

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
UNAN-FAREM MATAGALPA



Research paper  
Bachelor' Degree. English thesis

How the inductive method application develops the speaking skills in the 8<sup>th</sup> grade students in Pedro Orozco School, Terrabona, in the afternoon shift, during the first semester, 2016

By:

Sinthia Valeska Moran Castillo

Karen Melissa Orozco Artola

Tutor:

Professor: Mauricio Alvarado

Matagalpa, July, 2016



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
UNAN-FAREM MATAGALPA



Research paper

Bachelor' Degree. English thesis

How the inductive method application develops speaking skills in the 8<sup>th</sup> grade students in Pedro Orozco School, Terrabona, in the afternoon shift, during the first semester, 2016.

By:

Sinthia Valeska Moran Castillo

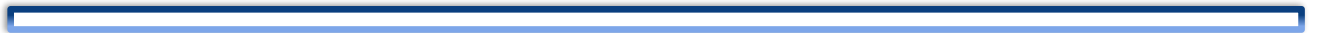
Karen Melissa Orozco Artola

Tutor:

Professor: Mauricio Alvarado.

Matagalpa, July, 2016.

# MONOGRAPH



## **Dedication**

To God, for making me stronger day by day, for being able to finish my grade and for giving me the gift of the life.

To my parents, Ivania Castillo and Geronimo Moran for helping me in my studies and showing me the way to become a professional.

To my husband, Melvin Rafael Flores for giving me his love, strength and motivation to continue in this long but worthwhile road which is my major.

To my sisters, Lesbia, Kelimber, Kiara and Miurel Moran Castillo for giving me their advice and motivation to finish my degree.

Sinthia Valeska Moran Castillo

## **Dedication**

To God, for giving me the gift of intelligence and the opportunity to finish my major.

To my mother, Erminia Artola for giving me their total support every day in my studies and in this way to grow as a professional.

To my husband, Henry Torrez for giving me his love, power and encourage to continue working on this writing and finishing my studies.

To my son, Yerry Haziel Torrez for being my reason to prepare me.

Karen Melissa Orozco Artola

## ***Acknowledgment***

To God, who gave us the opportunity to culminate our studies successfully.

We are especially grateful to our teachers that have led us in our education process, who also have been there for us every time we needed their help and guide. For their efforts, patience and dedication over the years of study and especially to our excellent professors: Ligia Pineda, Julio Roa Rocha, Maricela Coronado, Briggida and Mauricio Alvarado.

To our families, who have given us their care and love, and have been by our side in the most important and hardest moments.

To our friends who worked, lent a hand and shared special moments with us during these years, especially to our friends Jasmine Valdivia and Kenia Urbina, who supported us in our major and continue doing it in our graduating process.

We would like to express our thanks to our friends who helped, encourage, and motivated us to continue this investigation.

To our tutor, Mauricio Alvarado, who has helped us and shared his knowledge in order for us to make a good research.

Jueves, 14 de julio de 2016

Estimada Msc. Janeth Rizo

El motivo de la presente es darle a conocer mi valoración del trabajo monográfico de las estudiantes Sinthia Valeska Moran Castillo, carnet número 11065285, y Karen Melisa Orozco, carnet número 11067639 de la carrera de inglés, turno sabatino.

Después de brindarles acompañamiento en la realización de dicho trabajo, yo considero que ellas han cumplido con los requisitos de la UNAN-FAREM Matagalpa para realizar esta monografía. Por lo tanto recomiendo les permita defender su trabajo.

Agradeciéndole su atención.

Sin más a que referirme, me despido

Afectuosamente,

---

Profesor: Mauricio Alvarado



## ***Abstract***

The objective of our research is to present one methodological alternative with the purpose to find out how the inductive method application can improve speaking skill in the classroom in order to get a better acquisition of the second language. This work was developed during five months with two groups of students, 8<sup>th</sup> grade A, and 8<sup>th</sup> grade B; one group is controlled (8B) and the other one is experimental (8A). They belong to Pedro Orozco School, Terrabona, Montana Grande, in the afternoon shift, during the first semester 2016. In our project, we used one general objective and five specific objectives. We agree these objectives have been met and are demonstrated in our research. In the group 8<sup>th</sup> A (experimental), the teacher does not apply the inductive method. For this reason we executed two practice classes with the topic: describing people and national food. To have this classes we used the inductive method which permitted the students to participate actively in the class. The results were positive to us. The students were expected to improve speaking and felt encouraged to speaking because they are the main part of learning. In addition, the teachers, who are the main responsible of students' learning, improved the quality of education. That is the way students should acquire a meaningful learning through their teachers' knowledge. In the group B (controlled), we had the opportunity to observe the process and development of the content: parts of the body. The teacher who used the inductive method during the experiment (experimental group) had better students' interaction that the teacher who applied the deductive method (controlled group) when he was developing the activities.

## Index

Dedication.....	I
Acknowledgment .....	II
Teacher opinion .....	III
Abstract .....	IV
Introduction .....	1
Background .....	3
Justification .....	5
Development	
Problem statement .....	6
General objective .....	7
Specific objectives .....	7
Hypothesis .....	8
1- Inductive method: Definition .....	10
Observation .....	10
Enquiry .....	11
Constructivism .....	12
Qualitative method .....	12
Bottom-up .....	13
Student-Centered learning .....	14
Open-ended question .....	14
Intent of research .....	15
2- Deductive Method Definition.....	15
Quantitative Method .....	16
Top-down .....	16
3- Speaking Skill Definition .....	17
Second language acquisition .....	17
4- Education Definition .....	18
School .....	18
Teacher.....	19
Methodological design .....	20
Analysis and discussion of results .....	22
Conclusions .....	34
Recommendations .....	35
References .....	36
Appendices .....	38

## ***Introduction***

Many teaching methods have been introduced in order to improve learning process. It is very important to recognize that a change of plan is difficult to accept but not impossible. Education had experienced many changes, principally with the teaching methodology. Also, as it is known, in our country (Nicaragua), the native language is Spanish and this is one of the main factors why English is difficult to learn and achieve. These are the reasons why this research has been delivered.

Inductive Method application in the teaching process is a tool that permits pupils to learn in a simple but meaningful way. Trochim. 2006, cited in Soiferman, K. (2010) argues that induction as moving from the specific to the general, arguments based on experience or observation are best expressed inductively.

For this reason, we researched about this topic: how the inductive method application develops speaking skills for students of eighth grade. To motivate students increase their speaking levels, we want to prove if the inductive method is the most effective to be applied in the classroom, and if it helps students improve speaking skills at Pedro Orozco School.

At present, in high school classroom, to work with inductive method is a difficult task for teachers because they have the habit to work in a traditional way. This method requires much more time and dedication to improve the learning process of students.

We made an experiment about both inductive and deductive methods and it could confirm that the inductive method is the most effective.

In this research, interviews, observation guides and surveys were put into practice. The inductive method helps students to develop speaking skills because when activities as body language, videos, flashcards and other materials are used in the classroom, they feel confident of speaking more and practice the language.

As a general objective of our research we have decided to demonstrate that inductive method is effective to develop speaking skills in students. To reinforce

our study, we achieved a four-objective order which is to recognize the inductive method importance, to identify what kind of method the teacher is recently putting into practice, to apply inductive method strategies, and to give suggestions that help teachers to improve their students' speaking.

In the theoretical framework, we can find definitions and concepts that helped develop our research and to demonstrate that the inductive method is effective. We create a hypothesis based on the inductive method use that allows a good development in speaking skills. As an answer to our work, we present suggestions that help improve teaching practice and students' speaking skill.

## **Background**

In this study, we research on similar papers related to our variables (inductive method and speaking skill). This was with the purpose of looking for information about our project.

In March 2010, it was presented, in the faculty of Biological science of the Autonomy University of Nuevo Leon, division of postgrad' studies, the study: ***“importancia de la aplicación de los métodos inductivo-hipotético y deductivo –inferencial como generadores de conocimientos en el nivel medio superior”***, by Homero Martinez as a requirement to obtain the master degree in science teaching with specialty in Biology.

The objective of this study was to present a methodological alternative in order to improve students' learning level middle and higher. Also it is consisted of posing and solving problems based on the inductive-hypothetic and deductive-inferential methods that both include the science method. The data was collected through written tests and then making a comparison of one traditional exam with a special exam with de inductive/deductive method. With the deductive and inductive method the students understood in a better way the concepts. Therefore learners obtained better grades (85% pass). The disadvantages of this method were the time used to prepare the class, and the content of the course.

The study shown that with an active and participative methodology by students, the class is more interesting and easy to understand. As indispensable requirements to carry this methodology out are that the teacher should be creative, make examples of the everyday life in his classes. On the other hand, pupils have the duty to observe, to participate, to discover, to transmit and to interpret the explanation of the teacher. With this, students will apply their cognitive' abilities and also they will be able to learn.

In the same process of researching, we found “***The importance of teaching listening and speaking skill***” presented in 2011-2012, by Alonso, R. before the minister of higher education and scientific research in the department of didáctica de la lengua y la literatura (facultad de educación) as a requirement to get the master’s degree. This work has the objective to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language (English).

The instrument used was the observation. They observed the development of an English lesson in order to check to what extent listening and speaking skills are carried out in the classroom. The teacher was interviewed with the purpose of knowing how she confronted both skills, the way she organized and structured the lessons, and the solutions she proposed to put them into practice successfully. The survey to students consisted of a series of questions that student had to express their opinion about some listening and speaking activities which were carried out in the classroom. The purpose of this was to prove their effectiveness in helping students to improve their abilities in relation to these skills.

As a conclusion of the research, they found that listening and speaking competences were complex skills that need to be developed consciously. They could best be developed with practice in classroom through activities, which promote interaction between students. Also it is easier to obtain students’ participation and motivation when the suggested materials are entertaining, original and surprising.

## ***Justification***

This research is focused on the use of the inductive method to develop speaking skill in the 8<sup>th</sup> grade in Pedro Orozco public school, Montaña Grande community, Terrabona, in the afternoon shift, during the first semester 2016. They are a true beginner group of students. The purpose of this investigation is to persuade and to help the teacher to increase the use of the inductive method. In this way students will interact during the class and will develop speaking skill.

This enquiry is important because the teacher will recognize the appropriate method to develop the speaking skill in students of 8<sup>th</sup> grade. This research will be helpful for students because they will increase their speaking skill.

We consider this research will have a big impact in the speaking skill of the 8<sup>th</sup> grade A students because we are applying the inductive method in everyday class. This work also would be taken as a base to be applied by other teachers in their class. The method that we will use is qualitative (interview and observation), quantitative (survey). It is also scientific and it will be reflected in bibliography that is a theoretical base and essential to support the results of this research. It is very important to research this problem in order to discover the weaknesses and give suggestions to make pupils increase and improve the speaking skill.

As a result of this research, the teacher will apply the inductive method in order to improve speaking skill; this investigation will benefit the students, giving them an opportunity to improve this skill.

### ***Problem statement***

How the inductive method application develops the speaking skill in the 8<sup>th</sup> grade A at Pedro Orozco public school, Montaña Grande community, Terrabona, in the afternoon shift, during the first semester 2016.



### ***General objective***

To demonstrate that the use of the inductive method is effective in the classroom to develop the speaking skill in the 8<sup>th</sup> A grade students in Pedro Orozco public School, Terrabona, Montaña Grande, in the afternoon shift, during the first semester 2016.

### ***Specific objectives***

To recognize the importance of the inductive method application by exploring theory.

To identify what kind of method the current teacher is putting into practice during the Learning process on students of 8<sup>th</sup> grade.

To apply inductive method strategies on the 8<sup>th</sup> grade A students in Pedro Orozco School.

To suggest alternatives in order for the teacher uses the inductive method in the classroom.

## ***Hypothesis***

The use of the inductive method allows a good development of the speaking skill during the learning process in the 8<sup>th</sup> grade A at Pedro Orozco public school, Montaña Grande community, Terrabona, in the afternoon shift, during the first semester 2016.

## **Inductive method**

According to Bernal, C. (2010) Inductive method thinking is used in order to get conclusions that are part of particular facts admitted as valid for reaching conclusions. The method starts with an individual study of facts and universal conclusions are formulated which are run as rules, principles or bases of a theory.

In other words, in this method, the students conduct the lesson and make use of their previous knowledge using their observation and experiences. The role of the teacher when using this method is more as a facilitator. The students need to find the best solution for the problems. The teacher states different situations and students construct their own learning. Pupils begin to create their own knowledge participating as much as possible in the class.

It is observed that in Pedro Orozco school, the inductive method is not used so much because most of the time the teacher conducts the lesson. She introduces and explains concepts, rules to the students. It is expected students to complete tasks to put all theory into practice. Students also do not observe the classroom objects or body gestures because the teacher does not use these techniques.

## **Observation**

Mclelland, C. (pag. 2) argues that, the first process in the scientific method involves the observation of a phenomenon, event, or "problem." The discovery of such a phenomenon may occur due to an interest on the observer's part, a suggestion or assignment, or it may be an annoyance that one wishes to resolve. The discovery may even be by chance, although it is likely the observer would be in the right frame of mind to make the observation. On the other hand, observation is a main source of knowledge which permits everyone to solve difficulties, or find solutions for a problem. Observation is also the most important tool to increase the learning opportunities to make a successful learning for students.

At Pedro Orozco School, the teacher does not help the students to observe the material, things and objects of the class. She explains the topic and she sometimes asks some questions. The students rarely use the observation in classroom while they are working. At the same time, students rarely solve problems because the teacher explains the content and does not permit students to make something by themselves.

## **Enquiry**

Gagne, 1963, cited in Finley F. (1983) states that enquiry is a set of activities characterized by a problem-solving approach in which each newly encountered phenomenon becomes a challenge for thinking. Such thinking begins with a careful set of systematic observations, proceeds to design the measurements required, clearly distinguishes between what is observed and what is inferred, invents interpretations which are under ideal circumstances brilliant leaps, but always testable, and draws reasonable conclusions.

In others words, Enquiry is a tool that helps students to solve problems through observation. When learners observe different objects into classroom and also outside the classroom they can deduce the meaning or rules of the topic. In this method teacher gives students activities in order for the learners to construct their own knowledge making inferences from the collected data.

Today, most of the teachers do not use the inquiry because they give students conclusions or deduction of the content. They do not permit learners have a good learning process. Pupils most of the time have the solution of the problem because the teacher gives them. This is the reason why students do not use their critical thinking to construct their learning. It is important that teachers recognize that students are the center of learning.

## **Constructivism**

According to Castillo, N. (2009). The constructivism paradigm places the students in the center of the process and the cognitive vision that supports it. The constructivism recognizes the learning process as a theoretical and practical tool related that valid the interactive vision of the education.

The principal characters of the learning are the students because they construct and restructure knowledge so that learner learns effectively. The teacher helps the students to construct their own learning by given them techniques, method and tools of study that help them to participate in an active way in the class. Furthermore, the teacher presents situations in which the students interact, observe and analyze problems or situations.

At Pedro Orozco School the teacher constructs learning to the students. So the teacher does not let the students be the center of the process. Teachers explain and explain, they do not let learners express their ideas at any time. They do not have the opportunity to go into depth of the content, as well.

## **Qualitative method or no traditional**

Bonilla and Rodriguez, 2000, cited in Bernal, C. (2010) argue that, the qualitative method is given to go into depth specific case and do not generalize. The preoccupation is not priority to measure, otherwise to qualify and to describe the social phenomenon from characteristic determiner on; according to they are perceived by the same elements that are in the situation studied.

In other words, the qualitative method describes situations that are observed using experiences that the student experiment helping them to understand and interpret problems. It also helps the students to acquire information that at the same time is analyzed. Qualitative research is often connected with inductive research strategies in which a range of methods are used to gather the data and explore the problems from different viewpoints.

Nowadays, most of the students of 8<sup>th</sup> grade of Pedro Orozco School do not like to analyze situations, share experiences or interpret problems. They just want to write because effort is not demanded from them.

### **Bottom-up Approach**

According to Chalipa, S. (2013). The Inductive method is known as a '**bottom up**' approach. In other words, students discover grammar rules while they are working on exercises.

It means that, the process of learning depends on the student. Here, the role of the teacher is more as a conductor because she gives the students a guideline of the content and the students induce about the content. It is more student-centered.

Nowadays, most of the teachers do not apply this method because they start the class by explaining the content to the student, and they do not give them the opportunity to think or to speak about the topic.

### **Student-centered learning**

Brandes et al, 1986 p.12, cited in Attard, et at. (2010) argues that, in a student - centered learning enviroment, students are responsible for planning the curriculum or at least they participate in the choosing. ... [T] the individual is 100 percent responsible for his own behavior, participation and learning.

This tells us that students are central source of knowledge; their educational processes depend on themselves because students are receptors of information and transmit their knowledge asking questions, giving opinion, doing homework, participating actively in class every day. In a student-centered class, students do not depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise.

At Pedro Orozco School, learners are not using the centered-learner strategy because the teacher does not use strategies that help them to participate in the class, working in groups, making open ended questions and so on.

### **Open-ended question**

Foddy, 1993: 127, cited in Reja, U, et al. (2003) argues that, Open ended questions allow the respondent to express an opinion without being influenced by the researcher.

Open-ended question is a method that teacher uses in order for the students to express their opinions. Many teachers give students different kind of questions allowing them to think, change information and work in groups or pair with their classmates.

Nowadays, most of the teachers give students open-ended questions in order for students to participate actively in the class. At Pedro Orozco School, the teacher rarely gives students open ended questions because she gives them all the information.

### **Intent of the Research**

Creswell & Plano Clark, 2007, cited in Soiferman, K. (2010) argues that, the intent of research is typically expressed in the form of a purpose statement or the guiding objectives of the study. In quantitative research, the intent is usually to test theories deductively searching for evidence to either support or to refute the hypothesis, while qualitative Inductive and Deductive Research Approaches researchers

gather information from individuals to identify themes which allow them to develop theories inductively

Intent is a way that the students get information allowing them to find concepts. Intent is also an inductive method because it allows students to create rules, concept through open ended question, observation, body gesture, and different materials.

At Pedro Orozco School, this method is not put into practice because teacher explains the class, and students rarely say something about the content.

## **II- Deductive method**

According to Bernal, C. (2016). This thinking method consists of taking general decisions in order to get particular applications. The inductive method starts with the analysis of the laws, theorems, and postulates of universal application and had been proved that valid and particular facts are applied to find solutions.

In other words, this method is more teacher center. The teacher starts the class by explaining the students the objective and the content of the class in order for the students to learn by the explanation of the teacher. Trochim, 2006, cited in Soiferman, K. (2010) argues that, deduction begins with the general and ends with the specific ruler.

At Pedro Orozco School, students learn by teacher's explanation. Teacher constructs students learning.

## **Quantitative method**

Bonilla and Rodriguez, 2000, as cited in Bernal, C. (2010) argues that, quantitative method or traditional method: is fundament in the measures of the characteristic of the social phenomenon, which supposed to get the drift of the frame conceptual to the analyze problems, a series of postulate that express connection between the



study variables of deductive form. This method tends to generalize and normalize result.

In others words, the quantitative method starts by the explanation and theory of the teacher. The role of the teacher is more teacher center because she conducts the learning of the students and the students follow teacher's instruction.

At Pedro Orozco School, students learn by the explanation of the teacher. The teacher starts the class explaining the topic and the objective of the class to the students, by giving them the necessary information. Pupils sometimes give some ideas about the topic but do not participate actively in the class.

### **Top-down techniques**

Creswell and Plano Clark, 2007, cited in Soiferman, k. (2010) argues that the deductive researcher "works from the 'top down', from a theory to hypotheses to data to add to or contradict the theory".

Top-down begins with general data and ends with the specific information. Giving students enough information to learn and at the same time let the learners to be sure of the idea or answer of the questions.

Today, most of the teachers are using this method because they think that it is useful for learners. Furthermore teachers take less time planning the lesson.

### **III- Speaking skill**

Harmer, J, 2007, cited in Alonso, R. (2011-2012) argues that, "Human communication is a complex process. People need communication when they want to say something, transmit information or need to speak". Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for them to be a listener and a speaker for effective communication.

It means that, speaking skill is the best tool to communicate everything when every person needs it. For example, in every life situation where people express their feelings, respond to someone else, give personal information, especially when a student is learning a second language, because they are learning a new language. On the other hand, they need to express every idea. When we are speaking, we create words and phrases with different sounds, we also use intonation, and stress to transmit the message. Also when someone communicates his/her ideas, he uses body gestures, fluency, intonation, and so on, to send a message

At Pedro Orozco School, every student is not using the speaking skill to express his/her ideas because they are learning English as a foreign language. Also for them it is hard to use English speaking skill. Besides, the teacher does not use the inductive method to teach the class. It means that, the learner does not use intonation and stress to express their personal ideas.

## **Second language acquisition**

According to Troike, M. (2006) “second language acquisition refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language”.

In others words, foreign language acquisition is not the native language. It is a new language that helps you to understand another person. English as a second language is a tool that allows you to acquire new customs, experiences, better position job and opportunities to grow as a professional.

Nowadays, there are many people that are studying English as a foreign language because it allows them to find a better job. Furthermore, in most Nicaraguan' schools, English is being taught as a foreign language because the MINED thinks that this is the best tool for students. In Terrabona school, the teachers are

teaching English, but they are using limited materials such as body language, flash cards and so on.

## **Education**

According to Ross, K. (2005) “education suggests that special education programmer, whether provided by regular schools or by special institutions, are to be included in the data collection as long as the main aim of the programmer is the educational development of the individual”.

Education is the main source that helps students to develop different skills to face in the world. There are different places where students can receive education; it could be public schools, private schools and academies. The teacher is the main conductor of the information and the students are the receptors who then put it into practice.

Nowadays at Pedro Orozco School, the teacher is the main source that provides the knowledge to students and the students are the responsible of developing their learning.

### **The school**

According to Ross, K. (2005) “the school is in the open air, perhaps under a tree, where teachers and students sit on the ground, and the students use their knees as writing places. When collecting comparative information on schools, these different scenarios have to be taken into account”.

The school is the place where students construct their learning, it does not matter how the place is, but how the information is transmitted to the students.

At Pedro Orozco School the information is conducted in a theoretical way where the students use the speaking skill a little.

## **Role of the teacher**

According to Ross, K. (2005) “a **teacher** is a person whose professional activity involves the transmission of knowledge, attitudes, and skills to students enrolled in an educational program”.

The teacher is the leader that guides students and gives them suggestions in order to increase their learning.

Nowadays we have different ways to teach, especially when we talk about languages. At Pedro Orozco School, teachers do not use the appropriate method for teaching English, the teacher does not allow students to develop and make use of the new language.

## ***Methodological design***

The type of study used for the development of this research is explanatory-descriptive with a quantitative-qualitative design. Also, it applies the empirical method through survey, interview and observations as well as the scientific method (theoretical framework, discussion of result and recommendation) that are essential to consolidate the result of the investigation.

Also we used the experimental method. We used it because this method permits us to verify that the inductive method is effective to the development of the Speaking skill in the learning process.

The definition of the variables is connected with the specific objective, taking the research topic into account. The study variables are:

- Inductive method.
- Speaking skill.

The study universe is 28 students of the 8<sup>th</sup> grade in the afternoon shift. Each learner is enrolled in 8<sup>th</sup> grade A. In this study, statistic formula was not applied because the samples constitute the same study universe.

According to Calera,V & Picón, A. (1994) the empirical method is used especially during the stage of the recollection of information, it is required the use of methods that allow the contact with the study and facilitate the access to the information that need the research to achieve the objective". We apply the empirical method to obtain data through the following instrument: Tamayo, 1993, cited in Calera, V & Picon, A. (1994) argues that the interview is the direct relation between the researcher and the object of

study through of individual or groups with the objective of get oral testimonies. This instrument was applied to the English teacher of the Pedro Orozco School, Terrabona and it was analyzed in a qualitative way.

Guerra & Irma & Heidy, 1984, cited in Calera, V. (1994) argues that The survey is a method used to get data through questions, it could be in a written or oral way, it means that it is a method that study specific facts or phenomena in which the person express about them. This instrument was applied to the English students of 8<sup>th</sup> grade A and it was analyzed in a quantitative way.

Canales, F. 1989, cited in Calera, V. (1994) argue that, the observation is a visual exploration that occurs in a real situation that classify and establish the adequate occasion according to the problem that is studied. (As cited in Calera, V & Picón, A.). It was applied in the classroom and was analyzed in a qualitative way.

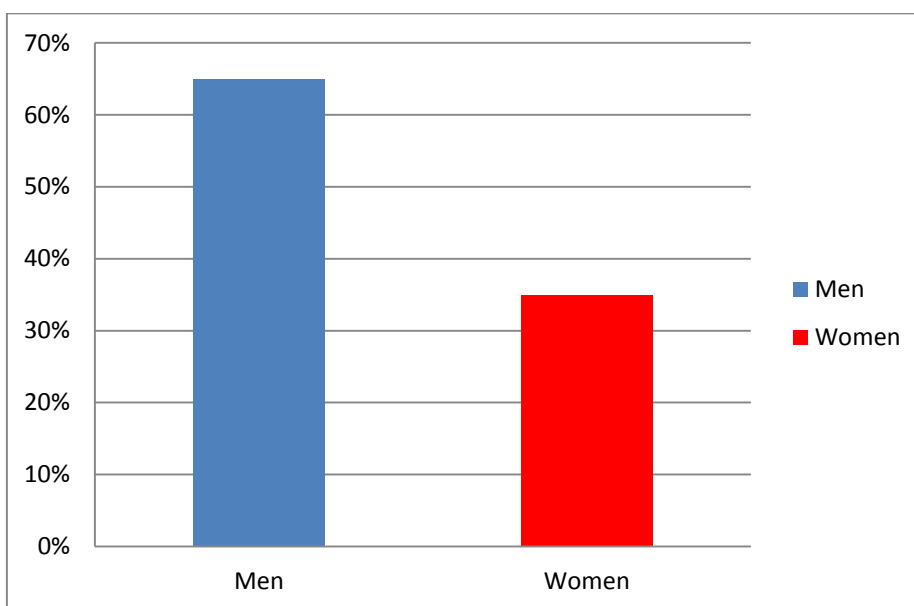
Guerra, H. Irma & Nocado, cited in Calera, V. (1994) argues that the experiment is a type of method in which there is a written control between different variables and it is expected a transformation of the fact that is studied thank to the changes that the experimenter introduces.

This instrument was applied to students of 8<sup>th</sup> A at Pedro Orozco School and it permitted us to determine that the inductive method is effective to develop the speaking skill.

## Analysis and discussion of results

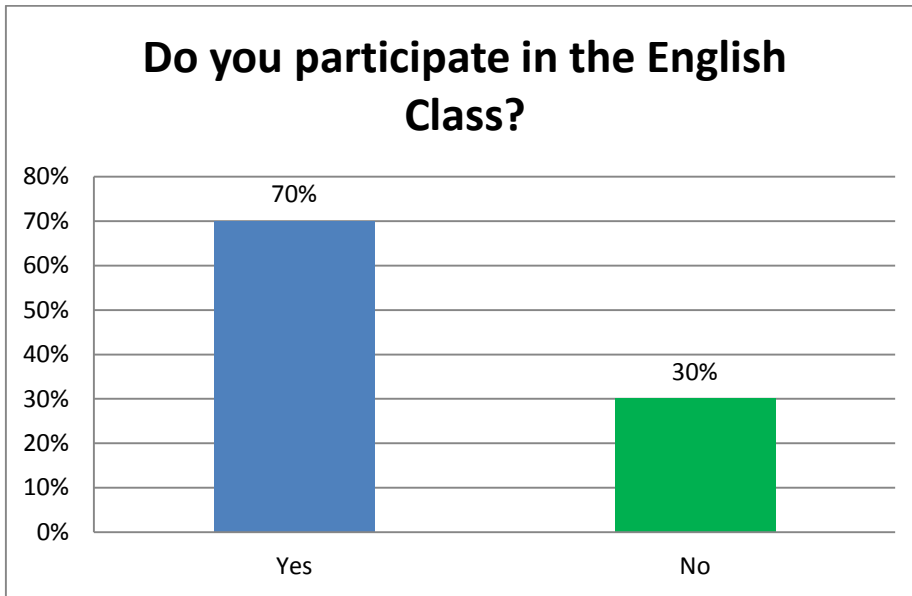
### Before the experiment

In our research, we had the opportunity to work with two groups of students. One of the groups was experimental and the other group was controlled. We have 56 students. Students were divided into two groups with the same number of participants. With the analysis and process of the collected data through the following instruments: observation, interview to teacher and survey to students. We obtained the following results, product of the respective analysis and interpretation which we can express in the order of the specific objectives.



Graphic n<sup>o</sup> 1: sex

The graphic shows that the number of boys does not affect their studies because there is a group where the teacher has the control. The universe studied was 28 students of 8<sup>th</sup> grade A, 65% were men and 35% were women. The ages of the students range between 12-13 years old.

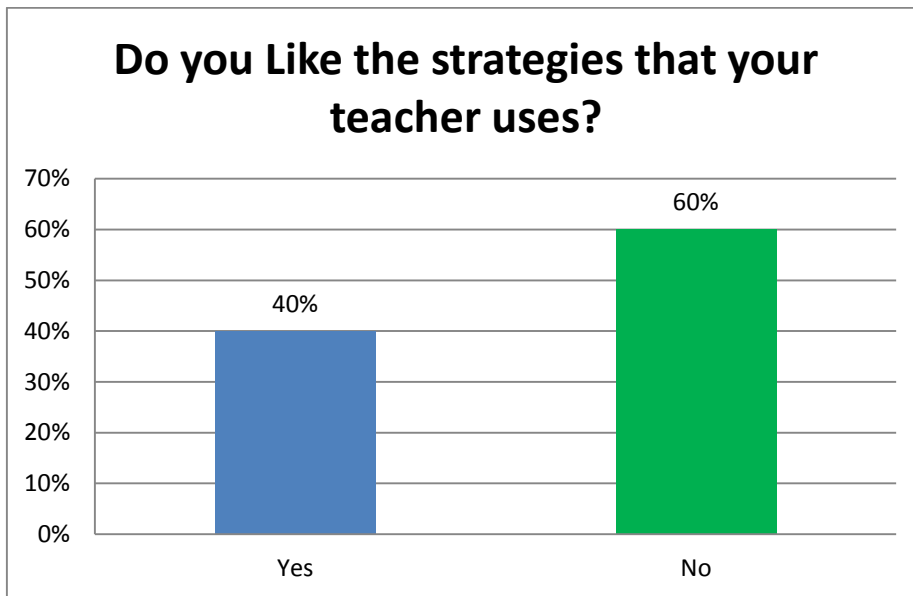


Graphic n<sup>o</sup> 2: Do you participate in the English class?

Source: survey to students of 8<sup>th</sup> grade.

According to the data collected, most of the students participated in class (70%) and some students did not participate (30%). According to the observation, most of the pupils gave opinions to the teacher but English is not spoken during the lesson. In addition, teacher does not use different materials such as realia, real objects, to motivate learners to acquire the language.

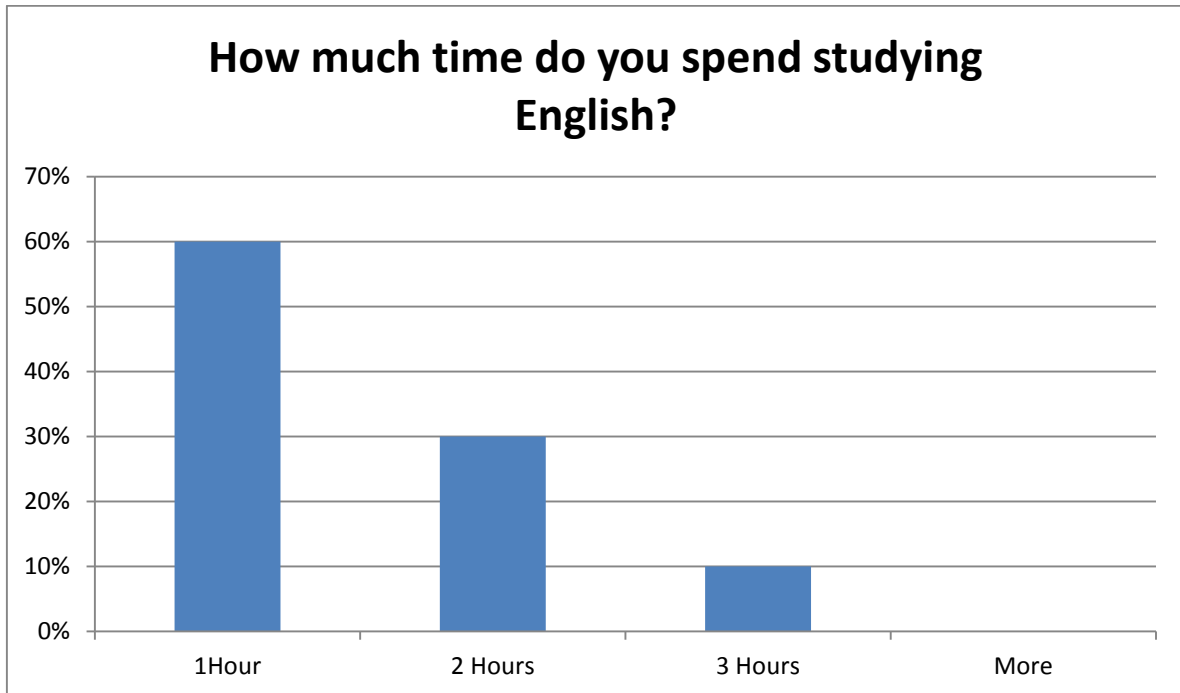




Graphic n° 3: Do you like the strategies that your teacher uses?

Source: survey to students of 8<sup>th</sup> grade A

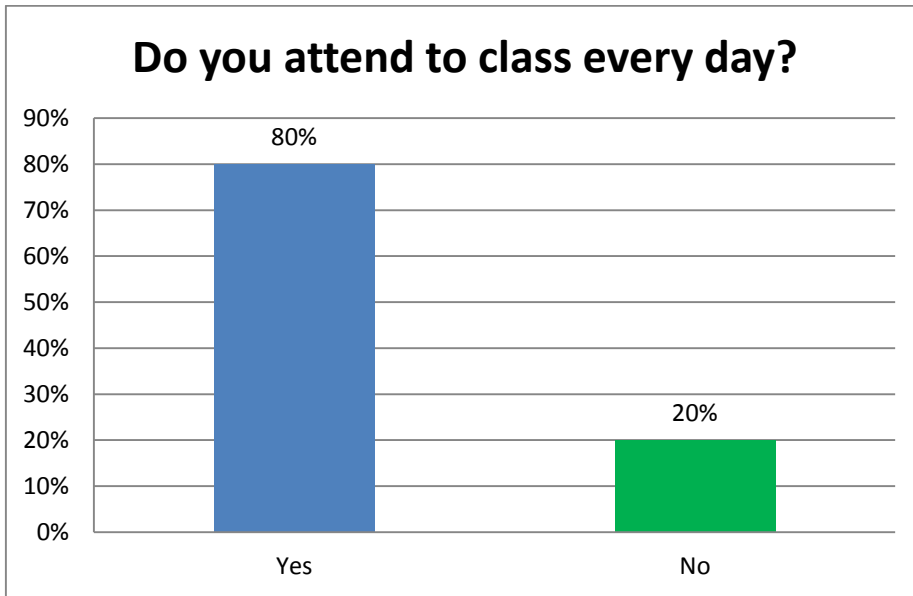
We could observe that every learners paid attention during the class. The teacher explained most of the time but not everyone understood the lesson because the strategies that the teacher used were not appropriate. According to the information collected, the 60% of students did not like the strategies that the teacher used to teach the class and the 40% liked the strategies that the teacher used.



Graphic n° 4: How much time do you spend studying English?

Source: survey to student

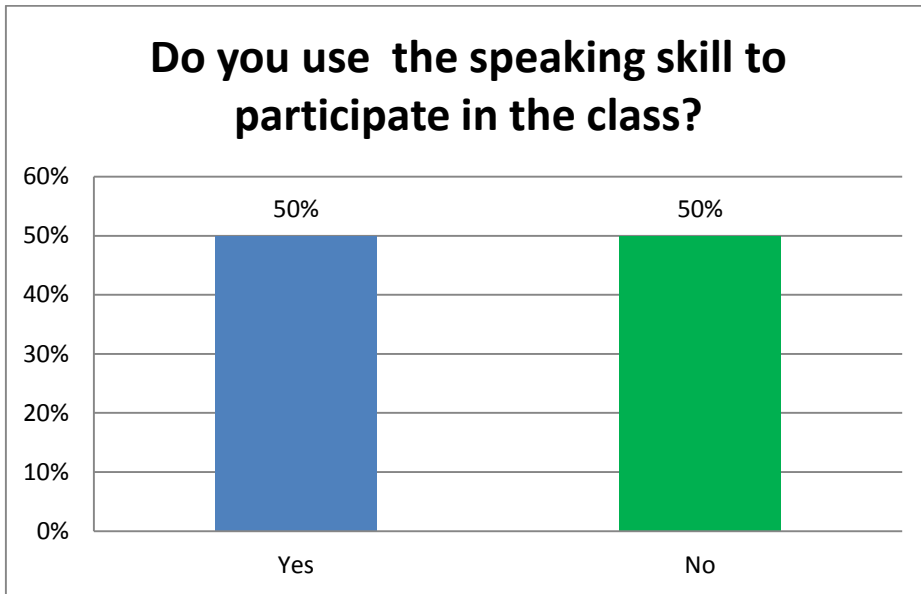
Most of the students do not spend too much time studying English. We can check this while the students hand in the homework to the teacher. From 28 students, only 10 students handed in their task. It means that students do not do their best in order to learn the language. If students would spend most time studying the English language, they could learn more vocabulary and also produce short conversations. A good way to solve this problem is applying the inductive method, because this method gives different tools that helps the teacher develops a practical class where learners need to think, analyze, observe and generalize opinions.



Graphic n° 5 Do you attend to class every day?

Source: survey to students

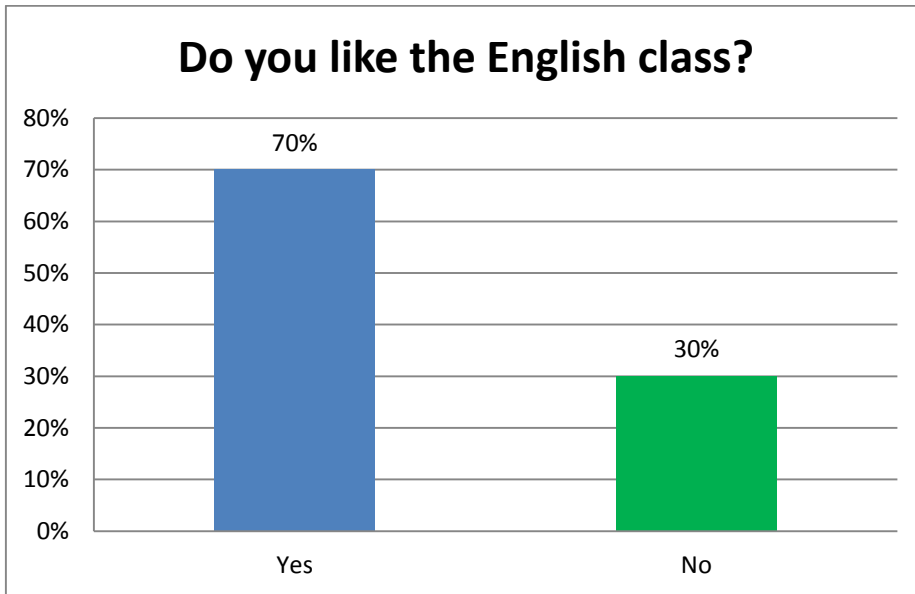
We can observe that most of the students attend every day to class. The teacher showed us the attendance list and we proved that almost all students are present at school every day. In the graphic 5 we demonstrate that 80% of students come to class regularly but 20% do not.



Graphic n° 6 : Do you use speaking skill to participate in the class?

Source; survey to students

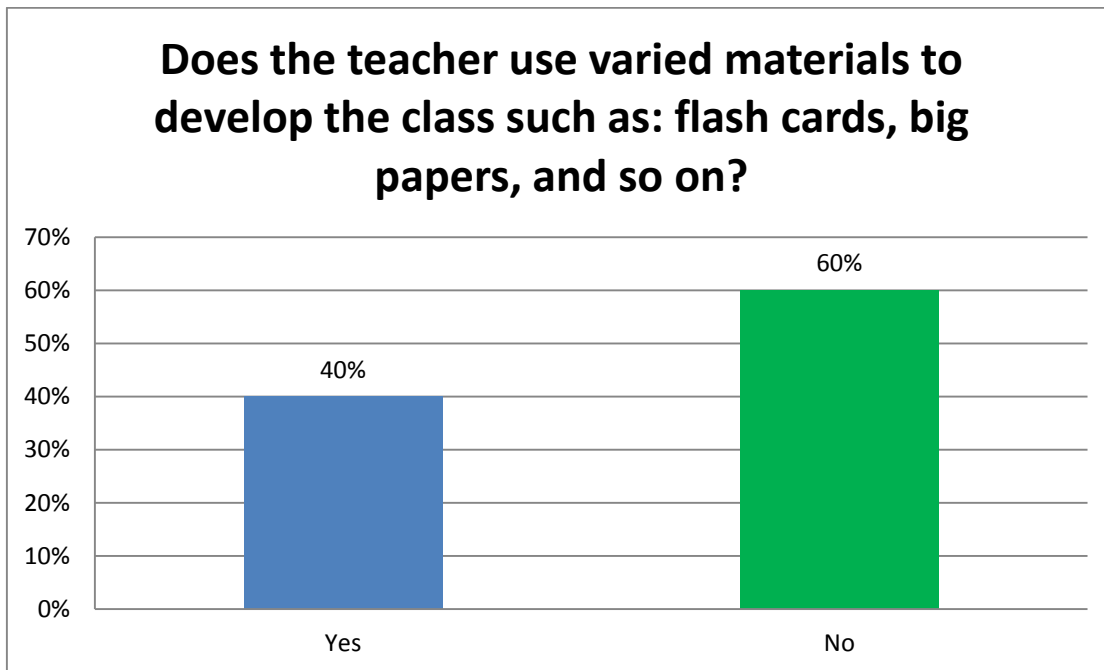
This is a beginner group, But 50% of students speak a little English but the teacher is speaking English most of the time. This does not allow students to develop the speaking skill. Probably the use of the deductive method is affecting the participation of students in the class.



Graphic n° 7: Do you like English class?

Source: survey to students

It is seen that 70% of students like the English class but 30% do not like it. It means that the teacher has the responsibility of teaching in a way that students feel motivated with the class and love the class. Most of the students like the class but the teaching process is being developed in a traditional way.



Graphic n° 8: Does the teacher use varied material to develop the class such as: flash cards, big papers and so on?

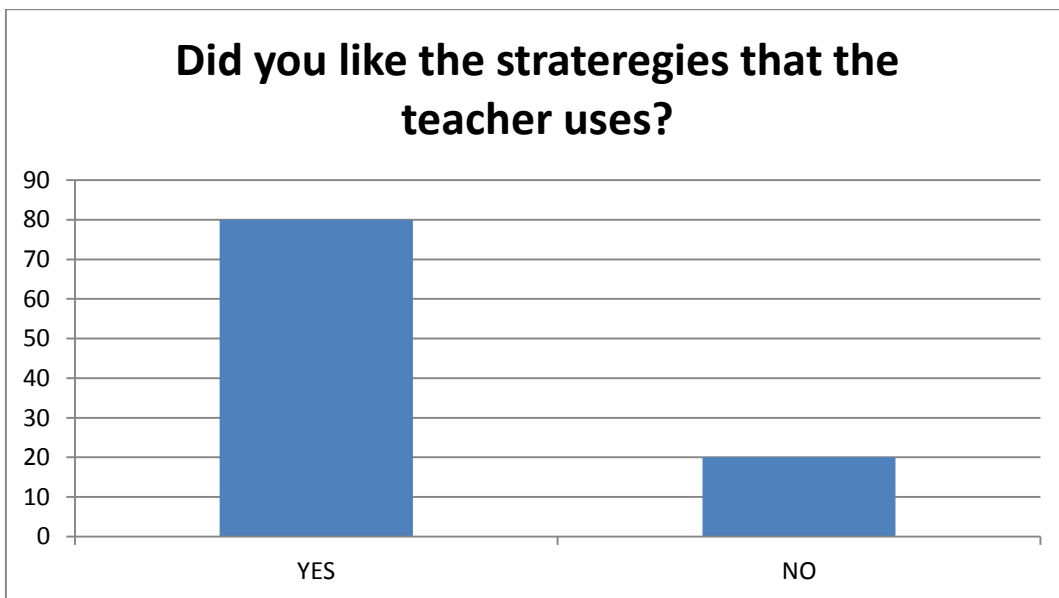
Source: survey to students

As we can see most of the students answered that the teacher does not use material to teach the language, it is a hint that allows us to note that speaking skill is not developed without any type of material.

# After the experiment

## Analysis and discussion of results

During the experiment (application of the inductive method), we could observe that students felt more confident and motivated to participate in class. They were also eager to interact with their peers and their teacher. The use of materials such as flash cards, gestures, big papers, and pictures were significant in the development of the class and the students speaking skill. Strategies like: group work, pair work, TPR, oral descriptions, rule discovery among others, were like a backbone of the whole learning process



Graphic nº 1: Did you like the strategies that the teacher uses?

Source: survey to students

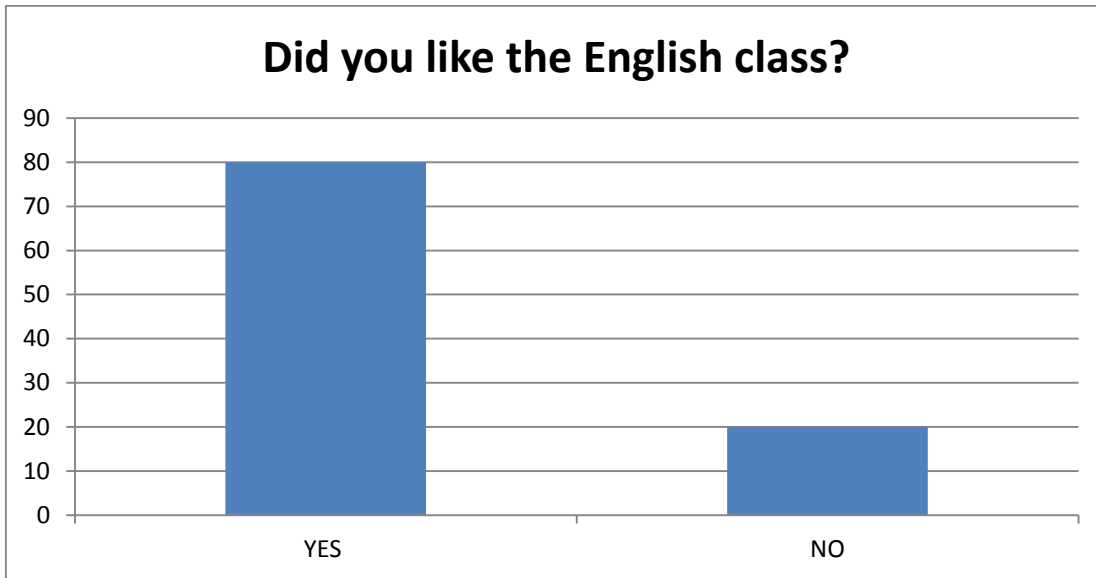
We could observe that the students speak freely when the teacher gives them different materials to develop the class. Also, pupils participated actively of the class.



Graphic n° 2: Did you use the speaking skill to participate of the class?  
Source: Survey to students

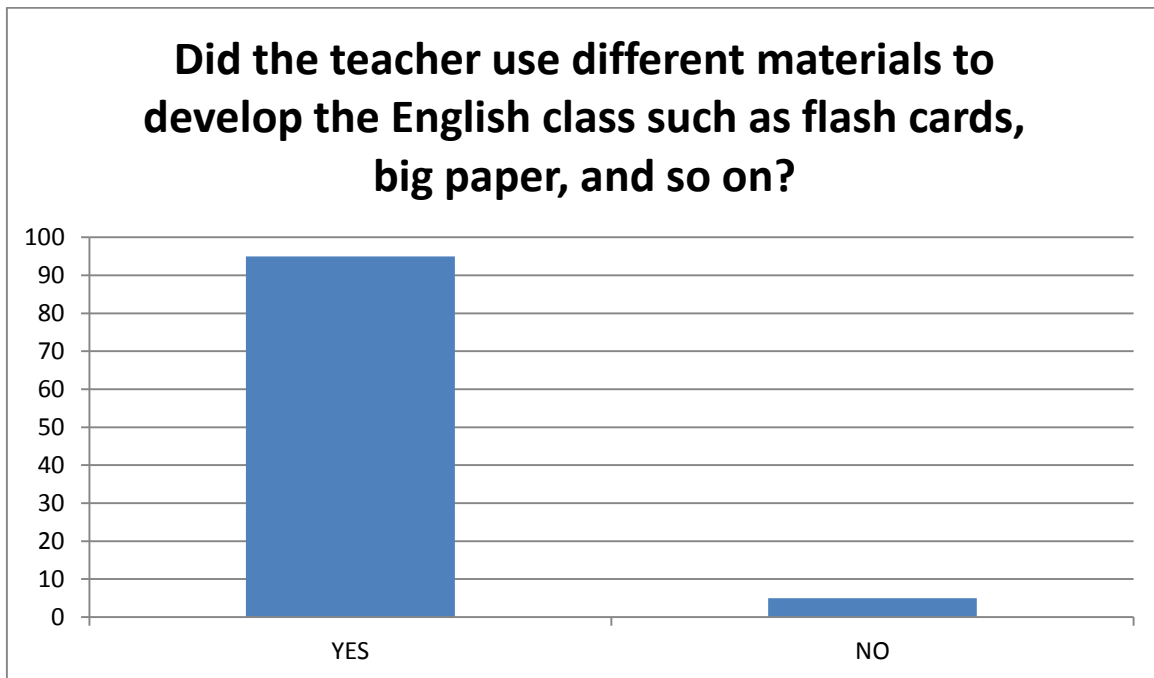
We could observe that most of the students participated as much as possible in the English class. Sometimes, learners participated using their native language (Spanish) because they are beginners, but at the same time they felt more comfortable speaking in English when the teacher used body language, flash cards and other kind of materials.





Graphic n° 3: Did you like English class?  
Source: Survey to students

After the experiment, students said that English was an interesting language. Also, they said: “when our teacher explains to us the content we feel bored because she does not use games, visual aids, different materials or body gesture to teach the class. When you explain to us the content in a different way we like and love participating in the class.



Graphic n° 4: Did the teacher use different materials to develop the English class such as flash cards, big papers, and so on?

Source: Survey to students

It was observed that students liked to learn when the teacher used different materials, real objects, and so on. When we explained the lesson plan to learners, they felt encouragement to speak freely. On the other hand, students said that they feel frustrated when teacher only explains the class. Teacher does not give the pupils the opportunity to express their ideas. With the experiment we can ratify that the inductive method is a good way to develop the different skills in the learning process, especially when you want to develop speaking skill.

## Conclusions

We can state in this document that we have achieved our objectives satisfactorily. We can demonstrate that the use of the inductive method is very effective when it is applied in the classroom. For example, in 8<sup>th</sup> grade A, the teacher develops the class in a monotony way. The teacher does not use materials for motivating learners. For this reason, pupils do not participate and do not have the opportunity to develop speaking skill.

On the other hand, in 8<sup>th</sup> grade “B”, teacher develops his class speaking with students and in this way, he develops his lesson by using materials such as: flashcards, real objects which are available in the classroom. He asks the students and give them confidence to get involved in class. The students participate and give opinions in English, even if they make mistake, but they feel motivated to learn more and more.

## **Recommendation**

It is recommend:

The institution should give the teacher some guidance in order to make him put into practice the inductive method to obtain the best teaching.

The teachers should make use of the inductive method in everyday class in order to motivate the students to learn and participate actively in the class.

The teacher should have a good communication with students using different strategies to develop the speaking skill.

The teacher should use body gestures to develop the class because this is a beginner group and they know a little vocabulary.

Finally, Students must pay attention during the development of the class and express their ideas.

## REFERENCES

- Attard, et al. (2010). Students Centered Learning. 29-06-2016, de Lifelong Learning Programme . 2010-t4scl-stakeholders-forum-leuven.An-Insight-intotheory-And-pretice.
- Alonso, R. (2011-2012). The importance of teaching listening and speaking skills (Master en formación de profesorado de educación secundaria obligatoria, Bachillerato, Formación profesional y enseñanzas del idioma. Dpto. Didáctica de la Lengua y la Literatura. Facultad de Educación.
- Bernal, C. (2010). Research Methodology (3er ed.) Colombia: Pearson education.
- Castillo, N. (2009). Constructivismo y empoderamiento estudiantil en América latina (13r ed.). Nicaragua: PAVSA.
- Calera, V. & Picón, A. (1994). Investigar es fácil. Managua-Nicaragua. Editorial Universitaria.
- .Chalipa, S. (2013). International research. The effect of Inductive vs Deductive instructional approach in grammar learning of ESL Learners, 2, 177-187. 21-04-2016, De adobe reader Base de datos.
- Finley, F. (1983). SCIENCE PROCESSES. JOURNAL OF RESEARCH IN SCIENCE TEACHING, VOL. 20, NO. 1., PP. 47-54. 29-06-2016, De Andove Reader Base de datos.
- McLelland, C. (n.d). The Nature of Science and the Science Method. The Geological Society Of America, 1-8.
- Martinez, H. (2010). *Importancia de la aplicación de los métodos inductivo-hipotético y deductivo –inferencial como generadores de conocimientos en el nivel medio superior*. Division postgrad's studies. Faculty of science Biological. University of Nuevo Leon.
- Ross, K.. (2005). Quantitative Research Method, in educational planning. 29-06-2016, de UNESCO Sitio web: [HTTP://www.sacmenq](http://www.sacmenq) and <http://www.unesco.org/iiep>.
- Reja, U et al. (2003).
- Soiferman, K. (2010). Inductive and Deductive Research Aproches. Compare and Contrast Iductive and Deductive Research Aproches. University of Manitoba.

Troike, M.. (2006). introduction second language acquisition. United States of America. Cambridge University Press, New York.

# ***APPENDICES***

### Operationalization of variables.

variable	subvariable	definition	indicator	questions	scale	Addressed to	instrument	technique
Inductive method	Observation	Trochim (2016), argue that, induction as moving from the specific to the general, arguments based on experience or observation are best expressed inductively.	Constructivism	How many students participate of the class?	Open	Teacher	Interview	Question guide
				Do the students work in group?	open	teacher	interview	Question guide
			Qualitative method	What are the strategies that you use to do the class?	Open	Teacher	Interview	Question guide
			Students centered learning	Do you like the strategies that your teacher uses to do the class?	close	Students	Survey	Question guide



			Open ended questions	Does the teacher start the class asking you about the new topic? Do you do open-ended questions to students?	close  open	students  teacher	survey  interview	Question guide  Question guide
			Quantitative method	What is the way to assess your students?	open	teacher	interview	Question guide
			Education	Does the teacher use different materials to do the class such as flash cards, big paper and so on?	Close	Students	Survey	Question guide
	Deductive method							

Speaking skill	Second language	Harmer, J. (2007). Argue that, Human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. As cited in Alonso, R.). Harmer, J. (2007).	School	Do students participate in English class? if no, why?	Open	Teacher	Interview	Question guide
			teacher	Do you use the speaking skill to participate of the English class?	Close	Students	Survey	Question guide
				Do you participate of the English class?	close	students	survey	Question guide
			How many students do you have in this shift?	open	teacher	interview	Question guide	

*Appendice nº 1*

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA**

**UNAN-FAREM MATAGALPA**

**INTERVIEW TO ENGLISH TEACHER OF 8TH GRADE A.**

**1) General data:**

School : \_\_\_\_\_

Teacher' name: \_\_\_\_\_

Date: \_\_\_\_\_

Year: \_\_\_\_\_

Shift: \_\_\_\_\_

Section: \_\_\_\_\_

Bachelor of Science in education majoring in English.

**2) Objective:**

We are investigating about how the inductive method application develops speaking skill on students of 8<sup>th</sup> grade in Pedro Orozco school, Terrabona, during the afternoon shift, in the first semester 2016. We hope you to collaborate with us.

**3) Development:**

How many students do you have in this shift?

What are the strategies that you use to do the class?

How many students participate of the class?

Do students participate in English class? If not, why?

Do the students work in groups?

Do you do open-ended questions?

What is the way to assess your students?

## APPENDICES N° 2

### UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

#### UNAN- FAREM MATAGALPA

#### SURVEY TO STUDENTS OF 8TH GRADE A.

##### 1) General data:

School : \_\_\_\_\_

Student' name: \_\_\_\_\_

Date: \_\_\_\_\_

Year: \_\_\_\_\_

Shift: \_\_\_\_\_

Section: \_\_\_\_\_

##### 2) Objective:

Survey address to students of 8<sup>th</sup> grade A of Pedro Orozco school, Terrabona, in the afternoon shift.

Dear students, we are investigating about how the inductive method develops speaking skill on students? This is a very important work in order to improve the speaking skill.

##### 3) Development:

Mark with an X the answer that you better considerate.

Do you participate of the English class? Yes\_\_\_ no\_\_\_

Do you like the strategies that your teacher uses to do the class? Yes\_\_\_ no\_\_\_

How much time do you spend studying English? 1\_\_ 2\_\_ 3\_\_

Do you use the speaking skill to participate of the English class? Yes\_\_\_ no\_\_\_

Does the teacher use different materials to do the class such as flash cards, big papers, and so on? yes\_\_\_ no\_\_\_

Does the teacher start the class asking you about the new topic? Yes\_\_\_ no\_\_\_

## APPENDICES N° 3

### UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

#### UNAN-FAREM MATAGALPA

#### ENCUESTA A ESTUDIANTES DEL 8<sup>VO</sup> GRADO A.

##### 1) DATOS GENERALES:

Nombre del estudiante: \_\_\_\_\_

Nombre del centro escolar: \_\_\_\_\_

Disciplina: \_\_\_\_\_

Año escolar: \_\_\_\_\_

Sección: \_\_\_\_\_

##### 2) Objetivos:

Encuesta dirigida a los estudiantes del 8vo grado A de la escuela Pedro Orozco, Terrabona, en el turno de la tarde.

Querido estudiante, nosotras estamos investigando sobre como el método inductivo desarrolla la habilidad del habla en los estudiantes. Este es un trabajo muy importante para desarrollar la habilidad del habla.

##### 3) Desarrollo:

Marca con una X la repuesta que tú consideres es la mejor.

1- Participas de la clase de inglés? Si\_\_\_ no\_\_\_

2- Te gustan las estrategias que la docente usa para dar la clase? Si\_\_\_  
no\_\_\_

3- Cuanto tiempo usas para estudiar inglés? 1\_\_\_ 2\_\_\_ 3\_\_\_

4- Participas de la clase de inglés usando el idioma? Si\_\_\_ no\_\_\_

5- La profesora usa diferentes materiales para dar la clase como: láminas, ampelógrafos, etc? Si\_\_\_ no\_\_\_

6- La docente empieza la clase haciéndote preguntas del contenido? Si\_\_\_  
no\_\_\_

## APPENDICES N° 4

### UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

#### UNAN- FAREM MATAGALPA

#### SURVEY TO STUDENTS OF 8TH GRADE A.

##### 1) General data:

School: \_\_\_\_\_

Student' name: \_\_\_\_\_

Date: \_\_\_\_\_

Year: \_\_\_\_\_

Shift: \_\_\_\_\_

Section: \_\_\_\_\_

##### 2) Objective:

This survey was applied to students after the experiment, because we have the objective to demonstrate that the use of the inductive method is effective to develop speaking skill.

Dear students, we are investigating about how the inductive method develops speaking skill on students? This is a very important work in order to improve the speaking skill.

##### 3) Development:

Did you like the strategies that the teacher uses?

Did you use the Speaking skill to participate of the class?

Did you like English class?

Did the teacher use different materials to develop the English class such us flash cards, big papers, and so on?

## APPENDICES N° 5

### UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

#### UNAN-FAREM MATAGALPA

#### ENCUESTA A ESTUDIANTES DEL 8<sup>VO</sup> GRADO A.

##### 1) DATOS GENERALES:

Nombre del estudiante: \_\_\_\_\_

Nombre del centro escolar: \_\_\_\_\_

Disciplina: \_\_\_\_\_

Año escolar: \_\_\_\_\_

Sección: \_\_\_\_\_

##### 2) Objetivos:

Encuesta aplicada a los estudiantes después del experimento con el objetivo de comprobar que la aplicación del método inductivo es eficaz para desarrollar la habilidad del habla.

Querido estudiante, nosotras estamos investigando sobre como el método inductivo desarrolla la habilidad del habla en los estudiantes. Este es un trabajo muy importante para desarrollar la habilidad del habla.

##### 3- Desarrollo:

Participas de la clase de inglés?

Te gusta la clase de inglés?

Te gustan las estrategias que la docente usa para dar la clase?

La profesora usa diferentes materiales para dar la clase como: láminas, ampelógrafos, etc?

**APPENDICES N° 6**  
**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA**  
**UNAN-FAREM MATAGALPA**

**OBSERVATION GUIDE TO TEACHER.**

**1) GENERAL DATA:**

School: \_\_\_\_\_  
Teacher's name: \_\_\_\_\_  
Level: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Time: \_\_\_\_\_  
Date: \_\_\_\_\_  
Shift: \_\_\_\_\_

**2) OBJECTIVE:**

The following observation will be applied to the teacher who instructs students at their eight year of study at Pedro Orozco school, Terrabona.

**3) DEVELOPMENT:**

- 1- How many students does the teacher have?
- 2- Does the teacher use strategies to the class?
- 3- Does the teacher correct mistakes that the students make?
- 4- What are the strategies used for the teacher to do the class?
- 5- Does the teacher used materials to do the class?



**APPENDICES N° 7**  
**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA**  
**UNAN-FAREM MATAGALPA**

**Observation guide to students**

**1) GENERAL DATA:**

School: \_\_\_\_\_

Level: \_\_\_\_\_

Subject: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

Shift: \_\_\_\_\_

**2) OBJECTIVE:**

The following observation will be applied to students who study eight grade at Pedro Orozco School.

**3) DEVELOPMENT:**

1- Do students participate during the English class?

Yes\_\_\_\_\_ no\_\_\_\_\_

2- Do students speak English during the class?

Yes\_\_\_\_\_ no\_\_\_\_\_

3- Do students make group work?

Yes\_\_\_\_\_ no\_\_\_\_\_

4- Do students pay attention during the class?

Yes\_\_\_\_\_ no\_\_\_\_\_

5- Do students like the way how the teacher develops the class?

Yes\_\_\_\_\_ no\_\_\_\_\_

## Pedro Orozco School, Terrabona.

<b>Date:</b>	<u>Today is May 15, 2016.</u>
<b>Teachers:</b>	<u>Sinthia Valeska Moran Castillo</u> <u>Karen Melissa Orozco Artola</u>
<b>Level:</b>	<u>8<sup>th</sup> year</u>
<b>Ages:</b>	<u>12-13</u>
<b>Students:</b>	<u>28</u>
<b>Session:</b>	<u>the first one.</u>
<b>Time:</b>	<u>45 minutes.</u>

**Content:** Describing people

**Objectives:** At the end of this lesson students will be able to make at least three sentences by describing a famous people in oral way.

This is a beginner group. They have four sessions in a week. This is the first session of the week and I would teach only vocabulary and the verb "to be". In the next three sessions I would teach the auxiliary Have and Do.

**Step 1** (10 minutes) : first of all, we would introduce the lesson by saying : today we are going to see a beautiful lady/miss and a handsome man. You share with me how she/he looks like?

Next we would write examples sentences on the board.

She is tall.      He is short.      They are students.      I am teacher  
She is thin.      He is fat.      They are intelligent.      I am fast.  
She is young.      He is old.      They are classmate.  
She is pretty.      He is handsome.

We are young    you are a man  
We are women    you are famous.

**Step 2** (20 minutes). In this step pupils should explore the rule “to be” we would ask students to work in pairs and underline new structure that they have learn in the sample sentences. They would work with their partner and discuss the rule of the verb “to be”. Then they explain to us in their mother tongue the rule because they are beginners. We would make guidance while they speak. The students are going to practice in an oral way the vocabulary.

**Step 3** (15 minutes). In the last step we would ask them to work in groups of four and I will give them worksheets. In the activity sheet students see a famous person. For example, they see the picture of singer Shakira. The students make sentences by looking at the picture. When they finish, we will write some of the sentences that they have produce on the board.

She is famous.

She is tall.

She is married.

She is a singer.

She is pretty.

## Shakira singer



*For the lesson plan*

## Pedro Orozco School, Terrabona.

**Date:** Today is June 08 , 2016.  
**Teachers:** Karen Melissa Orozco Artola  
Sinthia Valeska Moran Castillo  
**Level:** 8<sup>th</sup> year  
**Ages:** 12-13  
**Students:** 28  
**Session:** the second one.  
**Time:** 45 minutes.

**Content:** National food

**Objectives:** At the end of this lesson, students will be able to orally present a dialogue to the class by using vocabulary learned in the first step.

This is a beginner group. They have four sessions in a week. This is the second session of the week and we would to teach vocabulary, indefinite article singular A/AN and plural nouns.

**Step 1** (12 minutes) We will introduce the lesson trough a brainstorm activity about fruits, vegetables, meats grains and so on. After that we will to present real objects related foods in order to improve vocabulary.

### Example of vocabulary

FRUITS	VEGETABLES	MEATS	GRAINS	DAIRY	OTHERS
An apple	Beans	Beef	Bread	Chees	Coffee
A banana	A cabbage	Chicken	Cereal	Cream	Garlic
A grape	A carrot	Fish	Flour	Milk	Juice
A cherry	A yucca	Pork	Rice	Yogurt	Oil
An orange	An onions		pasta	An egg	Salt
A tomato	corn				sugar
	a cucumber				

**Step 2** (22 minutes). In this point, students should explore the rule A/AN and discuss it with his/her classmates. They will be able to share their ideas. Here, learners can use the Spanish language because they do not have enough vocabulary to produce the English skill. While each group of students are explaining the rule, teacher correct mistakes if necessary.

Then, we give students an example dialogue and help them to practice the dialogue.

**SINTHIA:** Karen, What are you eating?

**KAREN:** I am eating an apple. What are you drinking?

**SINTHIA:** I am drinking coffee and milk

**KAREN:** How delicious!

**SINTHIA:** Yes, it is. See you later, Karen.

**KAREN:** bye, Sinthia!

**Step 3** (11 minutes). Now, we divide students in pairs and they will be able to model and present their dialogue by using vocabulary related food.

