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## Enrique Guzmán y Valle

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### ESCUELA DE POSGRADO



**Thesis**

**A Principled Eclectic Approach to Teaching Technical English and Academic  
Performance in Fourth Cycle Students at ISTP Carlos Cueto Fernandini, 2017**

**Presented by**

Vilma JUAREZ GARIBAY

**Adviser**

Rogil SANCHEZ QUINTANA

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**A Principled Eclectic Approach to Teaching Technical English and  
Academic Performance in Fourth Cycle Students at ISTP Carlos Cueto  
Fernandini, 2017**

For my family

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## **Abstract**

This research is about the use of a principled eclectic approach and its relationship with academic performance. Its general objective was to establish the relationship between the use of a principled eclectic approach to technical English teaching and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. The central point of study were the dimensions of principles, procedures and techniques of the principled eclectic approach to English language teaching. The type of research was substantive in its descriptive level. Its approach was quantitative with a correlational design and the use of a descriptive method. The population and sample were the same composed by 23 fourth cycle students at ISTP Carlos Cueto Fernandini. After the corresponding hypothesis testing, we arrived at the conclusion that the use of a principled eclectic approach to technical English teaching is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

*Keywords:* principled eclectic approach and academic performance

## Introduction

The purpose of this study was to determine the relationship between the use of a principled eclectic approach to technical English teaching and academic performance in fourth cycle students at Carlos Cueto Fernandini Public Technological Institute, 2017. To achieve this goal it has been necessary to explore the different existing methods which along the history of English language teaching have attempted to foster more effective ways to make students learn a second or foreign language.

The work has been divided into five chapters. Each one containing an aspect of the development of the topic. Chapter I comprises the statement of problem that contains the determination of problem, formulation of problem, objectives, scope and relevance of problem and limitations of research. Chapter II has to do with theoretical framework that contains research background, theoretical bases and definition of key terms and Chapter III develops everything related to hypothesis and variables where we formulate the general and specific hypothesis and the operationalization of variables.

Chapter IV has to do about methodology where we develop research approach, research type, research design, population and sample, techniques and instruments of data collection, and statistical treatment. Chapter V refers to results that contains the development of the validity and reliability of instruments, presentation and analysis of results, discussion of results, conclusions and recommendations.

After the development of the topics of eclectic approach to language teaching and academic performance, we have arrived at the conclusion that the use of a principled eclectic approach to technical English teaching is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the principled eclectic approach to technical English teaching, the better the academic performance will be, and according to Spearman's correlation of 0,859, it represents a high positive correlation.

## **Chapter I. Statement of Problem**

### **1.1 Determination of Problem**

In the world, the teaching and learning of English as a foreign or second language has increased greatly. In countries of the five continents the demand for learning English has become paramount. In this context, the profession of language teaching has been developed throughout the world, especially in Asia where China and Japan are the major consumers of the above mentioned language, been the preferred the Communicative methodology and the eclectic approach.

In Latin America, countries like Mexico and Argentina as well as Colombia have taken as a state policy the teaching of English. Both varieties of language are learned indistinctively, American and British English. In the latest years, American English have become the most preferred in the continent. The most used methodology has been the Communicative one and the eclectic one also.

In Peru, despite the fact that there are arguments in the post-method era, it is noticeable that traditional methods used in teaching foreign languages are still used regularly in Peru. It was founded in the literature review that there is a method problem in the field of foreign language teaching in Peru.

The main objective of this study is to expound theoretical information about the use of a principled eclectic approach to teaching technical English and its relations academic performance in fourth cycle students at Carlos Cueto Fernandini Public Technological Institute, 2017.

## **1.2 Formulation of the problem**

### **1.2.1 General problem.**

To what extent is the use of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?

### **1.2.2 Specific problems.**

SP1. To what extent is the use of the principles of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?

SP2. To what extent is the use of the procedures of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?

SP3. To what extent is the use of the techniques of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?

## **1.3 Objectives**

### **1.3.1 General objective.**

To establish the relationship between the use of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### **1.3.2 Specific objectives.**

O1. To establish the relationship between the use of the principles of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

SO2. To establish the relationship between the use of the procedures of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

SO3. To establish the relationship between the use of the techniques of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

## **1.4 Scope and Relevance of Problem**

### **1.4.1 Theoretical relevance.**

The theoretical contribution of this research are of pivotal importance after finishing the formulation of the conclusions.

### **1.4.2 Practical relevance.**

Throughout the whole work on the running thesis we gained new researching skills which benefit our current and future professional performance and the results obtained in this work will benefit the people who were involved in this research.

### **1.4.3 Methodological relevance.**

The development of this study has helped us build, validate and apply new research instruments in order to gather information. Those research instruments can be used in future research of this type.

## **1.5 Limitations of the Research**

### **1.5.1 Geographical limitations.**

This research was applied at Carlos Cueto Fernandini Higher Public Technological Institute, Comas, Province and Department of Lima, Peru.

### **1.5.2 Time limitations.**

This research took place between October 2017 and March 2019.

### **1.5.3 Resources limitations.**

On the whole, the research was financed by the author's own expenses. There was not any type of finance from any public or private institution to run this research.

## Chapter II. Theoretical Framework

### 2.1 Research Background

#### 2.1.1 National background.

We could not find out national background of the topic in the latest five years or earlier. That is why I have not included any local background.

#### 2.1.2 International background.

Sani (2017) in his article *The Eclectic Approach to Language Teaching: Its conceptualization and misconceptions*. (The University of Zambia). The eclectic approach to language teaching has developed into very usual and popular, but there hasn't been enough effort to explain what it is. The author mentions that there are two issues to discuss, the first, about the concept of eclectic approach and the other one is about de misconceptions. Collateral data was gathered through eclectic approach readings. As part of the conclusions the eclectic approach is a hybrid and it should be viewed as a method which implies some characteristics of other methods. This investigation has presented the view of language and language teaching under the eclectic approach. It also has shown three major misconceptions held by Zambia English teachers. They thought the eclectic approach was just a matter of applying various isolated methods in the same lesson. For them it just works if pupils have a good command of the language. Lastly they hold that eclectic approach was time consuming and confusing. These misinterpretations have been argued and debated.

Chaves and Guapacha (2016) in their research *An Eclectic Professional Development Proposal for English Language Teachers* "Universidad del Valle, Cali, Colombia, diagnosed the situation of teaching English for Business Purposes (EBP), in an Algerian faculty of Business, which is the Business faculty of Biskra University. Also, it

aims to provide some insights, suggestions and guidelines based on the experience of the teachers of the same faculty and on the researcher himself as a part of the research subject, that is to say, as a teacher of the Business/management field, as a teacher of business English and as an ex-student who has been receiving courses of business English from the same faculty. And that, on the basis of an eclectic approach derived and designed from the literature to constitute a tool of diagnosing especially the methods/approaches which the faculty's teachers of Business English (BE) have adopted. To do that, a questionnaire and a semi-structured interview have been conducted towards a representative sample of teachers of EBP. Results indicate that the methods/approaches adopted by the teachers of the faculty are largely guided by their intuition and influenced by the settings of the faculty, especially the time devoted to the module of EBP.

Bouriche (2017) in his research "*Towards an Eclectic Approach to Teaching EBP to Business Students in a Tertiary Context. A Case of M2 Teachers in the Faculty of Economics, University Mohamed Khider of Biskra, 2015*". A questionnaire and a semi-structured interview were held towards a representative sample of educators of EBP. According to the results methods/approaches applied by the teachers of the faculty are hugely guided by intuition and influenced by the agreements of the faculty, especially the time devoted to the module of EBP.

Yan (2007) in her thesis *Principled Eclecticism in College English Teaching in China, a Polytechnic Institute, Shanghai, China*. Zhou Zhi-yang, Donghua University, Shanghai Dai Peixingjin, concludes that eclecticism in English language teaching states that even though there is no a unique language teaching method that handles to meet all the teaching/learning necessities, each method provides important insights that should be taken into account. However the lack of principles has been its week point. Therefore principled eclecticism and a principled teaching style has been attempted. This thesis

explored the attitudes and perceptions of the school English teachers in China in relation to eclecticism and principled eclecticism in the teaching process in the intensive English language program, as well as the approaches or methods and the different teaching techniques applied. A case study was carried out in order to prove if the actual teaching praxis of principled eclecticism was in fact eclectic and principled as the supporters announced theoretically. According to the analysis of the questionnaire from 51 students and 155 teachers, classroom observations during twelve weeks, and personal interviews, the researchers found out that eclecticism does exist, that it is extensively used by College English teachers and finally that it is well accepted by the students.

## **2.2 Theoretical Bases**

### **2.2.1 A Principled eclectic approach to teaching technical english.**

#### ***2.2.1.1 Conceptualization of a principled eclectic approach.***

##### *Eclectic approach.*

The history of the development of English language teaching is undoubtedly well documented. ELT experts and people involved in this field have introduced and marketed different approaches, methods, procedures and techniques to support effective teaching and successful language learning. The different attempts to make English language learning possible have produced a long list of methods which have at some point been rendered the most appropriate.

The idea of a one-size-fits-all method, has been considered non-viable due to the complex relationship between method and context. An increasing need for teachers to apply some type of autonomy placed them in a pluralistic position. Larsen-Freeman (2000) points out that teachers instead of adopting or refusing methods entirely as being appropriate or not for a specific reality, they consider that each method has a relevant aspect; instead of taking for granted that any method or part of it should be applied in a

same reality or context. It is also important to mention that teachers are aware of the multiple affinities between classes, they are also conscious of the particular characteristics of each group, in consequence, teaching successfully demands being able to recognize and acknowledge of this uniqueness.

Along the history of ELT different methods and approaches have been adopted, however because of the diverse context of pupils, the belief that a one-size-fits-all method has been claimed unrealistic. To Larsen-Freeman (2000) not one method is superior, but there are things worth taking from each method.

“When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be *eclectic*”. Larsen-Freeman (2000, p.183). It is relevant to mention that methods are a logical act of mixing techniques and principles.

According to Larsen-Freeman the fact of creating an own blend of methods, combining those that would work better for a specific context, this is called an *eclectic* method.

#### ***2.2.1.2 The structure of a principled eclectic approach to language teaching.***

Several methods and approaches such as the audio-lingual approach, the direct method, the communicative approach among others have been applied in different realities but “none of them can be realized in their purest form in the actual classroom primarily because they are not derived from classroom experience and experimentation but are artificially transplanted into the classroom” (Kumaravadivelu, 1994, p.29). Modern explorations in second language teaching highlight a change from the traditional understanding of method to a postmethod condition which empowers practitioners to perform location-specific, classroom-oriented groundbreaking practices. This implies a search for an alternative to method instead of an alternative method and it involves

teacher's autonomy as well, their capacity of knowing how to teach and also how to perform independently within the administrative and academic restraints demanded by the institution.

Contemporary studies in second language teaching emphasize a permutation from the conventional concept of method toward a postmethod condition which allows English teaching practitioners to create their own methods, best suitable to the context of the classroom.

Principled pragmatism is the main characteristic of the postmethod condition which differs from eclecticism. The supporters of eclecticism target to encourage the principled mixture of sensible concepts into a harmoniously whole which provides the best outcomes. In the words of Kumaravadivelu (1994) despite such good intentions, *eclecticism* regresses to a pedagogical practice that lacks of systematization, principles and criticism.

The postmethod condition is different from eclecticism, since the last-mentioned encourages the merging of ideas in a harmonious whole, however it lacks of systematization and principles (Kumaravadivelu 1994)

English language teaching practitioners who hold a coherent philosophy and act conforming to it, can be claimed to be practicing principled eclecticism. What they in practical terms do is develop a method of their own by merging characteristics of others in a principled way. These practitioners ought to be able to justify why they do what they do.

The practice of blending methods according to one's own philosophy is called principled eclecticism.

It is necessary to review some concepts in order to give necessary academic support to this research.

*Principles.*

According to the Longman Dictionary of Language Teaching and Applied Linguistics (2002) *Principles* are defined as the ideas and theoretical beliefs that teachers have about potent approaches to the teaching-learning process, which work as the foundation for some aspects of their decision-making. Principles are a relevant feature of teachers' conception systems and could be the outcome of training, teaching experience or also their own mastery as learners.

The APA Dictionary of Psychology (2015) describes the term *Principle* as a fundamental rule, standard or precept, especially in matters of morality or personal conduct. It also means a statement of an established regularly, similar to a LAW.

A principled eclectic approach to language teaching should at least have the following principles:

- Students are able to translate new vocabulary from English (the target language) to Spanish
- Students memorize vocabulary
- Grammar rules are introduced through examples
- Pronunciation is taught since the very beginning
- Dialogues are learned through imitation and repetition
- English is a means of classroom communication
- The teacher uses games during lessons
- The teacher uses problem-solving tasks during lessons
- The teacher uses role-plays during lessons
- Students answer reading comprehension questions
- The learning process is developed in a relaxed and comfortable atmosphere
- The English teacher is an adviser during communicative activities

- Cooperative relationships are encouraged through communicative interaction
- Errors are tolerated and later corrected by the teacher

*Procedures.*

It is seen as the last stage of organization and conceptualization of a method. This comprehends the moment-to-moment techniques, practices and behaviors that are developed in teaching a language according to a particular method. At this stage our interest is on how activities and tasks are incorporated into each lesson and used as the basis for the teaching and learning process. Three dimensions to method at the process level are presented through Richards and Rodgers (1986):

- a) The usage of teaching activities (dialogues, drills, information-gap activities, among others) to introduce new lexical content, to make clarifications and show communicative, formal, or other features of the foreign language.
- b) The different manners in which specific activities are used to practice language.
- c) The procedure and technical styles applied in providing feedback to students in concern to the content or form of their sentences.

Basically, procedure centers on the manner a method manages the process of presentation, practice and production /feedback.

A principled eclectic approach should at least have the following procedures:

- The teacher presents the topics in different ways to catch students' attention
- The teacher applies a variety of activities to develop the target language practice.
- The teacher promotes the development of the four main skills.
- The teacher evaluates what has been taught using exercises y real objects.

*Techniques.*

A technique is a particular procedure used to accomplish a particular objective, either of a wide range of tasks, exercises or activities applied in the classroom to realize the

objectives of the lesson. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.” Richards and Rodgers (1986, p. 15).

In the words of Richards and Rodgers (1986) a technique is a trick or stratagem that actually takes place in a classroom and it is used to achieve an immediate aim.

A principled eclectic approach should at least use the following techniques:

- Ice-breaking
- Fill in the blank
- Paragraph writing
- Question and answer drill
- Reading comprehension questions
- Reading for specific information
- Scrambled sentences
- Authentic materials
- Grammar games

Major approaches and teaching methods with their corresponding principles that contributed to the building of a principled eclectic approach are revised here.

### ***2.2.1.3 From Grammar translation method.***

The ancient Grammar Translation Method is an old method which was initially applied to teach languages already dead, which demonstrates why its main focus was on the written form rather than on the oral form. It was structured in accordance to the faculty psychology approach, the one which was well-known between the 18th and 19th century.

Mental discipline was claimed as essential to strengthen the powers of the mind. In order to get this it was necessary to learn classical literature of the Greeks and Romans.

*Principles.*

A fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. Here the most outstanding principles:

- Language is a system of rules that must be taught through texts and related to the rules and meanings of the first language.
- The basis of both the linguistic description and the activities carried out in class is the written language.
- The vocabulary is learned through word lists and special emphasis is placed on the degree of correctness of the translation.
- Grammar learning is deductive, that is, a rule is presented, which is explained and memorized and then practiced in translation exercises.
- The sentence is the basic unit of language teaching and practice.
- The classroom teaching language is the first language of the learner.
- The teacher is the main protagonist of the teaching-learning process, the highest authority.
- The teacher provides linguistic knowledge and corrects the mistakes produced by the learners.
- The student has a non-participatory role, is limited to following the teacher's instructions, memorizing rules and vocabulary lists, reading and translating.

*Procedures.*

The procedure of teaching English is simply a combination of activities of teaching grammar and translation. His teaching is to have a good grammar base to subsequently apply grammar knowledge in the translation of sentences or texts. Or put another way: it is an essentially deductive method, because firstly grammar theory is taught - in this case, grammar rules - and then it is put into practice in translation exercises. Therefore, it is a form of learning centered on the written plane and always taking into account the mother tongue, to which the sentences of the language being learned are translated. In addition to reading and writing prevailing, vocabulary also weighs heavily in this method, which in many cases is learned from memory lists of words. The ultimate goal of knowing that vocabulary is not to put it into practice in a conversation, but to translate sentences. In a sentence various grammatical questions are activated: syntax, grammatical case, gender and number of words, their morphology, the grammatical class to which they belong, etc.

*Techniques.*

The main techniques, according to Larsen-Freeman (1986) are:

- Translation of literary fragments of the target language to the mother tongue;
- Reading comprehension test;
- Search for synonyms and antonyms;
- Identification of cognates;
- Deductive application of rules;
- Exercises to fill in gaps with words that are missing in the text;
- Word memorization;
- Phrase formation with newly learned words;
- Composition written through a topic given by the teacher.

#### ***2.2.1.4 From the Direct Method.***

The direct method was a monolingual approach to learning a language. The concept of underlying learning equates the learning process of the target language to the process of acquiring the first language. The method is characterized by being imitative, associative and inductive: language is learned by imitating a linguistic model and memorizing sentences and small dialogues; the lexicon is acquired through associations and grammatical rules are induced by observing the examples. The teacher, preferably a native speaker of the language he teaches, is the true protagonist of the class: he is not only a model of language but must have initiative and dynamism to create the necessary interaction in the classroom. (Li, 2012).

##### *Principles.*

The principles are as follows:

- Exclusive use of the target language.
- Teaching vocabulary and structures for everyday use.
- Inductive teaching of grammar.
- Development of oral communication skills in a progressive and graduated way by exchanging questions and answers between teachers and students.
- Oral introduction of the new teaching content.
- Use of demonstration, objects and drawings in the introduction of concrete vocabulary, and the association of ideas in the introduction of abstract vocabulary.
- Teaching of expression and oral comprehension.
- Emphasis on pronunciation and grammar.

*Techniques.*

The teaching techniques rely mostly on:

- Reading aloud
- Question and answer exercises
- Student self-correction
- Conversation practices
- Dictations
- Exercises to fill in blanks
- Paragraph writing

***2.2.1.5 From the Audiolingual method.***

It was born during the mid-1940s and 1950s and was promoted by influential foreign language teaching theorists particularly in the US. After the direct method had been used in schools, it quickly became apparent that it had not produced people who were able to speak the foreign languages they had studied. It was for this reason that the U.S. government asked the universities to develop foreign language programs that produced students who could communicate effectively in those languages.

The audiolingual method, also known as the audiolinguistic method, is the didactic concretion of structural linguistics and contrastive analysis, in terms of language conception, and behaviorism, as learning theory. This method, patented by N. Brooks in 1964, appeared as a consequence of the greater interest given to the teaching of foreign languages in the United States towards the end of the 50s. It is based on the previous experience of the army's programs for language teaching and in the oral or structural approach developed by CC Fries. Following the basic principles of structuralism, this L2 teaching methodology was created that almost completely abolished the grammar-translation method, in force until the 40s of the 20th century.

*Principles.*

Larsen-Freeman (1986) presents the following principles:

- Language is a system of structures.
- The comparison between languages, to be able to see better the autonomy of each system, the essential differences and also the similarities.
- The importance given to communication as an essential function of language.
- The own conception of behaviorism that the use of language is a behavior, which is learned based on the acquisition of habits through repetitive behaviors.
- Learning a language is a process of habit formation, and good habits are achieved by giving the correct answers.
- The emphasis on the oral aspect of the language. Since the language is oral, the oral form is presented before the written form.
- The use of translation or mother tongue is not advised.
- Students deduce the rules of language through practice, so grammar is taught indirectly.

*Techniques.*

His main techniques are, according to Larsen-Freeman (1986):

- Memorization of dialogues;
- Conversation in pairs;
- Dramatization of memorized dialogues;
- Memorization of long sentences part by part;
- Replay games (to memorize structures or vocabulary);
- Question-answer games (to practice structures);
- Games to complete dialogues;
- Phrase building game based on clues (words) given;

- Transformation game of negative sentences in affirmative, etc .;
- Games to differentiate similar words (sheep / ship).

#### ***2.2.1.6 From Suggestopedia.***

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov. The term 'Suggestopedia', derived from suggestion and pedagogy, it is often used loosely to refer to similar accelerated learning approaches.

Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods.

#### **Principles**

On the following principles they base the suggestopedia:

It is based entirely on suggestion. Lozanov (1978) defines suggestion as:

“... a constant communicational factor, which can create the conditions to activate the functional reserve capacities of the personality, mainly through the paraconscious mental activity” (p. 201).

It seeks to obtain the greatest activation of the brain. How do you inquire?

It exposes a learning environment in which the situation is of joy and relaxation:

this environment are classes that are painted in pastel colors, the desks forming a semicircle, as well as light regulators, such as having posters with phrases to motivate the student, and perform plays, as well as dramatizations about the contents to learn...

Pretend the conscious-paraconscious union: Try to unite the conscious part that people possess, especially at the time of acquisition of learning, with the paraconscious moment

in which a person is in a moment of relaxation, in which, he acquires knowledge in a more relaxed and involuntary way.

*Techniques.*

For such learning to be meaningful, they must be applied at the same time. Several techniques together. Lozanov, introduces three fundamental techniques:

- Psychological
- Teaching
- Artistic

This is essential to get the student to overcome the barriers antisuggestives that hinder their learning. The teacher first "organizes the contents", that is, transmits the peripheral communication, since, according to Lozanov, these messages are accepted without review.

“(...) For this teaching system to be effective, the principles suggestopedists must always be the basis on which the various techniques to be applied together. (...)”(Romero and González, 2002)

***2.2.1.7 From the Communicative approach to language teaching.***

The major impact on the new turns that language teaching takes is the introduction of the concept of communicative competence, presented by D. Hymes in 1974. This concept emerges as an important theoretical construct in the exploration of the relationship of language with society and culture. Hymes considered communicative competence as the knowledge needed to communicate properly in a speech community. Both Littlewood (1991), Savignon (1983) and Widdowson (1979) agreed by defining the communicative competence as a dynamic process that requires the expression and negotiation of information and the ability to interpret discourses so that meanings can be communicated in specific situations.

Widdowson (1979) established that the student needs to be exposed to practical activities of the use of language to develop communicative competence, so he must be provided with the experience of learning to compose in the act of writing and to understand in the act of reading. When the need or incentive to communicate messages arises, the individual is forced to listen within the acquired structures; therefore, from this perspective, communicative competence precedes linguistic competence. Another perspective is that of specifying the context and it is interested in the selection of the language to which the student is exposed and not to the learning process. Texts aimed at teaching language generally pursue the paradigm of completing exercises instead of addressing their usefulness for students' communicative needs (Savignon, 1983).

*Principles of the Communicative Language Teaching.*

García, Martínez & Matellanes (2003) have proposed the following principles:

- The texts and language samples that we use must be authentic or, at least, adapted from a real text.
- The communicative situations will be located in the school environment or close to it and should be of interest to the student.
- The error is part of the process and only through the interventions of the students themselves and their mistakes will the lessons be redirected.
- The procedural contents are of great importance, since they will be the most useful when acquiring the necessary communicative skills.
- The progression of learning: the communicative situations that arise and the texts used must be increasingly complex, so that the grammar in use that appears in them is not artificial or limited, but allows deepening in the linguistic learning.
- The important thing is the process and not so much the result, especially at the beginning, since this will undoubtedly be satisfactory if the planning of the

teaching-learning situations has been done in a coherent way, taking into account a logical sequence of activities that enhance the abilities of students.

- Previous knowledge will be activated intentionally to provide security and anchor learning in a meaningful way.
- Interaction has to be presented through group work or in pairs, as well as student-teacher-texts, student-teacher and evaluation.
- A control of the teacher's speech should be exercised, which will have the function of modeling the programmed linguistic learning.
- The different audiovisual resources (images, recordings, videos, diagrams, graphics...), the gestures, as well as the support in other languages and the activities that favor the total physical response (TPR) are essential when teaching a second language.
- The intercultural component and other values, such as coeducation, will be included in the different learning sequences as nuclear elements or conductive threads.
- The four skills will be developed in an integrated manner when dealing with real communicative situations.

*Techniques of the Communicative Language Teaching.*

Among the techniques commonly used in the Communicative Language Teaching we can consider the following:

- Simulation games (role playing).
- Interviews
- Exchange of information distributed among students.
- Games
- Language exchange

- Surveys
- Working in pairs and groups.

All the techniques previously mentioned, in order to guarantee a real communication, are governed by these three principles:

*Information gap.*

There is a real need for communication between the interlocutors, since each one has to find out something that only his partner knows, and if he does not find out, he cannot do his own task.

*Freedom of expression.*

The speaker decides the content (what will he say), the form (how will he say it), the tone, the moment, etc.

*Feedback.*

The verbal and non-verbal reactions of the interlocutor indicate to the student to what extent they are reaching their goal in the conversation.

## **2.2.2 Academic Performance.**

### ***2.2.2.1 Conceptualization of academic performance.***

Academic performance as a definition and a topic of study is dynamic and static, being that it answers to the process learning. According to the valid social model (Diaz, 2010) although academic performance is complex in its definition and in the way of approach it. The approach can be ample or limited. Studies about academic performance permit to see three ways:

1. As expressed result and interpreted quantitatively.
2. As evaluative judge-quantifier not on the academic formation. It means, for the process carried for the student.

3. In a mixed way assuming the performance as process and result evidencing as in the numerical rating as in the value judgments about the capacities and the “know how to do” of the student from the process and in turn, having in mind institutional, social and family aspects and personal aspects too of the student which affects and are affected in the dichotomy: success or academic failure.

Baltazar (2010) who defines academic performance as the shown level of knowledge in an area or subject, it evidencing through quantitative indicators. According to this characterization, it is inferred that academic performance is understood only as result, not always can account of the learning and comprehension achievements accomplished in the process for a student. The effort level is not directly proportional with the result of it, thus as the quality of the process carried for the student cannot be seen reflected in the obtained marks. There lies the importance of have a definition wider which correspond and involve the student process and their conditions. In the second type of studies are the authors Reyes (2002) and Diaz et al (2010) which have into account the process which risks students ‘aptitudes linked to volitional, affective, and emotion factors. Besides of the effort to get objectives or institutional purposes preset. That process technical-pedagogical of instruction-formation has its objective in a resulting rating expressed qualitatively. Others authors assess some conscious and unconscious aspects that influence in student’s performance.

Academic performance seen as product of the educative systems represented with a mark or quantitative qualification which is defined as a symbolic status inside of a scale from 1 to 5 or good performance, to effect of promotion during academic transit. The implicit assumption of this dichotomy is situated in that the mark corresponds to the teaching, learning process of students. In this sense a unilateral definition conceived only as result of the effort.

It has been argued that the quantitative valuation to academic performance Fabian (2012) is symbolic in other words, it is offered as objective observation with respect to performance. Although it is an absolute objectivity as if independent of the observer of mechanism through whereby was obtained and in the circumstances it was made (p. 40).

#### ***2.2.2.2 Factors determining academic performance.***

Once defined the concept of academic performance and having in mind the revision of studies made, several aspects can be considered that influence in this performance and include from personal aspects to sociocultural aspects. Between these aspects can contain one to the others or join.

In the framework we can consider the economical and family dimensions which take into account variables of the person and school. These dimensions and their variables can be related between them in a direct and evidenciable way, or conversely it is possible to do it adding effects along a chain of interactions between them. The demonstrable and observable effects of the variables which influence in students' academic performance, are mediated for the quantitative and qualitative research approaches that has to do with the instruments used to collect information and the procedures used to measure and interpret the level of its effect or the magnitude of its incidence.

#### ***Economic dimension.***

Economic dimension is related to the conditions that students have to satisfy needs that raise to survive while studying his/her academic program: house, food, clothing, transport, study material expenses in entertainment activities, etc. If these aspects are favorable it is expected the students develop their academic activities with success and autonomy.

The importance of taking into account the economic dimension is sustained in the results of research's as in Baltazar (2010) other authors who point out that material comfort

and capacity of parents to destine more and better resources to academic performance of their sons/daughters and that may influence significantly in academic performance.

*Familiar dimension.*

This is understood as the familiar environment where a person grows and develops himself. This environment can favor or limit his/her, potential. Besides of having social and personal effects, in the attitude that the person assumes towards his/her academic studies formation and expectations with projects in university.

**2.2.2.3 Measurement of academic performance.**

*Numerical and descriptive (non-university higher education) established by Minedu.*

*Outstanding achievement (18-20):*

When students shows achievements of the predicted learning evidencing a solvent manage and very satisfactory in all proposal tasks. Students manage with more facility the topics which are going to be treated evidencing knowledge clearly. Students achieve satisfactorily learn topics, songs, vocabularies in English language.

*Expected achievement (14-17):*

When students show achievement of previous learning in the programmed time that students manage the topic a little easy but always knowing the previous knowledge. They use grammar as help to be able to develop sentences with facility the achieved a previous learning where they only can unfold.

*In process achievement (11-13):*

When the student is on the way to achieve previous learning. To get it he or she requires accompaniment during a reasonable time to achieve it and he needs support of teachers and their parents.

*Not achieved learning (00-10):*

When students are beginning to develop previous learning or show difficulties to develop them and need more time de accompaniment and intervention of teachers according to his/her timing. (Minedu,2015).

### **2.3 Definition of Key Terms**

*Approach.* A particular method or strategy used to achieve a goal or purpose.

*Eclectic.* Eclectic is an adjective of the qualifying type used to refer to situations, phenomena or personalities that are characterized by having very different elements or features among themselves, without this becoming a problem or a pathology but rather as a way of combining diverse and broad features. Eclectic always involves taking the best of the different elements present to make it a new and unique combination. The eclectic approach is a way of language teaching methodology that a teachers of language practice taking the best elements from other approaches or methods, including techniques.

*Method.* An overall plan for the orderly presentation of language material, it is procedural.

*Skill.* An ability or proficiency acquired through training and practice.

*Theory.* A principle or body of interrelated principles that purports to explain or predict a number of interrelated phenomena.

## **Chapter III. Hypothesis and Variables**

### **3.1 Hypothesis**

#### **3.1.1 General hypothesis.**

The use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

#### **3.1.2 Specific hypothesis.**

SH1. The use of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

SH2. The use of the procedures of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

SH3. The use of the techniques of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### **3.2 Variables and Their Operationalization**

#### **3.2.1 Variable 1: A principled eclectic approach.**

(Principled combination of sensible ideas into a harmonious whole that provide the best results combining the best aspects from different methods, approaches, principles, procedures and techniques in a pedagogical strategy for an effective teaching strategy).

### 3.2.2 Variable 2: Academic performance.

(Level of academic achievement as a result of pedagogical practice in a period of time).

**Table 1.**

*Operationalization of Variables*

Variables	Dimensions	Indicators	Items	
V1: A principled eclectic approach to teaching technical English	Principles	Students translate new words from English to Spanish	1	
		Students memorize vocabulary	2	
		Grammar rules are presented with examples	3	
		Pronunciation is taught from the beginning	4	
		Dialogues are learned through imitation and repetition	5	
		The target language is a vehicle for classroom communication	6	
		The teacher uses games during lessons	7	
		The teacher uses problem-solving tasks during lessons	8	
		The teacher uses role-plays during lessons	9	
		Students answer reading comprehension questions	10	
		Learning is facilitated in a relaxed and comfortable environment	11	
		The teacher is an adviser during communicative activities	12	
		Cooperative relationships are encouraged through communicative interaction	13	
		Errors are tolerated and later corrected by the teacher	14	
	The teacher presents the topics in different ways to catch students' attention	15		
	Procedures	The teacher applies a variety of activities to develop the target language practice.	16	
		The teacher promotes the development of the four main skills.	17	
		The teacher evaluates what has been taught using exercises y real objects.	18	
		Ice-breaking	19	
		Fill in the blank	20	
		Paragraph writing	21	
		Question and answer drill	22	
		Techniques	Reading comprehension questions	23
			Reading for specific information	24
			Scrambled sentences	25
	Authentic materials		26	
	Grammar games		27	
Outstanding	18-20	Ss		
		scores		
V2: Academic performance	Expected achievement	14-17		
	In process achievement	11-13		
	Not achieved learning	00-10		

Source: Author's own work

## **Chapter IV. Methodology**

### **4.1 Research Approach**

Quantitative research is one that allows to collect and analyze numerical data in relation to certain variables, which have been previously established. This type of market research studies the relationship between all quantified data, to get an accurate interpretation of the corresponding results.

### **4.2 Research Type**

Goddard and Melville (2006) assert that descriptive research is “research in which a specific situation is studied either to see if it gives rise to any general theories, or to see if existing general theories are borne out by the specific situation” (p.9). That is to say that descriptive research concentrates on finding facts to ascertain the nature of something as it exists.

### **4.3 Research Design**

Schweigert (2012) points out that “In many studies the researcher is looking to identify relationships, or more accurately, the degree to which relationships exist between and among dependent and independent variables”. (p.160). Porter and Carter (2000) add up that “Correlational research studies go beyond simply describing what exists and are concerned with systematically investigating relationships between two or more variables of interest” (p.17).

### **4.4 Population and Sample**

The population and sample were composed by 23 students of the course of Technical English of fourth cycle at ISTP Carlos Cueto Fernandini.

## 4.5 Techniques and Instruments for Data Collection

### 4.5.1 Data collection techniques.

#### *Survey.*

In a survey, a series of questions on one or several subjects are made to a sample of selected people following a series of scientific rules that make that sample, as a whole, representative of the general population from which it comes.

### 4.5.2 Data collection instruments.

The instruments were selected in accordance with the design and the purposes of the research are a questionnaire on the use of an eclectic approach based on principles in the teaching of technical English, which contains 27 items.

#### *a) Instrument on the use of a principled eclectic approach to the teaching of technical*

#### *English*

#### *Data sheet*

Name: Questionnaire to measure the use of an eclectic approach based on principles in the teaching of technical English

Author: Vilma Juarez Garibay

Administration: Individual and collective

Time of administration: Between 10 and 15 minutes, approximately

Scope of application: Students

Significance: Perception of the use of an eclectic approach based on principles in the teaching of technical English.

Type of response: The items are answered through Likert scaling with five categorical values.

**Objective:**

This questionnaire is part of this study that aims to obtain information about the level of perception of the use of a principled eclectic approach to the teaching of technical English, according to fourth cycle students of ISTP Carlos Cueto Fernandini, 2017.

**Application character:**

The questionnaire is an instrument that uses the technique of the survey; It is anonymous, which is why respondents are asked to answer with sincerity.

**Description:**

The questionnaire consists of 27 items, each of which has five response possibilities: Never (1), Rarely (2), Sometimes (3), Often (4) and Always (5). Also, the respondent can only mark an alternative, with a cross (X). If you mark more than one alternative, the item is invalidated.

**Structure:**

The dimensions that evaluate the use of an eclectic approach based on principles in the teaching of technical English, are the following:

- a. Principles
- b. Procedures
- c. Techniques

**Table 2.**

*Table of specifications for the questionnaire on the use of an eclectic approach based on principles in the teaching of technical English*

Dimensions	Structure of the questionnaire items	%	
		Total	%
Principles	1,2,3,4,5,6,7,8,9,10,11,12,13,14	14	51.85%
Procedures	15,16,17,18	4	14.81%
Techniques	19,20,21,22,23,24,25,26,27	9	33.33%
Total items		27	100.00%

**Table 3.**

*Levels and ranges of the questionnaire on the use of a principled eclectic approach to the teaching of technical English*

<b>Levels</b>	<b>Too low</b>	<b>Low</b>	<b>Fair</b>	<b>Good</b>	<b>Very good</b>
Principles	[14 – 25]	[26 – 36]	[37 – 48]	[49 – 59]	[60 - 70]
Procedures	[4 – 7]	[8 – 10]	[11 – 14]	[15 – 17]	[18 - 20]
Techniques	[9 – 16]	[17 – 23]	[24 – 31]	[32 – 38]	[39 - 45]
Use of a principled eclectic approach to teaching technical English	[27 – 49]	[50 – 70]	[71 – 92]	[93 – 113]	[114 – 135]

*b) Instrument on academic performance*

*Data sheet*

Name: Score register.

Author: Oficina de Registro de la ISTP CCF.

Scope of application: Students

Significance: Academic performance of students.

**Objective:**

This registry is part of this study that aims to obtain information about the academic performance of fourth cycle students of ISTP Carlos Cueto Fernandini, 2017.

**Table 4.**

*Levels and ranges of the academic performance instrument*

<b>Levels</b>	<b>Not achieved learning</b>	<b>Achievement in process</b>	<b>Expected learning</b>	<b>Outstanding</b>
Academic performance	[0 – 10]	[11 – 13]	[14 – 15]	[16 – 17]

#### **4.6 Statistical Treatment of Data**

SPSS software version 23 was used to process the data, as defined by Hernández, et al. (2010), the SPSS (Statistical Package for the Social Sciences), developed at the University of Chicago, is one of the most widespread and is currently owned by IBM. In addition, Cronbach's Alpha was used for the reliability of the instrument; for the normality of the data we will use the Shapiro Wilk, since the sample is less than 40 subjects, it helped us to make a statistical decision. If they are normal data, we will use R -Pearson and if they are non-normal Rho Spearman data.

## Chapter V. Results

### 5.1 Validity and Reliability of the Instruments

#### 5.1.1 Validity of instruments.

##### *a. Analysis of content validity by expert judgment of the questionnaire using a principled eclectic approach to the teaching of technical English*

The validity of the instrument: It was measured through content validity, the purpose of which was to collect the opinions and suggestions of experts dedicated to teaching with academic degrees of Master's or Doctor of Educational Sciences. In this procedure, each expert gave an evaluative judgment of a set of aspects related to the questionnaire of the use of an eclectic approach based on principles in the teaching of technical English. The results are shown in the following table:

**Table 5.**

*The use of a principled eclectic approach to the teaching of technical English*

Experts	Percentage	Opinion
M. Ed. Miguel Alfonso ORÉ DE LOS SANTOS	92,00%	Aplicable
Dr. Edith Consuelo ZARATE ALIAGA	90,00%	Aplicable
Mg. Jean Pierre MENDOZA TOMAYLLA	88,00%	Aplicable
Average	90,00%	Aplicable

**Table 6.**

*Values of the validity levels*

Values	Validity levels
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Regular
51 – 60	Bad

Source: Cabanillas (2004, p. 76).

The experts validated the instruments by using their judgment. The questionnaire about the use of an eclectic approach based on the principles of technical English teaching obtain a value of 85%, so it can be deduced that the instrument has a good validity.

### 5.1.2 Reliability of instruments.

In this case, to estimate the reliability by internal consistency method, it was based on the premise that if the questionnaire has multi-choice questions, as in this case, the Cronbach's Alpha reliability coefficient is used, and for which the following steps were taken:

- a. To determine the reliability level of the instrument by internal consistency method. First, a pilot sample of 5 members of the population was delimited. Subsequently, the instrument was applied for determining the reliability level.
- b. Next, the reliability coefficient of the instruments was estimated by using internal consistency method which consists in find the variance for each question. For this case, the variances of the questions were found according to the instrument.
- c. The obtained values are then added together. Next, the total variance is found and the existing reliability level is established. For this, the Cronbach's Alpha coefficient was used. The following formula is considered:

$$\alpha = \frac{K}{K - 1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

K = Number of questions

$S_i^2$  = Variance for each question

$S_t^2$  = Total variance

- d. The following data was obtained from the observation of values.

**Table 7.**

*Reliability level of the questionnaire according to the internal consistency method*

<b>Questionnaire</b>	<b>N° of Items</b>	<b>of N° of Cases</b>	<b>Cronbach's Alpha</b>
The use of an eclectic approach based on the principles of the technical English teaching	27	5	0,881

After the application of the instrument to the pilot group, the value found, at a variable level, for determining the reliability level can be understood by the following chart:

**Table 8.**

*Values of the reliability level*

<b>Values</b>	<b>Reliability level</b>
0,00 to less	Null
0,10 a 0,20	Very low
0,21 a 0,39	Low
0,4 a 0,59	Regular
0,60 a 0,79	Acceptable
0,80 a 0,99	Elevated
1,0	Perfect

Source: Hernández et. al. (2010).

The application of the questionnaire about the use of an eclectic approach based on principles of the technical English teaching obtained a value of 0.881. This means that it has a high reliability.

## **5.2 Presentation and Analysis of Results**

After having applied the questionnaires to the pilot sample of this research and processed the collected information (qualification and baremation), the information was analyzed, both at a descriptive and inferential level. This allowed to make the necessary measurements and comparisons for the research and the results are presented below:

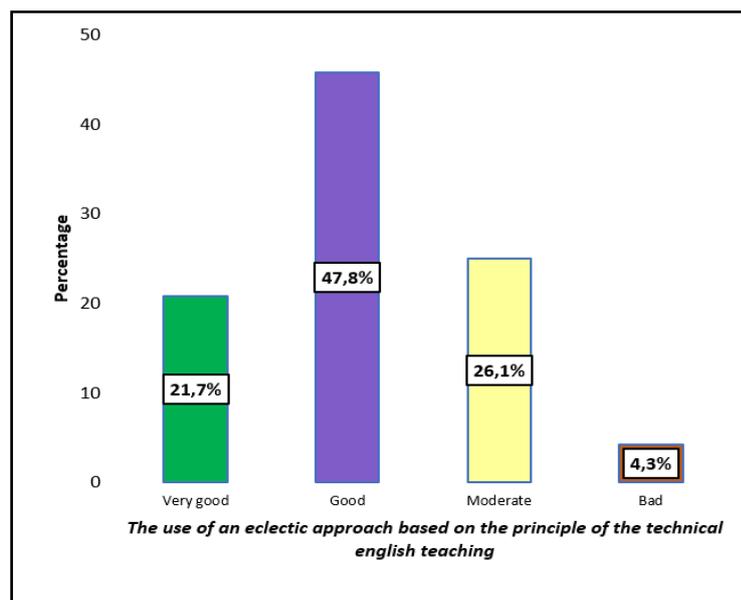
## 5.2.1 Descriptive level.

### 5.2.1.1 Description of the variable and dimensions about the use of an eclectic approach based on the principle of the technical English teaching.

**Table 8.**

*Variable frequency distribution: The use of an eclectic approach based on the principle of the technical English teaching*

Level	Range	Absolute Frequency (f)	Relative Frequency (%)
Very good	[114 - 135]	5	21,7%
Good	[93 - 113]	11	47,8%
Moderate	[71 - 92]	6	26,1%
Bad	[50 - 70]	1	4,3%
Very bad	[27 - 49]	0	0,0%
Total		23	100,0%



*Figure 1.* The use of an eclectic approach based on the principle of the technical English teaching

Table 8 and figure 1, from a sample of 23 respondents, 47.8% (11) say that teachers make good use of the eclectic approach, 26.1% (6) indicate that they make a moderate use, 21.7% (5) mention that they make very good use and finally 4.3% (1) claim that they misuse this approach.

**Table 9.***Frequency distribution: Principles dimensión*

Levels	Range	Absolute Frequency(f)	Relative Frequency(%)
Very good	[60 - 70]	6	26,1%
Good	[49 - 59]	6	26,1%
Fair	[37 - 48]	7	30,4%
Bad	[26 - 36]	3	13,0%
Very bad	[14 - 25]	1	4,3%
Total		23	100,0%

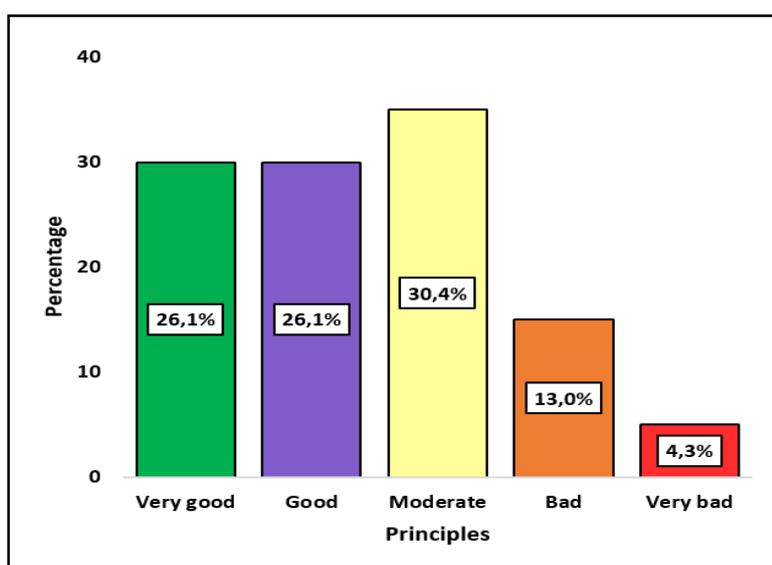
*Figure 2. Principles*

Table 9 and Figure 2, from a sample of 23 respondents, 30.4% (7) indicate that teachers make fair use of the principles of the eclectic approach, 26.1% (6) mention that they make very good use, 26.1% (6) say that they make good use, while 13.0% (3) claim that they misuse it, and finally 4.3% (1) say that they make very bad use of this approach.

**Table 10.***Frequency distribution of dimension procedures*

Level	Range	Absolute Frequency (f)	Relative Frequency (%)
Very Good	[18 - 20]	11	47,8%
Good	[15 - 17]	5	21,7%
Fair	[11 - 14]	7	30,4%
Bad	[8 - 10]	0	0,0%
Very Bad	[4 - 7]	0	0,0%
Total		23	100,0%

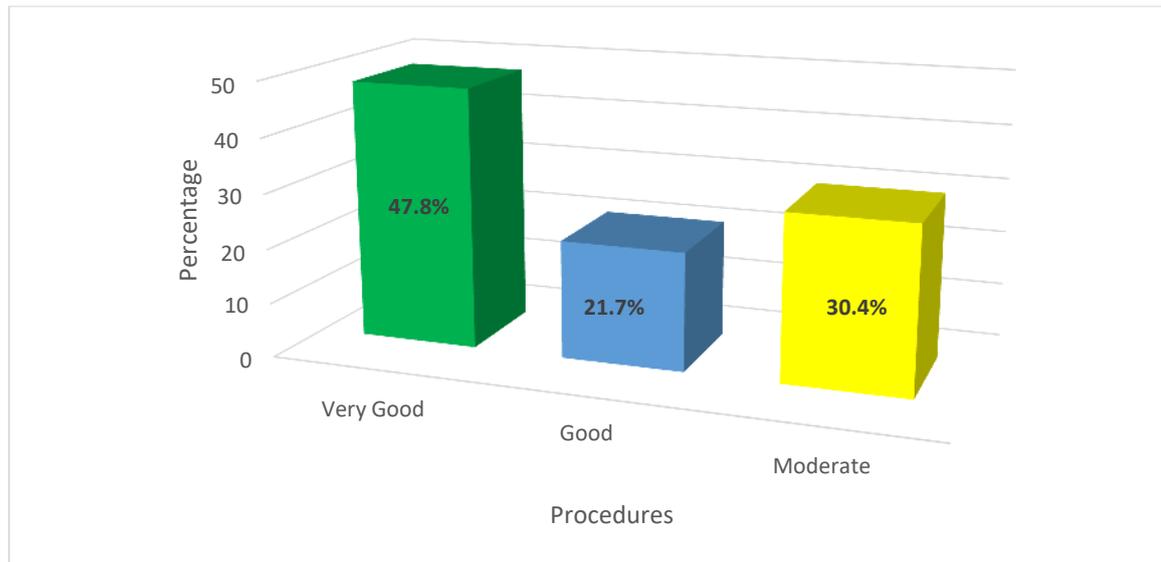


Figure 3. Procedures

Table 10 and Figure 3, from a sample of 23 respondents, 47.8% (11) indicate that teachers make very good use of eclectic approach procedures, 30.4% (7) make moderate use, and finally 21.7% (5) make moderate use of eclectic approach principles.

**Table 11.**

*Frequency distribution of the technical dimension*

Levels	Range	Absolute Frequency (f)	Relative Frequency (%)
Very Good	[39 - 45]	5	21,7%
Good	[32 - 38]	11	47,8%
Fair	[24 - 31]	6	26,1%
Bad	[17 - 23]	0	0,0%
Very Bad	[9 - 16]	1	4,3%
Total		23	100,0%

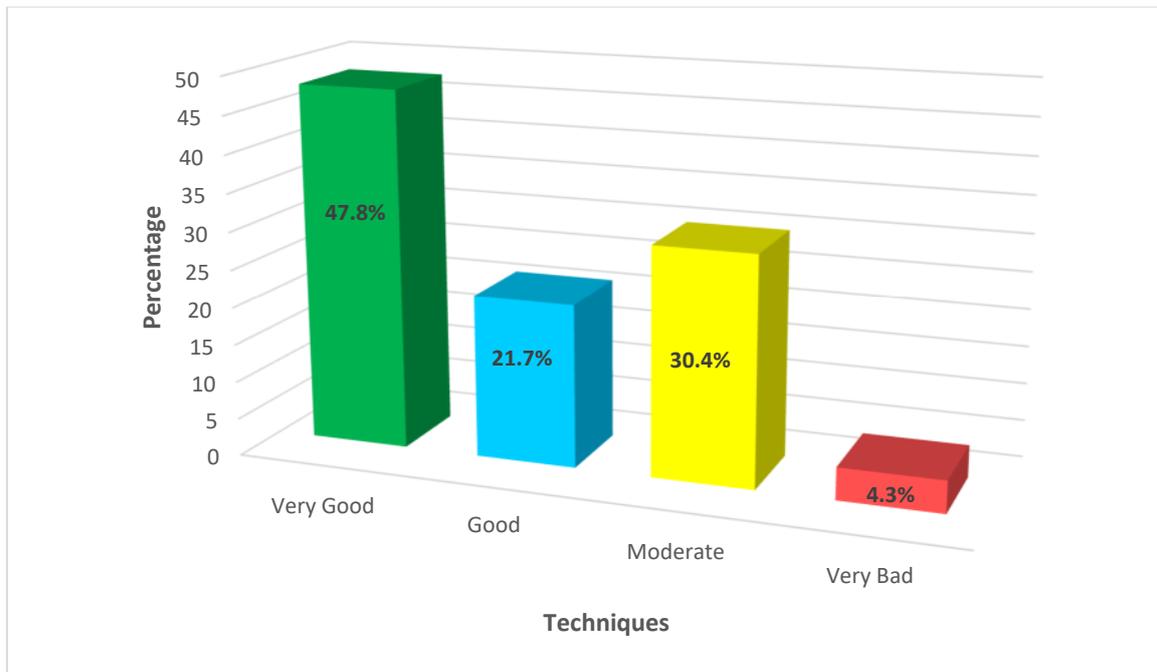


Figure 4. Techniques

Table 11 and Figure 4, from a sample of 23 respondents, 47.8% (11) indicate that teachers make good use of eclectic approach techniques, 26.1% (6) make moderate use, and finally 21.7% (5) make very good use of eclectic approach techniques.

#### 5.2.1.2 Variable Description: Academic Performance.

**Table 12.**

*Frequency distribution of the academic performance variable*

Levels	Range	Absolute Frequency (f)	Relative Frequency (%)
Excellent	[18 - 20]	5	21,7%
Expected Achievement	[14 - 17]	10	43,5%
Achievement in process	[11 - 13]	7	30,4%
Learning not achieved	[0 - 10]	1	4,3%
Total		23	100,0%

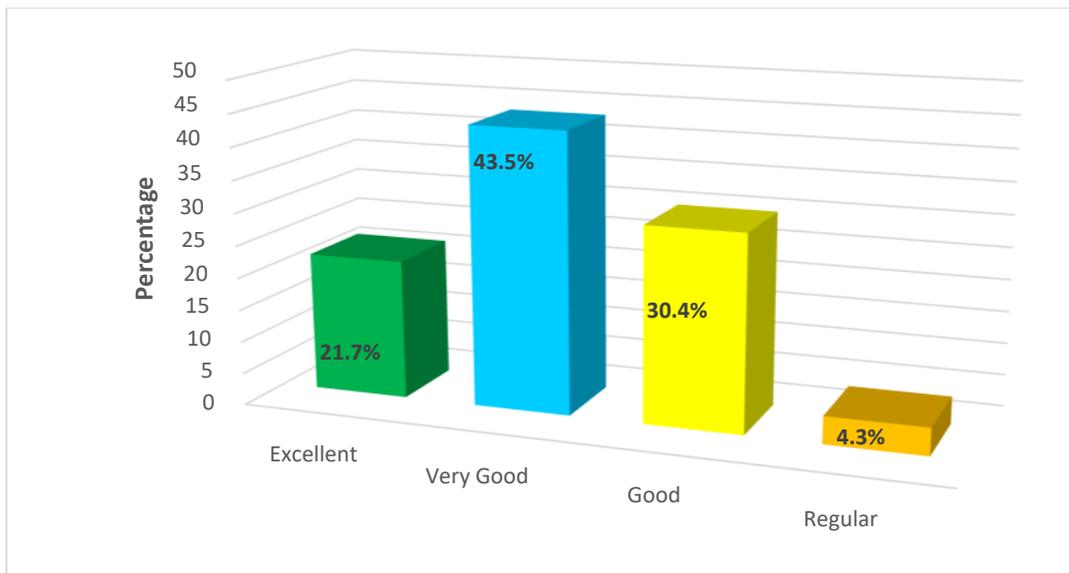


Figure 5. Academic Performance

Table 12 and Figure 5, of a sample of 23 observed, 43.5% (10) have good academic performance, 30.4% (7) have good performance, 21.7% (5) have excellent performance, and finally 4.3% (1) regular.

## 5.2.2 Inferential level.

### 5.2.2.1 Statistical test for the determination of normality.

For the analysis of the results obtained, the type of distribution presented by the data will initially be determined, both at the level of variable 1 and variable 2. For this purpose, we use the Shapiro-wilk test of goodness of fit. This test allows us to measure the degree of agreement existing between the distribution of a set of data and a specific theoretical distribution. Its objective is to indicate whether the data come from a population that has the specific theoretical distribution.

Considering the value obtained in the distribution test, the use of parametric (Pearson's  $r$ ) or non-parametric (Spearman's  $Rho$ ) statistics will be determined, the steps to develop the normality test are the following:

Step 1: Establish the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ):

Null Hypothesis ( $H_0$ ):

There are no significant differences between the ideal distribution and the normal distribution of the data.

Alternative Hypothesis (H1):

There are significant differences between the ideal distribution and the normal distribution of the data.

Step 2: Select the Significance Level

For the purposes of this investigation it has been determined that:  $\alpha = 0,05$

Step 3: Choose the statistical test value

The statistical test value considered for this Hypothesis is Shapiro-wilk

**Table 13.**

*Normality tests*

	Shapiro-wilk <sup>a</sup>		
	Statistics	df	Sig.
Use of a principled eclectic approach to technical English teaching	0,961	23	0,000
Academic Performance	0,943	23	0,000

a. Correction of meaning of Lilliefors

Step 4: Formulate the decision rule

A decision rule is a statement of the conditions according to which the null Hypothesis is accepted or rejected, for which it is essential to determine the critical value, which is a number that divides the acceptance region and the rejection region.

Decision rule

If  $\alpha$  (Sig)  $> 0,05$ ; Null hypothesis is accepted

If  $\alpha$  (Sig)  $< 0,05$ ; Null hypothesis rejected

Step 5: Decision Making

As the p-value of significance of the normality test statistic has the value of 0,000 and 0,000; then for Sig. values  $< 0,05$ ; it is fulfilled that; the null Hypothesis is rejected and the alternative Hypothesis is rejected. This means that, according to the results

obtained, we can affirm that the data of the study sample do not come from a normal distribution.

Moreover, it is observed that the significance level (Bil. A. Sig.) for Shapiro-wilk is minor than 0,05 as well in the obtained scores in the questionnaire of the use of a principled eclectic approach to technical English teaching as the academic performance instrument, so that it can be deduced that the distribution of these scores in both cases differ the normal distribution, so, for the development of the hypothesis testing, the non-parametric test will be used for the non-normal distribution of the Spearman's rho data (grade of relation between the variables).

#### ***5.2.2.2 Hypothesis testing.***

##### *General Hypothesis.*

The use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

Step 1: Propose of null hypothesis (Ho) and Alternative hypothesis (H 1):

Null hypothesis (Ho):

The use of a principled eclectic approach to teaching technical English is not significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

Alternative Hypothesis (H1):

The use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

Step 2: Select the significance level

The significance level consist of the probability of reject the Null hypothesis, when it is true, this is denominated Type I error, some authors consider that is more convenient using the term Risk level instead of significance. This risk level is expressed by the Greek letter alpha ( $\alpha$ ). For this investigation it has been determined that:  $\alpha = 0,05$

Step 3: Select the statistical test value with the purpose of establish the grade of relation between each one of the variables objects of study; the Spearman's rank correlation coefficient is being used.

**Table 14.**

*Table of contingency: The use of the eclectic approach based on principles of the technical English teaching\* Academic performance.*

Spearman's rho		Academic performance
The use of a principled	Correlation coefficient	0,859**
eclectic approach to	Sig. (bilateral)	0,000
technical English	N	
teaching		23

#### Step 4: Interpretation

It is observed that the use of a principled eclectic approach to teaching technical English is directly related to academic performance, in other words, the better the use of a principled eclectic approach to technical English teaching, the better the academic performance will be, and according to Spearman's correlation of 0,859, it represents a high positive correlation.

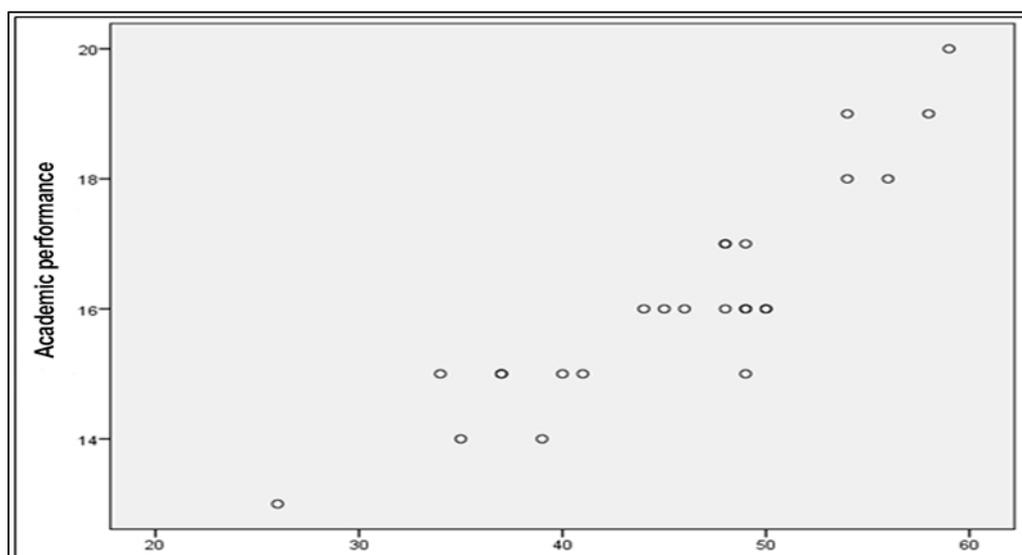


Figure 6. Dispersion Diagram: The use of the principles of a principled eclectic approach to technical English teaching vs Academic performance.

#### Step 5: Decision making

Consequently, it is verified that: The use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students from ISTP Carlos Cueto Fernandini, 2017.

#### *Specific hypothesis 1.*

The use of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

#### Step 1: Propose of null hypothesis (Ho) and Alternative hypothesis (H 1):

##### Null hypothesis (Ho):

The use of the principles of a principled eclectic approach to teaching technical English is not significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### Alternative Hypothesis (H1):

The use of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### Step 2: Select the significance level

The significance level consists of the probability of reject the Null hypothesis, when it is true, this is denominated Type I error, some authors consider that is more convenient using

the term Risk level instead of significance. This risk level is expressed by the Greek letter alpha ( $\alpha$ ). For this investigation it has been determined that:  $\alpha = 0,05$ .

### Step 3: Select the statistical test value

With the purpose of establish the grade of relation between each one of the variables objects of study, the Spearman's rank correlation coefficient is being used.

### Table 15.

*Table of contingency: Principles \* Academic performance.*

Spearman's Rho		Academic performance
Principles	Correlation coefficient	0,905**
	Sig. (bilateral)	0,000
	N	23

### Step 4: Interpretation

It is observed that the application of the principles of a principled eclectic approach to teaching technical English is directly related to academic performance in fourth cycle students from ISTP Carlos Cueto Fernandini, 2017, in other words, the better the application of the principles of a principled eclectic approach to teaching technical English the better the academic performance will be, and according to Spearman's correlation of 0,905, it represents a high positive correlation.

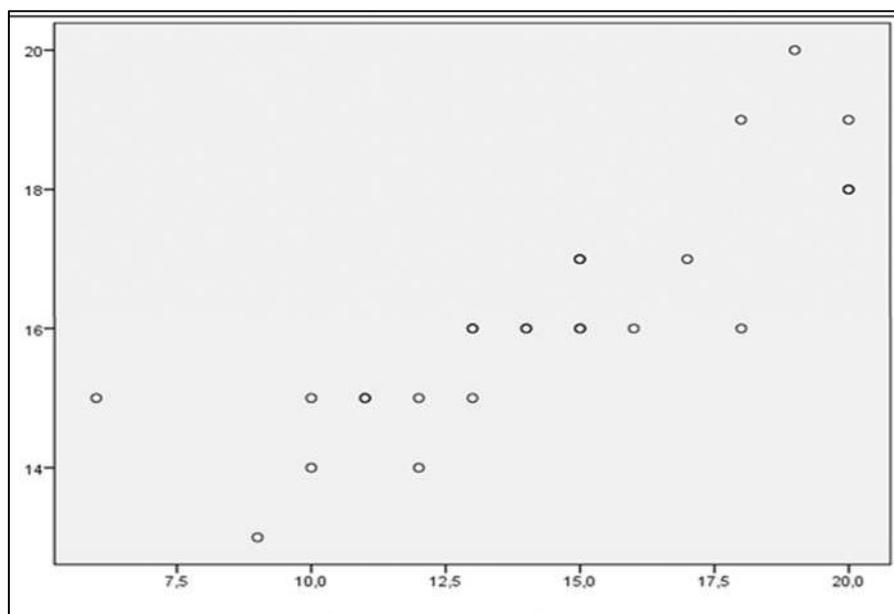


Figure 7. Dispersion Diagram: Principles vs Academic performance.

#### Step 5: Decision making

Consequently, it is verified that: The application of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students from ISTP Carlos Cueto Fernandini, 2017.

#### *Specific hypothesis 2.*

The use of the procedures of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

#### Step 1: Approach to Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_1$ ):

##### Null Hypothesis ( $H_0$ ):

The use of the procedures of a principled eclectic approach to teaching technical English is not significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017

### Alternative Hypothesis ( $H_1$ ):

The use of the procedures of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### Step 2: Select the level of significance

The significance level consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error. Some authors consider that it is more convenient to use the term Risk Level, instead of significance. This level of risk is denoted by the Greek letter alpha ( $\alpha$ ). For the present research, it has been determined that:  $\alpha = 0,05$

### Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables being studied, Spearman's Rho Correlation Coefficient has been used.

**Table 16.**

*Contingency Table: Procedures \* Academic Performance*

Spearman's Rho		Academic Performance
The procedures	Correlation Coefficient	0,744**
	Sig. (bilateral)	0,000
	N	23

### Step 4: Interpretation

It is observed that the use of the procedures of a principled eclectic approach to teaching technical English is directly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the procedures of a principled eclectic approach, the better the academic performance will be, and also according to Spearman's correlation of 0,744, it represents a high positive correlation.

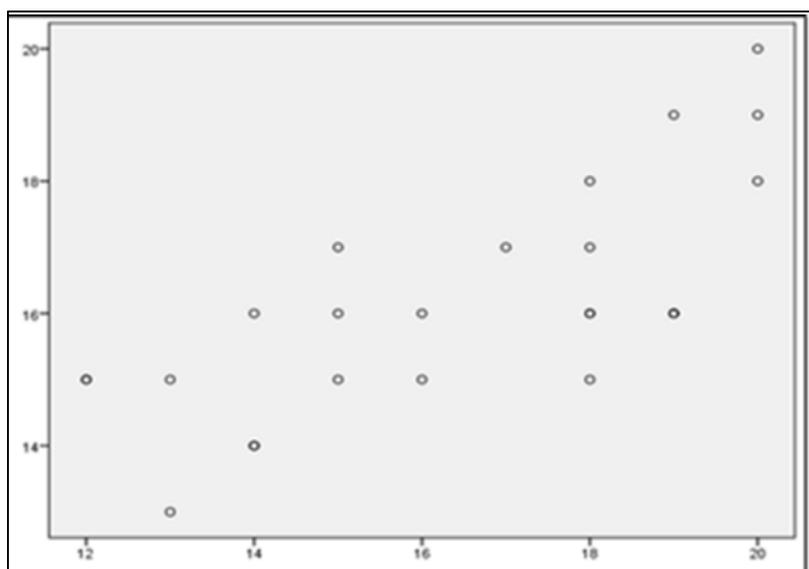


Figure 8. Dispersion Diagram: Procedures vs Academic Performance

#### Step 5: Decision making

As a consequence, it is verified that: The use of the procedures of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

#### *Specific Hypothesis 3.*

The use of the techniques of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

#### Step 1: Approach to Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_1$ ):

##### Null Hypothesis ( $H_0$ ):

The use of the techniques of a principled eclectic approach teaching technical English is not significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

##### Alternative Hypothesis ( $H_1$ ):

The use of the techniques of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### Step 2: Select the level of significance

The significance level consists of the probability of rejecting the Null Hypothesis, when it is true, this is called Type I Error. Some authors consider that it is more convenient to use the term Risk Level, instead of significance. This level of risk is denoted by the Greek letter alpha ( $\alpha$ ). For the present research, it has been determined that:  $\alpha = 0,05$ .

### Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables being studied, Spearman's Rho Correlation Coefficient has been used.

**Table 17.**

*Contingency Table: Techniques \* Academic Performance*

Spearman's rho		Academic Performance
The techniques	Correlation Coefficient	0,802**
	Sig. (bilateral)	0,000
	N	23

### Step 4: Interpretation

It is observed that the use of the techniques of a principled eclectic approach to teaching technical English is directly related to academic performance. In other words, the better the use of the techniques of a principled eclectic approach, the better the academic performance will be, also according to the Spearman's correlation of 0.802, it represents a high positive correlation.

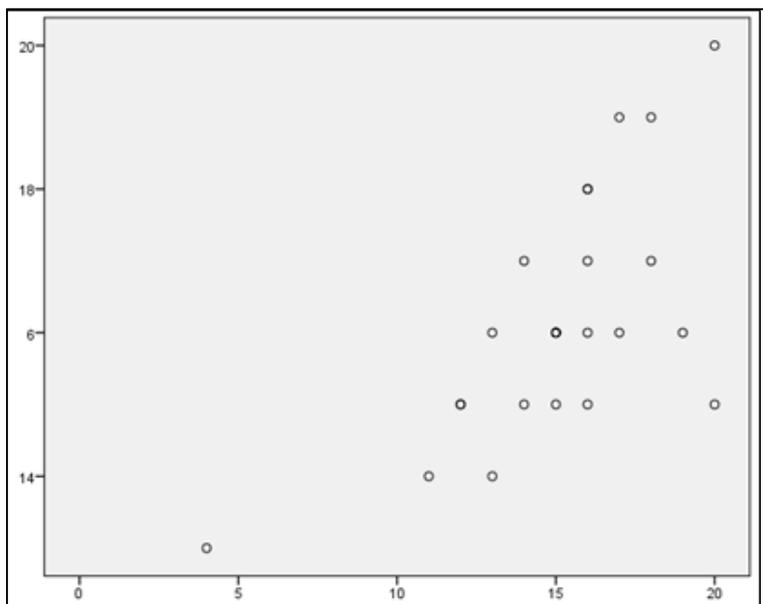


Figure 9. Dispersion Diagram: Techniques vs Academic Performance

#### Step 5: Decision making

As a consequence, it is verified that the use of the techniques of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.

### 5.3 Discussion of Results

1. We formulated as the general objective to establish the relationship between the use of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. After the corresponding hypothesis testing, we arrived at the conclusion that the use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the principled eclectic approach to teaching technical English, the better the academic performance will be, and according to Spearman's correlation of 0,859, it represents a high positive correlation. This result to some extent has a relationship with the results obtained

by Sani (2017) in his article *The Eclectic Approach to Language Teaching: Its conceptualization and misconceptions*. (The University of Zambia) who affirmed that the eclectic approach to language teaching has become common and fashionable in modern language teaching. Also found out that the eclectic approach is hybrid, because it is viewed as one method comprising features of different methods.

2. We formulated as the specific objective 1 to establish the relationship between the use of the principles of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. After the corresponding hypothesis testing, we arrived at the conclusion that the application of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the application of the principles of a principled eclectic approach to teaching technical English, the better the academic performance will be, and according to Spearman's correlation of 0,905, it represents a high positive correlation. This result has a relationship with Yan (2007), in her thesis *Principled Eclecticism in College English Teaching in China, a Polytechnic Institute, Shanghai, China*. Zhou Zhi-yang, *Donghua University, Shanghai* Dai Peixing, who posits that in general, eclecticism in language teaching holds that although no single language teaching method manages to meet all the teaching and learning needs, many methods have valuable insights that should be drawn on. But it has been criticized for its lack of principles. Thus principled eclecticism and teaching by principles have been pursued. This study investigated the attitudes and perceptions of the College English teachers in China towards eclecticism and

principled eclecticism in their teaching in the intensive English language program, and the methods or approaches and teaching techniques they employ; and, through a case study, it probed whether the real teaching practice of principled eclecticism was as eclectic and principled as the proponents described at the theoretical level. After analyzing the questionnaire from 155 teachers and 51 students, a 12-week classroom observation, and person-to-person interviews, the authors find that eclecticism does exist and is widely practiced by College English teachers and is warmly welcomed by the students.

3. We formulated as the specific objective 2 to establish the relationship between the use of the procedures of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. After the corresponding hypothesis testing we arrived at the conclusion that the use of the procedures of a principled eclectic approach to technical English teaching is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the procedures of a principled eclectic approach, the better the academic performance will be, and also according to Spearman's correlation of 0,744, it represents a high positive correlation. This result can be sustained in the sense that it is considered the last level of conceptualization and organization within a method. This comprehends the moment-to-moment techniques, practices and behaviors that are developed in teaching a language according to a particular method. At this stage we are concerned with how tasks and activities are incorporated into lessons and used as the foundation for teaching and learning. At this level teacher generally combine the various techniques to follow a coherent and logical sequence in a language lesson.

4. We formulated as the specific objective 3 to establish the relationship between the use of the techniques of a principled eclectic approach to technical English teaching and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. After the corresponding hypothesis testing, we have arrived at the conclusion that the use of the techniques of a principled eclectic approach to technical English teaching is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the techniques of a principled eclectic approach, the better the academic performance will be, also according to the Spearman's correlation of 0,802, it represents a high positive correlation. This result can be sustained in the sense that a technique is a particular procedure used to accomplish a particular objective, any of a broad variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives. A technique is described as implementational "that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. So the technique used in a principled eclectic approach are mixed to implement a coherent and logical language lesson.

## Conclusions

1. The use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the principled eclectic approach to technical English teaching, the better the academic performance will be, and according to Spearman's correlation of 0,859, it represents a high positive correlation.
2. The use of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the application of the principles of a principled eclectic approach to teaching technical English, the better the academic performance will be, and according to Spearman's correlation of 0,905, it represents a high positive correlation.
3. The use of the procedures of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the procedures of a principled eclectic approach, the better the academic performance will be, and also according to Spearman's correlation of 0,744, it represents a high positive correlation.
4. The use of the techniques of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017. In other words, the better the use of the techniques of a principled eclectic approach, the better the academic performance will be, also according to the Spearman's correlation of 0,802, it represents a high positive correlation.

### **Recommendations**

1. Every practitioner of English language teaching at ISTP Carlos Cueto Fernandini could make a deeper study on what to teach applying what principles mean. Teaching English in a new era implies going further than the academic contributions and findings from ancient times.
2. Teachers of English at ISTP Carlos Cueto Fernandini, involved in the field, belonging to a same reality could convey their ideas and findings about the use of the principled eclectic approach in order to improve teachers and students' performance. The more academic contributions we make, the better the results we may get.
3. The authorities at ISTP Carlos Cueto Fernandini should promote the use of the principled eclectic approach to teaching technical English as part of their day-to-day practice, providing the English staff sponsored workshops in order to train them in the latest trends of the discussed issue to optimize English language learning.
4. English language teachers at ISTP Carlos Cueto Fernandini ought to make their effort to apply principles which support consistently their teaching practice. The principles, procedures and techniques they use in class have to be well thought and highly supported by the research they conduct by themselves in their pursuit to be learned and up-dated.

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## Appendices

### Appendix A. Variables and operationalization of variables

Variables	Dimensions	Indicators	Items
V1: A principled eclectic approach to teaching technical English	Principles	Students translate new words from English to Spanish	1
		Students memorize vocabulary	2
		Grammar rules are presented with examples	3
		Pronunciation is taught from the beginning	4
		Dialogues are learned through imitation and repetition	5
		The target language is a vehicle for classroom communication	6
		The teacher uses games during lessons	7
		The teacher uses problem-solving tasks during lessons	8
		The teacher uses role-plays during lessons	9
		Students answer reading comprehension questions	10
		Learning is facilitated in a relaxed and comfortable environment	11
		The teacher is an adviser during communicative activities	12
		Cooperative relationships are encouraged through communicative interaction	13
		Errors are tolerated and later corrected by the teacher	14
	Procedures	The teacher presents the topics in different ways to catch students' attention	15
		The teacher applies a variety of activities to develop the target language practice.	16
		The teacher promotes the development of the four main skills.	17
		The teacher evaluates what has been taught using exercises y real objects.	18
	Techniques	Ice-breaking	19
		Fill in the blank	20
		Paragraph writing	21
		Question and answer drill	22
		Reading comprehension questions	23
		Reading for specific information	24
		Scrambled sentences	25
		Authentic materials	26
		Grammar games	27
V2: Academic performance	Outstanding	18-20	Ss scores
	Expected achievement	14-17	
	In process achievement	11-13	
	Not achieved learning	00-10	

## Appendix B. Consistency matrix

### A Principled Eclectic Approach to teaching Technical English and Academic Performance in Fourth Cycle Students at ISTP Carlos Cueto Fernandini

Problem	Objectives	Hypothesis	Variables	Methodology
<p><b>General problem</b> To what extent is the use of a Principled Eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?</p> <p><b>Specific problems</b></p> <p>1. To what extent is the use of the principles of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?</p> <p>2. To what extent is the use of <u>the</u> procedures of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?</p> <p>3. To what extent is the use of the techniques of a principled eclectic approach to teaching technical English related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017?</p>	<p><b>General objective</b> To establish the relationship between the use of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p> <p><b>Specific objectives</b></p> <p>1. To establish the relationship between the use of the principles of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p> <p>2. To establish the relationship between the use of the procedures of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p> <p>3. To establish the relationship between the use of the techniques of a principled eclectic approach to teaching technical English and academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p>	<p><b>General hypothesis</b> The use of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p> <p><b>Specific hypothesis</b></p> <p>1. The use of the principles of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p> <p>2. The use of the procedures of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p> <p>3. The use of the techniques of a principled eclectic approach to teaching technical English is significantly related to academic performance in fourth cycle students at ISTP Carlos Cueto Fernandini, 2017.</p>	<p><b>Variable I</b> A principled eclectic approach to teaching technical English</p> <p><b>Dimensions</b> Principles Procedures Techniques</p> <p><b>Variable II</b> Academic performance</p> <p><b>Dimensions</b> Outstanding Expected achievement In process achievement Not achieved learning</p>	<p><b>Research approach:</b> Quantitative</p> <p><b>Type of research:</b> Fundamental</p> <p><b>Method:</b> Descriptive</p> <p><b>Design:</b> Correlational</p> <p><b>Instruments:</b> Questionnaire Score register</p> <p><b>Techniques:</b> Survey Documentary analysis</p> <p><b>Population &amp; sample</b> 23 students of ISTP Carlos Cueto Fernandini</p>

## Appendix C. Questionnaire



**ESCUELA DE POSTGRADO**  
**Universidad Nacional de Educación**  
**Enrique Guzmán y Valle – La Cantuta**

**A Principled Eclectic Approach to teaching Technical English and Academic Performance in Fourth Cycle Students at ISTP Carlos Cueto Fernandini**

### QUESTIONNAIRE

**Instructions:**

Dear student;

The purpose of this questionnaire is to know what you think about the **teaching technical English** your teacher uses in her English language teaching. Please, read each statement with attention and cross out one of the alternatives as objectively as possible so each answer reflects faithfully the way you think and act out. The time you take for this task is free, the most important thing is to do it well

Never	Rarely	Sometimes	Often	Always
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

N°	ITEMS	1	2	3	4	5
<b>Dimension: 1 Functional eclectic approach</b>						
1	Students translate new words from English to Spanish					
2	Students memorize vocabulary					
3	Grammar rules are presented with examples					
4	Pronunciation is taught from the beginning					
5	Dialogues are learned through imitation and repetition					
6	The target language is a vehicle for classroom communication					
7	The teacher uses games during lessons					
8	The teacher uses problem-solving tasks during lessons					
9	The teacher uses role-plays during lessons					
10	Students answer reading comprehension questions					
11	Learning is facilitated in a relaxed and comfortable environment.					
12	The teacher is an adviser during communicative activities					
13	Cooperative relationships are encouraged through communicative interaction					
14	Errors are tolerated and later corrected by the teacher					
<b>Dimension: 2 Academics performance</b>						
15	The teacher presents the topics in different ways to catch students' attention					
16	The teacher applies a variety of activities to develop the target language practice.					
17	The teacher promotes the development of the four main skills.					
18	The teacher evaluates what has been taught using exercises y real objects.					
<b>Dimension: 3 Techniques</b>						
19	The teacher uses ice-breaking activities to start a class.					
20	The teacher asks us to fill in the blank exercises in class.					

21	The teacher promotes paragraph writing in class.					
22	The teacher asks us to practice question and answer drills.					
23	The teacher develops reading comprehension questions in class.					
24	We read texts for specific information in class.					
25	The teacher asks us to reorder scrambled sentences when writing in English.					
26	We use authentic materials in our English class.					
27	We use grammar games as common activities in class.					

Gracias por su cooperación!



**ESCUELA DE POSTGRADO**  
**Universidad Nacional de Educación**  
**Enrique Guzmán y Valle – La Cantuta**

**Un enfoque ecléctico basado en principios en la enseñanza de inglés técnico y el desempeño académico en los alumnos del ISTP Carlos Cueto Fernandini**

Querido estudiante:

El siguiente cuestionario tiene por propósito, dar a conocer tu parecer acerca del enfoque que tu profesora utiliza en la enseñanza del inglés técnico y el desempeño académico. Por favor lee con atención cada uno de los enunciados y marca con un aspa (X) una de las alternativas. Tus respuestas serán respetadas y se mantendrán en confidencialidad. No escribas tu nombre en ninguna parte del cuestionario. No hay respuesta correcta ni errónea. Asegúrate de responder todas las preguntas.

**Escala**

Nunca	Rara vez	A veces	A menudo	Siempre
1	2	3	4	5

N°	Variable I: Un enfoque ecléctico basado en principios en la enseñanza de inglés técnico.	1	2	3	4	5
<b>Dimensión: 1 Principios</b>						
1	La profesora nos pide traducir de inglés al español y viceversa.					
2	La profesora nos pide que memoricemos el vocabulario aprendido.					
3	La profesora presenta las reglas gramaticales utilizando ejemplos.					
4	La profesora nos enseña la adecuada pronunciación del inglés desde el principio.					
5	Aprendemos los diálogos a través de la imitación y la repetición de los audios y/o de los que habla la profesora.					
6	La profesora usa el idioma inglés para comunicarse en la clase de inglés técnico.					
7	La profesora nos enseña el inglés técnico a través de juegos.					
8	La profesora nos asigna tareas para resolverlos en la clase de inglés técnico.					

9	La profesora desarrolla juego de roles para enseñar el inglés técnico.					
10	La profesora nos pide que respondamos preguntas de comprensión lectora.					
11	La profesora promueve un ambiente relajado y confortable en la clase de inglés técnico.					
12	La profesora se convierte en una consejera durante las actividades comunicativas de la clase de inglés técnico.					
13	La profesora fomenta la participación cooperativa de los estudiantes durante la interacción comunicativa en la clase de inglés técnico.					
14	La profesora tolera algunos errores para luego corregirlos de manera indirecta.					
<b>Dimensión: 2 Procedimientos</b>						
15	La profesora presenta los temas de diferentes maneras para capturar la atención de los estudiantes.					
16	La profesora aplica una variedad de actividades para desarrollar la práctica en el uso del idioma inglés en la clase.					
17	La profesora promueve el desarrollo de las cuatro habilidades del idioma inglés (listening, speaking, reading and writing).					
18	La profesora evalúa lo que enseña utilizando ejercicios y objetos reales.					
<b>Dimensión: 3 Técnicas</b>						
19	La profesora realiza actividades para romper el hielo al iniciar la clase.					
20	La profesora emplea ejercicios para completar espacios en blanco.					
21	La profesora nos hace escribir párrafos.					
22	La profesora realiza ejercicios de pregunta y respuesta.					
23	La profesora utiliza preguntas de comprensión lectora.					
24	La profesora promueve comprensión específica de textos en inglés técnico.					
25	La profesora nos hace ordenar oraciones.					
26	La profesora presenta vocabulario a través de material auténtico.					
27	La profesora aplica juegos gramaticales.					

Gracias por su cooperación!

### Appendix D. Results of the Questionnaire Application

#### A Principled Eclectic Approach to teaching Technical English and Academic Performance in Fourth Cycle Students at ISTP

Carlos Cueto Fernandini

#### Results of the questionnaire application

RESPONDENTS																												SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	A17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	
1	4	4	5	4	4	4	4	5	5	3	4	4	5	3	4	3	4	4	4	5	4	4	4	4	4	5	4	111
2	5	4	5	5	5	4	5	5	4	4	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	129
3	5	4	4	3	2	4	4	3	3	2	4	3	3	4	2	3	2	3	4	3	2	2	2	3	4	3	3	84
4	5	4	5	5	5	4	4	4	5	5	5	4	5	5	5	4	5	4	4	4	3	5	3	4	3	4	3	116
5	5	4	4	5	4	4	4	3	3	2	4	4	5	4	2	4	5	5	4	4	2	4	3	3	2	3	2	98
6	5	4	5	5	4	4	5	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	4	5	4	5	4	119
7	4	4	5	5	4	4	4	3	3	3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	3	4	3	101
8	4	3	4	3	4	5	3	4	5	3	4	2	3	5	4	5	4	5	5	3	5	4	3	5	4	5	4	108
9	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	4	5	5	5	5	4	4	5	130
10	4	3	5	3	4	4	3	5	5	3	3	4	3	3	4	3	5	5	2	4	4	5	4	4	5	4	5	106
11	5	4	3	3	3	4	2	4	3	4	5	4	5	4	4	5	5	5	4	4	3	5	5	5	4	4	5	111
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	134
13	4	4	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	128
14	5	4	5	5	4	5	5	5	4	4	5	5	4	5	4	5	5	4	4	5	4	5	4	5	4	5	5	124
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17	4	4	5	5	5	5	4	5	5	4	4	5	4	5	4	4	5	5	5	5	4	5	4	5	4	5	5	124
18	4	4	3	3	3	4	4	5	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	4	3	4	4	101
19	5	4	5	4	5	5	5	4	4	4	5	4	4	4	5	5	4	5	4	3	3	5	4	4	4	5	5	118
20	5	5	5	5	5	4	4	5	5	4	4	5	5	4	5	5	5	5	4	5	4	4	5	5	5	5	5	127
21	5	5	5	5	4	5	5	4	5	5	5	5	5	4	5	4	4	5	5	5	4	5	5	5	5	4	4	127
22	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4	5	5	5	5	5	5	130
23	5	4	5	5	5	4	5	5	5	4	4	3	5	5	5	5	4	5	4	4	4	5	5	5	5	5	5	125

## Appendix E. Expert Judgment

### UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

#### INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

##### I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: DRE' DE LOS SANTOS, Miguel  
 b. Cargo e institución donde labora: DOCENTE - UNE  
 c. Nombre del instrumento: Cuestionario  
 d. Autor del instrumento: Vilma Juarez Garibay  
 e. Tesis: *A Principled Eclectic Approach to Teaching Technical English and Academic Performance in Fourth Cycle Students at ISTP Carlos Cueto Fernandini, 2017.*

##### II. ASPECTOS DE VALIDACIÓN:

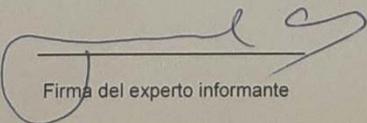
INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS		Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91 - 100)
	Cualitativos	Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.						92
2. OBJETIVIDAD	Está expresado en conductas observables.						92
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.						91
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores						92
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.						92
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.						92
7. CONSISTENCIA	Basado en aspectos teórico-científicos y pedagógicos del área.						92
8. COHERENCIA	Entre las variables, dimensiones e indicadores.						92
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.						92
10. PERTINENCIA	Adecuado para tratar el tema de investigación.						92
PROMEDIO DE LA VALORACIÓN CUANTITATIVA							92

III. OPINIÓN DE APLICABILIDAD: ES APLICABLE

IV. PROMEDIO DE VALORACIÓN: 92 (NOVENTA Y DOS)

Lugar y fecha: LA CAYTA ABRIL 2017

DNI N° 07900553 Teléfono N° 992-535615

  
 Firma del experto informante

# UNIVERSIDAD NACIONAL DE EDUCACIÓN

**Enrique Guzmán y Valle**  
"Alma Mater del Magisterio Nacional"

## INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

### I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Zarate Aliaga Edith  
 b. Cargo e institución donde labora: Docente DALEX LNE  
 c. Nombre del instrumento: Cuestionario  
 d. Autor del instrumento: Vilma Juarez Garibay  
 e. Tesis: *A Principled Eclectic Approach to Teaching Technical English and Academic Performance in Fourth Cycle Students at ISTP Carlos Cueto Fernandini, 2017.*

### II. ASPECTOS DE VALIDACIÓN:

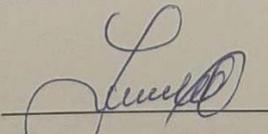
INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS		Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91 - 100)
	Cualitativos	Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.					90	
2. OBJETIVIDAD	Está expresado en conductas observables.					90	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.					90	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores					90	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.					90	
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.					90	
7. CONSISTENCIA	Basado en aspectos teórico-científicos y pedagógicos del área.					90	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.					90	
9. METODOLOGIA	La estrategia responde al propósito de la investigación.					90	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.					90	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA							

III. OPINIÓN DE APLICABILIDAD: Aplicable

IV. PROMEDIO DE VALORACIÓN: 90 (Buena)

Lugar y fecha: La Cañada 1 de Abril 2017

DNI N° 09764435 Teléfono N° 992573464

  
Firma del experto informante

## UNIVERSIDAD NACIONAL DE EDUCACIÓN

**Enrique Guzmán y Valle**

"Alma Máter del Magisterio Nacional"

### INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

#### I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Mendoza Tomaylla, Jean Pierre L.  
 b. Cargo e institución donde labora: Docente Nombada  
 c. Nombre del instrumento: Cuestionario  
 d. Autor del instrumento: Vilma Juarez Garibay  
 e. Tesis: *A Principled Eclectic Approach to Teaching Technical English and Academic Performance in Fourth Cycle Students at ISTP Carlos Cueto Fernandini, 2017.*

#### II. ASPECTOS DE VALIDACIÓN:

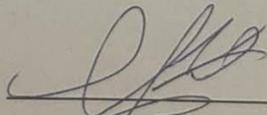
INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS		Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91 - 100)
	Cualitativos	Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.					90	
2. OBJETIVIDAD	Está expresado en conductas observables.					90	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.					90	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores					90	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.					90	
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.					90	
7. CONSISTENCIA	Basado en aspectos teórico-científicos y pedagógicos del área.					90	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.					90	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.					90	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.					90	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA							

III. OPINIÓN DE APLICABILIDAD: Aplicarse conforme

IV. PROMEDIO DE VALORACIÓN: 90%

Lugar y fecha: La Cantuta abril 2017

DNI N° 47401314 Teléfono N° 987311839

  
Firma del experto informante