriches learning because it provides strength to prioritise learners as well as student needs and learning style and it also offers flexibility to respond to the several classrooms needs, which will enable a teacher to respond to the need of students when providing instructions. This paper examines the theoretical framework of Principled Eclecticism, how it can be applied and identifies the advantages of its use in meeting emerging challenges in ELT. Implicitly, it aims at supporting an approach to teaching that is learner-centred, and for which there is no specific restricted method that the teacher must follow but rather the most effective one which must be chosen depending on the given context.

Principled Eclecticism

Principled Eclecticism in ELT, as the name suggests, involves the conscious and purposeful integration of teaching practices and strategies depending upon the learners and the context as well as given instructional objectives. While, random-mixing of methods may just be done haphazardly without strategic bases, principled mixing of methods is done based on findings from research and constant observation about what is good for learners (Larsen-Freeman, 2011). Modern literature confirms that PE is an appropriate approach in language teaching because it is a conscious selection of criteria and a structured integration of strategies that can be modified according to the circumstances and demands of the learners (Valledor et al., 2023).

Thus, Principled Eclecticism aims at the best result in the language teaching by using the variety of method's advantages. For example, a teacher might use grammar instruction and translation from the Grammar Translation Method and learner activities from the Communicative Language Teaching Approach or use task-based or other lesson strategies

from the Direct Method with more conventional and structured activities. The crucial point is that these choices are made with a view to the learners' requirements and goals rather than the teacher's preference for a certain approach (Richards & Rodgers, 2014). This strategic implementation is shown to enhance EFL learners' English proficiency through a customized blend of teaching techniques (Sarifa, 2020).

This approach of guided decision making enable teachers more discretionary in their practices where they can adopt and choose means and ways of teaching that they desire and at the same time be bounded by standards and research findings on the best practice that was selected by the teacher. In practice it might, for example, mean using direct explicit teacher directed methods such as narrating a story to teach new words but then using interactive avenues such as role plays or group discussions to reinforce the words and their use fluently and meaningfully (Brown 2007). The strategic implementation of these combined methods is specifically shown to enhance EFL learners' English proficiency (Sarifa, 2020). Due to these grounding of decision in the theory as well as in the practice of the classroom, Principled Eclecticism makes the language instruction not only flexible but also reliable or effective.

Learner-Centred Approach in ELT

A learner-centred approach ELT contributes towards the change of practice from the conventional transmission of knowledge by the teacher to the learners to a more facilitative learning context where the learners are more involved in their learning process. Thus, in learner-centred approach to EFL classroom instruction, the teaching strategies, techniques and the teaching/learning materials chosen course to cater for the learners' needs, interests, and learning modalities since the learners are the focal point of the teaching process (Nunan, 2013). This philosophy, which emphasizes considering different learning preferences and styles, represents a paradigm shift toward inclusive education (Fru-Ngongban, 2023).

This approach is intrinsic to Principled Eclecticism. According to Principled Eclecticism, the teacher can choose the method and technique that would help the learner fulfil his/her language needs. For instance, some of the students will need some sort of communicative activities that can be done in class, while others may need more grammar in class. Teachers thus have flexibility in choosing a method and making changes regarding the context of their learners (Brown, 2007). This decision-making process is based on applying the eclectic principles to instruction, ensuring that teaching is purposeful and tailored to the learning environment Sunardi (2018). Thus, the activity and concern of independent learning are

fostered through a learner-centred environment by encouraging the perception that the learner's own learning needs are being served. This is especially the case in multicultural learning environment where children may have different language abilities and experience, or different learning expectations. Nonetheless the openness of Principled Eclecticism guarantees that the classroom atmosphere is not stale also becomes admitting every learner (Tudor, 1996). This is because the eclectic teaching method represents a paradigm shift in contemporary pedagogy for an inclusive classroom, actively considering different learning preferences and styles to engage all students (Fru-Ngongban, 2023).

Also, a learner-centred classroom promotes student responsibility and students embrace their responsibility to learn. This is because whenever learners are engaged in the process of learning language, they are more productive, independent and the most important aspect, they are intrinsically motivated. Teachers serve as teacher-mentors directing learners in the learning process but let them try and fail, run into error and succeed on their own (Benson, 2011). This active approach, supported by the eclectic method, enhances not only English proficiency but also student motivation and engagement, making learning more dynamic and participatory (Sarifa, 2020). In other words, Principled Eclecticism offers the necessary variations, or a choice of practices, in the learner-centred classroom, in which decisions derived from the choice of method fully account for what is best for learners in terms of language learning objectives.

Rationale for Using Principled Eclecticism in ELT

As evidenced earlier in this chapter, the application of Principled Eclecticism in ELT provides a strong positive response to the issues of diversities and multiple demands surrounding ELT. There are several key reasons why this approach is particularly effective in modern classrooms:

1. Addressing Diverse Learning Styles

With different learning style variations, students enter the classroom as visual learners, auditory learners, or kinesthetic learners. To deal with these styles, none of the methods can be effectively used alone. This means that through principles of Principled Eclecticism, teachers can easily design strategies that will incorporate these different modalities of learning. For example, teachers may use videos and pictures together with listening audits and touch tasks for teachers. The eclectic teaching method is therefore seen as a paradigm shift toward contemporary pedagogy for an inclusive classroom, actively considering different learning preferences and styles to engage all students (Fru-Ngongban, 2023). It

contributes to its effectiveness towards the lower preference or learning styles or towards those students who require more brains within, can access the content and do development towards the language (Gardner, 1993).

2. Flexibility in Response to Learning Contexts

Classroom contexts vary as much as in terms of learner's language and culture, or merely the practical resources available in a classroom. These are peculiarities that can be addressed by applying the benefits of Principled Eclecticism to the work of a teacher. In case of multilingual or multicultural classroom context, a teacher might try applying Communicative Language Teaching (CLT), to focus on real life interactional requirements; however, he/she might have to include grammar-based teaching to meet specific linguistic demands (Richards & Rodgers, 2014). This blending of methods is confirmed to be an appropriate approach in language teaching because it is a conscious selection of criteria and a structured integration of strategies that can be modified according to the circumstances and demands of the learners (Valledor et al., 2023). It helps make teaching relevant not only to classroom situation but also to extra class usage of language both formally and informally.

3. Encouraging Learner Autonomy

Of course, recognising the autonomy of the learner is one of the main advantages of Principled Eclecticism. Having been introduced to several approaches and techniques, the learners start experiencing which ones are most suitable for them. This enables them to assume some responsibility of learning enabling them to try how they can practice language in other ways other than the classroom (Benson, 2011). This proactive approach, supported by the eclectic method, enhances not only English proficiency but also student motivation and engagement, making learning more dynamic and participatory (Sarifa, 2020). By this autonomy, the teachers ensure the learners develop learning habits that are essential in mastering the language for a long time.

4. Adaptability to Changing Language Demands

The role and patterns of language usage have evolved very much in the recent years and particularly in the context of globalisation and with the help of new technologies, thus the strategies applied to teaching and learning should be also change-centred. By use of Principled Eclecticism, teachers can adopt new teaching tools and techniques in the society that emulate the communication practices of the time. For example, teachers can use technological means for creation and sharing information within a class, while using obvious but still effective methods like discussion or reading. The successful application of the eclectic approach to language teaching has been demonstrated to improve language

proficiency and prepare learners to solve modern communicative issues (Glotkina, 2019). This makes learners not only learn the basics of language but also solves the modern-day communicative issues (Larsen-Freeman, 2011).

Implementing Principled Eclecticism in Practice

As already pointed out, Principled Eclecticism is committed to pragmatic adaptation, yet this pragmatic adaptation must be informed by reason. Several steps have been put within the implementation process to ensure that the approach still undergoes a proper flow and focuses on the learners.

1. Needs Analysis

The first process of Principled Eclecticism is therefore the needs assessment. This includes the identification of the learners' language proficiency, language learning and use literacy and learning preferences. By so doing, teachers need to look at factors like size of the class, the culture, the learners and resources available to them (Nunan, 2013). This essential process of identifying needs, gaps, and future directions is formalized using literature review as a research methodology, which provides foundational guidelines for comprehensive assessment (Snyder, 2019). Recognizing these variables will help teachers to make right decisions about which methods or techniques they must use, ensuring the approach is based on a conscious selection of criteria tailored to the circumstances and demands of the learners (Valledor et al., 2023). For example, should learners be getting ready for a standard test then combining intensions of the Grammar-Translation Method such as grammar drills as well as practices rooted in Communicative Language Teaching (CLT) seem fit. In contrast, if the focus is set, for example, on developing the speaking skills more time can be dedicated to the conversation practices and interactive polls.

2. Blending Methods Effectively

Once the learners' needs have been ascertained, teachers can start to choose the right mix of all the methods to apply. About the approach, Principled Eclecticism lets the teacher combine techniques from different methodologies based on learning outcomes. For instance, a teacher will drum up a lesson following the presentation, practice and production (PPP) pattern, but will open with a Grammar-Translation approach. Some communicative tasks from the CLT approach may follow; students demonstrate the use of the target language within context. The idea is to apply various methods at appropriate times in instruction to address student learning rates and to stay engaged in construction of an effective and meaningful learning environment (Larsen-Freeman, 2011). Recent research confirms that developing writing

materials and lesson plans based on the eclectic approach is an effective way to tailor instruction and ensure materials are designed to meet specific learner needs (Kurniasih & Rahmawati, 2018). Furthermore, the blending of techniques is essential as the effectiveness of the eclectic approach has been demonstrated empirically, for example, in improving specific language skills such as English verb learning (Rehman, 2023).

3. Assessment and Feedback

It will therefore need substantial monitoring to make sure that the complex methods still hold water. This can be course content knowledge tests such as quizzes and tests and other techniques such as open discussions in class or feedback from the learner. According to Richards and Rodgers (2014), teachers should always self-assess what practice is effective and modify the next one. This continuous self-assessment and modification is vital for teachers engaging in reflective practice in the classroom (Rukminingsih et al., 2024). In addition, learners' feedback is crucial in developing the eclectic approach used to teach these two topics. The information coming from the students regarding certain activity that may be of interest to them, or the ones which they seemingly benefit from in the learning process, assists the teachers to tweak methodologies to foster learners' independence and passion. This commitment to continuous adjustment ensures that the flexible approach ultimately enhances EFL learners' English proficiency through a customized and effective pedagogical experience (Sarifa, 2020).

Principled Eclecticism in Nigerian ESL Classroom Context

Drawing from the realities of English Language Teaching (ELT) in Nigeria, the integration of principled eclecticism offers a practical and context-sensitive framework that aligns with both empirical evidence and classroom experience. As academics and practitioners within the Nigerian ESL landscape, we find the studies by Dozie et al. (2023), Ene and Ene (2022), and Adebileje and Akinola (2020) particularly instructive because they collectively illustrate how theory and practice can meet in our unique teaching environments—where resources are limited, classes are large, and learner diversity is immense.

The study by Dozie, Regis-Onuoha, Madu, Egwim, Okere, and Ihejirika (2023) offers a robust empirical demonstration of how eclecticism can enhance students' language competence in a real Nigerian university classroom. Conducted at the Federal University of Technology, Owerri (FUTO), the study compared communicative, task-based, and eclectic teaching methods against a traditional control group. Over a six-week intervention, the eclectic group recorded the highest improvement in writing proficiency, demonstrating the

power of blending methods such as guided writing, peer feedback, and communicative practice.

From our standpoint, this study vividly captures what often happens in Nigerian classrooms, where teachers intuitively combine techniques to meet learners' diverse needs. We find the study's continuous assessment model especially practical; it mirrors the cyclical process many of us employ diagnosing learners' weaknesses, addressing them through varied strategies, and reinforcing learning through constant feedback. It highlights that principled eclecticism is not merely theoretical but a living pedagogy that adapts to the Nigerian teaching condition.

At the secondary level, Ene and Ene (2022) provide a more systemic view, exploring teachers' perceptions and implementation of eclectic methods across the Enugu Education Zone. Their findings highlight that, while many teachers recognise the pedagogical advantages of eclecticism, such as increased learner engagement and flexibility in lesson delivery, its application is often hindered by contextual challenges like overcrowded classrooms, limited materials, and inadequate professional development.

We find this study deeply relatable, as it mirrors the daily realities of many Nigerian teachers who, despite being aware of modern pedagogical strategies, struggle with implementation due to institutional constraints. The implication here is that professional development and teacher education programmes must move beyond theory to practical, context-driven training. Teachers need to be empowered not just with methods, but with the reasoning behind when and how to select and combine them effectively under local conditions.

While Adebileje and Akinola (2020) do not present an experimental study, their analytical exploration of evolving methods in Nigerian ELT is crucial for grounding classroom practice in theory. They advocate for a principled rather than random eclecticism where each methodological choice is justified based on learners' needs, objectives, and available resources. Their framework provides a valuable reflective tool for teachers, enabling them to rationalise and document their pedagogical decisions.

From our perspective, this theoretical lens is vital for bridging the persistent gap between research and practice in Nigerian ELT. Teachers often apply multiple strategies instinctively; Adebileje and Akinola's work gives academic legitimacy to that instinct, turning it into a deliberate and research-informed approach. It reminds us that eclecticism becomes truly

“principled” only when teachers can articulate the why behind each methodological blend. Eclecticism, when guided by principle, becomes not a compromise but an innovation which is a bridge between linguistic theory and classroom reality.

In our own teaching and teacher training engagements, we see the value of using these studies as classroom exemplars. They offer models for developing microteaching sessions that reflect local realities: combining direct instruction with communicative tasks, peer assessment, and contextualised error feedback. They also serve as persuasive evidence for curriculum designers and policymakers to embrace teacher autonomy in method selection rather than rigid adherence to a single methodology. These classroom examples affirm that Nigerian teachers are not passive consumers of foreign pedagogies but active adapters, capable of synthesising global insights into locally meaningful practice. Principled eclecticism, therefore, emerges as both a philosophy of teaching and a reflection of our educational resilience.

Benefits of Principled Eclecticism

The following are the benefits of Principled Eclecticism:

1. Flexibility and Adaptability

One of the most widely acknowledged advantages of Principled Eclecticism is its high level of pedagogical flexibility. The approach frees teachers from rigid adherence to a single method and allows them to make informed instructional choices based on learners’ needs, classroom contexts, and lesson objectives. Recent studies affirm that eclectic teaching empowers instructors to respond dynamically to diverse learner profiles, linguistic backgrounds, and levels of proficiency (Kurniasih & Rahmawati, 2018; Fru-Ngongban, 2023). This adaptability enables teachers to accommodate multiple learning modes, increase student engagement, and minimize classroom management difficulties. As Ghafar, Rahmam, and Rahman (2023) observed, flexibility is especially valuable in multilingual contexts where learners require differentiated instructional support.

2. Learner-Centred Orientation

Principled Eclecticism strongly aligns with contemporary learner-centred pedagogy because it recognises learners as individuals with unique learning styles, preferences, and socio-cultural experiences. The approach places learners at the core of instructional decision-making, allowing teachers to tailor activities to suit varied learning needs. Recent empirical work shows that eclectic instruction enhances learners’ motivation, confidence, and autonomy by providing varied and meaningful learning experiences (Sarifa, 2020; Rehman,

2023). When learners feel valued and actively involved—through activities such as collaborative tasks, problem-solving, scaffolding, and reflective learning—their participation and performance increase significantly. This reinforces the view that learner-centred eclectic practice contributes to a more inclusive and supportive classroom environment.

3. Effective Integration of Multiple Teaching Techniques

Principled Eclecticism enables teachers to combine the strengths of multiple methods while compensating for their individual limitations. By integrating approaches such as Communicative Language Teaching (CLT) for fluency, the Grammar Translation Method (GTM) for structural accuracy, and task-based or audiovisual methods for interactive skills, teachers can provide a more holistic language-learning experience. Recent reviews confirm that eclectic teaching maximizes the pedagogical strengths of diverse approaches and yields better learning outcomes than reliance on a single method (Alsayad et al., 2019; Valledor et al., 2023). This strategic integration ensures balanced development across all language skills and supports learners with different cognitive strengths. As studies have shown, synergizing techniques enhances communicative competence, linguistic accuracy, and overall academic performance (Ghafar et al., 2023).

Challenges of Principled Eclecticism

1. Complexity in Planning and Implementation

Despite its pedagogical advantages, Principled Eclecticism presents considerable complexity in lesson planning and implementation. Effective use of this approach requires teachers to possess extensive knowledge of multiple methods and to make informed decisions about when and how each method should be applied. This intellectual and methodological demand can be particularly challenging for novice or undertrained teachers who may struggle to shift smoothly among different techniques during instruction. Recent studies indicate that inexperienced teachers often find it difficult to coordinate diverse activities, manage pacing, and maintain coherence while applying eclectic strategies (Alsayad et al., 2019; Sarifa, 2020). Without adequate mastery, the approach may result in confusion, fragmented instruction, or cognitive overload for both teachers and learners.

2. Risk of Inconsistent or Unfocused Instruction

Although the flexibility of Principled Eclecticism can be an advantage, it also poses the risk of producing inconsistent or unfocused teaching if not guided by clear pedagogical principles. When instructors lack a well-defined rationale or clear instructional objectives, eclectic

choices may become arbitrary, leading to disjointed lessons rather than coherent learning experiences. Research has highlighted that poorly structured eclectic instruction may result in activities that seem unrelated, thereby weakening learners' progress and reducing instructional effectiveness (Valledor et al., 2023). To avoid these pitfalls, teachers must ensure that their eclectic selections are theoretically grounded and aligned with specific learning goals. Fru-Ngongban (2023) emphasizes that the success of eclectic teaching depends on purposeful integration rather than random mixing of techniques.

3. Demands for Continuous Professional Development

For Principled Eclecticism to be implemented effectively, teachers require ongoing professional development that enhances their methodological repertoire, reflective skills, and pedagogical decision-making. The approach assumes that teachers can critically evaluate diverse methods, adapt them to classroom realities, and modify techniques based on learners' needs. However, in many educational contexts—especially in developing countries—teachers have limited access to training, mentorship, and updated methodological resources. This lack of sustained support weakens teachers' capacity to apply eclectic strategies confidently and competently (Rukminingsih et al., 2024). Consequently, the continuous professional learning required for principled eclectic teaching can become burdensome and difficult to sustain, particularly for teachers working in resource-constrained environments.

CONCLUSION

This paper has demonstrated that Principled Eclecticism offers a comprehensive, context-responsive, and learner-centred framework for English Language Teaching. In today's increasingly diverse classrooms, no single method is sufficient to address the wide range of linguistic, cognitive, and socio-cultural needs that learners bring. By drawing selectively and thoughtfully from multiple pedagogical approaches, Principled Eclecticism allows teachers to respond more effectively to these complexities and to design instruction that is both adaptable and pedagogically sound. This responsiveness is essential in contemporary ELT, where learners' needs evolve rapidly and instructional contexts differ significantly across regions and school types.

A central argument advanced in this discussion is that rigid adherence to any one method limits pedagogical effectiveness. Traditional methods, though valuable, do not provide a holistic solution to the multifaceted nature of language learning. Principled Eclecticism, on the other hand, empowers teachers to integrate strategies from several approaches, modifying, discarding, or reinforcing techniques based on evidence of learner performance. This

flexibility requires deliberate planning and continuous professional reflection, yet it offers substantial rewards in terms of learner engagement, achievement, and the development of learner autonomy. As recent studies affirm, eclectic, learner-centred instruction fosters deeper comprehension, improved communicative competence, and more equitable learning opportunities.

The approach also aligns with global trends in post-method pedagogy, which emphasise teacher agency, contextual relevance, and informed pedagogical judgment over rigid methodological prescriptions. In this sense, Principled Eclecticism positions teachers not merely as implementers of predetermined techniques but as reflective professionals capable of making principled instructional decisions that benefit their learners.

Furthermore, empirical evidence from emerging local research continues to validate this orientation. Findings such as the superior writing improvements reported by Dozie et al. (2023) following the adoption of a principled eclectic framework highlight its practical value in Nigerian classrooms. These outcomes suggest that a broader pedagogical and policy shift is necessary if such gains are to be sustained and scaled.

Considering this evidence, policymakers and teacher-education stakeholders should prioritize the integration of Principled Eclecticism into national teacher preparation programmes. The long-standing “methods-only” orientation found in many institutions is inadequate for the realities of modern classrooms. Instead, teacher education curricula must emphasise pedagogical principles, reflective practice, and contextual decision-making. Equally important is the need to grant teachers greater autonomy within curriculum frameworks, enabling them to adapt instruction in line with the principles of effective and context-sensitive teaching.

Principled Eclecticism stands as a vital pedagogical resource for advancing both learner outcomes and teacher professionalism in English Language Teaching. Its focus on flexibility, learner-centredness, and evidence-informed practice makes it particularly relevant for multilingual and resource-constrained contexts such as Nigeria. When supported by appropriate policy frameworks and strengthened teacher education systems, Principled Eclecticism has the potential to significantly enhance the quality, relevance, and inclusiveness of English language education across the country.

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