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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
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“The Socratic Method and the oral acquisition of the English Language”

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A. PRELIMINARY PAGES

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DEDICATION

I would like to dedicate this job to my loved wife who was there for me over the last year and almost in my whole youth, I also thank specially my parents for support me over the entire carrier and in my whole life, without them this would not be possible. I am more than thankful with my professors and friends who aid me throughout this path which is leading to an end.

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THEME: “The Socratic Method and the oral acquisition of the English language” **AUTHOR:** Diego Sebastián Bayas Pérez
TUTOR: Dra. Elsa Mayorie Chimbo Cáceres

ABSTRACT

The teaching of English as a foreign language has evolved throughout history in order to acquire different areas of knowledge. By implementing classes, students can make significant progress in learning. Thus, this research work aims to determine the incidence of the Socratic Method in the oral acquisition of the English language in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. To do this, it was based on a bibliographic research to collect information from different authors on the variables; as well as in the field by having direct access to the population under study. In addition, this research has a qualitative and quantitative approach, with a quasi-experimental design, in which a pre-test and post-test analysis was used for the analysis of the information collected through the rubric for the Socratic Method focused on a total of 27 students of A2 level of languages. Subsequently, the scores were entered into the SPSS tool and a statistical treatment with the Shapiro-Wilk test was used, showing that there is no normality in all the data series. Therefore, the Wilcoxon signed rank test was applied, testing the hypothesis, where the Socratic Method does influence the oral skills of students, with scores higher than 8.50 in the post test. In this way, as conclusions it is evident that the Socratic Method supports the development of cognitive and critical thinking, since the students ask questions and create concrete and structured sentences. Thus, the actions of the rubric with the greatest improvement in the post test are: "answer questions by adding" with 20% and "explain the situation" with 20%.

Keywords: Socratic Method, English language learning, oral skills.

Resumen

La enseñanza del inglés como lengua extranjera ha evolucionado a lo largo de la historia con el fin de adquirir diferentes áreas de conocimiento. Mediante la implementación de clases, los estudiantes pueden lograr un progreso significativo en el aprendizaje. Así, este trabajo de investigación tiene como objetivo determinar la incidencia del Método Socrático en la adquisición oral del idioma inglés en el primer semestre de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Para ello, se sustentó en una investigación bibliográfica para recopilar la información de diferentes autores sobre las variables; así como de campo al tener acceso directo con la población objeto de estudio. Además, esta investigación tiene un enfoque cualitativo y cuantitativo, con un diseño cuasi experimental, en el cual se utilizó un análisis pre-test y post test para el análisis de la información recopilada a través de la rúbrica para el Método Socrático enfocada a un total de 27 estudiantes del nivel A2 de idiomas. Posteriormente, se ingresaron las calificaciones a la herramienta SPSS y se utilizó un tratamiento estadístico con la prueba de Shapiro-Wilk, evidenciándose que no hay normalidad en todas las series de datos. Por lo cual, se aplicó la prueba de rango con signo de Wilcoxon comprobándose la hipótesis, donde el Método Socrático si influye en las habilidades orales de los estudiantes, con calificaciones superiores a 8.50 en el post test. De esta forma, como conclusiones se evidencia que el Método Socrático apoya al desarrollo del pensamiento cognitivo y crítico, puesto que los estudiantes formulan preguntas y crean oraciones concretas y estructuradas. Así, las acciones de la rúbrica con mayor superación en el post test son: "responder preguntas agregando" con un 20% y "explicar la situación" con un 20%.

Palabras clave: Método socrático, aprendizaje del idioma inglés, habilidades orales.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

The authors Esquivel, Ivanovic and Rodriguez (2016), aimed to train thinking, reflective and empathetic individuals to prepare teachers to be fully trained in the subject they teach. Similarly, it is recommended to grant a higher weight to the results obtained that are observed in the social environment of students rather than those achieved in an exam. Finally, it is essential that the government guarantees access to an education of quality and, at the same time, promote actions that improve the quality of life in a society. Also, this research mentioned that the Socratic Method should be applied to educational programs to include the study of foreign languages and arts, as well as philosophy and literature. It is necessary to apply the method of inquiry and analysis in all subjects, in order to avoid memorizing. For that reason, it makes students avoid memorization promotes self-consciousness when developing an answer, leading this to make students give a quicker response.

Another research realized by Delića and Bećirović (2016), which aimed to explain the two main types of Socrates' method, classic and modern. The research was mainly an extension of how the Socratic dialogue works. The advantages and disadvantages were also considered since two examples of Socratic dialogues were explained, Meno and Gorgias, which are essential for a group discussion of a previously given topic. Researchers concluded that it is an effective approach of teaching and can use Socrates to act as a clear example of how effective teacher drives his students towards the main objective. So, this method with other pedagogical techniques makes students uplift and acquire even more quality of learning, can also increase the adequacy of students' personal development, methods of basic reasoning, and providing dynamic learning strategies.

The investigative work of Arazo, Wattanatorn, and Tagong, (2018) aimed to explain how a teaching model can foster critical thinking skills on students. The main objectives were to review the basic considering aptitudes of business students, to create and approve the BSMT model intended to upgrade basic reasoning abilities on students. Also, it studied the basic considering aptitudes of 371 business students at Naresuan University International College focusing on three main basic thinking skills on the RED model-recognize assumptions, evaluate arguments, and draw conclusions; building up the instructional model followed by approval of the model by five specialists. The results of the research were: the undergrad business students have inadequate basic intuition dependent on the RED Model abilities as they scored below average on the basic reasoning evaluation, and the created model included six components: center, punctuation, control of response, the social framework, the emotionally supportive network, and application. Finally, it contributed on how a teaching model can foster critical thinking skills on students.

In Kusmaryani's study (2016) is mentioned that the purpose for the research was to describe the use of Socratic questioning in assessing speaking at Borneo University Tarakan. This research used of a descriptive design which gathered reports, observation, and interview as the main fount of information. Also, questioning not exclusively can be used to evaluate students' aptitude in speaking yet additionally their basic reasoning although a few obstacles confronted, for example, issues selection, sorts of Socratic questions used in surveying, and time consuming. It contributed the development to the current one because it mentions that Socratic Method can be used to evaluate and to reason about confronted obstacles; and it is intended to achieve in this research, because making use of this method allows students to be more conscious of not answering in a mechanic way.

To continue with another research, the research developed by Aprilia (2019), where based on the condition of expecting all students speak simple utterances in English and not achieving it. This study is aimed to know about the use of Socratic Method influenced on speaking skill and took place in Mojokerto to 33 students of high school. The research

used descriptive qualitative design because it used interviews, questionnaire, notes and observation as data. Results stated that the Socratic Method used to evaluate students' skills yet additionally their confidence to speak in front of all the class. Students really enjoyed activities and they have concluded that this method can be used as an alternative way of teaching. Finally, this research supported the current one because it contains scientific bases of this method, allowing students to develop their potential, being able to speak in front of a class.

Indeed, the different research were developed under the Socratic Method and those studies were very helpful while developing the current research. Now that different ideas were understood, the research developed in an appropriate way, leading this to obtain better results and even better, be more accurate while developing the present project.

1.1.1 Justification

Through many years, education has been a very big problem since the use of traditional teaching methods; this leads in total disinterest for acquiring a foreign language on part of students. The present project is intended to explain the importance of different methodologies which stimulate critical thinking, at Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. As mentioned before, this research encouraged students to develop oral skills in the English language in a broad way by making use of a well – structured methodology. That is why, students must be active and critical thinking individuals, when listening, analyzing, processing and responding appropriately to any question on the subject that they know or are learning.

In the same way, the use of the Socratic Method in this project, contributed with a different viewpoint, in order to enable students to face critically situations that turn them into: participatory, critical, reflective, active, fast, spontaneous and being able to participate without fear in a classroom.

Which caused students to be aware of what they are learning and facilitate the development of oral skills. Since dialogues encouraged the student to answer all the questions asked by the teacher, this built knowledge based on their own mistakes.

The application of this research project assured a better development in the education field. The traditional way in which the teacher teaches grammar is totally changed, but rather instructs the student not to be self-conscious when speaking in English.

1.2 Technical - scientific foundation

1.2.1. Independent variable: Teaching methods - Socratic Method

Teaching methods

The author Gutiérrez (2018) defines the teaching methodology as the set of teaching methods, resources and forms that the teacher uses to carry out the development of the programmatic contents that lead students towards the achievement of meaningful learning, where they must be autonomous in their own learning and the teacher only a facilitator of learning processes that promotes the development of competencies, abilities, attitudes and skills.

According to Alonso (2019), the teaching-learning process methodology of a foreign language from the methodological viewpoint is given by the acquisition of linguistic knowledge and the formation of linguistic habits and skills. This has been characterized in the course of history in different ways, ranging from its identification as a teaching process, with a marked accent on the central role of the teacher as a transmitter of knowledge, to the most current conceptions, in which it is conceived the teaching-learning process as an integrated whole, in which the leading role of the student is highlighted. The integration of the cognitive and the effective, of the instructive and the educational, as essential psychological and pedagogical requirements is demonstrated.

Socratic Method

Definition

According to Peregoy and Boyle (2008), the elenchus Socratic Method is mostly used to fill the unintended input given to students in which they must use logic in order to develop critical thinking and reasoning in different fields. The Socratic Method was

created and developed by the great teacher Socrates, who was a renowned ancient Greek philosopher. His theory is based on the elimination of certainty claims to obtain a more in-depth understanding of a specific topic. When the Socratic Method is used, the teacher questions the members of the dialogue using clearly a language, in this case, the English language. Then, the Socratic Method is used to show that the student being interrogated is wrong in his arguments and later the teacher makes him agree with his own contradictory arguments in previous statements.

The Socratic Method is based on the idea that doubts about something cause concern, which, by making lots of mistakes is considered that a subject is mastered. According to Blatner (2019), this comprehension effect will prevent the brain from wanting to continue learning; so that it can only understand the subject broadly. It is also carried out through a debate on a subject in which all the notions student has are questioned in order to discover the most appropriate answer. However, by discarding pre-established ideas, the person may feel anxious and obviously, the conversation will turn into a controversial discussion.

Télez (2019), states that the Socratic Method is the oldest and most powerful teaching tactic for fostering critical thinking as it focuses on giving students questions, not answers, in such a way as to form an inquiring mind; The teacher teaches through a discussion of problems, skillfully questioning the student, which encourages students to find the truth together through a dialectical process and a series of questions formulated to recognize the knowledge or opinions of their interlocutors.

Socratic Method used to develop the speaking skill

Successful use of Socratic Method is a convincing procedure for exploring questions, thoughts, feelings and ideas. It can resolve and locate errors more deeply than normal inquiries. In order to evoke all these actions, teachers must make a few sort of questions to students at the end of each class and then draw in and evoke detailed understanding of a certain topic.

This research project will begin with the analysis of the use of the Socratic Method in the classroom between the teacher and the students; where, each one assumes their role of

responsibility to conduct a good dialogue through questions and consistent responses. Therefore, the progress of the investigation is given interactively; the teacher is a guide and at the same time is a participant in the debate or discussion.

This method encourages students to have fun exchanging their ideas and can create new concepts about a topic. At the same time, it is very useful, because the students organize their ideas and respond immediately to construct the definition with their own terms.

Educational approach

The educational approach is based on student learning. Its purpose is not only the student to acquire series of knowledge (as in the model centered on the teacher), but also to develop autonomous procedures of thought leading this to development of cognitive process and fast thinking skills. Spontaneous student activity is both a goal and a starting point of educational action (Villalobos, 2017).

Elements of the educational process

Through history the main educational elements have been students, teacher and the study objectives. This might not have changed a lot since virtual lessons were applied due to this pandemic and the new changes it came with. Elements of the educational process are still the same, and the roles would never change since teacher acts as the main knowledge diffuser (Yáñez, 2015).

a. Teacher role

The role of the teacher is not only to provide information and control discipline, but to be a mediator between the student and the environment. Stop being the protagonist of learning to become the student's guide and companion (Centros Comunitarios de Aprendizaje México, 2019).

At the beginning of the class, the teacher states a topic which is going to be the main theme in the lesson. Students are the ones who perform various roles in the classroom. In order to keep the proper environment for learning and teaching students dialogue occurs between teacher and students and both are responsible for promoting the debate through questioning.

In Socratic Method, the teacher exposes the subject, only looks for the knowledge but not the affirmations that can be appreciated. At the same time, the importance of all this is that the rest of the people feel comfortable guaranteeing a very open dialogue and the participants act with modesty and humility as these values help to achieve success in all areas and at the same time help to avoid opponents.

b. Students' role

The students' role is to know how to work in collaborative teams, be able to self-direct, self-evaluate and self-monitor, have self-learning; skills that allow to learn, know how to solve problems, be empathetic, flexible, creative and responsible (Centros Comunitarios de Aprendizaje México, 2019).

As mentioned before, the students must develop autonomy within individual learning to take responsibility for their own progress, their strengths and areas of opportunity that will allow them to advance to their maximum capacity.

c. Learning objectives

Rodriguez and Fuentes (2015), indicate that learning objectives are the perfect way for teachers to structure, sequence, and plan learning goals for a specific instructional period; generally, for the purpose of helping students achieve longer-term educational goals, such as meeting course learning expectations, and performing well on a standardized test.

The aforementioned implies the learning objectives that the teacher plans his work in order to meet the proposed educational goals.

Critical thinking

Definition

Critical thinking refers to the ability to identify, analyze, evaluate, classify and interpret what is surrounding us; it is a way of thinking that promotes self-regulation and helps to identify solutions easily. This brings all kinds of benefits to students and impacts their academic and professional life; among which are the clarity and precision in formulating problems, more efficient understanding and analysis, better planning and management of

activities. In addition, this way of thinking directly influences the development of soft skills such as creativity, conflict resolution, empathy, autonomy and self-criticism and adaptation (Tecnología Educativa, 2019)

This research work focuses on the application of critical thinking by students within the context of teaching and learning the English language and this requires careful and intentional development of specific skills to process information, opinions, and solve problems.

Educating in critical thinking is educating for life by aiming at transforming action in the educational, professional and personal life stages. The teaching-learning of generic critical thinking competence in the classroom is an open debate, not only at university, but also in both primary and secondary education. The main reason is that it is a transfer competition to act and engage in society, the impact of which can be seen in the long term and outside of the classroom (Bezanilla et al., 2018).

The Socratic Method for developing critical thinking

The author Mcpeck (2017) states that the Socratic questioning improves cognition to trigger figurative thinking. This method is not an indirect talk in which the instructor raises a question and the student responds to it. Finally, the instructor gives the final observations.

This method proposes helping students to organize their opinions and thoughts to build a thought based on previous understanding, differentiating rational points of view from irrational ones.

Based on the aforementioned, critical thinking seeks to create structured and quality thoughts so that students have a more skillful way of communicating and thus acquire and develop knowledge. Regarding the learning of a language, it is crucial since it requires greater reflection when interacting and the organization of ideas allows to communicate effectively in the foreign language.

The Socratic Method is a pedagogical tool that focuses on the student's ability to access information through questioning (Castro, 2011); for this, it is essential to create a lesson

plan that helps organize the students' thoughts to achieve the required levels of learning.

1.2.2 Dependent variable: Oral acquisition skills

Language learning

English has been considered the most widely used language in the world, which is why many educational institutions integrate it into their curriculum. When referring to English as a foreign language, we refer to learn a different language from that of the mother tongue. English is not used in student's daily life and the environment in which they carry out their activities, that is why students find hard to learn the foreign language (Mei, 2008).

The Common European Framework of Reference (2001) states that languages are taught as a second language or communication in a foreign language. For language learning, some goals have been set, for example language learning for experts and non-experts, guidance (teaching) and social goals, including mobility from one country to another.

According to The Common European Framework of Reference (2020), the A2 key is a candidate's basic level of qualification and provides a good basis for learning English. For beginners, this is the perfect first exam. It gives students confidence that they can study higher Cambridge English qualifications such as B1 Elementary and B2 First.

English as a foreign language is included among the curriculum in the country; therefore, developing the teaching method to improve the oral skills are fundamental and an essential part of this research work to understand the acquisition process in a conscious and unconscious way.

Language skill

Learning the English language involves the knowledge of 4 fundamental skills to speak and understand the language. These skills are oral, writing, listening and reading comprehension, which allow to improve the knowledge of a certain language (CEDEI Foundation, 2017).

As mentioned before, to acquire skills in a foreign language you must develop skills to

write, listen and read naturally. In this study, the Socratic Method is approached in the acquisition of oral skills.

Communication

Communication is the act by which an individual establishes a contact with another that allows him to transmit information. Diverse elements intervene on it that can facilitate or hinder the process (EcuRed, 2018).

Communication as the concept indicates allows us to transmit a message to the receiver.

The Sociopsychological components of communication

Communication not only implies sending a message from sender to receiver, but this implies the interaction and perception between the components, resulting in the following communicative processes (EcuRed 2018).

- ✓ **Communicative component:** It appreciates communication as an exchange of information. Each member of the process must be considered an active entity, not as an object but as a subject. The communicative influence is achieved if there is a single encoding and decoding system in the sender-receiver relationship.
- ✓ **Interactive component:** It is in addition to the influence on the behavior of others through the exchange of signs, the organization of joint actions that favors the realization of group activities, common for all members. It is achieved if there are certain relationships between the participants.
- ✓ **Perceptual component:** Includes interpersonal perception as a variant of the perception of man by man. Impressions have their regulatory role in communication, since the gradual knowledge of the other forms the same knowing subject and the certainty of the image of the other depends on the organization of the actions agreed with him.

Within the educational process of learning the English language, the perception of information and interaction as psychological components are very important since they

favor self-knowledge and understanding among those who interact.

The Socratic Method in acquiring Oral skills in the English language

The Socratic Method is an effective way to explore ideas deeply. It can be used as a useful tool for all levels. It can be used in different locations in a unit or project. By using Socratic Method, teachers can improve students' independent thinking ability and give them ownership of what they have learned. When students think, discuss, debate, evaluate and analyze content through their own and surrounding ideas, they will show higher thinking skills. The new types of problems students might face, may require of some practice by both the teacher and the students (Roger & Jensen, 2015).

There are different phases for the development of Socratic Method using dialogue; so, the development and the way teacher must develop it is described below:

- Plan significant inquiries that give structure and heading to the exercise.
- Plan the questions obviously and explicitly.
- Time: Maintain silence and wait for at least 5 to 10 seconds for students to answer.
- Keep the conversation centered.
- Follow up on students' reactions and welcome elaboration.
- Stimulate the conversation with testing questions.
- Intermittently sum up (e.g., on the slate or overhead projector) what has been examined.
- Draw however as many students as would be prudent into the conversation.
- Try not to ask yes/no questions, as students do little to advance reasoning or empower conversation.
- Try not to offer conversation that pass the degree of the students.

The Socratic Method is based on questions of clarification, challenging assumptions, evidence and reasoning questions, alternative viewpoints, implications and

consequences, which teacher asks to students and they are supposed to explain in depth what they know. This approach will be used in the present research to make students acquire and uplift their oral production; being so, they will increase their vocabulary and will think in a quicker and easier way.

Table 1. Socratic Method example questions

TYPE OF QUESTIONS	FLUENCY QUESTIONS	ACCURACY QUESTIONS.
Clarification questions	Could you put that another way? What do you think is the main issue? Could you give us an example?	What do you mean by....? What is the meaning of....?
Probing questions	Why is this question important? What do you think of that? What assumptions can we make based on this question?	Is this question easy or difficult to answer? Does this question lead to other important issues?
Reason and evidence questions	What do you think this is the case here? Why do you think this is true?	Is there reason to doubt that evidence?
Source questions	Where did you get that idea? What caused you to feel that way?	Is this your idea or did you hear it from someplace else? Have you always felt this way?

Source: Roger and Jensen, (2015)

Elaborated by: Bayas, D (2020)

Bloom's Taxonomy

According to Direccion de Lenguas y Linguistica TEC (2016), Bloom's Taxonomy addresses different phases in the learning process, which are detailed below:

- a. **Knowledge.** It refers to the ability to remember specific and universal facts, methods and processes, schemes, structures or frames of reference without elaboration of any kind, since any change already implies a higher-level process. It requires the student to repeat some fact, theory or principle in its original form:

✓ Terminology (words, technical terms, etc.)

- ✓ Specific facts (dates, parts of something, events, etc.)
 - ✓ Conventions (ways of treating ideas within a field of study, general agreements, formulas)
 - ✓ Currents and sequences (trends and sequences)
 - ✓ Classifications and categories (classes, groups, divisions, etc.) criteria (to judge or verify facts, principles, opinions and types of behavior)
 - ✓ Methodology (research methods, techniques and procedures)
 - ✓ Principles and generalizations (particular abstractions to explain, describe, predict or determine actions)
 - ✓ Theories and structures (evocation of theories, interrelationships of principles and generalizations)
- b. **Comprehension.** It refers to the ability to understand; where the student knows what is being communicated and makes use of materials and ideas that are presented, without having to relate them to other materials. The material requires a process of transference and generalization, which demands a greater capacity for abstract thought. It requires the student to explain the relationships between data or the principles that govern classifications, dimensions, or arrangements in each subject. Knowledge of the fundamental criteria that govern the evaluation of facts or principles, and knowledge of the methodology, principles, and generalizations.
- ✓ Translation (paraphrasing; ability to understand non-literal statements such as symbolisms, metaphors, etc.; translating mathematical, symbolic material, etc.)
 - ✓ Interpretation (explanation or summary; implies rearrangement or new arrangements of points of view)
 - ✓ Extrapolation (implications, consequences, corollaries, effects, prediction, etc.)
- c. **Application.** It is guided by the same principles of understanding and the only

perceptible difference is the number of elements in the task to be performed. It requires the use of abstractions in particular and concrete situations. They can be presented in the form of general ideas, rules of procedure, or generalized methods, and they can also be principles, ideas, and theories to be remembered and applied.

- ✓ Problem solving in particular and concrete situations.

d. **Analysis.** It consists of breaking down a given problem into its parts and discovering the relationships between them. In general, the eventual solution stems from the relationships that are discovered between the constituent elements. It implies dividing a communication into its constitutive elements in such a way that the relative hierarchy of ideas appears clearly and the relationship between them is explicitly expressed.

- ✓ Analysis of elements (recognizing unspoken assumptions, distinguishing between facts and hypotheses)

- ✓ Identification of relationships between elements (connections and interactions between elements, checking the consistency of hypotheses with given information and assumptions)

- ✓ Recognition of the principles of organization of the situation problematic (explicit and implicit structure; recognition of forms and models, general techniques used, etc.)

- ✓ Identification of conclusions and substantiation of statements.

e. **Synthesis.** It is the process of working with fragments, parts, elements, organizing, ordering and combining them to form a whole, a scheme or structure that was not present in a clear way before. It requires the meeting of the elements and the parts to form a whole.

- ✓ elaboration of a plan or set of planned acts (ability to propose ways to test hypotheses) development of sets of relations to classify or explain data deduction of propositions and relations (of a group of basic propositions or

symbolic representations) construction of a model or structure reordering the parts in a logical sequence

- f. **Evaluation.** It refers to the ability to evaluate; it is measured through the processes of analysis and synthesis. It requires making judgments about the value of materials and methods, according to certain purposes. Includes quantitative and qualitative judgments according to the suggested criteria (which are assigned). judgments based on internal evidence (logical accuracy, consistency or internal criteria) judgments based on external criteria (selected criteria; comparison of theories, comparison of a work with respect to norms, etc.)

Oral language skills

In the broadest definition, oral language comprises of six areas: phonology, punctuation, morphology, vocabulary, talking, and pragmatics. About it, there are three main areas for this research: phonology, morphology and vocabulary (Mousena, 2018).

At these points, the human being communicates in many ways throughout life, depending on the learning stage, environment and development of thought. All of this develops over time and with the practice of the developer.

This research work is based on the acquisition of oral skills in the English language. For this, it is necessary to be clear about what it means to have a conversation in everyday situation. For Nunan (2011), indicates that language is a quality that differentiates us from other species. It is one of the best facilitators of the first social interactions, but there are some key periods and series of stages for the development of language. During the first three years of life is when the most intense period appears in the acquisition of speech and language skills.

The investigation done by Fletcher and MacWhinney (2017) under the name of “**Bilingual language acquisition**” explains how a lot of people felt interested on acquiring a second language on young children. This increase may be related to two main factors: First, in today’s increasingly international world, people are increasingly aware of the importance of bilingualism and multilingualism; second, people’s interest in

language acquisition for cross-language learning increasingly.

The research project was intended to review the most important bilingual acquisition findings in the past 12 years of research.

This investigation supported the current one since it explains how the development of bilingual language acquisition emerged from the past 12 years. This supported the current investigation demonstrating not one, but various ways to make students acquire a second language.

The Socratic Method acts as the key to develop basic communication among the teacher and students. Since this method is meant to develop and uplift knowledge in a specific area it would be helpful while talking about connection in a classroom.

Teaching oral skills is truly a challenge for some teachers, since in this area, the student does not have the opportunity to practice this language outside the English classroom. For this reason, students cannot keep acquiring language easily. It is essential that the teacher provides strategies that aid the student's development of skills.

1.3 Objectives

1.3.1 General objective

- To determine the incidence of Socratic Method in the oral acquisition of the English language at first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

1.3.2 Specific objectives

- Identify theoretical support about the use of the Socratic Method in the classroom.
- Determine what results have been obtained within the application of the methodology.
- Compare academic performance before and after the use of Socratic Method.

CHAPTER II

METHODOLOGY

2.1 Method

2.1.1 Research approach

The investigation is quantitative and qualitative. This research program is quantitative due to the numerical values that this phenomenon studies; therefore, it is carried out using statistical methods in order to verify the feasibility of the hypothesis and the results were interpreted using tables and graphs. On the other hand, it was qualitative because it aims to describe, explain, and ascertain phenomena (Raffino 2020).

Research modality

Applied research

Applied research is called practical or empirical because is intended to address explicit inquiries pointed toward tackling down practical problems. It is characterized because it looks for the application or use of the acquired knowledge; while others are acquired after implementing and systematizing the research-based practice. The use of knowledge and research results in a rigorous, organized, and systematic way of knowing reality (Vargas Cordero, 2009).

This study is within applied research as it is responsible for analyzing a real problem and collects all possible research to issue possible solutions and recommendations.

2.1.2 Field

The first one aims to different types of investigation, like **field and bibliography investigation**. Field because all the information is collected at the scene, and bibliography because all consultations have been previously made in books, academic papers, texts, the Internet.

2.1.3 Research level

Quasi-experimental research would be one in which there is an exposure, a response and a hypothesis to contrast, but there is no randomization of the subjects to the treatment and control groups, or there is no proper control group (UJAEN, 2016).

This study was quasi experimental since the population was chosen by the researcher; in this way, an easy and flexible design was established since it was adapted to the needs of the researcher.

The study group process was followed up by applying a pre-test and a post-test in which, through, who were divided into two groups; the experimental group and the control group.

2.1.4 Research instruments

For the development of this research work, an interactive test was introduced as a pretest and posttest. A speaking rubric was adapted from Cambridge (2020) which was used to evaluate students' aptitudes towards the pre-test and post-test. 5 sessions were applied which contained a pre-test a post-test and 3 meetings through Zoom platform. The KET exam speaking, for A2, part 1 was applied for the pre-test and post-test; since this test is meant to evaluate oral skills it was decided to set it as the main tool which will evaluate beginner levels and final levels throughout the application of this method.

The students were entrusted to honestly answer each question which was addressed to both variables raised in this research "The Socratic Method and the oral acquisition of the English language."

2.2 Population and sample

The population considered for this investigation were 27 students from the first semester at Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato. Students from first semester were considered in this research, since they belong to a A2 level according to The Common European Framework of Reference for Languages (CEFR). There were 27 students mixed aged from 19 to 24 years old. However, they were divided into two groups: the control group and an experimental group

Table 2. Population

<i>Groups</i>	<i>Number of students</i>	<i>Percentage</i>
<i>Control group</i>	15	50%
<i>Experimental group</i>	16	50%
<i>Total</i>	27	100%

Source: Universidad Tecnica de Ambato

Elaborated by: Bayas, D (2020)

2.3 Procedure

2.3.1 Pre-test

The objective of this implementation was to demonstrate whether the use of the Socratic Method influences students' oral acquisition within the English language or not.

First, it was required to acquire knowledge of the students' oral aptitude, in both the experimental group and control group; for which an 8 to 10 minutes pre-test was carried out on the students. The test was presented in one paper, which was test 1 part 2 of the KET exam. To develop this activity the teacher group students in pairs and they were separated to work cooperatively through breakout rooms by Zoom. They worked in pairs under the instruction of the Socratic Method, being so each student taking the role of the

interlocutor and the candidate. After the pre-test was done, students who made the role of the candidate played the opposite role as the interlocutor and vice versa.

Even though the pre-test was implemented, a survey was given to students before applying it to see if some needs have been accomplished satisfactorily throughout the semester. This survey consisted of a Likert scale format which goes from “Always” to “Never”.

In the second task, phase 1 of part 2, the interlocutor sets a task but is not involved in this phase. In the second step of part 2, a discussion format was used based on five pictures are presenting the relevant topics (e.g. Hobbies). Each candidate was asked to discuss the activity, thing or place they described. Interlocutors allowed candidates to talk for 1-2 minutes and then intervene by asking questions clarification questions, questions about an initial or issue, assumption questions, reason and evidence questions, origin or source questions, implication and consequence questions and different viewpoint questions to broaden the scope of the interview. Candidate asked a short rounding question to complete this stage.

Finally, this test was applied through Zoom platform and using question sheets and rubrics online; since time was too short, the teacher had to evaluate students out of the class time and called students on periodically sessions to evaluate their process. Both students from the control group and experimental one used them to facilitate the research job. Half the students from the experimental group (8 students) took the role as interlocutor (whose job was to ask preestablished questions and data collection); and the other half of students from the experimental group played the role of candidates.

What was intended in the application of the pre-test (KET) was the students from first semester give clear answers which demonstrated their initial level at responding questions.

2.3.2 Intervention

On one hand, the control group did not work under the Socratic Method, its result came from the use of the traditional methodology of learning English as a foreign language, currently used in the institution. On the other hand, the experimental group adopted the Socratic Method and students from this group were able to create and give a clear answer

while developing the current research.

After taking the pre-test, students from the experimental group received treatment based on the Socratic Method, which consisted on planning relevant questions to provide structure and direction for the lesson.

Through the intervention, 3 sessions were carried out with a duration of 40 minutes. Each session was intended to develop different activities among them; in the first intervention, presenting a picture related to “My last vacations” and asking for specific information using clarification and questions about an issue. The second intervention was carried out the same way as the first one with the topic “How do rainbows form?” but changing the way the teacher asked for information by making use of assumption and reason questions. The third and last intervention ran the same method described above under the topic “What happened here?”, but making use of origin and source, implication and viewpoint questions.

First meeting

In this session students were able to talk about their “Last vacation” and were able to answer to specific information used by the teacher. Questions used in this meeting were clarification and questions about an initial issue provided.

The teacher provided with links to each student before they were sent to breakout rooms, students were separated in pairs and talked in a private Breakout rooms. The qualification process was carried out separately from class time since not enough time was provided. Teacher called each pair and gave them a qualification under the use of the Cambridge adapted rubric.

Second meeting

In this session students were able to talk about a previously stated picture referring to the topic “How do rainbows form?” and were able to answer to specific information used by the teacher. Questions used in this meeting were reason and evidence, and assumption questions.

The teacher provided with links to each student before they were sent to breakout rooms, students were separated in pairs and talked in a private breakout rooms. The qualification process was carried out separately from class time since not enough time was provided. Teacher called each pair and gave them a qualification under the use of the Cambridge adapted rubric.

Third meeting

In this session students were able to answer implication and consequence, origin and source, and viewpoint questions about a previously given picture referring to the topic “What happened here?”.

The teacher provided with links to each student before they were sent to breakout rooms, students were separated in pairs and talked in a private breakout rooms. The qualification process was carried out separately from class time since not enough time was provided. Teacher called each pair and gave them a qualification under the use of the Cambridge adapted rubric.

Post-test

The post test was applied to the control and experimental group after the Socratic Method was applied to the experimental group. Thus, in order to evaluate the evolution of students after three sessions. Comparing the oral skills acquired from the control group with the experimental group in which the Socratic Method was applied.

The post-test lasted for about 5 to 6 minutes and it follows the same directions as the pre-test, since it is the same test.

The final score was based on the previously established rubric.

2.4 Data collection and analysis procedures

For the analysis and collection of data, the 5 interactions were applied using Zoom, to have a live performance and real data collection. All the qualifications were held by the teacher on printed sheets of paper, this in order to control the evolution of students on grammar, pronunciation, and vocabulary.

2.5 Resources

Table 3. Resources

Human resources	Institutional resources	Materials	Economic resources
26 students Researcher Tutor Researcher	Online library Students	Laptop Microphone Camera Google Drive Zoom	Internet connection

Elaboration by: Diego Bayas (2020)

CHAPTER III

RESULTS AND DISCUSSION

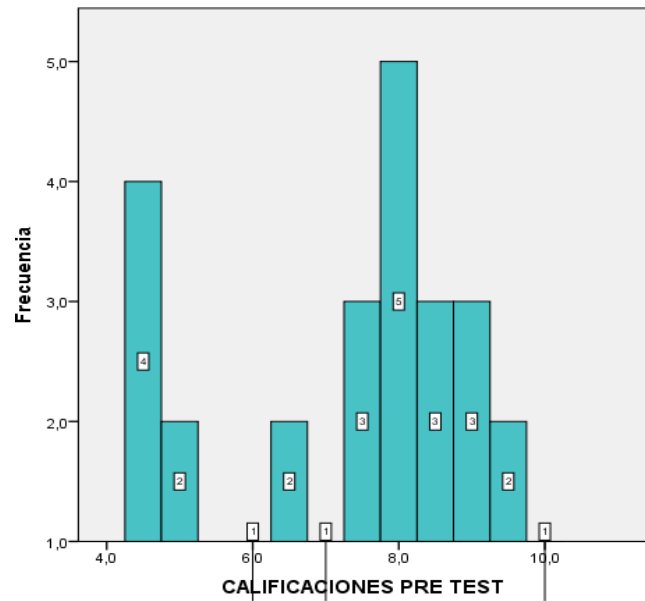
3.1 Analysis and discussion of the results

The results of the Pre Test applied to the students of first semester of PINE major (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato.

Table 4. Experimental group - Pre Test

		Statistic
N		27
Half		7,333
95% confidence interval for the mean	Lower limit	6,667
	Upper limit	7,963
Median		8,000
Desv. typ.		1,7265
Asymmetry		-,488
Rank		5,50
Minimum		4,50
Maximum		10,00

Graph 1. Histogram



Source. Software SPSS 21
Elaborated by: Diego Bayas (2020)

Source. Software SPSS 21
Elaborated by: Diego Bayas (2020)

The descriptive statistical analysis shows that the oral skills of the students of first semester of PINE major at Universidad Técnica de Ambato, in the pre-test have a mean of 7.33 and a median of 8.00; with a confidence interval that is between 6.67 and 7.97. Furthermore, the minimum qualification achieved is 4.50 and the maximum is 10.00. It should be noted that there is an asymmetry to the left of -0.488, which indicates that there are students who obtained a higher assessment than the group average.

Table 5. Pre Test Qualifications

Qualifications	Frequency	Percentage	Valid percentage	Accumulated percentage
4,5	4	14,8	14,8	14,8
5,0	2	7,4	7,4	22,2
6,0	1	3,7	3,7	25,9
6,5	2	7,4	7,4	33,3
7,0	1	3,7	3,7	37,0
7,5	3	11,1	11,1	48,1
8,0	5	18,5	18,5	66,7
8,5	3	11,1	11,1	77,8
9,0	3	11,1	11,1	88,9
9,5	2	7,4	7,4	96,3
10,0	1	3,7	3,7	100,0
Total	27	100,0	100,0	

Source. Software SPSS 21
 Elaborated by: Diego Bayas (2020)

Breaking down the pre-test scores in table 2, it is detailed that 18.5% of the students in first semester of PINE major at Universidad Técnica de Ambato obtained a score of 8.0; which is above the course average. However, 14.8% obtained a rating of 4.5, being below the average. Therefore, it is denoted that students require methods that allow meaningful learning and with which they can acquire oral language skills.

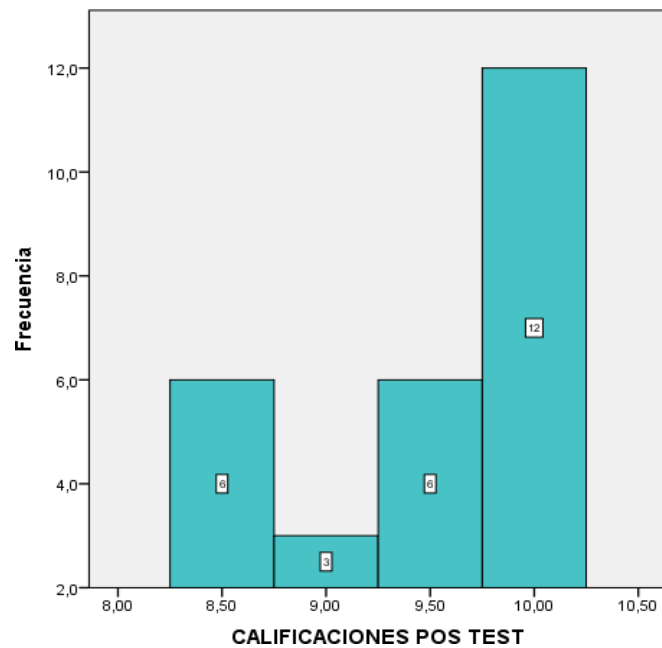
The results of the Post Test applied to the students of the students of first semester of PINE major (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato.

Table 6. Experimental group - Post Test

	Statistic
N	27
Half	9,4444
95% confidence interval for the mean	Lower limit 9,2037 Upper limit 9,6667
Median	9,5000
Desv. typ.	,60975
Asymmetry	-,597
Rank	1,50
Minimum	8,50
Maximum	10,00

Source. Software SPSS 21
Elaborated by: Diego Bayas (2020)

Graph 2. Histogram



Source. Software SPSS 21
Elaborated by: Diego Bayas (2020)

The descriptive statistical analysis shows that the oral skills of the students of first semester of PINE major at Universidad Técnica de Ambato, in the post test have a mean of 9.44 and a median of 9.50; with a confidence interval that is between 6.67 and 7.96. In addition, the minimum grade achieved is 8.50 and the maximum is 10.00. It should be noted that there is an asymmetry to the left of -0.6098, which indicates that there are students who obtained a higher assessment than the group average.

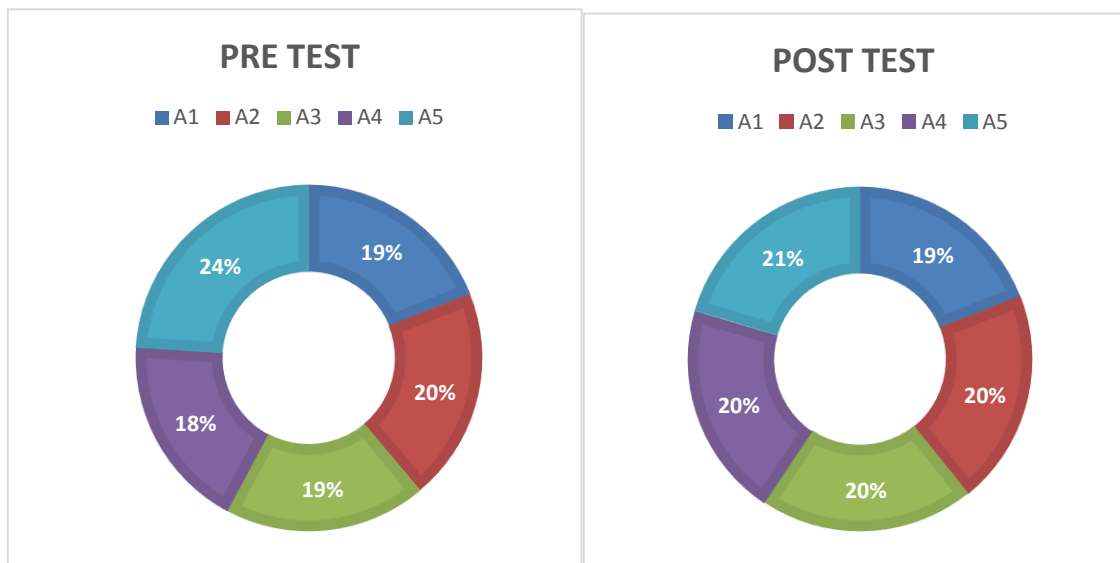
Table 7. Post Test Qualifications

Qualifications	Frequency	Percentage	Valid percentage	Accumulated percentage
8,50	6	22,2	22,2	22,2
9,00	3	11,1	11,1	33,3
9,50	6	22,2	22,2	55,6
10,00	12	44,4	44,4	100,0
Total	27	100,0	100,0	

Source. Software SPSS 21
Elaborated by: Diego Bayas (2020)

Breaking down the post-test scores in table 4, it is detailed that 44.4% of the students in first semester of PINE major at Universidad Técnica de Ambato obtained a score of 10.0 and 22.2% obtained a 9.5 grade that is above the course average. While, another 22.2% obtained 8.50, being lower than the average, but higher than that evidenced in the pre-test. Therefore, it can be deduced that the students increased their grades regarding the pre-test thanks to the Socratic Method that supports the acquisition of oral skills.

Graph 3. Pre test y Post test



Source. Excel
Elaborated by: Diego Bayas (2020)

On the other hand, in graph 3 is detailed that the rubric action with the greatest difficulty for students is number 4 (18%) which refers to 'explaining the situation'; followed by

action 3 (19%) ‘answer questions with adding to, agreeing, or disagreeing’, and action 1 (19%) ‘ask questions or include others’. However, after applying the Socratic Method, the students registered an increase in those actions.

3.2 Hypothesis verification

The impact of the Socratic Method positively influences the acquisition of oral skills of the students of first semester of PINE major (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato, as it is verified through the comparison between the pre test and the post test applied.

Research hypothesis

The Socratic Method positively influences the acquisition of oral skills from students of first semester of PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) major at Universidad Técnica de Ambato.

Statistical method

To determine the application of "parametric" or "non-parametric" tests, the validation of the research hypothesis is used. For this, the Shapiro-Wilk normality test is chosen. Thus, according to (Pedrosa et al., 2014) indicates that it is applicable when the samples are small or have less than 50 elements and their data is quantitative scalar.

Criterion of normality:

$$H_0: P_{valor} > 0,05 = \text{There is normality}$$
$$H_1: P_{valor} \leq 0,05 = \text{There is no normality}$$

In this way, the results of the present investigation are:

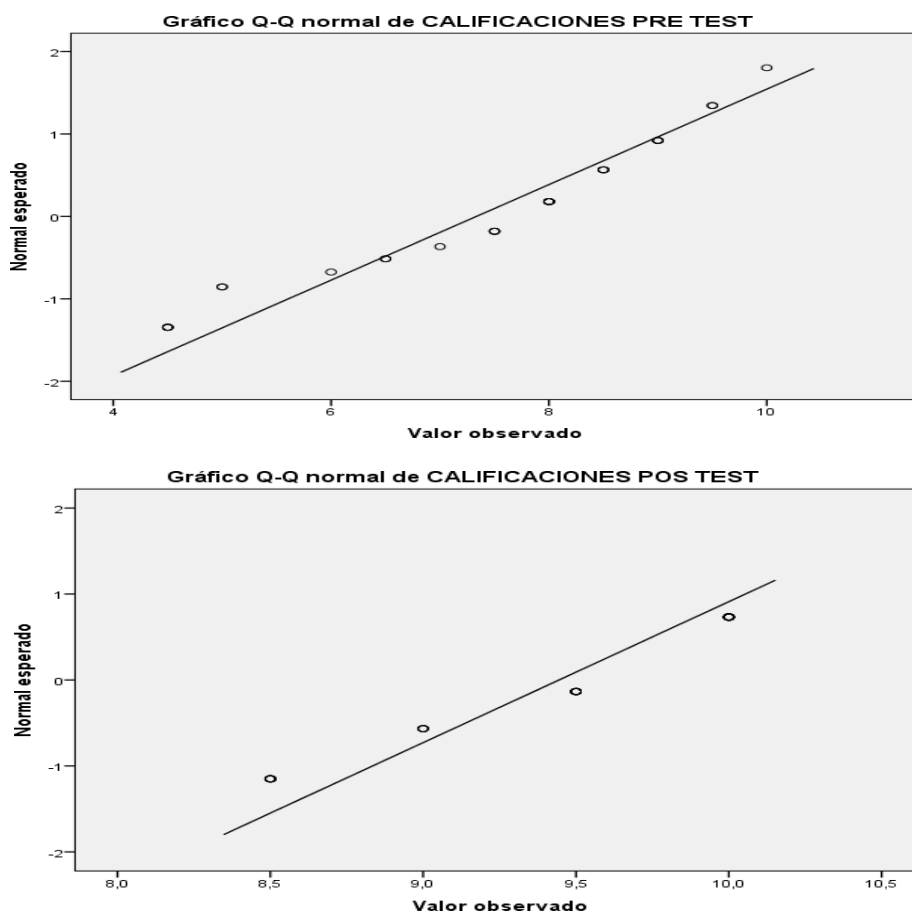
Table 8. Normality test

	Shapiro-Wilk		
	Statistic	gl	Sig.
Pre-test grades	0,910	27	0,023
Post-test grades	0,783	27	0,000

Source. Software SPSS 21
 Elaborated by: Diego Bayas (2020)

Table 5 shows that according to the Shapiro-Wilk test there is no normality in all the data series. Thus, “non-parametric” statistics will be applied, in this case the Wilcoxon signed rank test to compare two related samples.

Graph 4. Normality test: Pre Test-Post Test



Source. Software SPSS 21
 Elaborated by: Diego Bayas (2020)

Similarly, in graph 3 it is evidenced that there is no normality in the pre-test and post-test scores, since the data is dispersed, mostly in the pre-test. Therefore, “non-parametric” statistics should be applied and in this investigation the Wilcoxon signed rank test will be taken.

Comparison of dependent samples

The statistical hypotheses are as follows:

H_0 = There are no differences in the acquisition of oral skills of the students of first semester of PINE major (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato before and after implementing the Socratic Method.

H_1 = Yes, there are differences in the acquisition of oral skills of the students of first semester of PINE major (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato before and after implementing the Socratic Method.

The decision is:

$$\text{If } p \leq 0,05 = H_0 \text{ is rejected}$$

Thus, the results when applying the Wilcoxon signed rank test. Shown below:

Table 9. Ranks

		N	Average rank	Average rank
			<u>Sum of ranks</u>	<u>Sum of ranks</u>
Post Test Qualifications - Pre Test Qualifications	Negative ranges	0 ^a	,00	,00
	Positive ranges	25 ^b	13,00	325,00
	Ties	2 ^c		
	Total	27		

a. Post Test Qualifications < Pre Test Qualifications

b. Post Test Qualifications > Pre Test Qualifications

c. Post Test Qualifications = Pre Test Qualifications

Source. Software SPSS 21

Elaborated by: Diego Bayas (2020)

Table 6 shows the assignment of positive ranges (25), negative ranges (0) and ties (2); evidencing that the post-test scores are mostly higher than those registered in the pre-test, which indicates that there was a considerable improvement after the application of the Socratic Method.

Table 10. Wilcoxon signed rank test

Post Test Qualifications - Pre Test Qualifications	
Z	-4,385 ^b
Sig. asymptot. (bilateral)	,000

a. Wilcoxon signed rank test

b. Based on negative ranges.

Source. Software SPSS 21
Elaborated by: Diego Bayas (2020)

On the other hand, in table 7 it is detailed that the bilateral significance test value is 0.000, that is, less than 0.05 of the level of significance of the decision rule. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there are differences in the acquisition of oral skills of students in first semester of PINE major (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato before and after implementing the Socratic Method.

Decision

Statistical evidence allows us to affirm that the ‘Socratic Method does influence oral skills’.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- In this research, the Socratic Method had a direct impact on the oral acquisition of the English language in the first semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato; because the results of the post test were positive and the students improved their knowledge and school performance.
- The Socratic Method is an effective way to explore ideas deeply. It can be used as a useful tool for different levels inside class. By using Socratic Method, teachers can improve students' independent thinking ability and give them ownership of what they have learned. Also, its importance lies in the fact that it explores questions, thoughts, feelings and ideas and solves errors in greater depth than normal queries.
- The results obtained within the application of the methodology were satisfactory in terms of oral acquisition of the English language. Different students were able to formulate coherent sentences and questions after receiving lessons under the Socratic Method and it was verified through the pre and post test. Showing that the results have been satisfactory applying this modus operandi.
- Within the use of the Socratic Method, academic performance has improved after having used it. Students have shown that questioning is the best way to produce language, and even the scores of both the experimental and the control groups diverge somewhat. But the hypothesis was tested with statistical tools, showing that the method is effective while improving student

performance.

4.2 Recommendations

- Using the Socratic method takes time, and teachers who are not patient will have some trouble applying this method. Therefore, emphasis should be placed on questioning, which is the key point of this method, and should be applied through interesting activities in the classroom.
- Not all levels will be able to manage this methodology, since not all students will be able to create sentences. Some might be on lower levels or learning just how to say their names. It is necessary to promote the use of Socratic Method on advanced levels in order to make students able to express what they think in an easy way.
- Each intervention must bring a new and different topic in which students feel comfortable to talk about. There must be students who dislike certain topics given in class, but there are plenty of time to work with different topics. Considering this, students would not feel bored during class, and will find a way to participate.
- Giving some extra points to students who actively participate will motivate several students and this will keep an active and fun environment to stay in. Sooner or later students will be bringing their own questions to unveil what they really want to know in deep.

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ANNEXES

Annex 1: Pre-Test

Figure 1. Pre - Test

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place Part 2 booklet, open at Task 2a, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates
.....
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think...

-eating on the beach is fun?
- ... eating in restaurants is expensive?
-eating at home is boring?
- ... eating at college/work is cheap?
- ... eating in the park is nice?

Optional prompt
Why?/Why not?
What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Phase 2

Interlocutor
⌚ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Source:

https://drive.google.com/file/d/1NfZGVp2oxblFtaayUmF5Nm91E_gcQYt4/view?usp=s

[haring](#)

Annex 2: Pre-test and post-test rubric

Table 11. Pre-test and post-test rubric

Name:				
Action	2 exceeds expectations	1.5 meets expectations	1 needs improvement	0.5 inadequate
Asking questions or including others	Makes a clear effort to fill silence by asking another question or asking another student's opinion WITHOUT interrupting an ongoing conversation.	Makes a clear effort to fill silence by asking another question or asking another student's opinion. May stop a conversation already happening to do so.	Makes a clear effort to fill silence by asking another question or asking another student's opinion. Clearly interrupts the ongoing conversation.	Does not ask questions or include others in the conversation. Stays silent without an attempt to continue the conversation.
Answering questions with their own original ideas	Is able to answer questions clearly with their own original ideas without needing to piggyback off another student's response.	Is able to answer questions with their own original ideas without needing to piggyback off another student's response.	May be able to answer questions with their own original ideas without piggybacking off another student, but is hard to understand their opinion or idea.	Cannot answer questions without piggybacking off another student's response
Answering questions by adding to, agreeing, or disagreeing	Is able to answer questions by agreeing and disagreeing with others, but provides a new insight to the same idea.	Is able to answer questions by agreeing and disagreeing with others, or makes it clearer for others to understand.	Is able to answer questions by agreeing and disagreeing with others, but doesn't have clear reasoning behind their opinion.	Does not agree or disagree with other students and include any of their own thinking. May just say I agree or I disagree.
Explaining the situation	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or	Issue/problem to be considered critically is stated without clarification or description.

			backgrounds unknown	
Listening attentively to other's ideas and opinions	Listens attentively to ALL of the conversation.	Listens attentively to MOST of the conversation.	Listens attentively to SOME of the conversation.	Does not listen attentively to the conversation.

Source: Adapted from <https://www.teacherspayteachers.com/Product/Socratic-Seminar-Rubrics-4th-7th-Grade-1820448>

Table 12. Qualification's 56ank

Rating	Equivalence
9.0 to 10	Excellent
8.0 -8.9	Very well
7.0-7.9	Good
4.0-6.9	Fair
0.0-3.9	Poor

Source: Adapted from Universidad Técnica de Ambato (2017).

Annex 3: Rubric (QUALITATIVE RUBRIC)

Figure 2. Rubric (QUALITATIVE RUBRIC)

SOCRATIC METHOD PRE-TEST RUBRIC

For each aspect select your partner's answer according to what s/he mentioned.

***Obligatorio**

Interlocutor's name *

Tu respuesta _____

Candidate's name *

Tu respuesta _____

Does the speaker use simple grammatical forms with sufficient control? *

Good

Not so good

ALUMNO FORMULA PREGUNTAS CON UNA ESTRUCTURA GRAMATICAL

Source: Cambridge, (2020)

Elaborated by: Bayas, D (2020)

Link: <https://forms.gle/d9uzHsnwER9DQSwK9>

Annex 4: Post-test

Figure 3. Post-test

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates
.....
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate.
Ask each candidate at least one question.

Do you think...
....eating on the beach is fun?
... eating in restaurants is expensive?
....eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor
So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor
⌚ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Source: https://drive.google.com/file/d/1FKS3q_I-T171VwWP9YRurrzqv8w4rfVU/view?usp=sharing

Annex 5: First meeting

Table 13. First meeting

GROUP: 1st “A”	DATE: December, 2020	TIME: 40 minutes	No. OF STUDENTS: 16 students
<p>OBJECTIVES: At the end of the class students can:</p> <p>GENERAL OBJECTIVE To talk about your last vacation using past tense.</p> <p>SPECIFIC OBJECTIVES</p> <ol style="list-style-type: none"> 1. Answer questions related to an initial issue provided. 2. Ask questions to get details. 3. Answer and create clarification questions. 			
<p>ASSESSMENT: Teacher evaluates students by observing and making them participate in order</p> <p>to evaluate how they work during the activities and their level of achievement of knowledge.</p>			
<p>MATERIALS: Flash cards, power point, Zoom.</p>			
<p>Methodology: Socratic Method and problem based</p>			
TEACHER ACTIVITY	STUDENTS’ ACTIVITIES		
PRESENTS POWER POINT	PAY ATTENTION		
TEACHER EXPLAINS SOCRATIC QUESTIONS	ASK TEACHER AS MANY QUESTIONS AS THEY CAN		

EXPLAINS WHAT IS AIMED AT THE CURRENT MEETING	STUDENTS PAY ATTENTION
ASKS STUDENTS TO DEVELOP THE ACTIVITY RELATED TO “MY LAST VACATION”	STUDENTS WORK IN PAIRS AND INTERCHANGE THEIR ROLES
SEND STUDENTS TO BREAKOUT ROOMS	GO TO BREAKOUT ROOMS
TEACHER EVALUATES STUDENTS	STUDENTS DEMONSTRATE WHAT THEY HAVE LEARNED

Source: Sample template taken from Harmer (2010)

Figure 4. Clarification Questions

CLARIFICATION QUESTIONS

- Are tools used by active listeners to ensure understanding and obtain essential information.
- These types of questions are simple inquiries of fact. They require brief or concise answers that don't typically provide new information, simply a more concrete understanding of the matter at hand.

Could you put that another way? What do you think is the main issue? Could you give us an example?	What do you mean by...? What is the meaning of...?
--	---

Source: <https://drive.google.com/file/d/1OKjNw2E0wyp0ukaaBceBywhyX0viaWHP/view?usp=sharing>

FIRST MEETING

MY LAST VACATION

Paper Student A

Activity: Describe what you did on your last vacation according to your partner's questions.

Figure 5. First meeting



Source: <https://bit.ly/3s0T8ER>

Figure 6. First meeting



Source: <https://bit.ly/38knTwE>

FIRST MEETING

My last vacation

Paper student B

Activity: Ask clarification questions in order to make your partner answer all your inquiries.

Sample questions

- What did you do on your last vacation?
- What sports did you play on/ at the?
- Could you give me an example?
- What do you mean by... ..?
- What's the meaning of... ..?

Link:

https://drive.google.com/file/d/1NWPP0ZqUf5HS88PLSxbB2h5e6aZA9HV_/view?usp=s_haring

Annex 6: Second meeting

SECOND MEETING

Table 14. Second meeting

GROUP: 1st “A”	DATE: December, 2020	TIME: 40 minutes	No. OF STUDENT S: 16 students
<p>OBJECTIVES: At the end of the class students can:</p> <ol style="list-style-type: none"> 1. Answer questions to deepen knowledge and understanding of information. 2. Ask questions to probe knowledge. 3. Answer and create probing questions. 			
<p>ASSESSMENT: Teacher evaluates students by observing and making them participate in order to evaluate how they work during the activities and their level of achievement of knowledge.</p>			
<p>MATERIALS: Flash cards, power point, Zoom.</p>			
<p>Methodology: Socratic Method and problem based</p>			
TEACHER ACTIVITY		STUDENTS’ ACTIVITIES	
PRESENTS POWER POINT		PAY ATTENTION	
TEACHER EXPLAINS SOCRATIC QUESTIONS		ASK TEACHER AS MANY QUESTIONS AS THEY CAN	

EXPLAINS WHAT IS AIMED AT THE CURRENT MEETING	STUDENTS PAY ATTENTION
ASKS STUDENTS TO DEVELOP THE ACTIVITY “ HOW DO RAINBOWS FORM? ”	STUDENTS WORK IN PAIRS AND INTERCHANGE THEIR ROLES ANSWERING DIFFERENT QUESTIONS
SEND STUDENTS TO BREAKOUT ROOMS	GO TO BREAKOUT ROOMS
TEACHER EVALUATES STUDENTS	STUDENTS DEMONSTRATE WHAT THEY HAVE LEARNED

Source: Sample template taken from Harmer (2010)
Figure 7. Second meeting

WHEN ATTEMPTING TO UNDERSTAND NEW INFORMATION, KNOWING HOW TO ASK THE RIGHT QUESTIONS IS A VALUABLE SKILL THAT CAN FACILITATE THE PROCESS.



Link:

<https://drive.google.com/file/d/1BYEmBhKHpmkO4jH0MNN99J76hDmu7awW/view?usp=sharing>

SECOND MEETING

HOW DO RAINBOWS FORM?

Paper Student A

Activity: Describe what you think happens when you see a rainbow according to your partner's questions.

Figure 8. Second meeting



Source: <https://bit.ly/39c42Pm>

SECOND MEETING

HOW DO RAINBOWS FORM?

Paper student B

Activity: Ask probing questions in order to make your partner answer all your inquiries.

Sample questions

- What happened here?
- What do you think of that?
- What assumptions can we make based on this picture?
- Is this question easy or difficult to answer?
- Does the previous question lead to other important issues related to the picture?

Link:

https://drive.google.com/file/d/1WCLJc9SxKGwO5j2Op1D_G4O2ec7BAHMM/view?usp=sharing

Annex 7: Third meeting

THIRD MEETING

Table 15. Third meeting

GROUP: 1st “A”	DATE: December, 2020	TIME: 40 minutes	No. OF STUDENTS: 16 students
<p>OBJECTIVES: At the end of the class students can:</p> <ol style="list-style-type: none"> 1. Answer questions related to reason and evidence. 2. Ask questions to know why something is being said and done. 3. Answer and create questions to reason and evidence different factors. 			
<p>ASSESSMENT: Teacher evaluates students by observing and making them participate in order to evaluate how they work during the activities and their level of achievement of knowledge.</p>			
<p>MATERIALS: Flash cards, power point, Zoom.</p>			
<p>Methodology: Socratic Method and problem based</p>			
TEACHER ACTIVITY	STUDENTS’ ACTIVITIES		
PRESENTS POWER POINT	PAY ATTENTION		
TEACHER EXPLAINS SOCRATIC QUESTIONS	ASK TEACHER AS MANY QUESTIONS AS THEY CAN		

EXPLAINS WHAT IS AIMED AT THE CURRENT MEETING	STUDENTS PAY ATTENTION
ASKS STUDENTS TO DEVELOP THE ACTIVITY CALLED “CRIME SCENE - WHAT HAPPENED HERE?”	STUDENTS WORK IN PAIRS AND INTERCHANGE THEIR ROLES ANSWERING DIFFERENT QUESTIONS
SEND STUDENTS TO BREAKOUT ROOMS	GO TO BREAKOUT ROOMS
TEACHER EVALUATES STUDENTS	STUDENTS DEMONSTRATE WHAT THEY HAVE LEARNED

Source: Sample template taken from Harmer (2010)

Figure 9. Third meeting



Link:

https://drive.google.com/file/d/1dK3SPJLsasAXyZeUaOxJv_cv3O19Nipw/view?usp=sharing

THIRD MEETING

CRIME SCENE - WHAT HAPPENED HERE?

Paper Student A

Activity: Describe what you saw when you were at the crime scene according to your partner's questions.

Figure 10. Third meeting



Source: <https://bit.ly/2Xkxm0s>

THIRD MEETING

WHAT HAPPENED HERE?

Paper student B

Activity: Ask probing questions in order to make your partner answer all your inquiries. Sample questions

- What happened here?
- What do you think of that?
- What assumptions can we make based on this picture?
- Is this question easy or difficult to answer?
- Does the previous question lead to other important issues related to the picture?

Link:

[https://drive.google.com/file/d/13aXPmKD.J2wnzvcl0J5PGOodcvSB1S9Z3/view?usp=sh
a ring](https://drive.google.com/file/d/13aXPmKD.J2wnzvcl0J5PGOodcvSB1S9Z3/view?usp=sharing)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT’S GENERAL INFORMATION:

Full Name: EDGAR GUADIA ENCALADA TRUJILLO
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degree
Undergraduate: Bachelors’ degree on Human Sciences and Education-Majored in English
Institution: Universidad Técnica de Cotopaxi
Year: 2003
Postgraduate: Master’s in Linguistics applied to Bilingual Education English – Spanish
Institution: Universidad Católica del Ecuador. Sede Ibarra
Year: 2015

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Questionnaire
VALIDATION CHART

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Instructions: Please put a tick (✓) in the appropriate column for each item.

A: Always

S: Sometimes

N: Never

ITEM	A	S	N
1. Do you like to speak English in order to express yourself?			
2. When you speak in English, are you able to ask questions to others without interrupting ongoing conversations?			
3. Has your teacher ever applied questioning and answering sessions to develop speaking skills?			
4. In speaking lessons, does your teacher promote questioning to develop oral interactivity?			
5. Have the speaking activities developed by your teacher in the classroom promote the growth of critical thinking?			

Author: Bayas, D. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Objective: To collect information about the use of different speaking activities that promote higher order critical thinking skills through the use of Socratic method from English students of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT’S NAME: Mg. Edgar Encalada Trujillo

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Bayas, D (2020).

Final Resolution:

Approved	X	Disapproved	
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Source: Bayas, D (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Encalada Trujillo with, I.D. No. 0501824171, certify that I conducted the expert judgment on this instrument designed by Diego Sebastián Bayas Pérez, with I.D. No. 180393871-9 for the Final Degree Project entitled “THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 5th, 2020.

Sincerely,



Mg. Edgar Encalada Trujillo

I.D. 0501824171

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS EXPERT'S GENERAL INFORMATION:

Full Name: Cristina del Rocío Jordán Buenaño
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<p style="text-align: center;">Degrees</p> <p>Undergraduate: Bachelors' degree on Human Sciences and Education-Majored in English</p> <p>Institution: Universidad Técnica de Ambato</p> <p>Year: 2007</p> <p>Postgraduate: Master's in Curriculum Design and Educational Evaluation</p> <p>Institution: Universidad Técnica de Ambato</p> <p>Year: 2015</p>

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Questionnaire
VALIDATION CHART

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Instructions: Please put a tick (✓) in the appropriate column for each item.

A: Always

S: Sometimes

N: Never

ITEM	A	S	N
1. Do you like to speak English in order to express yourself?			
2. When you speak in English, are you able to ask questions to others without interrupting ongoing conversations?			
3. Has your teacher ever applied questioning and answering sessions to develop speaking skills?			
4. In speaking lessons, does your teacher promote questioning to develop oral interactivity?			
5. Have the speaking activities developed by your teacher in the classroom promote the growth of critical thinking?			

Author: Bayas, D. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE
IDIOMAS**

INSTRUMENT VALIDATION

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Objective: To collect information about the use of different speaking activities that promote higher order critical thinking skills through the use of Socratic method from English students of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT’S NAME: Mg. Cristina Jordán Buenaño.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Bayas, D (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Bayas, D (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Cristina Jordán Buenaño with, I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument designed by Diego Sebastián Bayas Pérez, with I.D. No. 180393871-9 for the Final Degree Project entitled “THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 14th, 2020.



Sincerely,

Firmado electrónicamente por:
CRISTINA DEL ROCIO JORDAN BUENANO

Mg. Cristina
Jordán
Buenaño I.D.
1804010500

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Edgar Encalada Trujillo
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Bachelors' degree on Human Sciences and Education-Majored in English Institution: Universidad Técnica de Cotopaxi Year: 2003
Postgraduate: Master's in Linguistics applied to Bilingual Education English - Spanish Institution: Universidad Católica del Ecuador – SEDE IBARRA. Year: 2015

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

VALIDATION CHART FOR THE RUBRIC

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Action	2 exceeds expectations	1.5 meets expectations	1 needs improvement	0.5 inadequate
Asking questions or including others	Makes a clear effort to fill silence by asking another question or asking another student's opinion WITHOUT interrupting an ongoing conversation.	Makes a clear effort to fill silence by asking another question or asking another student's opinion. May stop a conversation already happening to do so.	Makes a clear effort to fill silence by asking another question or asking another student's opinion. Clearly interrupts the ongoing conversation.	Does not ask questions or include others in the conversation. Stays silent without an attempt to continue the conversation.
Answering questions with their own original ideas	Is able to answer questions clearly with their own original ideas without needing to piggyback off another student's response.	Is able to answer questions with their own original ideas without needing to piggyback off another student's response.	May be able to answer questions with their own original ideas without piggybacking off another student but is hard to understand their opinion or idea.	Cannot answer questions without piggybacking off another student's response
Answering questions by adding to, agreeing, or disagreeing	Is able to answer questions by agreeing and disagreeing with others but provides a new insight to the same idea.	Is able to answer questions by agreeing and disagreeing with others or makes it clearer for others to understand.	Is able to answer questions by agreeing and disagreeing with others but doesn't have clear reasoning behind their opinion.	Does not agree or disagree with other students and include any of their own thinking. May just say I agree, or I disagree.
Explaining the situation	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	Issue/problem to be considered critically is stated without clarification or description.
Listening attentively to other's ideas and opinions	Listens attentively to ALL the conversation.	Listens attentively to MOST of the conversation.	Listens attentively to SOME of the conversation.	Does not listen attentively to the conversation.

Adapted from: <https://www.teacherspayteachers.com/Product/Socratic-Seminar-Rubrics-4th-7th-Grade-1820448>

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Objective: To collect information about the use of different speaking activities that promote higher order critical thinking skills through the use of Socratic method from English students of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT’S NAME: Mg. Edgar Encalada Trujillo

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Bayas, D (2020).

Final Resolution:

Approved	X	Disapproved	
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Source: Bayas, D (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Encalada Trujillo with, I.D. No. 0501824171, certify that I conducted the expert judgment on this instrument adapted by Diego Sebastián Bayas Pérez, with I.D. No. 180393871-9 for the Final Degree Project entitled “THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 5th, 2020.

Sincerely,



Mg. Edgar Encalada Trujillo

I.D. 0501824171

**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS
Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS EXPERT'S GENERAL INFORMATION:**

Full Name: Cristina del Rocío Jordán Buenaño
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Bachelors' degree on Human Sciences and Education-Majored in English
Institution: Universidad Técnica de Ambato
Year: 2007
Postgraduate: Master's in Curricula Design and Educational Evaluation
Institution: Universidad Técnica de Ambato
Year: 2015

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

VALIDATION CHART FOR THE RUBRIC

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

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Explaining the situation	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	Issue/problem to be considered critically is stated without clarification or description.
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Adapted from: <https://www.teacherspayteachers.com/Product/Socratic-Seminar-Rubrics-4th-7th-Grade-1820448>

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE

Objective: To collect information about the use of different speaking activities that promote higher order critical thinking skills through the use of Socratic method from English students of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT’S NAME: Lic. Mg. Cristina del Rocío Jordán Buenaño

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Bayas, D (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Bayas, D (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

**EXPERT JUDGMENT
EVIDENCE**

I, Lic. Cristina del Rocío Jordán Buenaño, Mg. with, I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument adapted by Diego Sebastián Bayas Pérez, with I.D. No. 180393871-9 for the Final Degree Project entitled “THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH

LANGUAGE” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 7th, 2020.

Sincerely,



Mg. Cristina Jordán

Buenaño I.D.

1804010500

ANEXO 6
INFORME MENSUAL DEL AVANCE DEL TRABAJO DE TITULACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

FECHA: Del 04 al 30 de octubre del 2020

NOMBRE DEL ESTUDIANTE: BAYAS PÉREZ DIEGO SEBASTIÁN

MODALIDAD DE TITULACIÓN: Proyecto de investigación

TEMA DEL TRABAJO DE TITULACIÓN: "THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE"

FECHA DE APROBACIÓN DE LA PROPUESTA DEL TRABAJO DE TITULACIÓN POR EL CONSEJO DIRECTIVO: Septiembre 28, 2020

PORCENTAJE DE AVANCE DE ACUERDO AL CRONOGRAMA: 60%.

Fecha	Actividad.
5/10/20	Revisión del capítulo I
12/10/20	Revisión del capítulo I
19/10/20	Revisión del capítulo I
26/10/20	Revisión del capítulo I

OBSERVACIONES:

El estudiante no realiza un trabajo minucioso. No acata las disposiciones y no sigue las indicaciones que se le asigna semanalmente.



NOMBRE Y FIRMA
TUTOR TRABAJO TITULACIÓN

ANEXO 13
INFORME FINAL DEL AVANCE DEL TRABAJO DE TITULACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

FECHA: Enero 18 del 2021

NOMBRE DEL ESTUDIANTE: BAYAS PÉREZ DIEGO SEBASTIÁN

MODALIDAD DE TITULACIÓN: Proyecto de investigación

TEMA DEL TRABAJO DE TITULACIÓN: "THE SOCRATIC METHOD AND THE ORAL ACQUISITION OF THE ENGLISH LANGUAGE"

FECHA DE APROBACIÓN DE LA PROPUESTA DEL TRABAJO DE TITULACIÓN POR EL CONSEJO DIRECTIVO: Septiembre 28, 2020

PORCENTAJE FINAL DE AVANCE DE ACUERDO AL CRONOGRAMA: 100%

FECHA	ACTIVIDAD
8/10/20	Revisión del capítulo I
15/10/20	Revisión del capítulo I
22/10/20	Revisión del capítulo I
29/10/20	Revisión del capítulo I
2/11/20	Revisión del capítulo I
09/11/20	Revisión del capítulo II
16/11/20	Revisión del capítulo II
23/11/20	Revisión del capítulo II
30/11/20	Revisión del capítulo II
7/12/20	Revisión del capítulo IV
14/12/20	Revisión del capítulo IV
21/12/20	Revisión del capítulo IV
28/12/20	Elaboración de la propuesta de investigación.
4/01/21	Elaboración de la propuesta de investigación.
11/01/21	Revisión final
18/01/21	Informe final

Dra. Mg. Mayorie Chimbo
TUTOR TRABAJO TITULACIÓN

Urkund analysis



Document Information

Analyzed document	Diego Bayas Tesis URKUND.pdf (D92490053)
Submitted	1/17/2021 3:47:00 AM
Submitted by	
Submitter email	dbayas8719@uta.edu.ec
Similarity	7%
Analysis address	elsamchimboc.uta@analysis.arkund.com

Sources included in the report

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W	URL: https://docplayer.es/139316010-Universidad-tecnica-de-ambato.html Fetched: 12/10/2019 11:52:26 PM	 2
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...	URL: https://www.sciencedirect.com/science/article/pii/S2452315117307087	

Dra. Mg. Mayorie Chimbo Cáceres
TUTOR TRABAJO TITULACIÓN