



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Socratic method as a strategy for developing speaking skill in English as a foreign  
language**

**Work presented as a requirement for obtaining the bachelor's degree as:  
Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros**

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**Riobamba, Ecuador. 2026**

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Riobamba, 29 de mayo de 2026



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TUTOR

## **DEDICATORY**

*To my mom, María Leticia, whose courage, strength, and unconditional love are truly admirable. Every piece of advice, every word of encouragement, or simply presence makes me feel alive every day. To my dad, Jaime, who has always supported me and has worked hard to make sure I never lack for anything. To Kelvin, for being there during my most vulnerable moments. My love for you will last a lifetime.*

*Brithany Arias*

## **ACKNOWLEDGMENT**

*Thanks to my parents for encouraging me to never give up, and to the person who has been through thick and thin, Kelvin. Big thanks to Universidad Nacional de Chimborazo for allowing me to achieve this goal. I also want to thank each professor who has been part of this journey, especially Professor César Narváez, who from the very beginning showed that before being a teacher, one is a human being. I would like to express my gratitude to my tutor, Mgs. Miguel Paredes who served as the main guide in the development of this research project. Ultimately, thanks to my work team, who since day one made this process easier and meaningful.*

*Brithany Arias*

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## RESUMEN

El objetivo de la investigación es analizar cómo el método Socrático contribuye al desarrollo de la habilidad de speaking en inglés como lengua extranjera, en estudiantes de 3ro de Bachillerato General Unificado, en la Unidad Educativa Cristiana Nazareno, durante el periodo lectivo 2025-26. Para ello, metodológicamente se adoptó un enfoque cuantitativo, de tipo aplicado y de diseño cuasiexperimental, con pretest y posttest de un solo grupo, con una muestra de 24 estudiantes. Además, los instrumentos aplicados para la recolección de datos del primer y tercer objetivo fueron un pretest y un posttest adaptados al Cambridge Preliminary English Test, junto con la rúbrica de Cambridge English Assessment speaking performance nivel B1. Además, el periodo de intervención fue de ocho sesiones en un total de cuatro semanas, por lo que se aplicó una guía de observación para seguir el desempeño de los estudiantes gradualmente. Asimismo, para el análisis de datos se empleó el programa estadístico R. Como resultado, las pruebas del Wilcoxon Signed-Rank mostraron que la investigación acepta la hipótesis alternativa al obtener un nivel de p-value menor al nivel de significancia ( $0.00001323 < 0.05$ ). De este modo, se evidenció una mejora significativa en la destreza de speaking en los estudiantes a través del uso del método Socrático.

**Palabras clave:** Método Socrático, inglés, competencia comunicativa, destreza oral, participación, confianza.

## ABSTRACT

The objective of this study is to analyze how the Socratic method contributes to the English-speaking skill as a foreign language at 3<sup>rd</sup> Bachillerato General Unificado, at Unidad Educativa Cristiana Nazareno, during the academic term of 2025-2026. To this end, a quantitative approach, applied type, and a quasi-experimental design involving a one-group pretest-posttest with a sample of 24 students were adopted. The instruments used for data collection for the first and third objectives were a pre-test and a post-test adapted from the Cambridge Preliminary English Test, along with the Cambridge English Assessment speaking performance rubric at level B1. Additionally, the intervention period consisted of eight sessions over a total of four weeks, so an observation guide was used to track the students' performance progressively. Furthermore, the statistical software R was used for data analysis. As a result, the Wilcoxon Signed-Rank tests showed that the study accepts the alternative hypothesis, as the p-value was lower than the significance level ( $0.00001323 < 0.05$ ). Thus, a significant improvement in the students' speaking skill was demonstrated through the implementation of the Socratic method.

**Keywords:** Socratic method, English, communicative competence, speaking skill, participation, confidence.

## CHAPTER I

### 1.1 Introduction

The teaching and learning of English in the educational system has played a crucial role in the students' formation. Among the various aspects of the English language, speaking stands out as a fundamental skill, as it fosters active participation and interaction when it is encouraged and incorporated significantly in the classroom. However, in some Ecuadorian institutions, the development of speaking skill is often hindered by various challenges. In most cases, learners' ability to use the language actively has been affected by the implementation of traditional methodologies that focus primarily on teaching grammar and limit the opportunity for meaningful interaction. Considering this situation, non-traditional methods must emerge so that students can prioritize the development of the English-speaking skill.

The Socratic method emerges as a favorable alternative to this unfortunate circumstance, as meaningful learning is encouraged and rote learning is reduced. This method is focused on student participation by using Socratic questions about specific situations that motivate learners to question, reflect, and respond based on their own perceptions and ideologies. As Kruse (2022) points out, the teacher does not assume knowing everything or try to test whether students make mistakes, but instead asks open-ended questions without expecting a correct answer. By having students answer Socratic questions, their confidence is increased and the total development of the speaking skill is facilitated.

Although certain national and international institutions have already incorporated the Socratic method for developing English-speaking skill, grammar continues to be prioritized. This concern has been observed in 3<sup>rd</sup> BGU students at Unidad Educativa Cristiana Nazareno that represents a disparity in English proficiency levels. For that reason, insufficient engagement in class has evidenced the need for strategies that encourage participation. In this regard, the sustained implementation of the Socratic method is suggested to promote interaction in the classroom.

It is aimed to analyze the contribution of the Socratic method as a strategy for improving the development of speaking skill in 3<sup>rd</sup> Unified General Baccalaureate students from Unidad Educativa Cristiana Nazareno. Given the nature of the study, a quantitative approach is deemed appropriate, including a pre-test to collect the students' initial speaking proficiency level, activities based on the Socratic method divided in 8 sessions, and a post-test to assess the effectiveness of the applied method.

It is also worth noting that the study is relevant as the needs observed in the classroom are addressed while the development of speaking skill is simultaneously promoted. Furthermore, given that meaningful participation over memorization is emphasized through the usage of the Socratic method, it is perfectly aligned with the principles of Communicative Language Teaching. Moreover, it is expected that the usage

of the Socratic method can help educators work with a strategy that promotes analysis and reflection in English, especially in contexts where limited student involvement has been evidenced.

The research is structured in five chapters. Chapter I includes some items such as the introduction, problem statement, problem formulation, justification, and objectives. In Chapter II, the research background and theoretical foundations are presented. The methodology part is presented in Chapter III, including the approach, design, type of research, study population, hypothesis, data collection techniques, data analysis techniques, and intervention plan. In Chapter IV, the results and discussion are outlined. Finally, Chapter V contains the conclusions and recommendations.

## **1.2 Problem statement**

Several English teachers often encounter certain difficulties when trying to help students develop speaking skill. As Nguyen (2020) mentions, “many students tend to keep silent in class and are unwilling to participate” (p. 153). In the classroom, interaction is often limited as students with a lower English level frequently restrict their participation to brief responses or even wait for their classmates with better English proficiency to participate instead. This means that when an activity involving speaking skill is carried out, only a few learners stand out. Furthermore, this scenario has a direct influence in the Ecuadorian context as English is only practiced during the five hours of class per week, so learners do not have the opportunity to use the language significantly.

During pre-professional internships, it was observed that most students at Unidad Educativa Cristiana Nazareno in 3<sup>rd</sup> Unified General Baccalaureate remain silent in speaking activities and struggle to articulate simple phrases in English. This behavior has had negative outcomes causing learners to obtain low grades in the English subject and a significant difference between grades in speaking activities and those related to grammar.

This issue is possible as the teaching and learning process is often centered on traditional approaches based on content transmission in which students are limited to receiving and accumulating information rather than producing real communication. The main emphasis is on memorization and grammatical structures leaving aside dialogue and reflection in English. For this reason, students are unable to establish a relationship between the content and its use in real-life communicative contexts. Moreover, the English language is perceived as difficult and the fear of making mistakes is increased.

In light of this reality, given that students are expected to enhance their communicative abilities, it is crucial to comprehend the extent to what strategies encourage speaking expression. Having considered this, it is necessary to implement strategies focused on the active production of verbal exchange. The ability to formulate and answer open-ended questions is encouraged through the Socratic method, thereby fostering the exploration of learners' thoughts and effective articulation of ideas (Saint Leo University, 2022). By using reflective questioning and guided dialogue, students'

meaningful participation is promoted, improving their communicative competence in English.

### **1.3 Problem Formulation**

How does the Socratic method contribute to the development of the English-speaking skill as a foreign language among students in 3<sup>rd</sup> BGU class A at Unidad Educativa Cristiana Nazareno during the academic term of 2025-2026?

### **1.4 Justification**

The need to strengthen students' speaking skill in 3<sup>rd</sup> Bachillerato General Unificado is recognized as a crucial issue within the framework of English as a Foreign Language education. Given that traditional methods are focused on mechanical repetition rather than meaningful interaction, it has been noted that many students avoid spontaneous conversations and rely on memorized answers. In this regard, the Socratic method is presented as a pedagogical alternative that promotes dialogue and encourages students to analyze ideas through guided conversation.

The constant search for teaching strategies to reinforce English-speaking skill has promoted in-depth research in this field. Some learners were identified as hesitant to participate in speaking activities due to a lack of confidence. Therefore, this issue has been addressed from a practical standpoint as it represents a real difficulty that learners face in everyday classroom interaction.

These tendencies highlight the need to implement strategies that help students become more involved. Consequently, the study approaches the issue by integrating the Socratic method in which learners are provided with opportunities to develop their speaking proficiency. Additionally, the study is considered innovative as the classical philosophical approach is adapted to modern language teaching that allows the improvement of English-speaking skill among 3<sup>rd</sup> BGU students, a field that has been rarely explored in the Ecuadorian context.

Regarding a theoretical framework, the present research is supported by the principles of Communicative Language Teaching and Constructivist learning theories that center on the active construction of knowledge through interaction (Vygotsky, 1978; Brown, 2001). Consequently, the study's theoretical contribution is focused on understanding how questioning and discussion support active learning in English classes.

Methodologically, a quantitative approach is employed to compare student performance before and after the implementation of the Socratic method. In this sense, the direct beneficiaries are 3<sup>rd</sup> Bachillerato students at Unidad Educativa Cristiana Nazareno and English teachers who are provided with empirical evidence of the effectiveness of the Socratic method in improving speaking skill.

## **1.5 Objectives**

### **1.5.1 General Objective**

To analyze how the Socratic method contributes to the development of the English-speaking skill as a foreign language at 3<sup>rd</sup> Bachillerato General Unificado class A, at Unidad Educativa Cristiana Nazareno, during the academic term of 2025-2026.

### **1.5.2 Specific Objectives**

- To diagnose the level of students' speaking skill and the gaps that entail their development.
- To apply the Socratic method for improving the speaking skill, acknowledging the findings identified.
- To evaluate the effectiveness of the applied method.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research Background

Within the international framework, Dhuha and Manik (2023) aimed to analyze the communication in English between students. For that reason, descriptive qualitative research was conducted to determine the effectiveness of the Socratic method in developing speaking skill. Seven meetings were conducted, employing the Socratic method using questions divided into different approaches. According to the findings, a significant improvement in speaking skill was demonstrated in areas such as fluency, vocabulary, and pronunciation.

Candilas (2021) analyzed how the Socratic questioning developed learners' speaking skill in virtual classes. Having considered this, the method was presented as a teaching approach for enhancing students' confidence in expressing ideas. The study was conducted over eight weeks using a one-group pre-test and post-test design in which it was shown that Socratic questioning helped learners improve their speaking skill in different subskills.

Similarly, it was identified that students had certain difficulties when speaking English at an institution in Bandar Masilam. Therefore, Rali Aray (2024) sought to analyze the effect of using the Socratic method on students' achievement in speaking. To carry out the study, two different learning models were implemented: the Socratic method in the experimental class and a conventional model in the control class. Consequently, the findings indicated a meaningful difference between the two groups, supporting the Socratic method model.

In the same Indonesian context, Kusmaryani (2021) also aimed to examine the efficiency of the Socratic questioning method in enhancing students' speaking skill. In this sense, a three-stage implementation of the process was employed for the development of the research, involving the administration of a pre-test, mid-test, and post-test. The study's findings indicated a significant difference between the initial and final data, demonstrating an improvement in speaking skill as well as a great alternative in the teaching and learning process in EFL. This study is highly relevant to the present research as it employed a similar methodological structure in terms of the instruments to evaluate speaking before and after the intervention.

At the Ecuadorian level, it is well known that the teaching of English as a foreign language has achieved high recognition currently. Several educational policies such as those related to the Ministry of Education have highlighted the significance of developing communicative competence as a fundamental skill for today's learners. However, reports such as the EF English Proficiency Index ranked Ecuador as one of the countries with the lowest level of English proficiency (Education First, 2023). Various studies have

evidenced that learners continue to face challenges in accomplishing effective speaking development due to the lack of student-centered strategies. In a study conducted by Alvarez et al. (2024) in various schools across the Coast region, the Highland, and the Amazon region, factors influencing students' performance in developing speaking skill were explored, demonstrating that the methodology used restricts their language proficiency.

In Ecuador, a B1 level of English proficiency must be demonstrated by the end of the students' third year of high school. As speaking skill is crucial in the process of teaching and learning English, methodologies that promote interaction are required. Parra Manchay (2021) aimed to promote speaking through the usage of the Socratic method in a public institution in Guayaquil city. It was demonstrated that through this method, students were allowed to answer Socratic questions based on different situations arguing from their perspective. The learners participating in the study were part of the International Baccalaureate program and ranged in age from 16 to 18 years old. This context becomes relevant to the present research as the population consists of students of the same age range. Moreover, the intervention period of Parra's study is divided into two weekly sessions over a total of four weeks, which is similar to the intervention period applied in the research. Despite limitations such as conducting the study during the pandemic and having to do it online, Parra concluded that the method applied was a significant benefit to both students and teachers in promoting English-speaking skill.

Within zone 3, the study conducted by Guamán Toa (2021) aimed to analyze the Socratic method as an alternative for strengthening constructive criticism in students at an institution in Tungurahua. Although the study is not focused on English-speaking skill, the potential of the Socratic method as a pedagogical strategy was evidenced through the perceptions and experiences of interviewed teachers. Concerning English teaching, Bayas Pérez (2021) aimed to investigate the influence of the Socratic method on English-speaking proficiency among university students at Universidad Técnica de Ambato. The study was conducted using a mixed-methods approach applying a pre-test and post-test, as well as a bibliographic review. According to the findings, a considerable improvement in the students' level of cognitive thinking and speaking skill was identified. Furthermore, Bayas recommends giving some rewards to students who participate continuously by answering Socratic questions to motivate the rest of the class to interact and create a positive classroom environment.

At the institutional level, at Unidad Educativa Cristiana Nazareno, the issue has become evident due to the insufficient student involvement identified during English activities, specifically in speaking lessons. It was demonstrated that most students remain silent or hesitant when asked to use the language. Abarca Alulema (2024) stated that students from the participating institution do not show effective communication competence when teaching practices were developed. This concern is noteworthy, as it indicates the need for effective methods that promote English-speaking skill development. In this sense, the Socratic method has arisen as a viable solution for learners

to enhance their ability to express themselves eloquently and articulate their thoughts clearly and coherently.

## **2.2 Theoretical foundation**

### **2.2.1 Constructivism**

Within the constructivist theory, two main approaches are introduced: Piaget's cognitive approach and Vygotsky's social approach (Kretchmar, 2021). Piaget's idea is focused primarily on the cognitive aspects in which knowledge is understood to be obtained from the development of mental structures. In other words, new knowledge is obtained through assimilation and accommodation as prior mental schemas are adapted to the environment (Erawati and Adnyana, 2024). On the other hand, Vygotsky's theory of constructivism is centered on social interaction in the construction of knowledge. Furthermore, the Zone of Proximal Development is presented to describe how learning is significantly enhanced through interaction with more experienced individuals such as teachers (Wibowo et al., 2025).

Constructivism is understood as an educational theory in which individuals construct their own learning based on previous experiences, interactions, and reflections, rather than reproducing it from a teacher or textbook (Kanselaar, 2002). In this sense, the classroom is perceived as a space where interaction and cooperation predominate, allowing students to be active participants in the production of knowledge. In doing so, a comprehensive education that fosters autonomy and motivation is promoted. Moreover, the educator plays the role of facilitator by helping learners become involved in their learning and relate previous and acquired knowledge (Sarita, 2017).

### **2.2.2 Critical thinking**

Over time, critical thinking theory has been supported by numerous academics, philosophers, and educators. Ennis (1985) defined it as a rational and reflective process to decide what actions to take or what beliefs to adopt. It is suggested that critical thinking seeks to distinguish what is right and true, as a reasonable individual would. Alongside this, Facione (1989) proposes the idea that being curious, open-minded, and forming conclusions prudently are characteristics of a critical thinker.

Critical thinking is not limited to content retention, but rather it focuses on the ability to question, relate concepts, and identify potential contradictions. In this way, this cognitive skill transcends traditional methods and becomes a means for learners to be actively engaged in their learning preparing them to face future challenges (Kagaba, 2025). It has contributed to students by influencing their reasoning about their learning and it has helped educators by improving their teaching practices (Phan, 2010).

### **2.2.3 Humanistic approach**

The evolution of educational and psychological practices has highlighted the humanistic approach as a valuable and relevant perspective. A humanistic approach enables learners to reflect on themselves and others, fostering a positive classroom environment that benefits educators by allowing them to adapt their teaching to learners' interests and address their needs (Arifi, 2017). According to Tulasi and Rao (2021), humanistic learning approaches emphasize that education transcends the intellectual level, considering the whole student and their abilities to reach their full potential, making them responsible for their learning. In brief, it emphasizes how individuals actively shape their reality both within themselves and outside (Ugalde et al., 2021).

### **2.2.4 Dialogic learning**

The principles of dialogic learning have influenced some pedagogical strategies that encourage classroom participation. According to Valls and Munté (2010), dialogic learning is based on using interaction as a pillar of learning. For the learning process to be encouraged, learners must interact not only with educators but also with the people around them. Individuals share their knowledge equitably based on their experience and abilities to build meaningful and collective learning that would be impossible to achieve alone (Racionero-Plaza and Valls, 2006).

Given that dialogic learning is conceived as a pedagogical model, students in classroom activities are encouraged to a deeper understanding of the content taught, thus developing more meaningful learning. As it is a model that prioritizes student interaction, equal participation and respect in the exchange of arguments are fostered (García-Carrión et al., 2020). In addition, the teacher is assigned to the role of mediator in the dialogue encouraging interaction rather than simply being the sole transmitter of knowledge (Zambrano-Alcívar et al., 2020).

### **2.2.5 Cooperative learning**

Cooperative learning refers to creating small groups for learners to join forces to increase their knowledge, contributing to the whole group to reach a common objective (Johnson and Johnson, 2013). Additionally, some elements such as collaboration, responsibility, interaction, social skills, and group processing are integrated in Cooperative learning. For collaborative learning to work, problems must be addressed collaboratively, facilitating the development of social skills in which each student takes responsibility for their learning and for their peers (Lillo, 2013, as cited in Vargas et al., 2020). Positive reciprocal interaction directly influences the formation of a chain that benefits all participants. Within the educational context, cooperative learning is perceived as a model in which the classroom becomes a space that respects diversity of knowledge, thereby strengthening the development of a student-centered education (Silva et al., 2021).

## **2.2.6 Inquiry-based learning**

Inquiry-based learning is centered on the construction of knowledge from evidence, encouraging learners to relate observations with prior knowledge to produce new ideas and a deeper comprehension (Qablan et al., 2024). The students are actively engaged in the learning process, and developing critical thinking is encouraged (Arauz, 2015). The ability to formulate and investigate to build students' learning is also enhanced, both individually and collaboratively (Caswell and LaBrie, 2017).

### **2.2.6.1 Types of student inquiry**

Mackenzie's (2016) four types of student inquiry are summarized in Gholam's (2019) study:

- Structured Inquiry is defined when learners take the teacher's lead and the rest of the class inquires collectively.
- Controlled Inquiry is described as the process in which the educator selects the necessary tools for learners to address questions.
- Guided Inquiry is understood as taking place when the educator designates the questions to be used while the learners participate in the development of the outcome.
- Free Inquiry is characterized by the learners' ability to determine the topics without expecting established results.

## **2.2.7 Communicative approach**

The communicative approach enables students to use a language different from their native language, allowing them to generate authentic communication (Ilxomovna, 2025). In contrast to traditional approaches focusing on memorizing grammar rules, effective communication is prioritized through the communicative approach (Lei, 2025). Language is acquired through its use in real-life contexts that involve everyday vocabulary related to social or academic settings where individuals interact meaningfully and express their needs (Freire and Barral, 2020).

Activities based on the communicative approach such as roleplays and dramas promote dialogue and collaborative work that allow students to develop their communicative skills (Azimova, 2019). In this regard, when students make grammatical errors while communicating ideas, it is not considered a problem, but rather a natural part of the learning process (Ondrakova, 2016). This creates an environment where students feel more confident and less anxious when speaking.

Furthermore, the role of the teacher within the communicative approach changes radically from what is customary in traditional approaches in which the teacher is presented as the sole transmitter of content. Instead, the teacher acts as a facilitator and mediator of communication shifting from a teacher-centered approach to a student-

centered approach (Lei, 2025). In this sense, the classroom becomes a dynamic space where authentic communication is prioritized over filling textbooks.

### **2.2.8 Student-centered approach**

The student-centered approach is based on the idea that students learn best when they actively participate in their learning, rather than passively receiving information. According to Mendoza and Rodríguez (2019), this approach is not focused on what is commonly perceived in traditional approaches in which the teacher imparts knowledge and the learner does not participate; instead, the teacher acts as a guide and the student becomes the protagonist in their own learning.

The teaching and learning process focused on this pedagogical model allows for the recognition of students' diverse learning styles and needs (Martínez, 2019). In this way, active methodologies that promote autonomy and commitment to their own learning are implemented (Hoidn and Reusser, 2020). Additionally, the teacher acts as a partial leader by being responsible for creating a safe and respectful space where effective student participation is strengthened (Mendoza and Rodríguez, 2019).

### **2.2.9 Origin of the Socratic method**

The Greek philosopher Socrates is known for his remarkable contributions to the development of the Socratic method that involves dialogue and critical reflection. In ancient Athens, the Socratic method was used to promote debate and philosophical reflection particularly focused on social and political activity (Delic and Bećirović, 2016). Dialogue was centered on explaining topics that were not considered complex through guided questions already structured by Socrates (Delic and Bećirović, 2016).

Gradually, the Socratic method ceased to focus solely on philosophy and expanded into modern pedagogy as a teaching strategy that addresses verbal exchange, promoting critical thinking and autonomy (Schneider, 2013). Teaching was perceived as a mechanism whereby everyone discovers knowledge for themselves through dialogue. Individuals were encouraged to interpret their reflections along with possible contradictions, thereby promoting participants' intellectual self-direction (Skrefsrud, 2024).

### **2.2.10 Principles of the Socratic method**

The Socratic method as an educational strategy is based on certain philosophical and pedagogical principles. Dialogue is considered one of the central principles of the Socratic method as learning focuses on interaction and the exchange of ideas among participants. Instead of establishing a situation as an absolute truth, Socratic dialogue encourages a collective inquiry in which everyone contributes to understanding a concept (Abdus Samad, 2021). Moreover, participation enables learners to analyze their beliefs and consider the variety of perspectives (Hanafi et al., 2025).

According to Andrade and Mahinay (2025), systematic questioning for the development of reflection is also a fundamental principle in which students analyze their own ideas as the teacher asks questions and explicit answers are not simply provided. Intellectual autonomy allows participants to think for themselves, as the aim is not focused on memorizing information but to reformulate and justify ideas as needed (Abdullah, 2022). In this regard, critical thinking and self-reflection enable students to be the protagonists of their own learning. Learners identify inconsistencies in their reflections on what they believe they know absolutely, turning the individual into a conscious being (Andrade and Mahinay, 2025).

### **2.2.11 Characteristics of the Socratic method**

Unlike traditional teaching methods, the Socratic method encourages analysis and promotes interaction between the teacher and students (Shaheen and Mahmood, 2024). Moreover, the Socratic method allows learners to reflect on their ideas and share them with the class, rather than exchanging memorized information (Rahimdjanova, 2024).

Guided questioning is also an essential part of the Socratic method in which the teacher poses questions that lead learners to analyze and deepen their responses (Abdus Samad, 2021). The purpose is to foster the interpretation of different ideas rather than to establish a single correct answer (Barnes and Payette, 2017). Therefore, students are not limited to a passive role; instead they interact with their peers being free to articulate their opinions, share experiences, and identify contradictions (Hanafi et al., 2025). In this way, it is evident that knowledge can be collectively constructed in the classroom. Furthermore, critical thinking is closely linked to the Socratic method, as it helps students analyze arguments with gaps in reasoning and critically reexamine those premises (Abdullah et al., 2022).

### **2.2.12 Type of Socratic questions**

In the Socratic method, types of questions facilitate a structured inquiry process in which reflection is guided in a meaningful way (Barnes and Payette, 2017). The purpose of these questions is to deepen understanding and strengthen reasoning (Abdullah et al., 2022). Students are not limited to providing basic answers but rather analyze and reformulate their ideas, thereby fostering the development of their cognitive skills (Venkatesan, 2020). Furthermore, Socratic questions in English language education are particularly effective as students are encouraged to express themselves using the language (speaking) while simultaneously defending their point of view (critical thinking) (Jensen, 2015).

According to Paul (1990), Socratic questions are classified in six types based on the role they play in the inquiry process. Questions for clarification, questions that probe assumptions, questions that probe reason and evidence, questions that probe perspectives, questions that probe implications, and questions about the question.

## **2.2.13 Phases of the Socratic method**

### **2.2.13.1 *Irony***

Socratic irony is a form of irony in which the interlocutor is led to discover the limitations of their own knowledge (Futter, 2023). In classical Athens, an “ignorant” stance was adopted by Socrates who questioned in the hope that another person would articulate and justify their ideas (Airaksinen, 2022). This behavior is not referred to as limited knowledge, but rather was a deliberate action intended to highlight inconsistencies or contradictions in the interlocutor’s arguments (Futter, 2023). Thus, Socratic irony is not focused on ridiculing but on questioning in the initial phase to lead to deeper reflection

### **2.2.13.2 *Maieutic***

The term “maieutics” comes from the Greek word that refers to the art of “giving birth”, reflecting the idea that knowledge is not transmitted directly but arises from within the individual (Abdus Samad, 2021). The teacher is represented as a guide without intending to impose answers and the student is led to develop their own ideas and reach well-founded conclusions through dialogue and questioning, resulting in a meaningful learning process (González and Carvajal, 2023). In this sense, maieutics constitutes the phase in which the learner begins to construct knowledge on their own based on the reflection presented earlier.

## **2.2.14 Socratic method in the classroom**

According to Blake (2018), student participation and analysis are promoted through questioning by implementing the Socratic method as a teaching strategy, fostering both active and reflective learning. A series of structured questions is used to guide students’ understanding of a concept and ensure that information is examined and questioned (Blake, 2018). These questions also allow students to share initial ideas, analyze them, and generate new interpretations (Lam, 2011). By prioritizing dialogue and questioning, this process helps create a more participatory and student-centered environment.

According to Dalim et al. (2022), the Socratic method is not limited to a single area; it adapts to different fields of knowledge because of its flexibility in questioning. Its implementation in the social sciences, mathematics, and the teaching of English as a foreign language has strengthened analytical skills and critical thinking (Dalim et al., 2022). Likewise, the Socratic method has been introduced in classroom activities through problem analysis and discussion of dilemmas in which questioning plays a central role in generating ideas (Mahoney et al., 2023). Furthermore, depending on the topic’s difficulty, questions are adjusted so that students achieve the expected learning outcomes (Yang et al., 2005).

Another Socratic activity implemented is debate, in which students defend a position on a given topic. An issue is presented to be analyzed from different perspectives

using coherent and well-founded arguments (Axmedjanova et al., 2025). In these arguments, examples and evidence are included to foster meaningful and critical communication. In addition, students participating in the debate express their own ideas and listen attentively to the contributions of both their peers in the same group and those on the opposing side (Axmedjanova et al., 2025). The debate can be adapted to its objective; formal debates include specific rules while informal debates rarely have a set format being limited to the simple exchange of ideas (Johnson, 2016). In both forms of debate, students are encouraged to participate and use language communication situations.

### **2.2.15 Role of the teacher in the Socratic method**

Unlike traditional methods that treat learners as mere recipients of information, the Socratic method places the teacher in the role of facilitator of the dialogue in which the development of each student's participation is guided through open-ended questions (McCarthy, 2026). The teacher constantly follows the students' ideas and the group is closely monitored to ensure that they are not led to a set answer (Perusin, 2026). In this sense, simple answers are avoided in the questions and instead, it is aimed to foster critical thinking by challenging arguments (McCarthy, 2026). Furthermore, the teacher works to create a space where participation is presented as equal and respectful to continue applying the Socratic method meaningfully.

### **2.2.16 Speaking skill**

Speaking is the skill that enables the generation words and phrases for the fluent communication of information. Furthermore, speaking involves accommodating two perspectives, the person sharing the information and the person receiving it, thus this skill aims to build meaning collaboratively (Wahyudi, 2017). In this process, some communicative competences are involved such as discourse (the connection of ideas), grammar (correct structures), sociolinguistics (appropriateness to the context), and strategy (compensating for linguistic deficiencies) (Vance, 2021).

Speaking skill allows individuals to express their ideas and experiences in different situations. That is, thoughts are shared and adapted according to the context in which they find themselves and the purpose of the message (Cunningham, 1999). Furthermore, the way meaning is constructed in verbal interaction is influenced by factors such as the environment and the relationship between individuals (Brown and Yule, 1983, as cited in Mena, 2014). In this sense, speaking is a process of interpretation and reaction that maintains coherence in the exchange of words.

In the context of language learning, speaking is considered the most fundamental skill because of its importance in everyday situations, as it enables interaction and immediate feedback in knowing whether the message is received correctly (Ramirez David, 2018). In other words, this productive skill is characterized by real-time exchange

of responses. Furthermore, some activities such as role-plays, drama, debates, dialogues, and presentations are implemented to teach this skill (Thornbury, 2005).

## **2.2.17 Elements of speaking skill**

### **2.2.17.1 *Pronunciation***

According to Leong and Ahmadi (2017), pronunciation involves several factors such as accent, intonation, and rhythm that contribute to effective communication. However, in speaking skill the goal is not to sound like a native speaker, but rather to ensure that the message is understandable (Tarone, 2005, as cited in Hinkel, 2006).

### **2.2.17.2 *Fluency***

Fluency allows the speaker to communicate without hesitation, that is, continuously and naturally (Al -Hafiz and Gushendra, 2021). In short, ideas are conveyed clearly and the conversation flows naturally.

### **2.2.17.3 *Vocabulary***

Vocabulary refers to the words that a speaker uses to express themselves in a language (Schmitt et al., 2017, as cited in Mariani and Basuki, 2023). However, words not only require an understanding of their meaning but also the ability to use them appropriately in each context (Leong and Ahmadi, 2017).

### **2.2.17.4 *Grammar***

Grammar in speaking refers to the grammatical structures that ensure the language is spoken correctly (Ruziyeva, 2026). The grammatical rules help sentences sound coherent and inconsistencies are avoided in the delivery of a message during communication (Muñoz and Ramirez, 2018).

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Approach

The present study employed a quantitative approach. According to Lim (2024), quantitative research is centered on analyzing social phenomena through measurable variables and numerical data. Those variables are measured to analyze data by applying statistics (Creswell, 2014). Therefore, the quantitative approach enabled the analysis of students' speaking skill before and after the implementation of the intervention strategy, allowing for a statistical analysis of the level of improvement and effectiveness of the Socratic method.

#### 3.2 Type of research

The research project was framed within the principle of applied research. According to Murillo (2008, as cited in Vargas Cordero, 2009), applied research is characterized by using previous knowledge to design practical interventions while simultaneously acquiring new knowledge from its results. In this type of research, the application of scientific knowledge in real contexts is emphasized through the implementation of planned strategies to solve specific problems (Reinertz, 2026). In this context, the study aimed to obtain significant results regarding the development of speaking skill by implementing the Socratic method.

#### 3.3 Research Design

The characteristics of a quasi-experimental with one-group pretest-posttest design were integrated in the research. In this research design, an initial measure is taken, followed by an intervention, and then the results are measured again (Capili and Anastasi, 2024). In this sense, the aim was to see how the dependent variable was affected by the independent variable, in other words, whether the intervention caused changes in the outcome.

As described by Bell (2010), this design is symbolized in the following model:

O1 X O2

O1 indicates the pre-test

X corresponds to the intervention (8 sessions, 4 weeks in this research)

O2 indicates the post-test

In this regard, a one-group pretest-posttest design allowed the comparison of learners' performance during the diagnostic and evaluation phase.

### **3.4 Research hypothesis**

**Null hypothesis (H<sub>0</sub>):** The Socratic method does not significantly develop speaking skill in English

**Alternative hypothesis (H<sub>1</sub>):** The Socratic method significantly develops speaking skill in English.

### **3.5 Study population**

The study population refers to a specific portion of the target population that serves as the source of the research sample (Hu, 2023). Based on this, the population consisted of 24 students from the 3<sup>rd</sup> Bachillerato General Unificado at Unidad Educativa Cristiana Nazareno, selected with non-probabilistic convenience sampling to keep the group intact. This population was selected since certain difficulties with English-speaking skill had been identified in previous practices.

### **3.6 Data Collection Techniques and Instruments**

#### **3.6.1 Test technique**

According to Medina et al. (2023), the test technique is employed to assess certain aspects, so the results obtained from the test contribute to determining the level of the assessed item. In this regard, the test technique used in this study was appropriate for evaluating speaking proficiency.

##### ***3.6.1.1 Pretest and Posttest***

The instrument used to fulfil the first specific objective of the research was a pre-test. According to Rabail Alam (2019), the pre-test estimates the initial knowledge of individuals and compares it with the knowledge obtained subsequently (post-test). In this regard, the instrument was designed following the format of the Cambridge Preliminary English Test. However, the questions were adapted to the students' context, so the instrument is considered a modified version based on the original model. Additionally, the Cambridge English Assessment speaking performance level B1 rubric was used to diagnose the learners' speaking proficiency. The usage of the rubric was conducted to guarantee precise results.

Likewise, the instrument used to accomplish the third specific objective was a post-test. According to Botella et al. (2022), the post-test serves to evaluate the effects after an intervention and then compare them with the data obtained from the pre-test. In this sense, the instrument followed the same logic as the pre-test. Nevertheless, the questions were modified to avoid repetition and ensure that real progress was evaluated. The Cambridge English Assessment speaking performance level B1 rubric was also used to assess the effectiveness of the Socratic method in enhancing speaking skill in the study population.

### **3.6.2 Structured Observation**

To achieve the second specific objective, the observation technique was used. As Ellis (2024) states, “Quantitative research has been identified as research which uses quantitative observation to numerically describe a phenomenon. Quantitative observation can be used to describe groups, interventions, changes and behaviours depending on what the researcher is studying” (p. 76). Moreover, it is employed when the aim is to measure the effect of an intervention (Ellis, 2024).

In this regard, an observation guide was used that included four parameters assessing student performance over the course of the eight sessions, with each parameter scored on a scale of 0 to 10.

### **3.7 Data Analysis and Interpretation Techniques**

The scores collected from the pre-test and post-test were organized in a database using Microsoft Excel. Subsequently, the data were computed using the R statistical software to facilitate processing, analysis, and interpretation of the results.

#### **3.7.1 Descriptive statistics analysis**

In the first stage, mean, median, and standard deviation statistics were included to describe the learners’ speaking performance before and after the intervention.

#### **3.7.2 Normality assumption testing**

In order to determine the appropriate inferential test to be utilized, the Shapiro-Wilk test was applied to corroborate the normality of the data due to the size of the sample. The results of the normality test allowed the selection of the Wilcoxon Signed-Rank for non-parametric statistical analysis to ensure the validity of the results.

#### **3.7.3 Inferential analysis and hypothesis testing**

The Wilcoxon Signed-Rank test was used to determine whether the application of the Socratic method developed a meaningful improvement in students’ speaking skill. This non-parametric test was selected as it allowed the comparison of the two related samples taken before and after the intervention. According to Woolson (2008), for the Wilcoxon signed-rank test, given that the significance level ( $\alpha$ ) is 0.05, the null hypothesis is rejected when the p-value is below the established significance level.

### **3.8 Procedure**

#### **Phase 1: Diagnosis**

To achieve the first specific objective, a pre-test was administered in which it was allowed the calculation of descriptive statistics (mean, median, standard deviation, minimum, maximum, to set a baseline for the application of the Socratic method.

## Phase 2: Intervention

To achieve the second specific objective, a four-week intervention period consisting of two 40-minute sessions per week was conducted. In this sense, the Socratic method was applied in a total of eight sessions (without including the pre-test and post-test). These sessions were developed on Mondays and Tuesdays, as those days 3<sup>rd</sup> BGU students have English classes. During the eight sessions, a different activity was presented each day in which students had to answer Socratic questions posed by the researcher as shown in Table 1.

**Table 1**

*Plan for the intervention*

Week	Session	Topic
1	1	Interpreting situations
	2	Discussing a moral dilemma
	3	Comparing scenarios
2	4	Phone usage in the classroom
	5	Social media situation
3	6	Loyalty
	7	Online classes vs. face-to-face
4	8	Discipline vs. freedom

*Note.* Topics covered in each session.

## Phase 3: Monitoring

Along with the intervention phase, the mean and standard deviation per session were computed to obtain a line graph showing the progression across sessions.

## Phase 4: Evaluation

After finishing the eight-session intervention, a post-test was administered to compare it with the pre-test carried out.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

##### To diagnose the level of students' speaking skill and the gaps that entail their development

At Unidad Educativa Cristiana Nazareno, 24 students from the 3<sup>rd</sup> BGU were considered in the present study. A pre-test was administered to diagnose the level of students' speaking skill and the gaps that entail their development. The descriptive statistics for the students' initial status are presented in Table 2 whose scores serve as the starting point.

**Table 2**

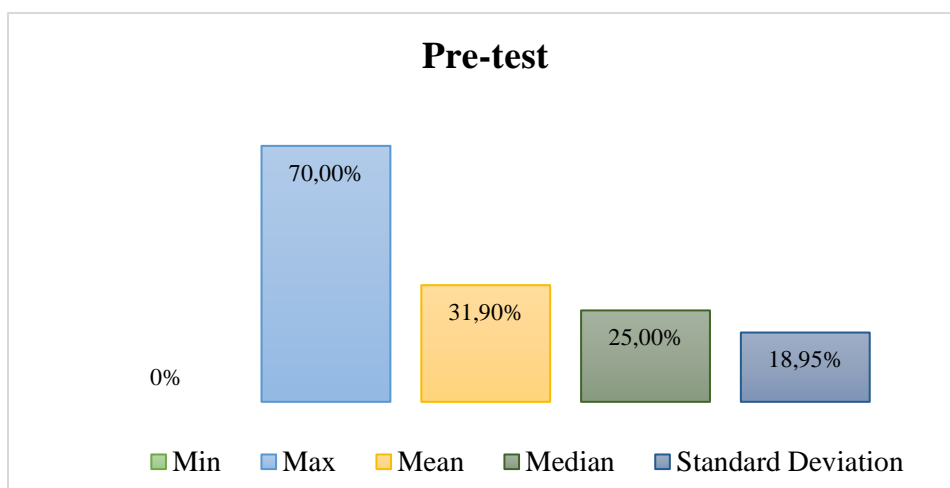
*Descriptive statistic summary for the pre-test*

	<b>Pre-test Values</b>	<b>Percentage</b>
Min	0.00	0%
Max	14.00	70.00%
Mean	6.38	31.90%
Median	5.00	25.00%
Standard Deviation	3.79	18.95%

*Note.* N = 24, the values were collected with an adapted Cambridge Preliminary English Test format, over 20 points.

**Figure 1**

*Graphical representation of descriptive statistics for the pre-test*



*Note.* N = 24, the values are presented as percentages where 20 points are equivalent to 100%.

The values shown in Table 2 reveal relatively low figures in the descriptive statistics. The lowest score was 0/20, the highest score was 14/20, and the pre-test average was 6.38/20. It is also essential to note that the median score was 5/20 and the moderate standard deviation was 3.79/20. These values served as a baseline for the analysis of the post-intervention.

**To apply the Socratic method for improving the speaking skill, acknowledging the findings identified.**

After assessing the participants' initial level of speaking proficiency, activities based on the Socratic method were implemented and evaluated over 8 sessions. The results were collected using an observation guide with a continuous scale (0-10), as shown in Table 3.

**Table 3**

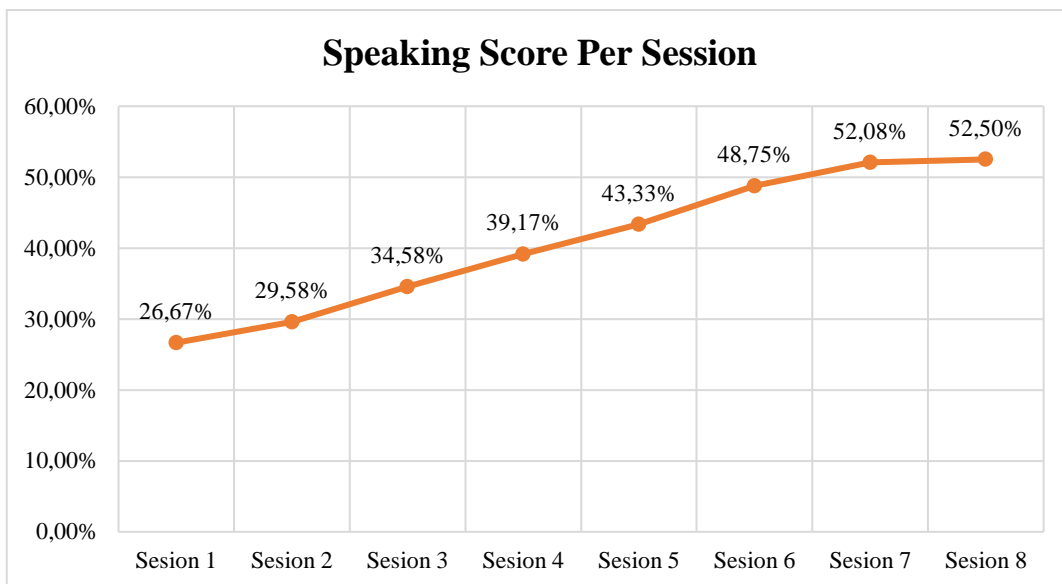
*Mean Speaking Score and standard deviation per session*

<b>Sessions</b>	<b>Mean Speaking Score</b>	<b>Standard Deviation</b>	<b>Percentage</b>
Session 1	2.67	1.88	26.67%
Session 2	2.96	2.10	29.58%
Session 3	3.46	2.12	34.58%
Session 4	3.92	2.08	39.17%
Session 5	4.33	2.00	43.33%
Session 6	4.88	2.16	48.75%
Session 7	5.21	2.23	52.08%
Session 8	5.25	2.25	52.50%

*Note.* N = 24, the mean values are also presented as percentages in which 10 points are equivalent to 100%

**Figure 2**

*Graphical representation of the progression of mean speaking scores across the eight sessions*



Note. N = 24, the percentages represent the equivalent mean scores over 10 points

Based on the values shown in Table 3, it is seen that in Session 1 the mean speaking score was 2.67 (Standard Deviation = 1.88), in Session 2 it increased to 2.96 (SD = 2.10), in Session 3 the mean was 3.46 (SD = 2.12), in Session 4 it reached 3.92 (SD = 2.08), in Session 5 the mean was 4.33 (SD = 2.00), in Session 6 it increased to 4.88 (SD = 2.16), in Session 7 the mean was 5.21 (SD = 2.23) and finally, Session 8 had a mean of 5.25 (SD = 2.25).

**To evaluate the effectiveness of the applied method**

After eight sessions using the Socratic method, a new assessment was conducted to demonstrate the method’s effectiveness in developing speaking skill. A comparison of the initial and final evaluations is presented in Table 4.

**Table 4**

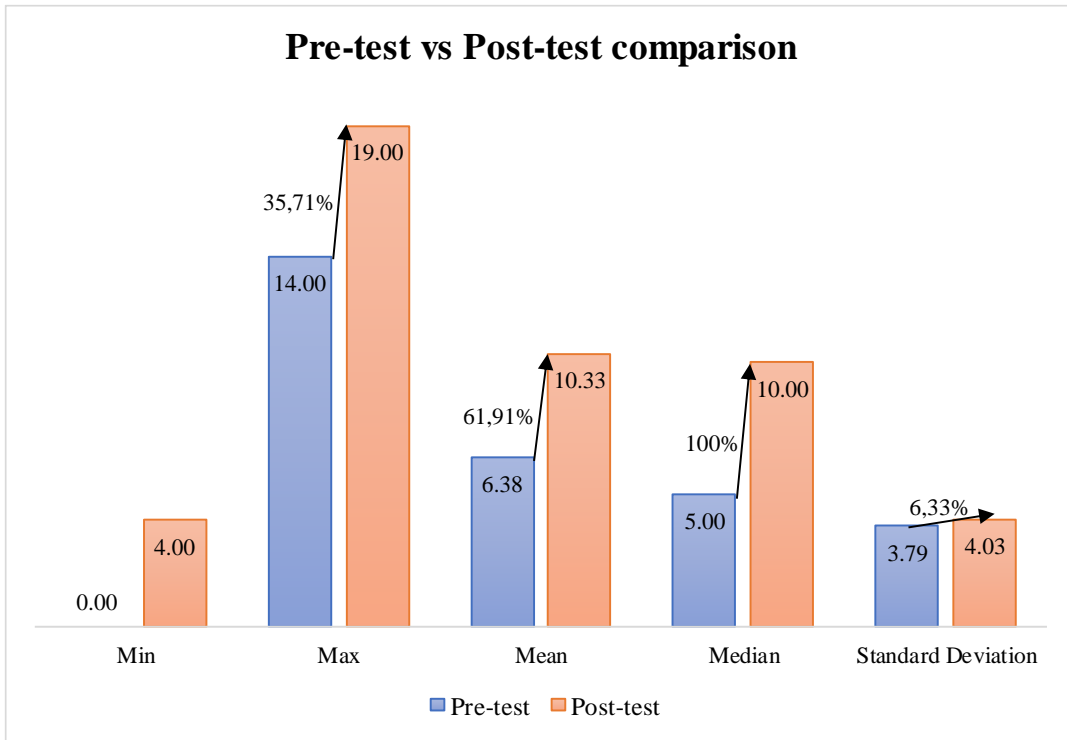
*Summary of descriptive statistics for pre-test and post-test scores*

	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>	<b>Percentage</b>
Min	0.00	4.00	4.00	-
Max	14.00	19.00	5.00	35.71%
Mean	6.38	10.33	3.95	61.91%
Median	5.00	10.00	5.00	100.00%
Standard Deviation	3.79	4.03	0.24	6.33%

Note. N = 24. Scores are presented on a 0-20 scale in which 20 represents the maximum possible score. Percentages show the change from pre-test to post-test. Percentage change (Difference/pre-test) x 100 was not calculated for the min score because it is impossible to divide by zero.

**Figure 3**

*Pre-test and post-test comparison of descriptive statistics*



*Note.* N = 24. Scores are presented on a 0-20 scale in which 20 represents the maximum possible score. Percentages indicate the relative change from pre-test to post-test

Table 4 shows that all measures increased following the intervention using the Socratic method. In fact, each increase is associated with a positive percentage, for example, the maximum score is 35.71%, the mean is 61.91%, and the median is 100%. It is also worth noting that there is a slight increase in the standard deviation following the intervention (6.33%).

### **Normality test**

Using the statistical software R, a normality test was conducted to determine the appropriate inferential procedure. In this sense, given the small sample size (N =24), the Shapiro-Wilk test was applied. The results showed that the p-value in the pre-test (p-value = 0.0004882) is less than the significance level  $\alpha = 0.05$ , implying that the pre-test data do not follow a normal distribution. In contrast, the p-value in the post-test (p-value = 0.6211) exceeds the significance level, indicating that the data follow a normal distribution.

Although parametric tests require that both samples follow a normal distribution, this condition is not shown in this case. Therefore, a nonparametric statistical test was selected to ensure robustness for inferential analysis. Accordingly, the Wilcoxon Signed-Rank test for paired data with right-tailed distribution was selected. This test is

appropriate as by using the same population the data are paired. Moreover, the right-tailed distribution was based on the hypothesis that applying the Socratic method could improve students' speaking performance.

### Hypothesis testing

The following pair of hypotheses was tested in this study:

**Null hypothesis (H<sub>0</sub>):** The Socratic method does not significantly improve speaking skill in English

**Alternative hypothesis (H<sub>1</sub>):** The Socratic method significantly improves speaking skill in English.

In this sense, to statistically verify the hypotheses, the results of the Wilcoxon Signed-Rank test for paired samples are presented below:

### Results of the inferential statistical test

**Table 5**

*Wilcoxon Signed-Rank Test results*

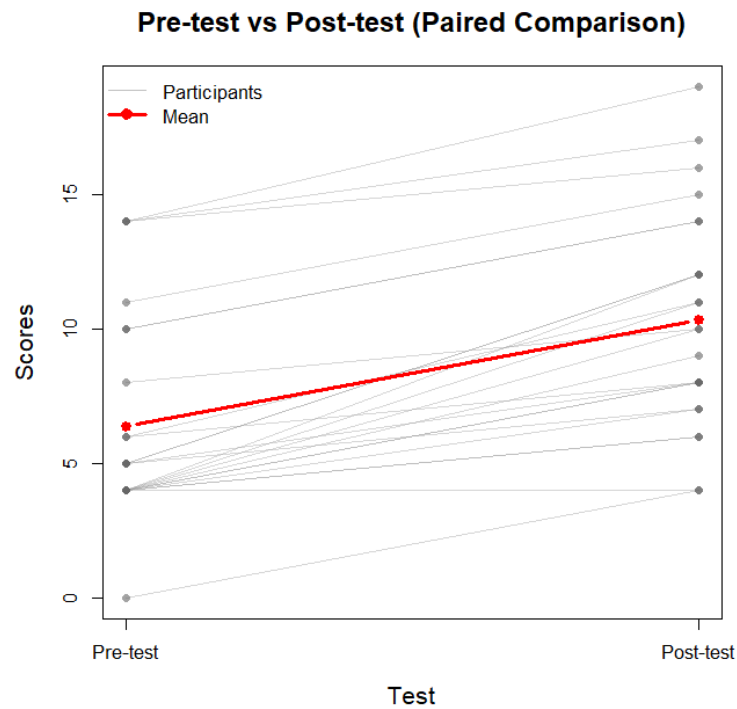
Dataset	V statistic	Z statistic	p-value	Effect size (r) = $\frac{Z}{\sqrt{N}}$
Post-test vs. Pre-test	276	3.60	0.00001323	0.7348

*Note.* N = 24. Confidence level 95%; significance  $\alpha = 0.05$ ; right-tailed test. A greater V statistic is associated with a lower p-value

Given a significance level of  $\alpha = 0.05$ , the Wilcoxon Signed-Rank test yields a p-value of 0.00001323, as is shown in Table 5. In this case, since the probability obtained is less than the significance level ( $0.00001323 < 0.05$ ), the null hypothesis is rejected. That is, there is statistically significant evidence suggesting an effect on the development of English-speaking skill observed among the participants, associated with the implementation of the Socratic method rather than chance. This finding is supported by the large effect size ( $r = 0.7348$ ), thus indicating a substantial improvement in the students' speaking performance after the intervention.

**Figure 4**

*Pre-test vs Post-test paired comparison*



*Note.* N = 24. Scores are measured on a 0-20 scale. The red line represents the mean scores across participants

To visually illustrate the previous analysis, the individual pre-test and post-test scores of the 24 participants are shown in Figure 4. The lines connecting the scores illustrate the change in each participant's speaking performance. The average is represented by the red line that shows a clear and sustained improvement after the intervention using the Socratic method.

## 4.2 Discussion

In this study, it was analyzed how the Socratic method contributes to the development of English-speaking skill in 3<sup>rd</sup> BGU students at Unidad Educativa Cristiana Nazareno. That is, whether a significant improvement was observed in the performance of the participating students in relation to speaking skill.

Regarding the diagnosis before the intervention, a low level of English-speaking proficiency was presented in the pre-test results. The students' score was 6.38 out of 20 points, while the median was 5, indicating that a large proportion of the students had difficulties communicating before the implementation of the method. This finding is consistent with the study by Candilas (2021), who stated that before the application of the Socratic method, students exhibited numerous signs of hesitation, continuous grammatical mistakes, and limited English vocabulary. Similarly, Kusmaryani (2021) reported that the students demonstrated a low level of speaking performance in the pre-test; however, following the intervention, the 38 students who participated in the study showed significant improvement. These results are most likely due to different factors such as limited practice with activities involving verbal interaction and a lack of confidence in participating in class due to anxiety about public speaking, fear of making mistakes, and even the tendency to compare themselves to other classmates (Liu and Littlewood, 1997; Jiménez, 2015; Taqwa et al., 2022).

During the intervention, the scores obtained from the observation guide over the eight sessions showed significant improvement. The mean score rose from 2.67 in the first session to 5.25 in the eighth session. This gradual progress observed throughout the sessions can be explained by Vygotsky's (1978) constructivist approach, that states that learning occurs through social interaction and student participation. Moreover, lower scores were observed at the beginning of the intervention, while more noticeable growth was found starting from the third session. As Abdulla (2022) points out, the logic of the Socratic method focuses on students reflecting autonomously rather than giving memorized responses. As a result, students initially found it challenging to engage in activities that require reflection and analysis (Rali Aray, 2024). However, once the adaptation phase was overcome, the results demonstrated an improvement in speaking performance.

Regarding the comparison between the pre-test and post-test results, the mean score increased from 6.38 to 10.33 points and the median score from 5 to 10 points. Additionally, the maximum score rose from 14 to 19 points and the minimum score from 0 to 4 points, indicating that the progress was demonstrated not only among higher-performing students but also among those with greater difficulty communicating. Similar results were reported in another quasi-experimental study by Rali Aray (2024), that included an experimental class and a control class, in which post-test scores in the experimental class revealed a marked difference following the application of the Socratic method compared to the initial test. Likewise, Bayas Pérez (2021), in a study conducted with college students, demonstrated that Socratic method activities had a meaningful

effect on participants' academic performance, particularly regarding their English-speaking proficiency by fostering their ability to both formulate and answer Socratic questions. Therefore, compared to traditional methods, the Socratic method enables students to be protagonists of their learning by encouraging them to express themselves verbally (Overholser, 1992).

Although the study yielded positive results, it is also important to acknowledge certain limitations that were observed. One of these was that the sample size was considered small, comprising only 24 students that cannot be generalized to all educational contexts. Nevertheless, as Tsang (2014) suggests, small sample sizes may restrict statistical generalization, but not theoretical contributions. Another limitation was the intervention period that consisted of only two days per week for a total of eight sessions (4 weeks). Fauzi et al. (2017) states that when students are not sufficiently exposed to continuous practice, it is not enough to obtain further evidence of the effects. Finally, the biggest challenge arose at the end of the school day, meaning that due to various distractions, time was lost in conducting the study sessions scheduled for those days. When students get distracted, the teacher ends up wasting time on classroom activities (Alarcón-Alvial et al., 2020).

Based on the study done, it should be replicated in future research using larger samples. Additionally, various educational levels should be considered including both high school and elementary school. Moreover, the components of speaking proficiency that present difficulties should be analyzed.

In conclusion, it is presented in both the descriptive and inferential results that students significantly improved speaking skill through the implementation of the Socratic method. Furthermore, given that the effect size was large, the improvement was not only statistically significant but also practically significant in the real-world classroom context. In this regard, it was demonstrated that it is an effective pedagogical strategy in the field of teaching English as a foreign language.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

- Before the intervention, it was observed that students showed difficulties in speaking because of confidence.
- It was evident that students showed gradual improvement over the course of the eight sessions conducted due to the usage of activities based on the Socratic method that included guided questions that encouraged reflection and participation.
- After the application of the Socratic method, students improved speaking proficiency, demonstrating that it is a feasible strategy for promoting communicative confidence.

#### **5.2 Recommendations**

- Strategies to strengthen speaking skill should be implemented from early stages.
- The Socratic method should be applied consistently without interruptions to achieve better results.
- The Socratic method had better be applied with larger samples to strengthen the validity of the findings.
- When employing the Socratic method, topics based on students' interests should be incorporated in the activities.

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## ANNEXES

### 1. Data Collection Instruments: Pre-test



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

### SPEAKING PRE-TEST LEVEL B1

**Obj:** To diagnose the level of students' speaking skill and the gaps that entail their development.

**Students' names:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### **PART 1: Interview**

##### **Student A and B:**

- What is your name? - How old are you? - Tell me about your family.

##### **Student A:**

- What do you usually do in your free time?
- What do you enjoy sharing with your friends?

##### **Student B:**

- Tell me about a typical day in your life.
- What kind of music do you like? Why?

#### **PART 2: Extended turn**

Watch the picture and describe it. Say as much as you can see in the image.

**Student A:** Family picnic

**Student B:** Students developing a project



### **PART 3: Discussion**

Watch the images about how to be healthy. Talk each other about the advantages of doing exercise, eating healthy food, sleeping enough, and drinking a lot of water. Decide which one is the most important.



### **PART 4: General discussion**

Let's talk about healthy habits.

- What do you usually do to be healthy?
- Do teenagers live healthily nowadays? Why Yes/No?
- What kind of food is healthy?
- What is the most difficult habit to change? Why?

## 2. Data Collection Instruments: Observation guide



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

### OBSERVATION GUIDE

<b>Objective:</b> To apply the Socratic method for improving the speaking skill, acknowledging the findings identified.	
<b>Institution:</b> Unidad Educativa Cristiana Nazareno	<b>Session number:</b> __/8
<b>Class:</b> 3 <sup>rd</sup> BGU	<b>Date:</b>
<b>Topic:</b>	

<b>Scoring scale</b>	
Excellent	9-10
Good	7-8
Developing	5-6
Basic	3-4
Very limited	1-2
No performance	0

Student	Participates actively in the discussion by expressing ideas and responding to questions	Expresses ideas with coherence and minimal hesitation	Expresses and supports opinions with relevant ideas	Shows confidence when speaking and interacting with others	Final score (___/10)
Thalia Figueroa					
Yuri Anilema					
Josue Jacome					

Damaris Heredia					
Damaris Brito					
Angel Guaman					
Paul Morocho					
Dylan Ramirez					
Andrea Huaraca					
Alex Guzman					
Ingrid Pintag					
Josue Pérez					
Kamila Guagcha					
Angeline Giraldo					
Estefany Aguirre					
Laura Betún					
Isaí Vallejo					
Gilson Malan					
Esteban Lata					
Esteban Tirado					
Camila Cárdenas					
Jordan Romero					
Sebastian Orozco					
Alisson Padilla					

### 3. Data Collection Instruments: Post-test



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

### SPEAKING POST-TEST LEVEL B1

**Objective:** To evaluate the effectiveness of the applied method.

**Students' name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### PART 1: Interview

##### Student A:

- Do you like family meetings? Why Yes/No?
- Talk about your last birthday.

##### Student B:

- Do you enjoy traveling? Why Yes/No?
- Talk about a place you like most to visit.

#### PART 2: Extended turn

Watch the picture and describe it. Say as much as you can about it.

**Student A:** People preparing salads

**Student B:** People decorating



### **PART 3: Discussion**

Watch the images about free time activities. Talk each other about playing sports, watching movies, reading a book, and playing games. Decide what activity teenagers enjoy most and why.



### **PART 4: General discussion**

Let's talk about healthy habits.

- Do you have enough free time? Why Yes/No?
- What other activities do teenagers enjoy most?
- Are outdoor activities more enjoyable than indoor ones? Why?/Why not

#### 4. Data Collection Instruments:

#### Cambridge English Assessment speaking performance level B1 rubric

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

## 5. Photos

