

**Socratic Seminar: A Strategy to Support Student Discourse**

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You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

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**Abstract****Socratic Seminar: A Strategy to Support Student Discourse**

Considering the importance of 11th-grade students mastering critical thinking and argumentation skills during an English lesson in order to pass the final and international exams, this study explores the effect of the Socratic seminar on improving these skills. The study is aimed to examine the potential impact of the Socratic Method (SM) on the development of critical thinking and argumentative reading and writing skills of 11th-grade gifted English students in an online environment.

This study employs a socio-constructivist approach method and uses the qualitative research design collecting classroom artifacts such as students' writings, reflexive journals, feedback forms, researcher field notes.

This research examined the SS's results through the lens of constructivist and connectivist theories of learning, argumentation (Walton, 2013), and Wang's (2008) generic PST (pedagogy, social interaction, and technology) model. The central finding supports previous research findings by establishing a relationship between Socratic seminar usage and the development of critical thinking, and argumentation skills. Additionally, the students discussed the effect of the Socratic Seminar on their ability to use arguments and counterarguments, to include personal examples in an essay, to improve speaking and listening skills, and to enjoy the process itself. A deeper understanding of the Socratic Seminar's effect will benefit teachers, students, administrators, secondary education scholars, and policymakers working to improve the quality of education in Kazakhstan.

## Аңдатпа

### Сократикалық семинар: Оқушының дискурсын қолдау стратегиясы

11-сынып оқушылары бітіру және халықаралық емтихандарға арналған ағылшын тілі сабағы кезінде сыни тұрғыдан ойлау мен дәлелдеу дағдыларын үйренудің маңыздылығын ескере отырып, бұл зерттеу Сократикалық семинардың осы дағдыларды жетілдіруге әсерін қарастырады. Зерттеудің мақсаты - дарынды 11-сынып оқушыларының қашықтықтан оқыту жағдайында сыни ойлау мен дәлелді оқу мен жазу дағдыларын дамытуға Сократтық семинардың (СС) әлеуетті әсерін зерттеу.

Бұл зерттеуде оқушылардың эсселері, рефлексиялық журналдар, кері байланыс формалары, зерттеушінің өріс жазбалары сияқты сынып артефактілерін жинайтын әлеуметтік-конструктивтік көзқарас пен сапалы зерттеу көзқарасы қолданылады.

Бұл зерттеу SS нәтижелерін конструктивистік және коннективистік оқыту теориясы, дәлелдеу және жалпы PST моделі (педагогика, әлеуметтік өзара әрекеттесу және технология) арқылы зерттеді. Бұл орталық тұжырым Сократиялық семинарларды сыни ойлау мен ойлау қабілеттерін дамытумен байланыстыра отырып, алдыңғы зерттеулерді қолдайды. Сонымен қатар, студенттер Сократикалық семинардың аргументтер мен қарсы дәлелдерді қолдана алуына, эсселерге жеке мысалдарды қосуына, сөйлеу және тыңдау дағдыларын жетілдіруге және процестің өзінен ләззат алуына әсерін талқылады. Сократикалық семинардың әсерін тереңірек түсіну мұғалімдерге, студенттерге, әкімшілерге, орта білім беру саласындағы ғалымдарға және Қазақстандағы білім сапасын жақсарту үшін жұмыс істейтін саясаткерлерге пайдалы болады.



### Аннотация

#### **Сократический семинар: стратегия поддержки студенческого дискурса**

Учитывая важность овладения учащимися 11-го класса навыками критического мышления и аргументации во время урока английского языка для сдачи выпускных и международных экзаменов, в этом исследовании исследуется влияние сократовского семинара на улучшение этих навыков. Целью исследования является изучение потенциального влияния Сократического семинара (СС) на развитие критического мышления и аргументированных навыков чтения и письма у одаренных учеников обучающихся в 11-х классах в условиях дистанционного обучения.

В этом исследовании используется метод социоконструктивистского подхода и ВИД качественного исследования, собирающий артефакты класса, такие как эссе учеников, рефлексивные журналы, формы обратной связи, полевые заметки исследователя.

Это исследование рассматривало результаты SS через призму конструктивистских и коннективистских теорий обучения, аргументации и общей модели PST (педагогика, социальное взаимодействие и технологии). Этот центральный вывод подтверждает результаты предыдущих исследований, устанавливая связь между использованием сократовских семинаров и развитием навыков критического мышления и аргументации. Кроме того, студенты обсудили влияние Сократического семинара на их способность использовать аргументы и контраргументы, включать личные примеры в эссе, улучшать навыки разговорной речи и аудирования и получать удовольствие от самого процесса. Более глубокое понимание эффекта Сократического семинара принесет пользу учителям, студентам, администраторам, ученым среднего образования и политикам, работающим над повышением качества образования в Казахстане.

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**Chapter 1. Introduction**

The dynamic development of information technology brings new requirements and problems to life. Students need critical thinking skills to adapt to the demands of a changing world. Critical thinking skills and the ability to apply them have become a necessity in the workplace. At present, skills are required to evaluate, synthesize and analyze a tremendous amount of information received. Paul (2012) asserts that ongoing reforms have a direct impact on the educational process and the teacher's position within it.

Critical thinking skills (CT), including argumentative reading and writing, are needed in many areas. Reading and writing are critical language skills for acquiring trustworthy knowledge (Hossain, 2015), and these abilities have a direct impact on potential career success (Farris, 2018). However, students often struggle with complex text comprehension (Dietrich, 2015). Furthermore, Reid (2001) observed that through written argumentation, the reader not only communicates his or her thoughts and feelings about the subject but also must structure and articulate those thoughts through the lens of logic in order to influence the reader's opinion through the use of convincing arguments.

There are numerous learning methods that claim to improve and assess critical thinking skills, but little study exists to determine the most successful teaching strategies. The English class is dependent on a student-led discussion module, and the researcher set out to find an optimal method that was both effective and enjoyable for students. The Socratic seminar (SS) will be an effective method for ensuring student participation, high-quality instruction, debate, and in-depth review of the text.

Around 2,500 years ago, in Athens, the Greek philosopher Socrates devised a system for cultivating critical thought through oral dialogue. Additionally, this approach is often referred to as Socratic interrogation, the Socratic Method (SM), or SS. Adler (1999) used this Socratic approach as an educational pedagogy for the first time in his work "The



Paideia Proposal: An Educational Manifesto." According to Copeland (2005), SM helps students to bring their ideas to life. Chorzempa & Lapidus (2009) defined the SS as a model of group discussion that is structured to imitate the SM of instruction by questioning. Also, this approach entails students reading a selection and then discussing their thoughts and concerns in an open forum (King, 1995). The open debate approach not only enables students to defend their positions with facts and evidence from the text, but it also helps them develop their ability to write in a personal voice and increases their comprehension depth (Sornson, 2001).

The SM, which modernizes Socrates' theory of learning and approach to education, is used by scholars as a potential answer to today's students' lack of critical thinking and argumentative skills (Dietrich, 2015; Shahsavari & Hoon, 2013; Doklan, 2011; Celik, 2009; Moberg, 2008; Yang et al., 2005; Copeland, 2005; Paul & Elder, 2016; Polite & Adams, 1997).

### **1.1 Background of the Study. The SM and its benefits.**

Recent research in the field of teaching English as a foreign language (EFL) and education has shown the effectiveness of the SM in developing students' critical thinking skills when arguing over a subject or analyzing any piece of written text. Doklan (2011) noted the effectiveness of the SM at enhancing critical thinking. The analysis of classroom artifacts provided him opportunities to outline his study effectively, think through his learners' experiences, recognize patterns, and draw essential inferences about student learning in the classroom. Students participated in six Socratic Circle Discussions on the literature of the Anglo-Saxon and Medieval British literature in a 12<sup>th</sup> grade EFL class. Through the discussion of texts in a student-centered and collaborative environment, the study was aimed at promoting students' use of critical thinking skills using the SM. Doklan (2011) noted that research participants during focus group interviews demonstrated

improvement in critical thinking skills, the ability to jointly analyze text, the exchange of ideas, the ability to make connections between the text and the outside world, and the evaluation and synthesis of ideas. In addition, the students demonstrated a sense of responsibility and motivation.

Celik (2009), in his work, focused on the main elements of the SM such as text, sample questions, the role of leader, and participants. According to the author, the choice of the text plays an important role. The text should be closely linked to the topic, module, and class objectives and should be written in such a way that it energizes students' mental activity by encouraging them to address a variety of topics, present diverse points of view, and develop critical thinking skills. The second core aspect is a question posed by the leader or one of the participants. Questions should be well thought out and provocative. The next major component of the SS is the chief, who not only directs but also actively participates in the debate. A good leader cultivates conversation purposefully by posing pertinent questions that shed light on a subject and effectively modeling Socratic understanding, reasoning, and intellect.

Additionally, the final required component is the participants. Participants should thoroughly read and discuss the texts in advance, as well as be prepared to contribute to the exchange of ideas by engaging in active listening, expressing their positions, and constantly reflecting and reformulating their ideas.

According to Celik (2009), this method provides students with opportunities to develop analytical skills in texts, actively study language culture through dialogue, and creates a positive learning environment for creating a research community. Lam (2011) noted that students who often use the SM become more independent and autonomous thinkers. Also, Inci (2016) noted that the Socratic teaching method is used not only in

language, law, and mathematics classes but also in the digital world, in online classes with high school students.

Moberg (2008), who conducted a review of the literature and reported several studies in the fields of EFL, math, business, law, and teaching approach, argued for the continued use of the SM as a contemporary pedagogical process. He looked for indicators of reflective learning using discourse. Moberg (2008) concluded that discourse in various forms like the SS continues to be an important method of instruction in a variety of contexts, including learning in online mode.

Numerous papers have examined the SM implementation in the modern classroom in general, but only a few have presented any suggestions for applying it outside a face-to-face classroom (i.e., in an online mode). Limited research in the field indicates that SM has been used successfully outside of the classroom environment mostly at the university level. Yang et al. (2005) was primarily concerned with the impact of Socratic inquiry on critical thought on university-level students. The findings indicated that the implementation of the SM helps students develop a higher degree of critical thought and that the students retain those skills following exposure to and modeling of Socratic questioning in online discussion forums.

Shahsavari and Hoon's (2013) examined the impact of pedagogical blogging on the critical thinking of university students using the SM. They investigated the role of Socratic questions in fostering critical thinking in students using Web 2.0 resources in this research. By using qualitative and quantitative approaches, the results indicated that incorporating Socratic questions into university student blogging helps them develop their critical thinking. These studies demonstrate that the SM is not limited to traditional classrooms but also has been successful in online environments.

## **1.2 Statement of the Problem**

The majority of research on SM has concentrated on improving critical thought and speaking abilities through verbal argumentation. Earlier research from around the world (e.g., the United States of America, Europe, and Turkey) has shown that the SM helps students develop their critical thinking and comprehension skills and enables students to become involved and responsible classroom participants and independent thinkers at the secondary level in face-to-face learning environments.

However, there is a dearth of studies on the SS's effectiveness in developing students' argumentative reading and writing skills. In addition, there are no studies to our knowledge that have studied the use of the SM or SS in online secondary classroom environments. Thus, the aim of this action study was to determine the efficacy of the SS in improving not only critical thinking skills but also argumentative reading and writing skills in an 11th grade online learning environment.

### **1.3 Purpose of the Study**

The study is aimed to examine the potential impact of the SS on the development of critical thinking and argumentative reading and writing skills of 11th-grade gifted English students studying in an online learning environment.

### **1.4 Research Questions**

In a study of the possible impact of the SS on improving 11th-grade students' argumentative reading and writing skills, the following research questions will be used:

- 1) What effect does the SS have on developing gifted students' critical thinking skills in an online learning environment?
- 2) How does the use of SS affect the development of gifted students' argumentative skills in an online learning environment?

### **1.5 Definition of the central phenomena (or terms as needed)**

**Socratic Method.** According to Paul and Elder (2008), the SM is a teaching and evaluation tool that is focused on student-led questions.

**Socratic Seminar.** It is a type of assessment also known as the Socratic Circle. According to Kenney (2013), the SS is a discussion between students.

**Argument:** A reasonable piece of discourse, written or spoken, which strives to convince the reader or listener to believe something.

### **1.6 Significance of the Study**

The importance of this research is that it will support teachers by clarifying their understanding of the SM used in the classroom and online, resulting in better practice in the English classroom. A critical aspect of this research is to provide educators with a tool that will enable them to teach and evaluate students' critical thinking, argumentative reading, and writing skills effectively. Teachers may incorporate the knowledge gleaned from this research into their classroom instruction both in face-to-face and online learning environments. Due to a dearth of research on the implementation of SM and the method's unpopularity in Kazakhstani schools, the current research will significantly contribute to this research/knowledge gap in the Kazakhstani context. Thus, policymakers can gain knowledge about the system and its implementation problems. While Kazakhstani education stakeholders could use the research findings and recommendations to further improve Kazakhstani's quality education system. Additionally, the lack of studies related to the SM's effectiveness in online secondary school environments this study will significantly contribute to a knowledge gap in the field internationally.

### **1.7 Conclusion/Outline of the Study/Organization of the study**

Chapter One has described the study and its purpose, while Chapter Two includes the conceptual context and related literature. Section Three will detail the study's timeline, methodology, and strategy for implementation. Section Four presents the study's results.

Section Five summarizes the study's findings in relation to past literature and Section Six reviews and provides suggestions for future applications as well as brings the thesis to a conclusion.

## Chapter 2. Literature Review

The preceding chapter discussed the study's context, the problem statement, and intent. This chapter summarizes the pertinent literature. The aim of this section is to provide a conceptual framework through which to investigate the research questions and to review the body of literature on methods used to teach critical thinking, argumentative reading, and writing skills.

This chapter summarizes research studies that answer critical questions about this action research review, including the following:

- 1) What effect does the Socratic method have on developing gifted students' critical thinking skills in an online learning environment?
- 2) How does the use of SM affect the development of gifted students' argumentative skills in an online learning environment?

This chapter contains five subsections. They include an explanation of the SM and its classroom use. The review of relevant literature establishes a conceptual framework for this study and identifies key methodological features and gaps in previous studies. The first section discusses the SM and how it is defined. The following section defines critical thinking (CT) and discusses the impact of SM on CT; the next section discusses the SS and its influence on the growth of argumentative abilities. The fourth section discusses the studies based on the use of SS in online format. The concluding section is devoted to the conceptual context.

### 2.1 Defining the term SM

This section presents various perspectives on the term “SM” and its classroom practice. According to Ellis (2003), this approach aids in the presentation of knowledge by generating classroom discussion based on specific texts. According to supporters of this approach, Tredway (1995) and Strong (1996), it is a formal dialogue about the ideas and

dilemmas that particular topics present. Students are actively involved in the learning process by linking tasks to their own experiences and are thus emotionally involved.

Simultaneously, the American Heritage® Dictionary of the English Language (2011) defines the SM as a pedagogical technique in which the instructor does not explicitly provide details. The instructor poses questions that lead to the attainment of the desired knowledge or a more profound understanding of the limits of knowledge by the learner.

According to Copeland (2005), Scott Buchanan invented the term "SS" while working at St. John's College's New Program in the United States of America. Numerous educators, including Dennis Gray, Lesley Lambright, and Margaret Metzger, created and implemented this approach in their own classrooms and curricular materials (Copeland, 2005). In different nations, the use of the SM developed differently and separately. This technique was used in the USA in Adler's popular works, in Great Books, and at seminars at Paideia School (Copeland, 2005).

The primary challenge for students is to read the text and then using questions to delve further into the text throughout the whole class discussion (Chorzempa & Lapidus, 2009). The SS is often used in middle and high school. This pedagogical approach requires planning, which usually takes about two to three weeks for reading and implementation.

To begin, both students and teachers should prepare important questions about the text's content. Second, students address these questions in their groups (preparation stage). These questions will be shown on a screen visible to the audience during the seminar. Finally, the group leader (chosen by their peers) facilitates a conversation that fosters a more in-depth understanding of the content. The teacher's function is to act as a facilitator and observer; the teacher should keep track of each participant's comments. According to



Pihlgren (2008), this approach is a successful way to develop students' and adults' critical thinking abilities through collective discussion of critical ideas and values.

Additionally, teachers must develop instructions to encourage student collaboration during the seminar. Teachers must illustrate to learners the expected behavior for communicating and listening prior to performing the SS. To participate in the SS, one must listen attentively to the speakers. Students should approach the subject matter with a critical mindset. Typically, the seminar is conducted in a round format, which allows learners to quickly express their thoughts on other ideas and statements. The ideal content material will incorporate multiple perspectives on a topic. Students are responsible for soliciting participation from passive participants by posing some questions to them. No member has the ability to control the discussion; all perspectives are respected.

According to Pihlgren (2008), the seminar approach is designed to facilitate learning and to promote a variety of psychological and intellectual processes. Thus, participants are given the opportunity for independent reading and creative adaptation during the first level. Students are able to accomplish and review personal and community objectives, as well as prepare questions, during the second and fourth levels. Members of the group concentrate on the seminar's guidelines and the nuances of the dialogue. The third stage begins with the group members attempting to extract ideas from the text. Students interpret the text collaboratively in groups using a critical problem-posing approach. They take notes, translate, evaluate, and finally critique the text, as well as plan potential follow-up questions.

The SS, described by Pihlgren (2008), consists of four components:

1. The Original Text. The first action is to pick a text from a range of available tools. Long texts can be difficult for learners and can result in boredom. The texts' aim is to stimulate students' thought, but not to confuse them.

2. The Problem. An introduction question should be well-thought-out and provocative. This question is planned in advance by participants under the guidance of the instructor and should be logically related to subsequent questions that lead to specific conclusions. Different models may be used to define and articulate various aspects in the queries, including explanation, agreement/disagreement, contrast, and opposition. Rowlands et al. (1997) stressed the value of questions, stating that they should allow the learner to reach the desired outcome without the direct guidance of the instructor. Additionally, Chin (2007) stated that prepared questions have a significant impact on how students interpret information and, consequently, how they shape knowledge from it.

3. The Leader. By posing questions, the group leader, a student, attempts to keep the conversation on track. However, some additional questions from the participants are difficult to foresee. Additionally, the leader must be a textual specialist in order to respond to and engage in various initiatives, as well as sort through the unexpected knowledge presented by various participants. The leader must exercise patience as group members coordinate and transform their ideas over the course of the relatively lengthy period of continuous interviewing. Additionally, the leader should be receptive to any thought shown by the participants. Additionally, the leader must make deliberate efforts during conversation to engage unwilling participants.

4 The Audience. Perkins (1993) stresses that participants use a variety of strategies for illustrating, generalizing, applying information, and communicating in novel ways during the SS. Participants should plan in advance by reading and analyzing the texts and by being prepared to contribute to the exchange of ideas. Simultaneously, participants must engage in active listening, articulate their positions, and talk thoughtfully. Learners must show respect for and appreciation for others' divergent viewpoints.

Teachers should demonstrate to participants that the objective is not only to find correct answers but also to generate good ideas collaboratively, which can encourage students to share their opinions freely and equally. This form of collaboration promotes active learning and results in the establishment and growth of meaningful relationships between teacher and students, which ultimately contributes to the class's success.

## **2.2 Socratic Method's Effect on CT**

This section presents various perspectives on the term CT. Defining the impact of the SS on CT was vital for this study.

### **2.2.1 Definitions of CT.**

Cheong and Cheung (2008) argued that individuals who think critically are capable of asking pertinent questions, gathering pertinent information, effectively and imaginatively finding information, thinking logically from the gathered information, and arriving at an informed and truthful conclusion that enables her / him to live and function effectively in the world. Paul (1994) defines CT as the method of evaluating an argument's arguments, the validity of supporting evidence, and rational reasoning in order to arrive at a credible conclusion. On the other hand, Woo & Wang (2010) concentrated on the pedagogical aspect of CT, arguing that it is used to analyze evidence, identify triggers, and determine the quality of an argument in order for students to draw logical conclusions.

### **2.2.2 Socratic Seminar and CT.**

King (1995) argued that the questions used in SS serve as the basis for CT because the degree of thought is determined by the questions we pose. Learners can think and learn using Socratic Questions (SQ, Paul & Elder, 1998), as their level of thought is expressed in the form and level of questions they ask or respond (Teo, 2009). This notion suggests that CT and SQ share a singular objective that can result in the demonstration of self-disciplined thought. As a result, the CT perspective provides a robust, precise, and

comprehensive interpretation of SQ. On the one hand, CT offers philosophical resources for demonstrating how the human mind processes meaning and reality.

On the other hand, SQ employ these philosophical methods to formulate critical questions about the mind's work output (Teo, 2009). This statement expands on the notion that insightful questions are central to CT, as they encourage people to think more deeply (Yang et al., 2005). As a result, inspiring students to apply critical thinking skills is more important than posing challenging questions for stimulating their minds (Seiferth, 1997; Yang et al., 2005; Cheong & Cheung, 2008; Teo, 2009).

A number of studies (Yang et al., 2005; Pihlgren, 2008; Solomon, 2011; Davies and Sinclair, 2012; Inci, 2016) have examined the effect of the SM on the growth of critical thought, reading, and speaking abilities.

Pihlgren (2008) conducted research on the interaction of groups of students aged 4 to 16 who met every two weeks for 1-4 years in Sweden for Socratic seminars. She corroborated the findings of previous research on related practices (for example, Paideia seminars, Great Books) by showing that children and adolescents who participated in repetitive workshops strengthen their critical thinking capacity, self-esteem, and self-awareness, as well as their reading and writing abilities and "identification" reading abilities (Feiertag & Chernoff, 1987; Robinson 2006). Interaction in SS is critical it seems in defining students' personalities, both positive and negative for high school students (Haroutunian-Gordon, 1991; Wortham, 2003).

This was confirmed by the findings of Solomon's (2011) research which examined whether implementing the SM, which emphasizes depth of understanding over quantity of material, could result in deeper learning and avoid surface learning in a secondary school Year 10 history class located in in Brunei Darussalam. The aim of this research was to determine whether the SM was a viable, accurate, and applicable instructional strategy for

teaching a year 10 history class. To engage students' higher order thinking skills, a mixture of Socratic components, such as Socratic dialogues, seminars, circles, and questioning, were used to facilitate the creation of meaning for students, thus increasing their participation and understanding. Due to the need for descriptive results, the action analysis approach was chosen to gain a better understanding of the students' learning experience. A variety of instruments were used to collect data, including observations, teaching, and unstructured interviews with teachers and students. The collection of qualitative data using a variety of data collection techniques allowed triangulation between the various datasets, thus enhancing the study's validity and credibility. The findings provided evidence for the SM's benefits while also highlighting potential challenges in this field. The findings from this small exploratory study suggested that students gained a deeper understanding of history and found the experience to be very useful, enjoyable, and challenging. Additionally, the findings indicated that the SM could promote higher order thought and avoid superficial learning, as well as being appropriate, accurate, and applicable in teaching year 10 history students.

The beneficial impact of SS on the growth of critical thinking skills was also demonstrated in study conducted in a private Christian high school in the US (Hogshead, 2017). The aim of the study was to determine if the implementations would result in increasing 10th grade students' involvement in Socratic discussions during an English classroom. Qualitative action research confirmed a strong confidence in the ability of SS to have a profound effect on critical thinking over a two-week span. The following instruments were used in this study: observations, surveys, researcher field notes, individual student participation maps, student planning worksheets, post-surveys of students, and interviews with participants about their comfort levels with various discussion techniques, their levels of thinking, and how they listen/respond to their peers.

Thus, a portion of the study included documenting the students' diverse viewpoints and describing the numerous factors that go into engaging in a debate, thinking about and reacting to a text, and responding to others (Creswell & Creswell, 2018).

According to Hogshead (2017), student interviews were beneficial in eliciting information about students' perceptions of their success in SS and the factors that contributed to increases and decreases in attendance. Students recognized the importance of higher-order thought and textual dependency in general. One of significant moments that the students addressed were the barriers to fully engaging in these two areas, emphasizing how a lack of proper training in developing a foundational understanding of the discussion's content harmed their ability to participate. The decline in involvement in higher-order thought and textual dependency may not be due to the current topic implementations, but rather to a gap in the time spent learning and interpreting the supporting texts between the first and second discussions.

Jensen's (2015) research discussed and described the literature on critical thinking skills using the SM to help 7th grade English Language Learners in USA, improve their critical thinking skills. By the end of the five weeks, the learners had gained critical thinking skills, demonstrating that the SM is a successful tool for fostering critical thinking in English Language Learners. Additionally, the qualitative evidence supported the use of this approach in classrooms with ELLs and native English speakers to promote social skills and informal language learning. This learning environment focused on conversations and student interactions allowed for the development of both academic and social language. Thus, using the SM enabled these social connections to benefit both ELLs and native English speakers.

Polite and Adams (1997) concluded in their exploratory research that their qualitative results indicated that Socratic Seminars have the potential to significantly

improve the cognitive and social functioning of students at a Middle School in the US. The researchers collected data through qualitative research methods by observing middle school students participating in Socratic workshops, conducting focus groups and semi-structured interviews with teachers and students. The results indicated that seminars were beneficial for fostering (a) higher order thought, (b) effective dispute resolution techniques, and (c) increased interest in learning. Seminars on topics deemed important or applicable to real life were extremely well received. Those in which students were put in metaphorical learning circumstances were deemed less important.

Additionally, Piric (2014) found that by implementing and using the SM, students' motivation and excitement for learning can be increased.

Piric (2014) aimed at her qualitative study to persuade second-year university students to open up and engage in classroom discussions. The author incorporated a novel approach to ensure maximum student participation. Throughout the semester, the SS method was adopted and implemented, and students got input at each discussion. The participants were given the opportunity to exchange views, and the SS rubric used to grade their participation. The author outlines the steps taken over a four-month span and asserts that by using the SS methodology, it is possible to inspire every participant to engage in classroom discussions on a consistent basis and that students respect the SS Rubric because they understand what is required of them and how their participation will be assessed.

Even so, significant gaps exist in the area. There is a gap in the field due to a dearth of research on the role of the SM in improving CT skills in high school, especially in the Central Asian/ Kazakhstani context.

### **2.3 SM and argumentative skills**

The first sub-section presents various perspectives on the term argumentation. The following section discusses the SS and its influence on the growth of argumentative abilities.

### **2.3.1 Argumentation.**

Argumentation is a set of speech acts aimed at settling a disagreement (Van Eemeren, 2017). Also, argumentation is a verbal and social activity of reason undertaken by a speaker or writer with the objective of increasing (or decreasing) the acceptability of a controversial standpoint for a listener or reader. The constellation of propositions employed in this endeavor is intended to justify (or refute) the standpoint in the face of rational judgment (Van Eemeren, 2017).

In addition, Scott (2019) defined "argument" as "a rational effort to convince an audience to support a specific point of view on a contentious topic." Scott believed that argumentation is a "reasoned attempt," that is, an endeavor grounded in careful thought and preparation, in which to appeal to the audience's mind, intellect. The critical concept here was to "convince the audience," which means that you must convince them of your position and convince them to accept your reasoning and proof (Scott, 2019). However, the viewer was often captivated by the facts provided. However, suspense alone will not persuade them of the legitimacy or credibility of your stance on the subject. A legitimate argument cannot grow without a "discussion subject." The underlying principle was that any subject should have at least two sides - Pro (those who support the proposal under discussion) and Con (those who oppose it, as indicated) (Scott, 2019).

Zarefsky (2019) concurred with this view, believing that argumentation is the art of substantiating arguments in unclear circumstances. When people argue, they make profound assumptions about the power of the audience, the essence of complexity, the reasoning method, the inherently collaborative nature of what appears to be an adversarial



exercise, and risk tolerance. This view of argumentation is diametrically opposed to the common idea of quarrels and bickering. These are critical abilities worth cultivating.

Aristotle observed that if it is an embarrassment for a person to be unable to defend himself or herself physically, it is at least as much an embarrassment to be unable to defend oneself rationally (Zarefsky, 2019).

Argumentation is the process by which individuals accomplish this. Apart from self-defense, argumentation is a constructive practice that entails the formulation of arguments in an effort to persuade others and the examination of those claims by others. It is a means of arriving at convictions with trust in an unpredictable environment while being cognizant of the fact that such convictions are still subject to scrutiny and potential modification. (Zarefsky, 2019).

### **2.3.2 SM and argumentative reading and writing skills.**

Many studies (Philgren, 2008; Celik, 2009, Solomon, 2011; Davies & Sinclair, 2012; Inci 2016; McClain, 2016; Hogshead, 2017) have described the impact of the SM on the development of critical thinking, reading, writing, and speaking skills.

McClain's (2016) research sought to determine whether a greater focus on science literacy aided students in assembling facts to support scientific statements. The scientific literacy lessons included annotating a scientific text, participating in a Paideia-style Socratic seminar, and collaborating in groups to generate case, evidence, and reason (CER) maps. The PONG (Problem, Observe, Negotiate, and Aim) cycle was used to complete these lessons. PONG assists teachers by structuring lessons as a repetitive process in which students develop and critique arguments while working toward a target.

Three non-treatment science units were followed by three treatment units using the PONG cycle in a 9th grade honors physical science class in the US. It was discovered that this method improved students' ability to write argumentative essays and analyze scientific

evidence. Student mean essay scores increased by 18% and mean data analysis scores increased by 20% after the treatments.

Furthermore, by the third unit, more than 80% of students demonstrated trust in their abilities to compose argumentative essays and perform data analyses. Additionally, students completed pre- and post-test CER explanations based on common myths prior to and following each unit. PONG cycles for science literacy were less effective at assisting students in using evidence to support assumptions about topics based on widely held myths. Additionally, it was found that students' attitudes toward different treatments (i.e., annotation, SS, and CER charts) were unrelated to their chosen learning modality (i.e., visual, auditory, or kinesthetic), with all student forms preferring SS and group CER maps over annotating science texts. In general, it was determined that the scientific literacy treatment, especially the SSs, were effective.

Davies and Sinclair (2012) affirmed the advantages of the SM in their research on its use with three socioeconomic classes in New Zealand. The study's 15-year-old students achieved an overall average reading score on the Programme for International Student Assessment (PISA) that was significantly higher than the average for member countries of the Organization for Economic Cooperation and Development. In New Zealand, significant achievement gaps exist between students based on their social status and ethnic origin. Mostly, the literacy rate of students in low-achieving classes was significantly lower than those in high socioeconomic classes. Davies and Sinclair (2012) reported that findings indicated that the Socratic Method had a greater impact on students with below-average ability than on students with average or above-average ability. Thus, the approach appears to be capable of closing this reading distance.

The study examined the effect of using the SM, based on the Paideia Method, on the interaction patterns and cognitive complexity of middle-school students' discussions.

The idea is that as compared to T1, an experimental group would increase the emphasis and complexity of interaction at T3, which is the face-to-face seminar (baselines). This rise would be greater than what is considered normal in comparison to a control group. A quasi-experimental design was used because, while the researchers had no influence over the Paideia Process, they did have some control over when the outcome variables were measured. Using SPSS 18.0, a series of t-tests and ANOVAs were used to analyze data for interaction focus and then for the difficulty to determine whether there were variations between the experimental and control groups. The research enrolled 720 students (ages 11–13) in 12 experimental and 12 control classrooms across six New Zealand schools. The results indicate that the experimental group increased student-to-student emphasis and topic complexity beyond the average, with the greatest increase occurring in the Paideia Seminar (T3).

Similar results in terms of argumentative writing have been found in English classes. Inci (2016) conducted a case study focused on improving the argumentative writing skills of 17 Grade 9 English Class students in Turkey using the SM. To collect qualitative and quantitative data on the effects of the SM on the participants' development of argumentative writing skills, argumentative essays, document analysis checklists, and a graphic organizer for the SS were used.

Therefore, the results of Inci's (2016) study demonstrated that students were able to relate their argumentative papers to their own lives and experiences, as well as to the external world, due to the SM's influence. Additionally, it aided students in recognizing the viewpoints of others and incorporating these diverse views as counterarguments in their articles.

To summarize, Inci's (2016) research findings indicated that SM can be an effective tool for students seeking to improve their argumentative writing skills. More

precisely, it was found that when students used counterarguments, explanations, supporting ideas, and examples appropriately and coherently in their essays, they performed more effectively. Additionally, when the SM was used prior to writing an argumentative essay, participants demonstrated an exceptional ability to incorporate text-to-self examples into their essays.

Furthermore, the Hogshead study (2017) found that SS aided students improved their speaking and listening abilities. Students reported in their reflective diaries that they had learned to sustain a fluid and centered conversation, according to the researcher. Students discovered that improving their speaking and listening skills provided them with many opportunities to become more successful communicators in developing argumentative skills. They gained trust and comfort in social situations. Students learned to listen intently to each other in order to comprehend what others had to say. They also gained the trust and were able to converse with their peers calmly and easily.

Therefore, there is a gap in the field associated with the lack of studies on the role of the SM in high school, improving argumentative reading and writing skills, and in the Central Asian/ Kazakhstani context.

## **2.4 Online Discussion**

Numerous articles and theses have explored the use of SM in the contemporary in person classroom in general (Inci, 2016; Piric, 2014), but only a handful have made recommendations for extending it beyond the face-to-face classroom into an online mode. According to the limited research in the area, the SM has been successfully used outside of the classroom setting, but only at the university level (Yang et al., 2005; Sam & Jacob, 2012; Shahsavari & Hoon, 2013).

Yang et al. (2005) determined the impact of using Socratic questioning on Taiwan university students' critical thinking (CT) abilities in a tertiary-level distance learning

course using asynchronous discussion forums (ADF). The research effort explored two distinct topics empirically: (a) the effectiveness of teaching and modeling Socratic questioning (SQ) in improving students' CT skills in ADF; and (b) the persistence of students' CT skills following the teaching and modeling of SQ in ADF. The findings suggested that (a) teaching and modeling Socratic questioning assisted students in demonstrating a higher level of CT skills, and (b) students retained their CT skills following exposure to and modeling of SQ in the ADF.

These findings were corroborated by Sam and Jacob's (2012) study. They sought to quantify critical thinking in two asynchronous discussion forums inside an engineering mathematics unit using the Socratic method of questioning. The research included 60 undergraduates enrolled in a university mathematics course in Malaysia. The mixed study's results indicated that the SQ approach promoted logical thinking in the students who participated. Although the level of critical thinking demonstrated was overall poor, critical thinking scores increased between the first and second forums. The participants' perceptions showed that the online discussion forums aided in the promotion of critical thought and that thinking abilities improved as they progressed from the first to the second forum.

Moreover, Shahsavar and Hoon, (2013) examined whether using the SM on a blog would help Malaysian undergraduate students develop critical thinking skills. The participants comprised an intact class of tertiary-level students enrolled in a required course. During face-to-face and online blog sessions, students practiced the SM. The Cornell Critical Thinking Test was used to measure students' critical thinking abilities before and after they received Socratic questioning training. The findings indicated that Socratic questioning instruction had a major positive effect on students' ability to think critically. However, since this was in a mixed in-person as well as online course it is

difficult to determine whether the CT skills increase was mostly due to the online blog session or the face-to-face sessions.

## **2.5 Framework of the study**

The constructivist and connectivist theories of learning, argumentation (Walton, 2013), and Wang's (2008) generic PST (pedagogy, social interaction, and technology) model are all used in this research. The following paragraphs expand on the learning theories and include a summary of the PST model.

### **2.5.1 Theories of Education – constructivist and connectivist theories of learning.**

Mergel (1998) stated that constructivists believe that knowledge is acquired by self-directed learning. According to this theory, learners are not hollow shells awaiting filling with information. A significant instructional concept derived from this theory is the importance of creating a learning environment that both supports and challenges learners' thoughts (Savery & Duffy, 1996).

However, similar to behaviorism and cognitivism, constructivism-learning theory places a premium on internal learning and ignores external learning, such as storing and managing learning through technologies such as TEAMS (online platform). As a result, adhering to constructivist learning theory alone does not appear to be adequate in this research to distinguish the effects of SS on students studying online across platforms such as TEAMS.

Another theory, such as connectivism-based learning theory, is needed to shed light on the competencies and activities that learners must master in order to excel in the digital age (Siemens, 2012). According to Siemens (2012), connectivists believed that knowledge and intelligence occur not just in human brains but also in persistently moving and coordinating electronic networks. As a result, networking is essential for students to

expand, evolve, react to, and adapt their personal and individual studies through technology.

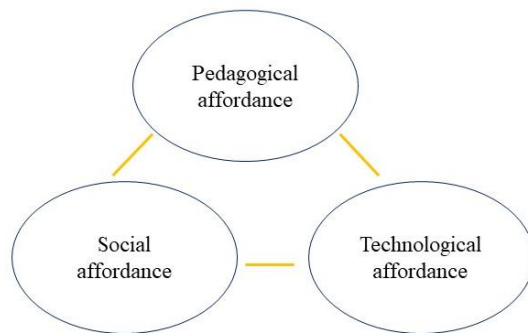
### **2.5.2 PST Model.**

This study was inspired by Wang's PST model in terms of constructivist and connectivist theories of learning (2008). This model is based on James Gibson's affordance theory for education (1998). According to Gibson (1998), affordance is the relationship between both the learner and the technology that fosters an interest in studying all possible applications for the technology (Norman, 1988). Indeed, affordance establishes a link between technological expertise and use (Wallace, 2004).

The PST model is used to determine the efficacy of learning when designing a learning environment (Bower, 2008). The system, as defined by Wang (2008), consists of four components: content, pedagogy, social interaction, and technology. Except for the content, all elements are presented in the framework explicitly in accordance with the PST model (see Fig.1).

The term "content" refers to "subject areas, values, theories, concepts, ideas, or organizational frameworks" that are used to aid students' learning (Wang, 2009, p. 5). The pedagogical affordances describe how a particular type of learning activity could be carried out in a particular educational setting (Wang, 2009; Wang & Woo, 2010). The term "social affordances" refers to learners' experiences and expectations when using any kind of ICT (Kreijns et al., 2002). Technological capabilities illustrate the TIMS web application's simplicity of use. It indicates whether a technology tool enables users to complete a series of tasks efficiently and successfully in order to accommodate them in a learning environment.

Figure 1 The PST Model (adapted from Wang, 2009, p.16)



Under this model, pedagogical and social affordances are the primary determinants of successful learning, while technical affordances demonstrate the degree to which pedagogical and social affordances apply to the use of any ICT method (Wang, 2009). As a result, without technical affordances, any ICT method will be rendered ineffective (Wang & Woo, 2008).

### 2.5.3 Argumentation theory.

According to Lewinski and Mohammed (2016), argumentation theory (AT) is a prerequisite for communication theory. Argumentation theory is concerned with the development, study, and evaluation of argumentation with the goal of establishing appropriate standards for evaluating the validity of an argumentative discourse's point of departure and presentational layout. As rational discourse used to explain an unaccepted, or even dismissed, point of view, argumentation is inextricably linked to addressing current or possible differences of opinion.

The word argument is frequently used to refer to the collection of propositions advanced during argumentation, especially by logicians and philosophers. This can create confusion, as the term 'argument' has many meanings in English. Apart from (a) a cause and (b) a logical inference drawn from one or more premises, the term 'argument' may also



refer to (c) a discussion and (d) a quarrel (Van Eemeren, 2017.). O'Keefe (2006) distinguished between arguments in senses (a), (c), and (d) to prevent ambiguity, but for the purposes of argumentation theory, it is the obscuring of (a) and (b) that causes the most consternation. It obliterates the distinction between argumentative discourse's rational and pragmatic dimensions (Van Eemeren, 2017).

Argumentation theory is both descriptive and normative in nature. It is descriptive in that it empirically examines the practice of argumentative discourse; it is normative in that it objectively evaluates the reasonableness of that discourse.

Walton and Krabbe (1995) proposed a contextualization of argumentation that distinguished between distinct types of dialogues, each with its own unique starting situation, process, and meaning. Walton and Krabbe (1995) defined six distinct forms of dialogue based on their initial circumstances, the primary objective, and the participants' objectives: dialogue with persuasion, negotiation, research, debate, knowledge seeking, and eristics. Their description starts with a theoretical and normative viewpoint, followed by an attempt - sometimes unsuccessful - to apply their ideas to "typical colloquial settings." (Lewinski & Mohammed, 2016)

Walton and Krabbe (1995) stressed the theoretical significance of illusion as a feature of the actual arguments used. Their approach is flexible in that it allows for the use of argumentation in a variety of different situations or systems. In theory, all of these contexts or structures should be described within the broad rubric of the dialogue structure, which explicitly and specifically defines the participants, their movements, places, responsibilities, and other factors that influence the exchange of dialogue. According to Walton and Krabbe (1995), illusion analysis is context dependent. They suggest that there are at least a few misconceptions, which benefit from a more systematic analysis.

Walton's overview and critical questions are illustrated in Figure 2 (Walton et.al., 2008, pp. 56–62). Walton's diagrams have been used to instruct students in logical thinking as well as to build methods for argument diagramming.

Figure 2 Walton's argumentation schemes: analogy. (adapted from Walton, 2013)

#### ARGUMENTATION THEORY

Argument from Analogy:

*Major Premise:* Generally, case C1 is similar to case C2.

*Minor Premise:* Proposition A is true (false) in case C1.

*Conclusion:* Proposition A is true (false) in case C2.

Critical Questions:

CQ1: Is A true (false) in C1?

CQ2: Are C1 and C2 similar, in the respects cited?

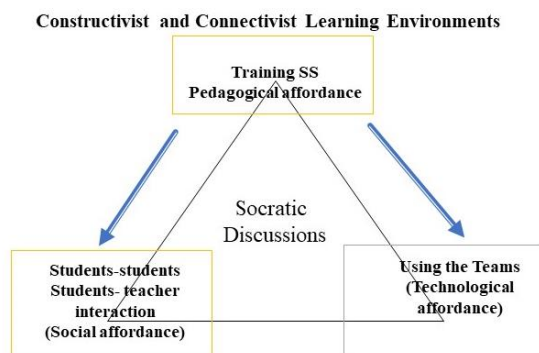
CQ3: Are there important differences (dissimilarities) between C1 and C2?

CQ4: Is there some other case C3 that is also similar to C1 except that A is false (true) in C3?

#### 2.5.4 The Conceptual Framework.

Fig. 3 depicts the study's conceptual framework. The content of this section relates to constructivist and connectivist theories of learning, as well as the SS that aid in student learning. Pedagogical affordance demonstrates how the skills of leading and participating in a lecture, as well as question preparation, are implemented in science. From this vantage point, it is anticipated that students will participate actively in the SS's planning and conduct online. The term "social affordance" refers to the reciprocal relationship between teachers, students, and the instructor. The use of technology enables the identification and tracking of students' online activity based on their reflective journals and essays submitted through Google Forms.

Figure 3 The Conceptual framework (adapted from Shahsavar, 2013, p.7)



## 2.6 Summary

In this chapter, the available literature on the use of the Socratic Method was reviewed. There were the themes presented to cover the research questions. They were defining the SM and discussing the effectiveness of the use of the SS.

The review of the SS literature revealed that one of the most effective ways to achieve clear knowledge is through the practice of questioning, making this process a form of critical thinking. The majority of studies (Yang et al., 2005; Philgren, 2008; Celik, 2009; Doklan, 2011; Lam 2011, Solomon 2011, Davies & Sinclair 2012; Shahsavar et al., 2013; Inci, 2016) examined the effect of SM on the growth of critical thought, reading, and speaking skills. To summarize, the SM appears to be capable of providing students with opportunities for critical reading of authentic texts, ongoing analysis of the target language culture through conversation, and the development of a productive learning atmosphere with a research culture when it is tailored to the needs of a particular context in teaching English.

However, there are noticeable gaps in the field. There are fewer articles that studied the impact of SS on argumentation skills (Inci, 2016; Piric, 2014; Davies & Sinclair 2012; Solomon, 2011). In addition, there are no studies to my knowledge using SS in an online format with secondary students and only a few studies at the university

level studying the effect of SS in an online format but only on CT skills (list studies).

Therefore, there is a gap in the field associated with the lack of studies on the role of the SM in high school online formats, improving argumentative reading and writing skills, and in the Central Asian/ Kazakhstani context.

The following chapter will lay the groundwork for data collection by reviewing the research design, data collection methods, sample and locations, and critical ethical concerns for this analysis. The use of the study's framework in designing the research methods used in this study will also be discussed.

### Chapter 3 Methodology

The preceding chapter contextualized this study within the current body of knowledge described the conceptual framework upon which it is built and identified a void that this work seeks to fill. This chapter discusses the research's intent, context, participants, research tools, and data collection procedures. The aim of this study is to determine the effect of the SS on the development of critical thinking and argumentative reading and writing skills in gifted English students in the eleventh grade in an online mode. Students' argumentative and analytical abilities were assessed using classroom artifacts (i.e., reading and writing tasks). This chapter details the methods used in this report, the qualitative research design and the rationale for its selection, the research sites, and sampling techniques, the data collection tools and procedures used, the data analysis methods used, the approaches used to ensure greater validity and reliability, and the ethical issues discussed below.

The following research questions were addressed:

- 1) What effect does the SS have on developing gifted students' critical thinking skills in an online learning environment?
- 2) How does the use of SS affect the development of gifted students' argumentative skills in an online learning environment?

#### **3.1 Research Design and rationale**

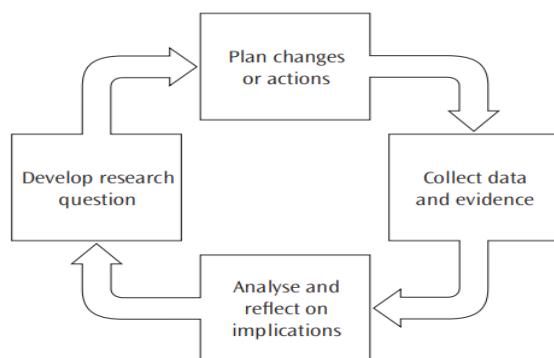
This thesis employs a constructivist methodology, relying on worldview assumptions and using a qualitative action research design (Creswell & Creswell, 2018; Kemmis, 2006). Qualitative analysis is often used to investigate and comprehend the significance that individuals or groups attribute to a social or human problem (Creswell & Creswell, 2018). The constructivist process approach seeks to elicit as much information about the situation being analyzed as possible from the participants. If the research

questions are broad and common, participants will create their own definition for a situation, which is usually forged through discussions or experiences with other people. Constructivist scholars also focus on the processes of interpersonal interaction. They often concentrate on the particular contexts in which participants study. Researchers agree that their personal, cultural, and historical experiences influence their interpretation, and they place themselves within the study to acknowledge how their interpretation is shaped by their personal, cultural, and historical experiences. The researcher's objective is to make sense of (or interpret) the participants' interpretations of the studied approach. Rather than beginning with a theory (as is the case with post-positivism), inquirers produce or create a theory or pattern of meaning inductively (Creswell & Creswell, 2018).

Additionally, action research's ultimate aim is not to generate awareness, but to effect change in society in the contexts in which it is conducted (Munford et al., 2003). The qualitative action research design was chosen because it relates to professional growth and the reflective practitioner (O'Connor & Diggins, 2002) as well as student learning. The exercises and interactions are designed to answer or explore specific issues, which the teacher then implements. Following that, the teacher or group evaluates the changed activities' effect (Gaffney, 2008). The responses, or lack thereof, are intended to spark new inquiries, and the process is replicated in what are often referred to as loops or drifts of constant action and reflection (Gaffney, 2008). In my situation, it's a classroom question surrounding the abilities of my 11th-grade students. A general problem with the growth of critical thinking, argumentative reading, and writing skills was discovered during the summative assessment and MOCK exams. Additionally, one of the significant issues is that these students will be taking the IELTS exam at the start of the new academic year and will need to improve these skills in order to succeed.

Additionally, Altrichter (2008) describes action research as the application of a methodologically consistent methodology and the presentation of data gathered from different sources during the research process. While Figure 4 is a simplified representation of many diagrams and does not depict the recursive nature of study over time described by Cardno (2003), it illustrates the fundamental structure based on establishing an initial issue.

*Figure 4 The Action Research cycle (adapted from Gaffney)*



### 3.2 Research Site

The research was conducted in western Kazakhstan. Nazarbayev Intellectual School (NIS), a gifted school, was chosen for this research. NIS is an international school accredited by the Council of International Schools and offering the NIS Integrated Program (CIS). NIS has a six-year English curriculum that is required of all students. It offers an intensive English language instruction program over the duration of the student's education. Graduates must demonstrate proficiency in four areas: language, reading, writing, listening, and speaking. The 11th grade students were selected as participants in this study because they would be required to take the IELTS exam in the beginning of the 12th grade and graduation exams at the end of high school (External Summative exam in all major subjects).

### 3.3 Sample and sampling procedures

The population this research aimed to study were school students, 11th-grade learners from two classes. I have been teaching these students since 10<sup>th</sup> grade.

The list of participants includes twenty students, six boys and fourteen girls. The students' ages ranged between 16 and 17 and all participants are Kazakhs (Table 3-1.)

*Table 1 Pseudonyms Data*

	Pseudonyms	Age
1	Student A	16
2	Student B	17
3	Student C	16
4	Student D	16
5	Student E	16
6	Student F	16
7	Student G	16
8	Student H	17
9	Student I	17
10	Student G	17
11	Student K	16
12	Student L	17
13	Student M	16
14	Student N	16
15	Student O	16
16	Student P	16
17	Student Q	17
18	Student R	17
19	Student T	17
20	Student U	16
		16,4

### 3.4 Data Collection Instruments

The qualitative nature of this study necessitated the collection of data using classroom artifacts. Table 3-2 contains a list of sources for qualitative data collection. The researcher gathered data from (1) researcher field notes, and checklists, (2) students' personal records analyzed following the SS (essays, journals, feedback forms, SS graphic organizers).

According to Creswell and Creswell (2018), the benefits of collecting personal documents include the following: (1) they enable a researcher to obtain participants' language and words; (2) they can be assessed at a time convenient to the researcher (digital



information in this research); (3) they represent data to which participants have given attention; and (4) they serve as written evidence (digital information in this research).

At the same time, these data collection instruments have drawbacks in that (1) materials can be incomplete and that (2) not all participants are equally articulate and perceptive.

*Table 2 A list of qualitative Data (adapted from Creswell, 2018)*

<b>Table 9.3 A list of qualitative Data Collection sources</b>
<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>- Conduct an observation as a participant or an observer.</li> <li>- Conduct an observation shifting position from participant to observer (and visa versa)</li> </ul>
<p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>- Conduct one-on-one interviews in the same room, or virtually via web-based or e-mail platforms.</li> <li>- Conduct a focus group interview in the same room, or virtually via web-based or e-mail platforms.</li> </ul>
<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>- Keep a research journal during the study, or have a participant keep a journal or diary.</li> <li>- Examine personal documents (e.g., letters, e-mails, private blogs)</li> <li>- Analyze organizational documents (e.g., reports, strategic plans, charts, medical records)</li> <li>- Analyze public documents (e.g., official memos, blogs, records, archival information)</li> <li>- Examine autobiographies and biographies.</li> </ul>
<p><b>Audiovisual and digital materials</b></p> <ul style="list-style-type: none"> <li>- Have participants take photographs or record videos (i.e., photo elicitation)</li> <li>- Use video or film in a social situation or of an individual.</li> <li>- Examine photographs or videos</li> <li>- Examine websites, tweets, Facebook messages.</li> <li>- Collect sounds(e.g., musical sounds, a child’s laughter, car horns honking)</li> <li>- Gather phone or computer-based messages.</li> <li>- Examine possessions or ritual objects</li> </ul>

As a result, this type of classroom tool was chosen to help students and the researcher better understand the effect of the SS on their critical thinking and argumentation skills.

**3.4.1 Research field notes.**

According to Hendrix (2009), field data, a critical source of study data, will assist in determining an intervention's success or failure. Additionally, Bogdan and Biklen (2006) agree that observational data are critical in examining teacher behavior. I was engaged in routine observation of my students from the start of the research, both during and after the SM was implemented. I kept brief free-form field notes during the classes, recording what I saw and heard in class. These concise field notes were critical for future research and

review of the SS. The students' questions, remarks, and responses during the SS served as the initial data sources since they allowed me to ascertain how the SM affects students and whether students employ argumentative and critical thinking skills (recorded in research field notes). The prepared reports included specific details that was decoupled from my own thoughts and attitudes and from the circumstances that I encountered (Ely et al., 2006). (Appendix A).

According to Hendricks (2009), it is important and preferable to concentrate observations on individual learners in order to aid in the resolution of research questions. However, since I taught two classes of ten students each, I made a point of paying attention to each student. Additionally, as the study progressed, my findings supplanted the brief, shadowy remarks of a few crucial participants (Somekh & Lewin, 2005) who demonstrated varying levels of capacity and those who reacted positively or negatively to the intervention. This freed me up to concentrate on the unique experiences of any student (Appendix B).

### **3.4.2 Checklists**

According to Hendricks (2009), classroom artifacts allow teachers to determine whether interventions had an effect on student achievement during their study. Given my primary emphasis on student discourse growth, the checklists included descriptors for assessing student involvement in the SS (Appendix C), as well as argumentative reading and writing skills (Appendix D). These checklists allowed me to quickly determine which skills (reading or writing skills) were most prevalent in Socrates' seminars and for which students and topics.

Following each SS, students received a combined academic and behavioral evaluation in the form of a rating scale (Appendix E). Students showed their active participation in any of the modes of critical thought on the list by preparing and engaging

in that specific Socratic seminar. This method of data collection allowed me to assess students' critical thinking abilities despite verbal responses during a conversation.

### **3.4.3 Feedback and reflection forms.**

In addition to using checklists, student self-assessments (in a reflective journal) were used to evaluate students' success or progress toward a particular target (Hendricks, 2009,). Additionally, it was important for me to encourage candid appraisal by my students (Hendricks, 2009). Students replied to five main clues about their overall reactions, group success and growth, individual output and growth, and individual thought process with each reflection. Additionally, students completed an online closing reflection at the conclusion of the report, which assisted them in assessing their overall performance. Finally, at the conclusion of each SS, participants signed up for a peer review, which allowed them to assess one another's progress in future improvement efforts (Hendricks, 2009). The following method for evaluating the quality of the SS and as a self-assessment of the learners, used after each SS, was a brief feedback form used online (Appendix F).

### **3.4.4 Graphic Organizer.**

The aim of the Graphic Organizer was to ascertain how much the participant benefited from the points made during the SS in order to incorporate pertinent ideas into his or her document. The SS Graphic Organizer contains six statements that correspond to the essay prompt that participants were required to complete following the seminar. Additionally, the map included categories of arguments and counterarguments to help participants make relevant associations between the story "Bread" they learned and real-world examples. Below is an example of a Socratic Seminar Graphic Organizer. (Appendix G)

### **3.4.5 Essay.**

Essays were graded online using the checklist categories as the final result of the participants' work. The checklist was designed to help students recognize and analyze the critical components of an argumentative essay using pertinent literature. Concisely, these were claims and rebuttals to theories and examples from personal experience and the universe. All elements were reviewed for their validity and continuity with the essay's counterarguments and arguments. The researcher classified all thematic sentences in the participants' essays, including arguments and counterarguments, as shown in the table below (See Table 3-3). Students were aided in beginning their essays' introductions and abstracts. The researcher assisted students in developing their preliminary writings and drafts over two periods and on the final day of analysis, depending on the merit of the claims they advanced.

*Table 3 Example of the student's essay*

Bread plays an important role in people's lives, as a source of food and mental health aid. I completely agree with this expression because bread is the main nutrition unit for people, and bread symbolizes **strength and victory**.

To begin with, bread is something that many people cannot imagine their breakfast, lunch, and dinner without it. Since the war times, bread has become a necessary **meal** and the only **food** for suffering people. Therefore, even today, adults instill respect for bread in children.

Moreover, bread has become a **symbol of victory, strength, hope** for all people. To clarify, bread can evoke fond memories of home, comfort, and strength to move on. After all, every person has moments when he is broken, and the only thing that **can save him** is the mention of home, family, and childhood.

To sum up, bread plays an important role in nourishing and maintaining a person's mental health. It has a long history of war and human suffering, but it remains a **symbol of strength and fond memories** of home.

The first assignment required students to engage in creative writing in order to show their critical and creative thinking abilities prior to SS, as well as their logical, writing, and reading abilities. Immediately after the first lecture, students were taught how to write creatively.

The second essay elaborated on the importance of bread and compared it to Margaret Atwood's story "Bread." Participants were taught on how to write an argumentative essay using PowerPoint presentations and handouts (Appendix H). These essays written following the SS were graded using the checklist's categories. On the basis of applicable literature, checklists were developed to define and analyze the primary components of an argumentative essay. Both of these components are analyzed in terms of their significance and compatibility with the document's counterarguments and arguments. As shown in the table below, all thematic sentences have been grouped together, with the exception of the arguments and counterarguments included in the participants' essays. (Appendix I). Following their writing, participants were required to send their papers through Google Forms by the deadline specified previously.

### **3.5 Data Collection Procedures**

I started data collection after obtaining approval from the Nazarbayev University Graduate School of Education's Research Ethics Committee. To begin, I introduced my 11th grade students to the upcoming syllabus (Appendix J), which will focus on the concept of perception, with a particular emphasis on the SS. Students were informed that their work would be evaluated as part of a real-world analysis. Throughout the discussion, I outlined the study's goals, potential risks, and benefits to the students. The students were made aware that the study's aim was not to assess student performance or personal characteristics, but rather to learn more about the participants' experiences and methods of working with the SS (Appendix K).

I did not need to obtain informed consent from students because the study did not jeopardize their rights or breach their confidentiality. All student writings were published anonymously. Because it was intended for students to be minimally involved in the study process, the researcher collected private documents. I depended on the study of private

documents (reflexive articles, observer notes, essays, schedule organizers, and checklists) in my capacity as a researcher (Creswell & Creswell, 2018). The previous section addressed the advantages and disadvantages of using private documents. I have served them as an observer during the seminar's planning and execution.

Creswell and Creswell (2018) stressed the following benefits of being an observer: (1) the researcher may capture data as it occurs; (2) peculiar features can be observed during the observation; and (3) useful for discussing subjects that might be difficult for participants to explore.

At the same time, Creswell and Creswell (2018) states two significant disadvantages: (1) the researcher may lack adequate attendance and observation skills; and (2) some participants may face unique difficulties in establishing rapport. I have just listed some of the drawbacks of performing the SS in an online mode.

In general, the use of only documents and the absence of direct intervention in the lives of students through interviews and surveys helped alleviate stress and encouraged respondents to be more candid in the classroom.

### **3.6 Data Analysis Methods**

The analysis then moved on to text and data processing: grouping and coding. The checklist stipulated that the essays be reviewed online in Google Forms, thus maintaining the participants' anonymity.

I tagged and classified the data into topics during the inductive phase of coding reflexive forms and student feedback (Creswell & Creswell, 2018). Following that, I evaluated all findings for trends and inconsistencies. This was beneficial in bringing the participants' common experiences together and bringing them together (Cohen et al., 2018). I attempted to begin this work as soon as possible after the SS's specifics were finalized. This assisted in minimizing the possibility of misinterpretation of data during the

data analysis phase. I have used my own data, research field notes to analyze the data and looked for correlations and contradictions with student feedback.

It should be noted that all qualitative data were read several times prior to, during, and after encoding to ensure that the full meaning was obtained and that the data were interpreted meaningfully. Qualitative data analysis is an iterative method that enables the researcher to gain a better understanding of the data with each reading (Creswell & Creswell, 2018).

### **3.7 Ethical Concerns and Risks of Research**

To ensure the study participants' privacy and confidentiality, each was assigned a pseudonym. No specific participant information was published for any publications or conferences.

Along with maintaining their privacy, participants can face psychological distress. Certain questions during the workshop, in particular, may have elicited negative emotions in the participants, such as anxiety and discomfort. This risk was mitigated by informing participants that the researcher was not judging them and that they could opt out of any sensitive questions at any time. Additionally, students were involved in the planning of seminar questions, which aided in avoiding such a situation.

### **3.8 Limitations**

The restriction pertained to the use of online research tools (classroom artifacts). However, such tools were beneficial because they were delivered electronically and did not require printing. There were, however, some drawbacks associated with students' Internet speed and ICT skills, as well as researcher time spent developing online resources.

### **3.9 Conclusion**

This chapter discussed the reasoning behind the study's design selection and the techniques used to accomplish the study's objective. The chapter discussed the study design,

participant selection and recruitment, data collection and analysis processes, and ethical requirements for ensuring participant privacy and confidentiality. The findings from the data review will be discussed in the following chapter, "Findings."



## Chapter 4. Findings

This chapter will present the research findings. The study is aimed to examine the potential impact of the SS on the development of critical thinking and argumentative reading and writing skills of 11th-grade gifted English students, in an online mode. The research questions were:

- 1) What effect does the SS have on developing gifted students' critical thinking skills in an online learning environment?
- 2) How does the use of SS affect the development of gifted students' argumentative skills in an online learning environment?

### **4.1 SS is perceived by students to impact their critical thinking skills**

This study discovered that Socratic seminars allow students to enjoy learning, and help improve critical thinking skills.

#### **4.1.1 SS allows for joy in learning.**

In their daily journal feedbacks after the seminars students often described the ability to publicly share their views without being under the teacher's influence as a joyous moment. Student C, for example, demonstrated his happiness and trust in the absence of teacher influence in his feedback:

That was a lovely seminar! I totally enjoyed this discussion because each question was very thoughtful and mind blowing. Teacher did not interrupt us. (Student C)

Several students, including student B, mentioned that they enjoy the ability to draw on examples and information from the outside world and personal experience.

It was interesting to listen to other's thoughts, especially when there is no definite answer to the questions, and everyone had their own position and shared with their own example. I participated in this seminar by giving my opinion as clear as I can, I tried to listen to all opinions and give my own vision of this story, what it represents, and give information about some literary devices (Student B)

The students also stated that they gained trust and encouragement as a result of the lack of fear of making mistakes during the discussion in their feedback after each seminar.

The opportunity to engage in debate without fear was described by the students as the key benefit of SS, during which they acquired more information than in other classroom activities.

It is pleasant for the ears to listen to such interesting opinions. Nobody was interrupted, all people had a chance to say their opinion without the fear of making mistakes. I think it was a good experience. (Student D)

It was a great seminar. Discussing the topic gave me an insight towards the interpretation of others. I didn't think about mistakes. (Student E)

#### 4.1.2 SS encourages the use of critical thinking skills.

Students reported in their feedbacks that they had more chances to develop their critical thinking skills by training for and engaging freely in the Socratic seminar than they would in a typical discussion controlled by the teacher. After each Socratic seminar, the students gave their feedback about their progress in response to the heading question 'how do they feel after the SS?' which required them to compare their learning using SM versus traditional lessons. The two feedback responses of the 20 students were coded and the data based on the frequency of the use of keywords as critical thinking strategies is shown in Table 3-4.

*Table 4 The types of CT strategies in traditional and Socratic Classroom*

Types of critical thinking strategies	Traditional classroom/number of students %	Socratic Classroom/ number of students
Questioning	35	65
Author's purpose	30	70
Compare/ contrast	40	60
Textual details	25	75
Multiple perspectives	40	60
Connections to personal experience	40	60
Connections to literature	25	75
Synthesis of ideas	35	65
Character analysis	30	70
Analysis	30	70
Assessment	35	65
Support	40	60

The SS, for example, compel students to propose exciting and thought-provoking ideas, multiple perspectives or synthesis of ideas, according to Student D's feedback.

In my opinion, agreeing or disagreeing with other participants' opinion, I added something new to this idea. During the discussing I tried to listen carefully and give some feedbacks (Student D)

Student E mentioned that she often considered asking follow-up questions and sharing comments before and during questions.

I asked questions when I needed some clarification and tried to help everyone express their thoughts on the topic and supported other ideas, as well as brought in new ones. (Student E)

In reflection forms, students indicated that at the beginning, the most challenging aspect for them was to justify their ideas with data from the text, which means that they need to prepare better.

The students often claimed that the Socratic seminar helped develop their ability to interpret textual information and back up their arguments with text.

Honestly, to be better prepared for the seminar, I will do more work with the text and try to base more on facts from the book. It is difficult. (Student F)

I contributed by voicing my opinions and interpretation of the text. (Student E)

According to the students, the Socratic seminar also allowed them to hear various views on the same topic, which helped them better understand the content.

I believe that all points in this text are important in their own way. Ray Bradbury is such a writer who will not write something superfluous. But to be precise, I liked the idea of the sun, since I believe that this is some kind of alteration of something (What exactly? Everyone thinks differently). (Student F)

Participation of whole group with various opinions and facts from the text and comparing the information with nowadays were the main ideas which I am taking away from the seminar (Student K)

The most important points are to show the same situation from different angles and perspectives. Also, there is some psychological reception to make the reader think about the main issue (one story- one or more problems) (Student J)

Participation in the SS, the need to think, listen and respond through continuous conversation and participation all naturally contributed to the thought process. It is noted by Student N, in her reflection that she continually has to be concentrated on the dialogue and listen in order to reply in time.

I answered to all questions that I chose. I tried to support others' opinion, treat everyone with the same consideration and respect. To give feedback on the responses of others in the form of agreement and expression I had to listen attentively. And through this I could continue the discussion by asking some questions. We caught up with each other's opinions and added our own interpretations so that the conversation kept going. (Student N)

As a result, SS developed an atmosphere that allowed students to interact freely and caused them to demonstrate that their critical thinking skills grew during discussions.

Like all ordinary people finding herself in new environment with new people surrounded her Margot experienced a lot of stress. It is normal for her age. In this story she was at the stage of denying the decision and it is proved by the fact that she was afraid of shower, and she considered it like unfamiliar fact. So, she was at the stage of adaptation and it the reason why Margot did not play with her classmates. (Student B)

Margot is different and sensitive. She lived at the Earth until five and she remembers the sun. She was not happy to be at Venus because she was in new surroundings. She didn't play with her classmates because she got used to new conditions. It was like adaptation period. The shower reminded her reality that she was not at the Earth, and she was upset. I think that for her in the darkness the only hope might be the sun. (Student D)

She is strong at the same time. Margot's words about the sun were like a fairy-tale for her classmates. They did not believe her and bully her. At the same time, they envied her because they never saw the sun. And we need to understand them because they saw the sun only once when they were infants. And I'd like to add the fact from the story that Margot was one who had a future. She saw constantly the sun. Her classmates refused to accept this fact like the truth. (Student F)

Nowadays like Margot in the story people are bullied at school, at home or on the Internet. It is a common problem. (Student K)

#### **4.2 SS is perceived by students to impact the development of their argumentative reading and writing skills.**

The Socratic seminar's impact on the development of argumentative reading and writing skills was analyzed using classroom artifacts.

##### **4.2.1 SS impact on the development of students' argumentative reading skills.**

In this study, the students engaged in mindful, detail-oriented reading in preparation for the discussions. The students indicated in their reflections that they had to

concentrate as much as possible during reading, paying attention to the text's details, and utilize an in-depth thought process in preparation for the Socratic seminars.

I tried to fully answer all questions and added my own ideas or vision of the story. I discussed about some symbols or literary techniques in the next. (for instance, story about young boy and last piece of bread). (Student K)

I do not think that in reality I would read this text, since in my opinion it will be difficult to read it from a psychological point of view... Assumptions about the end of the story that are based on the style of the author's story, the actions of characters were the most important for me during reading this story... To be better prepared for the seminar, next time I will do a deeper and thorough analysis of the text. (Student G)

Looking beyond what is written on the surface, thinking alternatively to understand the meaning of the text, trying to understand the message of the text and imagery were three main ideas I am taking away from this seminar. (Student I)

After the first SS, many students stated that they realized the importance of notetaking. For example, for the first seminar, the only five students indicated that they took notes while they were preparing. However, students began to quickly understand the importance of the preparatory phase and the advantage written notes gave them during the argumentative discussions, and in reflections, they noted these changes.

To be better prepared for the seminar, I will do a full analysis of this text, highlighting key words and points. (Student H)

I tried to answer my questions as reasonably as possible. I think I was able to convey the full meaning of the first three scenarios of the story because I fully concentrated on the text and prepared some notes. (Student J)

The remaining three students said that they always read carefully and did not particularly worry about preparing for the SS. When the students compared the SS to a traditional class discussion, they mentioned that in traditional classroom discussion, there was no need for careful preparation or careful reading. They said that it was possible to be passive while other discussed the topic. However, in the SS, they needed to be ready to present ideas, support ideas, speak reasonably, and rely on a detailed analysis of the text. The argumentative discussions required in-depth knowledge of the text.

In comparison with our ordinary lessons in Socratic seminar there should be a person who will support participants. Everyone should be ready to add something

and be prepared, read the text, work with literary devices. During the seminar I tried to listen carefully and share my opinions in relation to different perspectives. (Student M)

I want to mention the three main important things for successful seminar:  
- everyone may have a different understanding of a text,  
- every interpretation may be right in its own way.  
- It is important to carefully analyze the text from different perspectives. (Student A)

Usually, in the past, I wasn't well prepared because it was not important for everyone to speak. But for Socratic Seminar I need to think about preparation and do a thorough analysis of the text. (Student O)

I'd like to add the fact from one of the lines of this story that she was only one who had a future. She saw constantly the sun. Her classmates refused to accept this fact like the truth. (Student F)

#### **4.2.2 SS impact on the development of students' argumentative writing skills.**

Students had no specific limit on the number of supportive ideas that could be used in essays, and they were ranged from two to four. After the SS, students individually wrote an essay about the ideas presented and how these ideas could be developed further when writing an essay

#### **4.2.3 Student use of arguments and counter arguments improves over time.**

After the first seminar based on Ray Bradbury's story "All Summer in One Day", the students wrote a reflection essay in which they had to write from the main characters' perspectives to find the reasons for the actions, use arguments to prove it and present a possible continuation of the story.

After the SS, Margaret Atwood's story "Bread," the students had a completely different assignment to write an argumentative essay with arguments and corresponding counterarguments.

Table 3-5 below presents the number of relevant arguments, counterarguments and supporting ideas used in the second essay by each participant.

*Table 5 Distribution of relevant arguments and supporting ideas in students' essays*

Participants	Number of relevant arguments and counterarguments		Number of supporting ideas
	Arguments	Counterarguments	
St A	2	1	2
St B	1	1	2
St C	1	1	2
St D	1	1	2
St E	1	1	2
St F	2	1	3
St G	2	1	3
St H	2	1	3
St I	1	1	1
St J	2	1	2
St K	1	1	2
St L	2	1	1
St M	1	1	1
St N	2	1	2
St O	1	1	2
St P	1	1	2
St Q	1	1	2
St R	1	1	1
St S	1	1	2
St T	1	2	2
Average	1.35	1.05	1.95

#### **4.2.4 Students use of self-examples as arguments and counterarguments.**

The findings of the study demonstrated that the students included self-examples to prove arguments and counterarguments. According to Cohen and Cowan (2011), self-examples of text are examples that help students develop the habit of making a connection between the text and any connection related to their own life experience. For example, it can be any similarities or differences associated with a text from a person's life. Accordingly, Tables 3-6, 3-7, 3-8 show real-life examples the participants used in their essays. Table 6 also demonstrates the extracts from students' essays (both themes) to show their progress in writing through analysis of both writing tasks.

Table 6 Text-to-self examples in students' argumentative essays

Participants	1 <sup>st</sup> essay/All Summer in A Day	2 <sup>nd</sup> essay/Bread
St A	Bullying	Fairy tale
St B	An idiom a gray man	happiness
St C	None	Problem of choice
St D	Bullying	Symbol of strength and power, food
St E	Selfish people	Problem of choice
St F	Bullying	dilemma
St G	Bullying	German Fairy tale and food
St H	Bullying	Problem of choice
St I	Film Class	Human values
St J	Book Scarecrow	Importance of bread, different culture
St K	Bullying, empathy	Importance of bread
St L	Bullying	Symbol of death
St M	Bullying	Problem of choice
St N	Bullying, empathy	Fairy tale and food
St O	Different people	Meal, wealth, strength
St P	Envy	Importance of bread
St Q	bullying	Problem of choice
St R	None	Problem of choice
St S	empathy	German Fairy tale
St T	Envy	Problem of choice

Table 7 Examples from the 1st essays

Extracts from the 1 <sup>st</sup> essay	
Student E	<p>To be honest, I really cannot figure out why I did this. Perhaps I did this because I did not consider it fair that she, unlike me, saw the sun. I hate to realize that she will see him again, and I thought that what I was doing was fair. I was very upset that I had not had the opportunity to see the sun until this moment.</p> <p>Now I fully realized my mistake. I realized that I had no right to do that. I was <b>selfish</b> towards her. Now I understand her feelings. I understand that she was not trying to brag about seeing the sun, she just wanted to see it again, wanted us to see it too.</p> <p>I promise not to do this monstrous thing to Margot anymore, and I ask the teacher do not blame my classmates for this, they are not to blame. I was the initiator, and the fault lies entirely with me. (William)</p>
Student P	<p>It could be sounded strange and disgustingly, but I found this decision quite logical and rational. Initially, the Venus accepted me in a very distasteful way - if I remember, the classmates mocked and bullied me for a sufficiently long period. There was a general grisly opinion that was constructed only due to the fact that I was one who had experienced the sunny days in my life. I had never considered that even <b>kids can be so envious</b> until I moved to the Venus and met there this sort of children. Honestly, I was not so cool and friendly too; I just wanted to keep alone as quickly as it is possible. People may call me an asocial and weird, but I do not mind. I thought that my behavior's motive should be clear to everyone. However, I do not argue that it is a reason to treat me badly. I really believe that even after the happened occasion and apologies of the classmates that closed me in the basement, these people will never become someone that would be close to me as a friend. There is a lot of offence in my heart, and I can't just let it go.</p> <p>Although the teacher always was a person who maintained me and believed in my strength and self-possession over this period of time, I understand that I will not endure this pressure and surrounding. I am so sorry about that.</p> <p>Thus, I agreed with the parents' decision considering it as the most relevant solution. I understood that my home is not here at all, and even after these disgusting occasions, thank the teacher all the same. I am completely grateful for all that the teacher did for me. It was very essential for me at that moment. (Margot)</p>
Student S	<p>I was very sad that William locked me in the room, and I missed the sun. But I do not hold a grudge against him. At first glance, he seemed angry and arrogant. His act was too cruel, but after that, I noticed a <b>feeling of guilt</b> in him. All problems should be solved peacefully, and it is very important for our class to know about this. I think we need to have more meetings and talk to each other about <b>relationships, understanding, and friendship</b>. (Margot)</p>
Student N	<p>My Venus life was awful; I felt lonely and different from my classmates. Indeed, their insults and humiliations did not offend me; they just showed me how <b>cruel people</b> can be and increased my desire to come back to the Earth. The way my classmates acted was <b>disrespectful</b> towards me and the teacher. However, I know that all of them are good people and they need to see a real example of a kind person. In my opinion, the teacher should be this person and she should explain to them why it is <b>important to respect others and, of course, why they cannot bully friends</b>.</p> <p>I hope the atmosphere at school would change and if I visited Venus again, I would meet good and funny children that never would hurt me. (Margot)</p>



Table 8 Examples from the second type of essays

Student E	<p>Bread plays an important role in people's lives, as a source of food and mental health aid. I completely agree with this expression because bread is the main nutrition unit for people, and bread symbolizes strength and victory.</p> <p>To begin with, bread is something that many people cannot imagine their breakfast, lunch, and dinner without it. Since the war times, bread has become a necessary meal and the only food for suffering people. Therefore, even today, adults instill respect for bread in children.</p> <p>Moreover, bread has become a symbol of victory, strength, hope for all people. To clarify, bread can evoke fond memories of home, comfort, and strength to move on. After all, every person has moments when he is broken, and the only thing that can save him is the mention of home, family, and childhood.</p> <p>To sum up, bread plays an important role in nourishing and maintaining a person's mental health. It has a long history of war and human suffering, but it remains a symbol of strength and fond memories of home.</p>
Student P	<p>Bread has been an important part of people's lives from ancient times. They survived with one loaf of bread and water during the war, during the famine days. The composition "Bread" also reflects the importance of this food.</p> <p>In "Bread", readers may notice the contrast between two examples and situations: the attitude towards bread in prosperity and in poverty. People perceive needs differently according to their financial condition. You should not be greedy and refuse to help those in need. It is necessary to share bread because it can save someone's life. The German fairy tale reflects human greed, which is later displayed and affects a person. Bread contains carbohydrates that can saturate a person and give him energy. The ancestors always treated bread with great care and did not dare to play with it, because this is exactly the food that slept in the lives of many people.</p> <p>I agree that bread plays an important role in our lives. Through the bread, people gained a sense of understanding, compassion, and generosity.</p>
Student S	<p>Even the most ordinary things contain a bit of a secret. Sometimes humanity don't realize that just one object can have cultural value for the entire nation. Many artists, writers, and even scientists have tried to convey this idea. One of the most mysterious symbols in the works of great people is bread. Writers such as Margaret Atwood expressed bread as a symbol of greed, responsibility, and privilege. But the symbolism of bread does not end there.</p> <p>Bread is of particular importance for Tajik culture. There is a legend that says that once there was so much bread that there was simply no place to store it. And once an old man paid for his passage with bread, but the carrier only threw the bread away saying that he did not know what to do with it. After a while, there was a drought, the fields were drying up. And the next time the old man gave the bread to the carrier, he just ate the bread because of hunger. Then the elderly man said that people should be able to respect bread. To this day, bread is treated with respect, and not a crumb is left on the table. For the people of Aosta Valley, bread is a sacred dish because of the difficulty of growing a special flower. Their legend describes that a person can't put bread upside down because the devil can dance on it. In Mexico, bread is a link to the world of the dead and is presented to the corpse. Or, for example, bread can be used as a tribute to traditions. Among the Jews, unleavened bread is a memory of those who fled from Egypt. There is a Slovenian proverb associated with bread "Without bread, even a palace is sad, but with it, a pine tree is a paradise".</p> <p>Thus, this product has so many meanings that it is not easy to fully study the most ordinary bread. Therefore, the history of each item has an important value.</p>
Student N	<p>Bread is the main component in our diet, and it is difficult to imagine any meal without it. Each of the people was taught from childhood to take care of bread: do not throw out, do not say badly about it. Bread is given an important role in people's lives, and it is often said that "Bread is the staff of life". I completely agree with this statement, so I will prove my point of view with the pieces of evidence from the story "Bread" written by Margaret Atwood.</p> <p>To start with, it is widely believed that bread can be reckoned as the main symbol of a meal. In other words, when people think about the food, the first thing that comes to their mind is bread. A small piece of bread that can seem too scarce for somebodies or too huge for others is equally desired and needed for everyone. Since olden times bread is widely considered as the major source of subsistence, the eye of the energy for existing. As it is shown in the story "Bread" written by Margaret Atwood - in the second scenario bread is demonstrated as a meal that is only left. Not fruits, not meat, just a bread. The girl in this part of the story faces a choice of giving this piece of bread to her sister, or eating it by herself, or more clearly, giving a chance to survive to a sister or to herself. There one should note the distinct meaning of bread as the source of existing. So and thus, people put the bread with the water in one line since they are both main ingredients of surviving.</p> <p>Secondly, bread is considered as a symbol of the high level of well-being and life quality. Consuming bread, people experience big satiety and enjoyment of life. They feel a sense of satisfaction in their surroundings, such as family, work, environment, each time they put a piece of bread into their mouth. The opening scenario of the "Bread" story supports this thought well - there the author describes a process of cutting bread, covering it with three layers of sweets with the details, and a phrase "some of the honey runs out onto your fingers and you lick it off" symbolizes that sweet taste of life, when you are satisfied with the life you have. A phrase "making bread is as something relaxing to do with your hands" proves the meaning of bread as a life pleasure and relax again. Therefore, bread can be a symbol of happy sustainable well-being.</p> <p>To conclude, considering all meanings of bread, different beliefs and sayings, everyone cannot deny the enormous significance of bread in people's living. Bread in small or big amounts, in high or low quality, with great or simple taste and the smell is left one of the essential values of our life.</p>

#### 4.2.5 The SS impact on the development of students' speaking and listening skills.

The SS helped students develop their speaking and listening skills as they collaborated with their peers and answered each other's ideas and questions. They developed confidence and comfort in the social environment. For most students, the student-centred discussion was a completely new activity. Their initial feedback showed that they were accustomed to the traditional reading assignment where the main students' activity was to answer the teacher's questions.

I like to participate in Socratic seminar because it is not controlled by the teacher and we needn't to wait the teacher's questions. (Student S)

The first area in which students' skills improved was in maintaining a fluid and focused

conversation. At the first SS, students often noted that an “awkward silence” interrupted the flow of the conversation. However, as the students practiced open communication with each other, this problem resolved itself. The students became more comfortable and could have a smooth, casual conversation with their peers.

I think that the overall communication was a lot better, we avoided awkwardness we had on the last seminar (Student L)

The second area in which students improved their skills was in their ability to have enhanced interaction between peers.

It was a great seminar. discussing the topic gave me an insight towards the interpretation of others. (Student E)

I think it was quicker and better than the last one (Student Q)

When reading the students' reflections, it became apparent that one of the main reasons for improved speaking and listening skills were issues of confidence and comfort. Many students explained that they were less confident at first, which affected their ability to speak clearly and listen carefully. They were more focused on the seminar itself than on the actual content of the conversation. However, after the first seminar, most students explained that they had gained the confidence in their speaking and listening skills and achieved the comfort they needed.

Student S said, that “discussion and arguments used by my classmates and listening to each other makes discussion interesting. Student I thought that the discussion became more interesting as “every student provided their own ideas”.

Students learned that the improving their listening techniques allowed for a more enjoyable class.

Other students gave ideas about how they changed their listening techniques. Student P said,

Listen carefully to others; that will help you get a more complete view of the piece. This seminar really helps to speak fluently because listening to the participants makes others want to add some thoughts and participate in the seminar.

While Student T said that during discussion, “I listened to others and tried to complement the ideas of others with my own thoughts, which helped to keep the connection between the ideas of each students.”.

Student A combined these ideas when he said,

Firstly, it is important to familiarize yourself in detail with the material that discussed during the dialogue. Secondly, every student must listen attentively others and be ready to give feedback or ask questions if something is unclear. Thirdly, sharing with creative or unusual ideas is also important to keep the conversation exciting.

Obviously, with the periodic organization of Socratic seminars, students perceived that they had many opportunities to become more effective communicators by developing their speaking and listening skills.

### **4.3 Conclusion**

In conclusion, the information obtained from the results answers the research questions of the present study. The participants agreed that the application of the SS is practical. The students explained the SS's impact on the development of critical thinking, reading, and writing skills. In addition, the students noted the effectiveness of this approach on the development of speaking and listening skills. Moreover, the study participants have a positive attitude to introducing the SS into everyday practice.

This study's results will be discussed in greater depth in the next chapter, which will focus on the literature about SS and its effectiveness considering the conceptual framework.

## Chapter 5: Discussion

The discussion is organized according to research questions: (1) What effect does the SS have on developing gifted students' critical thinking skills? (2) How does the use of SS affect the development of gifted students' argumentative skills?

Thus, this chapter provides a detailed discussion based on findings and reviewed literature on the SS potential impact on developing critical thinking and argumentative reading and writing skills of 11th-grade gifted English students in an online mode.

### **5.1 Socratic Seminars enhance students' critical thinking skills and their joy of learning.**

Participation in Socratic seminars required the need to think, listen and respond through continuous conversation and participation thus, naturally contributed to the thought process. Socratic Seminars developed an atmosphere that allowed students to interact freely and caused them to demonstrate to themselves that their critical thinking skills grew during discussions. The same idea was reflected in Pihlgren (2008) study, that found that a classroom atmosphere, collaborative discussion of important ideas and values where students can explore ideas led to fostering students and adults' critical thinking abilities.

Additionally, students indicated that at the beginning, the most challenging aspect for them was to justify their ideas and to use the data from the text. According to the students, the SS also allowed them to hear various views on the same topic, which helped them better understand the content. Polite and Adams (1997) concluded the same thing, stating in their qualitative studies using observations and semi-structured interviews that SS enhanced students' critical thinking abilities and enabled students to demonstrate tolerance during reflective activities such as dialogue. So, according to Polite and Adams

(1997), through classroom discussion, the SS aims to improve students' ability to think critically about and challenge evidence about knowledge.

Also, it was found in this study that Socratic seminars allowed students to enjoy learning. Students were inspired by the Socratic seminar's purely interactive existence, which enabled them to talk and respond to peers rather than the instructor. Many elements of the SS approach contributed to higher levels of encouragement for students, according to data collected during the research. According to Piric's (2014) study findings conducted with university students, in their feedback forms, participants were extremely pleased with the SS and willing to continue actively engaging in lessons; it inspired students to enjoy learning. The findings of this study were comparable to mine, with the exception of the study participants. Also, from a theoretical perspective, Delic and Beirovic (2016) noted that by using and applying the Socratic Learning Method, students' interest and enthusiasm for learning could be increased.

As the key benefit of Socratic seminars, students noted the opportunity to engage in debate without fear. Students often described the ability to publicly share their views without being under the teacher's influence as a joyous moment. The students also stated that they gained trust and encouragement as a result of the lack of fear of making mistakes during the discussion in their feedback after each seminar. Many students said that being able to share their personal experience and context information was beneficial to their comprehension of the content and made learning more enjoyable. All human experience, according to Dewey (2015), is essentially social, and a good educational experience includes social interaction.

## **5.2 Socratic seminars improved students' ability to use argumentative writing and reading skills - especially in the use of counter arguments**

The students were engaged in mindful, detail-oriented reading in preparation for the discussions. Students indicated in their reflections that they had to concentrate as much as possible during reading, paying attention to the text's details. Students said that in traditional classroom discussions, there was no need for careful preparation or careful reading. During Socratic seminars students felt they needed to be ready to present ideas, support ideas, speak reasonably, and rely on a detailed analysis of the text. The students claimed that the seminar helped develop their ability to interpret textual information. A similar idea was described in past studies of concerning one of the main challenges of students was for them to be able to read the text and then work with questions to explore the text further during discussions (Chorzempa & Lapidus, 2009; Davies & Sinclair, 2012). Leslie & Caldwell (2011) also noted the Socratic Seminar strategy's efficacy in increasing a student's overall reading comprehension, stating that participants significantly increased their ability to generate questions, focus on their behavior, and use critical thinking over the course of the four-week study.

According to the students' reflexive journals and essays, SS allowed them to also improve their argumentative writing skills. The effectiveness of conducting Socratic seminars for the development of writing skills was also found by McClain (2016). He stated that writing tasks after the seminar encouraged science class students to use higher-order thinking skills, leading to more insightful and thought-provoking writing compared with the works of students not participating in the SS. Furthermore, Inci's (2016) study reflected on the effectiveness of conducting the SS to develop students' writing skills. Moreover, in the participants' essays, it had been observed that regarding an essay's counterarguments, arguments, supporting ideas, and examples, learners had performed more efficiently and coherently when using these elements within their essays. Also, when the SS was used before writing an argumentative essay, the participants were highly

competent in using text-to-self examples in their essays. The same idea was revealed by Inci (2016), who found that self-examples of text helped students to develop the habit of making connections between the text and their own life experience. The findings of these studies were similar to mine, but the approach to analysis and tool selection were more in-depth. In comparison to mine, Inci (2016) and McClain's (2016) research were based exclusively on the effect of SS on the creation of written argumentation, despite the fact that their teaching subjects were different (English and Science respectively).

### **5.3 Socratic seminars helped students develop their speaking and listening skills.**

Moreover, the findings demonstrated that SS helped students develop their speaking and listening skills. In their reflexive journals students mentioned that they learned how to maintain a fluid and focused conversation. Students perceived that they had many opportunities to become more effective communicators by developing their speaking and listening skills. They developed confidence and comfort in the social environment. The students learned how to listen carefully to each other to get an understanding of the ideas of others. Also, they became more comfortable and could have a smooth, casual conversation with their peers.

Hogshead (2017) and Yuhua (2015) reached the same conclusion about the efficacy of SS, stating that the SS should be served as a way of motivating students to speak and improve their listening skills. The findings, participants of the Hogshead (2017) study and the research methods used were similar to mine; many of the students in our studies indicated in their reflections that they either liked the communication skills they exercised or that their responses were much more specific about what needed to be done in this field of listening and reacting. This strategy can motivate the learners to think and work collectively with the teacher to facilitate their communication.

**5.4 Conclusion**

This chapter addressed the findings in light of the relevant literature, focusing on the effect of SS on the development of critical thinking and argumentative skills in the classroom.

This method has been shown in this study to be highly useful for the general development of critical thinking and argumentative skills in secondary students. This discussion of the findings is followed by the concluding chapter, in which I describe the limitations of the current study, the importance of the findings for stakeholders in education, and suggestions for additional research on this topic.



## Chapter Six: Conclusion

The preceding chapter addressed the results from the literature study, while the concluding chapter provides an in-depth overview of this research. The aim of this study was to determine whether the SS had an impact on the development of critical thinking and argumentative abilities among gifted English students in the eleventh grade, in an online mode. To gain a better understanding of the proposed themes, the following research questions were posed:

- 1) What effect does the SS have on developing gifted students' critical thinking skills in an online learning environment?
- 2) How does the use of SS affect the development of gifted students' argumentative skills in an online learning environment?

This chapter discusses the results from this report, their potential implications for practice, the study's limitations, and possible suggestions for further research.

### 6.1 Conclusions on Major Findings

This research examined the SS's results through the lens of constructivist and connectivist theories of learning, argumentation (Walton, 2013), and Wang's (2008) generic PST (pedagogy, social interaction, and technology) model.

The most important result was that the participants decided that using the SS is realistic. The students have discussed how the SS has influenced their critical thought, reading, and writing abilities. Furthermore, the students remarked on how much this approach helped them improve their speaking and listening skills. In general, the study participants were enthusiastic about incorporating the SS into daily practice.

Students recognized the value of using the SS to hone their critical thinking abilities. Additionally, the findings indicated gains in argumentative reading abilities. The Socratic seminar can be a fruitful research method, with the need to further investigate the

relationship between using the seminar and the observed improvement in student reading attitudes.

A direct link was discovered between the use of the SS and the growth of argumentative writing skills in the context studied. The students noted that the Socratic seminar improved their ability to use arguments and counterarguments, real-life examples, established a foundation for developing writing skills, and enhanced the argumentative quality of their essays. This study tried to establish a link between two fundamental concepts (SS and argumentation theory) and produced useful findings that can be used to guide future more in-depth research on the development of written argumentation skills. Additional consideration should be given to the many ways in which the seminar will help students improve their written argumentation skills.

Additionally, it was discovered that students' attitudes toward the implementation of the SS were generally positive, indicating that they enjoyed listening to one another, participating in the dialogue, and associated this phase with positive emotions. Participants remarked on the SS's beneficial impact on their speaking and listening abilities. Additionally, the use of optimistic emotions associated with students' involvement in the seminar, as well as the implementation of this strategy in the classroom, may have a beneficial effect on their educational outcomes.

In addition, as far as can be determined this is the first time an implementation study of SS in secondary schools has been done in an online format. As revealed in the past chapter the findings are very much in line with past research on SS. This is extremely important as it shows that the use of this pedagogy online will produce similar benefits as its use in face-to-face settings.

## **6.2 Limitations**

Though I was able to answer the study's research questions, there are some limitations to the implementation of the SS.

The general nature of this study's limitations involves a limited sample size, which precludes the study finding from being extrapolated to a larger population without caution. Other limitations included time constraints (the study lasted six weeks), which precluded the use of English and IELTS monitoring results (taken in March and September) to compare the progress of reading and writing skills. In addition, a longitudinal study would have produced more compelling results.

Certain limitations have been imposed as a result of online training mode held globally in response to the pandemic. Both the preparatory stage and the seminar itself were performed entirely online. As a result, no live contact occurred, and the students did not see one another.

### **6.3 Recommendations for further research**

Given that this research examined a small sample of student essays, it is suggested to perform a comparative study based on a longitude study in order to more precisely observe the potential effect of SM on students' writing abilities. One of the aims of this research was to determine the influence of the SS through an analysis of the argumentative essay (AE) that included arguments, counterarguments, supporting ideas, and self-life examples. However, due to the limited number of seminars held, I was unable to conduct a more rigorous analysis of these elements' significance and accuracy. Additionally, only one of the writing assignments required an argumentative essay. The findings suggested that participants need assistance in enhancing these dimensions of their essays.

Also, the SS is a useful research tool, but further research into the connection between using the seminar and the observed improvement in student reading attitudes is needed.

Furthermore, incorporating this approach into the senior grades' (grades 10-12) curriculum could have an impact on the development of critical thought, reading, and writing skills and could be the focus of further study. Additional research should be conducted to validate these findings by reviewing and evaluating data on the use of SS in other classes.

#### **6.4 Research Implications**

The findings of this study will be used to assist school administrators in assisting students in developing their critical thought, reading, and writing abilities, as well as their success on international exams such as the IELTS and SAT. These findings can be used to coordinate professional cooperation between teachers at the school and across the district within the context of a cohesive preparation and approach to the problem of improving the level of student achievement. This study recommends that school and district education departments, as well as teachers, consider integrating the SS into the high school English curriculum in order to enhance teaching strategies and make learning more engaging and enjoyable for students.

I plan to introduce the SS to my colleagues and include it in the English language curriculum for grades 10-11 to help students develop their reading and writing skills in the next academic year.

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Appendix A

SS Checklist for the researcher field notes

Socratic Seminar

What it should look like...	What it shouldn't look like...
<ul style="list-style-type: none"> <li>• Text-focused conversation (not speculative)</li> <li>• A natural flow among students and ideas</li> <li>• Students prepared with notes and books</li> <li>• Eye contact, body facing speaker and clearly engaged</li> <li>• Honoring diversity of opinions</li> <li>• Awkward silences that are accepted as a natural part of the process</li> <li>• Acknowledging and building on previous comments</li> <li>• Staying focused on text</li> <li>• Intentional teacher intervention tactics such as muting, redirection</li> <li>• Students taking turns as vocal leaders, facilitators, and/or intermittent participants</li> <li>• <b>Being attentive to each other, calling on quiet voices, making dominant voices wait</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dominating voices</li> <li><input type="checkbox"/> Interrupting peers</li> <li><input type="checkbox"/> Treating it as a debate, trying to win <b>and/or prove a point</b></li> <li><input type="checkbox"/> Resistant voices</li> <li><input type="checkbox"/> Side conversations</li> <li><input type="checkbox"/> Fiddling with phone, book, looking down, slouching</li> <li><input type="checkbox"/> Plot summary</li> <li><input type="checkbox"/> Ignoring who has participated and who has not</li> <li><input type="checkbox"/> Discouraging comments, humor, and/or body language</li> <li><input type="checkbox"/> Changing topics before students have had the chance to participate</li> <li><input type="checkbox"/> <b>STUDENTS WHO ARE RUDE IN ANY WAY (SIDE CONVERSATIONS, GIGGLING, DISTRACTING EYE CONTACT OR BODY MOVEMENTS) WILL BE DISMISSED FROM THE SOCRATIC SEMINAR AND EARN A 0</b></li> </ul>

Appendix B

Researcher field notes during observing the SS

Socratic Seminar Bread

Leader - U

Q1 U → D → W → A  
B ← ← ←

Q2 U → A<sub>C</sub> → E → W → W<sub>K</sub>  
Start

Q3 U - good leading  
A<sub>N</sub> ↔ A<sub>F</sub> ↔ A<sub>C</sub>  
good example

Q4 A → W → W → A<sub>C</sub>  
good vocab. example!! example :)

Q5 U → A<sub>N</sub> ↔ A<sub>F</sub> ↔ A ↔ W<sub>K</sub>  
arg/s!!

Q6 U good intro, vocab, R & A  
W<sub>K</sub> ↔ A<sub>F</sub> ↔ W<sub>K</sub> good intro

Q7 U → W → A<sub>N</sub> → W<sub>B</sub>  
argum!!

U  
:)  
good leader  
rich  
R + A  
L

Appendix C

Checklist for observing student’s involvement

<b>Socratic Circle Scorecard</b>								
5 = Outstanding		4 = Good		3 = Average		2 = Below Average		1 = Not Acceptable
Class: _____			Hour: _____		Date: _____		Topic: _____	
Student's Name (Initials)	Reading of text and preparation for circle.	Engaged in discussion and stays on-task.	Supports ideas with references to the text.	Encourages thinking and participation in others.	Listens respectfully and builds from ideas of others.	Presents self and ideas in a civil and proper manner.	Questions insightfully and uses sound reasoning.	Accepts more than one point of view on the text.
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
First Inner Circle			Second Inner Circle			Time In Discussion: _____ minutes		

*Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* by Matt Copeland. Copyright © 2005. Stenhouse Publishers.

## Appendix D

### Checklist for writing assessment

# Argumentative Essay

Introduction: Includes a thesis (which is a claim and 3 reasons)

1<sup>st</sup> body paragraph uses SEE method and explains the 1<sup>st</sup> reason

2<sup>nd</sup> body paragraph uses SEE method and explains the 2<sup>nd</sup> reason

3<sup>rd</sup> body paragraph uses SEE method and explains the 3<sup>rd</sup> reason

Counterclaim: uses SEE method to explain the opposing side and prove it weak

Conclusion: Restate thesis



Appendix E

SS Rubric to evaluate student’s participation

Socratic Seminar: Fostering Critical and Creative Thinking in Middle and High School by Alan Coperland. Copyright © 2005, Steckhouse Publishers. All rights reserved. No reproduction without written permission from the publisher.

Student: _____ Hour: _____ Date: _____ Topic: _____								
<b>Socratic Circle Rubric</b>	Reading of text and preparation for circle.	Engaged in discussion and stays on-task.	Supports ideas with references to the text.	Encourages thinking and participation in others.	Listens respectfully and builds from ideas of others.	Presents self and ideas in a civil and proper manner.	Questions insightfully and uses sound reasoning.	Accepts more than one point of view on the text.
<b>5 Outstanding</b>	Remarks and written work reveal a close, critical reading of the text and thorough preparation.	Demonstrates active and eager participation throughout entire circle. Keeps group on-task.	Makes specific references to text to support and defend ideas on a consistent basis.	Guides the direction and success of the circle and takes steps to involve all participants.	Listens unusually well. Comments indicate very accurate and perceptive listening.	Demonstrates respect and enthusiasm. Works to support all participants at all times.	Questions and ideas are apt, insightful, and logical; and contribute to construction of meaning.	Accepts points of view other than own and uses them to expand ideas and discover new meaning.
<b>4 Good</b>	Remarks and written work reveal a close, critical reading of the text, but preparation appears incomplete.	Active and eager participation in more than 80% of circle. Keeps self on-task always and others at times.	Makes specific references to text to support and defend ideas often and when challenged.	Attempts to guide circle and draw in participants and is most often successful.	Listens well. Pays attention and generally responds well to ideas and questions from others.	Demonstrates respect and enthusiasm. Supports all participants most of the time.	Questions and ideas are apt, insightful, and logical but may not fully help meaning construction.	Accepts points of view other than own and attempts to use them to discover new meaning.
<b>3 Average</b>	Remarks and written work reveal a close reading of the text, but ideas seem to be less than complete.	Active and eager participation in more than 50% of circle. Stays on-task most of the time.	Makes specific references to text to support and defend ideas only when challenged.	Attempts to guide circle and draw in participants but is not always effective.	Generally listens well but is not always attentive as evident in responses or body language.	Demonstrates respect but may be less than totally supportive of others at times.	Questions and comments are apt and logical but lack insight to move group forward.	Acknowledges other points of view but struggles to use them to expand meaning.
<b>2 Below Average</b>	Remarks and written work do not reveal a close, critical reading of the text.	Some active participation in circle; may be less than eager. Off-task frequently.	Makes few references to text to support and defend ideas even when challenged.	Attempts to guide circle and draw in reluctant participants are not successful.	Comments tend to reflect an earlier failure to listen carefully to what was said.	Speech and manner suggest lack of understanding of purpose. Lacks sense of teamwork.	Questions and ideas reveal personal reactions, but not logical, apt arguments.	Argues with other points of view and reluctantly acknowledges them as a possibility.
<b>1 Not Acceptable</b>	Remarks and written work suggest the text was not read.	No active participation in circle. Others may be distracted by behavior.	Makes no specific references to text to support and defend ideas.	Makes no attempts to guide circle or draw in reluctant participants.	Does not listen adequately. Comments or body language suggestive of inattentiveness.	Does not display respect or enthusiasm for circle or other participants.	Remarks are illogical, difficult to follow, and offer the group no benefit.	Does not acknowledge or accept other points of view.

## Appendix F

## Teacher's Feedback form

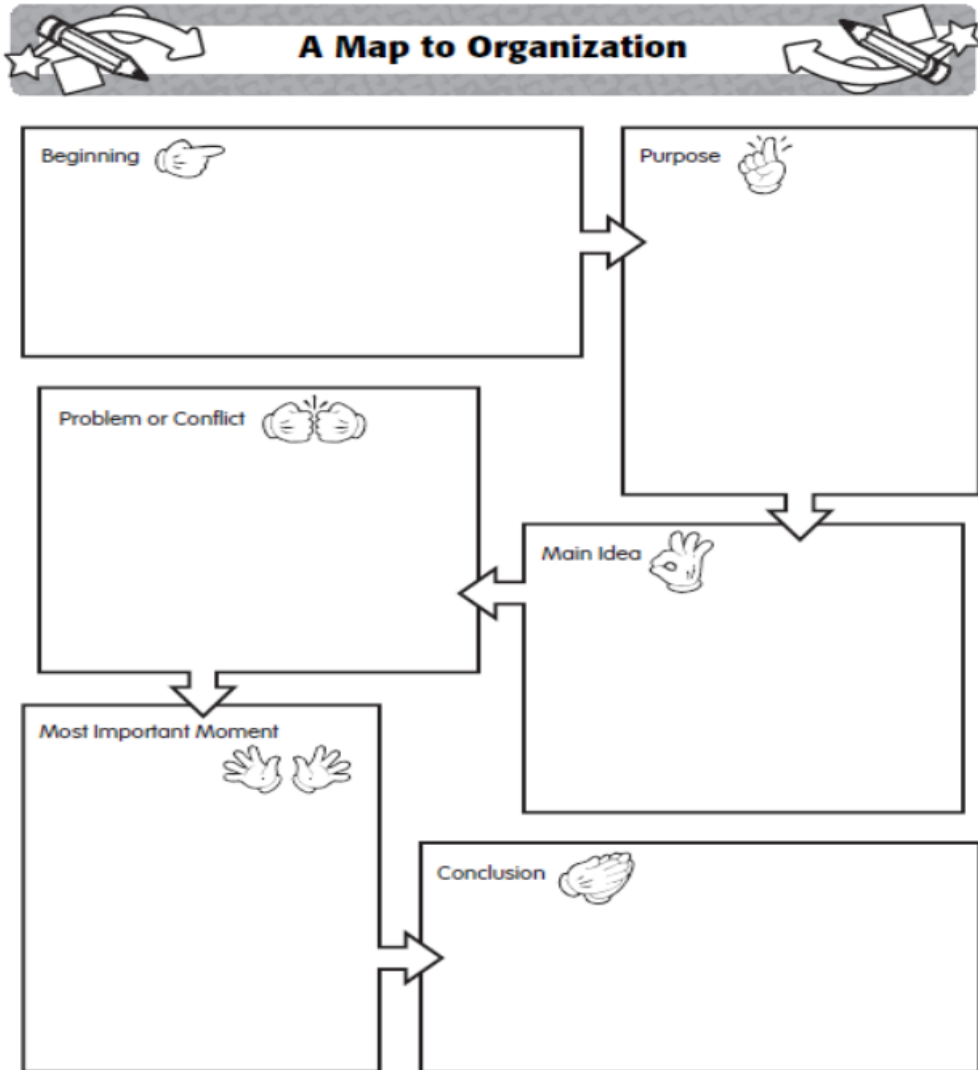
Name \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

I. Rate the inner circle's performance on the following criteria: (circle the appropriate number)

Did the participants . . .	Poor		Average		Excellent
dig below the surface meaning?	1	2	3	4	5
speak loudly and clearly?	1	2	3	4	5
cite reasons and evidence for their statements?	1	2	3	4	5
use the text to find support?	1	2	3	4	5
listen to others respectfully?	1	2	3	4	5
stick with the subject?	1	2	3	4	5
talk to each other, not just the leader?	1	2	3	4	5
paraphrase accurately?	1	2	3	4	5
avoid inappropriate language?	1	2	3	4	5
ask for help to clear up confusion?	1	2	3	4	5
support each other?	1	2	3	4	5
avoid hostile exchanges?	1	2	3	4	5
question others in a civil manner?	1	2	3	4	5
seem prepared?	1	2	3	4	5
make sure questions were understood?	1	2	3	4	5

Appendix G  
Graphic Organizer

6. Graphic Organizer



p



## Appendix I

### Students's essays (examples)

Bread plays an important role in people's lives, as a source of food, as well as an aid to mental health. I completely agree with this expression, because bread is the main unit of nutrition for people, and also bread symbolizes strength and victory.

To begin with, bread is something that many people cannot imagine their breakfast, lunch and dinner without. Since the time of the war, bread has become necessary meal and the only food for suffering people. Therefore, even today adults instill respect for bread in children.

Moreover, bread has become a symbol of victory, strength, hope for all people. To clarify, bread can evoke fond memories of home, comfort and strength to move on. After all, absolutely every person has moments when he is broken and the only thing that can save him is the mention of home, family and childhood.

To sum up, bread plays an important role in nourishing and maintaining a person's mental health. It has a long history of war and human suffering, but it still remains a symbol of strength and fond memories of home.

For everyone bread symbolizes something special. It is agreed that for all people bread have an important role, like part of daily life or some memories. This essay will discuss the meaning of the bread and it is significance in literature.

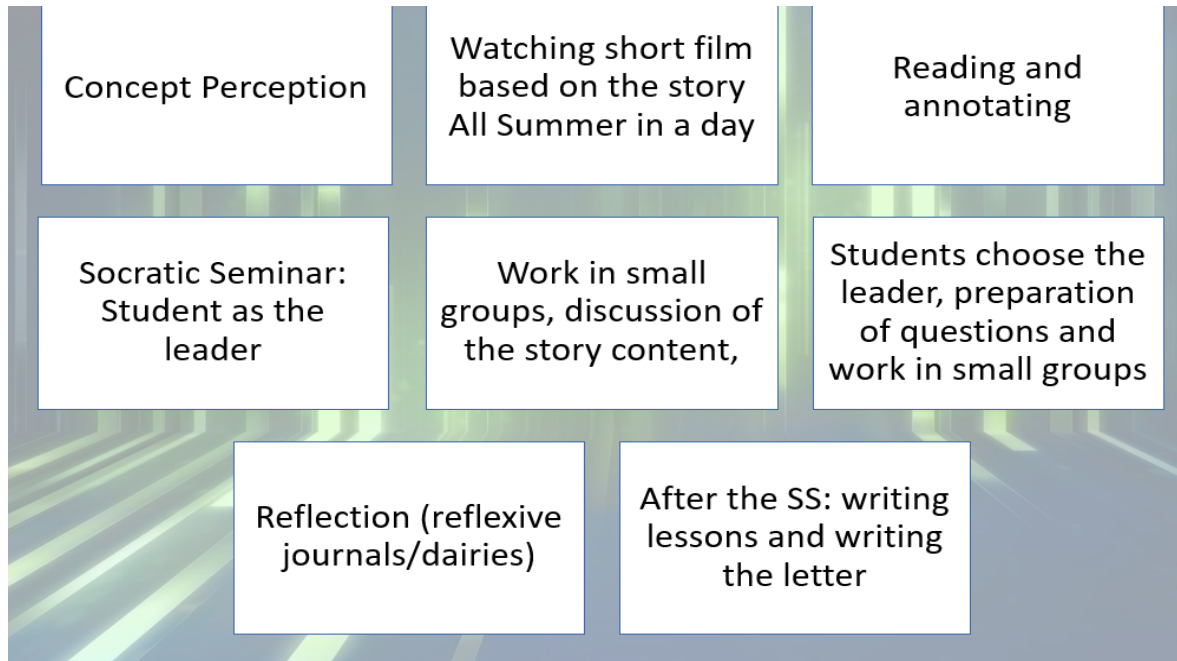
In addition, the last piece of bread shows family relations. In hard times people, think about who will get the latest chance to eat. For instance, in the story of Margaret Atwood, one young boy thinks about giving the last piece of bread to his sister, and it represents that he tries to help and protect his family. But from a different angle, bread mirror of poverty, people without money can afford only plain food.

Furthermore, in some countries, bread is part of the culture. Sometimes the bread is connected with customs or stories. The prime example is the fairy tale, in which a woman does not share the bread with her sister. So, after the husband, of this woman cut his finger while slicing the bread. Hence, bread was in the blood, it means coming of something bad or misfortune.

To sum up, it can be assumed that bread matters more than food. In several ways, it presents humanity, as something simple and that everyone needs

**Appendix J**

**Short version of the syllabus (plan of the 1<sup>st</sup> SS based on the story “All Summer in a Day” by R. Bradbury**



## Appendix K

### Templates for working with the text and at preparation stage

Socratic Seminar Summary Template	
In the text _____ (title), _____ (author)	
claims _____	
_____	
_____	
The author states that _____	
_____	
_____	
Then he _____	
_____	
_____	
This is significant because _____	
_____	
_____	

#### **Number the Paragraphs**

- ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

#### **Circle Key Terms, Names of People, Names of Places, and or Dates**

In order to identify a **key term**, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original (unique) way
- a central concept or idea
- relevant to one's reading purpose

#### **Underline an Author's Claims**

**A claim is an arguable statement or assertion made by the author.** Data, facts, or other backing should support an author's assertion.<sup>2</sup> Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end)

- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text
- Often, an author will make several claims throughout his or her argument
- An author may signal his or her claim, letting you know that this is his or her position

#### **Underline Relevant Information**

While reading informational texts (i.e., textbooks, reference books, etc.) read carefully to identify information that is relevant to the reading task. Relevant information might include:

- A process
- Evidence
- Definitions
- Explanations
- Descriptions
- Data/Statistics