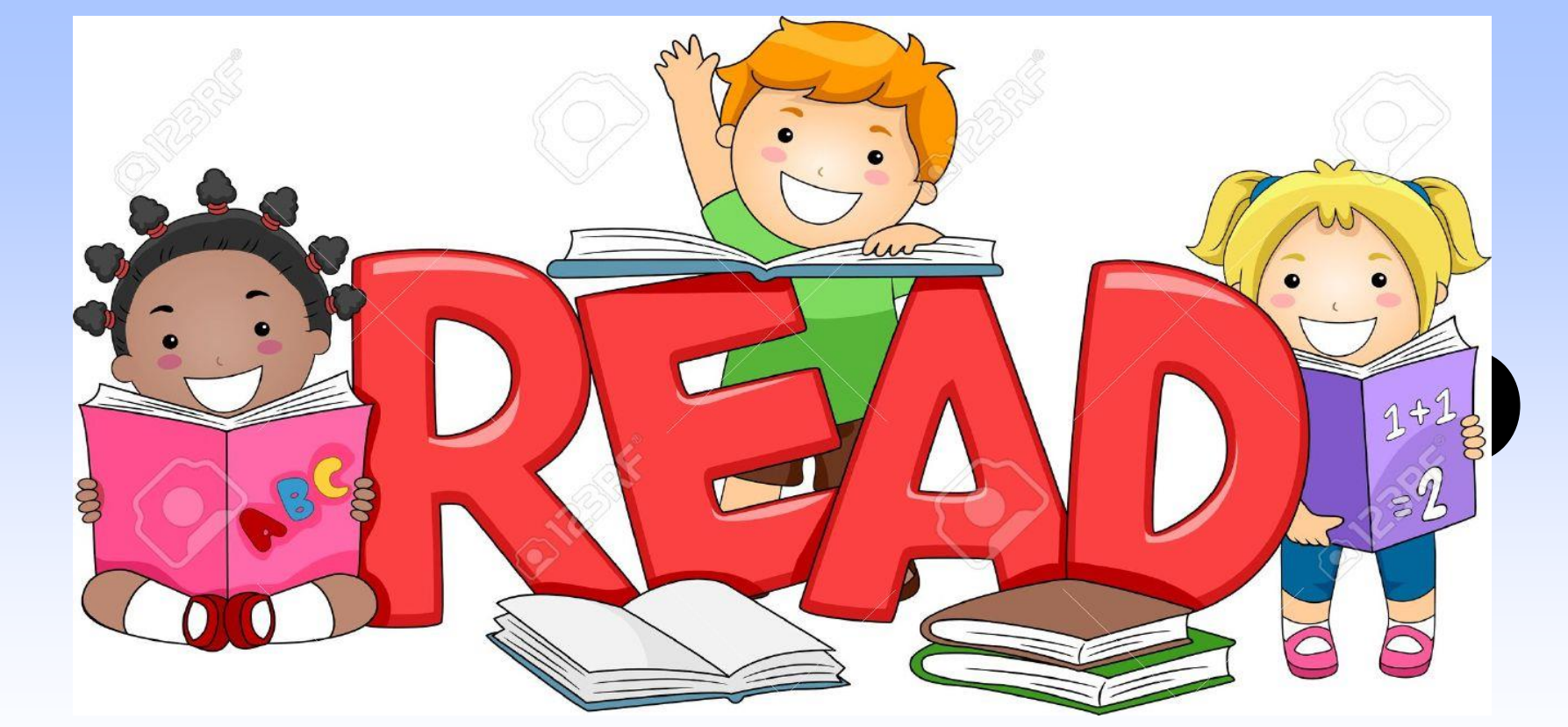


«The use of the Socratic Seminar to develop students' critical thinking and language skills»

Nazarbayev Intellectual School in Atyrau

Teacher: Alfiya Bissengaliyeva



STATEMENT OF PURPOSE

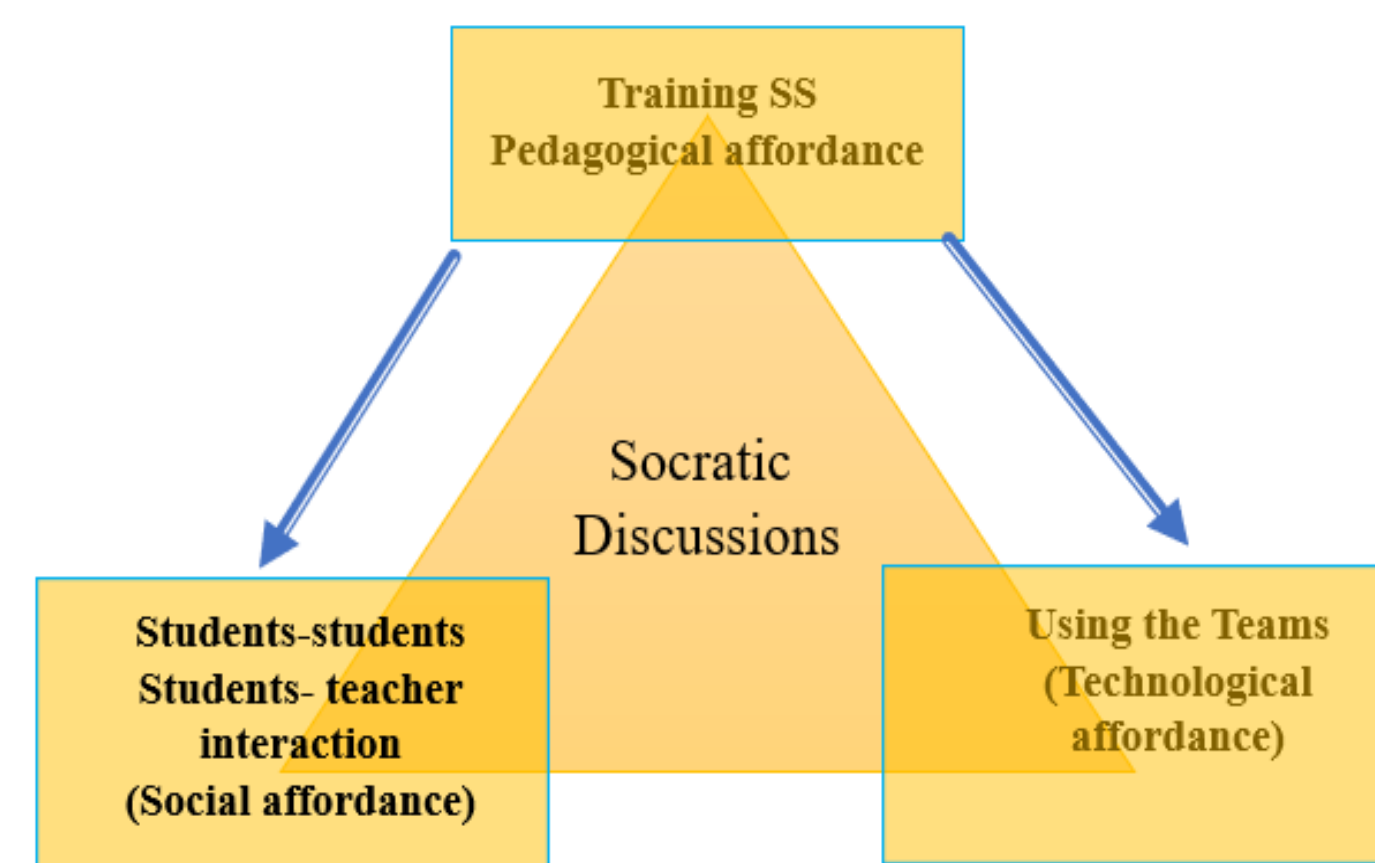
There is a dearth of studies on the SS's effectiveness in developing students' argumentative reading and writing skills. In addition, there are no studies to our knowledge that have studied the use of the SM or SS in online secondary classroom environments. Thus, the aim of this action study was to determine 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.

RESEARCH QUESTIONS

- 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?

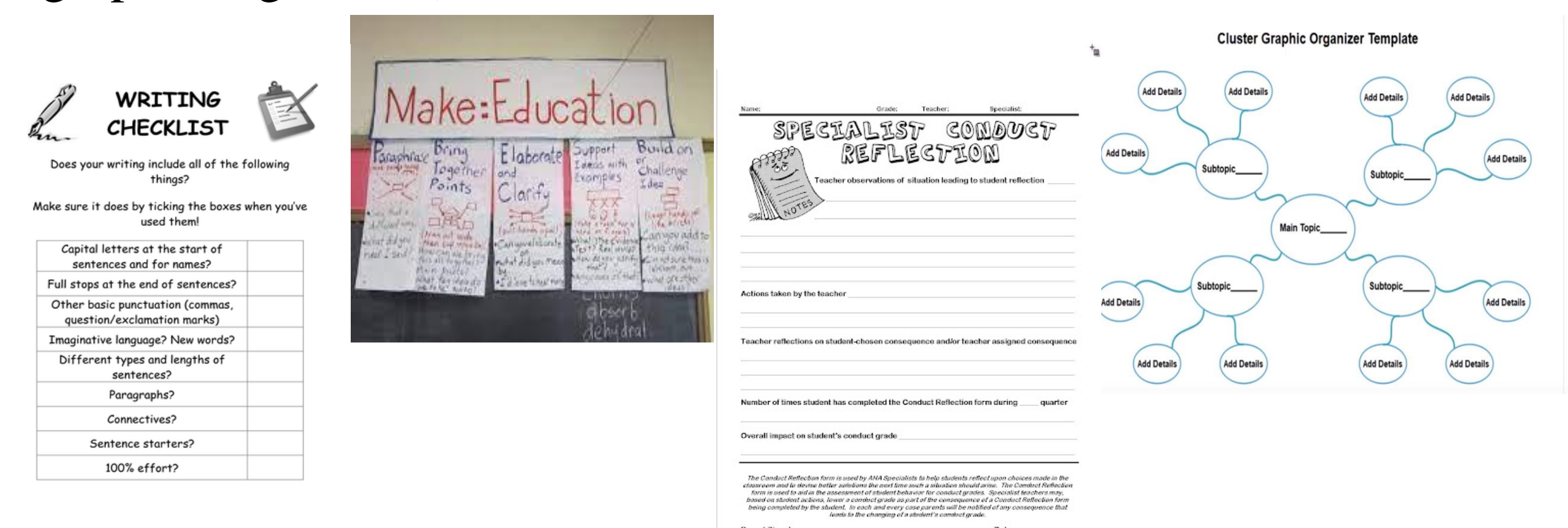
Conceptual Framework

Constructivist and Connectivist Learning Environments



DATA COLLECTION METHODS

- Researcher field notes
- Classroom artifacts:
 - Checklists
 - Students' personal records (essays, journals, feedback and reflection forms, SS graphic organizers).



METHODOLOGY



Qualitative Action Research Design

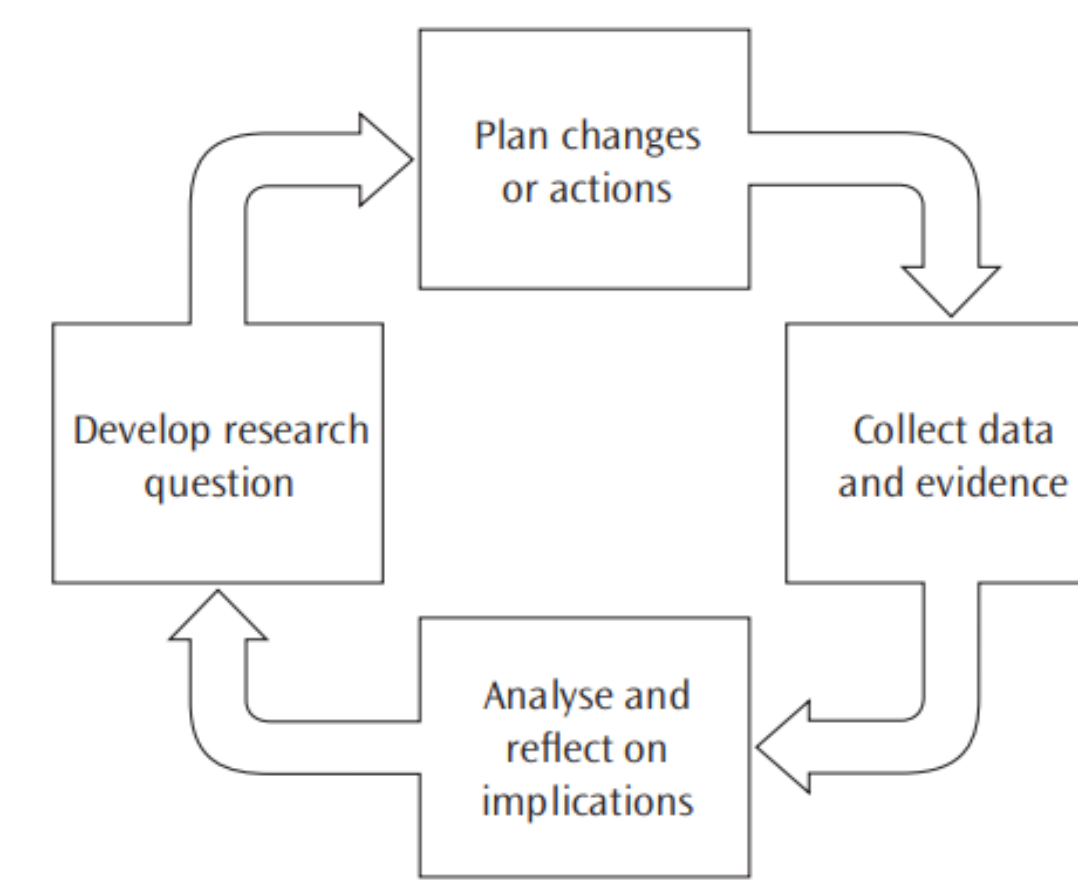


Figure 1. The action research cycle.

RESEARCH METHODS

This research examined the SS's results through the lens of

- constructivist and connectivist theories of learning,
- argumentation (Walton, 2013),
- Wang's (2008) generic PST (pedagogy, social interaction, and technology) model.

CONCLUSIONS AND IMPLICATIONS

- The use of the SS is realistic.
- The SS has influenced students' critical thought, reading, and writing abilities.
- Furthermore, the students remarked on how much this approach helped them improve their speaking and listening skills.
- Recognition of the value of using the SS to hone their critical thinking abilities.
- The SS 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.

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 school and district teachers 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.

DATA ANALYSIS

Text and data processing:

- Grouping
- Coding
- Inductive phase of coding reflexive forms and student feedback (Creswell & Creswell, 2018)

FINDINGS

- Socratic Seminar (SS) is perceived by students to impact their critical thinking skills
- SS allows for joy in learning
- SS encourages the use of critical thinking skills
- SS impact on the development of students' argumentative reading skills
- SS impact on the development of students' argumentative writing skills
 - Student use of arguments and counter arguments improves over time
 - Students use of self-examples as arguments and counterarguments
- The SS impact on the development of students' speaking and listening skills

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)

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)

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)

BIBLIOGRAPHY

- Adler, M. J. (1999). *The Paideia proposal: an educational manifesto*. Macmillan.
- Altrichter, H. (2008). *Teachers investigate their work: an introduction to the methods of action research*. Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc.
- Walton, D. N. (2013). *Fundamentals of critical argumentation*. Cambridge University Press.
- Yang, Y.-T. C., Newby, T. J., & Bill, R. L. (2005). Using Socratic Questioning to Promote Critical Thinking Skills Through Asynchronous Discussion Forums in Distance Learning Environments. *American Journal of Distance Education*, 19(3), 163–181. https://doi.org/10.1207/s15389286ajde1903_4

The link to the video: https://youtu.be/7SgMJrj_gUg