

An Eclectic Framework for Grammatical Instruction in Tribal Educational Settings

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ABSTRACT

This research investigation evaluates the efficacy of a novel teaching strategy by combining the “Constructivism” theory of language learning with the modern methodology known as “Principled Eclecticism” to teach tribal students the Parts of Speech (Nouns, Verbs, and Adjectives). It demonstrates how this innovative method adapts well-known writing pedagogies to the unique requirements of tribal learners, thereby addressing the difficulties that students encounter due to exposure to a foreign language. The eclectic methods used include Computer-Assisted Language Learning (CALL), Contextualised Learning, and Communicative Language Teaching (CLT). Forty Grade XIII students from the Government Tribal Residential High School in Top Sengattupatti, Tiruchirappalli, participated in a research study. The mixed-method research involved designing a lesson plan that incorporates constructivist principles alongside the application of principled eclecticism. This is achieved by categorising, selecting, and sequencing writing instruction exercises. To promote interaction and participation in writing tasks requiring contextualised focus, the term “principled” refers to coherence that repeatedly concentrates on the same formal or functional elements and arranges them sequentially. In summary, the study offers a viable way to enhance the teaching of parts of speech by creatively fusing constructivism with principled eclecticism.

Keywords: *constructivism; parts of speech; principled eclecticism; tribal students; writing skill*

INTRODUCTION

Language is the medium through which people convey messages and express thoughts, feelings, and ideas. In addition to its role as a global language, English is now widely used in various community interactions. In India, English language learning has undergone a significant paradigm shift, and the communicative approach is increasingly used to help students become fluent in English after completing their education. At the same time, the educational



landscape has changed dramatically because of the widespread use of ICT in classrooms. Among the four language skills, writing remains one of the most important productive abilities in learning English as a second language. Both native and non-native learners often regard writing as the most difficult and demanding skill to master (Pardede, 2024). Writing is also a practical language skill that requires the acquisition of several other sub-skills (Srouf et al., 2021). For this reason, teachers continue to seek the most effective strategies to achieve learning objectives, especially in developing writing and grammar-related competence.

Across many countries, the constructivist method has been used in teaching writing because it is believed to improve students' ability to write by allowing them to collaborate, sharpen conceptual abilities, and explore their own ideas. Research has shown that constructivism can enhance teachers' academic instructional abilities and support collaboration with other educators, as in the case of Omani teachers (Wyatt, 2023). It has also been reported that students in Ethiopia show a positive attitude toward learning to write through constructivist approaches, while teachers find it easier to achieve learning objectives through this method (Galgalo et al., 2020). In constructivist learning, students actively build meaning through interaction with knowledge and experience. Piaget (1964) explained children's understanding through age and developmental stage, while Vygotsky expanded this view by placing learning in a social context. From this perspective, learning is not passive reception but an active process in which learners construct meaning individually and socially through interaction with others and with their cultural environment.

In language teaching, eclecticism offers another important foundation. Eclecticism is a teaching strategy that combines a variety of language-learning activities, each with unique characteristics and guiding principles. This approach, often described as principled eclecticism by Diane Larsen-Freeman and J. D. Mellow, represents a cohesive and desirable pluralistic way of teaching languages. By embracing principled eclecticism, teachers can choose and apply instructional methods that match curriculum objectives and learner needs. They must be willing to try new approaches and adjust their teaching practices based on student feedback. Such flexibility helps create more responsive language-learning environments (Kumaravadivelu, 2001; 2002; 2003; Manzo & Manzo, 1997). Teachers who use principled eclecticism deliberately must also be able to justify their pedagogical decisions through theoretical understanding and professional training. In this study, the principled eclectic approach is realized through Computer-Assisted Language Learning (CALL), Contextualised Learning, and Communicative Language Teaching (CLT). These



approaches are selected because they are learner-centered and aligned with constructivist principles in teaching tribal students parts of speech, especially nouns, verbs, and adjectives. They emphasize learner autonomy by encouraging active student participation and giving students opportunities to make mistakes and learn from them.

Previous studies support the use of eclectic and constructivist approaches in language learning. An eclectic approach to English language teaching combines several methods to adapt to learner needs and improve language proficiency (Nur Maheerah Hanun Ab. Ghafar et al., 2023). Ghafar et al. (2023) found that this method is effective in improving speaking ability, communication skills, and learning experiences. With an emphasis on coherent and pluralistic language teaching, principled eclecticism adapts common writing pedagogies to the needs of ESL/EFL students (Sultan H. Alharbi, 2017). It also helps teachers organize writing tasks through categorizing, selecting, and sequencing activities so that interaction and participation can occur effectively (Sultan H. Alharbi, 2017). The eclectic method is also useful in Iraqi EFL classrooms because it allows teachers to use multiple methods when introducing new curricula (Nadhim Obaid Hussein, 2024). Likewise, Alharbi (2022) argued that English instruction should be separated from a single rigid focus and that teaching strategies must be adjusted to learner needs. This supports the use of a heterogeneous approach to language instruction. In a similar line of research, teachers have used real-world activities and materials in performance-based assessment (Shaaban, 2001), writing tasks (Aziz & Yusoff, 2016; Heinitz, 2012; Setyowati, 2019), portfolio tasks (Aziz & Yusoff, 2018), games (Hedberg, 2010), and oral exercises (Becker & Roos, 2016; Bland, 2015). Teachers reported that children became more enthusiastic about learning English when real materials were used (Erlina et al., 2023), suggesting that authentic tasks and resources may inspire young learners while helping teachers and students achieve learning goals.

Constructivist studies also strengthen the present study's direction. Learner-centered methods, active knowledge construction, and social interaction are central to constructivism in English language teaching (ELT) (Sulindra et al., 2024; Venkadeswaran & Ramanathan, 2024). This approach promotes meaningful contexts and authentic tasks and is grounded in Vygotsky's sociocultural theory. Instructional technology can support constructivist principles in ELT and improve student learning and engagement (Sulindra et al., 2024). Situational learning, task-based learning, and collaborative writing are important constructivist techniques that can strengthen critical thinking, linguistic competence, and communication skills



(Guo, 2024). Constructivism also helps learners become self-motivated and adaptable in the face of technological change, which is in line with 21st-century skills (Orak & Al-khresheh, 2021). In general, constructivism in ELT improves motivation, adaptability, and creativity, making language learning more effective and enjoyable (Venkadeswaran & Ramanathan, 2024). Studies on group writing also show positive results. Yang (2018) found that students involved in group writing activities have a greater chance of learning new vocabulary. Li and Storch (2017) observed that research on web-based group writing is increasing, and they argued that foreign-language learners may be better prepared to learn new literacy skills in the age of electronic communication. Wichadee (2010) also found that many learners believe team assignments help them improve as writers because they allow them to observe their peers' revised work. In addition, Agustini et al. (2019) and Dagar and Yadav (2016) showed that constructivist classrooms can improve learning outcomes, especially for young learners, because they emphasize active learning and creative activities.

Despite these important findings, there is still a need to examine how constructivism and principled eclecticism work together in teaching grammar to tribal learners. The present study addresses this gap by assessing the effectiveness of a new teaching approach for tribal students in learning parts of speech, especially nouns, verbs, and adjectives, through the combination of constructivist theory and principled eclecticism. This approach is designed to respond to the challenges faced by students who are exposed to English as a foreign language by tailoring established pedagogies to the specific needs of tribal learners. It integrates CALL, Contextualised Learning, and CLT as complementary methods in a blended framework that is expected to support meaningful, active, and learner-centered grammar learning. The study is significant because tribal students often face difficulties due to limited culturally appropriate resources, limited exposure to English, and restricted access to advanced teaching methods. By offering a flexible and context-sensitive model, this study provides practical value for educators who wish to move beyond rigid single-method instruction and adopt strategies that combine technology, cultural relevance, and communication-based activities. It is also useful for curriculum developers because it demonstrates how principled eclecticism can bridge the learning gap between tribal and mainstream learners. In addition, this approach makes grammar lessons more engaging, relevant, and participatory, which may improve comprehension and retention. More broadly, the study promotes equity, creativity, and inclusion in English language teaching.

Accordingly, the study seeks to determine how effective constructivism and principled eclecticism are in enhancing tribal students' understanding of grammar and parts of speech, to compare the learning outcomes of tribal students taught through principled eclecticism and those not taught through it, and to explore the possible challenges and constraints in implementing constructivist and principled eclectic methods in tribal educational settings. The study is guided by two central questions: how constructivist and principled eclecticism approaches influence the way tribal English language learners comprehend and use parts of speech, and to what extent the combination of several teaching modalities can improve tribal students' contextual use of parts of speech grammar.

METHOD

This study used a mixed-method research methodology to examine how well Principled Eclecticism teaches Grade VIII tribal learners the parts of speech (nouns, verbs, and adjectives). In order to record both the qualitative insights into students' experiences and the quantitative learning outcomes, a mixed-method approach was selected. To assess how well students understood and used the parts of speech through CALL, Contextualised Learning, and CLT strategies, pre- and post-tests were given to both the experimental and control groups in a quasi-experimental design during the quantitative phase. Each of these approaches was chosen because it prioritises the learner and adheres to constructivist principles. Furthermore, the content is given in the student's intended language, promoting the development of English language proficiency. To improve the educational and learning process, every strategy includes the elements of communication competency. To investigate the attitudes, difficulties, and contextual factors that affect learning, the qualitative phase included teacher reflection notes, semi-structured interviews with students, and classroom observations. By fusing detailed descriptive reports of students' responses with statistical evidence of achievement, data triangulation enhanced the validity of the results through quantitative analysis. The findings are dependable and pedagogically meaningful because of the methodological integration that guaranteed a thorough grasp of how Principled Eclecticism promotes language acquisition in tribal contexts.

Sample & Sample Size

In terms of sample size, 40 Grade VIII students from the Government Tribal Residential High School in Top Sengattupatti, Tamil Nadu, India, participated in the study as responders. The project aims to enhance our understanding of how



constructivist and principled eclecticism approaches can be applied to language acquisition, particularly concerning tribal students. By providing information on how to teach POS components, specifically Nouns, Verbs, and Adjectives, to tribal students, the findings will help educators and teachers modify their teaching strategies. This research can help enhance learning outcomes for indigenous children, especially in the domain of mastering the English language, by identifying effective teaching approaches.

Research Design and Procedure

Because of the small number of participants, the researcher used the same 40 Grade VIII students for both the Control and Experimental groups. Before the intervention sessions, the researcher conducted a pre-test for 50 marks without instructions on how to use CALL, Contextualised Learning, and CLT, using the same sample as a control group. The pre-test was administered following this approach. Nouns, verbs, and adjectives were taught to students using the Communicative Language Teaching Method during the first 15 days of the 45-day intervention, which included principled eclecticism. The contextualized learning approach was used for the next fifteen days of instruction, and the CALL approach was used for the final fifteen days of the trimester. At the end of each instruction, a post-test was conducted. The same control group sample that was used as an experimental group was then used by the researcher for the post-test.

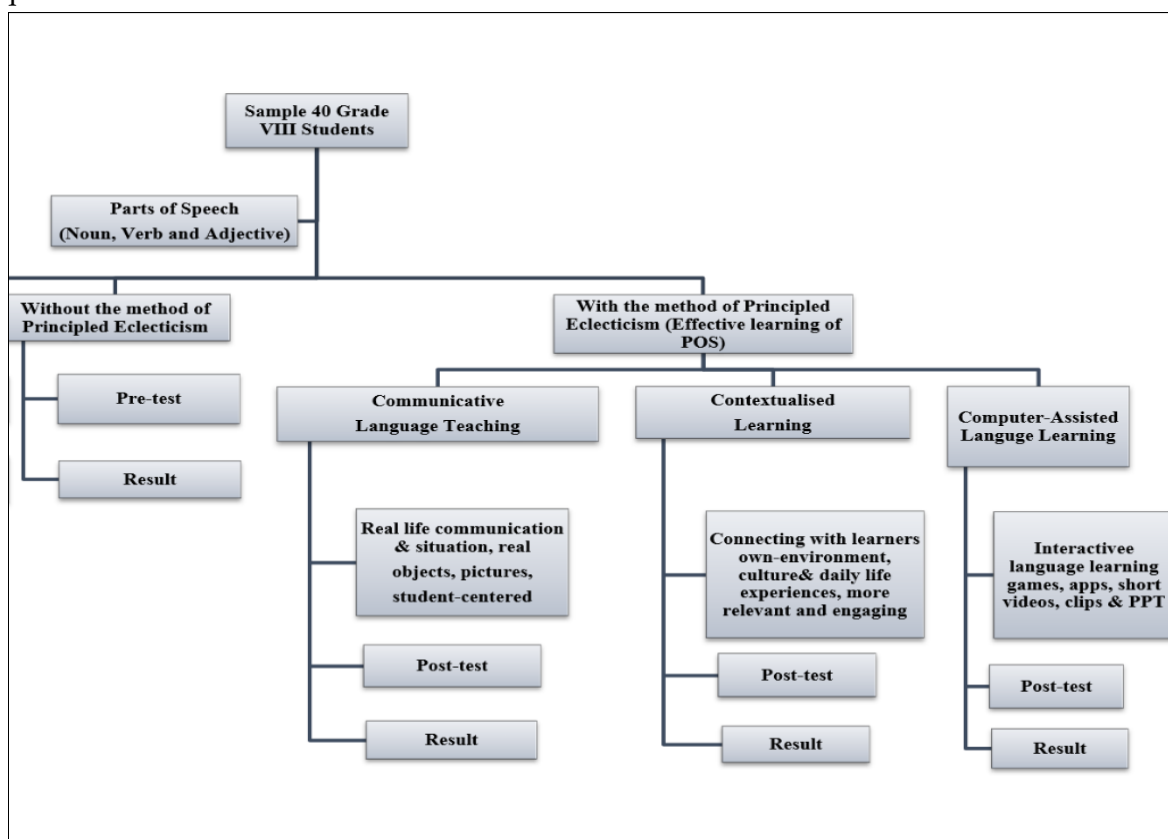
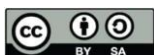


Figure 1: Research Design describes Principled Eclecticism for Teaching POS

CLT is a language education approach that emphasises developing students' ability to communicate effectively in everyday contexts. It encourages students to engage and negotiate meaning in real-world situations and places more emphasis on the functional use of language than only its structure. Teaching tribal students' nouns, verbs, and adjectives should emphasise real-world communication more than memorisation of definitions. The researcher started with a brief discussion that introduced terms that naturally draw attention to the three POS, such as noun names, (What is this? Tree (noun), everyday verb activities (what is he doing? walking (verb), as well as adjectives that describe something (How is the tree? Big, tall – adj). Students can recognise and categorise words in a meaningful way with the help of visual aids, actual things, and photographs. Learners are encouraged to use nouns, verbs, and adjectives in context when conversing with peers through interactive exercises such as guess games, role-plays, and information gap activities. The grammar becomes applicable to their everyday life when they describe a market scene or discuss animals in their surroundings, for instance. In order to strengthen accuracy and fluency, students can finally construct their own sentences and present them in groups or pairs. For tribal learners who learn better by activity-based, visual, and context-driven methods, this method makes grammatical communication student-centred and practical.

Contextualised learning is an educational strategy that makes learning more useful and interesting by presenting learning content in a way that is meaningful, relevant, and connected to real-life circumstances, experiences, or contexts. Instead of only teaching abstract rules, the researcher used contextualised learning to teach POS (nouns, verbs, and adjectives) to tribal pupils by relating grammar to their own surroundings, culture, and everyday experiences. For instance, rather than using “the name of a person, place, or thing” to define a noun. The researcher made use of a well-known context. This is Raju (noun), Raju is a tall (adjective) boy, and Raju is speaking (verb). Students can quickly understand the meaning of each component of speech by using the names of the individuals in their classroom, as well as any familiar animals, trees, regional foods, and everyday activities like playing, fishing, and farming. In class, students might describe their villages, school, or festivals, using nouns like “house,” “temple,” and “tree,” verbs like “dance,” “sing,” and “run,” as well as adjectives like “happy,” “short,” and “green.” Another useful technique is storytelling, in which students can write or listen to short stories that are inspired by their own experiences and then point out the nouns, verbs, and



adjectives that are used in those stories. For tribal learners, this method makes learning relevant, interesting, and long-lasting by ensuring that grammar is not learned in isolation but rather as a component of authentic speech.

The phrase “Computer-Assisted Language Learning” (CALL) refers to the procedure of using computer systems to enhance and facilitate language instruction by providing engaging and dynamic tools, resources, and activities to increase language retention. Because technology provides images and interactive, captivating tools that enhance comprehension, teaching nouns, verbs, and adjectives to tribal pupils through CALL can be quite successful. The researcher incorporated communicative practice and multimedia tools in CALL. First, each part of speech can be introduced using basic digital flashcards and PowerPoint slides that contain words and pictures. For instance, a picture of a “lion” can be used as a noun, “eat” as a verb, and “big” as an adjective. Students can then practice by playing interactive language games on websites such as Kahoot, Duolingo, Quizizz, and others. These games require them to categorise words, match them to images, and compose short sentences. The study employed computer-based pair or group exercises, such as fill up the blank by using dialogues or constructing brief descriptions using drag-and-drop and deep word banks, to encourage communication and improve POS. For instance, students could use words from several columns to create a statement like “The Taj Mahal looks beautiful.” Short films or animations that display actions (verbs), objects (nouns), and qualities (adjectives) can help to solidify meaning further. Lastly, students can use basic voice recording apps to record brief spoken sentences, which improves their speaking confidence and aids with grammar. By leveraging technology to make language learning engaging and meaningful, this CALL-based method bridges the digital divide for tribal learners, gives concrete form to abstract grammar, and promotes active engagement.

FINDINGS AND DISCUSSION

This study used a variety of statistical tests in order to give a thorough and triangulated analysis of the performance of the learners. The effectiveness of each instructional strategy was assessed by comparing pre- and post-instruction scores within the same group using the paired sample t-test. The overall impact for instruction beyond chance levels was established by using the one-sample t-test to determine whether learners' mean scores differed significantly from a baseline value. The effectiveness differences between Contextualized Learning, CLT, and CALL were identified by using the ANOVA test to examine mean differences across various instructional approaches. By addressing within-

group progress, overall significance, and between-group differences, these tests work in concert to provide a more robust and trustworthy interpretation of the results.

In Table 1, the Paired Samples Test results show that the scores before and after the three training approaches were applied differed significantly. With a standard deviation of 1.285, the mean difference between the scores with and without the instruction for contextualised learning was -3.200. At the 0.05 level, a statistically significant difference is shown by the p-value (.000), and the resultant t-value was -15.750 with 39 degrees of freedom. This indicates that learners' performance was significantly improved by contextualised learning. Similarly, the standard deviation was 1.011, and the mean difference was -4.450 for Communicative Language Teaching. After using this strategy, student scores showed a highly significant improvement, as confirmed by the t-value of -27.825 and the p-value of .000. Lastly, out of the three approaches, the mean difference of -5.700 with a standard deviation of 1.043 for computer-assisted language learning indicates the biggest gain. The p-value of .000 and the t-value of -34.574 clearly indicate that this method significantly improved students' performance.

With CALL appearing as the most influential, these differences indicate both effectiveness and variance in the degree of influence. By looking at the instructional factors that underlie each approach, this improvement can be better appreciated. Grammar education was integrated into relevant scenarios and real-world examples in contextualised learning. This probably improved comprehension and retention by helping students relate abstract grammatical rules (such as nouns, verbs, and adjectives) to well-known contexts. The modest improvement shown here illustrates how contextual signals can lessen cognitive burden and increase accessibility to language input, particularly for tribal learners who gain from culturally relevant information. On the other hand, because CLT actively involved students in interactive and communicative tasks like group discussions, role-plays, and peer collaboration, it resulted in higher gains. Instead of learning grammatical structures by heart, these exercises required students to apply them functionally. The greater mean difference in CLT suggests that using language in real-world communication improved fluency and accuracy. Grammar principles were probably reinforced by the social aspect of learning, which includes peer engagement, meaning negotiation, and instant feedback.

The greatest improvement seen in CALL demonstrates the significant impact of learning environments mediated by technology. CALL offered options for self-paced learning, immediate feedback, and multimodal input (audio, visual, and interactive exercises). While they enable repeated practice and



instant error correction, these features are very helpful for students with varying levels of proficiency. The considerable rise in CALL indicates that learners' knowledge of grammatical aspects was much improved by individualised instruction, increased engagement, and interactive reinforcement

Table 1: Comparison of Principled Eclecticism with and without instruction by using the Paired Sample Test

Paired	Sample Test	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Contextualised learning without and with instruction	- 3.200	1.285	.203	-15.750	39	.000
Pair 2	Communicative Language Teaching without and with instruction	- 4.450	1.011	.160	-27.825	39	.000
Pair 3	Computer-Assisted Language Learning without and with instruction	- 5.700	1.043	.165	-34.574	39	.000

In Table 2, the One-Sample Test table shows the results of comparing the mean scores of various teaching methods (both with and without instruction) against a test value of 0 to determine if the mean scores differ significantly from zero. For Contextualised Learning (without), the mean difference of 2.10 (95% CI: 1.86 to 2.34) indicates that learners scored significantly higher than the test value, and the obtained t-value was 17.847 with 39 degrees of freedom, and the p-value (.000) indicates that the difference is statistically significant at the 0.05 level. The p-value (.000) and t-value (19.780) for Communicative Language Teaching without instruction demonstrate statistical significance. With a mean difference of 1.925 (95% CI: 1.73 to 2.12), students appear to have outperformed the baseline. With a mean difference of 1.55 (95% CI: 1.39 to 1.71), the t-value of 19.457 and the p-value (.000) in the case of Computer-Assisted Language Learning (without) show a highly significant result. This shows that students received scores far higher than zero even in the absence of the intervention. The mean scores significantly increased once the strategies were implemented. There was a significant beneficial impact for Contextualized Learning (with the instruction), as evidenced by the t-value of 27.874, $p = .000$, and mean difference of 5.30 (95% CI: 4.92 to 5.68).

A highly significant improvement was also confirmed by Communicative Language Teaching (with the instruction), which showed a mean difference of 6.375 (95% CI: 6.03 to 6.72) and a t-value of 37.380. Computer-Assisted Language Learning with the instruction produced the best results, with a mean difference of 7.25 (95% CI: 6.93 to 7.57), a t-value of 45.562, and a p-value of .000.

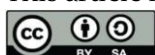
These inferences are further supported by the data presented in Table 2, which demonstrates that both pre- and post-instruction scores were significantly higher than the baseline value. However, the significant rise in mean differences following instruction demonstrates that the improvement was caused by the teaching interventions rather than innate ability. The increased post-test mean scores for all methods show that active learning techniques in conjunction with organised exposure result in quantifiable advancements in grammar acquisition.

Table 2: Comparison of Principled Eclecticism with and without instruction by using the One-Sample Test

One-Sample Test	t	df	Sig. (2-tailed)
Contextualised learning without instruction	17.847	39	.000
Communicative Language Teaching without instruction	19.780	39	.000
Computer-Assisted Language Learning without instruction	19.457	39	.000
Contextualised Learning with instruction	27.874	39	.000
Communicative Language Teaching with instruction	37.380	39	.000
Computer-Assisted Language Learning with instruction	45.562	39	.000

Table 3 shows a statistical comparison of the mean scores for the three instructional approaches—Contextualised Learning, CLT, and CALL—before and after deployment in the ANOVA (Analysis of Variance) table. An ANOVA is used to determine whether the group means differ in a statistically significant way.

At a significance level (p) of .346 for Contextualised Learning (without the instruction), the Between-groups sum of squares was 2.523, the Mean square was 0.631, and the F-value was 1.157. Given that the p-value is higher than 0.05, the group differences are not statistically significant, suggesting that there was little performance difference between the groups before the implementation of



contextualised learning. Similarly, the F-value for Communicative Language Teaching (without the instruction) was 1.345, and the p-value was .273, demonstrating that, before the application of the strategy, there was no discernible variation in the group means. Similarly, the F-value for Computer-Assisted Language Learning (without the instruction) was 0.767, and the p-value was .554, suggesting that the groups' pre-intervention performance was not significantly different.

The results, however, revealed notable variations across the groups following the implementation of the teaching strategies. The p-value for Contextualised Learning (with the instruction) was .000, indicating a very significant rise in the F-value to 10.515. According to this research, learners' scores significantly improved and varied between groups following the implementation of contextualised learning, demonstrating the method's high efficacy. Likewise, the F-value for Communicative Language Teaching (with the instruction) was 14.147, and the p-value was .000, indicating that this approach significantly improved students' performance. With an F-value of 20.037 and a p-value of .000, Computer-Assisted Language Learning (with the instruction) had a big effect, indicating a highly significant difference and implying that this strategy caused the significant improvement out of all the approaches.

Table 3: Comparison of Principled Eclecticism with and without instruction by using the ANOVA Test

ANOVA TEST		Sum of Squares	df	Mean Square	F	Sig.
Contextualised learning without instruction	Between Groups	2.523	4	.631	1.157	.346
	Within Groups	19.077	35	.545		
	Total	21.600	39			
Communicative Language Teaching without instruction	Between Groups	1.969	4	.492	1.345	.273
	Within Groups	12.806	35	.366		
	Total	14.775	39			
Computer-Assisted Language Learning without instruction	Between Groups	.797	4	.199	.767	.554
	Within Groups	9.103	35	.260		
	Total	9.900	39			
Contextualised Learning with instruction	Between Groups	30.783	4	7.696	10.515	.000
	Within Groups	25.617	35	.732		
	Total	56.400	39			

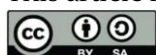


Communicative Language Teaching with instruction	Between Groups	28.035	4	7.009	14.147	.000
	Within Groups	17.340	35	.495		
	Total	45.375	39			
Computer-Assisted Language Learning with instruction	Between Groups	27.494	4	6.873	20.037	.000
	Within Groups	12.006	35	.343		
	Total	39.500	39			

For the description of Table 3, the ANOVA results shed more light on the performance of the group. There were no discernible variations between the groups before the intervention, suggesting a consistent baseline. Statistically significant differences appeared following the application of the instructional strategies, demonstrating that the teaching methods had distinct effects on students' outcomes. While CLT and Contextualized Learning also demonstrate significant efficacy, CALL's greatest F-value confirms its slightly greater impact. These results are in line with constructivism's tenets, which emphasise the active production of knowledge by interaction, experience, and reflection. In this study, students participated in group activities and technology-assisted learning rather than being passive recipients of grammatical rules. Students were also able to investigate, test, and internalise language structures thanks to the teacher's facilitation role.

In this situation, principled eclecticism has been successful because it is adaptable and sensitive to the demands of learners. The researcher was able to handle various learning styles by combining many methods: individual mastery through technology, communicative competence through engagement, and contextual comprehension through real-life experiences. A balanced learning environment that maximized student engagement and motivation was produced by this combination. Furthermore, the statistical results are corroborated by the noted increase in classroom participation. The experimental group students showed greater levels of engagement, cooperation, and activity interest. For example, CALL-based exercises-maintained attention with interactive material, whereas CLT-based group work promoted peer learning. Contextualised exercises let learners relate grammar to their daily experiences, making learning more engaging.

Constructivism is predicated on the ideas that individuals actively construct their own understanding and that experiences shape learners' reality. To promote knowledge sharing between learners and educators, the researcher in this study uses a constructivist approach to the teaching process. In the classroom, the researcher facilitates collaborative learning between students or



between students and the teacher by serving as a guide rather than the primary focus of the learning process. Some educators have used this strategy with pupils who have exceptional needs (Algahtani, 2017; Graham & Harris, 1994). Students are given more time to write when constructivism and principled eclecticism are used to teach parts of speech (nouns, verbs, and adjectives) to improve writing abilities. Their writing progress is regularly activated by the opportunities offered. Since each kind of writing has a distinct purpose, teaching and learning it shouldn't be viewed as a general talent (Hyland, 2003).

According to Myhill and Watson (2011), writing is a mirror for expressing thoughts, feelings, opinions, and more. However, since writing is linked to exams, where they find it difficult to write all of the words or have little time to do so, students frequently wish to avoid it. Writing entails intricate cognitive, physical, emotional, and social processes, as explained by Myers et al. (2016). It was a manifestation of the heart, hand, and thoughts. To keep students interested and motivated, the researcher uses a range of instructional strategies and exercises in principled eclecticism (Scrivener, 2017). Educators can assess students' learning based on their unique learning styles and gain a more comprehensive understanding of their development by utilising a variety of teaching approaches. Furthermore, the constructivist method improves the writing abilities of ordinary students. In a related study, Liu and Lan (2016) discovered that teamwork encouraged students to learn from one another, expand their knowledge, and work together to generate ideas to improve their writing assignments. Kids are more comfortable working cooperatively with classmates than working alone, particularly when it comes to aspects of speech.

Due to socioeconomic deprivation, culturally appropriate instruction, limited exposure to standard English, diverse cultural settings, limited resources, and limited access to technology, pupils are consequently having difficulty learning how to write. Tribal children require extra instruction to improve their ability to write in the language, and learners of English who struggle to learn should receive more aid. Instructors need to select relevant and effective exercises and instructional approaches to assist students in developing their writing skills. Although some students needed additional assistance because they had no prior computer expertise, the teacher's reflective notes after the intervention showed that students showed greater interest when exposed to Computer-Assisted Language Learning (CALL) activities, particularly interactive quizzes and images. Compared to abstract textbook examples, lessons that employed contextualised examples from the learners' own surroundings—such as farming, rivers, or village life proved more successful in helping them recognise nouns and adjectives. For Qualitative



analysis, these findings were supported by semi-structured interviews, in which students stated that they “remembered verbs during the writing exercises” and that they “understood better when the teacher showed examples about our village and daily life.” Many students praised CALL assignments as fun, “like a game,” despite acknowledging that they had trouble entering or reading quickly. These impressions were confirmed by observations made in the classroom: even the more reserved students made an effort to construct simple English sentences, and participation and attention were significantly higher during CALL sessions and group discussions during instructional explanations. Even though verb and adjective errors were frequent, improvements were frequently brought about by instructor correction, visual aids, and contextual cues. Overall, the triangulated data indicate that principled eclecticism, which combines contextualized learning, communicative language instruction, and CALL, improved Grade VIII tribal students’ confidence and teamwork in addition to their comprehension of speech elements.

According to the teacher’s observations, the Principled Eclecticism method provided them with more freedom to modify their lesson plans to accommodate the language and cultural backgrounds of their tribal students. Better engagement and comprehension of parts of speech were fostered by including contextualised learning, which made teaching more relevant to students’ everyday experiences. Students’ confidence in their ability to use English effectively was increased by the CLT component’s encouragement of interactive exercises such as role-plays, dialogues, and group discussions. Additionally, the use of (CALL) resources—like online tests, multimedia presentations, and visual grammar exercises—helped maintain motivation and offered tailored learning experiences. The instructor saw a discernible increase in the pupils’ engagement, understanding, and memory. Although there were some difficulties, such as varying student skill levels and limited access to technology, the eclectic method generally worked well and was adaptable in tribal classroom settings.

According to student interviews, the Principled Eclecticism method improved the comprehension and engagement of learning elements of speech. Communicative exercises promoted self-assurance and teamwork, while contextualized examples linked teachings to students’ everyday experiences. Grammar became more understandable and pleasurable with the usage of computers and visual aids. Over time, some students’ confidence in using technology increased, despite their initial feelings of shyness or uncertainty. Observations in the classroom revealed that the Principled Eclecticism method produced a dynamic, student-focused atmosphere. Notwithstanding little



issues like restricted access to devices, the classroom environment was engaging, participatory, and productive for teaching aspects of speech.

In this study, “tribal learners” refers not only to students from indigenous groups but also to individuals who generally have little exposure to English, a strong mother tongue influence, and limited access to educational materials. These traits are similar to those of students in many marginalized, rural, and linguistically diverse classrooms across the globe. The results indicate that the efficacy of principled eclecticism resides in its ability to adapt to such contexts: Computer-Assisted Language Learning (CALL) increases engagement through multimodal input and self-paced practice, even when implemented with minimal technological infrastructure; Communicative Language Teaching (CLT) fosters meaningful interaction despite limited linguistic proficiency; and contextualized learning supports comprehension by connecting grammar to learners' lived experiences. As a result, the noted benefits are not exclusive to tribal classrooms; rather, they demonstrate how adaptable, learner-centered pedagogies can deal with typical issues like limited resources, minimal language exposure, and multilingual interference. By showing that an eclectic and constructivist method may be successfully adapted to varied global contexts characterized by educational inequality and linguistic variety, this places the study within a larger discourse on English Language Teaching (ELT).

However, it is thought that using a constructivist approach with young students will have an impact on their learning. Constructivism is regarded as emphasising a learner-centred approach to instruction through the use of Principled Eclecticism and the significance of providing students with opportunities to actively participate in the teaching-learning process and generate meaning.

CONCLUSION

Principled eclecticism emerges as an effective teaching approach when the elements of good teaching are considered carefully. It provides a flexible and thoughtful framework for teaching writing and parts of speech to tribal students by allowing teachers to combine several approaches while remaining grounded in the educational, cultural, and linguistic realities of tribal communities. By teaching parts of speech through this framework, writing can be transformed from a foreign or abstract activity into a meaningful tool for communication, empowerment, and expression. The findings of this study also suggest that the integration of constructivism as a general learning approach and principled eclecticism as a methodological framework can enhance the teaching of parts of

speech to tribal students. This combination supports communication and engagement among students and between students and teachers, thereby improving the learning experience. Overall, the method and its supporting approaches are effective in helping tribal students understand the subject more clearly. In heterogeneous classrooms, constructivism and principled eclecticism work well together because they accommodate the different backgrounds and learning needs of the students. However, this study also has limitations, particularly the small sample size and the absence of long-term follow-up data. Future studies should involve a larger and more diverse group of tribal learners and observe their progress over a longer period to determine whether the improvements are sustained. Further research should also explore the use of more advanced technology, such as interactive software and online resources, to strengthen the constructivist approach and create more opportunities for students to improve their English skills.

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