

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL
Facultad de Ciencias Sociales y Humanísticas



**“SOCRATIC QUESTIONING-FOSTERING HIGH SCHOOL LEARNERS
SPEAKING SKILLS IN AN ECUADORIAN PUBLIC SCHOOL”**

PROYECTO DE TITULACIÓN

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Presentado por:

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DEDICATION

With love, I dedicate this work to my parents Moises and Zulema, who brought me up with principles and values, which have lighted and guided me personally and professionally.

To my siblings, nieces, and nephews, I want to inspire you to achieve your goals as well.

Luz María

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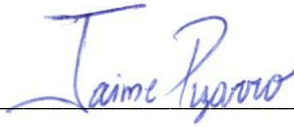
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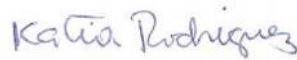
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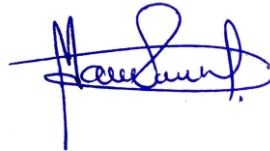


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DECLARACIÓN EXPRESA

“ La responsabilidad del contenido de este trabajo de Titulación, corresponde exclusivamente a la autora, y al patrimonio intelectual de la misma **ESCUELA SUPERIOR POLITÉCNICA SUPERIOR DEL LITORAL**”

A handwritten signature in blue ink, appearing to read 'Luz María Parra Manchay', is centered on the page. The signature is stylized and written over a horizontal line.

Luz María Parra Manchay

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ABSTRACT

Speaking is one of the four macro skills required to communicate effectively in English (Boonkit, 2010). This action research investigated the use of SQ to foster the speaking skills of high school learners in an Ecuadorian public school. Sixteen participants, aged 16-18, were selected as a convenience sample and asked to participate in a four- week study. Before the intervention, participants responded to a questionnaire to get a baseline regarding speaking skills. The means of observation, journals, and interviews were used to collect data. Moreover, the researcher used triangulation to add validity and reliability to the study. The findings indicated that the SQ had a positive effect on participants' speaking skills.

Keywords: Action research, Socratic Questioning, speaking, oral communication

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ABBREVIATIONS

AR: Action Research

BICS: Basic Interpersonal Communication skills

BDI: Biography Driven Instruction

CALP: Cognitive Academic Language Proficiency

CEFR: Common European Framework of References

CLT: Communicative Language Teaching

DP: Diploma Programme

EFL: English as a Foreign Language

GUB: General Unified Baccalaureate

IH: Input Hypothesis

IB: International Baccalaureate

IBO: International Baccalaureate Organization

ICTs: Information and communication technologies

KET: Key English Test

L1: Mother tongue

L2: Foreign language

MINEDUC: Ministry of Education

SQ: Socratic Questioning

Chapter 1

1.1. Introduction

A study conducted by Education First (EF, 2019) about proficiency in English situates Ecuador in the position 93 out of 100 countries. Thus, Ecuador has of the low level of English in the country. The Ecuadorian Ministry of Education, concerned about English, approached EF to evaluate students of 10th grade in all the regions of the country in 2017. Even though learners study English from the elementary level, the results showed that most learners are stuck in A1 or A2 before they graduate (EF, 2019). However, the Ecuadorian English Language Curriculum objective is the achievement of CEFR level B1 with limited but effective spoken language at the end of high school. It focuses on developing citizen's awareness of their personal and national identity, opportunities to travel, academic scholarships, and global access to information through ICTs (EFL Curriculum, 2016).

Since English is essential for interaction in a globalized world, the value of proficiency increases significantly. English breaks down barriers, enhances international exchange, and exposes individuals to a broad world (EF, 2018). In this regard, EFL education highlights the necessity of promoting communication skills (Pezhman, 2016) and equipping students for facing challenges from the outside world (Sahamid, 2015). Hence, learning to speak in English is essential to succeed, and it provides possibilities for better job opportunities, personal exploration and personal growth. Furthermore, English offers access to shared knowledge and information worldwide (EF EPI-s, 2019). English is the language used for business, research, public relations, and the Internet.

According to Nunan (2018), speaking is a productive skill where students generate their language in real-time with no time to reflect on what to say and how. Oral communication is a skill that requires attention in both native and foreign languages as learners have the opportunities to interact in daily situations (Bygate, 1987 as cited in Urrutia & Cely, 2010). Moreover, Kurshmayani (2017) states that speaking is generally the most critical language skill; thus, it should prioritize teaching a language. However, students are not exposed to scenarios to develop speaking skills attaching the great responsibility to EFL teachers to apply strategies to promote communication skills.

1.2 Aims and Rationale

The purpose of this study was to promote oral communication through SQ, and it aimed to add light with strategies to enhance the participants' communicative skills through their exposure to situations where they could use the target language. The study design enabled participants' interaction and provided them with equal opportunities to ask and answer questions based on readings passages selected according to their level and interests. Thus, learners could develop and support their arguments and responses. The four-week intervention started on April 12th and ended on May 6th, and the participants attended two sessions per week. The contribution of this study is significant to the participants and teachers since it nurtured communication.

Research indicates that speaking is the medium through which a foreign language is encountered, understood, practiced, and taught (Hosni, 2014 as cited in El Saka, 2019). Currently, there is an urgent need for people to speak English well (Saeed & Preece, 2018). Thus, learners must master speaking skills, and teachers should look for strategies to teach and promote speaking activities in the classroom where learners use the L2 to communicate, express opinions and use English fluently. Moreover, the communicative language teaching (CLT) method has been acknowledged by language teachers worldwide as a valuable approach to develop learners' communicative competence in EFL classrooms (Li & Song, 2007).

In Ecuador, a number of researchers have reported findings regarding studies on EFL speaking skills. Ochoa et al. (2016) conducted the study "The effect of Communicative Activities on EFL Learners' Motivation: A Case of Students in the Amazon Region of Ecuador." According to teachers' perceptions, learners felt highly motivated by communicative activities that required interaction. Another study took place at the University of Cuenca by Cardenas (2018), "Questioning as an effective tool to Enhance Students' Interaction in the English Classroom." The author concluded that properly used questioning used affected learners' interaction positively.

Furthermore, at the Technical University of Ambato (UTA, acronym in Spanish), Jaramillo (2019) studied "Project-Based Learning (PBL) Method to Develop Speaking skills (...)." In her Master's thesis, the author found that PBL enhanced critical thinking and social interaction, which positively affected the participants' academic development. Hence, these previous studies have traced a path for ongoing research on developing and enhancing

speaking skills through the application of different approaches considering the learners' context, level, and interests.

Therefore, effective methods to promote communicative skills are necessary. The present research aimed to apply the Socratic Questioning (SQ) approach, which consists of using dialogue for teaching (Siregar, 2018). Moreover, the author argues that SQ is a dynamic format to help learners speak and think critically in a genuine way in the classroom. Paul & Elder (2006) define SQ as a disciplined questioning used to pursue various directions and purposes in any academic field. SQ entails systematic questioning, inductive reasoning, and universal definitions (Carey and Mullan, 2004). Sahamid (2016) outlines SQ as a unique approach to provoke critical thinking based on the dialogue from a question between the learners and teacher. Hence, SQ enhances the CLT approach, promotes interaction and communication rather than memorization and complements the English language curriculum.

Accordingly, the researcher sets the following objectives to guide the present study.

General objective

To foster speaking skills of high school learners in an Ecuadorian public school with Socratic Questioning.

Specific Objectives

1. To use Socratic Questioning for enhancing speaking skills.
2. To observe how Socratic Questioning influences the students' speaking skills.
3. To analyze students' perceptions about the use of Socratic Questioning.

Research Questions

The following research and sub-research questions are posed to inform stakeholders (teachers, authorities, students, and parents) on the effectiveness of SQ to foster speaking skills:

1. How can I use Socratic Questioning to foster speaking skills in High school learners in an Ecuadorian public school?

Sub-research questions:

1. How can I facilitate students' active participation in speaking activities using Socratic Questioning?

2. What happens to students' oral production when they are engaged in Socratic Questioning?
3. What are the research participants' perceptions concerning Socratic Questioning?

1.4 Overview

This section provides the aim, rationale, purpose and research questions. . In chapter 2, the researcher presents general information describing the context of the institution where the study took place, the participants, and the needs analysis for carrying out this study. Chapter 3 offers literature review regarding SQ and relevant information that supports the importance of using this methodology in EFL classrooms to foster oral communication. The methodology is detailed in chapter 4. The discussion of findings is presented in chapter 5. Finally, chapter 7 entails a summary of the research, limitations of the study, future direction, and further areas for research.

Chapter 2

Context of the Study

2.1 Introduction

This study took place in an Ecuadorian public high school, one of the oldest in Ecuador. Many well-known people have studied in the institution. The participants hold an A2 level according to the Common European Framework of References (CEFR), and they must take EFL as a compulsory subject according to the national curriculum. The EFL class sessions are five per week, and they last 45 minutes. Currently, because of the pandemic, the participants have two synchronous classes and one asynchronous class. The learners, aged 16 to 18 years, are expected to achieve the B1 CEFR level when they finish the third year of high school.

2.2. The Institution, Staff and Students

The public institution was founded in 1826. It was the first high school in Ecuador, and it has educated many outstanding and well-known people for their remarkable achievements in academics, arts and politics. Matilde Hidalgo de Procel, the first doctor in medicine in Ecuador, poet and activist. Benjamin Carrion, a great Latin American intellectual, lawyer, writer, novelist, educator and cultural promoter. Angel Felicicimo Rojas, a novelist and short-story writer. Segundo Cueva Celi, musician and composer; among others. Currently, the institution is home to 3620 students who attend morning, afternoon, and evening shifts.

The institution staff comprises 160 teachers divided into three different shifts. The teachers' staff develops a curriculum that promotes 21st-century life, work and entrepreneurship skills. Furthermore, the curriculum pursues the educational goals of justice, innovation, and solidarity by promoting thinking, social, and creative skills that Ecuadorian learners will need to engage successfully in local and international communities in the 21st century (English Curriculum, 2016).

The students, participants of this study, are in the first year of the Diploma Programme (DP) of the International Baccalaureate (IB). The DP includes a rigorous curriculum providing students with opportunities to grow academically and personally. It is a demanding pre-university course designed to serve students between the 16-19 age ranges (IBO, 2018). The International Baccalaureate Organization (IBO) accredited the institution as an IB school in 2013. Nevertheless, due to the pandemic in public institutions, the IB

programme will not continue. Hence, the class of 2021 will not obtain the IB diploma due to the new resolutions from the Ministry of Education.

Nonetheless, MINEDUC-MINEDUC-2021-00013-A memorandum published the proposal "innovative administrative, and academic management practices in the unified general baccalaureate (GUB,) in public and public/religious (fiscomisional) educational institutions." This proposal will be in force in 2022.

Therefore, the IB program was terminated as of the 2021-2022 school year, the pilot program "Good Educational Practices" is in force and aims to apply the methodology and positive experiences from the IB programme to the national curriculum. The main purpose of the pilot program consists of preparing students to be knowledgeable, inquiring, caring, and compassionate, prioritizing intercultural understanding, and open-mindedness with the necessary attitudes to assess a wide variety of viewpoints (IBO, 2018).

2.3. The Need for this Research Project

In Ecuador, English is a compulsory subject from primary school until the third year of the General Unified Baccalaureate (Bachillerato General Unificado). According to the English Language Curriculum (2016), high school seniors must achieve a B1 level in the CEFR. Communication is one of the crucial skills that challenge EFL learners to different degrees (Hardianti, 2016). Hence, learners struggle to communicate in English although they have studied the language for several years (Mattsson, 1997). One reason may be the lack of grammar and vocabulary knowledge, which prevents learners from expressing what they intend to say (Kouicem, 2010). A second reason is that learners feel afraid of being criticized by their classmates (Urrutia & Cely, 2010). A third reason may be the lack of confidence and shyness (Hismanoglu & Çolak, 2019). Furthermore, many language learners, especially in EFL contexts, have scarce exposure to the authentic language outside the class (Navidinia et al., 2019). Thus, oral communication in English becomes a challenging task.

Furthermore, teachers have the responsibility to look for and apply strategies to promote learners' communication. They should act as facilitators by promoting learners' participation and motivating them to produce in the target language (Safargalina, 2018). Moreover, they should consider the affective filter, a metaphorical barrier that prevents students from using the target language (Lightbown & Spada (2006) as cited in Safargalina, 2018). In this regard, some studies report favorable results of SQ application. According to Sahamid (2016), SQ boosted Indonesian students' critical thinking since they provided more

reasoned responses than before. Moreover, SQ could be used to assess students' speaking because it offers learners meaning and direction to the dialogue (Manurung & Siregar, 2018). Besides that, Davies & Sinclair (2012) attest that SQ helped learners from New Zealand get better arguments to justify their responses. Therefore, exploring the speaking skill through the use of SQ becomes essential to provide insights to the EFL teachers community and to enhance students' interaction.

2.4. Conclusion

Overall, speaking is a crucial skill to probe language proficiency. In Ecuadorian public schools, the Educational Laws mandate students to achieve the B1 CEFR level upon finishing high school. Nevertheless, it is evident that the speaking skill requires strategies to provide students with suitable scenarios to master it. Thus, the present study addresses the speaking skill issues by using the SQ approach, a methodology that promotes teachers-students and students-students interactions and provokes critical thinking.

Chapter 3

Literature Review

3.1. Introduction

This literature review explores teaching EFL speaking skill, sub-skills, teaching of speaking, speaking approaches, ESL and EFL acquisition, Krashen's theory of ESL acquisition, Swain's output hypothesis and SQ as an approach to foster oral communication. The chapter includes the types of questions used with the SQ method and steps to consider before and after applying it in the classroom. Moreover, the review presents the findings of scholars' experiences regarding the SQ approach.

3.2. EFL Basic Skills

The four basic EFL skills are reading and listening, which are receptive skills, and writing and speaking, productive skills. Boosting the four skills is essential in many Teaching English to Speakers of Other Languages (TESOL) programs and universities worldwide. Hence, receptive and productive skills should be integrated to develop effective communication. Nevertheless, speaking appears to be an essential communication skill (Zaremba, 2016 as cited in Boonkit 2012, Urrutia & Cely, 2010, & Karagul. et al. 2014). Speaking allows learners to produce their language and share their voices. Speaking happens in real-time; thus, speakers do not have time to reflect, rehearse or edit what they want to express. Therefore, engaging learners in oral production is challenging since they should focus on grammar, vocabulary, multiword units, and pragmatics and deal with time pressure to communicate in real-time. In second language (L2) learning processes, developing oral production skills demands accurate pronunciation, grammar, vocabulary, discourse organization, and sequence (Larenas, 2011; Nunan, 2018; Pawlak 2018 & Hinkel, 2018).

3.3. Speaking as a Skill

Speaking is one of the four skills required to communicate effectively in any language (Boonkit, 2019). Johnson (1997) claims that learning a language is learning grammar, vocabulary, and sounds and knowing about cultural rules for oral communication. In this regard, English is a language universally set as a means of communication, especially in the Internet world. More than a billion people speak English as a first or second language and hundreds of millions as a third or fourth (EPI, 2020). Moreover, English is the language for expanding businesses, scientists, researchers, and international tourists (EPI, 2020). English

is a crucial component to remain competitive and promote innovation (EPI, 2018). Hence, teaching learners speaking skills means helping them foster sets of interactional and communicational skills as spoken communication occurs in real-time (Hinkel, 2018).

Furthermore, speaking is a communicative process that focuses on meaning construction and entails creating, obtaining, and processing information (Burns & Joyce, 1997 as cited in Zare, 2016). This skill involves verbal communication of practical, functional, and precise form of using the target language. At a high level, speaking means using linguistic knowledge with different topics and in various situations (Hadley & Reikin, 1993 as cited in Zare, 2016). Thus, teaching EFL learners to speak entails supporting them to develop interactional and communication skills (Boonkit, 2010; Hinkel, 2018; Masuram, 2019, Sepesiová, 2016).

According to Bygate (2009), speaking was not acknowledged in the grammar-translation EFL approach, as a skill that required attention, while the audio-lingual approach highlighted oral fluency, phonology, and grammar accuracy. Moreover, the scholar states that communicative language teaching (CLT) recognizes speaking as a central skill. It emphasizes that “communicative” means “oral”; thus, speaking is a medium rather than a skill. CLT does not focus much on presentation and discussion of grammatical rules. However, it applies a great variety of authentic language since teachers attempt to build fluency (Terrell & Brown, 1981). Thus, TESOL teacher-education programs focus on comprehensible input, communicative competence, negotiated interaction, and communication. Hence, secondary and tertiary teachers include activities and materials to provide students opportunities to talk (Marlina, 2018).

Furthermore, it is paramount to develop effective English speaking performance, and teachers should consider exposing learners to various opportunities for reasonable and productive practice with frequent speaking tasks (Boonkit, 2009). Besides the scenarios, teachers should consider using the appropriate materials for teaching L2 speaking activities to provide an accurate range of ideas, vocabulary, and grammar. Such material should be appropriate for learners’ interests and ages since they cannot talk about topics they are not fluent in (Hinkel, 2018). Finally, the combination of listening and speaking is the most acceptable way of learning to notice the bottom-up, which focuses on trying to understand what is said or written, noticing the elements of language like basic units of sound or grammar. On the other hand, the top-down process focuses on broad language issues such as the topic, previous knowledge, and the context (Richards, 2008 as cited in Hinkel, 2018).

3.3.1 Speaking Sub Skills

Although language learners possess a great variety of vocabulary and structures, some demonstrate a lack of fluency (Kranjec 2020). It is because learners do not have enough knowledge and practice of speaking sub-skills, which are essential in the development of fluency (Thornbury 2005)

3.3.1.1 Negotiation Skills. This area entails going through routines, which involves two central characteristics management of interaction and negotiation of meaning. The first focuses on communicating ideas. Here, there is no direct interaction since the participants cannot interfere or alter the information. The second characteristic focuses on negotiating who will speak next and what they will talk about (Bygate, 1987).

3.3.1.2 Negotiation of Meaning. These skills focus mainly on promoting mutual understanding rather than an individual. Here the speaker selects questions to ensure that the interlocutor's comprehension is explicit enough (Bygate, 1987).

3.4. The Teaching of Speaking

Currently, English is used mainly by linguistically and culturally complex users of English; these users are naturally active agents in creating world Englishes (Marlina, 2018). Therefore, mastering speaking skills in English is a priority for many second languages or foreign language learners. Hence, they assess their success in language learning depending on their spoken language proficiency (Richards, 2002). Although speaking is essential for learners of the target language (TL), researchers have not provided enough attention to strategies to enhance speaking skills. Hinkel (2018) states that teaching L2 speaking and promoting interactional skills happens more in English-speaking contexts than in EFL ones. According to the scholar, this difference results from the grammar-translation methodology used in many countries worldwide for decades.

Developing speaking skills is challenging for learners with limited access to the TL and culture outside the classroom. It is a constraint for learners to use the language in context. Despite technological advances, the lack of TL context is an obstacle since learners do not feel the necessity to use the TL (Boonkit, 2010; Majer, 2003; Ortega 2007; Pawlak, 2004, 2006, 2014; cited in Pawlak, 2018). Hence, mastering language production through speaking is challenging (Tarone, 2005 p 485 as cited in Pawlak, 2018). Kursmayani (2017) and Masuram (2016) support this claim attesting that speaking is the most demanding skill, which requires rigorous practice and determination to achieve proficiency.

With this in mind, English language teachers should consider various strategies to promote students' oral communication skills (Soto et al., 2017). According to Scrivener (2005), one of the most appropriate strategies to activate students' knowledge is providing situations where they feel motivated and inspired to use prior knowledge using their repertoire. For example, they can chat with the teacher or classmates about the weekend, prepare monologues about their hobbies; learn by heart a list of valuable chunks of language to use in conversations. These activities will enhance fluency and confidence as they contribute to stages where learners mainly focus on language repetition to enhance foundation skills (Scrivener, 2005).

Bygate (2009) posits that the communicative approach emphasizes that activities should provide meaningful interaction using the language to communicate meaning. In addition, Nation (2009) highlights several strategies for early meaning-focused speaking. Most of these activities are based on rehearsing and repetition; thus, learners notice what others do and use it to improve their performance.

- Descriptions: learners create sentences based on pictures so that the statements might be comparisons, predictions, and descriptions.
- Ask and move: learners are in groups of tourists and information officers (Buckeridge, 1998 as cited in Nation, 2009). Each tourist has a card with instructions like "find the supermarket" while the information officers answer those requests.
- Twenty questions: In this activity, the teacher/learners write the name of an object, and the rest of the class should ask yes/no questions until they guess the object's name.

These strategies would promote speaking through comprehending, noticing, comparing, and using to occur (Nation, 2009).

Furthermore, Herrera (2010) offers a helpful set of hands-on strategies that promote written and spoken skills. These strategies are part of Herrera's Biography Driven Instruction (BDI) method involving a dots chart, hearth activity, vocabulary quilt, reflection wheel, and linking language. These activities offer teachers valuable resources to encourage cooperative or individual tasks and written and oral skills.

3.4.1 Speaking Approaches

Language teaching has been considered as means to develop linguistic competence, which refers to words, grammar patterns, and sounds of English (Bailey, 2003). In the 1970s

and 1980s, Linguistics and sociolinguistic research and the increment of refugees and immigrants in English-speaking nations caused a shift. Hence, grammarians realized that linguistic competence was not enough to communicate in English (Bailey, 2003). Consequently, in the mid-1970s, linguistic competence became a component of communicative competence, which refers to interacting with other speakers. Thus, being communicatively competent means understanding sociocultural environments and language use (Savignon, 1991 as cited in Bailey, 2013)

Bailey (2003) explains the components of communicative competence:

- Sociolinguistic competence, which refers to the use of the language in different contexts appropriately. It entails register, word choice, style shifting, and politeness strategies.
- Strategic competence that is related to the strategies used by the speaker to make a message comprehensible.
- Discourse competence involves cohesion and coherence when communicating a message (Lazaraton, 2001, cited in Bailey, 2003). It means how sentences are connected into a message (Richards, Platt & Weber, 1985 as cited in Bailey, (2003). Cohesion entails the grammatical and lexical connection of parts in the sentence, while coherence refers to how the text is built (Lazaraton, 2001 as cited In Bailey, 2003).

As communicative competence involves different aspects, teachers should consider all the complexities involved when speaking English. For example, finding the balance between accuracy and fluency. The former refers to speaking correctly, while the latter refers to the capacity to speak fluently and confidently (Bailey, 2003). Nation (2009) accuracy focuses on the number of errors, and the use of more complex structures. Fluency is measured by the speed of production and the number of hesitations. Therefore, teachers should clearly distinguish of the described aspects and plan accuracy–focused or fluency-focused work considering the objectives and following the appropriate procedures (Scrivener, 2005).

Moreover, Kranjec (2020) highlights two approaches regarding teaching communication

3.4.1.1 Direct Approach. It focuses on teaching particular skills to maintain informal conversations like topic management and negotiation meaning and it entails intonation,

differences between formal and informal register, and short and long turns (Richards, 1990 as cited in Kranjec, 2020).

3.4.1.2 Indirect Approach. This approach emphasizes the development of speaking subs-skills, and it assumes that involving learners in undirected communicative activities is enough to enhance speaking skills (Richards, 1990 as cited in Kranjec, 2020). Nevertheless, research demonstrated that learners only develop transactional language while interactional language is disregarded (Kranjec, 2020). Another drawback is that learners may acquire just fluency, based on production speed and the number of hesitations. Fluent language involves processing language in real-time (Schmidt, 1992 as cited in Nation, 2009). It means that learners take part in meaning-focused activities where they keep the flow of the conversation without much effort (Nation, 2009). On the other hand, accuracy refers to more advanced structures like idiomatic expressions and lexis (Richards, 1990 as cited in Kranjec, 2020) or to the amount of errors made and the level of complex structures used (Nation, 2009)

3.5 Second and Foreign Language Acquisition

Ellis (1990) establishes the differentiation of both terms as:

The difference between second and foreign language plays a significant role in what is learned and how. Second language acquisition refers to an institutional and social role in the community. For example, English is learned as a second language in English speaking countries or countries where English is the official language like the United States, the United Kingdom, Nigeria and Zambia. On the other hand, English is learned as a foreign language in places with no official English language, like France or Japan.

Acquiring a second language is similar to acquiring a first language in various ways (Herrera, 2010). In both processes, learners, through the silent period, internalize familiar sounds, words, and language patterns. Despite being in the silent period, learners acquire skills when they are prepared to start producing and taking part in communication (Herrera, 2010). This process may take some time (Ovando, Combs & Collier, 2006, cited in Herrera, 2010). After that, learners go through the early production, speech emergence, intermediate fluency, and advanced fluency until they reach proficiency in the second language (Krashen & Terrell, 1983).

In this regard, people should consider learners' reading, listening, speaking, and writing (Herrera, 2010). Also, teachers must differentiate between students' basic interpersonal communication skills (BICS), known as conversational playground language,

and their cognitive academic language proficiency (CALP), which refers to the language used in academic settings (Cummins, 1981).

3.6 Krashen's Theory of Second Language Acquisition

Dörnyei (1991) claims that:

Stephen Krashen's theory of language learning has been the source of considerable controversy and academic discussion. However, it has undoubtedly succeeded in bridging the gap between linguistic theory and actual language teaching by affecting the thinking and attitudes of many practicing teachers.

Krashen (1981) highlights five hypotheses to describe his theory of second language acquisition.

3.6.1 Acquisition –Learning Hypothesis

Krashen (1981, 1985) explains the difference between acquiring and learning a second language. Acquiring is a subconscious process where learners naturally acquire the language from the environment, while learning is a conscious process where learners have to make an effort to understand and apply grammar and formal language rules (Herrera, 2010).

3.6.2 Monitor Hypothesis

This hypothesis emphasizes the usage of the language as the only way to achieve fluency. According to Krashen (1981, 1985), teachers need to expose learners to hearing and using the language in a meaningful context. Thus, they will have the option to monitor and correct their language production (Herrera, 2010).

3.6.3 Natural Order Hypothesis

Krashen (1981) attests that learners make errors according to their age as they advance in proficiency, and he highlights that usually, errors tend to disappear. Making errors is part of the process. However, if errors are fossilized, he suggests teachers applying strategies and techniques to address them (Herrera, 2010).

3.6.4 Input Hypothesis

The input hypothesis assumes that learners acquire knowledge through messages from the environment (Krashen, 1981, 1985). The First and second language learners receive comprehensible input, the principal environmental ingredient contributing significantly to

language acquisition. It means that the learners make connections between the new information and the information they already know, as Krashen demonstrates in the formula "i + 1." where "i" means learners' previous knowledge while "1" means the information one step beyond (Krashen, 1981, 1985)

3.6.5 Affective Filter Hypothesis

Learning a second language can be more complicated than acquiring a first language. Therefore, learners' affective filter may rise in stressful situations and affect their motivation, engagement, and language production (Krashen, 1981). Learners find it challenging to learn when they are scared (Herrera, 2010)

3.7 The Output Hypothesis

The output hypothesis claims that learners learn the language by producing it (Krashen, 1981). Swain (1985) carried out a study with people who were studying French and reported that after seven years of input, the target language was not fully acquired. Others authors like Scarcella & Perkins (1987) and White (1988) also support this theory. In this regard, Swain concluded that learners need not only comprehensible input but also language output, which refers to the use of the language (Domyei, 1991).

According to Swain (1985), learners should be pushed to use different options to communicate their messages appropriately, and this will help them to go beyond their current level of competence "i+1" type of output. It is very similar to Krashen's comprehensible input, but Swain coined it as comprehensible output (Domyei, 1991)

3.8. Socratic Questioning

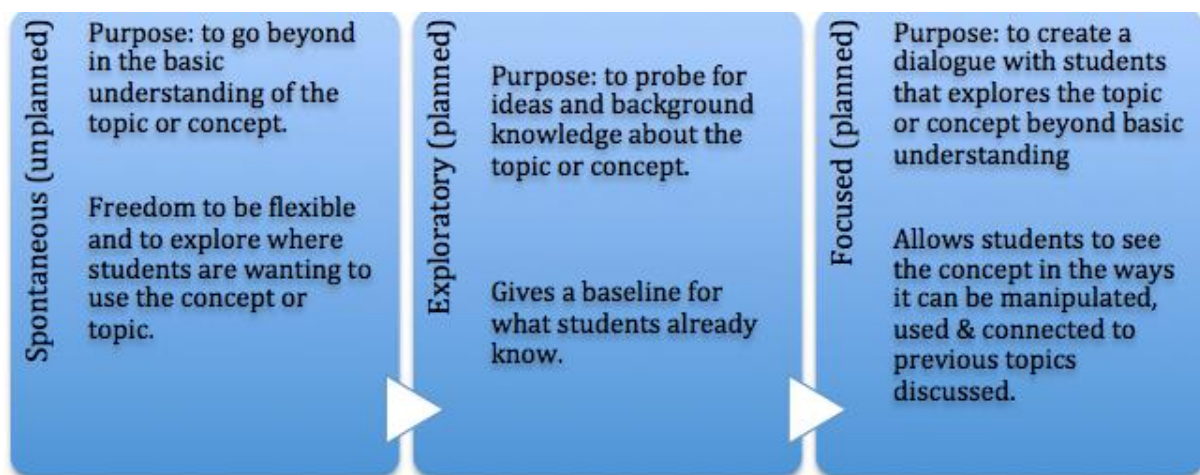
Safargalina (2018) claims that speaking is not a goal but a means to achieve real-life objectives. When students speak, they develop higher-order skills such as analysis, synthesis, and evaluation. Speaking in a foreign language is considered the most demanding of learners' four skills (Saleky, 2018). Thus, SQ might help students enhance their speaking skills through active interactions between the teacher and students and among students (Yang et al., 2005). The Socratic method originated from the Greek Philosopher Socrates (469 BC-399 BC) (Knezic et al., 2010 as cited in Haris, 2016). Siregar (2018) explains that SQ consists of dialogue as a way of teaching. It is a dynamic format to help learners speak and think critically genuinely way in the classroom. Additionally, (Sahamid 2016) outlines SQ as one of the most potent approaches to provoke critical thinking based on the dialogue between the learners and teacher. Paul & Elder (2007) defines:

SQ is disciplined questioning used to pursue various directions and purposes, involving: to explore of complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we do not know, and to follow up logical implications of thoughts.

The questions aim at looking for the quality of answers given. SQ entails systematic questioning, inductive reasoning, and universal definitions (Carey & Mullan, 2004). Thus, SQ is not about teaching as a conventional style since teachers become observers, helpers, and guides, not just knowledge providers. Shared dialogues between students and teachers replace lectures, and both are in charge of dialogue through questions (Haris, 2016). There are three types of questions used in SQ: Spontaneous, exploratory, and focused (Paul & Elder, 2007). Figure 1 illustrates the types of Socratic questions, purpose and characteristics.

Figure 3.1

Types of Socratic Questions



Note: Adapted from The effectiveness of the Socratic Method in Developing Critical Thinking Skills in English, Jensen, (2015)

3.8.1 Socratic Questioning Current Research

There are some studies about the use of SQ. An Action Research carried out in Indonesia by Manurung & Siregar (2018) revealed that the SQ was helpful to foster learners' speaking skills and critical thinking, which prepared the way for learners to construct new knowledge and generate more meaningful ideas to support their answers. Another study by Sahamid (2016) claimed that the iterative practice of SQ caused a positive effect on learners' responses and writing tasks. Furthermore, the recommendation for the teacher is to develop

and enhance questioning skills to elicit appropriate responses and avoid intimidation.

Additionally, Davies & Sinclair (2012) discovered that a significant percentage of New Zealanders was engaged in deep-level discussions with their peers by applying SQ. Moreover, learners were aware of the importance of supporting their responses. Kusmaryani (2017) carried out a study about assessing students' speaking skills by utilizing SQ and found that the learners' speaking reached the expectations. This author reported that learners' performance reached the following scores: 31% got A, 38% got B+, and 31% B. Besides, the interviews demonstrated that SQ could not be used only to assess speaking but also critical thinking.

Al-Darwish (2012), in a study in Kuwait in elementary public schools, identified that SQ was related to the acquisition of organized knowledge, the development of intellectual skills, and the understanding of ideas and values. Moreover, the author describes SQ approach as "teaching by telling" because learners' minds improve and they use the language effectively for communication. Thus, he concludes by asserting that SQ is a powerful teaching approach that motivates learners to generate new knowledge and wisdom.

Furthermore, Saleky (2018) investigated the influence of SQ and students' critical thinking on their linguistic competence. The study showed that SQ fostered learners' speaking competence because this technique peaked their ability and influenced achievement. Moreover, this author attested that SQ promotes teachers' responsibility towards improving the learners' speaking competence and independent thinking since learners were engaged in communication scenarios designed in the teacher's material.

3.9. Socratic Questioning as an Authentic Tool to Promote Speaking

Socrates claimed that "SQ was not a teaching method rather than a philosophical inquiry to promote wisdom. "However, SQ can work successfully in areas of education, including EFL teaching (Delić & Bećirović, 2016). Socratic Pedagogy is not limited to a specific arena of inquiry such as Philosophy since the central core of academic disciplines is based on discussion to develop the ability to express, present, and defend a position. Thus, the Socratic method can be helpful in any field, including "hard sciences," like math, physics, and astronomy (Boghossian, 2003 & Mott, 2015).

Furthermore, SQ, known as Socratic Dialogue/Discussion or Socratic method, is a teaching process where learners are part of discussions. The teacher is the facilitator, and the

learners engage in reading and generate questions to explore ideas in an open discussion (Zare, 2016). Since SQ enhances curiosity, it favors the class environment. Thus, SQ is an opportunity for students to develop and evaluate their thinking since it encourages students positive attitudes towards new knowledge (Gainolla and &Tulepova, 2016). In this regard, teachers should teach speaking through discussions and consider that learners must develop their intellect and proficiency. In addition, adaptations are essential depending on the learners' level (Gainolla and &Tulepova, 2016).

Lam (2011) claims that SQ promotes learners' curiosity and passion for learning transforming them into autonomous learners and decision-makers. SQ provides tools to analyze new information and apply that information in their lives contexts. Additionally, Paul & Elder (2007) proposed taxonomy to elaborate questions and promote thinking in a meaningful way. Figure 2 shows the eight categories of Paul's Taxonomy for elaborating questions.

Figure 3.2

Paul's SQ Taxonomy

1. Questioning goals and purposes:	“ What is your purpose right now? “What was your purpose when you made that comment?”
2. Questioning questions:	“I am not sure exactly what question you are raising. Could you explain it?” “What are the main questions that guide the way you behave in this or that situation?”
3. Questioning information, data, and experience:	“On what information are you basing that comment?” “How do we know this information is accurate?”
4. Questioning inferences and Conclusions:	“How did you reach that conclusion?” “ Could you explain your reasoning?”
5. Questioning concepts and ideas:	“ What is the main idea you are using in your reasoning?” “Could you explain that idea?”
6. Questioning assumptions:	“Why are you assuming that?” “Shouldn't we rather assume that....?”
7. Questioning implications and consequences:	“ If we do this, what is likely to happen as a result?” “ Are you implying that...?”
8. Questioning viewpoints and perspectives:	“ From what point of view are you looking at this?” “ Is there another point of view we should consider?”

3.10 SQ Preparation Stage

Copeland (2005) claims that SQ success depends on the effort to prepare before its application. Learners and teachers should spend time, effort, and energy to train their minds for this type of work. The teacher's role is to select the texts making connections with the curriculum and institutional requirements to generate potential questions to provoke a good dialogue and interaction with learners. Besides, the teacher should motivate students academically and socially for the process. In this context, it is necessary to explain how to prepare before the dialogue making learners aware of why SQ is crucial for their performance (Copeland, 2005).

Furthermore, students should prepare the material in advance as they usually do for any other subject. For example, it might include pre-reading activities to make some annotations about the text. There will probably be times when students do not prepare the text; if that is the case, the best strategy is to cancel the activity. The cancellation will reinforce the idea that preparation is essential (Copeland, 2005). The Socratic Pedagogy causes an impact on the whole community as even hesitant learners observe a genuine discourse in the classroom; thus, learners will engage since they will they participate actively in the dialogue and avoid boredom (Garlokov, 2001b as cited in Boghossian, 2003)

Once students complete the SQ discussion activity, it is essential to reserve time for students' reflective writing in journals. These impressions would help teachers monitor learners' oral communication experience. Thus, learners might include the ideas that they could not discuss. Having those ideas written is productive for the learners' articulation of opinions (Boghossian, 2003 & Copeland, 2005)

3.11 Conclusion

Speaking is a challenging skill in EFL/ESL teaching and learning process because it requires continuous preparation and practice to achieve proficiency (Masuram & Sripada, (2020). Since there is a vast array of alternatives to foster the speaking skill, teachers' role consists of creating scenarios to learn the language and enable learners to speak accurately (Sepesiova, 2016).

Overall, researchers (Boghossian, 2003; Paul & Elder, 2007; Sahamid, 2015; Yang et al., 2005) support that using the SQ approach offers an opportunity for learners to foster speaking skills and develop their critical thinking. The authors agree that SQ promotes independent, autonomous, and reflexive learners capable of confronting new knowledge and communicating it with the target language.

Chapter 4

Research Methodology

4.1 Research Paradigm

4.1.1 Definition and Rationale

A research paradigm is a comprehensive belief system, worldview, or framework that guides research and practice in a field. The interpretive paradigm adjusts better to the educational context where the present study was carried out to help researchers become more reflective understanding life experiences from teachers and students and their community (Taylor & Medina, 2011). Interpretivism is considered the most frequently influencing choice of qualitative methods (Trauth, 2001 as cited in Goldkuhl, 2012). Moreover, Goldkuhl (2012) notes that interpretivism is an established, elaborated, and adapted research paradigm for qualitative research. The primary purpose of interpretivism is to work with subjective meanings in the social world, recognize their existence, reform them, understand them, avoid altering them, and use them as building blocks in theorizing (Goldkuhl, 2012).

Furthermore, Bryman (2016) observes that the qualitative approach is a strategy that focuses on words more than quantifications when collecting and analyzing data. Moreover, Gay (2012) supports the definition of qualitative research as the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., no numerical) data to get insights about the issue of interest. Besides, Creswell & Guetterman (2019) highlight that qualitative data focuses on a research problem that scholars must explore since the variables are not known.

4.1.2 Methodological Stances

This study intends to obtain insights regarding fostering speaking skills of high school learners through SQ. Thus, its methodological stance lies in Interpretivism, which promotes the respect of differences between people and objects in the natural sciences, and demands that social scientists value the subjective meaning of social action. It differs from positivism, which explains human behavior while interpretivism understands human actions (Bryman, 2016). This humanistic paradigm has been influenced by anthropology, which tried to understand other cultures from inside, interacting and learning by standing in their shoes, looking through their eyes, and feeling their emotions. This interpretive paradigm embraced educational contexts late in the 1970s, and it is practical for teachers who advocate for

learner-centered pedagogies like constructivist approaches for teaching and learning (Taylor & Medina, 2011).

4.2 Action Research

4.2.1 Definition and Rationale

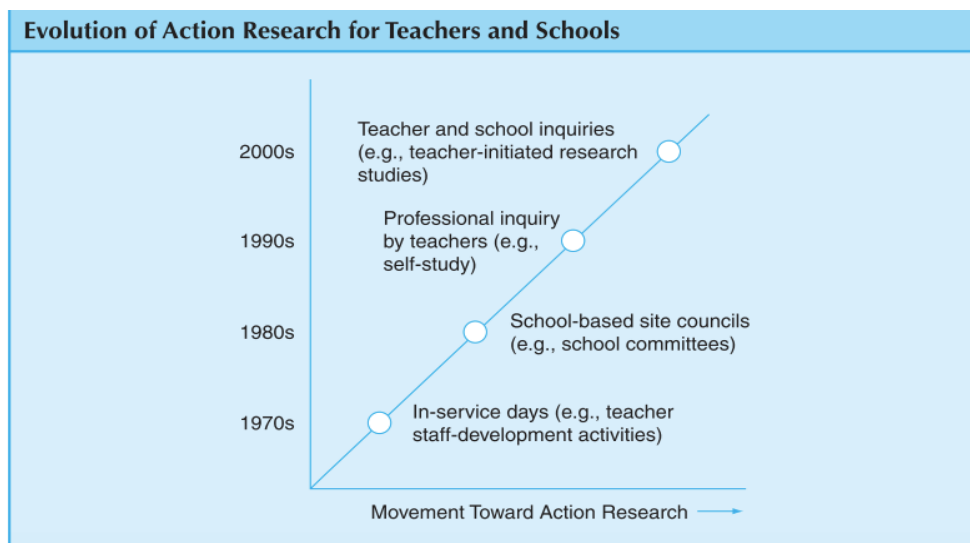
Action Research (AR) is a systematic procedure generally used by teachers or other individuals in the educational field who aim to cause improvements in their students' teaching and learning (Creswell & Guetterman, 2019). Moreover, Koshy (2005) defines AR as an inquiry carefully selected to improve practice where outcomes help the researcher's professional development. Rebolledo (2020) claims that AR is a way of inquiry that professionals bring to their practice and professional context and cause change by working on it. Bryman (2016) defines AR as an approach in which the researchers and members of a social setting work collaboratively to diagnose a problem and participate in the development of a solution based on the diagnostic. Moreover, AR is a systematic procedure carried out by teachers to gather and analyze data to plan improvement for educational practices by studying topics and problems they face in their practice. It allows them to be more reflective, aiming at empowering their practice (Creswell & Guetterman, 2019) To Mills (2011) as cited in Creswell & Guetterman, 2019) there are relevant reasons for performing AR:

- Encourages change in schools
- Fosters a democratic approach for education
- Empowers individuals as they collaborate on projects
- Helps teachers and other educators as learners who desire to narrow between practice and their vision of education
- Provides opportunities for educators to reflect on their practices
- Promotes a process of testing new ideas

Having teachers interested in studying their practice has evolved with time and became an essential direction for school renewal. Figure 4.2 shows how AR has emerged since the 1970s.

Figure 4.1

Evolution of Action Research



Note: Schmuck (1997) as cited in Creswell & Guetterman, (2019)

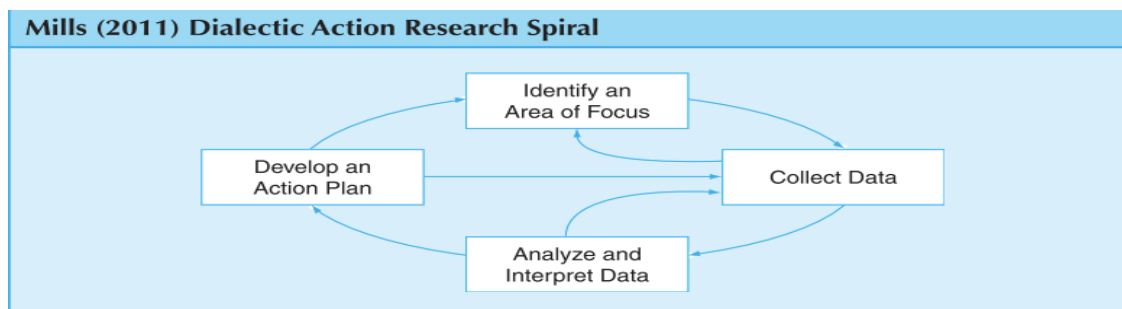
There are two types of action research. Firstly, practical action research, which entails educators who examine a specific school issue. The second one is participatory, which works on the improvement of organizations or communities (Creswell & Guetterman, 2019).

4.2.2 Practical Action Research

Practical action research refers to professionals who work on research problems in their workplaces to improve students', client's or staff's performance and professional practice. Practical AR entails a small-scale research project that focuses on a target issue assumed by an individual or a team of researchers in a school or a school district. However, a drawback of practical AR is that teachers want to improve their teaching practice; they do not have enough time to engage in research (Creswell & Guetterman, 2019).

Figure 4.2

Dialectic Action Research Spiral



Note: Reprinted by permission of Pearson Education/Allyn & Bacon as cited in Creswell & Guetterman, 2019)

4.3 Ethical Considerations

According to Creswell & Guetterman (2019), the researcher must be aware and consider some ethical issues during the investigation. For example, the researcher has to get approval from several individuals like the institutional board or gatekeepers, consent forms from the participants. Moreover, the individuals involved in the study have to know the purpose of the study, and how the results will affect their lives. The report of results should be done honestly without altering them. Furthermore, ethical issues also entail citing authors in the list of references. Bryman (2016) supports Creswell's suggestions by mentioning that the researcher has to use informed consent forms, protect participants' privacy and confidentiality, avoid dishonesty, and harm participants.

Considering the importance of ethical practices detailed above, the researcher followed all the appropriate procedures to respect and protect the identity and privacy of the institution and the participants. Therefore, the researcher requested permission from the principal of the institution (Appendix 1). In the document, the researcher included the name of the study, objectives, process, and the benefits for participants and the institution. Moreover, a consent form was adapted from the master's guidelines and translated to participants' L1 since this form was sent to participants' parents, as they were under 18 years old.

Moreover, before starting the study, the researcher explained to participants the study, objectives, implications, confidentiality in this process, the possible results, and the importance of their participation. Thus, participants were aware of the purpose of the study and the researcher could explain the details to their legal representatives to obtain the informed consents.

4.4 Method

The researcher used the qualitative method for this AR because it was the best approach due to the characteristics and context of the study. To Bryman (2016), qualitative research is a strategy, which usually highlights words rather than quantification when collecting and analyzing data. Moreover, Bryman (2016) attests that the qualitative approach, as a research strategy, is generally inductivist, constructionist, and interpretivist; however, qualitative researchers do not always involve the three features.

4.4.1 Definition and Characteristics

Creswell & Guetterman (2019) assert that a qualitative method focuses on research problems with no variables; thus, the researcher needs to explore the phenomenon of study and learn more from the participants. Moreover, in qualitative research, the data analysis is called text segments, which analyze the meaning of words rather than statistics.

According to Creswell & Guetterman (2019), qualitative study characteristics are at every stage of the research process.

- Exploring a problem and developing a detailed understanding of a central phenomenon
- The literature review plays a minor role but justifies the problem
- Setting the purpose and research question in an open-ended way to seize participants' experiences
- Gather data based on words or images from a small number of individuals to attain participants' perceptions
- Analyzing the data using themes through text analysis and interpreting the significant meaning of findings
- Writing a report using flexible criteria including the researcher's subjective reflexivity and bias

4.4.2 Intervention Procedure

Creswell & Guetterman (2019) highlight that qualitative data collection is not just deciding whether to observe or interviewing people. The researcher needs to identify the participants and sites, get access, determine the types of data collection forms, and ethically administer the process. For this study, participants answered a Likert scale-based questionnaire before the intervention (Appendix 6). Due to the COVID-19 emergency, the instruction was delivered online through the platform Google Classroom, and the questionnaire was applied via Google Forms.

After that, the researcher worked on a four-week intervention using SQ approach to foster speaking skills, and it consisted of eight A2 reading passages because they were related to the topics suggested for the IB programme and participants had previous knowledge about the themes. The readings passages used by the researcher are listed in figure 4.3.

Figure 4.3

Sessions and Reading Passages

Session	Reading passage
1	How Internet Changed The World
2	A message to a new friend
3	Why haven't scientists invented it yet?
4	Places and Languages
5	Skills for the 21st-century Workplace
6	Days of the week
7	At School
8	Jobs and Professions

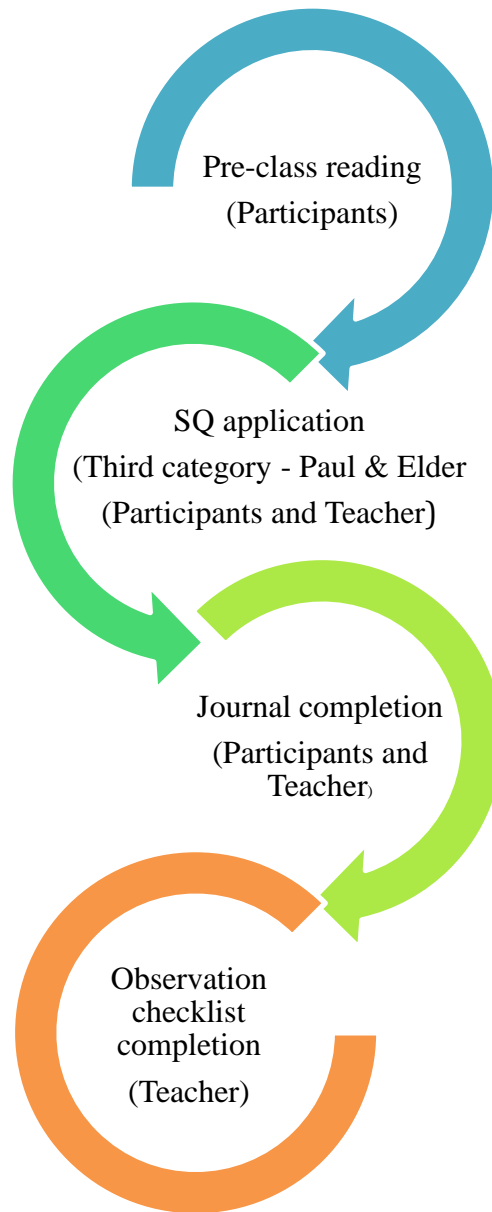
Note: These are the titles of the reading passages used for the sessions using SQ.

The participants had to read and prepare the reading passages in advance. Consequently, they knew about the topic and got ready to be part of the discussion and analysis using SQ. Then, in synchronic classes, the researcher chose a set of questions from the third category, "Questioning information, data, and experience," selected from Pauls' taxonomy (Paul & Elder 2006) to apply SQ and ask information related to the topic.

Besides, the researcher used journals to keep a record of participants' attitudes during the study (Appendix 9). At the end of the session, participants had five to ten minutes to write their reflections about the lesson in their learning journals. Furthermore, the researcher used the observation technique to complete a checklist about participants' attitudes during the classes using SQ (Appendix 8). At the end of the study, a semi-structured interview with open-ended questions was applied to the participants to identify their perceptions about the use of SQ to improve speaking skills (Appendix 10). Figure 4.4 describes the process of the intervention. Finally, the researcher used the following instruments to collect data.

Figure 4.4

Intervention Procedure



Note: This process was carefully followed during the intervention.

4.4.3 Methods of Data Collection

4.4.3.1 Questionnaires. Questionnaires provide helpful information to support theories and concepts in the literature (Creswell & Guettenberg, 2019). For this study, the researcher applied a three-question questionnaire adapted from the handbook for exploratory action research by Smith & Rebolledo (2018, pag.94), including a Likert scale, a psychometric 4-point scale. Ranging from "Strongly disagree " to "Strongly agree." It is used

in questionnaires to obtain participants' preferences or degree of agreement regarding a statement or a set of statements (Marlow, 2017). For Bryman (2016), the Likert scale is a multiple-indicator or multiple-item measure of a set of attitudes relating to a particular area. Its principal goal is to measure the intensity of feelings about the area in question.

The researcher applied the questionnaire before the intervention to obtain a baseline of participants' attitudes regarding speaking skills. The questionnaire included three questions associated with the general objective, which consist of fostering speaking skills. The questionnaire entailed four categories: a) motivated, b) relaxed, c) confused, and d) frustrated with a four-scale of strongly agree, agree, neutral, and disagree (Appendix 6).

4.4.3.2 Observation. When thinking about qualitative research, educators often have in mind collecting observational data in a specific place. Observation is a frequent form of data collection (Creswell & Poth, 2018 as cited on Creswell & Guettenberg 2019). It is a process of collecting open-ended firsthand information by observing people and places at a research site (Creswell & Guettenberg 2019). Moreover, observing is a process that requires good listening skills and exceptional attention to visual details (Creswell & Guettenberg 2019).

Because of the context, the participants of this study were working remotely through the Google Meet platform used for synchronous classes. Hence, classes were recorded and used to complete an observation checklist. The checklist was adapted from the book *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* (Appendix 8). The checklist allowed the researcher to record students' reactions, impressions, and attitudes during the intervention while using SQ.

4.4.3.3 Journals. In qualitative studies, the use of documents is another valuable form of collecting data. Documents refer to public and private records that researchers obtain from a place or participants involved in the study. These documents may include newspapers, personal journals, letters that contain crucial information from the study (Creswell & Guetterman, 2019). Thus, in this project, the researcher wrote post-lesson journals to notice the impressions, record students' attitudes, reflect on the classes, and assess how successful the practice had been. Moreover, participants had time at the end of each lesson to write down their reflections in learning journals where they included how they felt and what they learned in that lesson using SQ. Some reflections were included in the journals (Appendix 9).

4.4.3.4 One-on-one Interviews. *One-on-one interviews* are a data collection process that allows the researcher to conduct an individual interview and record responses asking the

exact question in the interview guide where the interviewees can ask questions or provide comments. In qualitative projects, the researcher can apply various one-on-one interviews (Creswell & Guetterberg, 2019). The researcher conducted ten one-on-one interviews. To select the ten participants, the researcher used the tool wheel of names (<https://wheelofnames.com>). The interviews produce outstanding accounts from informants and are real communicative situations and natural talk exchange (Codó, 2009).

Before applying the interviews, the researcher followed the interview protocol, which consisted of header recording crucial information about the interview like the purpose of the study, date, time, and location of the interview. Then, a set of five open-ended questions followed by probes to encourage respondents to clarify what they were saying as suggested by (Creswell & Guetterberg, 2019). Moreover, an expert, a native professor of the master's program, revised, validated, and certified that questions aligned with the research objectives (Appendix 10&11).

The interviews aimed to identify students' perceptions of SQ in the class to develop speaking skills. The interviews were carried out in participant's L1 to avoid language barriers. Creswell & Guetterman (2019) suggest having all the interviews and observational notes transcribed. Hence, the interviews were recorded, transcribed, and translated into English. The translated interviews were revised, validated, and certified in English by a native professor of the master's program to certify what the respondents meant to say.

4.4.4 Coding

Coding is the process of segmenting and labeling text from descriptions and broad themes in the data Creswell & Guetterman (2019). Bryman (2016) defines coding as the starting point for most forms of qualitative data analysis. It is worth mentioning that for the analysis of data, the researcher followed the inductive process and used In Vivo Coding, which is suggested for beginning qualitative researchers in studies that honor participants' voices (Saldaña, 2013)

After exploring the journals and participants' responses in the interview, the researcher carefully scanned each piece of information to understand the data as a whole. The researcher organized the information to develop codes. It helped the researcher to generate initial themes and sub-themes. After that, the researcher made comparisons and examined regular expressions to reduce the number of themes and sub-themes until having the final

central themes aligned with the research questions and the study's objectives. Finally, the researcher used the themes and sub-themes to interpret and denote the findings of the study.

4.4.5 Reliability, Validity and Triangulation

4.4.5.1 Reliability. Reliability refers to the constancy of a measure of a concept (Bryman, 2016). Noble & Smith (2015) assert that qualitative research is criticized because of its lack of scientific rigor, insufficient justification of the methods adopted, lack of transparency in the analytical procedures, and the findings that are a collection of personal opinions subject to researcher bias. Reliability is a criticized area in qualitative studies. Reliability refers to the extent that the findings can be replicated (Grundmeyer, (2013).

To increase the trustworthiness of the findings of this study, the researcher utilized the strategies proposed by Lincoln and Guba (1985) & Lincon and Guba (1994), as cited in Bryman (2016). To increase dependability (quantitative researchers would use the term reliability), the researcher used the “auditing” approach, which entails a detailed description and evidence about data collection and records of all the processes. For example, in the present study, the researcher explained how the themes emerged and the decisions made when reporting the findings.

4.4.5.2 Validity. Bryman (2016) defines validity as the issue of whether an indicator (or set of indicators) designed to size a concept measures that concept. To reduce threats to credibility (quantitative researchers know it as validity), the researcher triangulated data to ensure that the research was carried out according to the principles of good practice. Moreover, The researcher used thick description (Geerts, 1973a as cited in Bryman, 2016) that provide details offering others researchers the possibility to make their judgments about transferability (in quantitative research known as external validity or generalizability). Furthermore, to increase confirmability (objectivity in quantitative studies), the researcher looked for various literature sources, allowing options to compare viewpoints and avoid bias.

In addition to the four trustworthiness criteria, Guba and Lincon (1985, 1994 as cited in Bryman, 2016) suggest authenticity. It has an affinity with AR, which has not been widespread enough; however, it has caused a significant impact in fields related to education with its practical outcomes.

4.4.5.3 Triangulation. Triangulation is a validity procedure that researchers use to converge when various information sources have been used in the study of social phenomena to form themes and categories in a study (Creswell & Guetterman 2019; Marecek, J. et al.,

2012, 2020; Bryman, 2016). Moreover, triangulation is considered a resource used in qualitative research to test the validity of information from different sources (Carter et al., 2014).

There are four types of triangulation:

- Method triangulation. Uses of multiple forms to collect data about the same phenomenon,
- Investigator triangulation. It involves the participation of two or more researchers,
- Theory triangulation. This type uses different theories to analyze and interpret data and
- Data triangulation. It collects data from different types of people, groups, families, and communities (Denzin, 1978 & Paton, 1999 as cited in Carter, et al., 2014).

For the current study, the researcher used the method triangulation, which entails the use of multiple forms to collect data about the same phenomenon (Polit & Beck, 2012 as cited in Carter et al., 2014) to validate data by having different viewpoints and contrast them from four different instruments like questionnaires, observations, journals, and interviews.

4.4.6 Participants

The research took place in a public high school in Ecuador. The participants consisted of a group of 16 students legally enrolled in the academic year 2020- 2021. Students' ages fluctuate between 16 and 18 years old. There were five females and 11 males. They were students in the first year of the Diploma Programme (DP) of the International Baccalaureate (IB). The DP is a course designed to serve students between the 16-19 age ranges, which aims to develop internationally minded people, who recognize their common humanity to help to create a better and more peaceful world (International Baccalaureate Organization 2018).

Because of the emergency of COVID-19, schools were working remotely, so the participants met twice a week for an 80-minute session. The students received A2 reading passages related to and adapted to the IB topics' guide to read and revise at home. Therefore, during synchronous classes, the researcher prepared questions that probe information, reasons, evidence, and causes from the third section of the Socratic Questioning by Paul &

Elder (2006). The researcher adapted the instructional material to the DP contents, and the intervention lasted four weeks.

4.4.7 Selection and Sampling

Gay (2012) attests that qualitative sampling consists of selecting a small number of individuals for the study keeping in mind that the participants provide and collaborate with information about the issue. Qualitative studies can be developed with a single participant, 60 or 70 participants from different contexts; however, studies with more than 20 are rare, and many studies can have fewer participants. Samples are usually small and less representative since the researcher should deal with long hours of in-depth work. The participants for this study were selected as a convenience sample, which means that they were chosen for their availability and because they might provide essential information for the research study (Creswell & Guetterman 2019).

The researcher selected a convenience sample of 16 participants, eleven boys and five girls. Bryman (2016) defines a convenience sample as the one available and easy to access by the researcher. Creswell & Guetterman (2019) supports that the researcher selects the participants, as they are available to be studied. In this case, the population may not be precisely representative, but it might provide valuable information to answer the research question. Since the school year, 2020-2021, was online, this group of participants was selected because it was the only class with two sessions a week and had Internet access to attend online classes regularly.

4.4.8 Participants' Background

The participants came from a public high school where they received five hours of English a week. They were part of the IB programme, so they had more facilities to attend online classes. For example, they had Internet connection, a computer or a device to attend classes online.

The participants took the Key English Test for schools (KET) with the permission of the publisher Cambridge Assessment English (Appendix 4). The researcher applied this test to find the participants' English proficiency according to CEFR and adapted it since it was applied online using a Google form for participants to record their answers for the reading and listening section. The written section was done online and uploaded to the classroom platform. Two experienced English colleagues assessed the speaking section to avoid bias.

The writing and speaking sections were graded using the correspondent rubrics (Appendix 5). All the participants reached the A2 CEFR level.

4.4.9 Conclusion

In this chapter, the researcher explained in detail the study, which was based on the qualitative approach with an interpretivist paradigm, qualitative approach and action research methodology. The data collection methods were questionnaires, journals, observations, and one-on-one interviews. In this action research, triangulation was relevant to assure validity when fostering speaking skills with SQ.

The researcher chose a DP course from IB program to apply the study where all participants accepted participate. Before carrying out the intervention and all the research processes, the researcher requested permission from the school principal to develop the study. Furthermore, participants' parents signed an informed consent form after being aware of the purpose and objectives of the study.

Chapter 5

Presentation of Findings

5.1 Introduction

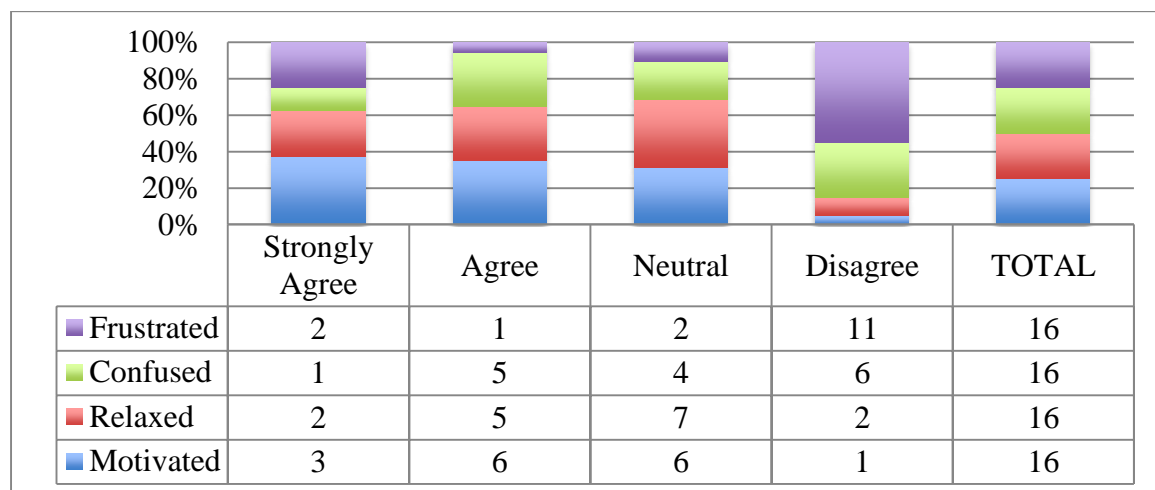
Participant’s experiences and perceptions addressed the four research questions proposed in this study. The data sources were the participants’ questionnaires, interviews, researcher’s journals, and observations regarding the use of SQ to foster speaking skills. The journals and interviews data were analyzed using manually In Vivo Coding to honor participants’ voices, which is suggested for action and practitioner research (Coghlan & Brannick, 2010; Fox, Martin, & Green, 2007; Stringer, 1999 as cited in Saldaña, 2013). The description of the collected data is presented in the subsequent sections.

5.2 Questionnaire

Students' attitudes towards speaking were examined through questionnaires adapted from the handbook for exploratory action research by Smith & Rebolledo (2018, pag.94). The questionnaires were applied via Google forms before the intervention. The objective was to get baseline data on students' attitudes towards speaking before the intervention (Appendix 6). The respondents rated the extent to which they agreed on a four-point Likert scale, namely 1= Disagree, 2 = Neutral, 3= Agree, and 4 = Strongly Agree.

Figure 5.1

Students Feelings when They Have to Speak in English

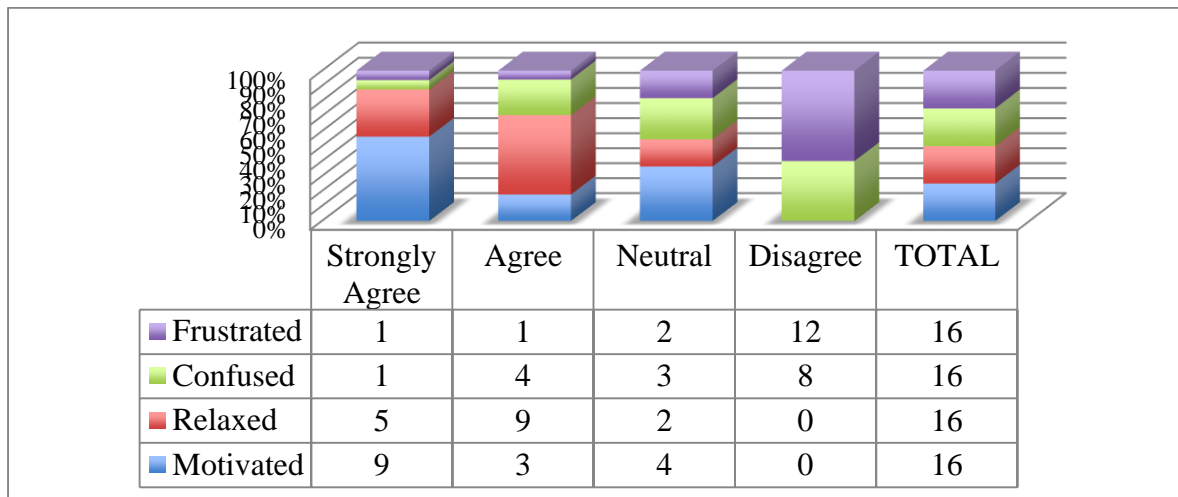


Note: Results of the first question about how students feel when they have to speak in English.

When participants speak in English, 12 participants agreed that they felt motivated and neutral about their feelings. Moreover, 12 participants confirmed their agreement and neutrality on feeling relaxed. Regarding feeling confused when speaking in English, six participants disagreed, while five agreed. Finally, 11 participants reported their disagreement on feeling frustration.

Figure 5.2

Feelings When the Teacher Speaks in English

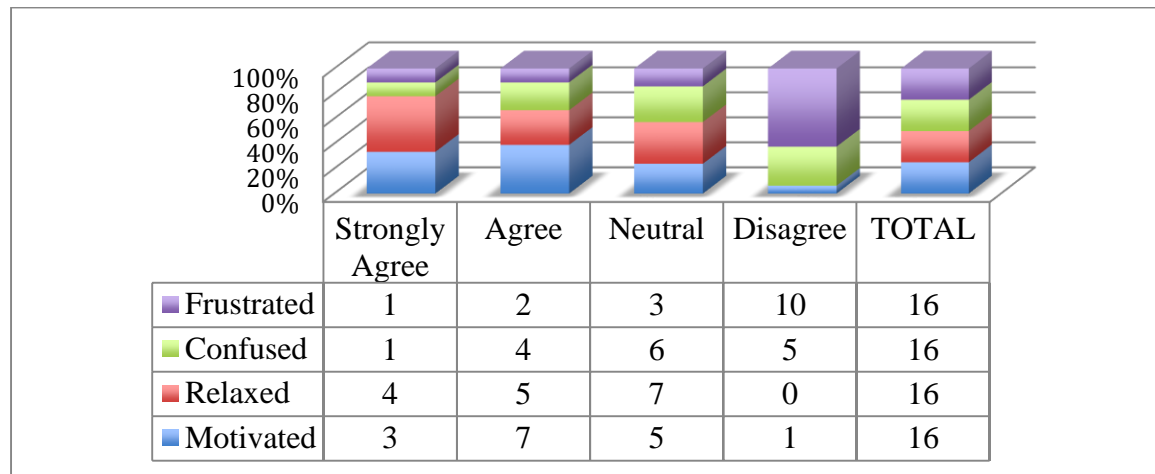


Note: Results of the second question about students' feeling when the teacher speaks in English.

Nine participants strongly agreed that they felt motivated when the teacher speaks in English. Besides, nine participants confirmed their agreement on feeling relaxed. Regarding feeling confused when the teacher speaks in English, eight participants disagreed, whereas four agreed. Finally, 12 participants reported disagreement on feeling frustration.

Figure 5.3

Students Feelings when Classmates Speak in English



Note: Results of the third question about students’ feeling when their classmates speak in English.

When the participants’ classmates speak in English, 12 agreed that they felt motivated and neutral. Moreover, 12 participants confirmed their agreement and neutrality on feeling relaxed. Regarding feeling confused when their classmates speak in English, six participants showed neutrality while five disagreed. Finally, 10 participants reported disagreement on feeling frustration.

5.3 Researcher and Students Journals

The researcher recorded her observations and reflections in journals after each session (Appendix 9). The objective was to highlight the participants' impressions, learning processes and attitudes. Moreover, the participants registered their feelings in their learning journals at the end of the lesson.

Five distinct themes, which answered the research questions, emerged from both journals. The prevailing themes were.

1. *Spontaneous participation*: natural participation when the teacher asked volunteers to read or any other activity.
2. *Participants' perceptions about SQ*: how SQ impacted them.
3. *Feelings about the use of SQ*: feelings (nervousness, motivation, confidence) during the intervention.

3.1. *Scaffold required*: teacher's support

3.2. *Collaborative work*: participants' interaction

4. *Learning and improvement*: changes in pronunciation, vocabulary or confidence.

5. *Participants' engagement*: attitudes during the intervention, punctuality, and attendance.

Table 1

Coded Themes to Sort Journals Statements

Research question	Theme	Incidences
1. How can I facilitate students' active participation in speaking activities using SQ?	1 Spontaneous Participation	20
	2 Learning and Improvement	10
2. What happens to students' oral production when engaged in SQ?	3 Engagement	9
	4 Students' Feelings Regarding SQ	10
3. What are the research participants' perceptions of learners concerning Socratic Questioning?	Sub theme Scaffold Required	5
	Sub theme Collaborative Work	4
	5 Students' Perceptions about SQ	13

5.3.1 Sub-Research Question 1

How can I facilitate students' active participation in Socratic speaking activities?

In the eight journals registered by the researcher, *spontaneous participation* appeared 20 times. The researcher noticed that using SQ encouraged active engagement during the intervention since participants prepared information in advance. Thus, they had previous information about the topics in discussion, which was evident in the quotes of the collected data sets. The comments included:

"When students finished listening, three of them volunteered. The three students did not always speak in the class, and today they were eager to participate in reading the text aloud"

"All the students participated actively in the class."

Therefore, participants were eager to take part in the process without worrying about their accuracy in answers as the researcher recorded in her journal

"All the students answered their questions; some of them used complete sentences while other just words,"

"The students answered the questions based on the text and in some cases they related to their experiences."

5.3.2 Sub-Research Question 2

What happens to students' oral production when they are engaged in SQ?

Themes two and three of Table 1 addressed the question. The researcher identified that students evolved and progressed in their interaction and engagement. The researcher notes included:

"All the students answered the questions. They tried to use complete answers and support them with evidence from the text." "All the students were eager to participate in the discussion."

Therefore, *engagement and participation* entailed *learning and improvement* since the students commented the following in their learning journals:

"In each class, I learn (ed) a new word; this has helped me."

"In today's class, I have learnt about inventions, and the reasons why scientists have not invented them yet,"

"I learned more vocabulary related to the days of the week," and "I corrected the pronunciation of the days (of the week) that we were taught as children."

5.3.3 Sub-Research Question 3

What are the research participants' perceptions concerning SQ?

In addition to spontaneous participation, theme two *students' perceptions about SQ* appeared 13 times and theme three *students' feelings about SQ* that occurs ten times in the journals; both addressed the third sub-research question. The participants' perceptions of using SQ to foster speaking skills could be optimistic based on students' comments written in their learning journals at the end of each session. Comments included:

"In my opinion, (SQ) is very important because it helps us to reason beyond what we already know, and not only to stay with what we know, it helps us to interpret in a broader way"

"I think that was very good to use (SQ), you could learn more easy and funny using this method"

"The conversation was very interesting and interactive, that makes the class more entertaining."

Furthermore, the theme three *students' feelings regarding SQ* occurred ten times in the journals, and it answers the sub-research question 3 since it shows evidence of participants' feelings about using SQ and being involved in the study. Although SQ was a new methodology for the participants, some of their comments in the learning journals included:

"I felt well because my teacher is always taking [considering] my participation."

"I felt excellent in class today, as we did several different activities and talked about our favorite subjects or the ones we don't like,"

"Today I felt very good, very comfortable,"

However, also other participants shared their nervousness when speaking in English.

"To be honest, I don't feel very good speaking in English because I get nervous"

"I feel nervous to participate, especially when I can't remember the first word I want to say in English."

Finally, theme three *students' feelings regarding SQ* entailed two sub-themes *scaffold required* and *collaborative work* that appeared five and four times in the researcher's journals. Since students are learning L2, it was necessary to scaffold and assist them in answering questions and participating in the discussions. Comments include:

"Students found it hard to express their opinions, but they are making a great effort"

"There are there students who still need support from the teacher to express their opinions, but I can notice some improvement and more preparation."

Besides discussions, *collaborative work* enhanced students' cooperation in the class speaking activities as the teacher's journal comments demonstrate:

"The students worked in a collaborative board. They used images and words to write about the inventions they consider necessary."

5. 4 Interviews

Regarding using SQ to foster speaking skills, the interviews revealed essential first-hand information. An interview containing five questions was applied to 10 randomly selected participants. Five themes emerged from the data collected (Table 2). These themes contributed to answering the research questions posed for this study and are detailed in the following section.

1. *Learning and improving*: things that participants mentioned they have learned and improved (pronunciation, confidence, fluency)
2. *Participants' feelings about SQ*: participants' feelings during the intervention (nervous, anxious, interested)
3. *Students' perceptions about SQ*: how participants refer regarding SQ.
4. *Preparation in advance*: activities that participants did before the lessons.
5. *Previous knowledge about SQ Yes /No*: previous background about SQ.

Table 2*Coded Themes to Sort Interview Statements*

Themes	Incidences (across all the interviews)
1 Learning and Improving	30
Sub theme: gaining confidence in speaking	5
2 Participants' feelings about SQ	23
3 Students' perceptions about SQ	21
4 Preparation in Advance	16
5 Previous knowledge about SQ	
Yes	3
No	7

5.4.1 Interview Question 1

How did you feel when the teacher explained that you would be part of a study using SQ to foster speaking skills?

The responses to this question generated the theme 2 participants' feelings about SQ, which appears 23 times in the interview denotes that participants felt nervous as they did not know how the SQ process would take place and how it would affect their academic development. Nevertheless, when they understood the process, their feelings changed. Figure 4 shows the adjectives mentioned. Comments included:

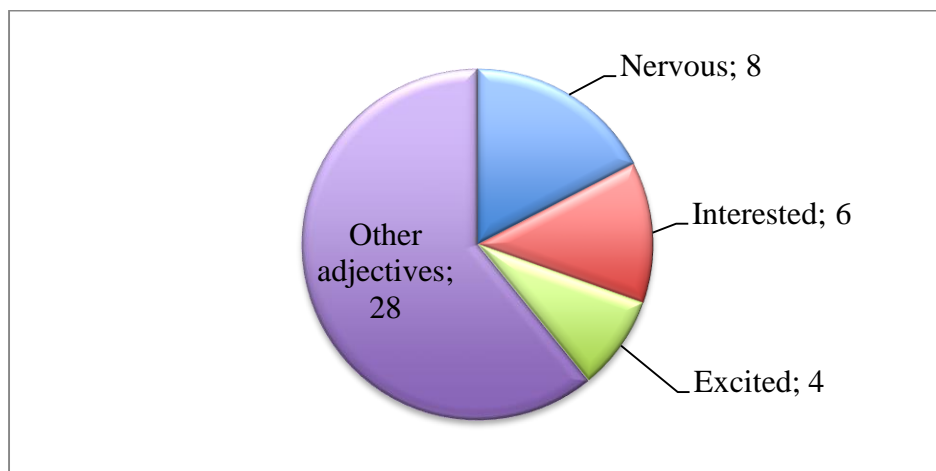
"I felt nervous because I thought it would be something written or something graded that would affect our grades."

"Excited for being in this activity, nervous since it was something new for me."

"I felt interested and motivated and encouraged to experience more emotions in the study."

Figure 5. 4

Participants Feelings About SQ



Note: These are feelings that participants expressed in the interview regarding the use of SQ to enhance speaking. Other adjectives included: terrific, cheerful, surprised, and afraid.

Moreover, to clarify this information, participants were asked if they had previous knowledge about the SQ, which was theme five. Three participants mentioned that that SQ is applied to literature and philosophy but not to speaking or teaching English. Comments included:

"Yes, I knew about Socratic Questioning in the philosophy class. We have heard about it, but we had not applied it."

"Yes, I knew a little bit but not about the dialogue."

Conversely, seven participants claimed they had not heard about SQ before and that it was a new practice for them.

5.4.2 Interview Question 2

What is your opinion about the use of SQ to improve your speaking skills?

When participants responded to the second question regarding using SQ to foster speaking skills, their responses emerged in theme three *students' perceptions about SQ*, which occurs 21 times in the interviews. The comments revealed positive insights that SQ is a helpful method. In figure 5, there are the most prevailing perceptions. Comments included:

"In my opinion, it was terrific. First of all, as I said, you prepare yourself, and then you can also get more confidence in expressing yourself."

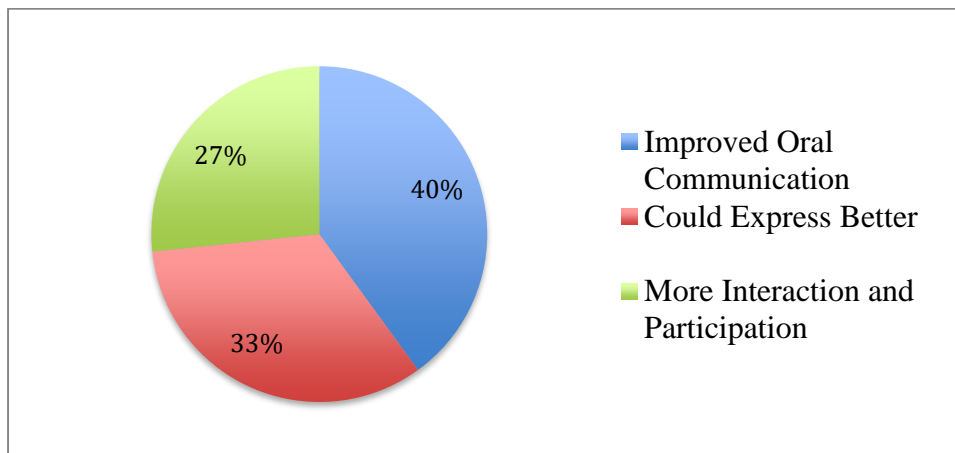
"I consider it helpful since it allowed me to speak a little more to express myself and leave that fear of speaking in class."

"I think it was pretty beneficial for me because, for example, now I can speak better, know new words, and am not so nervous when speaking."

These comments demonstrated that participants had positive perceptions regarding SQ.

Figure 5.5

Participants' Perceptions about SQ



Note: These are participants' perceptions collected from the interview about SQ to enhance speaking.

5.4.3 Interview Question 3

How did you prepare for the lessons while using SQ?

Every process requires planning and preparation to accomplish a goal. The researcher provided in advance reading passages for students to prepare and participate in synchronous classes during the process. The responses generated theme four, *preparation in advance*, which appeared 16 times in the interviews. The participants understood that they needed to revise the passages, check the vocabulary and pronunciation before each session, as shown in figure 6. Some of the responses to question three were:

"I read the text several times, listened to the pronunciation; then I looked up the words I did not understand, which were almost all of them."

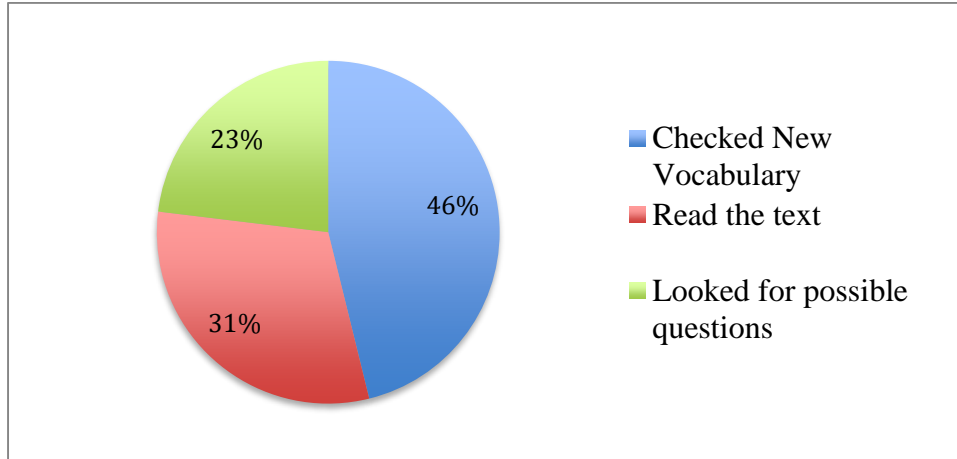
"I mainly printed out the readings that the teacher sent us and underlined new words, and I looked up new vocabulary."

"I printed the reading passage you (the teacher) sent us. Then, I translated some words that I did not understand. I tried to put together what I knew, and then I helped

myself with the audio you sent me to pronounce some words... the help of the translator's dictionary".

Figure 5.6

Preparation for Lessons Using SQ



Note: The participant's explanations about they prepared for lessons using SQ.

5.4.4 Interview Question 4

How did you feel during classes when you had to speak in English and answer questions?

Nervousness also appeared when participants were asked regarding speaking using SQ. However, as participants figured out the methodology and the process, they felt better. Table 7 shows in detail the results. Comments included:

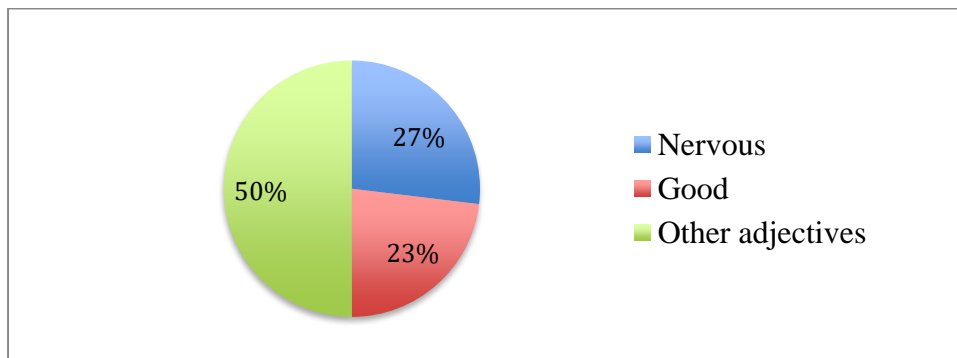
"I felt nervous since my speaking is not very good, so (I thought) I would not speak well."

"At the beginning, I was very nervous, but later it (SQ) was more accessible."

"I felt a little nervous because I did not know how to speak in English."

Figure 5.7

Participants' Feelings When Speaking While Using SQ



Note: The participant's explanations about their feelings when speaking during the intervention. Other adjectives included: confused, relaxed, confident, and motivated.

5.4.5 Interview Question 5

What did you learn while using SQ?

Finally, the fifth question about what participants learned while using SQ credited their learning and improvement due to SQ. This theme appeared in the interviews 30 times. Figure 7 shows the most prevailing information. Comments included:

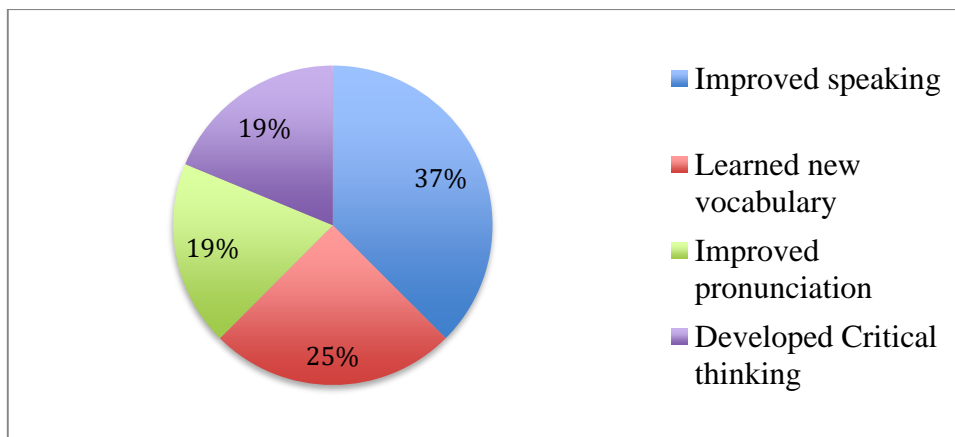
"This method was suitable for improving my oral communication because I had problems expressing or giving my opinion in classes." "I learned not to be so afraid to express myself, and I think that I improved my pronunciation. "I think I learned to communicate better in English, mainly I improved my vocabulary."

Furthermore, there was a sub-theme, gaining confidence in speaking. Participants mentioned some comments like:

"I learned to understand texts better and to be able to speak better" or "Now, I do not feel afraid of speaking or making mistakes."

Figure 5.8

Learning and Improving Using SQ



Note: The participant's explanations about the areas they have improved due to SQ.

5.5 Observations

The intervention happened while working online; hence, the researcher recorded the lessons. The recordings allowed the researcher to observe and record students' reactions, impressions, and attitudes along with the eight sessions. For this purpose, the researcher used a checklist to record observation statements (table 6). The results allowed the researcher to collect enough data during the SQ intervention to answer the research questions.

Table 3*Observation Statements*

Statements	Yes	No
1. Students join online session on time.	8	
2. All students have their cameras on.		8
3. Students participate actively during the session.	8	
4. Students respond the questions using a variety of vocabulary.	2	6
5. Students struggle to respond the questions and keep in silent or turn off the camera.	1	7
6. Students' responses are not related to the text.		8
7. Students support their responses with information from the text.	8	
8. Students connect the information from the text to their experiences.	8	
9. Students use complete sentences to respond questions.	5	3
10. Students show confidence when responding questions.	6	2
11. Students volunteer to participate when the teacher requires.	8	
12. Students respond questions when the teacher scaffolds them.	4	4

Note: The number eight, in the “yes/no” columns, corresponds to the number of sessions of the intervention.

The researcher could observe that students attended classes on time. Although they attended classes, not all the participants had their cameras “on.” They explained to the teacher that they would not turn on the camera due to Internet connection issues. Turning off the camera or being silent just happened with two participants in the first sessions. It did not occurred in the following sessions, and it did not affect the process. There was active participation in all sessions.

Although the participants did not use a variety of vocabulary, the researcher observed that they made a great effort. The participants' responses were related to the text assigned for each session as they prepared reading and analyze the passages in advance.

Moreover, participants established connections between the information from the passage to their experiences. These associations provided an opportunity for developing the participants' critical thinking and speaking skills. It was evident that not all the participants used complete sentences when responding to questions; however, they gradually gained confidence and figured out the dynamic of the activities. The participants' active participation

was undeniable along the SQ process. However, some participants required scaffolding during the first four sessions to participate and remain motivated.

5. 6. Triangulation

All the instruments used to collect data provided significant information to the study, as shown in Table 4.

Table 4

Relation of Themes Among the Research Instruments

Journals	Observations	Interviews
Spontaneous Participation	Students participated	Learning and Improving
Learning and Improvement	actively during the session.	Gaining confidence in
Students' Perceptions about	Students connected the	speaking
SQ	information from the text to	Participants' feelings about
Students' Feelings	their experiences	SQ
Regarding SQ	Students showed confidence	Students' perceptions about
Scaffold Required	when responding questions.	SQ
Engagement	Students volunteered to	Preparation in Advance
Collaborative work	participate when the teacher requires. Students responded questions when the teacher scaffolds them.	

Themes like *preparation in advance* and *scaffolding* respond to the first research question: how can I use SQ to foster speaking skills in High school learners in an Ecuadorian public school? Also, the same themes respond to the first sub-research question: how can I facilitate students' active participation in speaking activities using Socratic questioning? To use SQ, the researcher should provide material for students to prepare before the implementation of the study and during the process, scaffold participants, and help them overcome difficulties when speaking.

Regarding the second sub-research question: what happens to students' oral production when they are engaged in SQ? The journals, interviews, and observations

highlighted themes like *learning and improvement*, and *the sub-themes gained confidence when speaking*, and *active participation* resulted from participants' engagement in the speaking activities.

Finally, regarding the third sub-research question: what are the research participants' perceptions of learners concerning SQ? The common themes in journals and interviews were *students' perceptions of SQ* and *participants' feelings*. These themes provided clear information about students' perceptions regarding SQ.

Chapter 6

Discussion of Findings

6.1. Introduction

The purpose of this study was to determine if the use of SQ is helpful to foster speaking skills. This qualitative action research collected data from 16 participants of an Ecuadorian public school. One main research question and three sub-research questions guided this study.

1. How can I use Socratic questioning to foster speaking skills in High school learners in an Ecuadorian public school?

Sub-research questions:

1. How can I facilitate students' active participation in speaking activities using Socratic questioning?

2. What happens to students' oral production when they are engaged in Socratic questioning?

3. What are the research participants' perceptions of learners concerning Socratic questioning?

The idea of carrying out this research came out as a necessity of providing participants opportunities to use L2 to communicate and interact in the classroom. To Kusmaryani (2017), there are various ways to promote speaking and communication, such as discussions, speeches, and role-plays. Hence, the researcher chose to apply the SQ method to foster speaking skills, which consisted of preparing a reading passage in advance. Then, in classes, the teacher and students asked and responded to questions from the text-based on Paul's Taxonomy (Elder & Paul, 2007). For the present SQ study, due to the participant's level, the time, and the online sessions, the researcher chose the third category of Paul's Taxonomy which are questions that probe rationale, reason, and evidence and help students dig into reasoning to support their arguments (Manurung & Siregar, 2018).

The research process is summarized as follows. Before the study, the participants took the KET exam to verify their A2 levels. Then, at the beginning of the study, the students took a questionnaire to have a brief baseline from participants regarding their feelings toward speaking in English. The participants selected their responses the following options: Strongly agree, agree, neutral, and disagree on a four-point Likert scale. The words regarding feelings were: motivated, relaxed, confused, and frustrated about speaking in English. After that, the four weeks intervention started. The research entailed diverse methods of data collection:

journals that the researcher wrote after the intervention and participants' learning journals, observations of recorded sessions, and interviews at the end of the intervention. This section discusses the interpretation of the SQ research findings.

6.2.1. Research Question 1

How can I use Socratic questioning to foster speaking skills in High school learners in an Ecuadorian public school?

All the information detailed in the theme previous knowledge about SQ Yes/No answered the central question. This theme denoted the importance of informing participants about the SQ, its purpose, and its benefits. According to the results, seven participants from the ten interviewed did not know information about SQ. However, the researcher explained and informed the participants about SQ in the EFL context and its main characteristics. This preparation aligned with Copeland (2005), who asserted that motivating participants and preparing them for the final product would affect them positively. Preparation before engaging in the SQ is essential for excellent dialogue. Hence, the teacher should plan and adjust the lessons accordingly. Thus, the researcher of the present study proceeded accordingly with carefully prepared lesson plans (Appendix 7).

Furthermore, the participants were aware that SQ is a disciplined questioning, which entails different directions included: to explore complex ideas, to get to the truth of things, to uncover assumptions, to differentiate what we know and what we do not know, and to follow logical implications of thought (Paul & Elder, 2007 as cited in Saleky, 2018). Moreover, previous information about SQ favored the participants, as they were aware of their responsibility and contributed significantly in all sessions.

The results obtained from the diverse instruments revealed that previous briefing students about SQ's main steps and characteristics highly benefitted engagement and active participation in the speaking tasks. Table 5 summarizes the evidence.

Table 5*Commonalities in the Research Instruments*

Journals	Observations
Spontaneous participation	Students volunteered to participate when the teacher required
Engagement	Students participated actively during the session.

6.2.2. Sub-Research Question 1

How can I facilitate students' active participation in speaking activities using Socratic questioning?

The emerging themes from the interviews, journals, and observations were: preparation in advance and scaffolding. The participants mentioned that preparation in advance was the key to being ready to participate in SQ sessions, as shown in Table 6. Hence, students, who prepared in advance, were more likely to engage in SQ than those who did not. The study revealed that the ability to respond with elaborated arguments and related to personal experiences resulted from pre-reading activities. Fahim & Bagheri (2012) noted that when students read, they read passively and interact with the reading material by underlining, raising questions, and thinking about what they read. Hence, participants must know how to prepare and understand why preparation is necessary (Copeland, 2005). Moreover, the preparation emphasizes the teacher's role as well. It means that the teacher should bear in mind the type of question and the purpose and develop the appropriate questions to guide students to a higher level of reasoning.

Table 6*Commonalities in the Research Instruments*

Journals	Observations	Interviews
Collaborative work	Students connected the information from the text to their experiences	Preparation in Advance

Another theme that contributed to answering sub-research question one was scaffolding. This theme emerged from journals and observations. It revealed that besides

preparation, some participants required a scaffold from the teacher to answer the questions (Table 7). Scaffolding refers to the teacher's guidance consisting of careful intervention as a bridge between people's knowledge and ways of solving problems, which Vygotsky calls "zone of proximal development" (Davies & Sinclair, 2014). Moreover, scaffolding is assistance that helps children complete tasks they cannot accomplish independently but with the guidance of others (Eggen, P. & Kauchack, D., and 2010:47 as cited in Zheng & Wang (2017).

Table 7

Commonalities in the Research Instruments

Journals	Observations
Scaffold required	Students responded to questions when the teacher scaffolded them.

Overall, facilitating students' active participation in speaking activities using SQ depended on the preparation of the reading passages. Besides the preparation, scaffolding can enhance students' speaking skills, and the students experience a sense of fulfillment of activities they usually struggle with.

6.2.3. Sub-Research Question 2

What happens to students' oral production when they are engaged in Socratic questioning?

This question sought to unveil what happens to students' oral production with SQ. In general, participant's comments demonstrated a positive view regarding it. Themes like learning and improvement, active participation, engagement, and the sub-theme gaining confidence when speaking answered this question. The participants mentioned they improved vocabulary, pronunciation, and the confidence they gained to speak in English. Moreover, the students mentioned they learned about different topics because of the previous preparation of the reading passages at home. These results coincide with Hatch (2018) since the participants were aware of what they needed to know to answer and support questions in the class. Moreover, the participants knew that they had to answer questions and support their answers, which urged them to keep thinking about the material, which means engagement and matches with the results in Boghossian (2003) and supports that students' level of

engagement depends on the type of questions the teacher asks in the class (Kusmaryani, 2017).

Another relevant aspect of answering question 2 is that students participated actively. It denotes that SQ caused a positive impact, and the participants were eager and motivated to participate in this study's speaking activities. Similar results by Garlikov (2001) attested that even students who were hesitant to speak benefited from SQ since it was available in the class for all participants. Identical results to Al-Darwish (2012) originated the teacher's questions that asked for confirmation and clarification foster more natural dialogues and meaningful conversations in EFL classrooms. Therefore, the teacher's role is to teach or answer questions about the language and encourage students to use it (Canagarajah, 2014). The example below illustrates a meaningful conversation in session 2.

Example 1.

Teacher: How many paragraphs are there in the text?

Student 1: There are three paragraphs

Teacher: How many people appear there in the text?

Student 2: Three people

Teacher: Who are they?

Student 3: They are Sara, Pilar and Lia.

Teacher: What do they have in common?

Student 4: Love the nature, photos, animals, hobbies and others

Teacher: How old do you think they are?

Student 5: I think that that have 25 years.

Teacher: What are your reasons for saying that?

Student 6: Because one says they like to study, the others say that they like nature.

Teacher: That's a good point any other idea? Do you agree with.....?

Student 7: I agree with....., I think that Pilar, Sara and Lia are 25 years for the reasons that he mention.

Furthermore, participants mentioned they improved their vocabulary. Table 8 shows commonalities. The expansion of thematic vocabulary is another objective of SQ as it helps participants enhance the target language and fosters grammatical structures by implementation of thought and discussion, as found in Mott (2015)

Table 8

Commonalities in the Research Instruments

Journals	Observations	Interviews
Learning and Improvement	Students showed confidence when responding to questions.	Learning and Improving

6.2.3. Sub-Research Question 3

What are the research participants' perceptions concerning SQ?

The participants' perceptions about SQ emerged in the themes participants' feelings about SQ and students' perceptions about SQ. Regarding participants' feelings, some students mentioned 16 times that they felt nervous initially since SQ was new for them. However, as the intervention went on, participants gained confidence; thus, they were positively encouraged to engage in the activities. Example one shows the responses in the interview, while the second example contains extracts from participants' reflections after each session.

Example 1

Teacher: How did you feel when the teacher explained that you would be part of a study using Socratic Questioning to foster speaking skills?

Student 1: Well, I felt terrific because I would be part of a study with all my classmates to improve interaction and learning.

Teacher: Did you know any information about Socratic questioning?

Student 1: No, I did not.

Teacher: Can you tell me some adjectives to describe your feelings?

Student 1: Excited for being in this activity, nervous since it was something new for me.

Example 2

S 10 "I felt relaxed and good because we can talk about the days of the week and other things, like a favorite day, what we do in one day, and things like that. I like the class and how the teacher talks to students to make them participate."

S 3 "Today I felt very good, very comfortable. It was a very easy subject and I like hearing the opinions of my colleagues. In each class I learned a new word, this has helped me"

Regarding the second theme, students' perceptions about SQ, participants' comments were positive. These findings were in line with interviews, journals, and observations as shown in Table 9.

Table 9

Commonalities in the Research Instruments

Journals	Observations	Interviews
Students' Perceptions about SQ	Students participated actively during the session.	Students' perceptions about SQ
Spontaneous Participation	Students showed confidence when responding to questions.	Gaining confidence in speaking

As a result, SQ fostering speaking skills was an excellent way to encourage students to use English to communicate and develop speaking skills. Furthermore, there were other benefits like interaction among teachers and students as it not just lecture but interaction. One of the benefits of SQ is that it guides the better relationship between the students and teacher, as both become active participants in the process, which is hard to achieve through lecturing. It means that teachers and students are responsible for keeping the dialogue going through questioning (Knox, 1998). The following examples, which are extracts from the interviews, give credit to the benefits of SQ. These quotes confirmed that participants were aware of the advantages of using SQ to improve speaking skills.

Example 1

Teacher: What is your opinion about the use of Socratic Questioning to improve your speaking skills? Do you find it helpful? Can you explain that?

Student 3: Ehh, I think it is helpful, but depending on the person, I mean it can be helpful for some people but not for others. For example, there may be shy people who may not like to talk, so the method is not recommended. However, I consider it helpful since it allowed me to speak a little more to express myself and leave that fear of speaking in class.

Teacher: What did you learn while using Socratic Questioning?

Student 3: I learned to communicate better in English, mainly I improved my vocabulary, and I also noticed that I lost the fear of turning on the microphone and speaking.

Teacher: Do you think it helps to improve speaking? Can you provide examples?

Student 3: Yes, I think it was pretty beneficial for me because, for example, now I can speak better, know new words, and am not so nervous when speaking.

Example 2

Teacher: What is your opinion about the use of Socratic Questioning to improve your speaking skills?

Student 7: As I have already experienced the Socratic method, I think it is an excellent method for language learning in general. Ehh I learned a lot. Ehh I did not even know the days of the week in English, and well, I think this method is fantastic.

Teacher: Do you find it helpful? Can you explain that?

Student 7: It is very interactive between the teacher and students. Because there is so much participation, it motivates us to participate and therefore to learn and want to improve.

Teacher: What did you learn while using Socratic Questioning?

Student 7: I learned about different topics during the conversations we had. I think I improved my skills my two skills, listening, reading, and speaking, yes, three in total. I think I improved in that; that's why I liked the Socratic method.

Teacher: Do you think it helps to improve speaking? Can you provide examples?

Student 7: Without a doubt, I think it was beneficial. For example, it will be very beneficial for future interactions we will have in class, as we will speak confidently.

Conclusions

7.1 Summary of the Findings and Relationship to the Questions

This study has been a process of learning and improvement for students and the teacher/researcher. With this research, the researcher has modeled how SQ can be applied in the classroom. The results demonstrated that it is possible to enhance speaking skills and motivate students to speak English in classes through SQ. Moreover, this study helped students believe and understand that preparation in advance, reading, and investigation are essential for participating actively in classes. This research project favored students' metacognition or reflection on their learning process after each session, and it was beneficial for the participants to notice their improvements and feelings regarding speaking tasks. Finally, it was a rewarding experience for the students and the teacher/researcher since the challenge took both out of their comfort zone to apply SQ for improving speaking skills.

7.2 Limitations of the Study

The primary constraint the researcher had was working online. Although all students attended classes, the interaction could have different outcomes in face-to-face sessions. Another constraint was time. In a regular on-site schedule, participants used to have five hours per week. However, because of the COVID-19 emergency, the timing was reduced to two hours per week. Another constraint was the limited number of participants. Additionally, the A2 CEFR level of students did not allow the researcher to apply more categories of Paul's taxonomy. Finally, the results obtained in the present study are not generalizable since they belong to a particular context and characteristics.

7.3 Future Direction and Other Areas for Research

Since research is a never-ending process, this study opens the door for applying SQ in diverse contexts, and future research might focus on the other Basic English language skills. Also, with a higher CEFR level group, there is the possibility to explore SQ using more or all categories from Paul's Taxonomy. Finally, future research could consider a larger population to apply SQ for a more extended period, using a different research paradigm.

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LIST OF APPENDIXES

APENDIX 1 Institutional Permission To Carry out Research Project

Loja, 24 de marzo de 2021

RECTORA

Ciudad.-

De mi especial consideración:

Es muy grato dirigirme a usted para saludarle y desearle éxitos en las funciones que usted realiza en beneficio de la educación.

El presente tiene además la finalidad de agradecer el apoyo brindado por usted para que pueda realizar mis estudios de cuarto nivel con normalidad. Por otro lado, a través del presente oficio me permito solicitar de la manera más comedida su autorización para realizar mi trabajo de titulación en la institución que usted dirige. Dicho trabajo cuenta con las siguientes características generales:

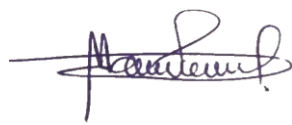
- a. El tema del trabajo es **“Socratic Questioning - Fostering High School Learners Speaking Skills in an Ecuadorian Public School”**
- b. Los estudiantes quienes participaran del estudio son estudiantes del PD1 paralelo L.
- c. El tipo de investigación será una investigación-acción cuya característica es realizar una intervención de aula.
- d. La intervención consistirá en el uso preguntas basadas en el Método Socrático en donde los estudiantes prueben información, ofrezcan razones y causas basados en la lectura de pasajes de lectura de acuerdo a los temas que se imparte en Bachillerato Internacional.
- e. El desarrollo de la intervención, así como los temas y protección de privacidad son absoluta responsabilidad del investigador.

Los estudiantes darán un examen antes de la intervención para determinar el nivel de inglés y serán partícipes de una **entre No se encuentran elementos de tabla de ilustraciones.** al final de la intervención para determinar resultados.

- f. Los representantes de los estudiantes firmarán un consentimiento autorizando la participación de sus representados en el estudio.
- g. Los resultados serán comunicados a la comunidad educativa una vez concluida la tesis.

El estudio descrito brevemente, además de dar el beneficio personal para titulación, será provechoso para los estudiantes y docentes, debido a que de darse resultados positivos se sugerirá e indicará su aplicación en el aula. Además, podría aportar a la producción de artículos basados en investigación con estudiantes de secundaria.

Con sentimientos de agradecimiento y estima.



Lic. Luz María Parra Manchay

Docente

APENDIX 2 - Consent Form for Participants

TITLE OF THE THESIS:

Socratic Questioning to Foster Speaking Skills of High School Learners in an Ecuadorian Public School

PARTICIPANT INFORMATION:

Please indicate your position, check all that apply

- Program Administrator
- Student/ Participant
- Teacher/ Professor
- Parents of participants under 18 years of age
- Other, (please explain) _____

I _____, have been invited to participate in this research study, which has been explained to me by Luz María Parra Manchay. This research is being conducted to create knowledge regarding the factors that influence the use of Socratic Questioning in speaking skills.

PURPOSE OF THE RESEARCH STUDY

The purpose of this research study is to report on the use Socratic Questioning to foster speaking skills of high school learners.

DESCRIPTION OF RESEARCH METHODS

The research methods and techniques to be used in this study will be a short online questionnaire using a liker scale, observational data, teachers' journals, and semi-structured interviews. This research paradigm's nature is interpretative; therefore, it will have a qualitative focus. The participants will be students in the first year of the Diploma Programme (PD) of the International Baccalaureate legally enrolled in the academic year 2020-2021.

REQUIREMENTS OF THE PARTICIPANTS

The participants have to attend every online class during the four-week study and comply with all the requirements set by the researcher, which are:

Participants will answer the short questionnaire before the intervention, actively participate in recorded online classes through Google classroom, and participate in the semi-structured interview after the intervention. Researchers will observe participants in-class recorded sessions, write journals about what is observed during classes and review assignment submissions.

BENEFITS FOR THE PARTICIPANTS

Participants will benefit from their reflections on using Socratic Questioning and its effect on speaking skills.

RISKS AND DISCOMFORTS

The only predictable discomfort or risk for the participant is completing the questionnaires, being interviewed, and participating in the video recording.

Please contact the researcher: Luz María Parra Manchay, 0981489581
luzmapar@espol.edu.ec

CONFIDENTIALITY

I understand that any information about me obtained as a result of my participation in this research will be kept as confidential as legally possible. In any publications that result from this research, neither my name nor any information from which I may be identified will be included.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. I understand that I am free to withdraw my consent to participate in this study or any specific activities at any time. I understand that neither my student status nor my academic status will be affected if I decide not to participate in this study. I have been given the opportunity to ask questions about the research, and I have received answers concerning areas I did not understand. The data I provide in this study will remain anonymous. By signing this attached consent form, I confirm that I understand the terms associated with the study. Therefore, I voluntarily consent to participate in this study.

Signature of the Legal Representative

Date

Consentimiento Informado

TITULO DE LA TESIS:

El Método Socrático para fortalecer la destreza de expresión oral en estudiantes de un colegio público Ecuatoriano.

Información del Participante:

Por favor, marque la categoría a la que aplica.

- Administrador del Program
- Estudiante / Participante
- Profesor colegio / Profesor universitario
- Padres de los participantes menores de 18 años de edad
- Otro, (por favor explique) _____

Yo, _____, representante legal de _____, autorizo que mi representado/a participe en el proyecto de investigación, cuya finalidad es construir conocimiento con respecto al desarrollo de la expresión oral en inglés como lengua extranjera. Este estudio forma parte del trabajo de titulación de la Maestría en Enseñanza del Idioma Inglés Como Lengua Extranjera y es coordinado por Luz María Parra Manchay.

Propósito del estudio de investigación

El propósito del presente estudio de investigación es evaluar el uso del preguntas mediante el método socrático para fortalecer la destreza expresión oral.

Descripción de los métodos de investigación

Los métodos y técnicas de investigación que serán usadas en este estudio son: Prueba KET para determinar el nivel actual de los estudaintes, observación de grabaciones de las clases Google classroom, diarios escritos por el investigador, entrevista semi-estructurada a un grupo de estudiantes luego de la intervención.

Requisitos de los participantes

Participarán estudiantes entre 16 y 18 años de edad que estén cursando el Segundo Año de Bachillerato que corresponde al grupo de PD1 y en su formación académica reciben la materia de **Inglés** (2 horas semanales online por la situación actual de pandemia), también deberán entregar el acta formal de consentimiento aceptando su participación en el proceso de investigación.

Los participantes responderán un pre-test (KET) que medirá su nivel actual de Inglés, además serán parte del **grupo focal de entrevista** que permitirá conocer sus impresiones sobre el proyecto de investigación.

La docente desarrollará su estudio con la autorización y supervisión de las autoridades del establecimiento educativo.

Beneficios para los participantes

Al formar parte del proyecto de investigación, los participantes fortalecerán sus habilidades de expresión oral. Consecuentemente, incrementarán su nivel comunicativo en el idioma Inglés como lengua extranjera.

Riesgos y molestias

La única molestia previsible para el/la participante es el tiempo que dedicará a la entrevista y ser parte de la grabación. La entrevista tendrá una duración aproximada de unos 20 minutos. Por favor, comunicarse con la investigadora Luz María Parra Manchay, 0981489581, correo electrónico luzmapar@espol.edu.ec

Confidencialidad

La información que mi representado/a aporte en esta investigación será legal y confidencial. Durante las publicaciones que resulten del presente estudio no se incluirán su nombre o dirección así como ninguna información social o personal.

Participación voluntaria

La participación de mi representado/a en este estudio es voluntaria. Entiendo y soy libre de retirar mi consentimiento para que mi representado/a participe en este proyecto u otras actividades investigativas. Se me ha dado la oportunidad de hacer preguntas sobre la investigación y he recibido respuestas satisfactorias. Los datos que mi representado/a provea en este estudio permanecerán anónimos. Al firmar este formulario de consentimiento manifiesto que entiendo los términos asociados con la investigación. Consiento voluntariamente que mi representado/a participe en este estudio.

Firma del Representante

Fecha

APENDIX 3 – E-mail to Authors Richard Smith to ask for Permission to use Materials

Re: Asking permission to Use materials

De: Smith, Richard (r.c.smith@warwick.ac.uk)

Para: luzmaria15@yahoo.es

Fecha: lunes, 22 de febrero de 2021 16:48 GMT-5

Dear Luz

Happy to hear you are thinking of using these materials - yes, you are quite free to use them as you wish, including to adapt them with acknowledgment.

Best wishes

Richard

From: Luz Maria Parra <luzmaria15@yahoo.es>

Sent: 22 February 2021 21:36

To: Smith, Richard <R.C.Smith@warwick.ac.uk>

Subject: Asking permission to Use materials

Dear Mr. Smith,

My name is Luz María Parra. I am an English teacher from Ecuador. I am interested in working with action research. I have read some of your materials. Now, I am working on my Masters' proposal to graduate as a master. I will work on action research. My theme is : Using Socratic Questioning to foster speaking skills with teenagers. I have been checking some of your material and I found A Handbook for Exploratory Action research. I realize that you are one of the authors with Paula Rebolledo.

I found there some useful material that I would like to adapt and use for my research. For this reason, I am writing to you to ask authorization to use such material.

I would appreciate if read my email and allow me to use and adapt it.

Thank you in advance,

Yours sincerely,

Luz María Parra

EFL TEACHER

APENDIX 4 – Letter to Cambridge to ask for permission to use Materials

RV: Asking permission for using test KEY A2 test and rubrics

Isabel Tabja <tabja.i@cambridgeenglish.org>

Jue 25/03/2021 21:25

Para:

- Luz Maria Parra Manchay <luzmapar@espol.edu.ec>

Estimada Luz María, buenas tardes

Muchas gracias por escribirnos para solicitar autorización para el uso del handbook y sample papers de A2 Key, cuyo uso queda autorizado pidiéndole que por favor, nos envíe copia de los documentos finales para verificar que la fuente fue citada correctamente.

Muy amable y éxitos en su investigación.

Atentos saludos,

Isabel

Isabel Tabja Sahurie

Senior Business Development Manager, Andes

Cambridge Assessment English

Mobile: +51 936 560 790

tabja.i@cambridgeenglish.org

[cambridgeenglish.org/latinamerica]cambridgeenglish.org/latinamerica

We help people learn English and prove their skills to the world

De: Luz Maria Parra Manchay <luzmapar@espol.edu.ec>

Enviado el: miércoles, 24 de marzo de 2021 11:25

Para: Isabel Tabja <tabja.i@cambridgeenglish.org>

Asunto: Asking permission for using test KEY A2 test and rubrics

Dear Isabel Tabja Sahuri,

Senior Business Development Manager, Andes

My name is Luz María Parra Manchay. I am working in my MA. TEFL thesis at ESPOL . As part of the research process, I plan to assess my students' English level. Thus, I would like to use and apply A2 KEY test.

I am writing to ask you a written authorization to use the information attached, which is the A2 key test and rubrics.

I will give credits and cite Cambridge in my research work.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Luz María Parra Mancha

APENDIX 5 – Cambridge Rubrics to Grade Speaking

Paper 3

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

A2	Global achievement
5	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Has difficulty conveying basic meaning even in very familiar everyday situations. Responses are limited to short phrases or isolated words with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>

Assessment of Writing scale

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

APENDIX 6 – Questionnaire Given to the Participants’ Before Intervention

Speaking Questionnaire

Dear students,

Please, complete the questionnaire. This information is essential for a research project. Your honest responses are appreciated.

*Obligatorio

1. Full Name *

2. How do you feel when you have to speak in English? *

Marca solo un óvalo por fila.

	Strongly agree	Agree	Neutral	Disagree
Motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated			76	



3. How do you feel when your teacher speaks in English? *

Marca solo un óvalo por fila.

	Strongly agree	Agree	Neutral	Disagree
Motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated				

4. How do you feel when your classmates speak in English? *

Marca solo un óvalo por fila.

	Strongly agree	Agree	Neutral	Disagree
Motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated				

Formularios

Google

APENDIX 7 – Lesson Plan and Reading Passages

Project 6 LESSON PLAN 3 WEEK 3

1. Informative Data

TEACHER:	Lic. Luz María Parra	WEEK	3	COURSE/GRADE	PD1
CLASS:	L	AREA	FOREIGN LANGUAGE	DATE	April 19th-23rd

2. CAN DO STATEMENTS.	At the end of the week students will be able to: Ask and answer questions based on a reading about inventions and languages.
3. WARM UP ACTIVITIES:	Brainstorming
4. ASESSMENT	Students will be evaluated through questions about inventions and languages.
5. MATERIALS	Classroom platform,jamboard,slides, videos, liveworksheets, nearpod

DAY	TEACHER ACTIVITIES	STUDENT ACTIVITIES
<u>TUESDAY</u>	<p>Activation</p> <ul style="list-style-type: none"> • The teacher will present the objectives and ask a student to read them. • The teacher will encourage ss to brainstorm about the most important inventions. <p>Connection</p> <ul style="list-style-type: none"> • The students already sent the reading passages to prepare. • The teachers will present again the reading passage for students to read again. • The teacher will ask for volunteers to read the text. • The teacher will show some videos for students to be aware of how possible is to invent things. • The teachers will ask questions about the text they read. <p>Affirmation</p> <ul style="list-style-type: none"> • In this stage students will have the opportunity to 	<p>Ss will work in a collaborative board using images and words about invention.</p> <p>Ss express their ideas why they select the invention supporting their reasons.</p> <p>The students will volunteer reading the paragraph in the passage.</p> <p>SS will watch the video and analyze them.</p> <p>SS answered some questions based on the information from the text.</p> <p>SS will use evidence form the passage to support their ideas.</p> <p>Students will write their reflections about the class.</p>

	express their feelings about the class.	
<u>THURSDAY</u>	<p>Activation</p> <ul style="list-style-type: none"> • The teacher presents the objectives for the class. • The teacher will divide students into groups to brainstorm about languages of the world. • The teacher is going to ask the group to explain their work. <p>Connection</p> <ul style="list-style-type: none"> • The teacher will ask volunteers to read the passages just as a review since students have the passages in the platform. • Once the students are clear enough about the passage, the teacher will start the discussion using the Socratic Questioning. • The teacher will end the discussion when all students have had the opportunity to speak. <p>Affirmation</p> <ul style="list-style-type: none"> • The teacher will have the opportunity to express any other idea about the topic. • The students will write their reflections about the discussion of the class. 	<p>Students will read the objectives to have clear what they will do.</p> <p>Students will brainstorm in a collaborative activity on world languages. (5 minutes)</p> <p>Students will explain their ideas to the class.</p> <p>Students will have the opportunity to read the passage.</p> <p>Students will listen to the questions and look for answers.</p> <p>Students will use information from passage to support their ideas and opinions.</p> <p>Students also will have the opportunity to connect the reading passage with their context.</p> <p>Students will write a short reflection about ideas, feeling and learning of the class.</p>

Lic. Luz María Parra M.
EFL TEACHER

SOCRATIC QUESTIONING RESEARCH STUDY

Reading Passage 3: Why haven't scientists invented it yet?

Scientists have discovered and invented many things: computers, space travel, mobile communication. But there are a lot more things they haven't invented or we don't use in our everyday life. Are they all impossible or can we have them one day?

1 Invisible objects

Many scientists have tried to invent invisible objects, but they haven't done it. One scientist at Tokyo University tested cameras on a coat. The cameras filmed objects behind the coat and showed them on the front of the coat. Unfortunately, the coat wasn't very comfortable! The car manufacturer Mercedes also tried these cameras with a car. They put the camera on one side of the car and showed the images on the other side. But as you can see in this photo, the wheels aren't invisible.

2 Flying car

With all the cars on the road and the problems of traffic, why haven't flying cars become popular? One reason is because cars are very heavy so they are difficult to fly. There are other problems as well. Cities have roads for cars, but they don't have runways. And we have so many problems on our normal roads, do we really want the same problems in the sky?

3 Teleporting

Teleporting is moving objects and people from one place to another without transportation or walking. Teleporting is a very fast way to travel, but scientists haven't discovered how to do it. Solid objects are made of atoms and with teleporting you have to move each atom one by one. A human being is made of trillions of atoms, so it's very difficult and scientists don't have the answer at the moment.

4 Robot servants

Actually, scientists have invented robots, so why don't we all have them? Probably, because the technology is very expensive and the robots often break down. But many companies in Japan have made prototype robots for houses. They wash clothes, switch on the TV, turn off the lights and change the music. Many scientists think we can all have a robot servant in our home in about ten years.

Retrieved from Life book.

SOCRATIC QUESTIONING RESEARCH STUDY

Reading Passage 4: Places and Languages

First place and first language

There are over one hundred and ninety countries in the world and about seven thousand languages. In first place is China. There are over one billion speakers of Mandarin Chinese. In second place is India with speakers of Hindi. And in third place is Spanish. Spain isn't a big country, but there are over four hundred million Spanish speakers in different countries around the world. This is very true in Latin America.

English as a global language

As a first language, English is in fourth place. About three hundred and eighty million people are native English speakers. But English is in first place as a second language for many other people. Over a billion people speak English for doing business, reading the news or studying science and medicine. In some countries, English is not the native language, but it is the official language for the government and in schools. And even in London, the capital city of Britain, there are over three hundred different languages.

The other 6,996 languages

Chinese, Hindi, Spanish and English are the 'big' languages. About eighty per cent of the world's population speak them. But these are only four languages, so what about the other 6,996 languages? Many countries have lots of different languages. For example, on the islands of Vanuatu in the South Pacific Ocean there are sixty-five different islands and they have one hundred and nine different languages.

The last speakers

Finally, there are some languages with only one speaker. They are old people and they speak the language of their parents and grandparents. For example, Charlie Muldunga lives in Australia. He speaks English because it is the first language of the country. However, his native language is Amurdag. It's an ancient language and he is the last speaker of this Aboriginal language.

Retrieved from: <https://www.ngllife.com/content/reading-texts-word>

APENDIX 8 – Observation Checklist

SOCRATIC QUESTIONING RESEARCH STUDY

Observation Checklist

Observer: _____

Number of students: _____

Lesson Observed: _____

Date: _____

	YES	NO	OBSERVATIONS
1. Students join online session on time.			
2. All students have their cameras on.			
3. Students participate actively during the session.			
4. Students respond the questions using a variety of vocabulary.			
5. Students struggle to respond the questions and keep in silent or turn off the camera.			
6. Students' responses are not related to the text.			
7. Students support their responses with information from the text.			
8. Students connect the information from the text to their experiences.			
9 Students use complete sentences to respond questions.			
10. Students show confidence when responding questions.			
11. Students volunteer to participate when the teacher requires.			
12. Students respond questions when the teacher scaffolds them.			

Adapted from Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students. p.153 & 285

APENDIX 9 – Teacher’s Journal

SOCRATIC QUESTIONING RESEARCH STUDY

Teacher’s Journal

Observer: _____

Number of students: _____

Lesson Observed: _____

Date: _____

Activation stage

Connection stage

Affirmation stage

APENDIX 10 – Certified Interview

Guayaquil, May 10, 2021

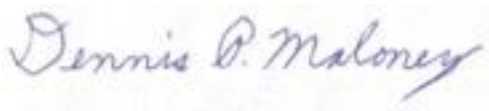
Ms. Luz Maria Parra

Dear Luz Maria,

I was pleased to analyze the document: Face to Face interview protocol that you plan to use in your MA. TEFL thesis study “**Socratic Questioning -Fostering High School Learners Speaking Skills in an Ecuadorian Public School**”

I consider that the questions are clear, direct and relevant to your research objectives.

Sincerely,

A handwritten signature in blue ink that reads "Dennis P. Maloney". The signature is written in a cursive style with a clear, legible font.

Dennis P.Maloney, MAP
MA.TEFL Professor
ESCUELA SUPERIOR POLITECNICA DEL LITORAL

APENDIX 11 – Interview Protocol

Name of the study: Socratic Questioning - Fostering High School Learners Speaking Skills in an Ecuadorian Public School.

Type of Study: A Qualitative Study

Triangulation Tools:

1. Questionnaire
2. Observation
3. Teacher's Journals
4. One-on-one Interview

Interview Protocol

Interaction pattern

The interview will be via Google Meet, the platform used in my institution to deliver online classes. The interview will be with the one-to-one participant to assure deeper and genuine insights. Students might feel more confident without their classmates observing and listening to them.

Pattern regulation

The interview will be in Spanish, which is the participants' L1. It will encourage participants to express their ideas and opinions consistently. Besides that, the researcher will regulate the conversation, showing interest and listening to them attentively. As a result, participants will know that the information they are telling is essential and valuable.

Participant's Interview Protocol

Interviewee: _____ **Location:** _____

Date: _____ **Time:** _____

Interview stages

The interview will be in Spanish, which is the participants' L1. It will encourage participants to express their ideas and opinions consistently. Besides, the researcher will regulate the conversation, showing interest and listening to them attentively. As a result, participants will know that the information they are telling is essential and valuable.

Interview Protocol

The interview will be in Spanish (L1). After the interview, the researcher is going to transcribe it and translate it into English. In addition, the researcher will request a colleague to revise and validate the transcription and certify that it is correct. Finally, the researcher will meet the participants; read the transcript to make sure they agree.

Introduction

Good Morning/Afternoon. Thank you for taking the time for this interview.

I am Luz María Parra, your English teacher, and I would like to begin this interview by explaining the importance of the information you provide today. Please, feel free and relaxed.

Also, if you need clarification of the questions, just let me know.

The purpose of this research is to use Socratic Questioning to promote speaking. The Socratic method is named after the Greek Philosopher Socrates (469 BC-399 BC) (Knezic et al., 2010 as cited in Haris & Senad, 2016). Siregar (2018) explains that Socratic Questioning consists of dialogue as a way of teaching. It is a dynamic format to help learners speak and think critically in a genuine way in the classroom. Additionally, (Sahamid 2016) outlines Socratic Questioning as one of the most potent approaches to provoke critical thinking based on the dialogue from a question between the learners and teacher.

This interview aims to gather information that allows me to improve my teaching as an EFL teacher. This study will benefit you, other students, and teachers, as I will share the results with other EFL professionals.

Name of the Study: Socratic Questioning - Fostering High School Learners Speaking Skills in an Ecuadorian Public School.	
General objective This study aims to foster the speaking skills of high school learners in an Ecuadorian public school with Socratic Questioning.	
Questions	Observation Notes
Objective: To use Socratic questioning for enhancing speaking skills. [SEP]	
<p>Research Question 1.</p> <p>1. How can I facilitate students’ active participation in speaking activities using Socratic questioning?</p> <p>Main Interview Question:</p> <p>1. How did you feel when the teacher explained that you would be part of a study using Socratic Questioning to foster speaking skills?</p> <p>Probe Questions</p>	

<p>Did you know any information about Socratic questioning? Can you tell me some adjectives to describe your feelings?</p>	
<p>Objective: To observe how Socratic Questioning influences the students' speaking skills.</p>	
<p>Research Question 2.</p> <p>What happens to students' oral production when they are engaged in Socratic questioning?</p> <p>Main Interview Question:</p> <p>2. What is your opinion about the use of Socratic Questioning to improve your speaking skills?</p> <p>Probe questions:</p> <p>Do you find it helpful? Can you explain that?</p> <p>3. How did you prepare for the lessons while using Socratic Questioning?</p> <p>Probe questions:</p> <p>Can you explain how did you do it? Was it useful?</p>	
<p>Objective: To analyze students' perceptions of the use of Socratic Questioning.</p>	
<p>Research Question 3.</p> <p>What are the research participants' perceptions of learners concerning Socratic questioning?</p> <p>Main Interview Question:</p> <p>4. How did you feel during classes when you have to speak in English and answer questions?</p> <p>Probe questions:</p> <p>Could you explain your reasons? Were the questions hard/easy to answer?</p> <p>5. What did you learn while using Socratic Questioning?</p> <p>Probe questions:</p>	

Do you think it helps to improve speaking?	
--	--

Can you provide examples?

END OF THE INTERVIEW

Thank you for your collaboration.

Protocolo Para Entrevista a Participantes

Entrevistado:	Ubicación:
Fecha:	Hora:

Fases de la entrevista

La entrevista será en Español, el cual es el idioma nativo de los participantes. Esto motivará a los participantes a expresar sus ideas y opiniones de manera consistente. Además, el investigador regulará la entrevista demostrando interés y escuchando atentamente. Así los participantes sabrán que la información que proporcionen es esencial y valiosa.

Protocolo de la Entrevista

La entrevista será en Español. Después de la entrevista, el investigador transcribirá y hará la traducción al Inglés. Luego de este proceso , el investigador solicitará a un colega para que revise, valide y certifique que la transcripción esta hecha correctamente.

Introducción

Buenos Días/buenas tardes! Gracias por tomarse el tiempo para esta entrevista

Mi nombre Luz María Parra, su profesora de inglés, y me gustaría empezar esta entrevista explicando que la información que usted proporcione hoy es de suma importancia. Por favor, siéntase libre de expresar sus ideas. Si desea que le explique nuevamente las preguntas hágame saber por favor.

El propósito de esta investigación es utilizar el Método Socrático para promover la habilidad de comunicación. El Método Socrático es llamado así en honor al filosofo griego Sócrates. (469 BC-399 BC) (Knezic et al., 2010 as cited in Haris & Senad, 2016) . Siregar (2018) explica que el Método Socrático consiste en el diálogo como una forma de enseñanza. Es un formato Dinámico que ayuda a los estudiantes a hablar y pensar críticamente de una manera original en el aula. Además (Sahamid 2016) idéntica al Método Socrático como un gran forma de provocar el

pensamiento crítico basado en el dialogo desde una pregunta entre el docente y el estudiante.

Esta entrevista tiene como objetivo recolectar información que me permita mejorar la manera de enseñar como docente de inglés como lengua extranjera. Este estudio será de beneficio para ustedes, otros estudiantes y docentes puesto que compartiré los resultados con otros docentes de inglés como lengua extranjera.

Questions: Spanish	Observation notes
<p>Pregunta 1:</p> <p>1. ¿Cómo se sintió usted cuando su profesora le explicó que sería parte de un estudio utilizando el Método Socrático para mejorar la destreza de comunicación oral?</p> <p>Preguntas para lograr mejor explicación.</p> <p>¿Conocía usted alguna información sobre el método Socrático?</p> <p>¿Puede mencionar algunos adjetivos que le ayuden a describir sus sentimientos en esos momentos?</p>	
<p>Pregunta 2:</p> <p>¿Cuál es su opinión sobre el use del Método Socrático para mejora la destreza de comunicación oral</p> <p>Preguntas para lograr mejor explicación.</p> <p>¿Piensa usted que es útil?</p> <p>¿Puede explicarlo de mejor manera?</p>	
<p>Pregunta 3:</p> <p>3. ¿Cómo se preparó para las lecciones utilizando el Método Socrático?</p> <p>Preguntas para lograr mejor explicación.</p> <p>¿Puede detallarlo cómo lo hizo?</p> <p>¿Fue necesaria esta preparación?</p>	
<p>Pregunta 4:</p> <p>4. ¿Cómo se sintió durante las clases cuando tenía que hablar en</p>	

<p>Inglés y contestar las preguntas?</p> <p>Preguntas para lograr mejor explicación.</p> <p>¿Fueron las preguntas fáciles o difíciles de contestar?</p> <p>¿Puede explicarlo?</p>	
<p>Pregunta 5:</p> <p>5. ¿Qué aprendió durante este proceso de utilizar el Método Socrático para mejora la destreza de comunicación oral?</p> <p>Preguntas para lograr mejor explicación.</p> <p>¿Piensa usted que fue beneficioso para mejorar la destreza de comunicación oral?</p> <p>¿Puede dar algunos ejemplos?</p> <p>FIN DE LA ENTREVISTA</p> <p>Gracias por su colaboración.</p>	