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**INDUCTIVE TEACHING MODEL TO IMPROVE SPEAKING
SKILLS IN ELEVENTH GRADERS AT GRAVILIAS SCHOOL
DURING THE SECOND QUARTER OF 2023.**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in
Teaching**

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Abstract

For this study, the researcher focused on the inductive teaching method as a strategy to improve the oral level of English in Eleventh year students of the School of Gravilias in Desamparados de San José, in the first quarter of 2023. Through the implementation of activities that encourage participation, as well as the oral practice of the English language to raise their level in the speaking skill.

Additionally, the English teachers of the institution were interviewed and as part of the research an observation of one of the lessons was made. Also, a virtual survey was applied to the students, in which the perception that the students have about the English language (target language), the preference towards methods, strategies applied by the teacher and their effectiveness were investigated. Based on the data obtained, a tabulation and analysis of the information was performed.

This information obtained reflects that although most show approval towards the teacher's performance, in terms of class management. It also allowed to identify the areas that students consider that should be improved, in order to achieve greater participation and oral practice of English in class, in addition to raising the level of speaking skill.

On the other hand, during the research process, a pre-test was initially conducted to obtain more accurate information about the knowledge achieved by the students in oral ability. Subsequently, the post-test was applied to measure and compare the results obtained by the students at the end of the study. These results reflected an improvement compared to the first exam (pre-test), and also a greater motivation to participate in the dynamics of the class.

Resumen

Para este estudio, el investigador se enfocó en el método de enseñanza inductiva como estrategia para mejorar el nivel oral de inglés en estudiantes de undécimo año de la Escuela de Gravilias en

Desamparados de San José, en el primer trimestre de 2023. A través de la implementación de actividades que fomenten la participación, así como la práctica oral del idioma inglés para elevar su nivel en la habilidad oral.

Además, se entrevistó a los profesores de inglés de la institución y como parte de la investigación se realizó una observación de una de las lecciones. Además, se aplicó una encuesta virtual a los estudiantes, en la que se investigó la percepción que los estudiantes tienen sobre el idioma inglés (idioma de destino), la preferencia hacia los métodos, las estrategias aplicadas por el profesor y su efectividad. Con base en los datos obtenidos, se realizó una tabulación y análisis de la información.

Esta información obtenida refleja que aunque la mayoría muestra aprobación hacia el desempeño del profesor, en términos de gestión de clase. También permitió identificar las áreas que los estudiantes consideran que deben mejorarse, con el fin de lograr una mayor participación y práctica oral del inglés en clase, además de elevar el nivel de habilidad oral.

Por otro lado, durante el proceso de investigación, inicialmente se realizó una prueba previa para obtener información más precisa sobre los conocimientos alcanzados por los estudiantes en la capacidad oral. Posteriormente, se aplicó el post-test para medir y comparar los resultados obtenidos por los estudiantes al final del estudio. Estos resultados reflejaron una mejora en comparación con el primer examen (pre-test), y también una mayor motivación para participar en la dinámica de la clase.

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Chapter I

Introductory Framework

The teaching-learning process has been, for decades, the reason for multiple investigations to achieve meaningful learning in students, which is the goal of every teacher. Consequently, the techniques and strategies are the means through which academic success is achieved. The learning model that is used, carries the pattern of those strategies and activities that will be the instruments through which learning will be guided. Some aspects of the Inductive Model are promoting the discovery and construction of learning a second language, where the teacher is a mediator and the student is the axis of the process, so its application to the teaching of English is essential. Using the inductive method in the teaching of English, allows the student to be the protagonist of their own learning and improve their written and oral expression, in addition to valuing their own achievements.

1.1 Problem Statement

Learning a second language has become a key factor for society, which increasingly faces new challenges due to technological-scientific advances and high competitiveness in the labor field. Eleventh grade students should be clear about their path after school, so they can achieve a job that provides them with an acceptable quality of life. In addition, those who will continue their studies, whether at the technical or university level, must complement their academic preparation with a second language, and English is the one that students choose the most. According to the British Council's 2019 report, "The English Effect: The Impact of English, what it's Worth to the UK and Why it Matters to the World." It is estimated that English is used by more than millions of people worldwide and it is the primary language used in international business. Learning English gives students an edge in the global job market. As the report notes, "English is the language of international cooperation, technology, science, medicine and business. Lack of English skills can limit a person's ability to interact with people from other countries and cultures." Therefore, achieving a significant learning of the English language in eleventh grade students

becomes a primary factor for them to develop after obtaining their bachelor's degree. This is why the following research problem arises: How to improve the oral skills in eleventh grade students at Gravilias School through the inductive teaching method during the second quarter of 2023?

1.2 Objectives of the Investigation

Due to the importance of learning a second language, English is presented as the most popular among Costa Ricans who wish to open their horizons, both personally and professionally, so the research maintains a purpose focused on the inductive teaching model aimed at the development of oral skills in eleventh grade students at Gravilias School; consequently, the objectives of the investigation are the following.

1.2.1 General Objective

Analyze the importance of the inductive teaching model in the development of oral skills in eleventh grade students at Gravilias School during the second quarter of 2023.

1.2.2 Specific Objectives

1.2.2.1 Identify the characteristics of the inductive teaching model as a methodology for the development of oral English skills in eleventh grade students at Gravilias School during the second quarter of 2023.

1.2.2.2 Apply classroom activities to enhance the speaking skill of 11th grade students at Gravilias School during the second quarter of 2023.

1.2.2.3 Evaluate the student's knowledge through inductive activities focused on measuring the progress of oral expression (speaking skill) during the learning process of 11th grade students at Gravilias School during the second of 2023.

1.3 Justification of the Study

Since ancient times, human beings have had the need to communicate and interact with various social groups and cultures, so despite the different degrees of difficulty, they had to learn the language of other groups. The communication processes evolve as well as society evolves, so the sender and receiver no longer need to be close or share the same language to have effective communication. The advances of science, supported by technology, have allowed to shorten distances, transcend borders, and access information on any subject and geographical location in real time, this through the internet, social networks, sophisticated emails, and instant messages anywhere in the world.

It should be noted that the communicative process is not always simple, since it requires the convergence of several requirements, such as that the message is clear, and that the sender interprets it satisfactorily (which is not always achieved quickly and easily). It is important that the message that is transmitted is understandable, and for this to happen, language is a key and indispensable piece. For this reason, the need to learn a second language (mainly English), arises. Among the reasons to learn English are the work ones, such as better opportunities in the local or international market; a) the personal ones, which allow personal growth; b) cultural exchange, and tourism. There is also (c) economic entrepreneurship, such as starting a business, acquiring, or placing goods or services; and (d) Academic reasons, such as studying in another country through a scholarship or graduate program.

Knowledge of English can also open doors for higher education abroad. According to a 2018 report by the Organization for Economic Cooperation and Development (OECD), more than half of postgraduate programs worldwide are taught in English. Some programs offer specific scholarships for English-speaking students, such as the Fulbright scholarship, which is highly regarded as one of the most outstanding scholarships in the world. Other aspects of importance for learning English are access to online knowledge and resources, from research articles and academic publications to tutorials and courses, which are available in English. In a 2019 study published in the journal *English for Specific Purposes*, it was found that graduate students from different disciplines have used English to access content specific to their areas of study.

Currently, learning English is an opportunity for Costa Ricans, who see learning a second language, as an opportunity for personal growth, which in turn, opens the doors at work. That is why learning a second language allows people to establish academic, cultural, social, and economic links with other subjects, which are in countries different from their own. This is where the educational system acquires importance, as an entity that promotes the study of a second language within its curricular programming. For Blanco, Granados, Murillo, Navarro, Ortega, and Rojas (2020), the educational system is a model that has "the educational influences that a person receives from the early years to adulthood through institutions, agents, and formal organizations of a society that transmit knowledge and cultural heritage that influence the individual" (p. 30).

Teaching English is a process that involves commitment from both, the teacher and the student. For Mendez (2017),

To achieve proficiency in this language, four skills are required, namely, "listening" or ability to listen to other people speaking in English, "speaking" or ability to speak using the English language, "reading" or ability to read words, phrases or texts written in English and "writing" or ability to write words, phrases, or texts in English. (p.5)

Importantly, not all students manage to become proficient in English as a second language. For Zúñiga (2021), failure in learning a second language may be due to routine classes that carry a predictable and exhausting work sequence, loss of interest on the part of the student, unattractive methodology, and lack of practice (pp.74-80).

According to Solís (2019), when referring to the importance of using an appropriate teaching method, he explains that, "Teachers must have the disposition to develop the skills and abilities of their students, in this way reinforce the development of thinking, which can mean knowing the characteristic procedure of each skill and helping the student to develop the facility to execute it effectively" (p.79).

The present research work is based on the development of strategies for learning the English language, emphasizing the capacity for oral production (speaking). To improve the confidence and level of the student in the English language, the researcher will implement the *Inductive teaching model* in the

eleventh-grade students at Gravilias School during the second quarter of 2023. This model aims to develop the student's ability to create their own sentences and phrases, using as a basis the structure that was previously explained by the teacher, in order to obtain better results in the oral production of the English language. Regarding the methodology used, UNIR (2022, pp. 1) explains that "The deductive method goes from the general to the particular (first the rules are presented and then practiced), while in the inductive a scheme similar to learning a mother tongue is followed," so it is very important for the teacher to know both methods. Therefore, it is intended to observe different lessons in the groups of 11th grade, so that the researcher can analyze the main difficulties that students have. It focuses on the ability to speak the second language, as well as working with the teacher in charge by implementing the inductive method, using playful techniques to achieve better attention of the students and raise the conversational level of English.

1.4 Antecedents

All research has an interest and importance according to the problem you are trying to solve. In the present study, the researcher wants to demonstrate the importance of the inductive method in the teaching of English as a second language. For this reason, the following works are presented as antecedents. A study related to the topic in question, belongs to Juan Ramón Martín Gálvez Fallas (2018). In his graduation work entitled "The teaching methods and theories of constructivist learning in the troop personnel of the first infantry brigade of the army on the Peru-Ecuador border," for the San Martín de Porres University, Gálvez Fallas raised the direct relationship that exists between teaching methods and theories of constructivist learning in the troop personnel of the First Brigade of Army infantry on the northern border. It consists of an investigation that demonstrates that constructivism and inductive learning favor the construction and appropriation of knowledge, so it is a relevant antecedent for this research. The general objective was to determine if the teaching methods are related to the theories of constructivist learning in the troop personnel of the First Infantry Brigade of the Army on the Peru-Ecuador border in the year 2018. To this end, an observational design research was followed, as well as a non-experimental, descriptive, analytical, correlational, and cross-sectional, of the quantitative approach.

The study used a survey, which was applied to demonstrate the research hypotheses and determine the information obtained and analyzed. It was concluded that there is a direct relationship between teaching methods and constructivist learning theories, which allows its application in the research carried out at Gravilias School.

Another work from which contributions are obtained for the research that is being carried out, is that of Guiselle Solís Juárez (2019), in her final graduation project to opt for the degree of Bachelor for the Universidad Libre de Costa Rica, entitled " Rol del docente en las estrategias metodológicas, motivacionales y conductuales en el trabajo cotidiano de la asignatura de Español en estudiantes de tercer grado de la Educación General Básica en la Escuela Elías Jiménez Castro de la Dirección Regional de Desamparados, circuito 07, 2019-2020" The approach of the research was to know, What is the role of the teacher in the methodological, motivational, and behavioral strategies in the third level students of the I Cycle of Basic General Education at the Elías Jiménez Castro School, Circuit 07 of Dirección Regional de Desamparados, Academic Year 2019? The general objective was to analyze the role of the teacher in the methodological, motivational, and behavioral strategies in the third level students of the I Cycle of Basic General Education at the Elías Jiménez Castro School, Circuit 07 of the Dirección Regional de Desamparados, Academic Year 2019.

The specific objectives established for the study were: a) To determine the methodological strategies exercised by teachers in the subject of Spanish in the daily work of Third Level students of the I Cycle of Basic General Education at the Elías Jiménez Castro School, Circuit 07 of the Dirección Regional de Desamparados, Academic Year 2019; b) Describe the motivational strategies exercised by teachers in the subject of Spanish in the daily work of Third Level students of the I Cycle of Basic General Education at the Elías Jiménez Castro School, Circuit 07 of the Dirección Regional de Desamparados, Academic Year 2019. c) Explore the perceptions of the behavioral strategies of the students of Third Level of the I Cycle of Basic General Education in the Elías Jiménez Castro School, Circuit 07 of the Dirección Regional de Desamparados, Academic Year 2019. d) Know the role of the teacher in the subject of

Spanish in the daily work of the students of Third Level of the I Cycle of Basic General Education at the Elías Jiménez Castro School, Circuit 07 of the Dirección Regional de Desamparados, Academic Year 2019.

The research responded to the mixed approach, combining quantitative and qualitative methods. The concurrent triangulation design (DITRIAC) was used, due to the researcher's intention. The type of research was descriptive. The directed interview was ~~is~~ used, and it was applied to the director at Elías Jiménez Castro School and 21 students. Among the most relevant conclusions in this research, it was found that teachers were more concerned about covering or completing the MEP's program regardless of how to do it and that there were not used strategies that motivated students to carry out their learning. From the research carried out by Solís (2019), relevant information was obtained about the role of the teacher in the promotion of strategies that allow the construction of learning and how the inductive method allows the student to be a manager of their own learning.

José Antonio Carmona Gómez (2019) in his article "Use of inductive methodologies in education" for Ventana Abierta Magazine, addressed the importance of using inductive methodologies in teaching. The author proposed the implementation of playful activities of knowledge construction, where the student plays an active role at all times and even interacts with other students in the construction of knowledge. According to Carmona Gómez (2019, pp. 2), "Teachers have material tools that make it possible to carry out more inductive methodologies where it is the students who have to expand their own knowledge through more practical and playful resources." He also proposes a series of inductive methodologies that can be used in the teaching-learning process. Due to the fact that the topic and findings are related to the proposed topic, it is considered a relevant background for this study, since it demonstrates how the inductive method allows the teacher to be a guide in the teaching-learning process, through creative and participatory methodologies.

José Santiago Álvarez Muñoz and Abraham Bernárdez Gómez (2021) in their article "Vulnerability and exclusion in educational centers: opening the way through the teaching of English as a

foreign language" for the Revista Estudios de la Universidad de Costa Rica, explored vulnerability and inclusion in schools and the teaching of English as a foreign language. This responded to the need of working transversally on one of the most pressing educational problems. The method to achieve the objective was a bibliographic review of a qualitative cut, which was performed to make an inductive content analysis. Among the main results, it is explained that the teaching of English as a foreign language is used to work on educational inclusion from three perspectives: an intercultural one, where support is provided to students with specific educational support needs by condition or school history; another one that facilitates inclusion from information and communication technologies; and a last one focused on students with specific educational support needs. The study conducted by Álvarez and Bernárdez (2021) is part of the research background, demonstrating that the teaching of English is important for the Costa Rican population. Therefore, its inclusion in the curriculum should be extended to all educational centers, being the inductive method an ally of the second language teaching process.

The Education Journal UNIR (2022) published the article "Inductive and deductive grammar: differences between the models for teaching English grammar." According to the article, grammar is one of the key axes in the teaching-learning process of a language. That is why there are different methodologies that can be incorporated by the teacher, taking into account the age and/or group. Among the methodologies to be used are inductive and deductive grammar, known as inductive and deductive grammar.

They are two models that have characteristics that define them that can be used to teach English grammar. The deductive grammar method presents a theory or topic, formulates a hypothesis, and then, goes to an observation phase to test it. It is a very traditional methodology of learning, which goes from the abstract to the concrete. The article explained that the inductive grammar method goes from the specific to the general, allowing the student to learn the linguistic elements implicitly and naturally, so it will not be a simple receiver. The main differences between both methods are in terms of approach, role of the student, role of the teacher, and results. The Education Journal UNIR (2022) is part of the research

background by providing relevant information about the methodologies that can be incorporated by the teacher in the teaching of English, and the inductive method is one of the main recommendations.

Jorge Mosquera (2022) in his doctoral thesis entitled "The teaching of the English language from the pedagogical practice in secondary basic education," for the Universidad Pedagógica Experimental Libertador. It had as a general objective: Generate a theoretical approach on the teaching of the English language from pedagogical practice in Secondary Basic Education at the Simón Bolívar Integrated School in the City of Cúcuta, Norte de Santander. The objectives were: To analyze the pedagogical conceptions that support the processes of teaching English in secondary basic education at the Simón Bolívar Integrated School. A qualitative methodology was used along the phenomenological and hermeneutical research method, with six information subjects, all teachers in the area of English.

An interview was applied and as a data collection instrument, the interview guide. The research was conducted in three open, axial, and selective categories. The information was analyzed using the inductive method of constant comparison. Within the findings, the planning and curricular development of teaching is usually limited by the practice of routine processes, which make the explanation of the contents decontextualized and little motivating for the student. It was concluded that in the teaching of English there is an eclectic approach, which compiles numerous methods and approaches to develop them in the teaching and learning process of students when studying a foreign language. The study of Mosquera (2022) is of great importance in the research that is presented, in order to demonstrate that teaching cannot be a process where routine mediates, but it must be the product of planning, so that when using the inductive method, the teaching-learning process adapts to the student and allows their constant motivation.

Another important work to cite corresponds to the bachelor's Thesis for the Universidad Latina de Costa Rica, carried out by Santiago Bozzoli Calderón and Daniela Edith Elizondo (2022) entitled "The implementation of cognitive development techniques to improve the speaking competence level in the knowledge construction process." The objectives of his study are closely related to research that is presented, as it addresses the construction of knowledge through cognitive development techniques for the

construction of knowledge, as detailed below. The General Objectives was to develop a proposal for pedagogical action that involves cognitive development techniques to improve learners speaking competence in the learning process. Moreover, the specific objectives proposed by the authors were a. To state the need to enhance learners speaking competence through the application of cognitive development techniques in the knowledge construction process, b. To substantiate conceptually cognitive development techniques to reinforce learners' speaking competence in the knowledge construction process, and c. To plan sequential activities that allow the implementation of cognitive development techniques to improve learners' speaking competence in the knowledge construction process. Among the findings is the importance of teacher professional development, the use of methodologies according to the age and interest of the student, in addition, to the use of technology in the development of lessons.

1.5 Scope

The research has the following scope:

1.4.1 Serve as reference material for future research on the teaching of English as a second language.

1.4.2 Provide theoretical support for the development of research and teaching proposals learned through the inductive method, where the skills of oral expression, listening, and written expression of English are reinforced.

1.4.3 Create awareness of the importance of eleventh grade students acquiring mastery of a second language that allows them to continue their studies or enter the labor market with better chances of being hired.

1.4.4 Support the lessons of English Teaching in dynamic and technological methodologies through the inductive method.

Chapter II

Theoretical Framework

In the chapter corresponding to the Theoretical Framework, a compilation of the main concepts and topics that support the research proposed in Chapter I is presented, on which the development of the objectives that guide this study is carried out. It consists of analyzing and presenting the theories that exist about the problem to be investigated. "It refers to all the sources of theoretical consultation that can be available on the problem to be investigated" (Zamorano, 2022). The information is organized according to its importance and with the respective bibliographic support. In addition, as an example of the inductive methodology, some didactic techniques applicable to English teaching classes are provided.

2.1 Speaking

Human communication is mainly based on oral language, voice, and speech. Acquiring oral language requires the development of the ability to communicate verbally and linguistically through conversation in a determined scenario or /and with respect to a unique context and temporal space (Calderón, 2004). Oral language, voice, and speech allow the individual daily expression and understanding of ideas, thoughts, feelings, knowledge, and activities. Pedagogical practice can be assumed as a process that involves analysis, reflection, and synthesis in relation to the teaching process that is presented in the way in which the teacher transmits his pedagogical act. Therefore, it requires plans, didactic script, class unit, or project. Moreover, this requires making decisions and concrete actions based on the requirements of the students. This practice cannot be assumed as a technique product of theoretical positions, but as a tool for the teacher to guide teaching according to the needs and interests of students in a given time and space.

The teaching of a language is divided into oral and written. The oral part, the everyday part, is easier to learn. It is taken as an experiential process. Within this perspective, spoken English and written English can be conceived. Spoken English is what people speak to converse and communicate in everyday

life. It involves the use of words, phrases, and sentences verbally to communicate or express ideas or feelings to other people. It is a natural act that can be learned as a mother tongue or as a second language.

David Crystal (as quoted by Editor, 2023) considers "Spoken English is the most natural and widespread mode of transmission, although, ironically, it is the one that most people find much less familiar, presumably because it is much harder to 'see' what happens in speech than in writing" (2023). Therefore, spoken English is a more natural and frequent mode of communication or, for example, the transmission of messages, but people do not assume a communicative responsibility to perfect it as if they do with writing. For Editor (2023), the main difference between spoken and written English is that it is grammatically less complex and involves shorter and simpler words and phrases orally. It is more concrete and direct, and above all easier to understand and use. English grammar is an essential part of the language as it allows to optimize communication skills in both spoken and written English.

2.1.1 Oral Expression

According to Bohórquez and Rincón (2017), oral expression is knowing how to capture the intentions of others, their desires and thoughts, the non-verbal messages that are transmitted through facial expressions and gestures, the double meaning of messages and metaphors, which allows to understand the message and communicate in such a way that the interlocutor interprets what you want to express. Through language, it is easier to face everyday situations, which makes it relevant to strengthen the communicative competence. In the school environment, communicative interaction allows students to interact with each other and share their experiences. Oral expression, within the educational center, is a valuable resource for effective communication and the practice of a second language.

2.2 Characteristics of the Speaking Skill

Oral communication is the form of expression of human beings through spoken words, which can vary according to the tone, volume, speed, and clarity with which they are enunciated. The ability to

express oneself orally requires that people to have knowledge about the meaning of words. Oral communication occurs between two or more people, who must handle the same linguistic code and the message is transmitted through a channel. They also influence oral communication, clarity by modulation, ability to be concise and brief; precision and empathy with the receiver.

Oral communication has many characteristics:

- It transmits the message through sound waves: these are converted into sounds that are part of a Code that is interpreted by the receiver, who will have a reaction to the message received.
- It is ephemeral and immediate; it cannot be preserved with the passage of time. Once the message is expressed, it will exist only in memory, so the information can be lost or transformed.
- It is a means of face-to-face and direct communication: Instant communication, no matter what channel is used, it occurs in the moment.
- It creates social links. It is social in nature and links the interlocutors. It allows a wide range of interpersonal relationships, and it is an indispensable element for teamwork, where clear and precise communication makes possible the coordination of the various activities.
- It relies on elements that are not part of the language such as gestures. Gestures, facial expressions, gestures, the tone of voice, facial and visual expressions, allow to give context and emotions to what is expressed.
- It is usually improvised and is more colloquial. It is a common and everyday language, where there is no prior planning and is usually used spontaneously.
- It is bidirectional, the sender and receiver change roles continuously. The internal cognitive process ~~that~~ allows participants to send, receive, and understand messages, that is the process of encoding and decoding. In coding, thoughts become communication, while decoding is the process of turning communication into thoughts. There are several communication options or

channels other than verbal and coded messages. They are sent through a channel or a sensory route in which a message travels to the receiver for decoding.

- It allows to rectify in the moment, since when speaking in front of a group of people, the terms can be clarified. The speaker can change the message, rectify it, clarify the ideas, explain the concepts, and even establish a whole conversation about the concept of the speaker. This expository advantage allows to clarify their ideas and that the receivers can interpret them not only by listening, but also through the senses, through the interpretation of the gestures, intonation, volume, and speed with which the message is expressed. Even, it can be interpreted the speaker's facial expressions.

Communication can be verbal and nonverbal. Verbal communication uses words to exchange the message through the written word, as well as the spoken word. Nonverbal communication completes the message exchanged with gestures, facial expressions, and/or body movements, allowing a more effective communication. For Alonso, Alonso, and Jovellar (2013), communication is effective when:

- It is able to make the receiver interpret the message exactly as the sender intends.
- It evokes the response desired by the receiver.
- It develops favorable relationships between sender and receiver.
- The sender must be clear about the message he wants to convey, select the appropriate language according to the situation and context, and make correct use of the language.

There is no doubt that in the communicative process many factors intervene; therefore, the teacher who teaches a foreign language must be aware and take advantage of them in his favor, making language lessons an enriching experience, which promotes not only learning but teachings for life, since new experiences are built, and they allow the student to solve everyday situations.

2.3 How to Teach English or Speaking Ability

The pedagogical practice in the teaching of English requires the planning of learning, the design of teaching strategies, an adequate selection of material and technological resources, the distribution of activities related to the cognitive level of the students, and plan the time required to carry them out. The English teacher must have extensive professional training; that is, he/she should be a specialist in educational strategies and resources. The pedagogical practice must be adapted according to the situational context where the academic activity is developed. For Mosquera (2022, p.58-59), traditional teaching is characterized by having the teacher as a transmitter of cultural content. He/she is considered legitimate, who has maintained the role of legitimate authority, knowledgeable about the academic contents that students must acquire. The student maintained a role of receiver of content that must be stored and reflected on the corresponding evaluations.

Currently, the teaching of English is a practice guided by complex intentions, focused on the development of skills based on scientific knowledge and intellectual capacity. In this perspective, the teaching work as a mediator of cooperative work stands out. Consequently, choosing the teaching method must respond to the objectives that the teacher wishes to achieve, either orally, learning by speaking, or the grammatical part to express oneself in writing. Promoting proficiency during English class is critical to producing and providing quality tools for students to master the skill. Teaching a language skill (speaking) in another language such as English can be a difficult task. The teacher may face problems such as lack of interest, confusion, and misconceptions towards the subject, given the inefficient use of teaching practices or techniques that lead to demotivation of students and lack of interest in the language. When considering the teaching of English grammar, it is important to take into account the level and age of the students. The teacher must choose one methodology or another depending on each group in order to find the one that is most efficient and practical.

Students must develop oral competence and, for this, they must learn to use oral comprehension and expression techniques. According to Ortega and Madrid (cited by Sánchez, 2014, p. 7), when students begin communication processes, they work on their reading ability and writing skills. This has to be done by means of oral comprehension processes such as discriminating sounds and accentuation patterns, recognizing the accentuation, and the words that indicate the development of ideas; in addition to understanding what is wanted to indicate by means of intonation. Moreover, to speak English, it is required to be able to produce oral messages that allow interaction between different speakers, making knowledge of the same communicative code indispensable.

For Sánchez (2014, p.8), among the characteristics of language when performing oral productions, are the following:

- Short statements, sentences, or incomplete sentences
- Predominance of the active voice over the passive voice
- The environment is used as a reference
- Use of a general vocabulary
- Repetition of statements
- Pauses and interruptions to help students clarify message intent.

The teaching of English is, as in any other language, a process that requires practice and the acquisition of grammatical knowledge, which allow an acceptable command of the language. Consistency in vocabulary practice, interaction with other speakers, and self-correction are also aspects to consider.

2.4 Inductive Method

Learning through the inductive method makes the learner seek knowledge autonomously, from observation and analysis of the characteristics of the concept, skill, or competence to learn. The one who learns part of a concrete problem or challenge to reach the general or abstract. The inductive method is

also called experimental because it moves from the particular to the general using strategies such as observation, experimentation, comparison, and generalization (wordpress.com, 2018, pp. 7). Examples of inductive learning include challenge-based learning, project-based learning, and discovery learning. Palmett (2020) explains that each method "is a complement to the other and they are linked to each other; that is, there is a close correlation between them; Induction leads to accumulating knowledge and deduction unifies those ideas by forming thoughts."

Inductive learning is one of the forms of learning in which the student performs a process that starts from the observation and analysis of a characteristic of the language, to the formulation of a rule that explains that characteristic. Thus, the learner carries out a process that goes from the concrete (the observed cases of language use) to the general and abstract (the rules that are followed in the observed uses). This form of learning is often opposed to deductive learning. Learners, unconsciously, tend to approach the second language in the same way they did when learning the first; in other words, discovering and verifying hypotheses about how the language they heard and used, works. For this reason, pedagogy recommends that, in the teaching of foreign languages, exercises that enhance inductive processes, be proposed to students.

In inductive learning, the learner takes longer to understand a feature of the language, compared to deductive learning. However, on the other hand, this way of learning requires a more active attitude from the student, because it is he himself who discovers the rules. Among the main advantages of inductive language teaching, is that students discover for themselves, allowing meaningful learning without much effort. Learning by discovery is more motivating and lasting.

In teaching, the activity is inductive. They require more planning on the part of the teacher; however, the materials can be simple, as long as they allow students to identify the linguistic element that is intended to teach. The teacher and the materials will guide the student to make a conscious reflection on

its operation, check to what extent learning is corrector, and if it can be applied later. The learning of the language will not depend only on the teacher, the book, or the strategies, but also on the student.

2.4.1 Teaching theories

The theory of the scientific method holds that science is a knowledge consisting of the formulation of hypotheses and laws obtained by induction from observations, so that the characteristic steps inductive method are observation, classification, generalization, and prediction. Inductive teaching theory is a method considered as tools that supports researchers in the generation of knowledge and in turn, allows organizing the premises to validate their critical positions. When analyzing theoretically the process of induction, it is established that through this process knowledge is accumulated.

2.4.2 The inductive method as a learning strategy

Induction is a form of reasoning that starts from certain experiences or particular observations of people, on which a law or general principle common to all is extracted (Castaños, 2016). It goes from the particular to the general. The inductive method is a very effective learning strategy, because since it is based on experience, it is possible to involve the student fully in the process. Knowledge is acquired while observing (directly or indirectly) objects, facts, or phenomena as they are presented in reality. Moreover, it appropriates information, compares, and establishes similarities or differences between objects, facts, or phenomena observed. Then, it can be reasoned and selected the elements common to all of them, in the process called abstraction. Finally, the student generalizes the characteristics of the objects, facts, or phenomena observed and is able to construct knowledge, establishing ideas and expressing them through language.

The teacher is a mediator between the student and knowledge, so his role cannot be a simple transmitter of knowledge, much less be based on the mechanical repetition of concepts. It requires a creative teacher, who assumes that the student is an autonomous entity, capable of setting their own pace

of learning. Therefore, ~~so~~ they must provide the appropriate strategies and materials for the lessons to be successful. As students are the ones who observe, compare, and indicate the common characteristics, they will improve their ability to describe the final concept, and this prevents it from being overgeneralized, since during the process they learn to discriminate what is not within the definition of the term (Castaños, 2016). This method encourages students to build and understand concepts and practice thinking skills.

2.5 English Language Teaching Strategies with the Inductive Method

For the teaching of the English language, it must be taken into account that students require motivation. This can be supported by the use of digital tools as didactic strategies to carry out the teaching and learning process and lead the student to the acquisition of knowledge and the development of some skills. Tovstiga (as cited by Casasola, 2020, p.38) explains that "Strategy is conceived as a practical discipline that can involve a theoretical exercise, but whose final test of validity is given in practice, in action." This is how strategy expresses the process of ideas focused on anticipating actions to achieve an objective or set of objectives. The strategies constitute a system of planning; in other word, procedures organized, formalized, and oriented towards the achievement of defined goals through an articulated set of actions. They are thinking tools, which through a series of procedures, guide operations to achieve certain learning goals. The choice and design of strategies, procedures and techniques are the responsibility of the teacher, so they must be based on a method.

Teaching and learning strategies become indispensable elements in the educational system, as they are instruments that facilitate the implementation and development of skills in students, since they are didactic tools that direct a process to achieve a purpose. A strategy is a procedure or orderly instruction that facilitates the acquisition of learning experiences in students. According to Sánchez (as cited by Casasola, 2020, p.40), didactic strategies are classified into: 1) Didactic strategies focused on learning procedures; 2) Didactic strategies focused on the process; 3) Behavior-focused didactic strategies; and 4) Didactic strategies focused on the context. In addition, there are teaching-oriented didactic strategies.

Teaching strategies correspond to the design, programming, elaboration, and formulation of learning content and learning strategies refer to the design that the teacher implements in the organization of their lessons.

2.5.1 Break out

Break Out is an activity in which students must overcome a series of challenges simulating a situation of confinement in which they have to open one or several boxes closed with padlocks. By overcoming the challenges, the keys to opening the locks are obtained. To apply it in teaching practice, achievable challenges must be raised, with reasonable difficulty. The estimated time of the activity should be a maximum of 1 hour. It can be done in large or small groups and the activity should be moderated by a teacher who can be at all times with the students, helping or explaining the challenges if necessary.

Applied to the teaching of English, it allows the student to learn by playing and review the contents of the curriculum in a practical way. The vocabulary used consists of numbers, letters, places, objects, and others, such as clues, that allow students to find the answers to the activities that occur in a room in order to get the key that opens the padlock of a box. Students do not have to leave a room, but they have to find a prize that is hidden in a box that is closed with different numerical or letter locks that must be opened. The groups into which the classroom is divided must find out this code by clues. The group that manages to open the box first, will win.

2.5.2 Visual Thinking

For Equipo Pedagógico (2023), this educational strategy consists of visually creating a summary of the concepts and contents developed in class. A graphic concept map is created. It summarizes content developed in the classroom. The review of the exam subject through "Visual Thinking" allows to synthesize and relate the different concepts, by building a meaningful learning. This is a tool that consists of manipulating ideas through simple drawings and creating connections with each other through mental

maps, with the aim of understanding them better, defining objectives, identifying problems, discovering solutions, simulating processes, and generating new ideas. Moreover, this methodological technique allows to organize and represent thoughts through drawings. Garbiñe Larralde (as cited by Mosquera, 2018) refers to Visual Thinking as "Visual thinking involves the understanding of information through the structured visualization of its parts."

Furthermore, this is a strategy that favors schoolwork according to multiple intelligences and learning styles, benefiting students called visual in the sensory classification of learning styles. Among its advantages are that it allows to retain more easily the information transmitted, allows to see the information in a general way; involves all the senses; improves memory, attention, and concentration; collaborates in creative and emotional development; the role of the student is an active protagonist; allows to sort and organize ideas logically; and, in addition, promotes reflection on one's own learning. When implementing Visual Thinking in the classroom, the drawing of characters and objects must be taken into account as basic elements; typography; the resources and the different formats used.

2.5.3 Flipped classroom

In this methodology, the traditional model is reversed; therefore, the theoretical lesson taught by the teacher in the classroom preceded the practice. The flipped classroom strategy arises thanks to the introduction of information and communication technologies (ICT) in all areas of today's society. About its impact on human life, Merla and Yáñez (2019) explain that "Particularly in education, where learning management has been significantly impacted due to the presence of ICT in the classroom and has resulted in the emergence of unlimited proposals aimed at improving academic results" (p. 68).

In the XXI century, education is obliged to respond to the digital era, implementing innovative practices capable of allowing the transfer of knowledge through the incorporation of technology, in order to improve the quality of teaching and learning processes. Currently, the teacher can include technology in their lessons, with techniques such as making a recording of their theoretical lesson, so that students can

observe it before performing the exercises in class. By being recorded, the students will be able to see and hear the teacher as many times as they need to understand the concepts. Moreover, it allows to optimize time that can be used in the realization of cooperative projects or in the inclusion of students with special educational needs.

The model called Flipped Classroom was coined by Bergmann and Sams (2012). They decided to help students that could not attend classes, so they designed a didactic strategy supported by the use of slides in Power Point format (Merla and Yañez, 2019, p.74). In the flipped classroom strategy, the teacher records the teaching resources and then shares the video with their students. This allows students who are absent for various reasons, to watch the videos, clarify doubts, or catch up. The educational practice of this pedagogical model, according to Merla and Yañez (2019), consists of “... Invest the two moments that intervene in traditional education: the first moment that corresponds to the activities of the class such as the exposure of the contents by the teacher and, the second, to the realization of the activities outside the school, such as homework” (p.74).

In the flipped classroom, tasks, projects, and learning activities are specified in the classroom and the thematic contents are learned outside the educational center. This requires a reorganization of the distribution of time, both inside and outside of class, where the student is responsible for his own learning. The class is dedicated to more active, high-cognitive processing project-based learning, where students work together to solve problems, achieve a deeper understanding of the topic, or learn a language together. In the flipped classroom, the role of the teacher is that of tutor, of a learning coach, as he/she is responsible for presenting information, providing feedback, guiding the learning of each student individually, and observing the interaction between students. Moreover, he/she is responsible for adapting and providing the didactics and materials used according to the needs of the students and promotes collaborative learning.

Table 1 *Comparison between traditional classroom and flipped classroom.*

TRADITIONAL CLASS	FLIPPED CLASSROOM
The teacher presents content through a master class and assigns tasks or activities to be done at home.	The teacher guides the students and has the time of the face-to-face class to interact with each student and assist them according to their personal learning needs. Collaborative learning is encouraged.
Students receive the contents in class and specify activities or tasks at home.	Students are responsible for their own learning, studying at their own pace, and learning style. The contents are available online. Homework and projects are done in class. Students can re-consult the material, as many times as they wish.

Note: own creation, based on Merla y Yañez (2019).

This learning strategy takes advantage of the advantages that the use of ICT brings to the improvement of teaching and learning processes for the benefit of students of any level, so they rely on the use of mobile devices, interactive whiteboard, software for presentations, and others.

2.5.4 Treasure Hunt

The treasure hunt consists of constantly providing clues for the student to investigate in the material provided by the teacher, in books, or even on certain websites, in order to obtain the key information that indicates vocabulary, grammatical elements, and pronunciation, where they have to continue finding out data until they reach the place where a prize or treasure is hidden. In the treasure

hunt, the role of the teacher is that of a collaborator; however, it requires, on the part of this, a great previous organization of the activity, which well achieved allows to obtain successful results in the development of the lessons. Moreover, the student will build knowledge, remain motivated, and interact with other students in a collaborative way. In this regard, it is necessary to “The constant positive reinforcement means that this search constantly encourages the students who have to compete with the rest of the groups in the class to be the first to reach the goal of the treasure meeting that the whole group is investigating” (Carmona, 2019).

It is important to keep in mind that the treasure hunt has an objective. It must have a common thread or a story that motivates to overcome a series of tests until the treasure is found (final test). The teacher should use clues that lead to different tests, which in learning English, can be oral or written. Each time they pass a test a clue is given to find the place of the next test, and so on, until they reach the final test where the treasure will be found. In relation to the clues, they can be constituted by flashcards, a somewhat complicated riddle, a puzzle, codes using a symbol equivalent to a letter to decipher a message. Moreover, the teacher can also use objects, a music track, food, or others. It is advisable to start with simpler clues and increase the difficulty as the end of the treasure hunt approaches. The last clue would have to be the hardest to guess. It can be done in pairs, groups, or individually (this is defined by the teacher, according to the size of the group of students). The treasure must be meaningful to the participants. There are a variety of resources on the internet to create a treasure map.

2.5.5 Collaborative or Cooperative Learning

In the school environment, the English teacher must be skilled enough when it comes to promoting group learning. It must be clear that the group is enriched when personal ideas are exposed and when everyone participates, in order to achieve the same end. This allows students to get to know each other better by working together, while being involved to a greater degree, optimizing attention on tasks,

and acquiring the necessary knowledge for the mastery of a second language, as learners themselves explain concepts, content, grammar, and pronunciation to their peers.

Azorín (as cited by Riera, 2011, p. 147) when referring to the methodology of cooperative learning stated that it is "a resource to attend to diversity, but also as content to be learned, taking into account the plurality of individual differences and personal realities that an inclusive educational model covers." Teaching through collaborative or cooperative learning allows the formation of a critical and responsible citizenship, in accordance with the model of pedagogical renewal to which every plural and democratic society must aspire. In the collaborative learning method, systematic strategies can be used in any course or academic level, and applied in most subjects of school curricula.

In collaborative learning, students organize interaction within the group; choose their peers or colleagues; have a high motivation to achieve the goal; and have social skills to work in a team, to carry out the tasks are defined by the members (not by the teacher); being individual and group responsibility. Azorín (2018) states that:

The mastery of these skills allows students to learn to communicate, to organize work, to make decisions in a consensual manner, to reach agreements, to evaluate the tasks performed and to value their relationships with the rest of the members of the group. All this is done through the teaching-learning of active listening techniques, participation and debate.

Collaborative learning as a methodology is characterized because the student acquires a commitment to his learning process and that of his classmates, causing a positive interdependence to arise, which favors an environment of trust, respect, and solidarity.

2.5.5.1 Challenges of collaborative learning

Inductive methodologies, because they become a factor of change compared to traditional lessons, face resistance from teachers and even, parents. Teamwork applied to educational models, according to Vaillant and Manso (2019), may face the following obstacles:

- Fear of loss of control in the classroom
- Sometimes, poor teacher preparation
- Lack of materials prepared for use in class
- Resistance of students to collaborative work
- Little familiarity with some techniques of the collaborative process
- Absence of coherent evaluation procedures and conceptions.

Cooperative Learning is based on a set of teaching procedures that require the organization of the class in small mixed and heterogeneous groups, so it will be the task of the teacher to apply a group diagnosis, which allows him to group his students according to their interests, ages, abilities, or special needs. This will favor the joint and coordinated work among themselves to solve academic tasks and deepen their own learning. Therefore, it requires the direct and active participation of students. Cooperative Learning proposes a series of didactic strategies based on the cooperative interaction of students that must be included in the planning of the lessons, which allows to create truly enriching learning situations and the achievement of the proposed objectives.

Chapter III

Methodological Framework

The methodology is an important phase for all research, as it allows to identify how, when, where, and for what reason the study is carried out. The methodology used in this research is explained below.

According to Franco (as cited by Azuero, 2019), the methodological framework is the set of actions aimed at describing and analyzing the background of the problem posed, through specific procedures that include observation techniques and data collection, determining the "how" the study will be carried out. This task consists of making operational the concepts and elements of the problem.

3.1 Research Approach

The focus of an investigation refers to the approach of the research and the elements of the subject under study. According to Lavell (2002, p. 5), an approach is "a strategic approach to a problem, its understanding or intervention. It constitutes an individual or collective vision of a context or a problem and the way to cover it with the intention of intervening to solve it." This work explores the knowledge and methods used by the English teaching staff, especially those who teach eleventh-grade students at Gravilias School, in order to make a proposal to be approached through the inductive teaching method.

According to this, the present research is carried out with a qualitative approach. For Hernández, Fernández and Baptista (2014):

Qualitative research is based more on an inductive process (explore and describe, and then generate theoretical expectations). They go from the particular to the general, that is, it proceeds case by case data by data, until arriving at a more general perspective. (p. 8)

Students have preferences for learning methodologies, as do teachers for the method that will guide their lessons and the teaching techniques and strategies employed. These characteristics cannot be quantified; therefore, this research is considered to have a qualitative approach.

3.2 Research Design

The research is descriptive, since it alone cannot solve the cause of the research problem; however, the information it generates will allow those who must make a decision to dictate the action to be taken. In this case, it allows the application of the inductive method to the lessons of eleventh grade students. For Hernández, Fernández, and Baptista (2014), the descriptive research entails:

The purpose of the researcher is to describe situations and events, that is, to say how it is, and how the phenomenon manifests. Descriptive studies seek to specify the important properties of people, groups, communities or any other phenomenon, which is subjected to analysis, measure or evaluate various aspects, dimensions or components of phenomena to be studied (p. 60).

The proposed descriptive research investigates English language teaching techniques and strategies used by the teachers who teach eleventh grade students at Gravilias School during the second quarter of 2023. Therefore, it is based on educational situations of the inductive method.

3.3 Information Sources

For Bastar (2012), information sources are defined as all "those objects that provide the researcher with data to carry out his work. These can be contained in any medium, so they can be handwritten, printed, engraved, among others" (p.45).

The research has primary and secondary sources from which the relevant information is obtained, which is explained in the following points:

3.3.1 *Primary sources*

They provide first-hand data because they are documents that contain the results of the studies, such as books, anthologies, articles, monographs, theses and dissertations, official documents, reports of associations, works presented at conferences, seminars, newspaper articles, expert testimony, documentaries, videotapes in different formats, forums, and internet pages, among others (Hernández, Fernández, and Baptista, 2014, p.61). According to this definition, primary sources allow to get as close as possible to understanding the lived experiences of other people and discover what really happened.

Consequently, the present research is based on the review of this type of materials for its theoretical foundation. The research that is being developed has as primary sources of research the instruments, as for example the Check list applied to 20 eleventh grade students at Gravilias School and the interview with two English teaching teachers of such institution. In addition, books and documents consulted on the Internet.

3.3.2 Secondary sources

They are lists, compilations, and summaries of reference or primary sources published in a particular area of knowledge. That is, they reprocess the firsthand information. They briefly comment on articles, books, theses, dissertations, and other documents (Hernández, Fernández, & Baptista, 2014, p.61). Moreover, secondary sources are not evidence in and of themselves, but provide an interpretation, analysis, or commentary derived from the content of materials from primary sources and/or other secondary sources. The research analyzes information from various users cited in theses, electronic journals, articles, and research related to the developing topic, so these constitute the secondary sources of the study.

3.3.3 Tertiary sources

Tertiary sources are documents that summarize names, titles of magazines, and other periodicals. They contain second-hand fonts.

3.4 Research subjects

For Tamayo & Tamayo (2014), the population is the totality of individuals of the phenomenon to be studied. For which, in this research the population is made up of teachers of the Department of English and students of eleventh grade students at Gravilias School during the second quarter of 2023. Moreover, Subject is defined as "the person who develops the activities of the research from beginning to end or the researcher" (Behar, 2008: p.16).

Gravilias School is a night school that teaches third cycle and baccalaureate, within an educational institution of primary education, using its infrastructure in the schedule that is not used for time reasons.

It serves the adult population, of which a large part works during the day and studies at night. Therefore, the goal of those students is to receive a quality education that allows them to acquire knowledge and skills to achieve better jobs. It was determined that the focus of the project is aimed directly at the population composed of 20 eleventh grade students at Gravilias School during the second quarter of 2023 and two teachers of English teaching.

3.5 Analysis Categories

Since the research is governed by the qualitative approach, it contemplates the following categories of analysis.

Table 2 *Categories of analysis.*

Objectives	Analysis category	Conceptual definition	Interview aimed at teachers of English teaching.	Questionnaire aimed at eleventh grade students of Gravilias School.
Identify the characteristics of the inductive teaching model as a methodology for the development of oral English skills in eleventh grade students at Gravilias School during the second quarter of 2023.	Characteristics of the inductive teaching model.	The inductive method is also called experimental, because it moves from the particular to the general using strategies such as observation, experimentation, comparison, and generalization (wordpress.com,	Questions 1 to 5 of the interview conducted with teachers of English Teaching of eleventh grade at Gravilias School. (Annex 1)	Question 6 of the questionnaires to eleventh grade students at Gravilias School. (Annex 2)

		2018, pp. 7). Characteristics: -Promotes the resolution of problems. - Development of critical thinking. - Promotes active learning. -Use of ICT. -Use of playful strategies.		
Apply classroom activities to enhance the speaking skill of English of to 11th grade students at Gravilias School	The role of the student in the development of oral English skills.	Student's response to the strategies and methodology used by the teacher during the		Development of inductive strategies (See activities 1, 2, and 3)

during the second Quarter of 2023.		development of their lessons: - Active participation - Cooperative work -Development of activities with interest		
Evaluate the student's knowledge through inductive activities focused on measuring the progress of oral expression (speaking skill) during the learning process of 11th grade students at Gravilias School	Inductive strategies for English language learning.	Inductive teaching strategies should take into account: • Students are faced with a real problem or situation and must discover concepts and principles by themselves.		Application of a Pretest, posttest, and Check list.

during the second quarter of 2023.		• The focus is on problem-solving and critical thinking, rather than presenting pre-established information. • Students develop observation and analysis skills, and are able to apply their knowledge in new and unfamiliar situations. • Learning is active and constructive, rather		
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		than passive and rote learning. • Students take an active role in the learning process and are responsible for their own learning.		
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Note: Soto, 2023.

3.6 Data collection Instruments

Data collection is essential for the analysis of all research. Data collection techniques are defined by Tamayo and Tamayo (2014) as "the operational expression of the research design and that specifically specifies how the research was done" (p. 126). Therefore, they are the technical means used to record observations and facilitate their processing. In the collection of information, the techniques and instruments to be used are distinguished. In this case, a pretest applied to 11th grade students at Gravilias School. This is described by Virtual Teaching (2020) as:

In the context of e-Learning a pre-test is an assessment that you administer to your students before formal instruction with the aim of measuring how much they know about the subject. The main objective is to obtain a measure of prior knowledge with which the change that occurred after taking the course can be compared.

The use of an initial diagnostic test (pretest) and a final test (posttest) is extremely effective to verify the progress of language learning, which for Bastir Consultores (2020) should be:

- Administer a pre-test to a group of people and record their scores.
- Administering some treatment designed to change individuals' scores.
- Administer a subsequent test to the same group of people and record their scores.
- Analyze the difference between pre- and post-test scores.

The pretest corresponds to Annex 3 and the posttest to annex 4 respectively.

3.7 Collection Data Process and Data Analysis

For the collection and treatment of relevant information, there is a Pretest, a Posttest, and an Observation Checklist Rubric, which constitutes the instrument for measuring the progress of the students during the development of the proposed activities. The processing of the information and the application

of the surveys to the students of eleventh-grade and to the teachers of English at Gravilias School, proceeded as follows:

- Application of data collection instruments.
- Verification of the information collected to carry out the purification, ordering, and classification of the same.
- Tabulation of the data of each of the questions in the survey to know the numerical percentages.
- Elaboration of statistical figures to understand the relationship between the categories of analysis and the survey questions.
- Analysis and interpretation of the information obtained.

In addition, there is the Observation Checklist Rubric, which will allow the assessment of the progress of the students. In this regard, Román (2023) explains that rubrics are a tool that helps to evaluate student's learning by making students to know their mistakes through self-assessment. The Observation Checklist Rubric is applied in Annex 5. The activities proposed by medio of inductive strategies to promote the development of the oral expression of English in the students of 11 grade of Gravilias School, are those presented below:

Chapter IV

Analysis of results

This chapter deals with the results obtained from the application of the tools used to collect all the information necessary to develop the research objectives. The chapter of Analysis of Results constitutes the basis to verify the variables raised, develop the objectives, and draw conclusions regarding the subject investigated.

4.1 Questionnaire

The purpose of this academic questionnaire was to collect information regarding the opinions and perceptions of the students, about the dynamics applied and resources or materials used as support by the class teacher, as well as teaching methods and the impact that this generates on students. The questionnaire consisted of 15 closed questions, intended for eleventh grade students at Gravilias School. It was done through Google Forms, and it was applied during the English class. All the student had 15 minutes to answer it. The following information (below) shows the questions asked to the students and the answers with the corresponding result.

According to question 1, Do you think you have English language learning difficulties? it seems that 60% of those interviewed, answered yes, while 40%, that is 8 research subjects, gave a negative answer. In Costa Rica it is regrettable the high percentage of people who show difficulty regarding the English language, as demonstrated in the survey applied to eleventh year students.

Figure 1 *English language learning difficulties*

1. English language learning difficulties

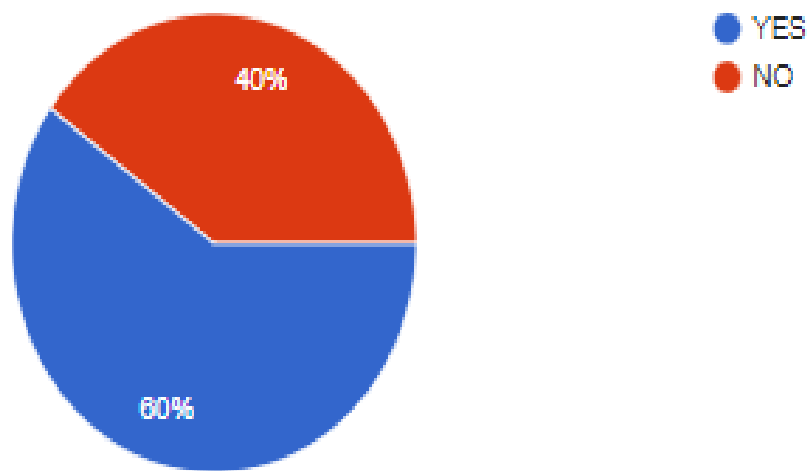


Figure 1. It represents the percentage of students who are agree or not that they have English language learning difficulties. Source: Researcher's own creation

When asked, "Is English language proficiency one of your goals?" All the students consulted, answered that English language proficiency is their purpose. This aspect is of great importance because it refers to the motivation that students present towards learning a second language.

Figure 2. *English Language proficiency as a goal.*

2. Is English language proficiency one of your goals?

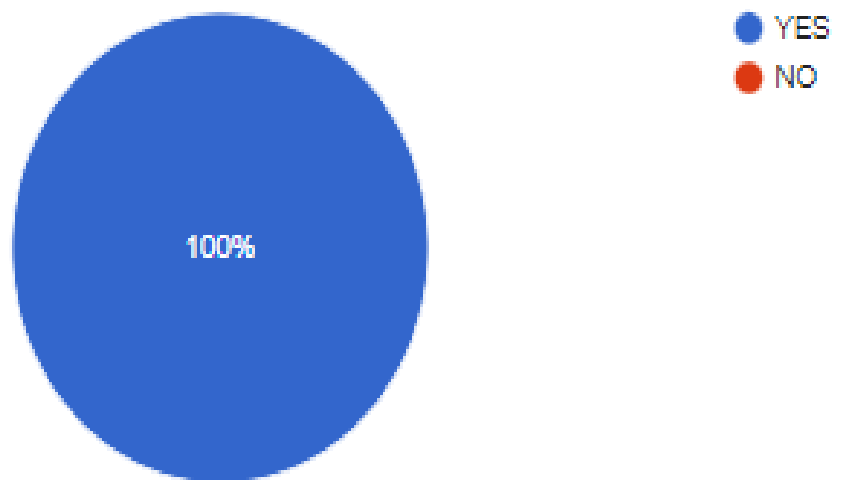


Figure 2 represents the percentage of students who have English Language proficiency as a goal. Source: Researcher's own creation.

The questionnaire applied, question 3 intended to inquire if students considered that if when ~~in~~ learning English, grammar is the most difficult. Among the answers, it can be stated that 55% of the interviewees thought that it is not the most difficult, while 45% answered, affirmatively. It is important to note that grammar is not the only component of learning the English language, since speaking is the true purpose.

Figure 3. *The difficulty of grammar in learning the English language*

3. The difficulty of grammar in learning the English language

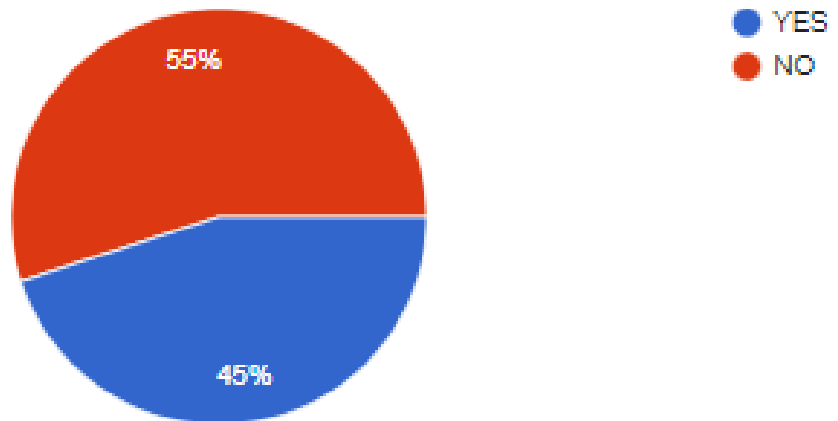


Figure 3-represents the percentage of students who are agreed or not that learning English grammar is the most difficult. Source: Researcher's own creation.

In question 4, it was asked if students considered that if English oral expression is difficult? Students showed divided opinions, to the point that 50% thought that the oral part is the most difficult and 50% thought that it is not. It is shown that in section 11-1 of Gravilias School, half of the students have greater motivation for written language and the other 50% for oral the language.

Figure 4. *Difficulty of oral expression in English language learning.*

4. The difficulty of oral expression in English language learning.

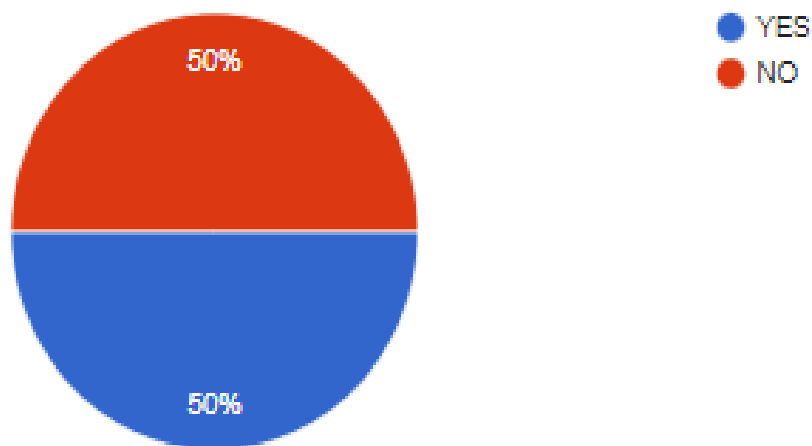


Figure 4 represents the percentage of students who are agreed or not that oral expression is the most more difficult when learning the English language. Source: Researcher's own creation

According to question 5: Are the activities carried out during English classes monitored or evaluated? It has to be stated that 95% of the students answered affirmatively. This shows that evaluation is not only part of the curriculum, but also that it is used to verify the progress of students. Moreover, the remaining 5% answer no, as they were likely to perceive assessment activities as an everyday task.

Figure 5. *Monitoring or evaluation of activities during English lessons*

5. Monitoring or evaluation of activities during English lessons.

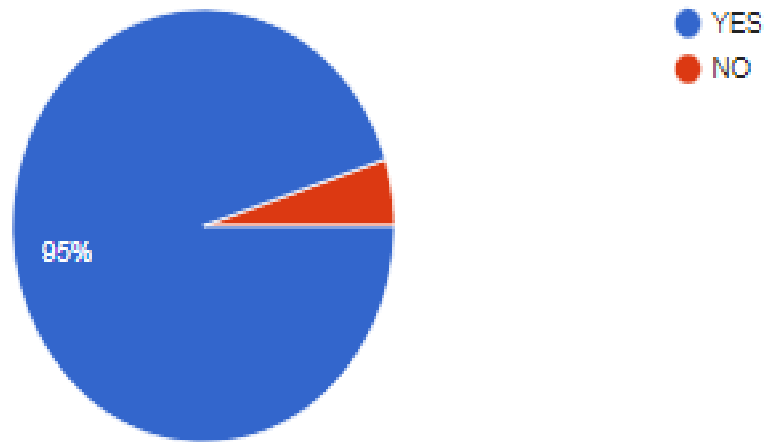


Figure 5 Represents the percentage of students who are agreed or not that the activities in English lessons are evaluated or monitored. Source: Researcher's own creation.

According to question 6: Motivation is a very important aspect of learning. All the students who were surveyed, that 100% of the students, considered, that the teacher provided them with feedback on the various topics learned in the English lessons. Feedback allows for meaningful learning, so including it in second language lessons makes it an important element, as it promotes learning.

Figure 6. *Feedback on the topics developed in the English lessons.*

6. Feedback on the topics developed in the English lessons.

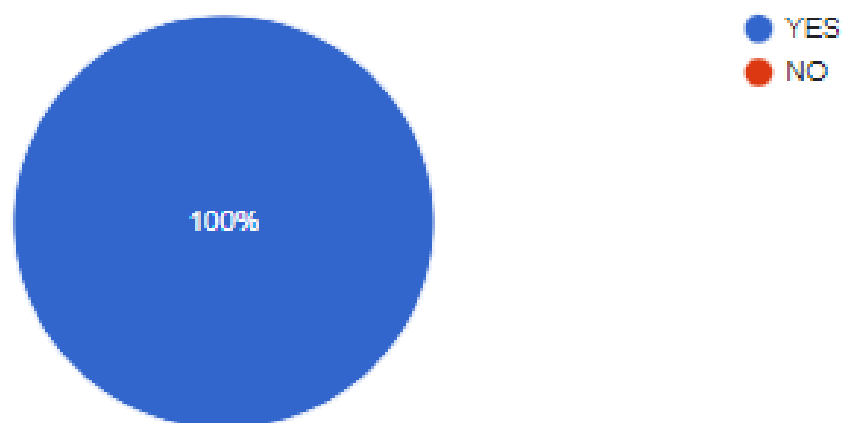


Figure 6 represents the percentage of students who receive feedback during the English lessons. Source: Researcher's own creation.

The methodology should arouse the interest of the student, for which it is important to review the preferences of the students during the English lessons. Therefore, according to question 7: Does the teacher apply varied and pleasant methodologies in the development of their lessons? 90% of the interviewees answered that the teacher applied attractive methodologies when facing the lessons. Moreover, the remaining 10% of respondents reported a negative answer regarding the use of varied methodologies.

Figure 7. Methodologies developed by the teacher during the English lessons.

7. Methodologies developed by the teacher in English lessons.

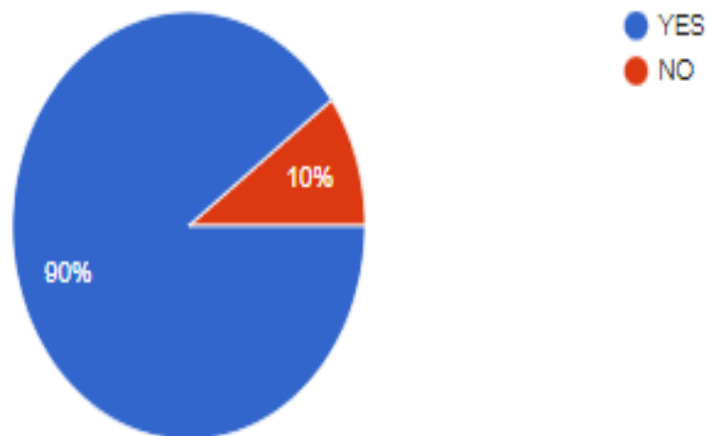


Figure 7 # represents the percentage of students who are agreed or not that the teacher applies a variety of methodologies during the English lessons. Source: Researcher's own creation.

According to question 8: Do you prefer that the teacher is limited to providing the material and the tasks to be done? 75% of students indicated no, showing a preference for more active and participatory lessons, where both the teacher and the student have active roles in the teaching-learning process. On the other hand, 25% of students indicated that they do like the a traditional role of teacher.

Figure 8. Material and tasks provided by the teacher to be done in Class.

8. Material and tasks provided by the teacher to be done in Class.

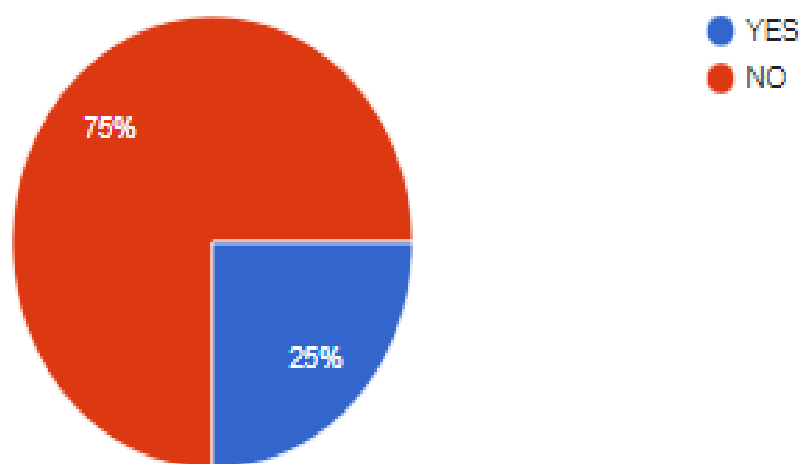


Figure 8 It represents the percentage of students who prefer that the teacher provides material and tasks to be done in Class. Source: Researcher's own creation.

When asked question 9: Do you consider that your English language learning is favored by working in small subgroups? 65% of students indicated yes, while 35% gave a negative answer. There is still resistance to change among students. This is perhaps due to the fact that they attend an evening schedule, so many come from work, and thus, they are likely to show a preference for traditional lessons.

Figure 9. *Working in small groups favors English learning.*

9. Working in small groups favors the English learning.

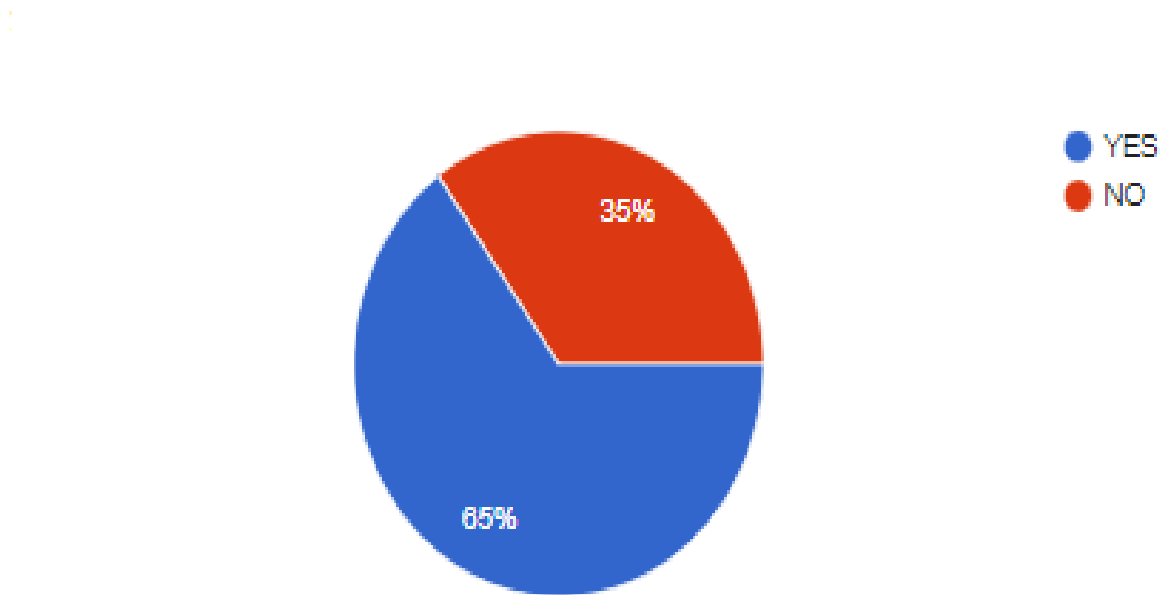


Figure 9 represents the percentage of students who consider that working in small groups favors English language learning. Source: Researcher's own creation.

When inquiring about the application of ludic activities (question 10), and whether they favor the learning of English as a second language; it can be stated that of the research subjects, answered yes. The importance of fun and dynamic activities is that they maintain the attention and arouse the interest of the student. Therefore, this should be taken advantage of by teachers when choosing the methodology and didactic techniques that will be used throughout their lessons.

Figure 10. *Application of games and recreational activities during the English language learning.*

10. Application of games and recreational activities in English language learning.

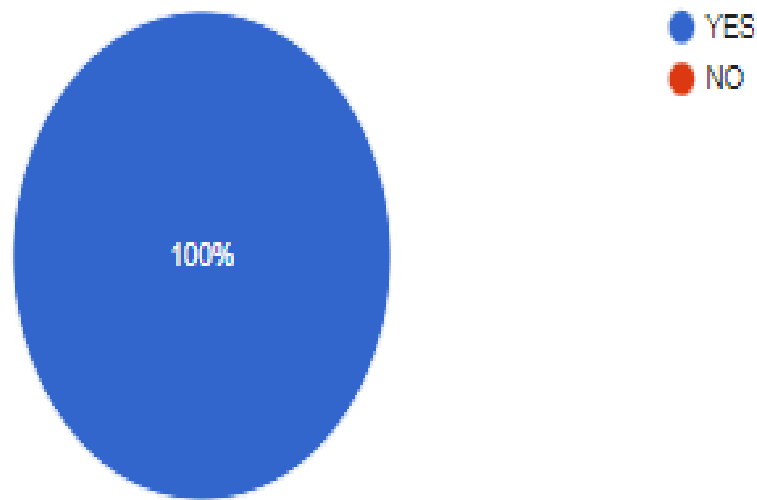


Figure 10 Represents the percentage of students who are agreed or not regarding the application of games in their English classes. Source: Researcher's own creation

Given that technology is present in all daily activities (question 11), its use in education is indispensable to the point of constituting one of the strategic lines established by the Ministry of Public Education. When asked: Does the use of ICT during classes favors the learning of English, both spoken and grammatically? 95% of respondents answered yes and only 5% indicated that this is not the case. Most of the students in the group consider that ICT favors the learning of a second language.

Figure 11. *Use of technology in English language Learning.*

11. Use of technology in English language. Learning.

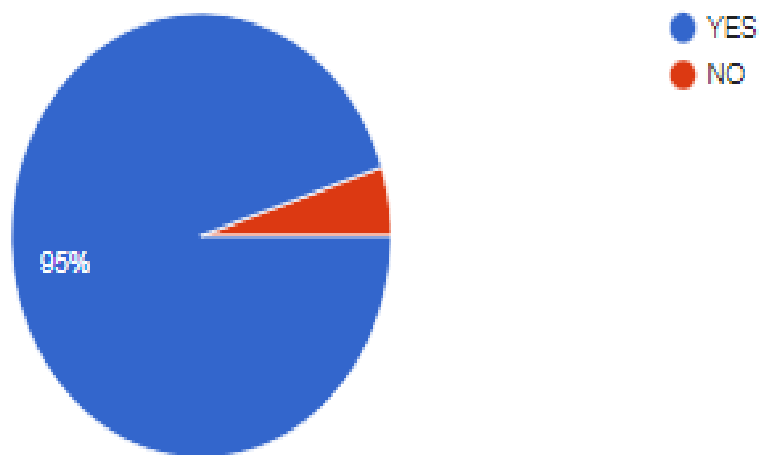


Figure 11 Represents the percentage of students who are agreed with the use of technology in classes, both for grammar and spoken English. Source: Researcher's own creation.

Regarding the importance of student participation in class and if the teacher encourages it, students were asked how they felt about it. Therefore, question 12 was Does your English teacher promote dynamic and participatory lessons? It can be stated that the English teacher of the group, cares about planning the lessons, making them dynamic and participatory, this as stated by 95% of the students surveyed. This aspect is important for the development of lessons through the use of the inductive method. On the other hand, 5% answered negatively to the question.

Figure 12. *Dynamic and participatory lessons promoted by the teacher.*

12. Dynamic and participatory lessons promoted by the teacher.

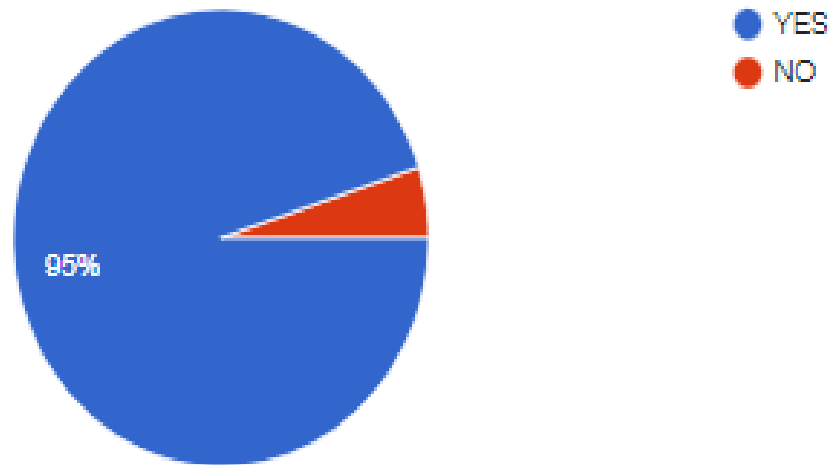
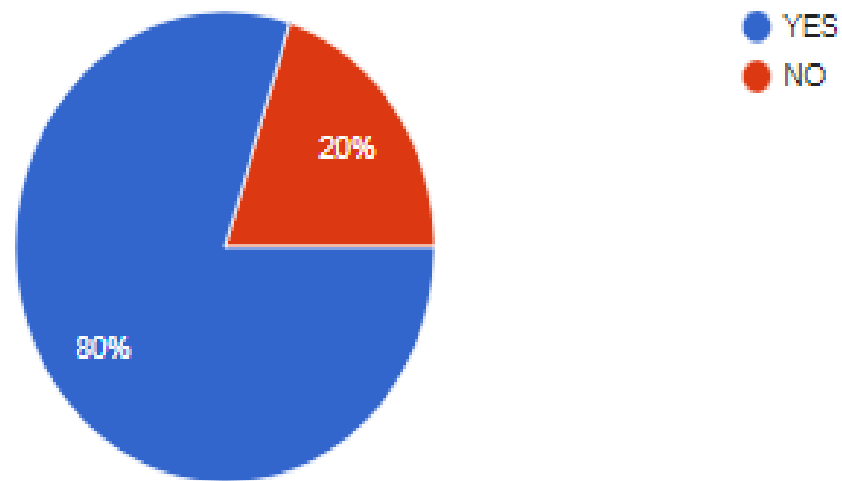


Figure 12 Represents the percentage of students who think that the English teacher promotes dynamic and participatory lessons. Source: Researcher's own creation.

Regarding the opportunity that students have to participate in class and speak English during the lessons, they also answered their point of view. Consequently, according to question 13: Do you like to participate when are requested to speak in English during classes? In regards to the student's need to speak English during lessons, the majority of the students, that is 80%, answered yes. While 20% of respondents answered no. Learning a language requires practice, both oral and written, as well as perseverance and discipline for the student.

Figure 13. *Enjoy participating and speaking English in class.*

13. Enjoy participating and speaking English in class.

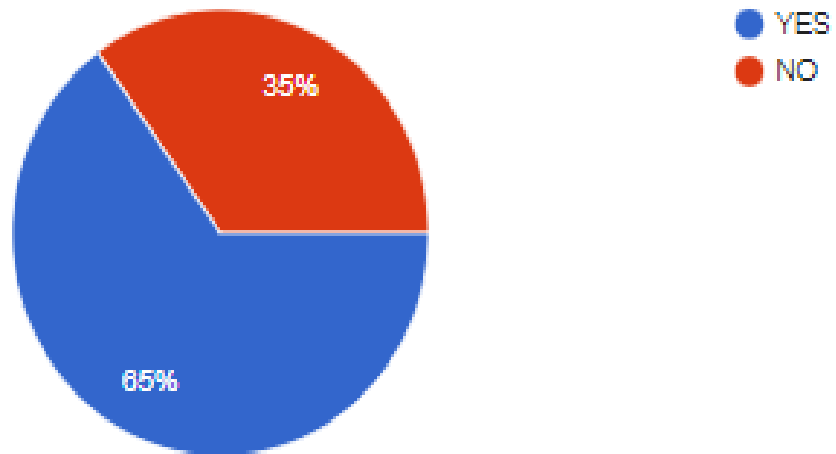


*Figure 13 represents the percentage of students who enjoy participating in class.
Source: Researcher's own creation*

English lessons have a defined purpose (question 14); therefore, the learning of a second language has to be applied to everyday situations, so the question asked: Have you applied outside school, your knowledge of the English language? it is considered very important. Consequently, when inquiring if the knowledge and contents developed are put into practice by the students, 65% answered that they have applied what they have learned regarding English, while 35% have not put into practice their knowledge on this subject.

Figure 14. *Applying the English language outside the school.*

14. Applying the English language outside the school.

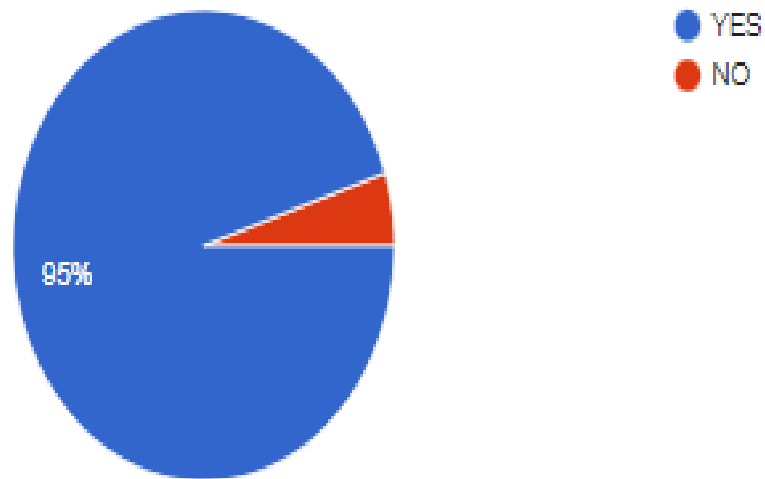


*Figure 14 Represents the percentage of students who apply English outside of school.
Source: Researcher's own creation.*

The students who answered the questionnaire applied, have a preference for more interactive lessons, through collaborative learning and methodologies (question 15) in which they are responsible for their own learning of the English language, which are characteristic aspects of learning through the inductive method. The participation of the student makes the English lessons an experiential learning resource, which if used well will have successful results. As for the result of this question, it can be stated that 95% of the students answered positively, and only a minority of 5%, answered the question negatively.

Figure 15. *Participating in more interactive lessons through collaborative learning methods.*

15. Participating in more interactive lessons through collaborative learning methods.



*Figure 15 Represents the percentage of students who agree to participate in more interactive lessons through collaborative learning methods.
Source: Researcher's own creation.*

4.2 Observation Checklist Rubric

Assessment scales, checklists, and observation checklist rubrics have the same purpose, which is to record data or evaluate some aspect of learning. In the observation checklist rubric, the teacher records the progress of his students, that is aspects related to class work, among others. In this case, the researcher recorded the progress of students when speaking, so he has previously defined the indicators that determine the level of appropriation of knowledge. The observation checklist rubric was applied to 20 students in section 11-1 at Gravilias School, which operates at night.

4.2.1 Purpose of the Observation

The purpose of the observation was to identify the way in which the class was planned, the teaching strategies that the teacher in charge implemented, and the resources that were used. The classroom had a flat screen TV to show support videos to students; however, the teacher did not use it. In addition, the interaction between the teacher and the students was observed. Another purpose was to determine the level of English regarding their Speaking Skill, their strengths, and areas for improvement. Moreover, another important aspect to observe was the participation of students in the different activities in class, the way in which the teacher developed the topics he taught, and how he evaluated these topics with final feedback to the group.

4.2.2 Observations Recorded by the Investigator

The class observation i was done during the English lessons given to eleventh year students at Gravilias School. The following data was recorded:

- During the observation, the students were attentive to write down all the information that the teacher in charge was going to provide them with.
- The teacher began the class by reviewing synonyms and antonyms of the English language. He also used very clear examples to support the topic, all through the use of the blackboard. Subsequently, he did a written practice with "wh questions." To develop this activity, he defined 15 minutes, and then orally reviewed the answers of the practice.
- Finally, he explained the superlatives, with examples as support on the blackboard.

4.2.3 Other Relevant Details of the Observation

- The teacher in charge has a wide master of the subjects taught.
- The teacher has a very advanced level of English.
- He is a teacher who prepares his lessons very well.
- He has an excellent relationship with students, which facilitates teaching.

4.3 Pre-test

A pre-test is an assessment applied to students before formal instruction in order to measure their knowledge of one or more topics of the English language and thus, to have a better idea of strengths and possibilities, as well as the weaknesses or deficiencies of the students in the oral development of the English language. Its objective is also to obtain a measure of prior knowledge with which the progress that occurs during and at the end of the course, so later they can be compared. The pre-test was applied to eleventh grade students at Escuela Gravilias in Desamparados.

- To perform the pre-test, the class was divided into 6 groups of 3 people.
- Each group described one thing about other classmates' appearance, character, occupation, and favorite hobby.
- Each group had a maximum of 3 minutes (1 minute per person) to present their conclusions orally.
- During the dynamic, the researcher asked related questions, to be answered orally if necessary.

Figure 16: *Student's Results obtained from the Pre-test.*

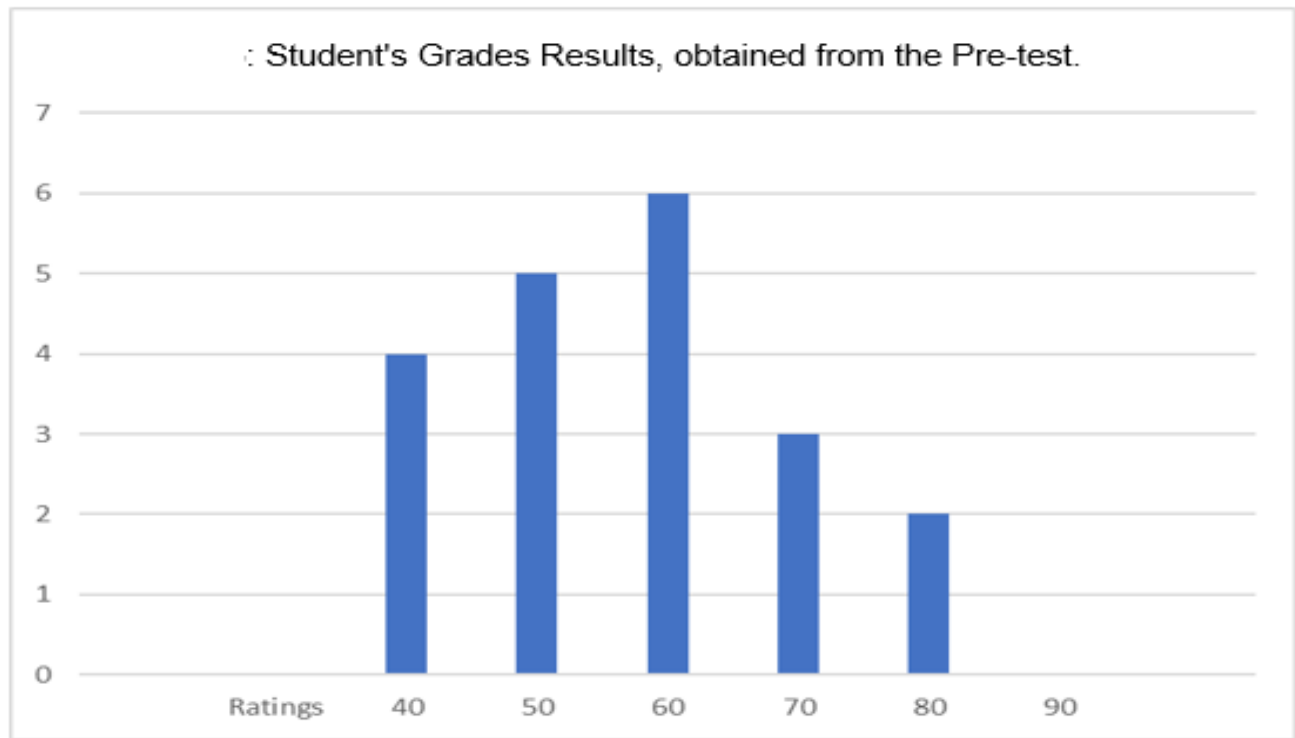
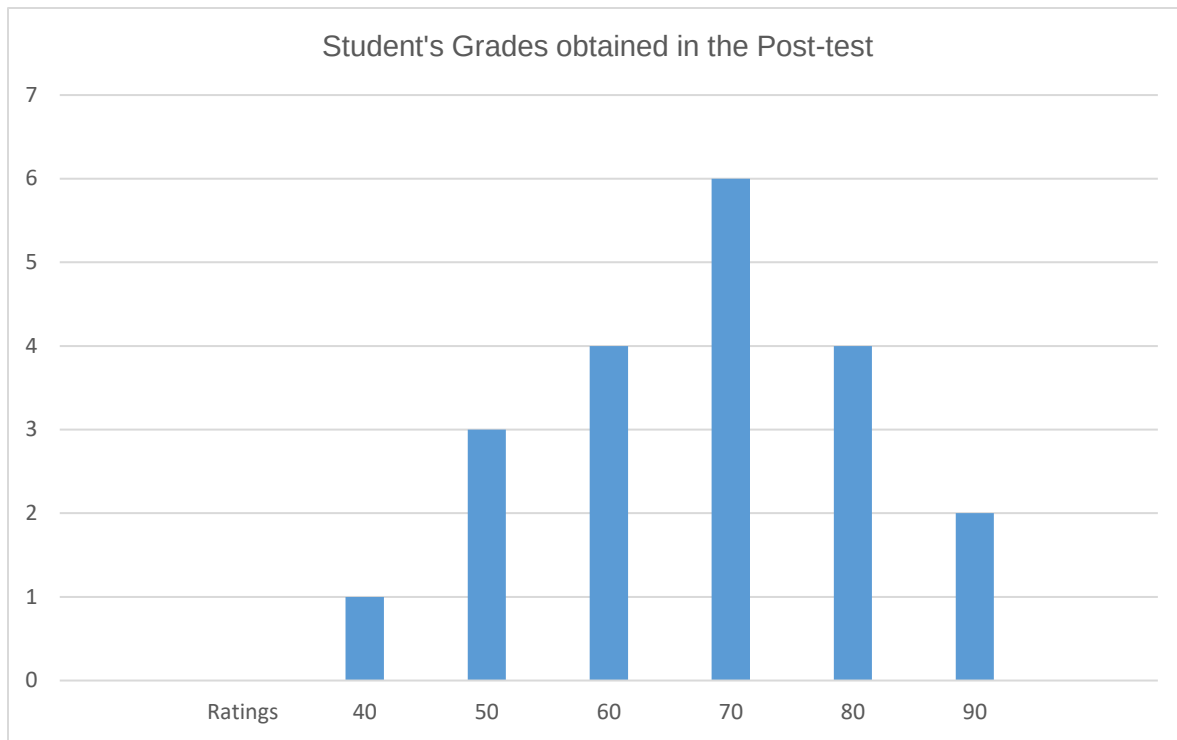


Figure 16 Represents the scores obtained by the students in the pre-test. Source: Researcher's own creation.

4.4 Post-test

A post-test is an assessment that is applied to students after formal instruction in order to measure knowledge on one or more topics of the English language and thus, to have a better idea of the strengths and possibilities.

Figure 17: *Student's Grades, obtained in the Post-test.*



*Figure 17 # represents the scores obtained by the students in ~~from~~ the post-test.
Source: Researcher's own creation.*

When comparing the results attained from the Pre-test and the Post-Test, it can be stated that there was a wide improvement in the grades obtained by the students. It is demonstrated that the activities carried out through the teaching of the second language through the inductive method, had a positive effect on the students, since there is a significant improvement in the grades.

4.5 Interview Guide Results

It consisted of the application of an interview to two English teachers at Gravilias School in order to know relevant aspects about the development of the lessons of this subject, when using the inductive method, and if the students' learning was favored. The interviews denoted the interest of teachers to promote the learning of oral language using various strategies of an inductive nature. Since such are

beneficial in the teaching-learning process. The most common strategies used are cooperative work, dialogue, memory card games, and printed material prepared by the teacher. The teachers interviewed agreed in their concern to guide the student to build their own knowledge, making it the axis of the educational process.

The activities carried out in class were planned with time, as well as the material prepared for each of them. There was not improvisation. According to the information collected, both from the interviews and from the surveys applied, it can be deduced that some of the advantages of the inductive method in speech teaching are:

- It encourages active participation and the development of the student's self-confidence in regard to their ability to communicate in the second language.
- It allows the student to experiment with language and make mistakes naturally, which helps consolidate learning.
- It favors the development of oral comprehension skills, by exposing the student to different accents, rhythms, and intonations.
- It promotes contextualized and meaningful learning, by addressing real and authentic communicative situations.

The inductive method is important when teaching Speaking in a foreign language because it encourages experiential learning and reinforces the use of everyday experiences, as for example, the natural use of the language. In addition, it helps the student to develop communicative and cognitive skills progressively in a foreign language. From the Pre-test and the Post-test, it was obtained that once the English teaching strategies were applied through the inductive method, there was improvement in the grades obtained by the students, which reaffirmed that the methodology was functional for the research subjects (**SEE Annex 8** to find results from both interviews).

Chapter V

Conclusions and Recommendations

5.1 Purpose of the conclusion

This chapter presents the conclusions and recommendations obtained through bibliographic and documentary research, the application of data collection instruments, and observations carried out during the English lessons of the group under study. This information was processed and analyzed in order to meet the proposed general objective, which consisted of: Analyzing the importance of the inductive teaching model in the development of oral skills in eleventh grade students at Gravilias School during the second quarter of 2023.

5.2 Conclusions

This section provides the conclusions that respond to the three specific objectives in which the research project is developed. It is important to emphasize that the research was carried out by considering important activities such as observation, instruments as interview, questionnaire, pre-test and post-test, from which reliable information was obtained. The instruments are detailed in Chapter 3 (methodological framework) and the results are found in Chapter 4. According to the information, the following conclusions were obtained.

5.2.1 Identify the characteristics of the inductive teaching model as a methodology for the development of oral English skills in eleventh grade students at Gravilias School during the second quarter of 2023.

Teaching a foreign language requires perseverance and proper methodology. Therefore, for the educator, it is important to choose a method that brings the student closer to the construction of knowledge, through meaningful learning. To achieve effective learning, applied to the teaching of English, the effectiveness of the inductive method was demonstrated, since it focuses on the practice and real use

of the target language. This was achieved, thanks to the fact that students were exposed to real situations in which they must communicate in English, developing their listening, speaking, reading, and writing skills more effectively, so it can be easier to achieve fluency and English proficiency.

According to the research, the inductive method encouraged interaction and collaboration among students. Through group activities, discussions, and games, students had the opportunity to practice and use the language interactively. This improved their fluency and confidence when speaking, as well as it allowed them to learn from their peers and to build knowledge together. The inductive method favors social interaction in the classroom, which in turn, is an essential element for learning a second language because it allows practicing and improving language skills.

The inductive method in teaching English as a foreign language, encourages real and meaningful language practice, critical thinking, active participation, and social interaction. By applying this method, students can acquire a solid command of English and develop effective communicative skills that will be useful to them in both, academic and professional contexts. With this, it can be deduced that some of the advantages of the inductive method in the teaching of speaking are the encouragement of active participation and the development of the student's confidence in their ability to communicate, experimentation with language and learning from mistakes, which makes learning more contextualized, real, and authentic, allowing to improve fluency and confidence when speaking. Consequently, it was possible to demonstrate, both theoretically and practically, that the inductive method is effective to be applied when teaching English, together with participatory strategies and the use of communication and information technologies.

5.2.2 Apply classroom activities to improve the oral ability of 11th graders at Gravilias School during the second quarter of 2023.

From the observations made, it was obtained relevant information, as for instance that there are aspects to improve, since it was perceived that the teacher has a lot of knowledge, but that he could adapt his classes more efficiently to promote participation in class, especially regarding less communicative students. In addition, during the lessons, different activities should be applied to develop the ability to

speak. In addition, it is necessary to use visual aids, as support for the subject being taught. Moreover, from the interview applied to two English teachers at Gravilias School, it was learned that the most used strategies were: cooperative work (social interaction is essential to learn a second language), dialogue, memory card games, and printed material prepared in advance by the teacher, so that there was no improvisation, showing the interest of teachers to guide them in the construction of their own knowledge and reinforcing the learning of English.

As reflected in their responses in to the survey, students preferred participatory lessons, which denote planning and they have a leading role. That is, lessons in which the educational process revolves around them. The respondents, for the most part, answered affirmatively when asked their acceptance of playful activities in the lessons, which makes the lessons more enjoyable and motivating. According to the information collected from the applied surveys, the students showed great interest in the inclusion of active methodology, the use of communication technologies, the inclusion of experiential techniques, and the enjoyment of the lessons. During the execution of the proposed activities, the students achieved the proposed objectives, which were subsequently reflected on the results of the progress measurement activities. The applied techniques were planned according to the program of studies and with the presence of the teacher of the subject. There was evidence of liking the activities, spontaneous participation and liking social interaction with classmates.

5.2.3 Assess student knowledge through inductive activities focused on measuring the progress of oral expression (oral ability) during the learning process of 11th grade students at Gravilias School during the second of 2023.

When applying the pre-test and the post-test, the main purpose of the researcher was to evaluate the student's knowledge through activities defined during the learning process. The objective was to determine the acquisition of knowledge of the students after their participation in the activities developed in class, which sought participation, social interaction, and knowledge acquisition. In the post-test applied by the researcher, an improvement was observed. Consequently, it was confirmed that the application of the inductive method based on contextualized and meaningful learning, allows a significant improvement

in the appropriation of language. Such data can be verified, when comparing the data obtained in the Pre-test and Post-test, Thus, it makes evident that there was construction of English learning, through an experiential and daily practice. A significant appropriation of language and vocabulary was demonstrated through activities based on the inductive method, so the students not only received information passively but also, they were challenged to analyze and reflect on the language, having to use examples and linguistic patterns that allowed them to speak English and understand what they heard, autonomously and motivated.

5.3 Restatement of the Research Question

At the beginning of the investigation, a research question or problem to be solved with this study, was raised. It was based on the growing need of students to learn English as a foreign language, since in the labor market it is a determining factor to achieve a good job, as well as academic updating and personal growth. In addition, it was emphasized that a lack of English skills can limit a person's ability to interact with English speakers. From there arose the concern to improve the English language in eleventh grade students at, Gravilias School. The research question consisted of: How to improve oral skills in eleventh grade students at Gravilias School through the inductive teaching method during the second quarter of 2023? During the research, activities and techniques based on the inductive method, a pre-test, and a post-test were implemented to verify learning through the methodology used. Both evaluations were applied to the same students, evaluating the same contents. This was demonstrated with the results and the instruments that were used during the English lessons in which the inductive method was applied and thus, to favor the oral skills in the students.

5.4 Unexpected results

The unexpected result of this study lies on the preference of students regarding the use of ICT communication technologies during the development of lessons. 100% of the students indicated that they enjoyed them more and were more involved in interactive lessons where audiovisual material was used.

The promotion of its use through the inductive methodology, during English classes, is a strategy that favors interaction between students, motivation, and linguistic exchange.

5.5 Recommendations

After the analysis of the relevant information of this study, the following recommendations are proposed. The development of this research was carried out in person. Another aspect to consider is that it was not easy to receive authorization from the director of the school to carry out the research, since they implement a study program that is developed and supervised by the Ministry of Public Education (MEP), and perhaps they had the concern that the researcher would implement a study material different from the official programs. Once the purpose of the research was clarified, it was possible to receive authorization. Therefore, the English teacher explained the method that was put into practice in class, as well as a calendar of activities to measure the development and progress of the classes. The purpose of this study (deductive method of teaching) is to achieve greater participation and oral practice of the English language. During the development of the lessons, although there was student participation, some students did not participate. Consequently, it was found out that, there was a difference regarding the English proficiency among the students. Since some students had a better level of English, this probably generated lack of confidence or a lower level of the language, among the other students, and thus, a limited participation.

For future researchers, it is recommended to adapt the class as lessons developed to effectively identify gaps and needs, and thus, to ensure the ability of helping students regarding their doubts or difficulties. In addition, use visual support material, such as images and even short videos (2 or 3 minutes) about the topics to be developed in class. All the didactic materials mentioned are effective to have successful and participatory classes. During the development of the study, the researcher tried to apply adequate activities, but it is considered that it was necessary to detect, in a timelier manner, the needs of the students and based on that, a better planning of the lessons.

Annex1

Interview teacher # 1

GENERAL DATA	
Date	
Hour	
Interview number	01
Code assigned to the person	01
It is identified as:	
Question #1 Do you consider that you work using the inductive method of teaching? Explain why.	
Question #2 Mention some inductive teaching strategies that can be applied to second language teaching.	
Question #3 How can inductive strategies favor the learning of eleventh-grade students?	.
Question #4 Do you use both deductive and inductive strategies in your lessons? Explain.	
Question #5 Would you apply in your lessons a proposal for teaching the English language, based on the inductive method?	

Interview teacher # 2

GENERAL DATA	
Date	
Hour	
Interview number	01
Code assigned to the person	01
It is identified as:	
Question #1 Do you consider that you work using the inductive method of teaching? Explain why.	
Question #2 Mention some inductive teaching strategies that can be applied to second language teaching.	
Question #3 How can inductive strategies favor the learning of eleventh-grade students?	.
Question #4 Do you use both deductive and inductive strategies in your lessons? Explain.	
Question #5 Would you apply in your lessons a proposal for teaching the English language, based on the inductive method?	

Annex 2

Questionnaire

Dear Student:

Your valuable collaboration is requested by answering the following questionnaire, which aims at aspects related to the application of inductive methodological strategies in the teaching-learning process of the English language. Thank you very much in advance.

		YES	NO
1	Consider that English language learning difficulties?		
2	Is English language proficiency one of your goals?		
3	Do you consider that when learning English, grammar is more difficult?		
4	Do you consider that when learning English, oral expression is more difficult?		
5	Are the activities they do during the English lessons monitored or evaluated?		
6	Is there feedback on the various topics developed during the English lessons?		
7	Does the teacher apply varied and pleasant methodologies in the development of the lessons?		
8	Do you prefer that the teacher limits himself to providing the material and the tasks to be done?		

9	Do you consider that your English language learning is favored through working in small subgroups?		
10	Does the application of the game and recreational activities favor the learning of English as a second language?		
11	Does the use of ICT during lessons favor the learning of English, both spoken and grammar?		
12	Does your English teacher promote dynamic and participatory lessons?		
13	Do you enjoy participating and speak English during lessons?		
14	Have you applied outside of school, your knowledge of the English language?		
15	Do you agree to participate in more interactive lessons, through collaborative learning and methodologies where you are responsible for your own English language learning?		

Annex 3



Ministerio de Educación Pública
Dirección Regional de Educación de Desamparados
Supervisión Educativa Circuito Escolar 01
Sede de Educación Abierta Escuela Las Gravilias



Observation Checklist

School name: Escuela Gravilias

Group: 11-1

Teacher: Jesús Salazar

Researcher: Carlos Fernando Soto Montesino

Student's name: _____

Criteria	Excellent	Good	Needs Improvement
	5 pts.	3 pts.	1 pt.
Classroom commitment			
Students follow instructions.			
Students get engaged with the activity.			
Students are interest in the topic.			
Speaking Skills			
Vocalizes perfectly and his speech is clear, has rhythm and pauses properly.			
It conforms to the intended verb tense.			
It is expressed without errors, by means of coherent and adequate sentences.			
Additional Comments:			

Classroom Commitment

- ❖ **Excellent**= Students are able to follow all the instructions, have deep engagement, demonstrate high interest in the topic.
- ❖ **Good**= Students follow instructions somewhat good, reflect moderate engagement, and interest in the topic.
- ❖ **Needs Improvement**= Students poorly follow instructions, no evidence of engagement, and interest in the topic.

Speaking Skills

- ❖ **Excellent**= Students can easily speak the words with no errors.
- ❖ **Good**= Students can speak words with moderate errors.
- ❖ **Needs Improvement**= Students poorly show speak skills.

Annex 4

School name: Escuela Gravilias

Teacher: Jesús Salazar

Researcher: Carlos Fernando Soto Montesino

Group: 11-1

Student's name: _____

PRES- TEST (Oral test)

Instruccions :

Team work

The class will be divided into 6 groups of 3 people.

Each group will describe one thing about another classmates' appearance, character, occupation, and favorite hobby. Each group will have a maximum of 3 minutes (1 minute per person) to orally present their findings.





Ministerio de Educación Pública
Dirección Regional de Educación de Desamparados
Supervisión Educativa Circuito Escolar 01
Sede de Educación Abierta Escuela Las Gravillas



LEVEL:

GRADE: _____pts ÷ 40 x 10%

CONVERSATION PRE-TEST

Student's Name: _____ DATE: _____

<u>Category</u>	<u>Scoring Criteria</u>	<u>Total Points</u>	<u>Points Obtained</u>
Punctuality	Sent the Project on time	5pts	
Pronunciation	Correct pronunciation of words	5pts	
Knowledge about the subject	Knows about the topic	5pts	
Coherence	Coherence while talking	5pts	
Content	Provides all the content in the video	5pts	
Breathing	Established pauses	5pts	
Volume	Raising and lowering when required.	5pts	
Tone of Voice	Clear and constant.	5pts	

EVALUATING TEACHER: Jesus Salazar

RUBRICS:

5 THE STUDENT DEMONSTRATES AN EXCELLENT COMPETENCE

4 THE STUDENT DEMONSTRATES A GOOD COMPETENCE

3 THE STUDENT DEMONSTRATES AN ACCEPTABLE COMPETENCE

2 THE STUDENT DEMONSTRATES SOME PROBLEMS.

1 THE STUDENT DEMONSTRATES SERIOUS PROBLEMS.

Comments:

Annex 5

Activity # 1 Simple present tense

School name: Escuela Gravilias

Group: 11-1

Teacher: Jesús Salazar

Researcher: Carlos Fernando Soto Montesino

Student's name: _____

Exercise A: WEEKLY ROUTINE

- ❖ Teamwork (The class will be divided into 3 groups of 6 people).
- ❖ The teacher will deliver a sheet with the days of the week.
- ❖ The members of each group will discuss the activities they carry out on those days (5 minutes for the whole group to develop the dynamics) and then they will orally present to the rest of the class 2 cases, first one: an activity in which the majority performs and the second one in which only one person does during the week (2 minutes per group to present).
- ❖ Example # 1: From Monday to Friday we all get up before 6 am to go to work (Common routine).
- ❖ Example # 2: Dennis goes to swim class every Wednesday at 2:00 pm (This is an activity that only one member of the group does during the week).
- ❖ Students can use the following list of verbs to develop the activity: go, work, study, visit, clean, paint, draw, read, listen, watch, run, wash, walk, brush, sleep, wake up, and take..

WEEKLY ROUTINE ACTIVITIES

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



Activity # 1 Simple present tense

School name: Escuela Gravilias

Group: 11-1

Teacher: Jesús Salazar

Researcher: Carlos Fernando Soto Montesino

Student's name: _____



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Sede de Educación Abierta Escuela Las Gravilias



Activity # 1 Simple present tense

Exercise B: TIME TO HAVE FUN!

- ❖ Teamwork.
- ❖ In the image below we have two similar illustrations with subtle variations.
- ❖ The dynamics of this activity consists of finding the differences between the two images in 30 seconds. The class will be divided into six groups of 3 people.
- ❖ The group of students who are the first to find all of the differences will then have 2 minutes to reveal them orally to the rest of the class. A prize will be awarded to the winning group after the reveal. □



Exercise A: MEETING MY CLASSMATES

- ❖ The class will be divided into 3 groups and given one question each. (Team work)
- ❖ The group members will then discuss amongst themselves the activities they did relating to their assigned question. The group must then choose one member to announce their answers to their classmates. Each group will have 2 minutes to orally present their answers using the simple past tense.

Q). What did you guys do last weekend?



Q). What did your family do during easter?



Q). What is something unforgettable that you did in the past and that you would like to do again?





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Annex 6

Activity # 2 Simple past tense

School name: Escuela Gravilias

Group: 11-1

Teacher: Jesús Salazar

Researcher: Carlos Fernando Soto Montesino

Student's name: _____

Exercise B: MEMORIES

- ❖ The class will be divided into 3 groups (6 people for each group).
- ❖ The teacher will give a list of 6 words to each group, then each group member will be assigned a number beside a word. The teacher will then instruct group members of the same numbers to stand and orally present a personal fact using their assigned word in the simple past tense.

1-Cried

2-Bought

3-Encouraged

4-Enjoyed

5- Scared

6-Excited

TEAM TALK CARDS

Cried

Bought

Encouraged

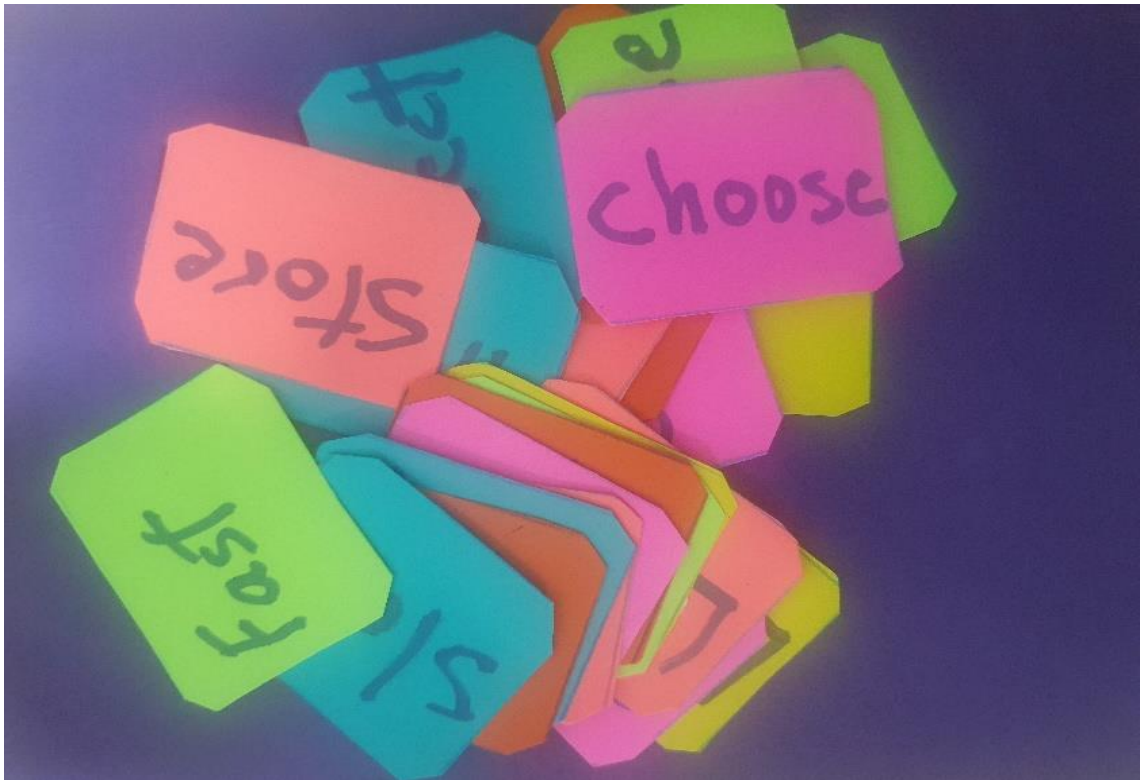
Enjoyed

Scared

Excited

Activity # 3 Antonyms**School name:** Escuela Gravilias**Group:** 11-1**Teacher:** Jesús Salazar**Researcher:** Carlos Fernando Soto Montesino**Student's name:** _____**Exercise A: OPPOSITES**

- ❖ Whole class participation.
- ❖ The teacher will prepare 9 matching synonym word cards. Each class member will randomly select a word card to participate. The teacher will then ask a class member to read aloud their word card. The presented card must then be placed on the board and the student to return to their seat to continue participating. Following this the teacher will then ask the class two questions, firstly who can create a sentence with this word and, secondly what is the opposite of this word? Class members must first raise their hand before answering. The teacher will continue with this dynamic until all the cards have been presented and placed on the board in their matches.





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Annex 7

School name: Escuela Gravilias

Teacher: Jesús Salazar

Researcher: Carlos Fernando Soto Montesino

Group: 11-1

Student's name: _____

POST- TEST (Oral test)

Instruccions :

Team work

The class will be divided into 6 groups of 3 people.

Each group will describe one thing about another classmates' appearance, character, occupation and favourite hobby. Each group will have a maximum of 3 minutes (1 minute per person) to orally present their findings.





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LEVEL:

GRADE: _____pts ÷ 40 x 10%

CONVERSATION POST-TEST

Student's Name: _____ DATE: _____

<u>Category</u>	<u>Scoring Criteria</u>	<u>Total Points</u>	<u>Points Obtained</u>
Punctuality	Sent the Project on time	5pts	
Pronunciation	Correct pronunciation of words	5pts	
Knowledge about the subject	Knows about the topic	5pts	
Coherence	Coherence while talking	5pts	
Content	Provides all the content in the video	5pts	
Breathing	Established pauses	5pts	
Volume	Raising and lowering when required.	5pts	
Tone of Voice	Clear and constant.	5pts	

EVALUATING TEACHER: Jesus Salazar

RUBRICS:

5 THE STUDENT DEMONSTRATES AN EXCELLENT COMPETENCE

4 THE STUDENT DEMONSTRATES A GOOD COMPETENCE

3 THE STUDENT DEMONSTRATES AN ACCEPTABLE COMPETENCE

2 THE STUDENT DEMONSTRATES SOME PROBLEMS.

1 THE STUDENT DEMONSTRATES SERIOUS PROBLEMS.

Annex 8

GENERAL DATA	
Date	23-06-2023
Hour	17:55 pm
Interview number	01
Code assigned to the person	01
It is identified as:	Teacher 1
Question #1 Do you consider that you work using the inductive method of teaching? Explain why.	Yes, I explain, I give information, some students show an example and participate using pictures and phrases.
Question #2 Mention some inductive teaching strategies that can be applied to second language teaching.	Find a partner- couple work, focused on talking rules- memory games in a group.
Question #3 How can inductive strategies favor the learning of their eleventh-year students?	Self-confidence Participation and practice Improve fluency and intonation.
Question #4 Do you use both deductive and inductive strategies in your lessons? Explain.	Sometimes it depends on the content and goals. To enter a topic. Logical thinking
Question #5 Would you apply in your lessons a proposal for teaching the English language, based on the inductive method?	It depends on the strategies to be developed in the class. If there are a lot of people on the street, something happened, or it's a day in the capital. Crowded place. Yes, I would like to apply it.

	Each student is different, thinks and analyzes differently, so it is essential to apply several strategies to support and feedback at all times.
--	--

GENERAL DATA	
Date	23-06-2023
Hour	19:50 PM
Interview number	02
Code assigned to the person	02
It is identified as:	Teacher 2
Question #1 Do you consider that you work using the inductive method of teaching? Explain why.	I am a mediator. I try to get the student to take an active role in the lesson.
Question #2 Mention some inductive teaching strategies that can be applied to second language teaching.	Collaborative work activities. Printed material with associations.
Question #3 How can inductive strategies favor the learning of their eleventh-year students?	Seek oral expression through the promotion of dialogues, thus improving fluency and vocabulary.
Question #4 Do you use both deductive and inductive strategies in your lessons? Explain.	At various points in the lesson.
Question #5	It must be based on the student's experience, their daily activities so that they become aware of the importance of communicating in a second language.

Would you apply in your lessons a proposal for teaching the English language, based on the inductive method?	
--	--

Annex 9

		YES	NO
1	Consider that English language learning difficulties?		
2	Is English language proficiency one of your goals?		
3	Do you consider that when learning English, grammar is more difficult?		
4	Do you consider that when learning English, oral expression is more difficult?		
5	Are the activities they do during the English lessons monitored or evaluated?		
6	Is there feedback on the various topics developed during the English lessons?		
7	Does the teacher apply varied and pleasant methodologies in the development of the lessons?		
8	Do you prefer that the teacher limits himself to providing the material and the tasks to be done?		

9	Do you consider that your English language learning is favored through working in small subgroups?		
10	Does the application of the game and recreational activities favor the learning of English as a second language?		
11	Does the use of ICT during lessons favor the learning of English, both spoken and grammar?		
12	Does your English teacher promote dynamic and participatory lessons?		
13	Do you enjoy participating and speak English during lessons?		
14	Have you applied outside of school, your knowledge of the English language?		
15	Do you agree to participate in more interactive lessons, through collaborative learning and methodologies where you are responsible for your own English language learning?		

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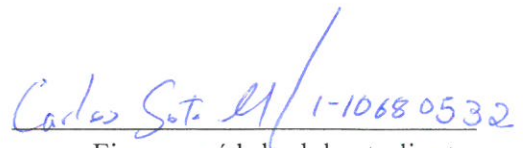
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Declaración Jurada

Yo Carlos Fernando Soto Montesino , mayor de edad, portador de la cédula de identidad número 1-1069 0532 hago constar por medio de este 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 Calificador de mi trabajo de investigación para optar por el grado de Bachillerato, en Inglés juro solemnemente que mi trabajo de investigación titulado: Inductive teaching model to improve to speaking skills in Eleventh graders at Gravilias School during the second quarter of 2023, es una obra original e inédita 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 pueda 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 21 días del mes de julio de 2023 (fecha día entrega a registro)


Firma y cédula del estudiante

Carta de Aprobación del Tutor

San José, 21 de Julio, 2023

Señores.
Departamento de Registro
Universidad Internacional de las Américas

Estimados señores,

Por este medio notifico formalmente que el trabajo final de graduación del estudiante Carlos Fernando Soto Montesino, cédula 1-1068-0532, titulado: Inductive teaching model to improve to speaking skills in Eleventh graders at Gravilias School during the second quarter of 2023 cumple con los requisitos para la defensa final. Hago constar que he revisado y aprobado el documento con nota de 100, considerando los siguientes criterios establecidos en el Reglamento Académico de la Universidad:

Criterio	Calificación asignada	Calificación asignada	Calificación obtenida
1.	Cumplimiento de entregas de avance	20%	20%
2.	Coherencia entre los objetivos, los instrumentos aplicados y los resultados de la investigación, proyecto o práctica.	30%	30%
3.	Relevancia de las conclusiones y recomendaciones o del producto final del proyecto o práctica	25%	25%
4.	Calidad y detalle del marco teórico	25%	25%

Sin otro particular se despide,



Licda. Keily Aragón A.
115990423

Solicitud de Defensa del Estudiante

San José, _21_ de _Julio_ de _2023_.

(Fecha de entrega del documento en el Departamento de Registro)

Señores.

Departamento de Registro

Universidad Internacional de las Américas

Estimados señores:

Por este medio les solicito por favor otorgarme fecha para la presentación de mi proyecto final de graduación titulado Inductive teaching model to improve to speaking skills in Eleventh graders at Gravilias School during the second quarter of 2023 Para optar por el grado de _____ Bachiller _____ en _____ inglés Énfasis en Enseñanza.

Lo anterior debido a que considero que el documento se encuentra listo para su defensa.

Sin otro particular se despide.

Carlos Fernando Soto Montesino / 1-10688532
Nombre y cédula del estudiante

1 1068 0532

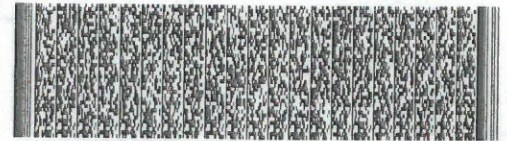
Carlos Soto M



Nombre: **CARLOS FERNANDO**
1° Apellido: **SOTO**
2° Apellido: **MONTESINO**
C.C.



Número de Cédula: **1 1068 0532**
Fecha de Nacimiento: **29 04 1980**
Lugar de Nacimiento: **CATEDRAL CENTRAL SAN JOSE**
Nombre del Padre: **GUSTAVO CARLOS SOTO ALFARO**
Nombre de la Madre: **MARIA MONTESINO PEREZ**
Domicilio Electoral: **LA AURORA CENTRAL HEREDIA**
Vencimiento: **13 06 2028** Sexo: **M**



Carta del Revisor

San José, 19 de julio del 2023

Licenciado

Leslie Elizondo

Director de las Carreras de Inglés

Universidad Internacional de las Américas

Estimado señor:

El estudiante **Carlos Fernando Soto Montesino**, cédula **1 1068 0532**, ha presentado para la respectiva revisión la tesina denominada **INDUCTIVE TEACHING MODEL TO IMPROVE SPEAKING SKILLS IN ELEVENTH GRADERS AT GRAVILIAS SCHOOL DURING THE SECOND QUARTER OF 2023**. Por consiguiente, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión, terminología y formato APA. Una vez entregada la corrección de los capítulos, el estudiante debe asumir por su propia cuenta la incorporación de las recomendaciones efectuadas en el documento. Una vez incorporadas, el mismo se considera listo para su presentación a la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519