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## Principled Eclecticism in Chinese Language Teaching: From A Comprehensive Review to Practice with Checklist Development

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### Abstract

Blended teaching has emerged as a trend in the digital learning environments of the post- COVID-19 era. In recent years, discussions on 'principled eclecticism' have arisen in the field of foreign language education. Principled eclecticism advocates for teachers to integrate various teaching methods, techniques, and strategies, tailoring them to learners' goals, needs, and situations to create diverse and flexible foreign language classes. Learner-centered diversified teaching not only aligns with the concept of hybrid teaching in the post-COVID-19 pandemic era but also coincides with the 'teaching in accordance with aptitude' (yīncáishījiào) advocated in Confucius' thought. A literature review revealed that 'principled eclecticism' was proposed in 2000 and has been discussed in the context of English teaching. However, there is a dearth of systematic literature reviews and research-based publications on its application in Chinese language education. This study bridges the knowledge gap by conducting a qualitative meta- analysis to systematically review the core concepts of principled eclecticism in foreign language education to address key questions on PECLT's characteristics, lesson plan design, and checklist indicators. This study hereunder introduces the UIFREE model, highlighting characteristics such as understanding learner diversity, integrating various teaching methodologies' strengths, following the natural language acquisition sequence, reflecting real-world experiences, emphasizing cognitive learning, and ensuring equitable education. An illustrative lesson plan on 'Hoping Sons Become Dragons and Daughters Become Phoenixes' (Wàngzǐchénglóng Wàngnǚchéngfèng) exemplifies the application of these principles, showcasing how diverse methods cater to different learner needs and contexts. Furthermore, a checklist with 21 indicators for principled eclectic Chinese language teaching (PECLT) is developed, providing a practical tool for future research and teaching practice.

### Keywords

Principled eclecticism, Chinese language teaching, principled eclectic Chinese language teaching (PECLT)

## 原则性折衷主义之华语文教学：从综述到检核表编制实务

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### 摘要

混合教学已成为后疫情时代数字学习环境的趋势。近年来，外语教育领域兴起了「原则性折衷主义」的讨论。原则性折衷主义主张教师整合各种教学法、技巧和策略，按照学

习者目标、需求和状况客制化教学，创造多样且弹性的外语课程。以学习者为中心的多元化教学不仅符合后疫情时代的混成教学理念，也和孔子倡导的「因材施教」不谋而合。综论相关文献可知，「原则性折衷主义」一词于2000年提出，且在英语教学中已被讨论。然而，这类议题却鲜少有系统性的文献探讨和研究出版成果应用在华语文教育中。为了填补知识缺口，本研究系统性地以质性后设分析来评述外语教育中的原则性折衷主义之核心概念，揭示原则性折衷主义之华语文教学的特色、教案设计与检核表内的指针项目。本研究以UIFREE模式点出原则性折衷主义之华语文教学的特色有：了解学习者多样性、整合多种教学法优势、遵循自然语言习得顺序、反映现实世界经验、强调认知学习及确保教育公平等；以「望子成龙、望女成凤」教案为例，示范并说明如何因地制宜地应用不同的教学法来满足不同学习者的需求。此外，编制的21项指标之折衷式华语文教学原则检核表则提供未来研究和教学实务参考使用。

## 关键词

原则性折衷主义，华语文教学，折衷式华语文教学原则

## Introduction

In the digital learning environments of the post-COVID-19 era, blended teaching has emerged as a prevailing trend. Recent discourse in the domain of foreign language education has introduced the concept of 'principled eclecticism,' advocating for the integration of varied teaching methodologies, techniques, and strategies. This approach aims to tailor education to the diverse goals, needs, and situations of learners, thereby enhancing the flexibility and diversity of foreign language instruction. Such learner-centered and diversified teaching methods align not only with the contemporary model of hybrid teaching, necessitated by the post-COVID-19 pandemic era, but also resonate with the ancient Chinese educational philosophy of 'teaching in accordance with aptitude' (因材施教), as advocated by Confucius.

Despite the fact that the term 'principled eclecticism' was first proposed in the early 2000s (Larsen-Freeman & Anderson, 2011; Mellow, 2000, 2002), to the best of my knowledge, the increasing literature relating to principled eclecticism for English language education (Alharbi, 2017; Chernus et al., 2022; Ghafar et al., 2023; Lavrova, 2019; Min, 2009; Rian, 2016; Valledor et al., 2023; Yan et al., 2007), there is a dearth of systematic and rigorous literature reviews on principled eclecticism for Chinese language education (Sivakova, 2022), not to mention research-based publications on it. No existing high-quality scoping reviews of research on principled eclecticism in Chinese language published in Chinese and English have been identified, and so this study focuses on bridging the knowledge gap in the development of Chinese language teaching research and practice. It conducts a qualitative meta-analysis to systematically review the origins, development, significance, challenges and solutions, as well as research and implications of principled eclecticism in teaching. Based on the existing but limited literature review, the study aims to summarize the characteristics of principled eclectic Chinese language teaching (PECLT) with a conceptual model. It also aims to develop a PECLT lesson plan example and a checklist that can be directly applied in future practice and research. This makes the study highly relevant to educators, researchers, and practitioners in the field. Specifically, this study addresses the following research questions:

1. What are the characteristics of a PECLT with a conceptual model?
2. How is a PECLT lesson plan designed?
3. What indicators are considered for a PECLT checklist?

## Literature Review

### The Origins and Development of Principled Eclecticism in Teaching

A comprehensive review of the pertinent literature indicates that the term 'principled eclecticism'

was first proposed in the early 2000s (Larsen-Freeman & Anderson, 2011; Mellow, 2000, 2002). However, the precursor to what is now known as "principled eclecticism" in teaching was initially referred to as the "eclectic approach," originating in the United States during the 1970s. At that time, the dominant paradigms in foreign language education were structured around the grammar-translation method, the direct method, and the audio-lingual method, each representing different educational philosophies: constructivism, direct instruction, and behaviorism, respectively. Given that foreign language acquisition is an active process of construction, where learners build understanding through personal experience and interpretation, it became evident that integrating multiple teaching methodologies could leverage the strengths and mitigate the limitations of each approach. Pioneers in the application of this integrated approach, such as language education experts Sweet and Palmer, combined direct teaching methods with explanations of grammar and translation, setting the stage for the eclectic method (Boswell, 1972; İscan, 2017). This initiated a trend where language teachers, based on their professional judgment and consideration of the diverse and complex factors influencing the language classroom, began to integrate various teaching methods into their practice. So far, the issue has since been predominantly discussed within the context of English language teaching.

As the German philosopher Kant articulated, "Theory without practice is empty; practice without theory is blind." This cautionary perspective reflects the challenges encountered in the practical application of eclectic teaching. Misinterpretations of the eclectic approach led some educators to haphazardly combine teaching methods without a foundational theoretical or empirical basis, resulting in disorganized and ineffective instruction. This issue was particularly pronounced when teachers lacked sufficient expertise, making it difficult to maximize the benefits of any single teaching method and contributing to a sense of inadequacy within the profession (Weideman, 2001). Consequently, the concept of principled eclecticism in teaching emerged, advocating for a systematic integration and utilization of the strengths of different teaching methods, tailored to the goals, needs, characteristics, and contexts of learners. This conceptual evolution sparked a significant body of scholarly inquiry into the principles of eclecticism in foreign language education (Alharbi, 2017; Collins, 2004; Cushing-Leubner & Bigelow, 2014; Ironsi, 2020; Mason, 2023; Mellow, 2002; Min, 2009; Paramboor, 2015; Rakrak, 2022; Tabiri, 2016), laying the groundwork for future research and practice in this area.

### **The Significance of Principled Eclecticism in Teaching**

Larsen-Freeman & Anderson (2011) conceptualizes principled eclecticism in teaching as a coherent and diverse approach to target language learning, wherein activities are designed and implemented based on the focal points of language learning rather than solely from the perspective of the target language's characteristics, such as vocabulary and grammar. This approach acknowledges that foreign language learners' motivations, experiences, and objectives vary due to internal and external factors (Cai, 2022; Dizon & Thanyawatpokin, 2021; Pasban & Narafshan, 2020; Peng et al., 2022), necessitating course designs and implementations that are congruent with these characteristics and needs. Principled eclecticism in teaching, therefore, involves instructing learners on topics directly relevant to them and guiding them through learning tasks in a meaningful learning environment that effectively facilitates the acquisition of target language knowledge and skills.

Three key elements are essential for the effective application of principled eclecticism in foreign language classrooms: the teacher's professional autonomy and ability to apply knowledge usefully; an understanding of learners' experiences and cultural backgrounds coupled with an assessment of their strengths and needs; and the adoption of appropriate teaching methods based on instructional content to create authentic and useful language use contexts (Cushing-Leubner & Bigelow, 2014). Mellow (2002) asserts that the design of classroom activities within the principled eclecticism framework should carefully consider the coherence and gradual

progression of language forms and functions. For example, after teaching a grammatical concept, appropriate contexts must be provided for learners to practice and apply this knowledge, ultimately enabling them to use what they have learned in real-life situations. In the classroom, the role of the teacher is that of a facilitator, while students are active participants in the learning process (Mwanza, 2017). The teaching strategies employed include enhancing learning opportunities, fostering communicative interaction, reducing cognitive disparities, stimulating learning perception, cultivating linguistic awareness, contextualizing language input, integrating language skills, promoting learner autonomy, increasing cultural awareness, and ensuring societal relevance (Cushing-Leubner & Bigelow, 2014; Kumaravadivelu, 2006; Rian, 2016). In terms of instructional materials and methods, the characteristics of the grammar-translation method, such as explaining new vocabulary and syntactic points according to learners' levels, are suitable for teaching new words, sentence patterns, and text-based lessons (Mellow, 2002). The audio-lingual method focuses on practicing pronunciation, vocabulary, phrases, and sentence patterns through repeated exercises to habitualize the use of the target language (Mellow, 2002), making it ideal for practicing new words, sentences, dialogues, and substitution drills within the course material. The direct method emphasizes teaching in the target language to immerse learners fully in the target language environment, fostering their ability to think and learn directly in the target language (Mellow, 2002). Demonstrations and the use of visual and physical aids to facilitate understanding are common tools in the direct method (Toreniyazova & Otegenova, 2022; Djauhar, 2021), especially suitable for learners from diverse national backgrounds where translating using a single auxiliary language is challenging and for materials featuring cultural characteristics of the target language.

In summary, principled eclecticism in teaching advocates that no single teaching method can achieve instructional effectiveness on its own. A flexible integration of the strengths of various teaching methods is recommended to tailor lesson plans to different teaching situations within the diverse atmosphere of foreign language classrooms. This approach aims to meet the varied characteristics and needs of learners, thereby maximizing learning outcomes and setting a trend for the development of foreign language teaching (Asif & Khan, 2022).

## **Challenges and Solutions for Principled Eclecticism in Chinese Language Teaching**

### *Challenges*

The development of each language teaching method is based on taking a leaf out of the advantages of previous approaches and criticizing their limitations. No language teaching method is flawless and criticized by others; PECLT is no different in this regard. PECLT, while celebrated for its flexibility and adaptability by constructing a distinctive UIFREE model, faces potential challenges in its application within language teaching, such as lack of coherence and consistency (Isabayevna, 2023), teacher competence and training (Joseph & Joy, 2019), time and effort (Al-Khasawneh, 2022), infrastructure and resources, and risk of superficiality (Alam & Sultana, 2021).

A primary criticism of the eclectic approach by Isabayevna (2023) points out that teachers who adopt an eclectic approach might struggle to create a clear and structured course plan because they blend various methods and techniques without a unifying framework. Rian (2021) notes that the diverse methods and techniques integrated within eclecticism can sometimes lead to fragmented and disjointed teaching practices. Such a lack of coherence and consistency can lead to confusion for both teachers and students, making it difficult to achieve systematic learning outcomes. In teacher competence and training, effective implementation of PECLT requires teachers to have a broad and deep understanding of multiple teaching methods, but indeed, teachers must possess comprehensive knowledge of different methods and approaches to properly exercise eclecticism in the language classroom (Joseph & Joy, 2019). However, compared to other language teaching methods, PECLT is a newer concept, resulting in many

Chinese language teachers not having adequate training or experience, leading to inconsistent application and potential misuse of eclectic strategies in Chinese language classes. In terms of time and effort, Al-Khasawneh (2022) noted that conducting principled eclecticism is time-consuming and may not be feasible for all teachers, especially those with heavy workloads or limited resources because the eclectic approach demands significant time and effort from teachers to plan and implement. They need to select, adapt, and combine various teaching methods to suit the specific needs of their students. Furthermore, Alam and Sultana (2021) highlight the challenges faced in rural Bangladesh, including lack of trained teachers, insufficient textbooks, and inadequate classroom facilities, which can impede the effective application of eclectic methods. This finding implies that some educational contexts are too under-resourced to carry out PECLT before solving uneven distribution of educational resources. Encouraging teachers to make use well of multiple teaching methods is kindness, but it may cause teachers to be like a flying squirrel that has exhausted its tricks (wúshǔ jìqióng), which means possessing skills but not perfect. Therefore, if teachers do not fully understand the underlying principles and effective application of each method, they might resort to a surface-level integration, which can diminish the effectiveness of the PECLT.

### *Solutions*

In the philosophical concept of 'The mechanic, who wishes to do his work well, must first sharpen his tools. (工具善其是，必先利其器)' from Analects, Book 15, principled eclecticism in Chinese language teaching serves as a powerful tool for enhancing teaching efficacy even though PECLT faces possible challenges. To fully leverage this tool, as suggested by Joseph and Joy (2019), understanding the purposes and correct application of each method is essential for effective eclectic teaching, so cultivating teachers' expertise in the professional knowledge of the Chinese language, embedding them in the rich cultural heritage and cross-cultural competencies, and fostering their ability to innovatively integrate teaching methods according to situational demands, emerges as a pivotal goal in Chinese language teacher education. Therefore, investing in comprehensive professional development programs as one of the solutions is crucial.

After teachers are trained to have professional PECLT, they are able to follow and even innovate the UIFREE model (Figure 1) and guidelines that clearly outline how different methods can be cohesively integrated and provide detailed PECLT lesson plans (Table 1) that demonstrate how various techniques can be effectively combined.

Once having clear guidelines and lesson plans, it becomes easy for teachers to create resource banks that include ready-to-use materials and lesson plans that embody PECLT. These resources should be adaptable to different contexts and levels, reducing the preparation time required by teachers. Additionally, leveraging technology, such as AI Chinese language teaching kit, Cram.com, Educaplay, Games Learn Chinese, etc., can save time and effort to streamline the process of integrating various methods, making it easier for teachers to plan and implement PECLT.

In technological industries, energy and its entire related infrastructure are the main drivers for economic development and for ensuring a good level of employment (Shabalov et al., 2021). Similarly, addressing infrastructural and resource limitations is crucial for effective eclectic practices (Alam & Sultana, 2021; Thamrin et al., 2023). To mitigate these limitations, equipping classrooms with virtual reality (VR), augmented reality (AR), mixed reality (MR), and extended reality (XR) even AI technological tools, which can facilitate diverse teaching methods for blended learning, is necessary to invest in improving infrastructure and multimedia resources in TCSOL institutions in spite of the fact that scarcely such technological equipment equipping in

classrooms but explored and supported in research papers (Kaplan-Rakowski et al., 2023; Luo et al., 2024; Pegrum & Lan, 2023; Solak, 2024) only. Furthermore, policies aim at not only reducing class sizes to ensure that teachers can give adequate attention to each student but governments and educational organizations also collaborate to ensure that schools, especially in rural areas, receive the necessary support and resources.

Lewin (1976) noted that ‘there is nothing more practical than a good theory.’ As literature reviewed previously, it is obvious that little research has been focused on principled eclecticism, still less PECLT. This study threw away a brick in order to get a gem by a qualitative meta-analysis approach adopting a systematic review to provide a solid foundation for future research and practice with a PECLT lesson plan and a checklist, and hoped this would serve as a springboard for a wider discussion by experimental research with participants.

### **Research on Principled Eclecticism in Teaching and Implications**

Including Chinese language instruction, dialogue plays a pivotal role in the foreign language learning process as a key to understanding the target language's culture. Lyotard (1984) posited that denotative utterances are created among the sender, the addressee, and the referent, facilitating a space where each participant has the opportunity and freedom to express and validate knowledge through dialogue. For foreign language learners, engaging in dialogue facilitates the gradual comprehension of new languages and cultures (Fielding, 2021). Principled eclecticism, as a paradigm in foreign language education of this century, underscores the significance of interaction between teachers and students and peer discussions, aligning perfectly with the elements necessary for cultivating target language proficiency and cross-cultural understanding.

A review of recent empirical works on principled eclecticism shows the following tendencies: effectiveness of principled eclecticism, student-focused learning, and experimental evidence.

#### *Effectiveness of principled eclecticism*

Recent studies have validated the effectiveness of principled eclecticism in foreign language learning. Yan, et al. (2007) discovered that 81.3% of English language educators at Chinese universities endorse the principled eclecticism approach. Interviews conducted as part of their research further elucidated that principled eclecticism significantly benefits students' English language learning, particularly in enhancing vocabulary, listening, and reading skills. Valledor et al. (2023) substantiated that diverse teaching methods exert both similar and distinct impacts on learners' acquisition of English, with communicative language teaching, the audio-lingual method, and task-based language teaching enhancing communication skills; content and language-integrated learning facilitating the absorption of English content knowledge; and whole language teaching improving learners' proficiency in contextual English usage. To understand how English teachers, apply principled eclecticism in designing assessments, Thamrin et al. (2023) conducted convenience sampling interviews with 16 high school English teachers. The findings suggested that thinking with principled eclecticism allows for diverse assessments, yet the capability to design assessments impacts the quality of the test items critically. Ghafar et al. (2023) analyzed literature from 2019 to 2023, indicating principled eclecticism's effectiveness in enhancing learning experiences and communication skills, often integrating communicative language teaching, task-based learning, grammar translation teaching, and audio-lingual teaching. However, Rakrak (2022) cautions against the indiscriminate combination of teaching approaches without a theoretical or research-based foundation, as it may negatively affect students' writing skills.

#### *Student-focused learning*

Centering on student-focused learning, principled eclecticism combines various teaching

methods and activities to offer diverse learning opportunities. Alharbi (2017) applied this approach in an English writing course at a Saudi Arabian university, finding that principled eclectic teaching facilitated systematic and logical organization of learning content. This approach enabled students to analyze the syntactic structure, functions, and pragmatic uses of English, and practice variations between written and spoken forms, proving beneficial for students' English writing skills. However, Alharbi (2017) also reflected on how frequent teacher-student interaction might impact students' creativity in writing, noting the necessity for instructors to invest extra effort in guiding students less inclined towards peer collaboration or not skilled in giving peer feedback.

#### *Experimental evidence*

Experimental research has provided strong evidence supporting the effectiveness of principled eclecticism. A three-month study integrating Systematic Communicative Language Teaching with Principled Eclecticism Approaches to train students in English speech reporting revealed that continuous, systematic, and principled instructional guidance not only addressed common errors with present and past tenses but also significantly enhanced the students' abilities to deliver English speeches (Tabiri, 2016). A Four-month-long experimental study employing a principled eclecticism approach, including rote memorization (RM), character color-coding (CCC), total physical response (TPR), auditory memorization (AM), and Explication de Texte (ET), to teach six zero-level Chinese L2 learners in Russia has decreased the level of complexity of the material for the participants, enhanced their satisfaction with the learning process, and increased their desire to continue learning Chinese (Sivakova, 2022)

#### *Implications for research and practice*

Compared to the broader field of foreign language education, which explores issues of language ontology, motivation, and teaching methods, the discourse on principled eclecticism is still emerging. Its focus on systematically integrating various teaching methods based on learners' characteristics, needs, and the teaching context to provide an attractive and effective learning experience has not only sparked discussions but also garnered research support. However, a review of the literature reveals a lack of specificity regarding the research tools and the treatment of data reliability and validity, critical factors influencing research quality (Ahmed & Ishtiaq, 2021; Mohajan, 2017), and very little research focusing on PECLT, resulting in a knowledge gap in the sustainable development of TCSOL. Based on the literature review, the implications for this study are as follows:

In methodological approaches, conducting a systematic review through qualitative meta-analysis provides a comprehensive understanding of the existing literature, identifying gaps and areas where further research is needed. This methodical approach not merely ensures that all relevant studies are considered, thereby enhancing the reliability and validity of the findings, but also allows for the synthesis of qualitative data across multiple studies, providing deeper insights into the effectiveness and potential challenges of principled eclecticism in various contexts. It is appropriate for this study to utilize qualitative meta-analysis to outline the characteristics of a PECLT with a conceptual model, design a PECLT lesson plan, and create a checklist.

Concluding the PECLT characteristics to capture its conceptual model and designing a PECLT as a real example for reference have practical implications for TCSOL teachers. These tools can guide them in implementing principled eclecticism in their classrooms, providing clear guidelines and structured frameworks. By offering detailed examples and practical applications, these resources can help TCSOL teachers effectively integrate diverse teaching methods, enhancing the overall TCSOL quality.

Checklists emerge as one method to ensure research quality (Yadav, 2022; Casey et al., 2023). Consequently, developing a checklist for PECLT is essential for future research and practical application in this nascent area of inquiry. This checklist can guide research educators in systematically integrating various teaching methods, ensuring that instructional practices are both effective and research-based.

### **Qualitative Meta-analysis as a Research Methodology**

The qualitative meta-analysis as a research methodology integrates and interprets findings from previous research on a specific topic to derive new insights and knowledge (Keo, 2020; Levitt, 2018), so this study employed it to systematically review discussions of principled eclecticism in language teaching. This approach involves critical steps, such as search strategy, inclusion and exclusion criteria, data collection and analysis, thematic analysis and synthesis, and ensuring reliability and validity, to a rigorous and comprehensive analysis (Timulak, 2009; Timulak & Creaner, 2023).

### **Search Strategy**

To address the three research questions, this study utilized Boolean Logic to conduct a comprehensive search across major academic research databases—including Taiwan's online Airiti Library, ERICDATA, the National Digital Library of Theses and Dissertations in Taiwan, the China Academic Journals Full-text Database (CJFD), the China Masters' Theses Full-text Database (CMFD), the China Dissertations Database, EBSCOhost, ProQuest, and the Education Resources Information Center (ERIC)—to investigate the application of principled eclecticism in Chinese language teaching. The Boolean logic operators (AND, OR, NOT) were used to combine key Chinese and English terms related to principled eclecticism, eclectic approach, and Chinese/English/Foreign language teaching, ensuring a comprehensive search strategy.

### **Inclusion and Exclusion Criteria**

Inclusion criteria are used, such as relevance to principled eclecticism and focus on language teaching. In relevance, only studies that explicitly discussed principled eclecticism or related eclectic approaches in the context of foreign language education were included. In focus, studies that addressed language teaching practices, even if they used different terminology for principled eclecticism or eclectic approaches, were included to ensure the relevance of the findings to the specific focus of this study. To ensure academic rigor, this study only selected peer-reviewed and published papers to review as exclusion criteria.

### **Data Collection and Analysis**

Search results revealed a notable paucity of discussion on principled eclecticism in Chinese language teaching, only Sivakova (2022) and a preprint of this study indexed in *Advance*. However, by reviewing existing literature, this study aimed to address research questions and contribute to the development of PECLT knowledge. Data extraction involved using a standardized charting form to capture study characteristics such as publication year, country of study, research design, participants, and key findings.

### **Thematic Analysis and Synthesis**

A thematic analysis was conducted to identify prevalent themes and trends within the literature. This process involved coding the extracted data and grouping similar codes into overarching themes. Additionally, bibliometric techniques were employed to analyze publication patterns and research impact. The synthesis of qualitative data across multiple studies provided deeper insights into the effectiveness and potential challenges of principled eclecticism in various contexts.



## Ensuring Reliability and Validity

To ensure the reliability and validity of findings, this study adhered to the criteria for data collection and analysis of qualitative meta-analysis. By following these criteria, this study eventually attempted to analyze 21 selected works of literature, explicitly discussing terms related to "principled eclecticism," "eclectic approach," and related terms in topics and contents, as samples (Table 1) to enhance the academic rigor of this study and provide a solid foundation for future research and practice.

Table 1  
Samples

Author(s)	Year	Topic	Journal or Book
Alharbi	2017	Principled eclecticism: Approach and application in teaching writing to ESL/EFL students	<i>English Language Teaching</i>
Boswell	1972	Toward a new eclecticism in modern-language teaching	<i>Foreign Language Annals</i>
Brett	2020	Principled eclecticism in the classroom: Exploring the use of alternative methodologies in ELT	<i>Arab World English Journal</i>
Charus, Sivkov, Savina, Sivkov, & Zelotovitskaya	2022	The eclectic approach to learning English	<i>Eurasian Journal of Applied Linguistics</i>
Collins	2004	Is the history of ideas a principled eclecticism?	<i>History and Theory</i>
Cushing-Leubner & Bigelow	2014	Principled eclecticism and the holistic approach to language teaching and learning	<i>Approaches and principles in English as a foreign language (EFL) education</i>
Ghafar, Rahmam, & Rahman	2023	The efficacy of the eclectic approach on students' language performance in ESL/EFL classrooms: An overview (2019-2023)	<i>International Journal of Academic Research in Business and Social Sciences</i>
Ironsi	2020	Using principled eclecticism to enhance spoken language of EFL learners	<i>Journal of Education and Practice</i>
Ilyan	2017	The use of eclectic method in teaching Turkish to foreign students	<i>Journal of Education and Practice</i>

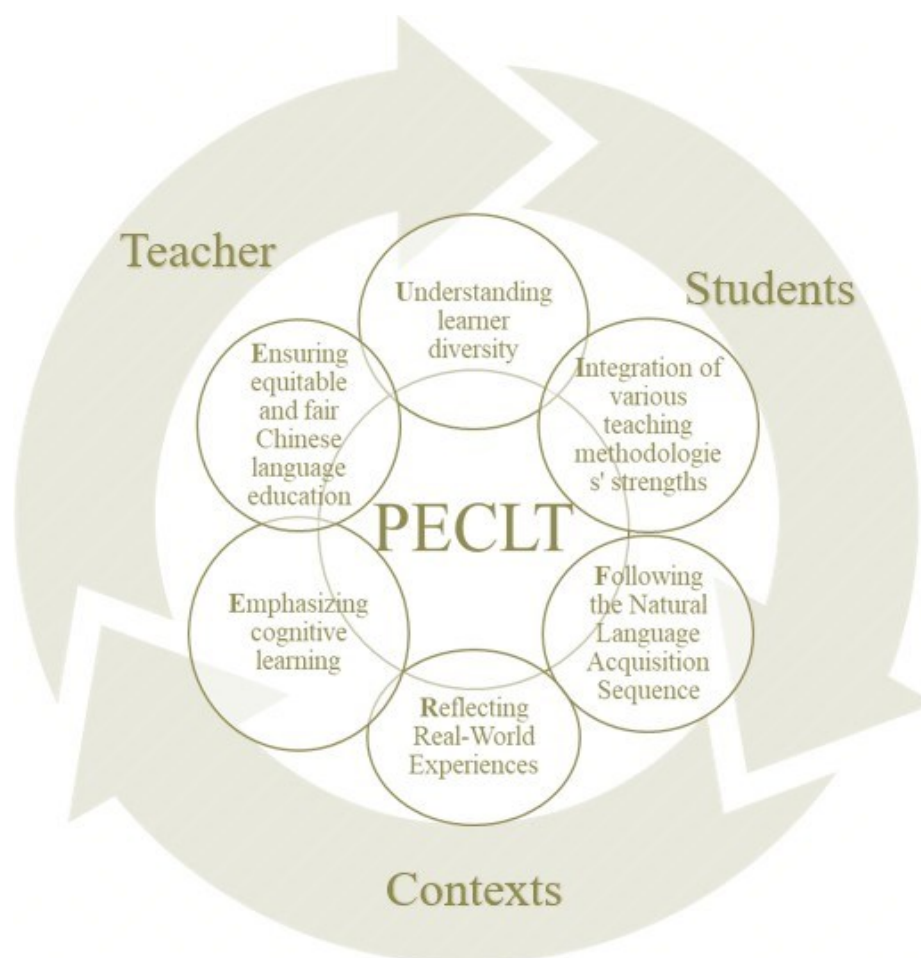
Joseph & Joy	2019	An eclectic approach for teaching English: A key to solve the textbook puzzle	<i>International Journal of Research in Humanities, Arts and Literature</i>
Larova	2019	The principled eclecticism approach to teaching English and its integration into the Russian system of education	<i>Perspektivy nauki i obrazovaniya - Perspectives of Science and Education</i>
Mellow	2002	Toward principled eclecticism in language teaching: The two-dimensional model and the centering principle	<i>TESOL-EJ</i>
Min	2009	A principled eclectic approach to teaching EFL writing in Taiwan	<i>Bulletin of Educational Research</i>
Parambour	2015	A novice teacher's experience of practicing eclecticism in a foreign adult classroom	<i>The Malaysian Online Journal of Educational Science</i>
Rakrak	2022	Towards eclecticism: A hybrid product-process approach to the teaching of EFL writing	<i>Journal of Language Teaching</i>
Rian	2016	Principled eclecticism in English language teaching	<i>Korea TESOL Journal</i>
Tabiri	2016	Teaching reported speech through communicative language teaching and principled eclecticism approaches: The case of Ghana Technology University College	<i>International Journal of English Language Teaching</i>
Thamrin, Madya, Putri, Mustakin, Hassan, & Resawati	2023	Eclectic approach: A search for more effective assessment ways to meet EFL assessment principles	<i>Studies in English Language and Education</i>
Valledor, Olmedo, Hella, Toyehi,	2023	The eclectic approach in English language teaching applications: A qualitative synthesis of the literature	<i>Sustainability</i>

Olin-Tortosa, & Gómez			
Wedeman	2001	The old and the new: Reconsidering eclecticism in language teaching	<i>Per Linguam</i>
Yan, Zhou, & Dai	2007	Principled eclecticism in college English teaching in China	<i>Asian EFL Journal</i>

## UIFREE Model based on PECLT Characteristics

According to Cai (2022), a critical aspect of effectively implementing principled eclecticism in Chinese language teaching lies in the teacher's mastery of learners, learning theories, and pedagogical methods. This expertise enables the teacher to adapt flexibly within diverse and evolving teaching contexts and to select the most appropriate teaching methods for the classroom. This study synthesizes the essence and previous research findings related to principled eclecticism, delineating the following distinctive and robust UIFREE features of PECLT under teacher-student-context interaction (Figure 1), including 'Understanding learner diversity,' 'Integration of various teaching methodologies' strengths,' 'Following the Natural Language Acquisition Sequence,' 'Reflecting Real-World Experiences,' 'Emphasizing cognitive learning,' and 'Ensuring equitable and fair Chinese language education.' These features are unique to principled eclecticism and set it apart from other established methods, providing distinct advantages and new insights.

Figure 1  
UIFREE Model for PECLT



### **Understanding learner diversity**

Echoing the sociological insights of Durkheim in "The Division of Labor In Society (De la division du travail social)," the increasingly intricate division of labor in society and the consequent busyness and social dependence of individuals underscore the importance of recognizing the multifaceted roles of learners, particularly adults, in their learning, living, and working spheres. This complex milieu necessitates that Chinese language education be designed to maximize learning outcomes within limited classroom time, addressing learners' diverse needs and characteristics, thereby aligning with the principles of language economics (Ginsburgh & Weber, 2020).

### **Integration of various teaching methodologies' strengths**

Chinese language educators tailor second language teaching methods to the dynamic classroom environment based on course objectives and the unique characteristics and needs of learners.

### **Following the Natural Language Acquisition Sequence**

Listening, speaking, reading, and writing represent the natural sequence of language acquisition. Principled eclecticism in Chinese language teaching focuses on a balanced development of comprehensive linguistic knowledge and skills, viewing the structure, function, and communicative activities of the Chinese language as an integrated whole, in harmony with the whole language concept proposed by Sukmayasa and Sudiana (2023).

### Reflecting Real-World Experiences

According to Keller's (2016) ARCS model of motivation, relevance is a crucial factor in stimulating learning motivation. Learning activities designed under the principled eclecticism framework should mirror real-world experiences, making Chinese language learning relevant to learners' lives and ensuring tangible learning outcomes.

### Emphasizing cognitive learning

Rooted in cognitive learning theory, which values the attractiveness and relevance of learning content (Wichita State University, 2024), this approach prioritizes meaningful knowledge and skills over rote memorization, enabling learners to apply what they have learned effectively.

### Ensuring equitable and fair Chinese language education

Acknowledging differences in the perceptions of effective Chinese language teaching between instructors and students (Xie & Ziebart, 2022), principled eclecticism advocates for the integration of various teaching methods to accommodate individual learner differences, thereby minimizing learning disparities and ensuring educational equity.

To recap discussed previously, PECLT can be viewed as an agglomeration of past-established language teaching methods, but its distinctiveness depends on the fact that it is not merely a random assortment of various teaching methods but a carefully curated blend separating the wheat from the chaff in previous methods. PECLT allows educators to address the diverse needs of learners more effectively than any single method could. For instance, while the grammar-translation method is excellent for building a solid foundation in vocabulary, grammar, and patterns, communicative language teaching enhances speaking and listening skills. By integrating these methods based on the characteristics of Chinese L2 learners, PECLT, as a holistic integration of methods, creates a more balanced and comprehensive learning experience. Secondly, PECLT offers the flexibility to tailor instruction to individual Chinese L2 learner profiles, including their cultural backgrounds, learning styles, and proficiency levels. This learner-centered adaptability ensures that instruction is relevant and engaging, addressing the unique motivations and challenges faced by each Chinese L2 learner. In the example of the lesson plan on 〈望子成龍·望女成鳳〉 (see section 5 for details), teachers are suggested to integrate role-playing and group discussions to cater to different learning preferences and encourage active participation. Teachers always hope that students are so well-behaved and obedient in classes that they are able to follow what is written in lesson plans. However, everything is untoward because of unexpected happens in dynamic and unpredictable learning contexts. Therefore, PECLT, emphasizing dynamic response to classroom contexts, allows teachers to make dynamic adjustments based on real-time classroom interactions and feedback to suit the evolving classroom environment, making the learning process more responsive and effective. To date, few empirical studies have been focused on principled eclecticism combining multiple teaching approaches can significantly enhance learning outcomes (Alharbi, 2017; Tabiri, 2016). Fayombo (2015) discussed the importance of utilizing various teaching strategies to accommodate different learning styles, and creative techniques kept learners engaged and motivated (Rifqi, 2023). As far as PECLT, arguing using teaching methods appropriate to the current situation, is concerned, these evidence-based findings provide a robust foundation for its application in teaching Chinese to speakers of other languages (TCSOL), preventing monotony and catering to different aspects of language acquisition, from cognitive to affective domains. For example, interactive activities in the lesson plan, such as personal sharing and letter writing, not only improve linguistic skills but also foster cultural appreciation and personal reflection. Evidently, the necessity of PECLT is systematically to guide teachers to meet the complex needs of Chinese L2 classrooms anytime and anywhere, to maximize Chinese language learning outcomes by integrating the best practices from various teaching methodologies, and to facilitate professional

development for teachers to become knowledgeable about TCSOL and capable of integrating them effectively.

### The application: An illustrative case of lesson plan design for TCSOL

To ensure that Chinese language teaching remains represented in the global discourse on the application of principled eclecticism in foreign language teaching practice, this study builds upon the aforementioned theoretical foundations. Following the lesson plan template recommended by Cushing-Leubner & Bigelow (2014) and drawing on a Chinese textbook edited by Cai (2020), "Reading Taiwan, Learning Chinese," 《閱讀臺灣·學華語》 this paper outlines a principled eclectic lesson plan centered around Lesson Seven: "Hoping Sons Become Dragons and Daughters Become Phoenixes" 〈望子成龍·望女成鳳〉 (Table 2). This serves as a guideline for practical teaching applications and the development of a checklist for PECLT.

Table 2

PECLT Lesson Plan Design

<p>Textbook: 《閱讀臺灣·學華語》</p> <p>Unit Theme: 第七課 〈望子成龍, 望女成鳳〉</p> <p>Learner Description: Twelve adult foreign students studying Chinese in Taiwan at a B1 proficiency level, originating from a diverse range of countries including the United States, United Kingdom, Germany, the Netherlands, Italy, Ukraine, Japan, South Korea, India, Vietnam, Thailand, and Indonesia.</p> <p>Duration: Three sessions, each lasting 50 minutes</p> <p>Learning Objectives:</p> <p>1. Cognitive Objectives:</p> <p>(1) Acquire 24 specific vocabularies within the lesson such as "望子成龍, 望女成鳳, 心願, 期望, 輸, 投資, 基金....., etc."</p> <p>(2) Learn specific sentence structures like ".....比.....; 為了.....; 唯有.....才是....." present in the textbook.</p> <p>(3) Understand the cultural significance of "望子成龍, 望女成鳳" within Chinese society.</p> <p>2. Skill Objectives:</p> <p>(1) Ability to use the learned vocabulary and sentence structures to express views on education.</p> <p>(2) Capability to orally and in writing compare and contrast Chinese education with that of the learners' home countries.</p> <p>3. Affective Objectives:</p> <p>(1) Appreciate parents' expectations for their children's future.</p> <p>(2) Learn to express personal feelings about education and future goals to parents.</p> <p>Listening and Speaking Activities:</p> <p>1. Group Discussion and Personal Sharing:</p> <p>(1) Start with group discussions for students to share their parents' expectations. Why do they have these expectations?</p> <p>(2) Then, individuals share the outcomes of their group discussions.</p> <p>2. Role-Playing:</p> <p>(1) Groups first plan a theme and script.</p>	<p>(2) Then, assign roles to act out a short drama related to education, portraying parents and children.</p> <p>3. Teacher and Student Feedback:</p> <p>(1) Teachers provide feedback on pronunciation, word choice, grammar and patterns during expression, and content of the drama.</p> <p>(2) Students summarize the educational meaning of "望子成龍, 望女成鳳" from the perspectives of both parents and children and compare it with their own educational experiences.</p> <p>Reading and Writing Activities:</p> <p>1. Conduct reading comprehension based on textbook passages and essays.</p> <p>2. Guide writing based on the prompt: "你認為中西方國家對教養子女的態度有什麼異同? 請寫下你認為最好的教養方式為何? (What are the similarities and differences in attitudes towards raising children between Western and Chinese cultures)? Write about what you believe is the best way to raise children."</p> <p>3. Application: Students write a letter to their parents expressing their feelings and personal goals regarding their education, or hypothetically, as parents, write a letter to their future child expressing their educational expectations.</p>
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In the example of the lesson plan on 〈望子成龍·望女成鳳〉, teachers are suggested to make use well of ideas of principled eclecticism, such as integrating various teaching methodologies, tailoring to learners' needs, ensuring a balanced development of Chinese language skills, fostering interactive and contextual learning, and maintaining flexibility in teaching methods. Thanks to English translation as an assistant language attached in the textbook, teachers can integrate the grammar-translation method to explain new vocabulary (望子成龍, 望女成鳳, 心願, 期望, 輸, 投資, 基金, 才藝班, 培養, 導致, 特殊, 補習, 文化....., etc.) and syntactic structures with sentences (希望我的中文比去年進步。為了加薪, 我會努力通過商

務漢語考試。唯有做好時間管理，才能把書讀好。)。 This is evident in the cognitive objectives, which focus on acquiring specific vocabularies and learning sentence structures. Next, teachers use the audio-lingual method to have students repeatedly practice pronunciation and conversation, where students engage in pair work to improve listening and speaking. In the stage of Chinese language output, to immerse students in a complete Chinese language environment and train them to think in Chinese, teachers can either offer role-playing activities where students act out scenarios related to family or school education or have students debate pros and cons of Chinese and their own native education.

Tailoring to learners' needs is also valued by principled eclecticism, so the educational issue designed in the lesson plan presents Chinese values that may be similar to or different from those of students from all over the world, especially in Chinese language classes full of multicultural atmosphere. After instructing the text and reading comprehension on Chinese educational culture, teachers are suggested to encourage students to compare and contrast Chinese education with their own countries' education systems in both oral (discussing parental expectations) and written activities (writing letters to parents or future children). These tasks not only inspire cross-cultural communication but also make the learning experience more meaningful and personalized.

Catering to educational goals for cognitive, affective, and psychomotor domains and balancing students' development of language skills are necessary in any language class, and so is a Chinese language class merging principled eclecticism. Therefore, the cognitive, skill-based, and affective objectives outlined in the lesson plan reflect a holistic approach to Chinese language education, aligning with principled eclecticism focusing on better understanding the L2 learners through a holistic approach (Brown, 2002; Brett, 2020). Cognitive objectives focus on Chinese language knowledge acquisition, skill objectives on practical application, and affective objectives on cultural appreciation and personal reflection.

As the educational paradigm shifts from teacher-centered to learner-centered, principled eclecticism argues that instead of a teacher lecturing alone, fostering teacher-student and student-student interaction can be more effective to liven up the learning atmosphere (Tarnopolsky, 2018; Valledor et al., 2023). The lesson plan, therefore, is designed with interactive activities, such as group discussions, personal sharing, role-playing, and teacher-student feedback, to not only foster communicative interaction but also provide context for using the Chinese language in real-life scenarios.

Not only are flexibility and adaptability qualifications of Chinese immersion teachers (Bissell & Chang, 2012) but principled eclecticism advocates for flexibility and adaptability in teaching methods. For example, this lesson plan provides diverse assessment methods to help teachers freely and flexibly evaluate student performance from multiple perspectives and make necessary adjustments to the teaching approach with listening, speaking, reading, and writing activities. Furthermore, this lesson plan also allows teachers to adjust their strategies based on classroom dynamics and student feedback. For instance, the role-playing activity can be adapted to different themes or extended to include more complex dialogues as students progress.

Based on the above commentary of examples connecting to the principles of eclecticism, the implementation of principled eclecticism in Chinese language teaching, as illustrated by the lesson plan design in Table 1, underscores a significant advancement in aligning teaching practices with the nuanced needs and diverse backgrounds of learners in the post-COVID-19 educational landscape. This approach, drawing upon the foundational theories espoused by Cushing-Leubner & Bigelow (2014) and the practical curriculum developments, emphasizes a

strategic integration of various pedagogical methods to foster a dynamic and responsive learning environment for students at a B1 proficiency level.

Principled eclecticism, by design, accommodates the multifaceted objectives of language learning, encompassing cognitive, skill-based, and affective domains. The lesson plan outlined not only prioritizes linguistic competence, such as vocabulary, patterns, and grammar but also delves into the cultural significances embedded within the Chinese language, illustrating a deep engagement with the educational values prevalent in Chinese society. This holistic approach resonates with the learners' diverse motivations and experiences, facilitating a comprehensive understanding and appreciation of both the language and its cultural context.

Moreover, the integration of listening, speaking, reading, and writing activities within the lesson plan exemplifies the eclectic approach's versatility, catering to different learning styles and reinforcing language skills through varied contexts. Activities such as group discussions, role-playing, and personalized writing tasks encourage active participation, critical thinking, and the practical application of learned concepts in real-world scenarios. These methodological choices not only enhance linguistic proficiency but also foster cultural awareness and personal growth among learners.

The emphasis on feedback and reflection within the lesson plan further illustrates principled eclecticism's commitment to adaptive learning and teaching. By engaging students in the evaluation process and encouraging self-expression through creative assignments, the approach nurtures a learner-centered environment where feedback serves as a pivotal tool for continuous improvement and adaptation.

In essence, the application of principled eclecticism in Chinese language teaching, as demonstrated through the detailed lesson plan, represents a sophisticated and evidence-based strategy to language education. It underscores the importance of a flexible, integrated, and learner-focused pedagogical framework that is capable of addressing the diverse needs of global learners. This approach not only maximizes educational outcomes but also aligns with contemporary trends in foreign language teaching, positioning it as a valuable model for academic and practical exploration within Chinese language education.

### **The development of a checklist for principled eclecticism in Chinese language teaching**

The concept of a checklist was introduced by Professor Osborn of Harvard University in 1953, aimed at enumerating possible cause-and-effect relationships for a given issue, facilitating systematic examination and discussion to prevent oversight. This tool has since been widely applied across various domains. In the context of research, listing evaluation indicators on a checklist aids researchers in standardizing the examination of raw data, thereby enhancing the reliability and validity of research outcomes (Protogerou & Hagger, 2020). This study synthesizes discussions on principled eclecticism, proposing a checklist derived from the teaching context's aspects of learners, teaching materials and methods, and assessment evaluations. The checklist (Table 3) is intended for future academic research and practical teaching applications.

Table 3  
PECLT Checklist

Elements	Characteristics	Indicators
Teacher	Integration of Various Teaching Methodologies' Strengths	1. Selecting appropriate Chinese language teaching materials and resources.
		2. Centering teaching methods around the Chinese language learners.
		3. Choosing suitable teaching methods based on the learning objectives of the Chinese language.
		4. Matching different teaching methods with the content of the Chinese language teaching materials.
		5. Applying suitable and varied teaching materials and methods as the situation demands.
		6. Participating in Chinese language teacher training activities to stay current and strive for excellence.
Ensuring Equitable and Fair Chinese Language Education		7. Understanding the personal backgrounds of Chinese language learners, including nationality, mother tongue, culture, and proficiency level.
		8. Observing the needs, motivations, characteristics, and styles of Chinese language learners.
Students	Understanding Learner Diversity	9. Mastering the learning challenges of Chinese language learners in pronunciation, vocabulary, syntax, listening, speaking, reading, writing, and translation.
		10. Considering individual differences among Chinese language learners and applying appropriate error correction feedback strategies.
		11. Utilizing social media to provide Chinese language learners with consultation on issues.
Emphasizing Cognitive Learning		12. Implementing diverse assessments to evaluate Chinese language learning performance.
		13. Assigning an appropriate amount of homework for Chinese language learners to prereview and review learning content.

Contexts	Following the Natural Language Acquisition Sequence	14. Setting cognitive, skill-based, and affective learning objectives for Chinese language education.
		15. Adapting teaching methods based on the Chinese language teaching context.
		16. Adjusting the teaching pace as necessary.
Reflecting Real-World Experiences		17. Offering ample opportunities for diligent practice.
		18. Designing interactive Chinese language learning activities.
		19. Providing opportunities for collaborative learning.
		20. Creating a friendly learning environment for the Chinese language.
		21. Reflecting on the effectiveness of Chinese language teaching.

Key to the effective implementation of principled eclecticism in Chinese language teaching is the theoretical and practical application of these principles (Gao, 2011; Rian, 2016). Research indicates that individual background factors such as the learner's nationality, mother tongue, culture, level, motivations, characteristics, and style significantly impact Chinese language learning (Cai, 2018; Cai, 2022; Liu, 2023; Nel & Krog, 2021; Orton & Scrimgeour, 2019; Qi et al., 2023; Qian & Yu, 2023; Sung & Wu, 2011; Zheng et al., 2023). The learner-centered approach has become a norm in Chinese language education (Yang, 2019). Therefore, understanding the individual backgrounds and diversities of learners is essential for Chinese language teachers. This can be achieved through questionnaires, interviews, and classroom observations, which inform the design of the curriculum and the selection of teaching methods and materials.

Addressing the learning difficulties of Chinese language learners guides teachers in adopting effective teaching strategies to assist them in overcoming these challenges (Yang, 2019). Through teaching, learning sheets, homework, and quizzes, teachers can identify issues learners face with pronunciation, vocabulary, syntax, and other areas of language acquisition. Recording these observations serves as a crucial basis for setting learning objectives, selecting teaching materials and methods, and designing assessments. To achieve these aims, Chinese language teachers need creativity, adaptability, and flexibility (Yang, 2019; Wang, 2020; Song, 2022; Bissell & Chang, 2012; Wong, 2021; Zhong, 2022) to effectively integrate content knowledge, teaching skills, disciplinary teaching knowledge, and technological pedagogical content knowledge. This comprehensive approach facilitates a positive learning cycle and the successful application of principled eclecticism in the classroom.

In essence, the development of a checklist for principled eclectic Chinese language teaching is crucial. Firstly, the proposed checklist for PECLT is designed to systematically guide teachers in addressing the diverse needs of learners, serving as a practical tool for ensuring that various

teaching methods are applied in a coherent and structured manner, and helping in maintaining consistency and effectiveness in teaching practices, which is a significant challenge in eclectic approaches. Secondly, by providing a detailed checklist, we aim to ensure that the principles of principled eclecticism are not only theoretically sound but also practically applicable, leading to improved teaching outcomes to enhance Chinese language teaching quality. Thirdly, the PECLT checklist also serves as a tool for professional development. It helps Chinese language teachers self-assess and reflect on their teaching practices, identify areas for improvement, and adopt best practices from various teaching methods. This reflective practice is crucial for continuous professional growth and the effective implementation of eclectic teaching methods. All in all, it provides a comprehensive framework that assists Chinese language teachers in systematically and principledly reviewing and considering the entire teaching process, from understanding learners to integrating teaching methods, and further to reflection and self-improvement. This contributes to enhancing the efficacy of Chinese language teaching and the learning outcomes of Chinese language education.

## **Conclusions and Recommendations**

### **Conclusions**

This study, informed by the problem statement and literature review, underscores the importance of developing a checklist for principled eclecticism in Chinese language teaching, both for advancing academic research and enhancing practical teaching applications. Drawing from the essence of principled eclecticism, relevant scholarly evaluations, and implications of associated research, this study has formulated a checklist that encapsulates a comprehensive perspective, customizable teaching strategies, objectivity in teaching assessments, and is underpinned by related research.

The checklist covers various aspects including learner backgrounds, needs, learning challenges, teaching goals, materials and methodologies, assessments, and the teaching environment. It enables Chinese language teachers to comprehensively understand student circumstances, allowing for timely and flexible adjustments to teaching methods. By following the indicators listed in the checklist, teachers can more accurately identify individual differences among students, such as cultural backgrounds and learning styles. This facilitates the tailoring of teaching plans to meet diverse student needs, characterizing customizable teaching. The indicators provide a set of assessment criteria, guiding instruction and enhancing the effectiveness of principled eclectic Chinese language teaching, characteristic of objectivized teaching assessments. Although this study has not conducted quantitative research or inferential statistical analysis, the checklist is preliminarily based on principled eclecticism and findings from other foreign language teaching research. It aligns with the learner-centered pedagogical approach in Chinese language teaching, considering individual learner backgrounds, diversity, and the dynamic changes in teaching contexts that influence Chinese language education. This not only aids teachers in effectively addressing these influencing factors but also features the support of related research.

### **Recommendations**

In the application of TCSOL practices, the PECLT checklist developed in this study could incorporate Likert item scoring for application in classroom teaching observations of Chinese language instruction. This would assess the micro-teaching sessions of students in Chinese language teaching programs and examine the extent to which Chinese language teachers implement principled eclectic teaching principles in their classrooms, serving as a reference for improving Chinese language teaching effectiveness.

The initial study has not conducted an experimental teaching design, but in terms of research application, following Maxwell's (2013) discussions on enhancing the validity of data analysis in



qualitative research methodologies, it is recommended that future studies invite scholars and experts in related fields to review and revise the content validity of the checklist indicators. Subsequently, the revised checklist can be utilized in a Likert scale format for observing and assessing Chinese language teachers' classroom instruction or for self-assessment by the teachers themselves. Gathering data from at least 200 samples (Alavi et al., 2020; Pacewicz et al., 2023) and employing statistical item analysis, exploratory factor analysis, internal consistency validity analysis, and confirmatory factor analysis would validate its reliability and validity. This developed research tool for assessing the implementation level of PECLT principles can then be applied in future research and teaching practices, making the theory- practice-integrated principled eclectic Chinese language teaching a paradigm in the international field of foreign language education. In experimental designs, future research will include empirical studies that evaluate a Chinese language teacher's PECLT effectiveness of the proposed checklist and lesson plans through experimental and observational studies in real and different classroom settings, such as comparisons among in-person, online and blended Chinese language classes. Alternative recommendation for quantitative studies involving pre- and post-intervention assessments to measure the impact of PECLT on student learning outcomes. Additionally, qualitative methods such as interviews, focus groups, and classroom observations will be used to gather in-depth insights into the practical challenges and benefits of implementing the checklist. This mixed-methods approach will provide a comprehensive understanding of the effectiveness and applicability of PECLT.

While the initial study provides a strong theoretical basis for PECLT, it is acknowledged that there is a need for empirical evidence to support our claims. The proposed checklist is an innovative and essential tool for ensuring the effective application of principled eclecticism in Chinese language teaching. By incorporating empirical studies and rigorous evaluation methods, we aim to enhance the robustness of our framework and contribute significantly to the field of Chinese language education.

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