

UNIVERSIDAD HISPANOAMERICANA

BACHELOR'S DEGREE IN TEACHING ENGLISH

THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH TEACHING

**INFLUENCE OF SOCRATIC METHOD TO IMPROVE LISTENING AND READING
SKILLS IN ENGLISH TEACHING, WITH ELEVENTH YEAR STUDENTS OF
CHACARITA'S HIGHSCHOOL DURING THE SECOND TRIMESTER OF 2021**

SUSTAINER

Miguel Ángel Salazar Ramírez.

Tutor

Licda. Judy Villalobos Montero.

October,2021

Index

| | |
|---------------------------------------------------------------------------|------|
| Table of figures | VI |
| Official Letters | VII |
| Sworn Statement | VIII |
| Thesis Tutor's Letter | IX |
| Thesis Reader's Letter | X |
| Dedication | XIII |
| Acknowledgments | XIV |
| Epigraph | XV |
| Abstract | XVI |
| Resumen | XVII |
| CHAPTER I | 1 |
| RESEARCH PROBLEM | 1 |
| 1.1 ISSUE PROBLEM | 3 |
| 1.1.1 Background of the problem..... | 3 |
| 1.1.2 Problematization..... | 5 |
| 1.1.3 Justification of the problem..... | 6 |
| 1.2 FORMULATION OF THE PROBLEM | 7 |
| 1.3 RESEARCH OBJECTIVES | 8 |
| 1.3.1 General objective..... | 8 |
| 1.3.2 Specific objectives..... | 8 |
| 1.4 SCOPE AND LIMITATIONS | 9 |
| 1.4.1 Scopes..... | 9 |
| 1.4.2 Limitations..... | 9 |
| CHAPTER II | 10 |
| THEORETICAL FRAMEWORK | 10 |
| 2.1 HISTORICAL CONTEXT | 11 |
| 2.1.1 Background of the organization or community | 11 |
| 2.2 THEORETICAL CONTEXT – CONCEPTUAL | 13 |
| 2.2.1 Concept of pedagogic | 13 |
| 2.2.2 Difference between pedagogic teaching and traditional teaching..... | 15 |
| 2.2.3 History of pedagogy | 17 |

| | |
|-----------------------------------------------------------------------------|----|
| 2.2.4 Concept of reading | 18 |
| 2.2.5 Concept of listening | 21 |
| 2.2.6 Socratic method as a tool mediation technique | 24 |
| 2.3 HYPOTHESIS | 27 |
| 2.4 OPERATIONALIZATION OF THE HYPOTHESIS..... | 27 |
| CHAPTER III:..... | 29 |
| METHODOLOGICAL FRAMEWORK..... | 29 |
| 3.1 PURPOSE (THEORETICAL OR APPLIED)..... | 30 |
| 3.1.1 Temporal Dimension (transverse/longitudinal)..... | 31 |
| 3.1.2 Macro (mega-macro-micro) | 32 |
| 3.1.3 Nature (qualitative, quantitative, and mix) | 32 |
| 3.1.4 Character (exploratory, descriptive, correlational, explanatory)..... | 33 |
| 3.2 SUBJECTS AND SOURCES OF INFORMATION | 34 |
| 3.2.1 Analysis Unit (objects and subjects of study)..... | 34 |
| 3.2.2 Firsthand..... | 35 |
| 3.2.3 Second hand..... | 36 |
| 3.2.4 Third hand | 37 |
| 3.3 SAMPLE SELECTION..... | 37 |
| 3.3.1 The population | 37 |
| 3.3.2 Sample..... | 38 |
| 3.3.3. Probabilistic or Non-probabilistic..... | 38 |
| 3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA..... | 38 |
| 3.5 OPERATIONALIZATION OF VARIABLES | 39 |
| 3.5.1 Specific Objective | 39 |
| 3.5.1.1 Independent Variable | 39 |
| 3.5.1.2 Conceptual Definition | 40 |
| 3.5.1.3 Instrumental Definition..... | 40 |
| 3.5.2 Specific Objective | 40 |
| 3.5.2.1 Dependent Variable | 40 |
| 3.5.2.2 Conceptual Definition | 40 |
| 3.5.2.3 Instrumental Definition..... | 41 |
| 3.5.2.4 Operational Definition..... | 41 |
| 3.6 OPERATIONALIZATION OF VARIABLES CHART:..... | 42 |

| | |
|----------------------------------------------------------|----|
| 3.6.1 General objective..... | 42 |
| CHAPTER IV..... | 46 |
| ANALYSIS AND INTERPRETATION OF DATA..... | 46 |
| 4.1 ANALYSIS AND INTERPRETATION OF DATA..... | 47 |
| 4.1.1. Analysis of students' data..... | 48 |
| Graphic 1..... | 50 |
| Graphic 2..... | 51 |
| Graphic 3..... | 52 |
| Graphic 4..... | 53 |
| Graphic 5..... | 54 |
| Graphic 6..... | 55 |
| Graphic 7..... | 56 |
| Graphic 8..... | 57 |
| Graphic 9..... | 58 |
| Graphic 10..... | 59 |
| Graphic 11..... | 60 |
| Graphic 12..... | 61 |
| Graphic 13..... | 62 |
| Graphic 14..... | 63 |
| CHAPTER V..... | 69 |
| CONCLUSIONS AND RECOMMENDATION..... | 69 |
| 5.1 CONCLUSIONS..... | 70 |
| 5.1.1 Regarding to the problem formulation..... | 70 |
| 5.1.2 Regarding to the general objective..... | 70 |
| 5.1.3 Regarding to the first specific objective..... | 71 |
| 5.1.4 Regarding to the second specific objective..... | 71 |
| 5.1.5 Regarding to the third specific objective..... | 72 |
| 5.2. RECOMMENDATIONS..... | 72 |
| Chapter VI..... | 74 |
| Proposal..... | 74 |
| 6.1 PROPOSAL NAME..... | 75 |
| 6.1.1 Place to be developed and involved population..... | 75 |
| 6.1.2 General and specific objectives..... | 75 |

| | |
|-------------------------------------------------------|----|
| 6.1.2.1 General Objectives | 75 |
| 6.1.2.2 Specific objectives..... | 75 |
| 6.2 CHRONOGRAM OF THE ACTIVITIES AND RESPONSIBLE..... | 76 |
| 6.3 BUDGET NECESSARY FOR ITS IMPLEMENTATION | 77 |
| 6.4 CONTENT OF THE PROPOSAL..... | 78 |
| 6.5 BIBLIOGRAPHY CONSULTED..... | 83 |
| 6.6 References..... | 84 |
| 6.7 Annexes | 89 |

Table of figures

| | |
|-------------------------------------------------------|----|
| 2.3 Hypothesis | 27 |
| 2.4 Operationalization of the hypothesis | 37 |
| Graphic 1 | 50 |
| Graphic 2 | 51 |
| Graphic 3 | 52 |
| Graphic 4 | 53 |
| Graphic 5 | 54 |
| Graphic 6 | 55 |
| Graphic 7 | 56 |
| Graphic 8 | 57 |
| Graphic 9 | 58 |
| Graphic 10 | 59 |
| Graphic 11 | 60 |
| Graphic 12 | 61 |
| Graphic 13 | 62 |
| Graphic 14 | 63 |

Official Letters

Sworn Statement

DECLARACIÓN JURADA

Yo Miguel Ángel Salazar Ramírez, mayor de edad, portador de la cédula de identidad número **604320781** egresado de la carrera de enseñanza de inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciado en la enseñanza de inglés, juro solemnemente que mi trabajo de investigación titulado: Influence of Socratic method to improve listening and reading skills in english teaching, with eleventh year students of Chacarita's highschool during the second trimester of 2021, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 15 días del mes de octubre del año 2021.

MIGUEL ANGEL
SALAZAR
RAMIREZ (FIRMA)

Firmado digitalmente por
MIGUEL ANGEL SALAZAR
RAMIREZ (FIRMA)
Fecha: 2021.10.15 09:12:48
-06'00'

Firma del estudiante

Cédula: **604320781**

Thesis Tutor's Letter

Puntarenas, 21 de octubre del 2021.

Señor:
Diego Torres Moreno
Director-Enseñanza del Inglés
Universidad Hispanoamericana

Respetable jefe:

El estudiante **Miguel Ángel Salazar Ramírez**, Cédula de identidad número: 604320781, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: "INFLUENCE OF SOCRATIC METHOD TO IMPROVE LISTENING AND READING SKILLS IN ENGLISH TEACHING, WITH ELEVENTH YEAR STUDENTS OF CHACARITA'S HIGH SCHOOL DURING THE SECOND TRIMESTER OF 2021", el cual ha elaborado para optar por el grado académico de Licenciatura en Enseñanza del Inglés.

En mi calidad de tutora, he verificado que se ha hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones, recomendaciones y propuesta.

De los resultados obtenidos por la postulante, se obtiene la siguiente calificación:

| | | | |
|----|-----------------------------------------------------------------------------------------------------------|-----|------------|
| a) | ORIGINALIDAD DEL TEMA | 10% | 10% |
| b) | CUMPLIMIENTO DE ENTREGA DE AVANCES | 20% | 20% |
| c) | COHERENCIA ENTRE LOS OBJETIVOS APLICADOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN | 30% | 30% |
| d) | RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES | 20% | 20% |
| e) | CALIDAD, DETALLE DEL MARCO TEORICO | 20% | 20% |
| | TOTAL | | 100 |

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Licda. Judy Villalobos Montero
Cédula de identidad: 1-1226-0984
Carné Profesional N°: 76441

Thesis Reader's Letter

CARTA DE LECTOR

San José, 22 de noviembre , 2021

Universidad Hispanoamericana
Carrera de Enseñanza del inglés

Estimado señor

El estudiante **Miguel Ángel Salazar Ramírez**, cédula de identidad 6-0432-0781, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **INFLUENCE OF SOCRATIC METHOD TO IMPROVE LISTENING AND READING SKILLS IN ENGLISH TEACHING, WITH ELEVENTH YEAR STUDENTS OF CHACARITA'S HIGHSCHOOL DURING THE SECOND TRIMESTER OF 2021.**

El cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Licda. Yanory Arguedas Carballo

Cédula: 108710072

YANORY
ARGUEDAS
CARBALLO
(FIRMA)

Firmado digitalmente por
YANORY ARGUEDAS
CARBALLO (FIRMA)
Fecha: 2021.11.22
18:49:59 -06'00'

UNIVERSIDAD HISPANOAMERICANA
CENTRO DE INFORMACION TECNOLOGICO (CENIT)
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA
DE LOS TRABAJOS FINALES DE GRADUACION

San José, miércoles, 24 de noviembre, 2021

Señores:
Universidad Hispanoamericana
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) **Miguel Ángel Salazar Ramírez** con número de identificación **6-0432-0781** autor (a) del trabajo de graduación titulado **INFLUENCE OF SOCRATIC METHOD TO IMPROVE LISTENING AND READING SKILLS IN ENGLISH TEACHING, WITH ELEVENTH YEAR STUDENTS OF CHACARITA'S HIGHSCHOOL DURING THE SECOND TRIMESTER OF 2021.** presentado y aprobado en el año **2021** como requisito para optar por el título de **Licenciatura en la Enseñanza del Inglés**; (SI) autorizo al Centro de Información Tecnológico (CENIT) para que, con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

MIGUEL ANGEL SALAZAR RAMIREZ (FIRMA)

Firmado digitalmente por
MIGUEL ANGEL SALAZAR
RAMIREZ (FIRMA)
Fecha: 2021.11.24
14:31:12 -06'00'

Miguel Ángel Salazar Ramírez

Cedula: 604320781

Firma y Documento de Identidad

**ANEXO 1 (Versión en línea dentro del Repositorio)
LICENCIA Y AUTORIZACIÓN DE LOS AUTORES PARA PUBLICAR Y
PERMITIR LA CONSULTA Y USO**

Parte 1. Términos de la licencia general para publicación de obras en el repositorio institucional

Como titular del derecho de autor, confiero al Centro de Información Tecnológico (CENIT) una licencia no exclusiva, limitada y gratuita sobre la obra que se integrará en el Repositorio Institucional, que se ajusta a las siguientes características:

- a) Estará vigente a partir de la fecha de inclusión en el repositorio, el autor podrá dar por terminada la licencia solicitándolo a la Universidad por escrito.
- b) Autoriza al Centro de Información Tecnológico (CENIT) a publicar la obra en digital, los usuarios puedan consultar el contenido de su Trabajo Final de Graduación en la página Web de la Biblioteca Digital de la Universidad Hispanoamericana
- c) Los autores aceptan que la autorización se hace a título gratuito, por lo tanto, renuncian a recibir beneficio alguno por la publicación, distribución, comunicación pública y cualquier otro uso que se haga en los términos de la presente licencia y de la licencia de uso con que se publica.
- d) Los autores manifiestan que se trata de una obra original sobre la que tienen los derechos que autorizan y que son ellos quienes asumen total responsabilidad por el contenido de su obra ante el Centro de Información Tecnológico (CENIT) y ante terceros. En todo caso el Centro de Información Tecnológico (CENIT) se compromete a indicar siempre la autoría incluyendo el nombre del autor y la fecha de publicación.
- e) Autorizo al Centro de Información Tecnológica (CENIT) para incluir la obra en los índices y buscadores que estimen necesarios para promover su difusión.
- f) Acepto que el Centro de Información Tecnológico (CENIT) pueda convertir el documento a cualquier medio o formato para propósitos de preservación digital.
- g) Autorizo que la obra sea puesta a disposición de la comunidad universitaria en los términos autorizados en los literales anteriores bajo los límites definidos por la universidad en las "Condiciones de uso de estricto cumplimiento" de los recursos publicados en Repositorio Institucional.

SI EL DOCUMENTO SE BASA EN UN TRABAJO QUE HA SIDO PATROCINADO O APOYADO POR UNA AGENCIA O UNA ORGANIZACIÓN, CON EXCEPCIÓN DEL CENTRO DE INFORMACIÓN TECNOLÓGICO (CENIT), EL AUTOR GARANTIZA QUE SE HA CUMPLIDO CON LOS DERECHOS Y OBLIGACIONES REQUERIDOS POR EL RESPECTIVO CONTRATO O ACUERDO.

Dedication

I dedicate this research to God, to my dad Miguel who was my main support, my wife Raquel who always been next to me as a support, by giving me the necessary strength, also my parents- in-law Francisco and Yesenia who are one of the most influential examples of overcoming, and finally my best friend Rolando the person who I thanks for being supported me at the beginning of this journey.

Acknowledgments

I evermore give thanks and praise to God who inspires and provides me consolation through the path of life. I also thank my tutor Judy Villalobos Montero, who guided me during the process of the development of this thesis to achieving the goal of accomplishing the objectives of the study.

Epigraph

"Gratitude is the heart's memory".

-Lao-tse-



Abstract

The purpose of this paper is to explore how the influence of the Socratic method can improve the skills of listening and reading in the students from eleventh grade of the Liceo de Chacarita during the second trimester of the 2021. Due to the fact that the students from these grades, in particular, are taking part in a process where the English subject will be an important part of their life is necessary to identify how a critical thinking can develop and improve these skills. Nowadays societies are influenced for what other people say and not what we think for that reason is crucial to teach how the critical thinking could be developed and more when is implemented in an educational environment, because in this way there will be more students with better abilities to understand, analyze and provide a own opinion base of what they think and believe, however, even when the educational context seems to be in a constant plane of evolution, different internal and external elements are also evolving, thus representing possible motivational agents for acquiring a second language, thus determining the achievement of its efficient mastery. This research will be relevant as a collaboration to the studies that are provided from the authors that have researched about the subject; it will also contribute to provide a source of information for the educational system allowing different educational authorities to be more aware of the role of the Socratic method and how can improve the skills of listening and reading and the different ways in which it can determine academic success.

Keywords: Socratic method / Listening / Reading / Critical thinking.

Resumen

El propósito de este trabajo es explorar cómo la influencia del método socrático puede mejorar las habilidades de escucha y lectura en estudiantes de undécimo grado del Liceo de Chacarita durante el segundo trimestre de 2021. Porque los estudiantes de estas titulaciones, en concreto, están participando en un proceso donde la asignatura de inglés será una parte importante de su vida y es necesario identificar cómo el pensamiento crítico puede desarrollar y mejorar estas habilidades. Hoy en día las sociedades están influenciadas por lo que otras personas dicen y no por lo que pensamos por lo que es crucial enseñar cómo se puede desarrollar el pensamiento crítico y más cuando se implementa en un entorno educativo, pues de esta manera habrá más estudiantes con mejores habilidades para entender, analizar y proporcionar una base de opinión de lo que piensan y creen, sin embargo, aun cuando el contexto educativo parezca estar en un plano de constante evolución, también están evolucionando diferentes elementos internos y externos, representando así posibles agentes motivacionales para adquirir un segundo idioma, esta investigación será relevante como colaboración a los estudios que son proporcionados por los autores que han investigado sobre el tema; También contribuirá a proporcionar una fuente de información para el Sistema Educativo al permitir que las diferentes autoridades educativas sean más conscientes del papel del método socrático y cómo puede mejorar las habilidades de escucha y lectura y las diferentes formas en que puede determinar el éxito académico.

Palabras clave: Método socrático / Escuchar / Leer / Pensamiento crítico.

CHAPTER I
RESEARCH PROBLEM

This work hopes to show the different pedagogic techniques to improve the skills of listening and reading in different students of Chacarita high school.

The study of this subject called pedagogic mediation, opens the door to teach in a lot of different ways showing to the student the English as a foreign language in a better way and not only like one more subject to get the degree in the high school, also the present work shows the importance of the pedagogic mediation nowadays and the relevance of this one.

On the other hand, the study of different techniques to increase the level of English language is something that is vital to look for a better opportunity of work or only to speak more fluently; in simple words the pedagogic mediation shows the way to go and teach improving the soft skills as well mixing the knowledge of the student with the teacher as one with the goal of increase the listening and reading skill giving the opportunity to learn one of each other.

1.1 ISSUE PROBLEM

The research is carrying out at Chacarita day high school with the population of eleventh grade students during the second trimester of 2021.

1.1.1 Background of the problem

In the search for antecedents that are closely related to the subject of study, several works were found at national and international level showing the following data.

Related in the national level according to Delgado M. (2017), in her research to obtain the grade of Bachelor's Degree with the topic "Pedagogical Mediation Processes in Everyday Work, in Diversified Education, Professional Technical College of Liberia" where its objective is "To investigate the pedagogical mediation processes used by the mediator in Everyday Work in the classrooms in the implementation of active methodologies in the teaching-learning processes, in the Colegio Técnico Profesional de Liberia, Circuito 02, Dirección Regional de Liberia" to establish whether the pedagogical strategies used by the teachers made some difference in the processing of teaching in their students, the author in her research highlights the role of the facilitator and the learner, with which to contribute effectively in the realization of this project and hoping results in basis of the pedagogical mediation.

At the national level, the Universidad Técnica Nacional de Costa Rica relates a research about Proposal for a pedagogical mediation strategy that promotes innovation and creativity in the subject of tourism, where one of the specific objectives is "Generate

new mediation strategies that foster creativity and innovation through learning communities" This document has a great link with the research, because it is to make changes in the way the lessons are taught, some of the most important points about pedagogical mediation and one point to develop about the present research work.

Below is an international background that supports the present work in the approaches of listening and reading, and pedagogical mediation.

The graduate: Fredy Fabián Endara Tapia from Ecuador in 2015, presented his thesis on "Didactic strategies for the development of listening in English learning in the students of tenth year "c" of general basic education of the Juan de Salinas national school in the period 2014-2015" With his research, he provided material of great relevance for future work since one of his specific objectives was largely related to the research work that is currently being investigated. This objective is "Determine the type of strategies used at Colegio Nacional Juan de Salinas for the development of listening skills in English" it means that the focus is the same because is for high school students but using strategies as a facilitator to improve listening skills.

This provides an extra support for the research and shows a perspective about different strategies used in the teaching process and its impact in high school students.

In addition, the graduate Jorge Yezid Vargas González in 2016, from Bogota, Colombia facilitates his work to obey the master's degree through the thesis entitled " Desarrollo de la habilidad de comprensión leera en inglés por medio de estrategias interactivas" this work clarifies the importance of improving students' reading skills by using strategies and techniques as a tool to motivate students to read describing the

effect of the use of interactive reading strategies on the development of reading comprehension skills in students.

Finally, Hilario de Jesús Reyes García from Nicaragua presents his work in 2016 to get the grade of master in Pedagogy in University Teaching with his thesis called "Didactic strategies Implemented by teachers in pedagogical mediation, to favor the construction of significant learning, in the students of the first year of the Environmental Engineering career, morning shift of the FAREM Estelí, period 2015". It describes how teachers use pedagogical mediation for teaching and its benefits related with significant learning one of the main points of pedagogical mediation.

In this study, different important techniques and authors are cited that have contributed a lot to the field of pedagogical mediation. Furthermore, it is possible to better understand the importance of pedagogical mediation in the teaching process.

1.1.2 Problematization

The problem centers on the fact that Chacarita high school presents a teaching methodology that is too masterful and old-fashioned to teach English as a foreign language, in addition to the fact that the student of these days is a more technological being that makes the teaching process less important. So, as a result if the students do not have a good environment to learn this learning process will not be significant for them.

Another situation that shows to be a problem is the lack of knowledge from the teacher to use pedagogical techniques to facilitate the process of learning of the students from

Chacarita high school, producing a nonexistence of interest to learn English a foreign language.

1.1.3 Justification of the problem

The present research is convenient because through it, is possible to achieve a better understanding of pedagogical mediation and its importance, in addition to favoring students and teachers, also is a point of support for future generations of English learners at Chacarita High School, this research may be referenced and used by students of the institution.

With this research the institution is favored, because pedagogical mediation will allow teachers and students to learn and teach day by day in a better way, using techniques of pedagogical mediation where teacher and student are greatly involved of the process of learning and this is because one of the key points of pedagogical mediation is not merely the instructor, as it once was.

The research hopes to impact the classroom and the techniques used to teach English, the results will be reflected in the way that students increase their reading and listening skills using support material with great authors specialized in pedagogical mediation.

With this research work, the teacher could create a new tool or benchmark in the classroom to provide knowledge in multiple ways by improving teaching ability or use it as a guide to share best teaching practices with the institution.

1.2 FORMULATION OF THE PROBLEM

The constant process of learning for teachers and students nowadays is necessary, and the pedagogical mediation is an important tool to reach the goal to be a good teacher and to learn as a student in an easier way.

How does Socratic method improve listening and reading skills in English teaching, for eleventh year students at Chacarita high school of the year 2021?

1.3 RESEARCH OBJECTIVES

1.3.1 General objective

Demonstrate the use of Socratic method to improve the skills of listening and reading in the English teaching with eleventh-year students at Chacarita's Highschool during the second trimester of 2021.

1.3.2 Specific objectives

- 1. To explain the Socratic method as tool for teaching English with eleventh-year students at Chacarita's Highschool during the second trimester of 2021.**
- 2. To develop listening and reading skills in teaching English with eleventh-year students during the second trimester of 2021.**
- 3. Measure eleventh year student's abilities while listening and reading after the implementation of the Socratic Method**

1.4 SCOPE AND LIMITATIONS

1.4.1 Scopes

This research is conducted at Chacarita High School, it hopes to benefit Chacarita High School students, furthermore, this research uses pedagogical techniques to improve the learning process and improve concentration of listening and reading skills.

On the other hand, this research allows to understand how these students would interact with new pedagogical mediation techniques in the classroom.

1.4.2 Limitations

The no cooperation of the students to carry out the research was limitation.

The Chacarita high school as many other institutions of the country has been impacted by the COVID-19 for this reason the research could be restricted.

Something to take on count is that the building is in process of construction for a new structure, this situation could complicate the application of an instrument.

The period was another limitation because it will take only three months, this is a short period of time.

CHAPTER II

THEORETICAL FRAMEWORK

Throughout history, human beings have proven to be a species that always tries to learn new things, always tries to innovate, or always tries to be better than others, always under the premise of acquiring new knowledge or to pass the time as made by Sir Isaac Newton a genius who was somewhat misunderstood talking more specific of teaching process there a lot of techniques one of the more effective than others but at the end they work.

This part of the work hopes to show the different points of view of different authors who try to give a simple vision, or a thought about a specific theory developed over time, also this chapter two is a point where most of the bases are established to increase the process of creating knowledge.

On the other hand, definitions will be a matter of development to understand the meaning of some words and their provenance as such, therefore current bibliography and authors that can support the theory as such will be reviewed and investigated.

For the argumentation of this chapter the history of pedagogy is considered, another theme that is considered is the Socratic method which proves to be a technique that favors the process to create knowledge in our days and is used every time in company and classrooms for teaching.

English language is something that is vital to look for a better opportunity of work or only to speak more fluent, in simple words learn English is ok, but learn English with

good techniques which improve the learning process is other level that must reach the modern education.

2.1 HISTORICAL CONTEXT

2.1.1 Background of the organization or community

More than fifty years ago, Chacarita was a huge cattle farm owned by a Chinese senior named Isidro Con. He had as a subordinate of his property Juan Garcia, who later become the first Chacarita funder. Through the years, the necessity of housing expansion to this zone made I.N.V.U. buy the cattle farm to move the population affected by the waterspout, and people who lived in precarious conditions in the center of Puntarenas. Since the population started to grow in Puntarenas and Chacarita, people there started to look for new zones where to stay, and this is how new hamlets such as 20 de Noviembre, Pueblo Redondo, Fray Casiano de Madrid, and sometime later Carrizal were founded (Torres, 2010) quoted by Sirias (2019)

There was an important organization by neighbors to start the new high school construction, described by Torres (2010) quoted by Sirias (2019) as the following:

Los vecinos de todos los sectores iniciaron la lucha en la que se destacaron los señores René Castillo Aranda, Rigoberto Alpizar, Lázaro Chaves, José Espinoza, también colaboraron los señores profesores Jorge Sánchez Director Regional de Enseñanza, el Lic. Carlos Zúñiga Regidor Municipal, el Lic, Fernando Cuadra diputado por la provincia de Puntarenas en ese entonces se hizo el trámite reglamentario y un año después el ministerio de Educación Pública autorizó la creación del tercer ciclo en Chacarita, nombrando como Director al Prof. Carlos Jiménez Pastrano, quien desempeñaba funciones como Orientador en el Liceo

Nocturno José Martí... Fue así como se fundó el Liceo de Chacarita en 1975, de modalidad académica, con una matrícula de 213 alumnos distribuidos en seis grupos. (p.2)

[The neighbors of all sectors began the struggle in which Mr. René Castillo Aranda, Rigoberto Alpizar, Lázaro Chaves, José Espinoza also collaborated, also collaborated the professors Jorge Sánchez Regional Director of Education, Mr. Carlos Zúñiga Municipal Councilor, Lic, Fernando Cuadra deputy for the province of Puntarenas at that time the regulatory procedure was made and a year later the Ministry of Public Education authorized the creation of the third cycle in Chacarita, appointing as Director Prof. Carlos Jiménez Pastrano, who performed functions as Counselor at the Liceo Nocturno José Martí... This is how the Liceo de Chacarita was founded in 1975, of academic modality, with an enrollment of 213 students distributed in six groups.] (p.2)

By 1977, The institution was moved to a new edification located in Carrizal, and 9 years later, the high school had 3 zones including a dining hall, a workshop, a classroom, and some administrative offices section. There were around one thousand students (Torres, 2010) quoted by Sirias (2019)

Nowadays this institution is in Carrizal, Chacarita which is part of the central canton of Puntarenas providence. It belongs to the 10 scholar-circuit of regional education from Puntarenas. According to Torres (2010) quoted by Sirias (2019) this institution currently has:

Una población estudiantil de 1120 estudiantes, con una dirección. El Personal docente y administrativo es de 66 personas en total. Esta institución tiene los siguientes servicios: Servicio de Apoyo Fijo, orientación, biblioteca, comedor, informática educativa, tecnología Educativa, librería, fotocopidora, soda, área deportiva y gimnasio.

[A student population of 1120 students, with one address. The teaching and administrative staff is 66 people in total. This institution has the following services: Fixed Support Service, orientation, library, dining room, educational informatics, educational technology, bookstore, photocopier, soda, sports area, and gym].

2.2 THEORETICAL CONTEXT – CONCEPTUAL

2.2.1 Concept of pedagogic

The real meaning of pedagogy nowadays is often confused, but some authors through the history has shown that this concept is one of the most relevant at the time of teaching.

According to Persaud, (2019), says:

Pedagogy is often confused with curriculum. The latter defines what is being taught, while pedagogy refers to the method in how we teach the theory and practice of educating. Pedagogy is the relationship between learning techniques

and culture and is determined based on an educator's beliefs about how learning should, and does, take place. (p.1)

Pedagogy is something that must be constantly mentioned and maintained in the teaching process and should not be confused with other meanings to understand better and not have complains about it.

The importance of pedagogy is something immeasurable and even though it is still in development, it is important to know what pedagogy is? and how could be used in pro of the teaching process.

According to Juliao, (2014,). quoted by Vargas, (2017), comments that:

Hay pedagogía cuando se reflexiona sobre la educación, cuando el saber educar, implícito e intuitivo en toda sociedad (y que pueda desarrollarse, como lo muestra. La historia de modo artesanal) se convierte en un saber “sobre y desde la educación” (sobre sus ¿para qué y por qué?, sus ¿Cómo?, sus ¿cuándo?, sus ¿con quién?, sus ¿hacia dónde?). el desarrollo de la pedagogía implica la sistematización de dicho saber, de sus modelos, métodos y procedimientos, y la delimitación de su objetivo concreto; dicho de otro modo, su configuración como campo disciplinar teórico- Práctico, como teoría de la practica educativa y como teoría práctica de la educación. (p.135)

[There is pedagogy when reflecting on education, when knowing how to educate, implicit and intuitive in every society (and that can be developed, as it shows.

History in an artisanal way) becomes a knowledge "about and from education" (about its why and why? It is How? It is when? It is with whom? It is where?). the development of pedagogy implies the systematization of this knowledge, its models, methods and procedures, and the delimitation of its concrete objective; in other words, its configuration as a theoretical-practical disciplinary field, as a theory of educational practice and as a practical theory of education]. (p.135)

In other words, he says that pedagogy is something that can be applied in multiple scenarios to answer everyday questions and thus generate a systematization of learning.

2.2.2 Difference between pedagogic teaching and traditional teaching

It is normal to see professors teaching like two hundred years ago, and using techniques old fashioned nowadays, for that reason is important to make a line between pedagogic teaching and traditional teaching.

Carrillo Sierra et al., (2018) explains that:

La práctica pedagógica es la relación existente entre sujetos de conocimiento, en el que un sujeto con un conocimiento más estructurado dueño de un saber disciplinar, asumen como recurso claro y básico para favorecer la enseñanza y aprendizaje desde una postura que demanda una disposición dialógica y crítica de los saberes, para así pretender materializar los propósitos formativos manifiestos en un horizonte pedagógico en un contexto determinado. (p.3)

[Pedagogical practice is the relationship between subjects of knowledge, in which a subject with a more structured knowledge owner of a disciplinary knowledge, assume as a clear and basic resource to favor teaching and learning from a position that demands a dialogical and critical disposition of knowledge, in order to pretend to materialize the manifest formative purposes in a pedagogical horizon in a given context.] (p.3).

While on the other hand is the traditional teaching, this is the most common process of teaching since two hundred years around the world and it is used in schools, high schools, and even at the university.

In words of Valverde, (2017), indicates that traditional education is:

En primera instancia, la evaluación educativa ha sido definida por diferentes autores usando diferentes elementos que vienen a enriquecer cada día ese concepto haciéndolo más completo e integrador. Por tanto, esta se ha aplicado en el medio escolar de una forma tradicional, esto significa que se hace a través de exámenes y pruebas escritas con el fin de obtener un número que satisfaga tanto a padres como maestros al asignar una cantidad para medir el conocimiento de sus hijos y alumnos. (p. 1)

[In the first instance, the educational evaluation has been defined by different authors using different elements that come to enrich that concept every day making it

completer and more integrative. Therefore, this has been applied in the school environment in a traditional way, this means that it is done through exams and written tests in order to obtain a number that satisfies both parents and teachers by assigning an amount to measure the knowledge of their children and students.] (p. 1)

To conclude now that the difference between these two models of education is clear, is vital to know that one of them is only focused on numbers and test, while the other try to be more humanistic during the process of learning and in that way the learners could be more focus in the process of getting knowledge.

2.2.3 History of pedagogy

The theory of teaching, which was imposed the last century as a science of experimental education or didactics, and which currently studies the conditions for receiving knowledge, and then throw it up that knowledge on an exam content getting a grade to pass the exam is not a significant way of learning, on the other hand there is the role of the teacher which is only like a center of attention and "knows everything" repealing questions and doubt because do not want to stop and teach in a good teaching method, while the learners only are like a cup that needs to be full with "knowledge" from the teacher.

Therefore, it is necessary to create a pedagogy that according to Tamayo, (2019) must be "Necesitamos crear una pedagogía nacional, es decir una pedagogía nuestra, medida a nuestras fuerzas, de acuerdo con nuestras costumbres, conforme a naturales tendencias y gustos y en armonía con nuestras condiciones físicas y morales" (p.7).

["We need to create a national pedagogy, that is, a pedagogy of ours, measured to our forces, according to our customs, according to natural tendencies and tastes and in

harmony with our physical and moral conditions"] (p.7). The above quote allows to the future investigators to understand better how teaching has changed, and see the new goal to reach, also this author says that it is necessary to create pedagogy for a new kind of learners and according to their needs.

2.2.4 Concept of reading

A curious fact about this word is that exists a city called "reading" this belongs to a country called United Kingdom (in Europe) and currently has 62,348,447 inhabitants (year 2012), a total area of 244,820 km² and whose capital is London. The neighboring country of the United Kingdom is Ireland. Pounds [GBP] are used as currencies and the following languages are spoken Welsh (dialect variety from United Kingdom (Wales)), and Scottish Gaelic, but the real concept of this word according to Cambridge Dictionary, (2020) is "the skill or activity of getting information from books". Since the human create the language almost at the same time create the letter and as a result of that, the ability to read is not for all the people because there are people who can read well, others can read faster and others slower but, it is different when someone read to get information about something and learn about what is reading.

This ability nowadays is one of the most common in the process of learning a second language, and English is not the exception, in English most of the time the learners need to read articles, magazines or newspaper to obtain new vocabulary and reinforce the reading comprehension with the goal of reading faster and better seeking information in an efficient way.

On the other hand, it's common to hear people saying that reading is a waste of time or that they do not like to read, El-Maleh, (2006) quoted by Alqatanani, (2017) explain that "Reading in general and critical reading in particular are considered among the most significant language skills" (p.310). Saying in other words, reading is a must to develop a good language and increase the level of language as well.

However, as it was mentioned before the meaning according to the dictionary is one thing, but there are authors that also have their own meaning. While Harris and Hodges (1981, p.74) quoted by Alqatanani, (2017) state that critical reading is the "process of making judgment in reading; evaluating relevancy and adequacy of what is read ...and inferences are used to judge the worth of what is read according to established standard?" Collins (1993) quoted by Alqatanani, (2017) points out that "critical reading is the learner's ability to draw inferences, reach to conclusions, make decisions, solve problems, develop reasoning, compare ideas, formulate hypothesis, and evaluate ideas, events, characters and situations". These arguments try to understand and show the relevance that the skill of reading has now to create knowledge and how a good reading skill improve the ability of the learners, creating a human being more critical and reflexive with the environment that is surrounded.

For most of second language learners the process of reading is a vital part of acquiring a language, but the comprehension of the reading is something forgotten for most of the teachers, a good strategy according to Brown, (2000) is identify the purpose of reading, this consists to read something interesting to the learners and provide good articles, or material that could work to avoid the lack of interest of the apprentices, it does not matter what the teacher is teaching with this technique the level of the student will improve at the moment of reading because they will know the purpose of the reading (p.306).

Following idea before other good practice to improve the skill of reading is scan for specific information according to Brown, (2000) "the purpose of scanning is to extract specific information without reading through the whole text" (p.308). This allows to read academic English or to understand better a scientific article, also provides the ability to deal with genres like schedules, manuals, and forms looking for dates, names, or specific pieces of information in the text (Brown,2000).

Nowadays, most of the students do not have the habit to read at least a book per year and this is something that is creating a problem in the students from high school because they are not developing good skills in reading according to Oakhill, Cain, & Nesi, (2016) "Skills in reading, especially reading comprehension are very important for each student and cannot be negotiable" (p.124). For that reason, it is vital to innovate in the classroom applying good techniques as the schema theory and background knowledge, it consists of to bring previous knowledge, emotions, experience, and culture during the reading part, this process has shown in several times that in this way is easier to understand to the readers what they are reading (Brown, 2000).

On the other hand, the ability to catch a general idea from a text is something that most of the students cannot do, for that reason a good approach to develop this lack of ability is using in the classroom the skimming technique according to Brown (2000) "skimming consists of quickly running one eye across the whole text (such as an essay, article or chapter) for its gist" (p.308). Practicing this technique, the reader will be able to predict and a good way to use this method during class is provide thirty to forty-five second

to all the students and read a passage of an article and then start asking them about what the reading with this the teacher will see the progress and calculated how well they are learning this skill (Brown, 2000).

2.2.5 Concept of listening

This skill is mainly related with ability to hear and understand what the speaker is saying, most of the time is normal to see people who speaks "weird" or in an accent that is not common in the daily life, the skill of listening is one of the most difficult skill to develop because there are not any rule as grammar, Rost,(2005) quoted by Hasan,& Tan, (2017) states that "Listening encompasses both receptive and interpretive constructive aspects of cognition, which are used in both the first and second languages" (p.162). This show how important is the skill or ability to listening that even in the first language is related since the born.

Listening is the ability to accurately receive and interpret messages, in the communication process listening is key to all effective communication Brownell, (2016) quoted by Metruk, (2019) maintains that "listening may be the single most important skill promoting personal and professional development since it influences the effectiveness of individuals, both at school and in the workplace Similarly". (p.227). Korkmaz and Güneyli, (2017) quoted by Metruk, R. (2019) also claim that the "skill of listening is more important than other language skills (reading, writing, speaking) as it is the first acquired skill" (p.227). As the authors said the ability or skill of listening is one important part of the process of learning and even more when it is focused in the process of English learning.

The significance of listening in language acquisition cannot be overstated, since students listen more than any other ability in the classroom, this event could be an opportunity to take advantage according to Brown (2000) "listening comprehension has not always drawn the attention of educators to the extent that it has now" (p.247). This means that now is the moment to use this skill as a tool to learn with the help of all the instruments and technology that is in contact with the learners and the teachers during the class.

There are a lot of techniques to improve the listening ability and increase this skill in the learners, one kind of method that help in this process according to Brown (2000) is the reactive method and this consist it in provide a lot of input to the students, then is this way the students will repeat the info provided it like a recorder with result of "tunning the ear" (p.255).

It is important to mention that the best way to practice the listening skill is interacting with other people according to Brown (2000) debates, participate in discussions, role plays, conversations, and other kinds of activities like these can help to develop a good listening skill because in this way the learners will be practicing and communicating with others (p.258).

This methods must appeal to the real life in order to obtain better results, because in this way the learners will be able to see and understand what is wrong and how they could improve, also it is necessary to catch the attention of the students for that reason is necessary to know the background of the institution, the community and the way how the investigator will catch it, all of this is with the goal of encourage them to develop the listening abilities.

There is an effective way to improve the listening competence, and this one is the interaction with other second language learners or well native speakers, having conversations and sharing ideas Brown (2000) says that "so, to learn to listen is also to learn to respond and to continue a chain of listening and responding" (p.254). With this the investigator will understand in which areas the students need help, how enhance this opportunities zones and the most important increase the listening comprehension at the time when they are speaking and listening in the English language.

The responsive method is one of the most common in the classroom, and one of the most effective to evaluate if the learners are understanding what they are listening, so must of the teachers start to ask questions in general to the classroom, these questions are designed to be answered by the students almost immediate one example could be "How are you" and one of most common (Brown, 2000). Using this technique are involved the two parts of the process learning, the teacher in one side and in the other the pupils enhancing at the same time the skill of listening.

Ongoing with the procedures that helps the listening skill, the selective method is one the best to catch the attention of the students and also to create an interesting class, with this procedure the teacher can ask about what kind of listening want to hear the student, for example monologue, songs, stories, anecdotes the objective of this way is not to find general meaning is more to hook the attention and learn to find specific information and how identify better the important parts in a listening (Brown,2000). In this way the teacher will be able to create a more interactive class, while the students are learning to listening audios that they enjoy learning what is interesting is the best way to learn something.

2.2.6 Socratic method as a tool mediation technique

This method could be used in the English classroom because it is more likely to stimulate critical thinking in students, in the English teaching and the process of learning it is important to stimulate the critical thinking with the goal of see how the knowledge grow as a plant, teachers should be more Socratics instead or being didactic, Orlich et al,(2008) quoted by Acim, (2018) thinks that "critical thinking is not a natural ability, but "must be taught across all subjects and all grade levels" p.279). One point to take on count is that the Socratic method is flexible at the time of teaching it could be used during any time of the class making reflexive question to the students helping in that way of the process of creating knowledge.

In addition, using this method the teacher is not the focus of the class and is more like the bridge of knowledge in the process of creating knowledge According to Reich (2003) quoted by Acim, (2018), who adopted the Socratic method, explains that:

The instructor is not the purveyor of knowledge, that is, the one who communicates facts and truths to a body of passive students after years of study. The instructor is not "the sage on the stage," but she or he, like the students, is another participant in the building of knowledge. (p.42)

In other words, the teacher that use this method could use it as Socrates did in the past, guiding the people in order to obtain a good critical thinking by himself as many investigators said this helps to develop a critical thinking of the knowledge in an efficient

mode, increasing the ability to understand what is bad in a sentence in English or which word is not written in a correct way when he or she is reading a book.

It is well known that the learning process is different for everyone and that is why there must be several techniques in the classroom that facilitate the teaching and learning process. Therefore, emphasizing what has been said Osborn, (2013). Quoted by Agba, (2018,) said: "no two individuals learn in the same way, nor do they bring the same prior knowledge to a learning experience. The way we learn is as unique as our fingerprint" (p. 87). The teacher could be an excellent professor but if he is not prepared for the different process of learning of the pupils, he will not be able to teach in pro of the students.

On the other hand, there are different techniques that could be use in pro to explain better or to be a facilitator that helps in the process of creating knowledge, one example of this is the didactical method, it consists mainly of the oral transmission of knowledge by the teacher, who is the one who knows, the students, who do not know. It is undoubtedly the method that allows transmitting in the shortest possible time, greater possible time, more information to many people, since a lecturer cannot transmit in a one-hour session, an accumulation of knowledge acquired by him over the years and that to be able to know with just our personal effort would perhaps require months of guided reading, followed by study and synthesis work.

Other method or technique that is usually used is the Interrogative methods, this is generally applied in the form of an interrogative lesson and the teachers usually use this technique in the classroom, for example when the educator wants to know if the student learned the correct way to say a word and he asked to the learner to repeat it and check if it is right.

Then, there is a Demonstration method, the demonstrative methods try that the individual acquires certain habits, develop certain reflexes that allow the investigator to act quickly and competently in the ordinary situations of his life. This technique is very similar to the Edward Thorndike theory which is focused on the stimulus response this person was, one of the first psychologists to make contributions to behaviorism. According to this, those behaviors that produced a satisfactory result would be more likely to be repeated in the future.

Another common technique used nowadays is the Behavioral paradigm as Flórez, (2020) says:

El objetivo de este paradigma es llegar a identificar conductas observables, medibles y cuantificables; desde la relación estímulo respuesta, podríamos hablar de un aprendizaje por resultados, donde la asignación de calificaciones se basa en un sistema de recompensa y castigo, reduciendo la evaluación simplemente a un producto que debe ser evaluable, es decir verificar que esto realmente sea medible y cuantificable, el criterio de evaluación radica en los objetivos operativos. (p.9)

[The objective of this paradigm is to identify observable, measurable and quantifiable behaviors; from the stimulus response relationship, we could talk about a learning by results, where the assignment of grades is based on a system of reward and punishment, reducing the evaluation simply to a product that must be evaluable, that is, verify that this is really measurable and quantifiable, the evaluation criterion lies in the operational objectives.] (p.9)

In other words, this way of creating knowledge is usually related with the collection of data, or numbers. It is important to know that also exist the cognitive paradigm in words of Flórez, (2020) quotes that “En el paradigma cognitivo se puede decir metafóricamente que el sujeto es un organismo, entendido como una totalidad cognitiva y afectiva” (p.10). [“In the cognitive paradigm it can be said metaphorically that the subject is an organism, understood as a cognitive and affective totality”] (p.10). Seeing in this way that the student is no longer seen as a receptacle where the teacher puts knowledge and rather looks like a being who feels and learns with feelings.

2.3 HYPOTHESIS

With the best use of the Socratic Method, the greatest performance of students on listening and reading skills.

2.4 OPERATIONALIZATION OF THE HYPOTHESIS

Table 1

Operationalization of the hypothesis

| Hypothesis | Concept | Variables | Indicators |
|-------------------------------------------|-----------------|------------------------------------|----------------------------------------------------------|
| With the best use of the Socratic Method, | Socratic method | Application of the Socratic Method | Previous knowledge. Vocabulary. Critical thinking. |

| | | | |
|-----------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|
| the greatest performance of students on listening and reading skills. | Listening and reading skills | Results of the Socratic method to improve listening and reading skills. | Verbal skills. Listening skills. Reading skills. Body language. |
|-----------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|

**CHAPTER III:
METHODOLOGICAL FRAMEWORK**

This chapter exposes the methodology used in the development of this investigative process. For a greater order, it is structured in such a way that topics such as size, sample, purpose, character, nature among others are covered, it can be said that this chapter covers or complies with the method of how the investigation is.

On the other hand, this part of the research explains the universe and the sample where the investigator works to collect the data for the present work, this part is relevant and is related with the instruments, there are two types of this instruments the quantitative and qualitative in the present chapter is clear what kind of instruments are used to the sample.

To conclude the present chapter covered all that information related with sources, authors, year of publication in an investigation work it is a must to use valid sources like thesis, books, scientific magazines in order to explain points of views or support the investigation, also there is another reason for this chapter and is determine what kind of sample is present it could be probabilistic and non- probabilistic with these main points clear, the relevance of this chapter is considered the center of the work.

3.1 PURPOSE (THEORETICAL OR APPLIED)

This research is applied and has the purpose of contributing to the existing knowledge using pedagogy and the Socratic Method, as an instrument for evaluating the achievement of scientific inquiry competencies in secondary education in the Liceo of Chacarita, the results can be measure in a qualitative way observing and analyzing

the learners and reinforcing one of the main objectives of the pedagogy, according to León-León & Zúñiga-Meléndez, (2019):

En este sentido, el personal docente ha de proponerse como mediador, capaz de generar una interacción pedagógica, social, dialógico, lúdico, consciente, intencional, sistemático, destinado a generar experiencias de aprendizaje integral, es decir, que permita desarrollar conocimientos y que posibilite el desarrollo de las potencialidades humanas en el ser, hacer, conocer y convivir, (p. 5).

[In this sense, the teaching staff must propose themselves as a mediator, capable of generating a pedagogical, social, dialogical, playful, conscious, intentional, systematic interaction, aimed at generating integral learning experiences, that is, that allows the development of knowledge and that enables the development of human potentialities in being, doing, knowing, and living together.] (p. 5).

In this way, the pedagogy is a scientific knowledge, also is very close related with the Socratic method, both are a fundamental element to develop competences for scientific thinking, critical and reflective in the student body, adapted to the scientific needs of today's society.

3.1.1 Temporal Dimension (transverse/longitudinal)

The present work is transversal because it shows how the topic is analyzed and understood to describe it. According to Rodríguez & Mendivelso, (2018) they say that: “el diseño de corte transversal se clasifica como un estudio observacional de base individual que suele tener un doble propósito: descriptivo y analítico” (p.145). [“cross-

sectional design is classified as an individually based observational study that usually has a double purpose: descriptive and analytical"] (p.145). For this reason, the transversal axis in the present investigation is confirmed because it showed many points that agree in form and substance with a cross-sectional investigation.

3.1.2 Macro (mega-macro-micro)

The micro space of the research means a part or subtopic in which the researcher will make his research time according to Sampieri & Torres, (2018) say "la investigación micro es de tipo práctico busca el estudio exhaustivo de un caso concreto o conjunto" (pp. 1–3). ["micro research is of a practical type seeks the exhaustive study of a specific case or set"] (pp. 1–3). In other words, the present work is micro because it is focus on the process of pedagogical mediation and how the Socratic method improve in a group of learners which are almost twelve or fifth teen of them, this means a reduce of cost in the investigation in term of money and time, and obviously focus on the study of the case of pedagogy and the Socratic method that would be the specific cases of study.

3.1.3 Nature (qualitive, quantitative, and mix)

The goal of qualitative research is to explain, predict, describe, or explore the "why" or the nature of the links between information and the people. There are instruments with a qualitative focus to obtain the results in base of observation, according to Compte (1995) quoted by (Herrera, 2017) the qualitative could be like:

Una categoría de diseños de investigaciones que extraen descripciones a partir de observaciones que adoptan la forma de entrevistas, narraciones notas de campo, grabaciones, transcripciones de audio y video y videocasetes, registros escritos de todo tipo, fotografía o películas o artefactos. (p.7)

[A category of research designs that draw descriptions from observations that take the form of interviews, narrations, field notes, recordings, audio and video cassette transcripts, written records of all kinds, photography, or films or artifacts.] (p.7)

In other words, the goal of qualitative research is the inductive process where the researcher can collect information using all the instruments available to reach the goal of collect data, but not only data that can be expressed by numbers this data can be expressed by feelings, thoughts and emotions as well that is one main reason because the qualitative investigation is related in the present work because the investigator wants to be part of that process not only like a human who see students if not that he wants to be part of that whole process.

3.1.4 Character (exploratory, descriptive, correlational, explanatory)

Descriptive research is that research method that focused on describing the characteristics of a subject or phenomenon. This research tries to describe the characteristics in the classroom of students who receive the Socratic method techniques and the phenomenon that this represents for them, in words of Tamayo (1994), the author defines the descriptive investigation as the “registro, análisis e interpretación de la

naturaleza actual y la composición o procesos de los fenómenos. El enfoque se hace sobre conclusiones dominantes o sobre cómo una persona, grupo o cosa se conduce o funciona en el presente" (p.46). ["recording, analysis and interpretation of the current nature and composition or processes of phenomena. The focus is on dominant conclusions or on how a person, group or thing conducts or functions in the present"] (p.46). With this clear, the researcher could understand which points could develop to get the desired results always using the descriptive method.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Analysis Unit (objects and subjects of study)

In this part of the document, the researcher specifies the population to be studied in a particular way, called (universe and sample) this both elements are related with the study of the investigation.

Now that these two terms are clear, the researcher explains that the universe is the place where the research acts, in this case the entire Liceo the Chacarita is the universe of this investigation work and is in this way because the sample is part of it.

On the other hand, the sample is the whole section 11-2 from the Liceo de Chacarita, in this investigation the researcher could observe the learners from this group to applies the instruments of the investigation.

This work has a probabilistic sample because is confirmed that all the elements of the population and had the same possibility of been chosen through random selection, in

this case the researcher chose the section 11-2 randomly instead of the other sections from the Liceo de Chacarita.

The inclusion criteria in this work are focused on the students from eleventh year which are in the last year in secondary in range of age from 16 and 17 years old, because is the population that the researcher wants to be studied.

The exclusion criteria in the present work explain that all those students from a lower grade than eleventh year are not allowed to be included in the research, also those students above the age of 16 or higher than 17 years old.

3.2.2 Firsthand

The primary sources of this research are presented below, currencies according to their authors, university, country, and year.

Table #2 Firsthand

| Author or authors | University or Organization | Country | Year |
|--------------------------------------------------------------------------------------------------------|-----------------------------------|----------------|-------------|
| Delgado Benavides, Maria Mayela | National Technical University | Costa Rica | 2017 |
| Ana Emelina Álvarez Canales Cinthia María Gómez Ramírez Lauren Mariela Ramírez Valverde | National Technical University | Costa Rica | 2019 |

| | | | |
|----------------------------------|------------------------------------------------------|-----------|------|
| Freddy Fabian Endara Tapia | Central University of Ecuador | Ecuador | 2015 |
| Jorge Yezid Vargas Gonzalez | Tecnológico de Monterrey | Colombia | 2016 |
| Hilario de Jesús Reyes García | National Autonomous University of Nicaragua | Nicaragua | 2016 |

Source: Salazar Ramirez 2021

3.2.3 Second hand

In this part of second-hand sources, Books used during the research are included, both as reference sources and bibliographic sources, and they will be shown with the author's name, article name and year of publication.

Table #3 Second hand

| Author | Title | Year of publication |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------|
| Rachid Acim | The Socratic method of instruction: An experience with a reading comprehension course. | 2018 |
| Sandra Milena Carrillo Sierra Jesús Oreste Forgiony Santos Diego Andrés Rivera Porras Nidia Johanna Bonilla Cruz 4 María Luisa Montanchez Torres María Fernanda Alarcón Carvajal | Pedagogical Practices in the face of Inclusive Education from the perspective of the Teacher. | 2018 |

Source: Salazar Ramirez 2021

3.2.4 Third hand

In this part Scientific articles from known and un-index magazines are going to be shows and expert articles according to name of the article, name of the magazine and year of publication.

Table #4 Third hand

| Name of the article | Name of the magazine | Year of publication |
|---------------------------------------------------------------------------------------|------------------------------|---------------------|
| Traditional evaluation vs. alternative evaluation in FAREM-Carazo. | University Tower | 2017 Number 15 |
| Using English movies and TV programs for developing listening skills of EFL learners. | University of Žilina, Žilina | 2019, Vol 70, No2. |

Source: Salazar Ramirez 2021

3.3 SAMPLE SELECTION

3.3.1 The population

In the present work the population constitutes the total universe in which the research is made, the researcher in this investigation work with all the population that at the same time is the sample because is a small group of students from the Liceo de Chacarita which around the 12 or 16 students therefore it is a handy sample.

3.3.2 Sample

One of the main points for the researcher is to clarify the sample according to Fortín (1999), “la muestra es un subconjunto de la población o un grupo de sujetos que forman parte de una misma población” (p.95). ["the sample is a subset of the population or a group of subjects that are part of the same population"] (p.95). The research sample consists in the group 11-2 of eleventh grade students from the Liceo Chacarita. Also, it includes 1 English teacher who work in the educational institution mention previously.

3.3.3. Probabilistic or Non-probabilistic

The type of research is non- probabilistic according to Pineda et al. (1994) “se toman los casos o unidades que están disponibles en un momento dado” (p.119). ["take the cases or units that are available at any given time"] (p.119). because the students from the group 11-2 were selected by convenience for the researcher this kind of work is totally non-probabilistic, always taking on count those students who wants to participate and them that do not.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

The present work uses a questioner about different techniques and specifications about some of them there are about nine questions to know the grade of knowledge of the learners.

On the other hand, the professor is going to be observe using survey about the different pedagogical mediation techniques and the frequency he uses it which contains five items on it to determine the frequency of use.

An interview will be applied to see if the learners can understand main ideas in the text and listening, in this part the notes from the researcher are the key to this instrument.

There is a binucle that must be applied to the teacher to understand better the way how he teaches and how he uses the pedagogy and the Socratic method during the class, it contains five items on it.

A self-evaluation, to see if the student is learning and communicating ideas and how satisfied he is about the process of learning is an instrument part of this investigation and it contains seven items on it.

The last instrument is an anecdotal record to see if the teacher uses the Socratic method this instrument contains nine items on it.

3.5 OPERATIONALIZATION OF VARIABLES

3.5.1 Specific Objective

To explain the Socratic method as tool for teaching English with eleventh-year students at Chacarita's Highschool during the second trimester of 2021.

3.5.1.1 Independent Variable

The Socratic method

3.5.1.2 Conceptual Definition

In addition, the definition of the previous variable is the ability to understand the Socratic method as approach of educate English in the learners of eleventh year of Liceo de Chacarita during the year 2021.

3.5.1.3 Instrumental Definition

In order to collect the respective information, the researcher will make use of a questioner about The Socratic method and specifications focus on the readings and listening skills. It contains fifteen items.

Professor: professor questioner about the Socratic method and its characteristics and previous knowledge about it.

3.5.2 Specific Objective

To explore listening and reading skills in teaching English for the eleventh-year students at the high school of Chacarita during the second trimester of 2021.

3.5.2.1 Dependent Variable

Listening and reading with eleventh-year students.

3.5.2.2 Conceptual Definition

Focus and improve the abilities of listening and reading in the instruction of English for the eleventh-year learners for the Chacarita high school.

3.5.2.3 Instrumental Definition

Student: an interview to see if the learners can understand main ideas in the text and listening.

Professor: in this part the researcher uses a binnacle in order to get the notes of the class and how the teacher develops the class with the skills of listening and reading.

3.5.2.4 Operational Definition

Hypothesis: How to improve the reading and listening skills?

3.6 OPERATIONALIZATION OF VARIABLES CHART:

3.6.1 General objective

Demonstrate the use of Socratic method to improve the skills of listening and reading in the English teaching with eleventh-year students at Chacarita's Highschool during the second trimester of 2021.

| SPECIFIC OBJECTIVE | VARIABLE | CONCEPTUAL DEFINITION | OPERATIONAL DEFINITION | INSTRUMENTAL DEFINITION |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To explain the Socratic method as tool for teaching English with eleventh-year students at Chacarita's Highschool during the | The Socratic method as tool for teaching English with eleventh-year students at Chacarita's Highschool during the | The ability to understand the Socratic method as approach is something vital nowadays according to Coffey, (2010) explains that "Developed from Plato's Socratic Dialogues, the Socratic method of teaching is a student centered | If between 75% to 100% of the students, and English teachers use the Socratic method as tool for English teaching to develop the skills of reading and listening, it is | In order to collect the respective information, the researcher will make use of a questioner about The Socratic method and specifications focus on the readings and listening skills. It contains the next questions: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,14,15. Qualitative |

| | | | | |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| second trimester of 2021. | second trimester of 2021. | approach that challenges learners to develop their critical thinking skills and engage in analytic discussion". (p.1). | positive for the research. If between 74% to 60% of them use some knowledge about the Socratic method to improve the skills of listening and reading, it is relatively positive and 59% or less of them, it is negative for the research | Professor: professor questioner about the Socratic method and its characteristics and previous knowledge about it. It consists in fifteen questions. |
| To develop listening and reading skills in teaching English with eleventh-year students | Listening and reading skills in eleventh-year students | Focus and enhance the ability of reading, in words of Cambridge Dictionary, (2020) reading is the "the skill or activity of getting information from books". | If the researcher gets the identification of an efficient process of Listening and Reading skills acquisition and its relationship with the Socratic method | In order to collect the respective information, the researcher will make use checklist to see if the learners can understand main ideas in the text and listening. In this part the notes are interpreted by the researcher using his own knowledge. |

| | | | | |
|---------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>during the second trimester of 2021.</p> | | <p>Then there is the listening skill, listening is defined by Rost, (2005) quoted by Hasan, & Tan, (2017) in the next way "Listening encompasses both receptive and interpretive constructive aspects of cognition, which are used in both the first and second languages" (p.162). This show how important is the skill or ability to listening that even in the first language is related since the born.</p> <p>Also, there are other authors as Brownell, (2016) quoted by Metruk, (2019) maintains that "listening may be the single most</p> | <p>process from 100% to 90% that means that it is valid for the investigation.</p> | <p>It contains fourteen items Qualitative</p> <p>In order to collect the respective information, the researcher will make use of a checklist, this instrument is conformed by the data collected from the researcher according to what he sees it contains, observations, activities, and projects.</p> <p>It contains fourteen items Qualitative</p> |
|---------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | important skill promoting personal and professional development since it influences the effectiveness of individuals, both at school and in the workplace Similarly". | | |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Source: Salazar Ramirez 2021

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results obtained through the application of the instruments and techniques for the collection of information. For this, the responses provided by the research subjects are considered and analyzed.

The analysis of results is one of the most important sections in an investigation, because thanks to the data obtained, they can analyze what is necessary for improvement to strengthen the teaching and learning process of English Language. According to Hernández et al (2014) who state that this process is defined as "the close link that exists between the composition of the sample, data collection and analysis" (p.427). The results are significant for this research because they provide the required information to analyze the use of the Socratic method and its influence in the skills of listening and reading in the learners from the Chacarita High School from the grade 11-2 in the year 2021.

4.1.1. Analysis of students' data

Checklist directed to English teacher and students to observe if they employed the Socratic method in the listening and reading skills. The purpose of this checklist is to explore and obtain more information about the Liceo Chacarita English lessons and English class activities in reading and listening skills. In addition, the information provided is for academic purposes.

All the information is confidential and only is going to use by the researcher.

Date:13/8/21

Level: 11- 2 (A)

| Checklist directed to English teacher and students to observe if they use the Socratic method in the listening and reading skills. | | | |
|------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|-------|
| Criteria | Always | Sometimes | Never |
| 1. Teacher starts with a warmup and set the scenario. | | ✓ | |
| 2. Teacher performs a pre-listening, pre-reading, during the pre-task time. | | ✓ | |
| 3. Teacher makes sure all students understand the task. | ✓ | | |
| 4. Teacher creates tasks individual or pair group purpose. | ✓ | | |
| 5. Students construct their own knowledge with the already learned and the new taught. | | ✓ | |
| 6. Teacher observes students while students perform the task | ✓ | | |
| 7. Tasks are relevant with real life purpose and meaningful. | | | ✓ |
| 8. Teachers performs a post-task listening. | ✓ | | |
| 9. Teacher performs a post-task reading. | | | ✓ |
| 10. Teacher improves students to develop a critical thinking. | | | ✓ |
| 11. Teacher ask for students' opinions. | | ✓ | |
| 12. Teachers' feedback to the students at the end of the task. | | ✓ | |
| 13. Teacher make use of technological sources. | ✓ | | |
| 14. Students ask questions about the reading practice | | ✓ | |
| 15. During English classes are the students free to express their opinions to the teacher? | ✓ | | |

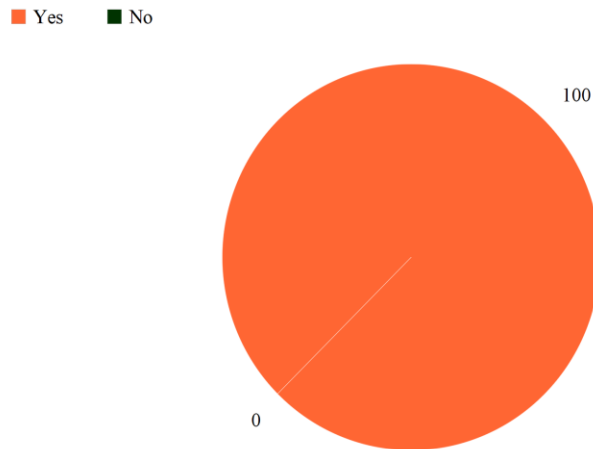
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, August 2021.

Based on the responses obtained, it was evidenced that for students the teaching methodology is good, and they feel good; however, some of these answers show that they need an extra incentive or extra push, for example in the item number five it is necessary always to guide the learners in the path to construct their own knowledge, so it is really necessary to focus and improve this part, it is important to see the item number seven according to the new policy of education in the government of Costa Rica, so teacher must teach with the purpose of impact and educate learners to be prepare to real life situations and understand the social environment of these showing situations that could help in the real life of learners, even if the items nine and ten showed that the teacher did not create post task skills after an exercise or explanation the item thirteen and fourteen is focus in part of what is necessary in a class asking for opinions and providing feedback with the goal to improve the process of learning, using technological resources.

Results of question number

Graphic 1

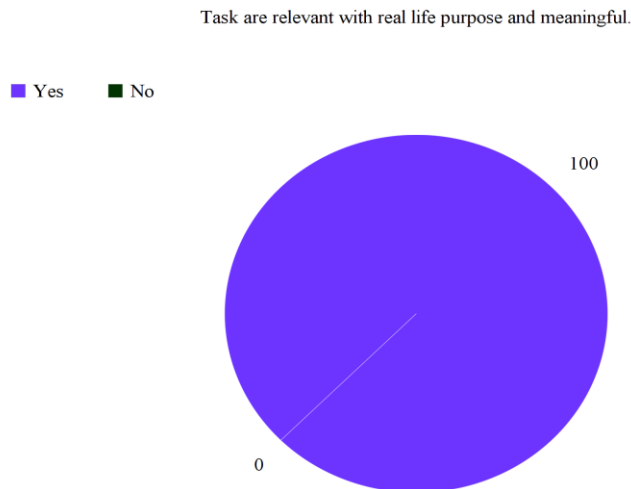
Students construct their own knowledge with the already learned and the new taught.



Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

Regarding to the graph, 100% of the sample construct their own knowledge with the already learned, the researcher could see this in the general group because they were wondering about hypothetical situations and what could they do in order to avoid any natural disaster in a future and also how they can prevent since today for the future; this shows how effective is make Socratic questions to students.

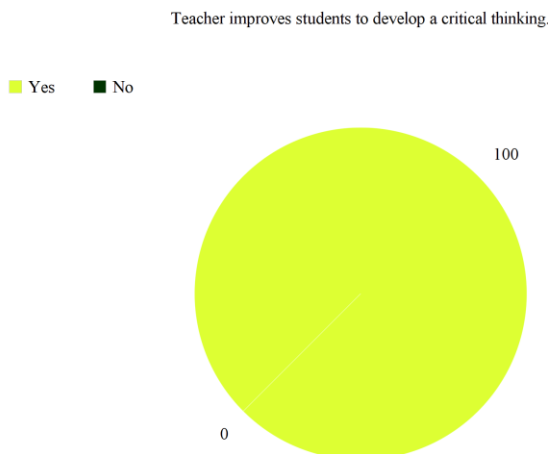
Results of question number 2

Graphic 2

Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

Regarding to the graph, 100% of the sample understood the relevance of the task that the researcher did during the class, and the meaning of these practices day by day in their lives like recycle, save water, do not throw garbage in the streets and how these good practices can improve the environment in a positive way the students noticed about the consequences of not saving water, and recycle and they were afraid of what could happen in the future and now they can help to prevent that possible scenario

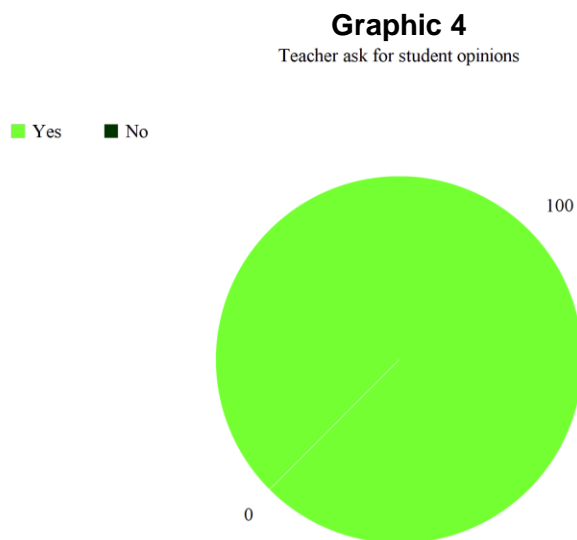
Results of question number 3

Graphic 3

Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample was impulsed by the teacher to develop a critical thinking during the class, using Socratic question, asking about personal experiences and how they could get out about those situations. Also, the teacher provided feedback about some cases that were not very common, and the students provided their point of view increasing the participation and the way to analyze the subject and comparing to real life situations, all those points mentioned before helped to develop a critical thinking in the students.

Results of question number 4



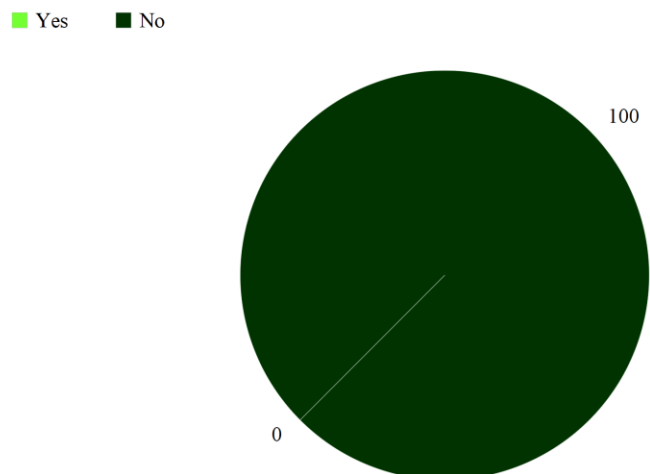
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The graphic indicates that 100% of the sample was at least asked one time by the teacher to know the opinion about one topic, this was possible because of the pandemic of COVID-19, the groups are smaller than before, so there are almost ten or eleven students per group; this allows to be more focus with students and make questions during the class with the goal to get personal opinions, personal experiences and develop a participative student during the lesson.

Results of question number 5

Graphic 5

Teacher performs a post task listening



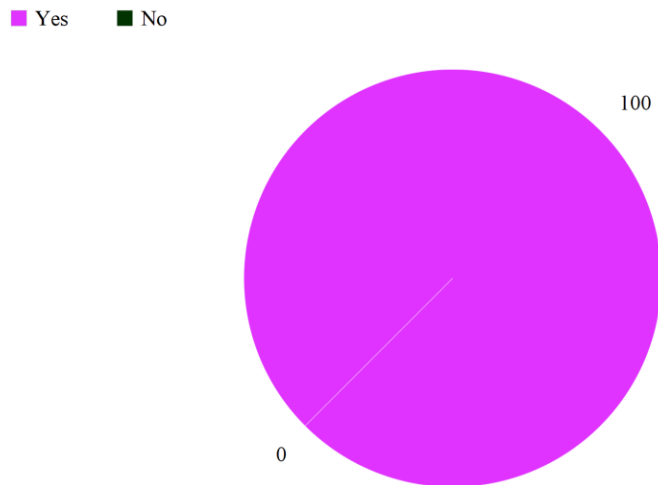
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The graphic indicates that 100% of the sample was not exposed to a post-task listening, the students need to go early there was not time to complete this part of the class with them.

Results of question number 6

Graphic 6

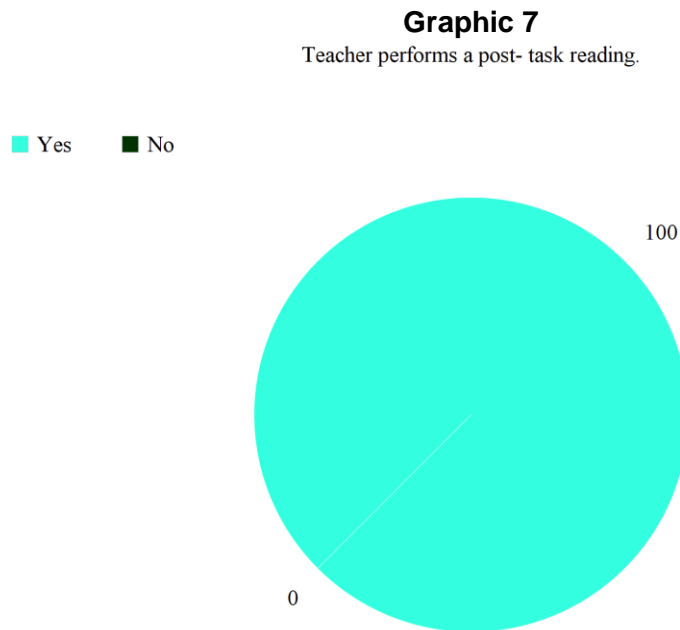
Teacher observes students while students perform the task



Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The graphic indicates that 100% of the sample was observed by the teacher while they were doing the task, even if there was not time for all the post task the pre task, and the during task activities were covered by the teacher and in this way was possible to look for opportunities for students that needed help in the moment.

Results of question number 7



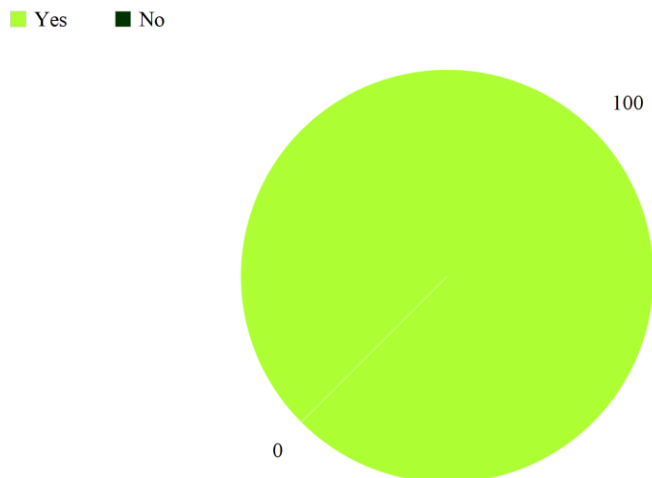
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample was evaluated in a post-task reading this with the goal to obtain information from the students and see if they were capable to understand what they were reading, this part was so productive because learners made so many questions about the main topic related to natural disaster increasing the ability to look for answers and reach new knowledge in the process.

Results of question number 8

Graphic 8

Teacher provides feedback to the students at the end of the task.



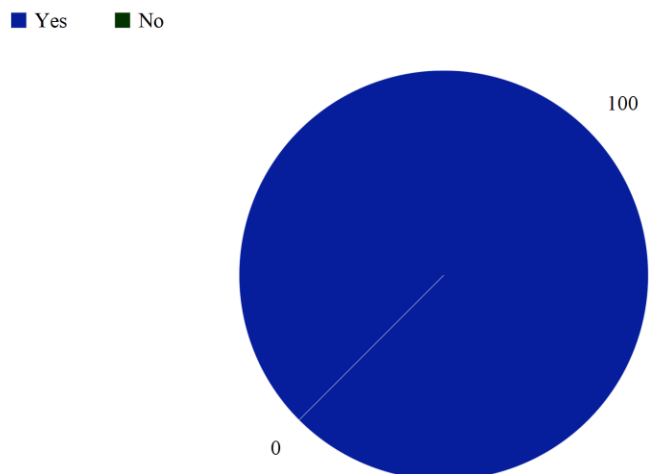
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample received feedback from the teacher after they completed the task assigned, this helped them to clarify doubts and also to create new questions about the class, this process of providing feedback and at the same time answer questions to the students is one of crucial moment to implement the Socratic method and this item was successful; for that reason, there were so many participations from the students.

Results of question number 9

Graphic 9

Students ask questions about the reading practice



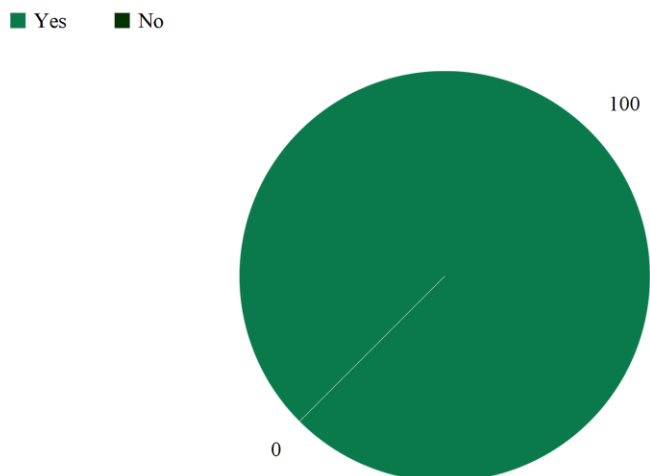
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample made questions related with the reading practice, with the objective to clarify doubts, or only to know why some natural disasters happen day by day in the planet, these questions during the class showed an increasing process in the critical thinking of the students and also, they were satisfied with the answers.

Results of question number 10

Graphic 10

During English classes are the students free to express their opinions to the teacher ?



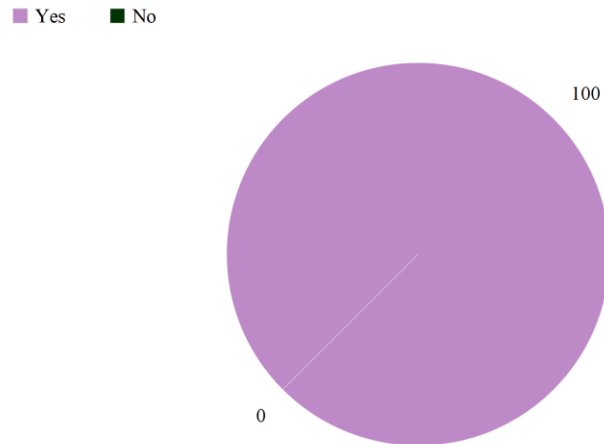
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample provided their opinions to the teacher, since the group is reduced in quantity the classes are allowed to improve this kind of practices with them and share different points of view and reinforce the principle of the Socratic method that is create a debate about a topic.

Results of question number 11

Graphic 11

At the end of the lesson, teacher clarifies ideas and makes a close activity with the purpose to reinforce the learned.



Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

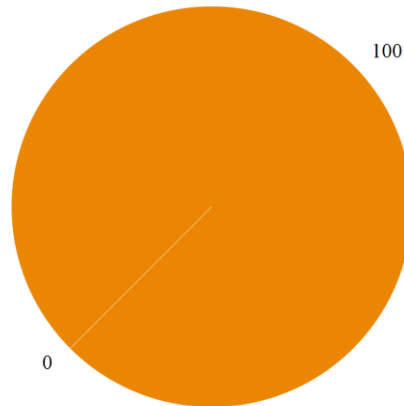
The previous graphic indicates that 100% of the sample was reinforced at the end of the class by the teacher, since the quantity of students in the class is smaller now the time is more productive than before, so there is time to create activities at the end of the class that helps these students with any doubt; on the other hand, now is possible to verify in a better way if the students really learned during the classes with verifying questions about the class that is a good activity.

Results of question number 12

Graphic 12

Students search info by themselves when they do not know something, using their own knowledge and the technology

■ Yes ■ No



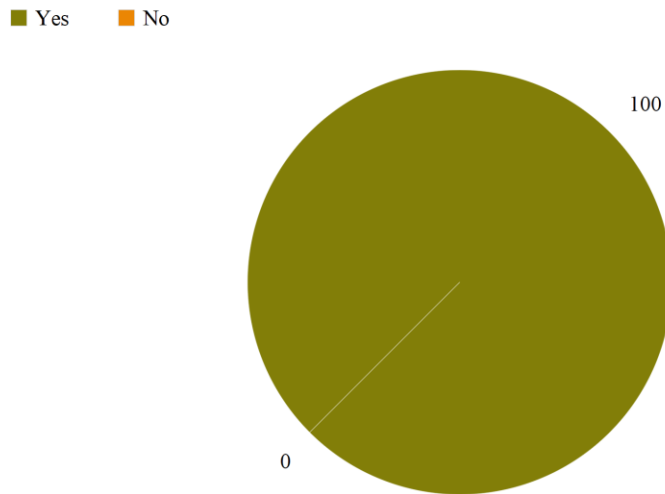
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample did not search info, actually they prefer to ask to the teacher instead of search that gap of knowledge by themselves, this is not bad at all, but it could be better if they use the technological resources to find these answers; the teacher will be there as a point of knowledge but nowadays the technology must be used to this kind of scenarios.

Results of questions number 13

Graphic 13

Students are available to answer questions about perspectives.



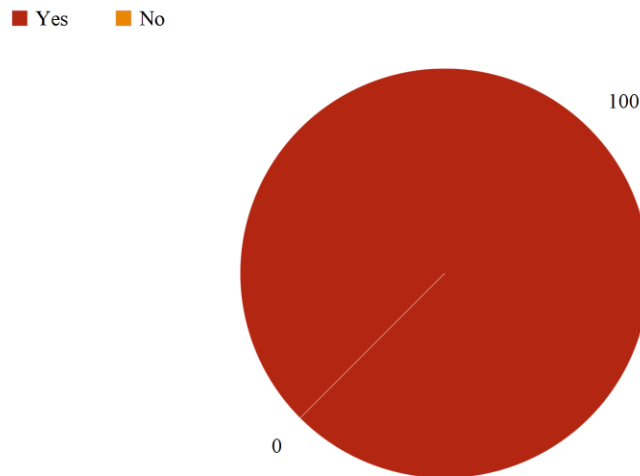
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample was available to answer questions about perspectives and not only that, but they were also agreeing to share those perspective with the whole class understanding other points of view and sharing experiences related with the topic of the class, conducted by the teacher as facilitator and mediator in this process.

Results of question number 14

Graphic 14

Students make questions about other questions.



Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

The previous graphic indicates that 100% of the sample was available to make questions about other questions this is something important in the Socratic method and thanks of this while the students were answering one question, they noticed that there was other question inside that first question, it was exciting for them because they participated actively during the section of questions and answers made by the researcher.

The last instrument is composed of 4 open questions and 2 marks with a X question directed to the teacher, with statements regarding the class provided by the researcher using the Socratic method that students received in English class.

The purpose of this instrument was to know the perception of the teacher in charge of the course regarding the Socratic method process and how this improves the listening and reading skills in the students.

Regarding the first section of the instrument, the following questions were established for open response:

1. Do you think that the implemented proposal contributed optimally to the improvement of critical thinking in students?

2. What aspects do you consider relevant that in one way, or another contributed to the development of critical thinking of individuals?

3. What advances were obtained after the implemented proposal generated favorable contributions to the development of critical thinking?

4. What negative and positive contributions would you highlight from the implemented proposal?

For the purposes of the respective analysis, response categories were established per question. In this way, the interpretation of the data obtained is facilitated. The analysis will be carried out by question and showing the categories of responses identified.

Question 1: Do you think that the implemented proposal contributed optimally to the improvement of critical thinking in students?

Results: the answer provided by the teacher was "yes", based on the response obtained, it was evidenced that for the students the teaching methodology is good, and they feel good when the Socratic questions are used during the class.

Question 2: What aspects do you consider relevant that in one way, or another contributed to the development of critical thinking of individuals?

Results: the answer provided by the teacher was "students find out the answers by themselves, they research" based on the response obtained from the teacher, it was interesting to identify how, students now are able to do research about the subject or well to get knowledge and develop their own point of view and improve the critical thinking.

Question 3: What advances were obtained after the implemented proposal generated favorable contributions to the development of critical thinking?

Results: Related to the answer provided by the teacher it says " students feel self-esteem to learn" it was identified that the academic activities of reading and listening using the Socratic method increase their feel esteem to learn and now they are more confident to ask or provide answer when is necessary it should be considered, as evidenced in the previous question, that students prefer activities in which they have a greater participation, that is, they want to have a more active role in the classroom.

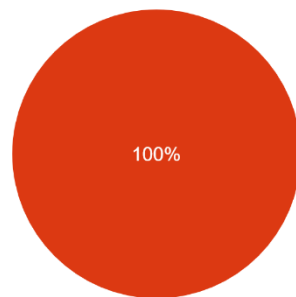
Question 4: What negative and positive contributions would you highlight from the implemented proposal?

Results: The answers provided by the teacher regarding this question was " I think is a very good way to acquire knowledge" showing an aspect that would imply a significant improvement for the teaching and learning process of students the implementation of the Socratic method allows the development of more practical and dynamic activities that favor student participation.

Results of mark with a X question item number 1

Which of these three options do you consider that defines "Socratic method"?

1 respuesta



- It is the inability to communicate your needs or ideas clearly and directly.
- Cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions.
- It is the ability to express themselves clearly and directly, respecting the ideas of others.

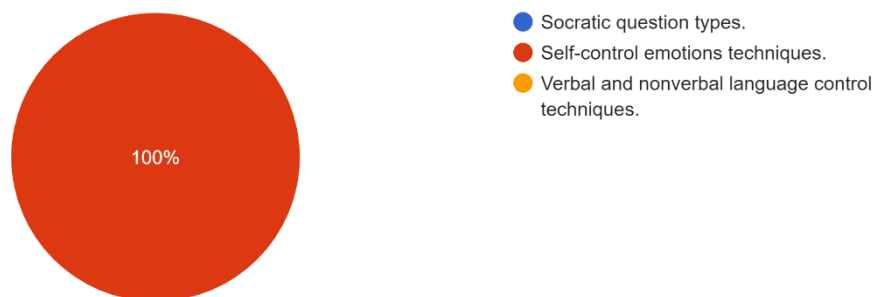
Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

Results: Regarding to the question, the teacher indicates that "cooperative argumentative dialogue between individual, bases on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions", was the definition of the Socratic method, in this line it is understood that the teacher know what is the Socratic method , this is a good signal in an orderly manner to effectively meet the objective set by the teacher in future classes.

Results of mark with a X question item number 2

Which of the following techniques do you think is the ideal to encourage the Socratic method a tool during English classes?

1 respuesta



Source: Instrument applied to eleven-year students in Chacarita high School. Data collected by the researcher Miguel Salazar, September 2021.

Results: Based on the response provided by the teacher "self-control emotions techniques", it is evidenced that the teacher is not completely clear that Socratic questions could work better during classes, is not wrong the answer provided it, but according to the

point of view of the researcher works better Socratic questions during English classes, however it is also important to mention that in this line the students consider it important to integrate new methodologies that facilitate this process and that give them a more active role.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

5.1 CONCLUSIONS

This section presents the main conclusions obtained based on the analysis of results carried out on the information obtained through the research instruments developed for this.

5.1.1 Regarding to the problem formulation

In conclusion, in the current context, beyond the consequences generated by the pandemic, students presented difficulties in the process of learning English. In this sense, it was possible to identify how there are aspects that can affect the learners in the process of listening and reading skills and even that the Socratic method is an excellent technique to improve their knowledge and improve these skills as well.

That is possible because, it is clear that students, belonging to a generation in which access to information has been facilitated, require more active training processes where they play a leading role and the activities carried out are linked to everyday life processes, also there is the access to internet and technology to search info or well to get knowledge by themselves showing pleasant use of the critical thinking.

5.1.2 Regarding to the general objective

It is concluded that the students, about listening and reading skills, can improve using the Socratic method. In this sense, the students clearly showed a good pattern of answers when the Socratic method was used during the classes for that reason this method must be an element that must be considered to incorporate new teaching and

learning methodologies because it promotes an active participation of the student and in facilitate turn the incorporation of the teacher to a dynamic in which there is more empathy and knowledge is generated thanks to the social interaction and the activities that the students carry out daily during the class or well outside the class.

Thanks to the incorporation of this kind of method, students can lose their fear of participating or making mistakes. This implies a different approach towards the group.

5.1.3 Regarding to the first specific objective

The learners will have a better acquisition of knowledge in the skills of listening and reading with the explanation and application of the Socratic method. It is important to reinforce the listening and reading skills, because this helps the students with the full acquisition of the language. The students will improve their identification, grammar, vocabulary, and listening; by the explanation and use of the reading and listening skills combined with the Socratic method.

5.1.4 Regarding to the second specific objective

In conclusion, the Socratic Method in the listening and reading skills is excellent to 11th Grade Students from Liceo de Chacarita, because it permits to improve their English level through authentic materials. Also, the educators can develop different kind of real-life simulations or dynamic activities, causing that the students feel motivated to participate more during the lessons. On the other hand, when the teachers use this method, their

pupils increase the teamwork, tolerance, respect, and get better ideas to complete the tasks.

5.1.5 Regarding to the third specific objective

According to the analysis of the Socratic method questionnaire's results, it determines that the Socratic method used it to improve the skills of listening and reading are positive, most of the students have a good orientation about the definition and how can be used during the class and in real life situations.

On the other hand, the teacher considered that it is beneficial to apply the Socratic method because it increases the security of listening and expressing the ideas in clearly and directly way.

5.2. RECOMMENDATIONS

In this section, the researcher of this study mentioned some important recommendations with the purpose to develop the use of the Socratic method to improve the listening and reading skills.

- It recommends to students from the Liceo de Chacarita to look for more information (by Internet or books) about which elements are important to have an improvement in the listening and reading skills during the acquisition of the English language. Also, it is recommendable to take courses or workshops about how to improve these skills or well practice at home.

- Is recommended to English teachers from Liceo de Chacarita to use more simulations or role-plays with updated topics with the purpose that their students have a clear idea what they can do in different situations applying the critical thinking. Also, they should apply more activities or games where the students feel motivated to participate and increase their communicative competences in this way, they will feel more comfortable during the class. Finally, they should apply the Socratic method with their students with the purpose to increase the English level and let them know how this practice can help to improve the listening and reading skills.
- It is recommended to the Municipality of Puntarenas offering programs or courses where the community and students in general can increase their professional experience and increase their English level as touristic zone the English language can open opportunities to these students. Also, it is recommendable to open more bilingual programs, but using the Socratic method as principal tool, and thus the learners rise their English level through real life situations and authentic materials.
- It is recommended that the university be able to implement more research in this field to launch the review and update of educational methodologies.

Chapter VI

Proposal

6.1 PROPOSAL NAME

The proposal name is "**Implementation of the Socratic method to improve the listening and reading skills in the Liceo de Chacarita during the third trimester of 2021**"

6.1.1 Place to be developed and involved population

This proposal will take place on Liceo de Chacarita at Puntarenas, Puntarenas.

The population is eleven-year students.

6.1.2 General and specific objectives

6.1.2.1 General Objectives

To Implement the Socratic method to improve the listening and reading skills in the students from the Liceo de chacarita during the third trimester of the 2021.

6.1.2.2 Specific objectives

Increase the ability of the reading and listening skills in the students of eleven year from the Liceo de Chacarita, by using the Socratic method and strategies, techniques to have a better acquisition of the second language.

Develop reading and listening strategies on distance education for eleven-year student from Liceo de Chacaria, to reinforce the acquisition of the reading and listening skills and the critical thinking.

6.2 CHRONOGRAM OF THE ACTIVITIES AND RESPONSIBLE

| Activity | Responsible | Start | End | Date | | | | | |
|---------------------------------------------------------------------|----------------------------|---------|---------|---------|---------|--|--|--|--|
| | | | | Septemb | October | | | | |
| | | | | | | | | | |
| 1. Greeting and give | English Teacher | 7:00p | 7:10p | | | | | | |
| 2. Enter the vocabulary about natural disasters | English Teacher - Students | 7:10p | 7:20p | | | | | | |
| 3. Give the instructions about what to do in a natural disaster | English Teacher | 7:20p m | 7:25p m | | | | | | |
| 4. Make a poster about natural disasters | Students | 7:25p | 7:40p | | | | | | |
| 5. Present the | Students | 7:40pm | 7:50p | | | | | | |
| 6. Make feedback and observations. | English Teacher - Students | 7:50pm | 8:00p | | | | | | |
| 7. Enter the vocabulary about natural disasters | English Teacher - Students | 7:10p | 7:20p | | | | | | |
| 8. Write a role play about a natural disaster happen in Costa Rica. | Students | 7:20p m | 7:40p m | | | | | | |
| 9. Present the role play about the natural disaster | Students | 7:40pm | 7:50p | | | | | | |
| 10. Make feedback and observations. | English Teacher - Students | 7:50pm | 8:00p m | | | | | | |
| 10. Evaluation part. | English Teacher - Students | 7:00p m | 8:00p m | | | | | | |

The person responsible for this study is any English teacher who wants to improve the listening and reading skills using the implementation of the Socratic method; however, in this specific proposal the responsible name is Miguel Angel Salazar Ramirez.

6.3 BUDGET NECESSARY FOR ITS IMPLEMENTATION

According to "Almacenes El Rey" (n.d.) the prices of the following materials are:

1 red whiteboard: ¢850

1 black whiteboard: ¢850

1 blue whiteboard: ¢850

4 set of the permanent markers: ¢9000 (¢2250 each one)

8 Cardboards: ¢1200 (¢150 each one)

28 Printed evaluation rubrics: ¢1400 (¢50 each one).

1 Printed information: ¢50

Total: ¢ 14200

6.4 CONTENT OF THE PROPOSAL

The proposal of this research consists of explaining how to improve the listening and reading skills using the Socratic method. The sample of this plan are the 100% of the total population of the 11th grade from Liceo de chacarita.

| | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Unit: 3</p> <p>Theme: Natural Disasters-Is Nature Against us?</p> <p>Scenario: The Earth–Our Gift and Our Responsibility</p> <p>Level: 11th</p> <p>School Name: Chacarita HIGH SCHOOL</p> <p>Teacher's name: Miguel salazar Ramirez</p> | <p>Goals (end products/stated as functions)</p> <p>L.1. Student recognizes natural disasters and the way how we can be prepared to them, also they increase their critical thinking in the process.</p> | <p>Objectives:</p> <p>Reflecting on local environmental needs for finding solution.</p> <p>Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | TIME | PROCEDURE | MATERIALS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------|-------------------------------|-----------|-------------------------------|---------|-------------------------------|-----------|-------------------------------|---------|-------------------------------|----------|-------------------------------|------------|-------------------------------|---------|-------------------------------|------|-------------------------------|---------|-------------------------------|--|-------------------------------|--|-------------------------------|--|-------------------------------|--|-------------------------------|--|--------------------------------------------------------|
| | 20 minutes | <p>Warm-up:</p> <p>Checking attendance and knowing the students.</p> <p>Introducing myself as a teacher to the Ls</p> <p>Teacher asks essential Questions about what to do in a natural disaster, like earthquake, tsunamis, volcano eruptions, etc.</p> | <p>Paper</p> <p>Pencil</p> <p>Book</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 minutes | <p>Warm up:</p> <p>The teacher gives learners a handout. Learners solve a word search about natural disasters vocabulary.</p> <div data-bbox="1045 686 1591 1019" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">I W Q G N I D O O L F L J K A</td> <td style="padding: 2px;">DEFORESTATION</td> </tr> <tr> <td style="padding: 2px;">E N D R O U G H T E F R D I F</td> <td style="padding: 2px;">DEPLETION</td> </tr> <tr> <td style="padding: 2px;">K U S T C B D S O K T E U D C</td> <td style="padding: 2px;">EROSION</td> </tr> <tr> <td style="padding: 2px;">A X A M Q O K F A L F V D S P</td> <td style="padding: 2px;">HURRICANE</td> </tr> <tr> <td style="padding: 2px;">U P A V A P R Q C O Z P Y S M</td> <td style="padding: 2px;">TWISTER</td> </tr> <tr> <td style="padding: 2px;">Q A R D Y N M M R W E W V F Y</td> <td style="padding: 2px;">FLOODING</td> </tr> <tr> <td style="padding: 2px;">H E C E L B O E B R N N V O V</td> <td style="padding: 2px;">EARTHQUAKE</td> </tr> <tr> <td style="padding: 2px;">T R S P G A S I G B A O O S E</td> <td style="padding: 2px;">DROUGHT</td> </tr> <tr> <td style="padding: 2px;">R I F L O T N R S N C J X B M</td> <td style="padding: 2px;">LAND</td> </tr> <tr> <td style="padding: 2px;">A D F E A G C D Q O I U L T T</td> <td style="padding: 2px;">SLIDING</td> </tr> <tr> <td style="padding: 2px;">E V K T W I S T E R R D Z E E</td> <td></td> </tr> <tr> <td style="padding: 2px;">W E I I I S V C E N R E I W P</td> <td></td> </tr> <tr> <td style="padding: 2px;">W O F O M W K J S R U A O L K</td> <td></td> </tr> <tr> <td style="padding: 2px;">N O Y N J D F I P I H U I O S</td> <td></td> </tr> <tr> <td style="padding: 2px;">V V U H Y T S Z G V X U Z U O</td> <td></td> </tr> </table> </div> | I W Q G N I D O O L F L J K A | DEFORESTATION | E N D R O U G H T E F R D I F | DEPLETION | K U S T C B D S O K T E U D C | EROSION | A X A M Q O K F A L F V D S P | HURRICANE | U P A V A P R Q C O Z P Y S M | TWISTER | Q A R D Y N M M R W E W V F Y | FLOODING | H E C E L B O E B R N N V O V | EARTHQUAKE | T R S P G A S I G B A O O S E | DROUGHT | R I F L O T N R S N C J X B M | LAND | A D F E A G C D Q O I U L T T | SLIDING | E V K T W I S T E R R D Z E E | | W E I I I S V C E N R E I W P | | W O F O M W K J S R U A O L K | | N O Y N J D F I P I H U I O S | | V V U H Y T S Z G V X U Z U O | | <p>Photocopies provided by the teacher to students</p> |
| I W Q G N I D O O L F L J K A | DEFORESTATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E N D R O U G H T E F R D I F | DEPLETION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K U S T C B D S O K T E U D C | EROSION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A X A M Q O K F A L F V D S P | HURRICANE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| U P A V A P R Q C O Z P Y S M | TWISTER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Q A R D Y N M M R W E W V F Y | FLOODING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H E C E L B O E B R N N V O V | EARTHQUAKE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| T R S P G A S I G B A O O S E | DROUGHT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R I F L O T N R S N C J X B M | LAND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A D F E A G C D Q O I U L T T | SLIDING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E V K T W I S T E R R D Z E E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W E I I I S V C E N R E I W P | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W O F O M W K J S R U A O L K | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N O Y N J D F I P I H U I O S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| V V U H Y T S Z G V X U Z U O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| | 25 minutes | <p>Reading for the first time Learners go over the text and try to decide on the best title for the reading.</p> <p>.</p> <p>Natural disasters</p> <p>Host: Now, everyone loves traveling, and we all enjoy telling stories about the places we've been to. But what happens if there's an earthquake while you're away? Travel expert, Monica Fields, is here in the studio with us today to give us some tips on what to do in a natural disaster. First of all, Monica, is it possible to avoid them?</p> <p>Monica: Well, no, actually, it isn't. Nobody really knows exactly when a disaster like a forest fire or a blizzard will happen, so you can't really avoid it. What you can do, however, is be prepared.</p> <p>Host: How can you do that?</p> <p>Monica: Well, first of all, if you plan to Visit a region where there are natural disasters at certain times of the year, try not to go at that time. For example, there are often bad storms, hurricanes, or cyclones in the Caribbean in August and September, so don't go there then.</p> <p>Host: That sounds sensitive. What else can you do?</p> <p>Monica: It's really important to buy travel insurance before you go. This will pay for extra nights in a hotel, for example, if you can't fly home</p> | Photocopies provided by the teacher to students |
|--|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|

and have to Stay at your resort longer than you had planned. I never understand why some people don't get travel insurance.

Host: Right. So, what should you do if a natural disaster actually happens while you're abroad?

Monica: The first thing you should do is to stay calm and be patient.

Host: That sounds easy, Monica, but natural disasters can be very frightening, can't they?

Monica: Yes, of course, but if you panic, things will only get worse. Secondly, you need to contact your family and friends at home as soon as possible. If they hear about the disaster on the news, they'll be extremely worried.

Host: Yes, I Can see that. What else should you do?

Monica: Well, it's always a good idea to know what your airline will do if there's a natural disaster. If you are flying to a country where natural disasters are frequent, you should ask your airline when you book your ticket if they will change your ticket if you need to leave the country quickly, or if you have to stay longer because there is a natural disaster.

Host: Thank you for joining us, Monica, and thanks for your useful advice.

| | | | | |
|--|------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| | 20 minutes | | <p>Listening activity:</p> <p>Learners watch the presentation with sound. Teacher asks learners to listen to it carefully and to write a ✓ next to the information the presenter mentioned.</p> | <p>Link from YouTube https://www.youtube.com/watch?v=zRwDc97Tc2A</p> |
| | 5 minutes | | <p>Listening activity:</p> <p>Learners will hear a song from Michael Jackson called "Man in the Mirror" as way to think about what we are doing in in the planet and what we can do to change the effects of global warning.</p> | <p>https://www.youtube.com/watch?v=XQ4mcSyhKlo</p> |

6.5 BIBLIOGRAPHY CONSULTED

Almacenes El Rey (n.d.). Retrieved

from: <https://almaceneselrey.com/epub/elreyaclases/mobile/index.html>. Consulted in:

September 28th, 2021.

6.6 References

Ariñez, C., Brenes, P., Zanolini, R., Ramírez, C. and Gonzalez, L., 2018. *GUIDE, FINAL GRADUATION WORKS, TESINS AND THESIS IN SOCIAL SCIENCES. Costa Rica: DIRECTION OF METHODOLOGICAL INVESTIGATION.*

Ana Emelina Álvarez Canales, C.M. (2019). *Proposal of a pedagogical mediation strategy that promotes innovation and creativity in the subject of tourism based on the experience of the learning communities in the Liceo de Nicoya Guanacaste, year 2018-2019.* Liberia, Costa Rica: National Technical University.

Alvarez, A C.M. (2019). *Proposal of a pedagogical mediation strategy that promotes innovation and creativity in the subject of tourism based on the experience of the learning communities in the Liceo de Nicoya Guanacaste, year 2018-2019.* Liberia, Costa Rica: National Technical University.

¿. (2018). *The Socratic method of instruction: An experience with a reading comprehension course.* *Journal of Educational Research and Practice*, 8(1), 4.

doi.org/10.5590/JERAP.2018.08.1.04

Agba, Y. K.M. (2018). *A Pedagogic and Didactic use of Representations and Learning Styles for Learner Engagement: A Conceptual Framework for Teacher Mediation.* *International Journal of Learning, Teaching and Educational Research*, 17(3), 82-95. <https://doi.org/10.26803/ijlter.17.3.7>

Alqatanani, Alaeddin, *Do Multiple Intelligences Improve EFL Students' Critical Reading Skills?* (April 4, 2017). Arab World English Journal (AWEJ) Volume.8 Number.1 March, 2017 , Available at SSRN: <https://ssrn.com/abstract=2945910> or <http://dx.doi.org/10.2139/ssrn.2945910>

Benavides, M.M. (2017). *Pedagogical Mediation Processes in Daily Work, in Education. Liberia, Costa Rica: NATIONAL TECHNICAL UNIVERSITY.*

Brown, D. H. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Upper Saddle River, United States: Addison-Wesley.

Cambridge Dictionary. (2020, 22 July). reading Meaning, definition, what is reading: 1. the skill or activity of getting information from books: 2. an occasion when something written.... Learn more. <https://dictionary.cambridge.org/es/diccionario/ingles/reading>

CARRILLO Sierra, S., FORGIONY Santos, J., RIVERA Porras, D., BONILLA Cruz, N., MONTANCHEZ Torres, M., & ALARCÓN Carvajal, M. (2018). *Pedagogical Practices in the face of Inclusive Education from the perspective of the Teacher. Spaces*, (17), 3. Retrieved 21 July 2020, from <http://bonga.unisimon.edu.co/bitstream/handle/20.500.12442/2167/Pr%c3%a1ctica%20pedag%c3%b3gicas%20frente%20a%20la%20educaci%c3%b3n.pdf?sequence=1&isAllowed=y>.

Coffey, H. (2010). Socratic method. *Northern Nevada science teachers present: Climate change activities for the classroom*, 165.

- Fortín, M. F. Communication of the results. In: Fortín, M. F. *El proceso de investigación: de la concepción a la realización*. Mexico: McGraw-Hill. 1999; 269-276.

Flórez, T. L.M. (2017,). *Contemporary pedagogical theories. AREANDINA UNIVERSITY FOUNDATION OF THE ANDEAN AREA.*

<https://digitk.areandina.edu.co/repositorio/handle/123456789/825>

Gonzalez, J. Y. (2016). *Development of reading comprehension skills in English through interactive strategies. Bogota, Colombia: Tecnologico de Monterey.*

Gonzalez, L., Guerra, G. and Jara, A., 2018. *MANUAL: STANDARDS A.P.A. Citations and Bibliographic References.* 2nd ed. Costa Rica: Methodological Research Directorate

Garcia, H. d. (2016). *Didactic strategies Implemented by teachers in pedagogical mediation, to favor the construction of significant learning, in the students of the First year of the Environmental Engineering career, morning shift of the FAREM.* Esteli, Nicaragua: NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA.

González, J. Y. (2016). *Development of reading comprehension skills in English through interactive strategies.* Bogota, Colombia: Tecnologico de Monterey.

Hasan, M.M. (2017, March 10). *ESL LEARNERS' PERCEPTION AND ATTITUDES TOWARDS THE USE OF PODCAST IN DEVELOPING LISTENING SKILLS*

Herrera, J. (2017, July 26). *UDGVirtual Repository: Qualitative research.* UDGVirtual.

<http://biblioteca.udgvirtual.udg.mx/jspui/handle/123456789/1167>

Hernandez, R.; Fernández, C. & Baptista, P. (2014)). *Research methodology. (6th ed.).*

Mexico City, Mexico: McGraw-Hill

| Hasan | THE ENGLISH TEACHER. THE ENGLISH TEACHER.

<http://journals.melta.org.my/index.php/tet/article/view/252/150>

https://books.google.es/books?hl=es&lr=&id=bRKtDwAAQBAJ&oi=fnd&pg=PT6&dq=+pedagogia&ots=xFBUDeoQCz&sig=c1BPGP_diExFgjqpPeBYYE-YxLw#v=onepage&q&f=false

Juliao Vargas, C. G. (2017). *Epistemology, pedagogy and praxeology: complex relationships*. University Corporation Minute of God.
<http://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/126363>

León-León, G., & Zúñiga-Meléndez, A. *Pedagogical mediation and scientific knowledge that use a sample of teachers deficient in the ninth year of two circuits of the Costa Rican educational system, for the development of scientific competences*.
 doi: <http://dx.doi.org/10.15359/ree.23-2.5>

Martinez, C. (2017, May 14). *Descriptive research: definition, types and characteristics*. Lifeder. <https://www.lifeder.com/investigacion-descriptiva/>

Metruk, R. (2019). *Using English movies and TV programs for developing listening skills of EFL learners*. Інформаційні технології і засоби навчання, (70, No 2), 227-236. DOI: <https://doi.org/10.33407/itlt.v70i2.2488>

Oakhill, J., Cain, K., & Nesi, B. (2016). *Understanding of idiomatic expressions in context in skilled and less skilled comprehenders: Online processing and interpretation*. Scientific Studies of Reading, 20(2), 124–139.
<https://doi.org/10.1080/10888438.2015.1092973>.

Persaud, C. (2019). *Pedagogy: What Educators Need to Know [Blog]*. Retrieved 21 July 2020, from <https://tophat.com/blog/pedagogy/#23>.

Pineda, E.B., de Canales, F. H., de Alvarado, E. L., de Canales, F. H., de Alvarado, E. L., Pan American Health Organization, & World Health Organization. (1994). *Research methodology*. Pan-American.

Rodríguez, M., & Mendivelso, F. (2018). *Cross-Sectional Research Design*. *Revista Médica Sanitas*, 21(3), 141-146. <https://doi.org/10.26852/01234250.20>

Sampieri, H., & Torres, C. P.M. (2018). *Research Methodology: The quantitative, qualitative and mixed routes* (1sted.). McGraw-Hill. <https://bit.ly/3gQCPVd>

Sirias Cordoba, J. (2019). *The influence of strategies used to implement teaching speaking, and its effects on student's motivation in the English lessons at 10th-grade students in Liceo de Chacarita, Puntarenas during the second period of 2019* (Bachelor Thesis). Hispanic American University.

Tamayo, M. (2019). *The process of scientific research*.

<http://evirtual.uaslp.mx/ENF/220/Biblioteca/Tamayo%20Tamayo-EI%20proceso%20de%20la%20investigaci%C3%B3n%20cient%C3%ADfica2002.pdf>

Tapia, F. F. (2015). *DIDACTIC STRATEGIES FOR THE DEVELOPMENT OF LISTENING IN THE LEARNING OF ENGLISH IN THE STUDENTS OF TENTH YEAR "C" OF GENERAL BASIC EDUCATION OF THE JUAN DE SALINAS NATIONAL SCHOOL IN THE PERIOD 2014-2015*. Quito, Ecuador: Universidad Central del Ecuador.

Valverde, X. (2017). *Traditional evaluation vs. alternative evaluation in FAREM-Carazo*. *University Tower*, (6), 1. Retrieved 21 July 2020, from <https://www.lamjol.info/index.php/torreon/article/view/5563/5265>.

6.7 Annexes



Instrument 1

Checklist directed to students to observe if they apply the Socratic method in the listening and reading skills.

The purpose of this checklist is to explore and obtain more information about the Liceo Chacarita English lessons and English class activities in reading and listening skills. In addition, the information provided is for academic purposes.

All the information is confidential and only is going to use by the researcher.

Date:

Level:

| Checklist directed to students to observe if they apply the Socratic method in the listening and reading skills. | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Criteria | Yes | No |
| 1. Students construct their own knowledge with the already learned and the new taught. | | |
| 2. Tasks are relevant with real life purpose and meaningful. | | |
| 3. Teacher improves students to develop a critical thinking. | | |
| 4. Teacher ask for students' opinions. | | |
| 5. Teachers performs a post-task listening. | | |
| 6. Teacher observes students while students perform the task | | |
| 7. Teacher performs a post-task reading. | | |
| 8. Teacher provides feedback to the students at the end of the task. | | |
| 9. Students ask questions about the reading practice | | |
| 10. During English classes are the students free to express their opinions to the teacher? | | |
| 11. At the end of the lesson, teacher clarifies ideas and makes a closure activity with the purpose to reinforce the learned. | | |
| 12. Students search info by themselves when they do not know something using their own knowledge and the technology. | | |
| 13. Students are available to answer questions about perspectives. | | |
| 14. Students make questions about other questions. | | |

Source: Salazar Ramirez 2021.

Observations:

Instrument 2



Checklist directed to English teacher and students to observe if they employed the Socratic method in the listening and reading skills.

The purpose of this checklist is to explore and obtain more information about the Liceo Chacarita English lessons and English class activities in reading and listening skills. In addition, the information provided is for academic purposes.

All the information is confidential and only is going to use by the researcher.

Date:

Level:

| Checklist directed to English teacher and students to observe if they use the Socratic method in the listening and reading skills. | | | |
|------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|-------|
| Criteria | Always | Sometimes | Never |
| 1. Teacher starts with a warmup and set the scenario. | | | |
| 2. Teacher performs a pre-listening, pre-reading, during the pre-task time. | | | |
| 3. Teacher makes sure all students understand the task. | | | |
| 4. Teacher creates tasks individual or pair group purpose. | | | |
| 5. Students construct their own knowledge with the already learned and the new taught. | | | |
| 6. Teacher observes students while students perform the task | | | |
| 7. Tasks are relevant with real life purpose and meaningful. | | | |
| 8. Teachers performs a post-task listening. | | | |
| 9. Teacher performs a post-task reading. | | | |
| 10. Teacher improves students to develop a critical thinking. | | | |
| 11. Teacher ask for students' opinions. | | | |
| 12. Teachers' feedback to the students at the end of the task. | | | |
| 13. Teacher make use of technological sources. | | | |
| 14. Students ask questions about the reading practice | | | |
| 15. During English classes are the students free to express their opinions to the teacher? | | | |

Source: Salazar Ramirez 2021.

Observations:

Instrument 3

Checklist directed to English teacher to measure if the students employed the Socratic method in the listening and reading skills after the implementation of the Socratic method.

The purpose of this checklist is to explore and obtain more information about the Liceo Chacarita English lessons and English class activities in reading and listening skills and how now the teacher observes the students.

In addition, the information provided is for academic purposes.

All the information is confidential and only is going to use by the researcher.

Date:

Level:

<https://docs.google.com/forms/d/1EL7qiPLbsNach9Tu1Ij8xKygbQ58GmSODSPYY-K7u-E/edit>

