

Introduction

Principled Eclecticism is an approach to [teaching English](#) that is based on the belief that there is no one best method for teaching the language. Instead, Principled Eclecticism upholds the idea that different methods should be used for different goals. For example, a teacher might use grammar-translation to help students learn vocabulary, but switch to a [communicative approach](#) when the goal is to encourage students to speak in English. This flexible approach can be adapted to meet the needs of any classroom and is effective in helping students achieve success in learning English.

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To avoid the “anything goes” trap, a sequence of elements including Engage, Study, Activate (ESA) helps teachers organize their lessons in a more comprehensive flow with stages that lead to lesson goals. The engagement phase helps learners to develop an interest in the topic and to identify personal goals. In the study phase, learners gain knowledge and understanding of the content. Finally, in the activate phase, learners apply what they have learned to real-world situations. Principled Eclecticism is an effective way to meet the needs of all learners.

Principled Eclecticism

Principled Eclecticism has been gaining popularity as a methodology for teaching English as a second or foreign language. Also known as Principled Eclectic Methodology, this approach is based on the belief that no single method is best for all learners in all situations. Instead, Principled Eclecticism advocates for using a variety of methods and approaches, tailoring instruction to the needs of each learner. This approach has its roots in the work of linguist and educator [Stephen Krashen](#), who developed the [Comprehensible Input hypothesis](#). Krashen’s work suggested that learners acquire language best when they are exposed to input that is slightly beyond their current level of competence. Principled Eclecticism takes this theory one step further, by providing a framework for choosing and using a variety of language-learning activities and materials. While there is no one-size-fits-all approach to [language learning](#), Principled Eclecticism can be an effective way to meet the needs of a diverse group of learners.



Engage, Study, Activate

Engage, in Engage, Study, Activate sequence when teaching English. Engage is the process of bringing students' attention to the task at hand and activating their prior knowledge about the topic. This can be done through a variety of activities such as whole-class discussions, think-pair-share, or jigsaw activities. The Engage stage should not last more than 10 minutes. The purpose of Engage is to prepare students for the next stage of instruction, Study. In Study, students work with the material they will be using to complete the task to deconstruct it and make meaning of it. This is done through a variety of activities such as close reading, guided questions, and graphic organizers. The study stage should last 20-30 minutes. The purpose of the Study is to provide students with the opportunity to preview the task and become familiar with the subject matter. The final stage in Engage, Study, Activate is Activate. In Activate, students apply what they have learned in Engage and Study to complete the task at hand. This can be done through a variety of activities such as problem-solving tasks, open-ended tasks, or creative tasks. The activate stage should last 20-30 minutes. The purpose of Activate is to provide students with the opportunity to demonstrate their understanding of the Engage and Study stages by completing an authentic task that requires reasoning and application.

ESA Lesson Planning

The ESA [lesson planning](#) process usually begins with the engagement phase, during which the teacher aims to capture the students' attention and interest. This can be done through activities such as games, role-plays, or other interactive exercises. Next, in the study phase, the teacher will focus on teaching the language concepts that are necessary for the students to complete the activities in the previous phase. Finally, in the activate phase, the students will put what they have learned into practice by using the language in realistic contexts. By following the ESA lesson planning process, teachers can ensure that their lessons are enjoyable and educational for their students.



Boomerang Sequence (test-teach-test)

As an English teacher, you may be familiar with the Boomerang Sequence lesson planning method. This is a technique that involves testing students at the beginning of a lesson, teaching them the material, and then testing them again at the end to see how much they have learned. There are

several benefits to using this method. First, it allows you to gauge students' prior knowledge and identify any areas that need to be addressed. Second, it scaffolds learning by providing students with multiple opportunities to practice and receive feedback. Finally, it provides a clear metric for assessing [student progress](#) and determining whether objectives have been met. When using the Boomerang Sequence, it is important to keep the following in mind: create concise tests that focus on key concepts, use data from the first test to inform your lesson plans, and provide targeted feedback to help students improve. By following these tips, you can ensure that your ESA lessons are well-planned and effective.

Summary

The "Engage, Study, Activate" (ESA) approach to lesson planning is based on the principle of eclecticism, which holds that the best way to learn is to draw from a variety of sources. In an ESA lesson, the teacher begins by engaging students in an activity designed to capture their attention and interest. Next, the teacher focuses on teaching the language concepts that are necessary for the students to complete the activities in the previous phase. Finally, in the activate phase, the students put what they have learned into practice by using the language in realistic contexts. By following the ESA lesson planning process, teachers can ensure that their lessons are enjoyable and educational for their students.

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