People's democratic Republic of Algeria

Ministry of Higher Education and Scientific research

University Abderahmane Mira-Bejaia

Faculty of Arts and Languages

Department of English

The Effectiveness of Using Socratic Seminar as a Pedagogical Technique in Fostering EFL Learners' Oral Fluency

Case Study: Second Year LMD Students at the Department of English, Bejaia University

Submitted by:

Mr. Farid Mermouri

Miss. Siham Messalti

Board of examiners:

Chair:

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DEDICATION

This thesis is dedicated to:

My beloved mother who has dedicated all her life for me

When my father was not there

My kids, Danyl, Lyna, Meriem, and Melyna, that life has

Decided to separate us against our will

The loving memory of my daughter Sophia who is gone

forever, and that I hope to see again in heaven

My best friend Arezki who has always been the brother

That I have always wanted to have

All the people in my life who touch my heart,

With deep love, I dedicate this modest research to:

My beloved father and mother for their endless love,

encouragement and support throughout my life.

My beloved sisters: Lynda, Katy and my two brothers:

Massi, Bachir, and my sweetheart nephew Aylan.

My dear fiancé Zohir who bore my bad temper and

craziness in moment of crisis and to all who loves me.

Acknowledgements

I would first like to express our gratitude to our thesis supervisor MR Ouali Chafa for the time and efforts he dedicated to guiding us throughout this work. He has been available for us whenever we needed expert advice, and he consistently allowed this paper to be our own work by steering us in the right direction whenever he thought we needed it.

We would also like to thank Dr. Maouche, Dr. Ahouari and Ph.D student Mezian Mokhtari without whom this research work would not be possible, thanks to their valuable support.

A big thank you goes to all our teachers who have always been there for us, helping us, and guiding us, leaving their doors open whenever we ran into a trouble spot or needed input to go further in our research.

Mr Farid Mermouri; I also express my profound gratitude to my mother, my Four children, Danyl, Lyna, Meriem and melyna, my best friend Arezki, my cousin Leyza, my assistant Warda, and to all the CLE schools teachers and administrators for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. Another important person is my partner Siham Messalti, who has been patient, supportive and very helpful in difficult times, she has also been professional and dedicated to her work, and it has been a great pleasure working with her. This accomplishment would not have been possible without them. Thank you

Miss Siham Messalti: I extend my deepest thanks to my dear parents, my two sisters and brothers, my fiancé, my best friend Warda, and my cousin Celia who endlessly believed in me and whose support and encouragement helped me throughout my research, especially, in challenging times. Not to forget my partner Mr Farid Mermouri who offered me a chance to gain experience in teaching, and I heartedly appreciate working with him. He is very helpful, generous and serious in whatever he does. Warm thanks

Finally, we heartedly thank all the students of second year L.M.D, especially group 08 that without their active participation and effort this research work would not exist as it does today, not to forget their teacher of oral expression Miss. Amrane. Besides, we thank the members of the jury for the time they have devoted to read this work.

Abstract

This study investigated the effectiveness of Socratic seminar teaching technique in fostering second-year EFL students' oral fluency in terms of speech rate and pausing frequency. To reach this objective, a quasi-experimental with non-equivalent control group design was adopted with 12 participants enrolled in the department of English at Bejaia University that are split into two groups; experimental and control. The data were gathered using pre-and-post-test to determine the participants' oral fluency level prior and after the implementation of the treatment, observation to obtain data of the talk dominance, teachers and students 'roles and classroom environment, then a post-experiment questionnaire to identify the participants' perceptions towards the use of the Socratic seminar technique. The data were analyzed using descriptive and statistical methods including Praat speech analysis, standard deviations, Likert scale, paired sample t-test, and effect size. The findings indicated a statistically significant improvement in the students' oral fluency at the (0.5) alpha level in terms of speech rate and pausing after the implementation of Socratic seminar technique with a medium and large effect size. In light of the findings, Socratic seminar has a positive effect towards students' fluency development, thus, could be applied by oral expression teachers.

Keywords: Oral fluency, pausing frequency, Socratic seminar, speech rate.

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List of Abbreviations

CAF: Complexity, Accuracy, Fluency

CLT: Communicative Language teaching

EFL: English as a foreign language

F: Facilitator.

IELTS: International English Language Testing System

IBM: International Business Machines

L: Leader.

L2: second language

LMD: Licence, Master, Doctorat

P: Participants

T-R Connections: Text-to-Readers Connections

T-S Connection: Text-to-Self Connection

T-W Connection: Text-to-World Connection

T-T Connection: Text-to-Text Connection

Glossary of Terms

Conceptualization: The action or process of forming a concept or idea of something.

Conventional: Based on or in accordance with what is generally done

Correlation: The process of establishing a relationship or connection between two or more things. Oxford online dictionary

Dialogic communication: is an interaction where each person involved plays the role of both speaker and listener. In other words, all the participants get a chance to speak and listen (Johannesen, 1996).

Hot seats: Inside the inner circle will be one empty chair, the "hot seat". Anybody in the outer circle who wishes to enter the discussion may take the "hot seat" and jump into the discussion by speaking at the next available opportunity. As soon as the discussion focused on the input of the person sitting in the hot seat has concluded, the hot seat should be vacated for the next participant who wishes to add something to the discussion.

Monologic communication: One person speaks, and the other listens. There is no real interaction between participants since the communication is only one-directional (Johannesen, 1996).

Midwife of the mind: as a teacher, Socrates viewed himself as a midwife which was his mother profession assisting and helping his students to bring forward their already existed knowledge and giving birth to new ideas and knowledge.

Paideai seminar: is a kind of seminar named by Mortimer Alder, and it is used interchangeably with the term Socratic seminar. This Paideai mode of teaching is based on asking questions and leading discussions which eventually help students bring their ideas to birth (Alder, 1982).

Proficiency: A high degree of skill; expertise.

Questioning mind: human beings are born with curiosity and inquisitiveness to ask questions that not only would activate their unexploited knowledge but also elicit their voices and ideas engaging them in intellectual dialogue (Strong, 1996)

Text of merit: text that creates a sense of discovery, mystery, ambiguity in ideas and values, and it is recognized as a major source of input that can be taken from literature, history, science, philosophy or currents events, songs, films or movies.its richness in values, ideas and perspectives that would effectively make the students communicate as it naturally appeals challenging and controversial questions for which there are no right or wrong answers (Copeland, 2005)

General Introduction

I. The Background of the Study:

In this era of globalization, English is recognized as the lingua franca of the world (Jenkins, 2007). The ability to speak it spontaneously and fluently (Bosker, 2014, p. 2) is of paramount importance for effective communication in face to face encounters.

In recent years, Algeria has seen an increase of interest in learning English with aim of achieving oral fluency. Many learners, however, still complain about their struggle to speak fluently and interact using the target language, despite spending a great deal of time on learning the basic components of the language, as they usually evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking fluency. This triggers the question whether the English course they are enrolled in is about speaking the language to learn it, or learning the language to speak it.

Many if not most of second year LMD students of English interviewed pointed out the same hindrances that prevent them from interacting in a smooth natural way. The following is a short list of the most pertinent problems mentioned by the students. The majority agreed that the shortage of opportunities to practice the target language constitutes a real barrier to fluency development. The second constraint is psychological factors such as shyness, anxiety, fear of negative feedback …etc. The last but not the least obstacle highlighted is the types of activities used by some teachers that students do not find that engaging and motivating, "The demand for an appropriate teaching methodology is therefore as strong as ever." (Richards, 2006, p. 1). However, several studies have been conducted in a quest for innovative and effective classroom practices that can actually help students achieve fluency, « In recent years, however, competence in speaking English has come into much greater prominence in many educational systems" (Burns, 2017, p. 242) the most common activities implemented by teachers are, role play, debates, presentations, interviews and many others.

Although the previously mentioned activities are effective to a certain extent, they remain limited, In the sense that they target very specific aspects of the speaking skill as a whole, but do not foster the spontaneous production of speech which fluency is all about, furthermore, they put students in situations where they face the hindrances mentioned earlier.

II.   Statement of the problem

Oral expression sessions are meant to be the arena in which students get full practice of their speaking skill. Unfortunately, after a few weeks of observation of Second year L.M.D students of English at Bejaia University, it turns out that oral sessions are mere English lectures which enforce the conventional way of teaching that consists of teacher lecturing and students absorbing the input which ultimately nurtures the students competence in the detriment of their performance.

Remarkably, the shortage of opportunities to practice keeps students silent and passive while the teacher does the whole talk. When invited to speak, they are usually reluctant and unwilling to speak due to many reasons, to name a few: lack of topical knowledge and impractical classroom layout, thus showing inhibition and discomfort. Therefore, the challenge is to create a safe environment that turns the silence of the classroom shadow to a more active and engaging group discussion. To do so, we have suggested the implementation of Socratic seminars practice as an alternative to the conventional teaching methods.

The present study aims at investigation the reasons behind second year students of English low oral fluency levels, and attempts to verify the effectiveness of Socratic Seminars in helping students of English hone their oral fluency.

III.   Aims of the study

The overall aim of the present research is to investigate the effectiveness of applying Socratic seminar practice as a teaching technique in order to help second year LMD students of English enhance their speaking fluency in a group discussion. In order to successfully fulfill our general objective, we have identified the following specific objectives:

- To find out whether the implementation of Socratic seminar technique helps EFL students achieve oral fluency in the target language.
- Whether Socratic seminar technique creates a supportive and safe learning environment that stimulates students' willingness to participate with the focus to improve their oral fluency.

IV.   Research Questions

This study aims at investigating the following questions:

- **Q1:** To what extent does Socratic seminar teaching technique help an experimental group of L.M.D students with their oral fluency?
- **Q2:** How does the Socratic seminars practice help to enhance second year LMD students speaking fluency in a group discussion?

V.   Hypothesis

The present work attempts to find out whether we accept or reject our hypothesis, which is as follows:

- If second year L.M.D teachers at the department of English, University of Bejaia, implement Socratic seminars as a technique in the teaching of speaking, their students oral fluency would be improved.

VI.   Population and Sample of the Study

The population of our research is Second year L.M.D students at the Department of English, Bejaia University during the academic year 2017/2018. The total number of students' population was approximately 272 students and they were divided into 08 groups, having the average number of 34 to 28 students for each group. The sample of our research has been randomly selected, and it was group 8 that presents 10, 29% of the whole population. This actual group is split into two subgroups with an equal number (14 students each). So, our experiment is conducted only with one of the sub-group (sub-group A) which is to be considered as the experimental group receiving the treatment while the other sub-group (subgroup B) is considered as the control one.

VII.   Research Design and Methodology

To closely examine the subject under study, we adopted a quasi-experimental research with nonequivalent control group design that requires pre-and-post-test group comparison group design. Conducting such method has the aim to test the cause-effect relationship between the two variables (Muijs, 2004); Socratic Seminar practice as the independent variable (IV), and its role in fostering students' speaking fluency as the dependent variable (DV).As such, we have two groups; experimental and control groups and both of which are to take a pretest and posttest before and after the treatment. Our choice of methodology relies on

the use of a mixed methodology consisting of both quantitative and qualitative inquiry which has the advantage of being rich, valid and reliable, and ultimately meets the utmost goal of our research (Cohen et al., 2000).

Our qualitative method consists of students' focus group interview, classroom observation. The quantitative one, however; consists of pre-and-post-test oral fluency test, and the students post-experiment questionnaire conducted at the end of the training program with experimental participants.

VIII. Data Analysis Tools

After collecting data, they are analyzed using the Praat speech analysis software, IBM SPSS statistics software, Microsoft Excel 2013 which provide us with the qualitative and statistical data needed for the interpretation of the findings, and test whether the Socratic seminar treatment given has any significant improvement on experimental participants' oral fluency in terms of speech rate and pausing as compared to the conventional technique used with the control group.

IX. Significance of the study

Although speaking fluently is one of the fundamental parts of any language learning, many learners remain unable to speak as naturally and spontaneously as they wish to, let alone to maintain a flexible and thoughtful discussion. Thus, the significance of the present study is primarily to foster the speaking fluency of the Second Year L.M.D students of English through the practices of Socratic Circles. Importantly, this form of group discussion is most likely to turn the classroom environment, which in the Algerian context seems to be the only place where English can be practiced, into a place where opportunities for discussion practices are not limited and the use of spoken language is sensitively supported. Besides, a considerable focus will be placed on removing students' setbacks to speak by providing source of input on a given topical knowledge, and creating a convenient classroom layout which Socratic seminars are about. Furthermore, we will endeavor to raise language teachers' awareness of the effectiveness of using Socratic Seminars practice as a teaching technique to create an engaging and sustainable learning in a safe environment, in order to significantly improve the students' speaking fluency.

X.   The structure of the dissertation

The first chapter is theoretical as it deals with the literature review of the two variables which are elaborated into two sections. In section one, we introduce oral fluency as a component of oral proficiency, its constituents, its measurements as well as the conditions necessary for its development. Section two supplies background knowledge of Socratic seminar technique, its origin and different definitions, and highlights how its components contribute to fluency development.

The second chapter is entirely devoted to practice covering the research design, data collection procedures and analysis, as well as a detailed description of all the conducted research instruments (focus group interview, pre-and-post-test, classroom observation and the students post-experiment questionnaire), followed by the interpretation and analysis of the findings. Then, we represent the implications, limitations, and recommendations for further research.

Ultimately, we end up with a general conclusion that summarizes all the main points and elements tackled throughout our research work, as well as the obtained findings by dints of mixed methodology.

Chapter One: Theoretical Part

Chapter one: A Theoretical Framework of EFL Students' Oral Fluency and Socratic Seminar Technique

Section one: EFL Students' Oral Fluency

Oral proficiency in the field of foreign language teaching and learning refers to the ability to communicate verbally in a functional and accurate way in the target language (Miriam Stein, 1999). Housen and Kuiken (2009) described language proficiency as multi-componental in nature, with three principal dimensions, which are complexity, accuracy and fluency.

The present research focuses on fluency practice and development, with the aim of implementing teaching techniques that work, and that can actually help students develop their oral fluency, therefore, as a first step, we need to know what its constituents are, in order to create the necessary conditions for its development.

I. Definition of fluency

In order for us to understand the concept of fluency, we will proceed from a general definition of the word to a more technical one. The Merriam Webster's online dictionary provides two main entries of the word "fluent", with different uses for each entry. The first one which is rather a general definition describes two uses of the word:

a: capable of flowing "fluid"

b: capable of moving with ease and grace

The second entry is more specific to language:

a: capable of using language easily and accurately

b: effortlessly smooth and flowing

c: having or showing mastery of subject or skill.

According to these dictionary entries, "fluent" can be used to describe different phenomena that are related or not related to language. Furthermore, there seems to be some confusion as with the second entry which suggests accuracy as an attribute of fluency, unlike the (CAF) (Housen and Kuiken 2009) model to oral proficiency, which discriminates between fluency and accuracy as distinct features of oral proficiency.

In everyday language, fluent is used to describe the overall use of language ability (Lennon, 1990) meaning that speaking fluently equals speaking the language very well. Taken in this broad sense the concept of fluent tends to merge with the notion of "native-like" (Chambers, 1997. P 536).

"In its narrow sense, the concept of fluency in ELT refers to one component of oral proficiency" (Lennon, 1990, p 389), and is used as one isolated component of oral fluency for judging speaking ability Witton-Davis (2013). There is a tendency among teachers of English to believe that we share a common understanding of the concept of fluency (Chambers, 1997), but the literature review reveals that there is a whole collection of different definitions, unfortunately there seems to be no consensus among teachers and scholars regarding what is really meant by fluency, and what the indicators of fluent oral production are.

One of the pioneers in fluency investigation was Fillmore (1979), whose definition of the concept fluency is often cited in several research works, and which is as follows: "the ability to fill time with talk" (p.93), from here we can conclude that a fluent speaker of a language is someone who can keep talking in the target language with as few pauses as possible, thus the fewer the pauses and the longer the runs, the more fluent the speaker. Based on Fillmore's definition, in technical terms, fluency is determined by the speech rate of the oral production, and the frequency/length of filled pauses, both of which are observable and measurable. Chambers (1997, p. 535) argues that the two main characteristics of a fluent performance are speed (the amount of speech produced in a given time usually expressed by words per minute or syllables per minute) and the effortlessness of the delivery. Comparing these two fluency indicators, it is clear that speed is quantitative, thus it is measurable and can be calculated based on the number of words or syllables uttered in a minute (De Jong, 2004), and effortlessness is rather a qualitative attribute to fluency and it relies on the subjective judgment from the part of the hearer. Though for many researchers speed is a determinant factor when assessing oral production, it does not seem to be in agreement with Fillmore's definition which suggests that fluency is determined by the length of runs, not the speed. Witton-Davies joins Fillmore and explains that in fluency development, the improvement is not at the level of speed at which speakers articulate what they say, but rather in the increase in the length of runs and complexity of the linguistic units between pauses, such increase according to Towell et al is due to the increase in the speed of accessing and processing language. Segalowitz (2010) describes fluency as a multifaceted phenomenon, and he

distinguishes three different types which are: cognitive fluency, utterance fluency and perceived fluency.

II.   Types of Oral Fluency

II.1. Cognitive Fluency

Segalowitz (2010) defines cognitive fluency as the fluid operation of mental processes responsible for performing target language speech acts, which include speech planning, assembly, integration and execution. Segalowitz based his description of the different cognitive processes underlying speech production on Levelt's (1989) model which is made up of three phases which are: conceptualization, formulation and articulation (Bosker, 2014).

According to Levelt, during the conceptualization phase, the speaker plans his/her utterance through conceptual preparation, in other words, he will plan what to say by integrating the sociopragmatic aspects of the conversational situation. This first phase results in a preverbal message that needs to be turned into words. This preverbal message is then taken to the second phase of formulation during which the speaker starts encoding the message through several sub-phases; a process through which he chooses the right words in the right forms, assembled in an appropriate grammatical form, all of which resulting in a surface structure ready to be articulated in the third phase, and turned into a phonetic event, that we shall call in this paper an utterance. Any difficulty encountered at any point of the above mentioned processes might result in an alteration in the quality of the speech production.

II.2. Utterance Fluency

As indicated in the previous section, oral fluency as a component of oral proficiency is a phenomenon that can be seen from three different but interrelated perspectives, cognitive, utterance and perceived fluency (Segalowitz, 2010). Utterance fluency according to Segalowitz is the surface aspect of cognitive fluency, and he goes on to describe it as the fluidity of the observable speech as characterized by measurable temporal features. Those features can be phonetically measured based on oral production characteristics, which might include: speech rate, length of runs, filled and unfilled pauses. Tavakoli and Skehan (2005) came up with a framework that clustered the different fluency measures into three acoustic dimensions, namely: breakdown fluency which concerns interruption of continuous speech by filled or silent pauses; speed fluency as the rate of speech delivery expressed in words per

minute or syllables per minute; and repair fluency which relates to repetition, reformulation and false starts.

In recent years there has been a myriad of researches attempting to reach an agreement the elements that are most significant to be taken into consideration when describing a given oral production as fluent, unfortunately there still exist some divergences on how a fluent speech differs from non-fluent one.

Lennon (1990) distinguishes two different levels of utterance fluency, he argues that fluent speech may refer to the overall spoken language that we usually use to describe someone's ability to speak a foreign language efficiently. In this broad sense, fluent refers to the ability to use the language in a way that shows good command of grammar, lexis, as well as speed and fluidity of oral delivery. The second level of fluency according to Lennon concerns one isolatable component of oral proficiency (Lennon, 1990, p. 389), taken in this narrow sense, a fluent speaker is not necessarily a proficient one, as fluency here concerns mainly the temporal features of oral production. "Such definition is the one adopted in communicative language teaching (CLT), and which is seen as the effectiveness of language use within the constraints of limited linguistic knowledge" (Chambers, 1997, p. 536).

Although the interpretation of utterance fluency differs from one research to another, there seems to be some agreement on some basic constituents of fluent oral production. In the present research we shall consider Tavakoli and Skehan's (2005) model of utterance fluency measurement, and we will focus on speed rate and pausing.

II.3. Perceived Fluency

The third facet of fluency as described by Segalowitz is perceived fluency, which refers to the subjective judgment from the part of the listener, (Segalowitz 2010, Bosker 2014, Kahng 2017, Witton-Davies (2013). Perceived fluency is "the inferences listeners make about speakers' cognitive fluency based on their perceptions of utterance fluency "(Segalowitz, 2010, p. 165).

Although perceptions of fluency are subjective and depend on the listener's understanding of the concept, several research works found that temporal speech measures of utterance fluency such as speech rate and pausing, are factors that influence fluency rating. On the other hand, Rossiter (2009) as cited in Bosker (2014) points out that subjective ratings of fluency in her research, were influenced by non-temporal factors such as grammatical

accuracy, vocabulary use, or foreign accent, which raises the question what factors are most influential when judging oral production? Bosker (2014) quoted a research conducted by Derwing, Rossiter, Munro, and Thomson (2004), in which they asked novice raters to obtain perceived fluency judgments, and the results show that pausing and rate of speech accounted for 69% of the variance of their fluency ratings. According to these findings there is a significant correlation between temporal measures of utterance fluency, that can simply be analyzed using technology, and the subjective perceptions from the part of the listener Witton-Davies explains that the listener is central to the assessment of fluency and their judgment relates to the ease of delivery or smoothness of speech, a characteristic of oral production that is perceived through the speed of the delivery and frequency of the pauses.

III.   Measurement of Fluency

In the field of oral testing, the overall proficiency of the speaker is assessed, usually by raters who rely on their subjective perception of utterance fluency. Witton-Davies suggests that speaking test designers have to define evaluation criteria, which would include fluency as one aspect of speaking proficiency along with other non-temporal variables, and they should provide raters with clear guidelines to follow when assessing speaking performance. He also recommends that prior to testing, there has to be a clear definition of the construct of fluency, which would be applied for elaboration of rating scales and the writing of band descriptors for each level. The following table shows how fluency is described across some internationally recognized speaking proficiency tests (Tavakoli, et al, 2017):

Figure 1: Fluency-related rating descriptors in selected standardized tests (Tavakoli, et al, 2017)

Test (CEFR level, if level-specific)	Cambridge First (B2)		IELTS		PTE Academic		TOEFL iBT		Trinity ISE II (B2)
Rating category in which fluency is featured	Discourse management		Fluency and coherence		Oral fluency		Delivery		Delivery
Fluency-related descriptors	5 3 1	• Produces extendedstretches of language with very little hesitation. • Produces extended stretches of language despite some hesitation. • Produces responses which are extended beyond short phrases, despite hesitation.	9 8 7 6 5 4 3 2	• Speaks fluently with only rarerepetition or self-correction; any hesitation is content-related rather than to find words or grammar. • Speaks fluently with only occasional repetition or self correction; hesitation is usually content-related and only rarely to search for language. • Speaks at length without noticeable effort; or may demonstrate language-related hesitation at times, or some repetition and/or self-correction. • Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation. • Usually maintains flow of speech but uses repetition, selfcorrection or hesitation. • Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction. • Speaks with long pauses • Pauses lengthily before most words.	5 4 3 2 1 0	• Speech shows smooth rhythm and phrasing. There are no hesitations, repetitions, false starts of non-native phonological simplifications. • Speech has an acceptable rhythm with appropriate phrasing and word emphasis. There is no more than one hesitation, one repetition or a false start. There are no significant nonnative phonological simplifications. • Speech is at an acceptable speed but may be uneven. There are few repetitions or false starts. There are no long pauses and speech does not sound staccato. • Speech may be uneven or staccato. Speech (if >=6 words) has at least one smooth three-word run and no more than two or three hesitations, repetitions or false starts. There may be one long pause, but not two or more. • Speech has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, and/or multiple hesitations, repetitions, and/or false starts make spoken performance notably uneven or discontinuous. Long utterances may have one or two long pauses and inappropriate sentence level word emphasis. • Speech is slow and laboured with little discernible phrase grouping, multiple hesitations, pauses, false starts, and/or major phonological simplifications. Most words are isolated, and there may be more than one long pause.	4 3 2 1	• Generally well-paced flow (fluid expression). • Speech is generally clear, with some fluidity of expression, though minor difficulties or pausing are noticeable. • Speech is basically intelligible, though listener effort is needed because of choppy rhythm/pace. • Delivery is choppy, fragmented or telegraphic; frequent pauses and hesitations	4 3 2 1	• Speaks promptly and fluently. • Speaks promptly and fluently – occasionally affected by some hesitancy. • Speaks promptly and fluently enough to follow. • Speaks slowly, sometimes or often halted by hesitancy

Tavakoli and Skehan (2005) suggested that a good reliable measurement of fluency should include its three characteristics, which are speed fluency, breakdown fluency and repair fluency. Following this order it is obvious that speech rate and pausing are the two major characteristics that determine whether speech is fluent or not, this point of view is backed up by De Jong who argues that "speech rate is mathematically related to number and duration of silent pauses" (2007, p. 211), because the more or longer a speaker tends to pause, the slower the speech rate will be. In this respect, measurement of fluency will be achieved using technology to provide accurate results when analyzing speech.

Tavakoli (2016) summarized the temporal features of oral fluency as follows: fluency is characterized by the flow of speech, its speed and a lack of disfluency measures. What is meant by this description is that fluent speech indicators are the length of runs, speed of delivery, a low frequency of pauses. In the upcoming paragraphs, we will attempt a clear definition of each of the feature mentioned above, as well as their measurement.

III. 1 Speech rate

"Speech rate refers to the speed of delivery, and it is defined as the number as the number of syllables uttered per second" (Chambers, 1997, p. 538). De Jong and Wempe (2007) have compared the subjective measures of fluency as used by human raters when assessing oral production, and found that there is a correlation between those subjective measures and objective measures of fluency, based on the analysis of speech samples of software. They concluded that speech rate is the best predictor of subjective fluency.

III. 2 Length of runs

Another good indicator of oral fluency is the length of runs, which was referred to earlier as flow of speech. Kahng (2017, p. 810) as cited in Tavakoli (2016, p. 138) emphazies that among the different measures of oral fluency, mean length of runs is strongly associated with both oral fluency and perceived fluency, thus the longer the runs the more speech is perceived as fluent.

III. 3 Pauses

According to the framework sketched by Tavakoli and Skehan (2005) measuring oral fluency should include breakdown fluency as a factor that contributes to the perceptions of oral fluency. Pauses are those silences that occur between chunks of speech. De Jong and Wempe suggest that "breakdown fluency can be objectively measured by measuring the duration and the number of silences in running speech" (p. 52). "When assessing Oral fluency the presence, length and frequency of pauses affect the listener's perception of oral fluency" (Chambers, 1997, p. 538). Chambers continues to explain that both native and non-native speakers pause, and the difference lies in the frequency of pauses found in non-native speakers, as they produce shorter word groups.

The literature review of fluency measurement highlight the strong link between pauses and length of runs, that is to say, the longer the runs, the fewer the pauses, the more fluent speech sounds.

IV.   Importance of L2 Speaking Fluency

The motive behind conducting such research work is basically determined by the considerable importance L2 speaking fluency has in foreign language contexts. For a long time EFL teachers firmly believed that the teaching of grammar and vocabulary, with a bit of pronunciation thrown in would guarantee or naturally lead to the ability to speak fluently (Thornbury, 2005) which has nowadays become students main reason in learning a foreign language. However, it is of great concern to note that the vast majority of EFL learners still find difficulties or are completely unable to communicate or interact using the target language as naturally as they desire to.

In real-life communication, language is seen as a system of communication which is mostly used to express one's feelings, thoughts, information…..etc. Thus, the importance of using language to produce a speech that is fluent instead of learning forms and rules to speak accurately has been reflected through the ability to make a comprehensible speech and communication even with some grammatical errors taking part. However; based on a close observation of Second year L.M.D students of English as a foreign language, it is inescapable the fact that those learners are facing serious difficulties in communicating easily and fluently due to the lack of exposure and practice of that language. The vast majority of them, therefore, have stated that their speeches tend to be hesitant, slow, not fluent, full of repetitions and self- corrections. As such, learners may soon get de-motivated and lose

interest in learning (Nunan, 1991), above all, an investable failure in translating one's communicative intentions and thoughts into comprehensible and acceptable speeches are to be predicted. Concisely, the significance of speaking fluently in L2 relies to the fact that it determines the learners' success of foreign language communication as a result they view learning the language as learning how to speak the language (ibid).

Through a natural and spontaneous delivery of intended meaning without much hesitations and pauses, learners' intended message is well processed and understood by the listeners, hence, the risk of misunderstanding is quietly low. On the other hand, dysfluency which is lacking speaking fluency causes risk of misunderstanding and breakdown in communication. Because the speaker inability to get their message across and effectively express their thoughts and ideas makes it difficult for listeners comprehension. Presumably, academic failure is likely to happen as language learners usually tend to evaluate their success in language learning on the basis of how fluent and fluid their speech is (Richards, 1990), and on the achievement of their communicative purposes. Ultimately, this gives rise to great deal of consequences such as: low self-esteem, unwillingness to converse and engage in conversation and to a large extent ruins one's life career. Drawing on these serious consequences caused by dysfluency, speaking fluency is one of the most important components of second language proficiency (Ginther et al., 2010) and speaking a foreign language fluently has become necessary for EFL learners because not only it increases their self-confidence and self-esteem, but it also creates spectrums of opportunities in their life ranging from academic success, more job opportunities, wider chances to converse and meet people from all over the world.

V. Activities Used to Develop Speaking Fluency

Goh and Burns (2012) describes the teaching of the speaking skill as a vital part of any language education classroom, and Richards (2007) recognizes fluency as a perquisite for success at both the academic and professional levels, and he believes that there is a high demand for quality language instruction along with teaching materials and resources. In what follows, we will examine some of the most common practices used by teachers of English to teach speaking as a skill with the focus on fluency as one of its components.

1- Role playing:

Role plays are activities that bring students to perform imaginary situations that they are likely to encounter in real life (Thornbury, 2005). Role playing with its different forms is an effective technique in the sense that it allows students imagine scenarios under the supervision of their teacher, in which they get involved in interactions either by role playing someone else's personality or simply by being themselves in situations where they have to negotiate or simply exchange information (Ur, 1991). Gastao (1995) claims that role-plays are proposed as an ideal technique to teach real life communication.

Role playing is not without its drawbacks, as Ments (1989) comments on the technique arguing that implementing such activities might trigger conflicts among group members, also they are somehow too entertaining, which is likely to waste valuable time. Thornbury (2005) also explains: "there are also learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation (pp. 96, 98). Those comments highlight the time constraints as the process of introducing, preparing and performing takes time, especially when the preparation is done in pairs or small groups which quite difficult for teachers to control, "working with a partner can be noisy and makes students switch to L1" Harmer (2001: 116).

2. Classroom discussion

The second technique mentioned here is classroom discussions. As defined by Gall and Gall (1993) is a method in which a group of participants is gathered with one being a moderator-leader, for the purpose of communicating interactively using speaking. They also argue that three types of classroom discussion can be distinguished; cooperative learning discussions, learning through discussions, and issues-oriented discussions. Many scholars claim that classroom discussion is an excellent way of giving students opportunities to speak (Thornbury 2206, Dobson, 1981, Harmer 1991). Thornbury (2006) reckons that the best discussions in class are the spontaneous ones, trigger either by reporting a students personal experience or a topic suggested by the teacher. Ur claims that the real purpose of classroom discussions is to increase the students talk time, and lower the inhibition of those students who are unwilling to speak. She also suggests that topic should be carefully chosen, and preferably one that represents some sort of controversy, in which participants are likely to be evenly divided.

Larson (2000) points out that discussions that can teach students, are those that create serious interactions in which they backup their opinions, which is likely to lead to criticism and therefore, may lose its purpose of talking respectfully, taking the discussion off-track and leaving the arena to a few dominant participants.

3. Task repetition

The third technique reported in this section is task repetition, as Burns (2012) explains, this technique enhances speaking performance by reducing cognitive load during speech processing. The process involved in this technique suggests that students give a short talk in a given period to an audience, and keep repeating the same talk in a shorter period each time, and to a different audience (Nation, 1989). He describes the technique as combining the features of quantity of production, learner control over the topic and language used, repetition, and time pressure to reach a high rate of production through the decreasing amount of time available for each delivery. The reasons given for the effectiveness of this activity, are that the repetition of task makes the student acquainted with some vocabulary, grammar and discourse, which plays in favor of automaticity, and therefore, allows a faster performance and a lower rate of pausing. Although the technique is proven to bring positive results in terms of oral fluency improvement, it remains difficult to implement appropriately, as it requires a lot of time, a difficulty that the group size might even make worse (Molina, 2017).

VI. Factors hindering speaking fluency

To achieve speaking fluency, some barriers that EFL learners encounter when attempting to engage in an interaction need to be removed, to name the most common obstacles highlighted by teachers and students, we will rely on Ur's findings. She claims that among the most recurrent hindrances, inhibition probably comes in first place. The main reason she gives for that is the fact that speaking in a classroom requires a certain degree of real-time exposure to an audience, which makes students inhibited due to worrying about making mistakes, fear of criticism or losing face, are simply the due to the shyness triggered by the attraction their speech creates. The second problem mentioned is nothing to say. Even the most talkative students sometimes get stuck and feeling guilty of not participating, which due to their lack of knowledge regarding the topic being discussed, thus failing to find the ideas and the words they need to express themselves. The third point she tackles is the low or even participation, which is the result of talk dominance by a group of students. The problem of dominance arises

in a classroom setting that does not have rules to work with, leaving the opportunity to speak to the few motivated students in the detriment of the passive ones.

Conclusion

The previous chapter helped us shed light on what fluency means in the context of foreign language teaching and learning and what its components are, in order to be able to measure students performances in terms of those fluency component that are proven in the literature review to be most significant, and which are rate of speech and pausing frequency. We also highlighted the different obstacles that prevent students from making the most of their speaking sessions, and improve their oral fluency, all of which serve to determine the conditions that actually could help EFL learners overcome those barriers and guarantee a fast sustained development of oral fluency. Based on the knowledge obtained from reviewing the existing literature relevant to our variable (oral fluency) we present in the following chapter a technique called Socratic seminars, which we believe contains the ingredients necessary to create this environment that offers an opportunity to all students to practice their fluency and achieve a higher level of speaking proficiency.

Section two: Socratic Seminar as a teaching technique

Fluency has become a topic of growing interest among researchers over the last few years, by far, a students' long-awaited and much desired objective (Segalowitz, 2010; De Jong & Perfetti, 2004; Mirdamadi& De Jong, 2015). The ability to carry a smooth and fluent native-like talk is at all students' high expectation to acquire. Yet, the fear of being proved wrong, having nothing to say, and being judged are actually great hindrances that establish an unsafe environment for them to express and share their ideas freely (Ball & Brewer, 2000). Adding to that, it has been observed that almost all classroom discussion continue to exhibit the traditional recitation formats (Kumar, 2003) where teachers appear to be the sole source of input passively transferring knowledge to students whose innate inquisitive minds are neither stimulated nor engaged in a dialogue inquiry, that is, if found, would open up the floor for students to find their voices.

Creating a risk-free and motivating environment that not only offers plenty of opportunities for students to speak and interact, fits nicely with the so-called Socratic seminar. As a rule of thumb: "Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand." Socratic seminar as an exploratory dialogue centered on a text (Copeland, 2005) praises inquiry and interaction with a text, serving as a basis for discussion (Strong, 1997), whereby participants through asking questions, especially open ended ones, end up articulating and developing their voices (Ball & Brewer, 2000).

In this section, we are going to spot the light on the Socratic seminar practice as an alternative to the conventional teaching methods. Its origin and scholar's exhaustive definitions as distinct from the traditional classroom discussions are well elaborated as a starting point in the theoretical endeavor. Moreover, this section highlights the main components of Socratic seminar offering in-depth explanation of each. Afterwards, we provide the nuts and bolts on how to lead a successful Socratic seminar, explaining in detail the process and the procedures. Finally, we will present the remarkable relationship between Socratic seminar and oral fluency practice.

I.   The Origin of Socratic Seminar

Back to the ancient time of Greece when Athens was the intellectual center of the world, there, lived a great philosopher and a moral teacher named; Socrates. In his day 2400 years ago, Socrates believed himself to be sent by God on a mission to fulfill the philosopher's duty of searching into oneself and other men to find the truth and the essence of human life. This philosophy of inquiry saw light in the streets of Athens where he used to wander all day long asking probing, fundamental questions of life, such as: "What is virtue?", "What does friendship mean?" Shortly, he worked under the faith of "the unexamined life is not worth living" by encouraging people around him to think for themselves and deeply probes into their thoughts seeking answers and multiple interpretations for a better understanding of life. As highly denoted in Socrates' saying "I cannot teach anybody anything, I can only make them to think".

To fully examine oneself and others, Socrates entered into a deep conversation with young men of Athens, and it all starts with subject- idea, statement of his day- to be explored in depth through thoughtful questions, thus stimulating critical thinking. What seems to be remarkable in his philosophy is his prominent policy of "I do not know" which was according to him the starting point of any curious human being to search for knowledge. So, despite the profound wisdom and knowledge Socrates held at that time, he feigned ignorance and pretended to have no answers himself so as to let his respondents think, examine, probe, analyze and explore their already existing knowledge to eventually reach full, deep and self-understanding of life, oneself and others. He stressed the powerfulness of self-understanding when he said;

> "It is clear that they do this, not because they have ever learned anything from me, but because they have found in themselves many beautiful things and have brought them forth. But the delivery is due to God and me" (Ball & Brewer, 2000, p.2)

In modern education, the value of Socratic Method is put into practice using it as an effective teaching technique (Alder, 1982; Strong, 1997; Copeland, 2005) that would make students at the center of the learning process capable of constructing knowledge through the act of questioning which is actually the human innate value of learning. Believing that within each of his respondents resided an often untapped reservoir of knowledge, Socrates viewed

himself as the midwife of the mind, which was his mother's profession, helping them in the delivery of their own knowledge and ideas. In classroom, Socratic teachers are no longer to act as the only knowledgeable that used to pour knowledge, purvey correct answers to fill their so-called "empty head", instead, they are facilitators assisting to the delivery of their students' knowledge through questions which are generally open-ended questions (not yes/no questions) (Paraskevas & Wickens, 2003). By means of seminar text, students, teacher all together engage in a quest dialogue, an intellectual journey whereby the students are leading the dialogue with divergent value; ideas; perspectives; issues and questions, and the teacher guiding them. The belief is that only through this thoughtful dialogue, will a deeper and mutual understanding be discerned by students' collaborative inquiry.

The Socratic seminar practice is named for the embodiment of Socrates' belief in the power of asking questions and dialogue that not only would activate students' unexploited knowledge and scaffold it to construct a deep one, but also elicit more students' voices, ideas and thoughts in the classroom. The term "Socratic seminar" appears to have first been coined in 1937 by Scott Buchanan in his work with St. John's College New Program, and the idea has continued with organization such as: The Center for Socratic Practice, The Touchstones Project, Junior Great Books, the National Paideia Center, and the Coalition of Essential Schools (Strong, 1996, p.5). In 1982, the Socratic seminar's concept was brought into life in United State by Mortimer Alder's Paideai proposal school reform and then reintroduced as a teaching technique and potent learning model (Alder, 1982) adopted by many educators in their classroom such as: Mortimer J. Alder (1982); Dennis Gray (1989); Lesley Lambright (1995); Michael Strong (1996); Margaret Metzger (1998); Wanda H. Ball &Pam Brewer (2000); Victor J. Moeller & Marc V. Moeller (2002); and Matt Copeland (2005)….etc.

II.   Defining Socratic Seminars

Before going any further in our research work, it is of considerable importance to demarcate Socratic seminars from other types of discussion teachers tend to adopt in their language classrooms; to name few: debates, role plays, interviews and traditional classroom discussions…etc. Doing so, Socratic seminars a backbone of this research are to be explicitly defined and then contrasted with classroom discussions and debates in hopes to uncover the main differences that may possibly exist.

The concept of Socratic seminar was addressed by Mortimer Alder's Paideai proposal in 1982 referring to it as Paideai seminar which is used interchangeably with the term Socratic seminar. As an explicit definition, Alder viewed it as a third column of learning which completes both the first column of didactic instruction; lectures for the acquisition of organized knowledge (facts), and second column of practice, coaching and exercises for the development of intellectual skill of learning (skill building) to finally reach to third goal of enlarging and exploring the understanding of ideas and value by means of Socratic questioning and active participation. In short, Socratic seminar is not teaching by telling and by using textbooks, however, this Socratic mode of teaching is based on asking questions and leading discussions which eventually helps students bring their ideas to birth, thus, called "maieutic" (Alder, 1982, p. 29).

As quoted in Copeland (2005,p 9), Lesley Lambright (1995) defined Socratic seminar as an "exploratory intellectual conversation centered on a text";a reading text that is chosen for its richness in values and ideas to elicit and captivate students' willingness to speak and participate to share their understanding of the text in a form of structural dialogue. Considerably, this active dialogic participation not only leads students to have a critical reading of the selected text, but most of all, it allows them to think, probe and even go beyond the text's surface meaning rather than waiting for teachers' correct answers and then replicating and regurgitating them in written test or in an essay (Nystrand, Gamoran, Kachur, & Pendergast, 1997). As a basic description, Strong (1997) went on defining Socratic seminar in a short paragraph:

> " A Socratic seminar is a seminar that begins with a question, students must
> have the assigned text in their minds and on the table in front of them, address
> is polite and responsive, all should participate and support their opinions with
> arguments- when that has been said, all has been said- there is no further
> method. The rest develops as a living conversation" (p.42)

By definition, Ball & Brewer (2000) argued that Socratic seminar is an exciting and effective teaching strategy where participants instead of seating at desks arranged in straight rows facing their teachers, they sit in a circle facing their peers, thus, having the name of "Socratic circle". This kind of seminar provides great deal of opportunities for students to speak as comfortably as they wish by creating not only a convenient layout and rich environment in terms of shared knowledge, collaborative work and authentic texts, but most of all, it provides a risk-free settings from any judgmental lens of their peers and teacher.

Admittedly, it is generally acknowledge that learning thrives in the absence of fear, risk and judgment (Kohn, 1993).In the same vein, Moeller & Moeller (2002) describes it as an active process that " begins with a problem (a prepared interpretative question), continue as a process of asking spontaneous follow-up questions, and results in a product of increased understanding and enjoyment". In others words, it is a collaborative and intellectual dialogue facilitated and guided by the so called "open-ended questions" that students have to carefully craft prior to the seminar and then to ask all along the seminar to construct thoughtful spoken discourse and meaning though what they have read and shared within the group without any focus on a "correct" interpretation of the reading text (Adler, 1982; Roberts & Billings, 1999; Copeland, 2005).

In the simplest term, Socratic circle is an "in-class dialogue built upon a foundation of the following components: a text that students have read critically prior to the seminar, open-ended questions prepared in three steps "opening, core and closing questions" and if necessary follow-up questions that challenge students to go beyond literal meaning and build elaborated textual interpretations, and two concentric circles of students; inner and outer circles (Copeland, 2005). Surprisingly, students are more motivated and fully involved than ever in a meaning-making conversation that will though practice hones their skill of conversing fluently.

Recently, Dougherty, Billings, & Terry (2016) defined Socratic seminar as "a collaborative intellectual discourse facilitated with open-ended questions about a text."(p, 40). They go further on the description of the prominent characteristics which inherently distinguish it from the any classroom dialogues:

- Collaborative: Participants cooperate intellectually rather than compete, building on each other's thoughts to construct more sophisticated understandings of the ideas under discussion.
- Intellectual: Participants address ideas and values, not factual information, and so struggle with the ambiguity presented by challenging concept.
- Open-ended: The teacher guides the seminar by asking questions that have multiple "right" answers, thereby evoking a wide variety of responses from a wide variety of participants.
- Text-driven: The seminar is anchored by a text, which is a human artifact that embodies the curricular ideas and values chosen by the teacher.

II.1. Difference between Socratic Seminar and Traditional Classroom Discussions

Drawing from the above attributed definitions, Socratic seminar is by no means a Classroom discussion. Ball & Brewer (2000), in this respect, goes on to portray a scenario from class discussion:

> "Teacher asks a question. No one answers. Teacher asks again, maybe adding a hint. One student answers. Teacher asks for other opinions. None are forthcoming. Teacher fills in with opinions. Teacher asks another question. None of them answer. Teacher then follow with lengthy explanation…. (p.10)"

As a fact, in question-and-answer discussion students too often rely on their teachers to take lead of the lecture and answer questions, generally the close ended one, on their behalves. Playing the role of the rescuer teachers are unconsciously spoon-feeding the answer students are hoping to hear, as a result this end them up to remain silent and passive while handing over control and voice to their teachers. Admittedly, many teachers have reported difficulties to get a class discussion as it actually lacks of practice (ibid.), thus, turns into lecture and by chance some mini-answers from students are uttered.

As a back up to Ball& Brewer's (2000) distinction between Socratic seminar and classroom discussion, Copeland (2005) identified the main features that make Socratic seminar, classroom dialogue, as a unique alternative to classroom discussion. Whereas discussion is a meeting of group either held or scheduled to frequently seek correct answers and resolution of problem, Socratic dialogue is an open conversation that encourages quest for mutual understanding and knowledge through diverse perspectives and interpretations (Ibid), though, it is not about answers and solutions. Teachers' main purpose of leading discussion is, in fact, to clean up the ambiguous and confused areas students too often are struggling with, hence, it reaches its end once students get their hindrances surpassed and their questions answered. On the other hand, Socratic dialogue is inherently different in that it invites inquiry, assists students' questions and relates to their experiences. Furthermore, Socratic seminar makes the students at the heart of the conversation by giving them the power of asking open-ended questions that trigger a deep probing in one's thoughts and total engagement in the conversation while teachers act only to keep the discussion moving forward. One might say that ownership of talk and learning resides within students' hands who are now expected to explore their reading of text, challenge each other's view and then empower their voices with

textual evidences. For clear illustration, Ball & Brewer (2000) listed the main differences as follow:

Socratic Seminars	Classroom Discussions
Students and teacher are in a circle. All have eye contact; teacher is on the same level.	Students are often in rows. Teacher is set apart and often higher on a stool or behind a podium.
97% student talk; students know teacher won't comment.	97% teacher talk, even if many questions are asked. Teacher elaborates and answers.
Average response for students is 8-12 seconds.	Average response for students is 2-3 seconds.
No verbal or nonverbal approval is present. Affirming feedback by the teacher is taboo.	Teacher affirmation of correctness is typical. Sustaining feedback for incorrectness is expected.
Thinking, backed up with textual evidence, is paramount. Open-ended exploration, not rightness, is valued.	Rightness is usually paramount; thinking ends as soon as someone is right.
Students listen primarily to peers.	Students listen primarily to the teacher, who has the answer.
Students have ownership for most of the flow.	Teachers have ownership for most of the flow.
Students are held accountable for contributions based upon criteria that have been agreed upon.	Students see discussion as a frill, a nebulous, negligible "participation grade." If you miss class, you didn't miss much.

Figure 2.Differences between Socratic Seminar & Class Discussion (Wanda & Brewer, 2000, p. 11).

II.2. Difference between Socratic Seminars and Classroom Debates

Reducing teacher speaking time, debate is one of the speaking activities that increases students speaking time and get them fully involved in a conversation that allows them to defend their stands and opinions. Ramadan & Sabbah, (2015) define debate as:

> "Two groups of people on opposite sides of the issue discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided." (p. 4)

However, debate gives students the long-awaited opportunity to freely express their ideas and the enthusiasm of competing to win, the risk of arguing and reprisal is higher than any casual classroom discussion (Alasmari, 2012). This unsafe learning environment runs students participation and engagement at risk. In contrast, Socratic Seminar is not a concept of winning; instead, it is a collaborative work or a mutual search to construct a common and

deep understanding that serves all the participants of the group equally (Copeland, 2015). Seemingly, this would establish a safe setting free from any put-downs that could impede or shut down students forever. To mark the major differences, (ibid) categorized them as follows:

Dialogue (Socratic seminar)	Debate
Dialogue is collaborative. Two or more sides work together toward common understanding	Debate is oppositional. Two sides oppose each other and attempt to prove each other wrong.
In dialogue, finding common ground is the goal	In debate, winning is the goal.
In dialogue, one listens to the other side(s) to understand, find meaning, and agreement	In debate, one listens to the other side to find flaws and to counter its arguments.
Dialogue causes introspection on one's own position.	Debate causes critique of the other position.
It is acceptable to change one's position.	It is a sign of weakness and defeat to change one's position.
Dialogue opens the possibility of reaching a better solution than either of the original solutions.	Debate defends one's own position as the best solution and excludes other solutions.
Dialogue strives for multiplicity in perspective.	Debate strives for singularity in perspective.
Dialogue creates an open-minded attitude, an openness to change	Debate creates a close-minded attitude, a determination to be right.
In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it.	In debate, one submits one's best thinking and defends it against challenges to show that it is right
Dialogue involves a real concern for the other person and seeks to not alienate or offend.	Debate involves a countering of the other position without focusing on feelings or relationship, and often belittles others
Dialogue assumes that many people have pieces of the answer, and that together they can put them into a workable answer	Debate assumes there is a right answer and that someone has it.

Figure 3. Comparison of Dialogic seminar and Debate (Copeland, 2005, p.47)

III.   Components of Socratic Seminar

A productive, stimulating Socratic seminar is built upon a foundation of the four intertwined components: (1) the seminar text that students have to prepare and read critically, (2) effective questions raised prior and during the seminar, (3) the seminar leader and (4) the participants whose responsibility is to lead and ensure rich, thoughtful, interactive and inquiring seminar. These are the core elements that characterize Socratic seminar from the traditional teaching technique as it emphasize the major role of students in speaking activities

putting them at the center of the learning "student-centered approach" and engaging them in dialogue inquiry about text whereby they gain confidence and find their voices.

III.1.Text Selection

Teachers in their endeavor to select a text material for their students to read hardly focus on the interestingness and engagement of text content as long as it achieves lesson expectations and objectives. Although "the 'interestingness' of a text is thirty times more powerful than the readability of text when it comes to comprehension and recall" (Johnson & Blair, 2003), teachers find it a challenging task to select an appropriate and engaging reading text that greatly elicits students communication with considerable amount of topical knowledge and understanding at their disposal. Though, reading texts, as main heart of communication, are to be selected wisely and carefully by language teachers.

Socrates concept of taking a subject; an idea, statement or an argument of his day was an efficient means that engages students and young men of Athens in a thoughtful conversation and depth thinking. A subject that is in today's Socratic seminar teaching technique is reflected as a seminar text on which the whole classroom conversation is centered, as quoted by Strong (1997, p. 40) "Text serves as a basis for a disciplined and thoughtful discussion". Therefore, teachers' main duty to select texts must be a thoughtful process rather than a random choice (Arias, 2007) and valuable time should be devoted to the process of selecting reading text. A text that Socrates teacher carefully chooses regarding their richness in ideas, issues, values and their ability to stimulate extended and thoughtful dialogue. Copeland (2005, p.31) refers to it as a "good text that raises questions in the participants' mind, questions for which there are no prescribed right or wrong answers". Importantly, Ball & Brewer (2000) also highlighted the usefulness and the necessity of choosing a text that creates a sense of discovery, mystery, ambiguity in ideas and values so as to capture students' great interest to set out a quest for a wider and deeper understanding of what Alder (1982) refers to as "text of merit".

To offer opportunity for learners to speak, text has been recognized as a major source of input that can be taken from literature, history, science, philosophy or currents events. Likewise, others sources like artworks, songs, films or movies can also work as a powerful seminar textes, especially when combined with short reading (Ball& Brewer, 2000).So, in order for students to get engaged with text and take it as an interesting and valuable activity to be closely analyzed, it is crucial for Socratic teacher to focus on the interestingness and

engagement of that reading text, because "no matter how difficult or easy a text might be, it would be boring or difficult to read if it is not interesting to the learner" Lotherington (1988, p. 101). On the contrary, if the selected text is that interesting and stimulating, the chances to read, analyze and question are considerably increased (Day, 1994). As a result, Students will move from having an interest to having a deep and rich understanding ready to share and to start a thoughtful conversation. In short, it is the value key to the success of a Socratic circle that enriches and engages students to speak.

Furthermore, teacher using Socratic seminar technique not only ground their selection on the text itself, richness, interestedness and relevance of the contents, but they need also to actively involve their students in this process; their level, interests and background knowledge. A reading text that does not go beyond students' ability, but rather, suits their level and likely meets their interests as well as relates to their personal lives is substantially of a paramount importance to motivate and engage students willingness to read (Day, 1994).In this respect, vast majority of students have reported that "their learning is greatly affected when the text selected for a Socratic circle is relevant to what is being learned and is meaningful to their own lives" Copeland (2005, p. 100). Furthermore, increased motivation and enthusiasm to read pave them the way to explore the text content as well as to expand their background knowledge. Clearly, by activating prior knowledge, making connections to the explored text, drawing both inferences from a text and from one's life experience, learners easily build up the spirit of self-confidence to share and speak out their ideas and opinions. Texts as a foundation of knowledge, open to discussion, provide a solid basis for learners to cooperatively and collaboratively engage in an interpretative and disciplined discussion seeking wider and deeper understanding of a text in hand by asking inquiring questions (Robert and Billings, 1999).

Despite the extreme difficulty of getting students to read in English, a good selection of high quality piece of a text is so essential for the reading process to take place. Thus, it is highly important for a teacher to approach a seminar text in terms of its engagement and richness in values, ideas and perspectives that would effectively make the students communicate as it naturally appeals challenging and controversial questions for which there are no right or wrong answers (Copeland, 2005). That is, the more the reading text stimulates the students' inquisitive minds the more the desire to read increases, by far, the students' willingness to speak with adequate topical knowledge and rich amount of vocabulary arises as well. Remarkably, seminar text served as a springboard where all students are given the same

opportunity to gain not only knowledge but also deep understanding of text that would ultimately nurture their speeches. One of the major previously uttered obstacles as shortage of topical knowledge and vocabulary is almost removed and chances to speak are opened up.

III.2.Power of effective questioning

"The important thing is to never stop questioning." - Albert Einstein

Socrates philosophy of inquiry, more than 2, 400 years ago, in a pursuit of goodness, understanding, and better life of himself and his students in a society where ignorance was praised and knowledge was denigrates mostly caused his death. Within the belief that "the unexamined life is not worth living", he spent his whole life on a quest asking powerful questions such as; "what is love?" or "why do we exist?" and he was never satisfied with a simple good answer, instead; he sought a clear and deep understanding of an issue through the act of questioning. He taught his students the power of asking good questions as to one of his disciple 'Theaetetus', Socrates described questions as "pangs of labor…something within which you are bringing to the birth again and that I (Socrates) can and will assist in their delivery " (Jowett, 1961). Clearly, Socrates' view of himself as a midwife of the mind assisting students to bring forward their already existed knowledge and giving birth to new ideas and knowledge is solely achieved through the power of questioning. Though since Socrates, language teachers have adopted the questioning technique in hopes to foster discussion, deep understanding and active learning in the classroom (McComas & Abraham, 2012)

From the moment of birth, human beings are intrinsically born with limitless curiosity to explore and examine the world around them. As babies they start using their hands to make sense of themselves and as soon as they grow up they embark on a life search to understand the world they are live in by asking endless questions; the what; when; where; who; how and especially the why. It is their inquisitiveness and questioning mind that fuel their never ending curiosity to know and learn. In another word, asking questions, seek understanding and solutions of the unknown are fundamental to all human curiosity as it drives more insights and brain development while keeping their minds alive and engaged in a frequent quest. Piaget (1929), Dewey (1933) and Vygotsky (1978)'s studies stressed the great effect inquiry has on children's learning process and its power in developing communication skills. As curious children, asking inquisitive and deep questions like (why the sky is blue?) is a powerful way that engages them in a dialogue seeking understanding, indeed, that should be even kept in

adult life. Because he who stops questioning, closes all sources of knowledge and opens ignorance's source.

But, it is worth noting that today's educational system focuses more on memorization and rote learning than on the innate art of questioning that has from early age served as a solid basis for children to achieve a fairly understanding of themselves and the world, and it would lead if applied to a lifelong learning and critical thinking. As viewed by constructivists, learning is a mental process that requires students' active participation and involvement in the construction of their own learning through questioning (Piaget, 1929). Instead, students are seen passive participants acquiring knowledge through teachers' lectures and questions. Questioning as an effective teaching tool that "stimulates student interaction, thinking, and learning" has long been adopted by many educators (Wilen & Kindsvatter, 2000 as cited by Wood &Anderson, 2001). As indicated by (Wragg 2001), teachers ask dozens of questions every day, even hundreds, thousands in a single year, over a million during a professional lifetime. So, questioning has become a prevalent method of instruction (Strachan, 2007) where 93 percent of all classroom questions are asked by teaches; 42 percent of which were on the memory level and only 6 percent stimulated higher-level thinking. (Wilen,1991). The primary disadvantage as highlighted by (Gall, 1984; Wilen, 1991; Carol& Anderson, 2001) was teachers' overuse of close-ended or low-cognitive-level questions for which students already know the answers as they are a mere recall of textbook information from memory. This kind of uninquisitive questions are believed to limit students' acquisition of deep, elaborated understanding of subject matters (Brualdi, 1998) as they offer few opportunities for students to think, analyze and express their thoughts and ideas. Typically "to question well is to teach well" (Earnst Sachs), thus, for an effective teaching and active learning, it is highly important for teachers to adopt the Socratic questioning model. That is, through the asking of higher-cognitive-order questions that require students' critical thinking, curiosity, reasoning to go beyond the obvious and memorization, thus, deep and common understanding can be achieved. Remarkably, it is only when open ended questions are asked that thoughtful discussion and thinking are stimulated (Wood & Anderson, 2001).

Along with low-level cognitive questions, teachers seem to be obsessed with students' answers; as being wrong or correct (Willingham, 2009). As a fact, teachers generally devote the end of class time to discussion and assessment of their students' knowledge, doing so, they frequently tend to ask close-ended questions (Cecil & Pfeifer, 2011) for which there is usually a single, correct answer which is usually expected by teachers as it is a mere recall

from memory with no need for students' inquiry, analyzes and probing to take place. In this respect, many educators believed that whenever students have no more questions to rise, deep learning is certainly achieved for questions meaning students lack of understanding while correct answers mark understanding. In contrast, Socrates believed that questioning represents students understanding of subject matters as Elder & Paul (1998) noted that "questions define tasks, express problems, and delineate issues. Answers, on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such" (p. 297). No questions equals no understanding. Most students typically have no intellectual questions. They not only sit in silence, their minds are silent as well. Though, it is of teachers role to ask higher order cognitive question that not only spark students inquisitive mind to search, analyze and explore an issue to come up with multiple answers for which there are no good or bad ones; as students appear to be skeptical to speak up and engage in discussion unless they got to know the correct answer. But, most importantly it makes their mind alive, thoughts shared, voices heard and deep understanding constructed.

It is obvious that lifelong learning and understanding result in an effective and engaging learning environment that praises questioning over answering. A questioning that goes beyond the spoon-feeding of learner's inquiring head with so-called right answers to a powerful questioning that most encourages inquiry "to explore complex ideas, to uncover assumption, to open up issues and problems, to analyze concept, to distinguish what we know from what we don't know" (Paul & Elder, 1997, p. 2) bringing forth multiple answers that encouraging discussion and active learning in the classroom. It is the process of Socratic questioning that revives children lost skill in looking at the world around them with inquisitive eye and the intrinsic quest for understanding that transcend the need to have a correct answer (Copeland, 2005, p. 31).

III.3. Seminar Participants

Unlike the traditional teacher-centered learning mode adopted in many classroom discussions, whereby teachers act as sole providers of knowledge and students as passive recipients, with few opportunity to talk and practice language (Mayer, 1998), Socratic seminar goes beyond that to create an active learning environment that puts the students at the center of the learning process; called "student-centeredness learning". Basically, it turns ownership of conversation, creating and seeking knowledge to students as its fundamental principle is inquiry which is students innate value to learn.

Remarkably, students vis-à-vis Socrates are not compared to empty jugs that need to be filled and measured how well they have received by being passive participants in the seminar. Indeed, they are deemed as active participants within each resides an unexploited reservoir of knowledge, which needs inquiry, probing, analysis and reflecting to ultimately build deep understanding of the subject matter along with ability to share and extend in typical student-led discussion. Seminar participants as an essential component of the Socratic dialogue are held accountable for the quality of the seminar, that is, the success of the seminar relies on their shoulders. Only when the students have critically read the selected text, annotated the different perspectives, created various connections with regards to the text, and questioned writers values and ideas that they can participate in the seminar. Afterwards, it is them not the teacher who direct the discussion in an environment that praises their inquisitive mind to ask questions, search for evidence in relation to the text, the world and personal experience. They significantly set up a spirit of sharing their ideas, perspectives, inferences, and value to finally reach a mutual and deep understanding of the text in hand with increased confidence to speak and learn.

Socratic Seminar as a student-led conversation (Copeland, 2005; Lambright, 1995) fosters active learning thereby participants play almost the major role in directing the seminar with the teacher as a guide. As described by Chickering and Gamson (1987):

> "Learning is not a spectator sport. Students do not learn much by sitting in classes listening. ... They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves." (p. 5)

III.4. The Seminar Leader

Believing in the potential of the students, some teachers put their students in a position of leadership that will not only build their confidence and motivation, but also engage them directly in the improvement of their learning experience as well as a sense of community. In Socratic seminar, it is of teacher's job to choose different seminar participants each time to lead the seminar.

A seminar leader is that person that plays a dual role; being a leader and meanwhile a participant. For each seminar, s/he is supposed to be well-prepared and well acquainted with the text so as to actively engage dialogical seminar text exploration. As a leader, it is valuable to demonstrate a strong will to help the participants get their voices heard equally and actively during the seminar. S/he upholds more responsibilities than a simple participant does in the

seminar. For instance; as it is the leader's duty to lead the seminar into a thoughtful exploration of the text asking (opening and closing questions), s/he should listen very carefully as not to miss students ideas, and through follow-up questions s/he facilitate participants expression of their thoughts, construction of meaning, clarification, and encourage them to carefully examine their own thought while keeping the discussion focused on the text. Moreover, to perfectly manage the group talk and avoid any dominance, the leader has to ensure that all participants, even shy, unwilling, and introverted participants have their share of talk to express their ideas, perspectives using a text as a source of knowledge and a support to back up their ideas.

IV.   Socratic Seminar Process

Conducting a good Socratic seminar requires some understanding of the practice, i.e. the process under which Socratic seminar goes as it mainly consists of three phases namely; pre-seminar, during seminar and finally post-seminar.

IV.1. Pre-Seminar

Pre-seminar is the first step to start with and it represents the preparation phase under which the teacher wisely selects a high quality piece of text for student to read critically and prepare prior to the in-class dialogue. The following paragraphs explain at length the full producers which are perceived as priority for the seminar success

IV.1.1. Critical Reading of a Seminar Text

"The person who does not spend at least as much time in actively and definitely thinking about what he has read as he has spent in reading, is simply insulting the author"

*_Arnold Bennett_*

Vast majority of language students in EFL classroom tend to take reading skill for granted (Erickson, Peters & Strommer, 2006). Running their eye over the reading text to find information, skimming through the lines for main ideas and answering reading comprehension questions, students feel they have successfully met their obligation toward reading assignments. Besides all, they view themselves as active readers with a huge amount of information at their disposal from the reading text to be regurgitated as mark knowledge (Roberts &Billings, 2008). But, it is worth mentioning that active reading is not a superficial

process, in fact, it is that reading that requires deep, active and more engagement with a text and writer as well. That is, by means of active interaction between the text and the reader, students realize their active role in constructing deep meaning of the reading materiel along with the writer. Wallace (2003) claimed that the eventual goal of reading is not only to gain knowledge and information, but most importantly to deepen comprehension.

A growing number of research have reported that although most of students can read, they still unable to fully understand what they are reading because they do not engage critically, actively or constructively to obtain meaning from text (Kaur, 2014). Instead they get satisfied with comprehending only the surface information; what a text says, which is barely adequate for them to pass an upcoming exam or to play a trivial role in a classroom discussion. More clearly, students are adopting a surface approach to reading as they are reading only for facts which generally results in less attention on the details, issues the text would carry. In contrast, taking a critical and deep approach to reading readers will not only recognize what the text says but also how it says and what it means (Kurland, 2000).

Critical reading as defined by DiYanni & Borst (2017, p.22) is the ability "to analyze a text, understand its logic, evaluate its evidence, interpret it creatively, and ask searching questions for it". As the word "critical" would suggests, reading critically does not apply for criticism; showing the text limitations and biases, what is wrong and what is not, however it is "an active and purposeful process of analyzing, questioning, interpreting, evaluating and comprehending printed material in order to react intelligently to the writer's ideas (Wheeler, 2004). Moreover, critical reading requires students to be critical thinkers, that is, for Davidson & Dunham(1997) is the student' s ability to evaluate the gathered information and ideas from what they have read for deciding what to accept and believe in. To make it clear, developing a critical thinking skill comes after reading; after students have fully understood a text using critical reading skill they can evaluate and reflect on what they have read in the light of their prior knowledge and understanding of the world (Kurland, 2000).

Reading for Socratic seminar requires students to read with a critical eye. More specifically, students have to read between the lines to determine what the author means, to go beyond the facts into a deep meaning of writer's concepts, ideas and values ,and then using critical thinking they would question and reflect by establishing connection to their own background knowledge and experiences. Copeland (2005) stressed the importance of critical reading of text as it contributed in the success of seminar. Because of the close interaction with both text and writer, students through their effective acquisition of deep understanding not only have what to say but also how to say it with textual evidence as a backup. To put it

short, instead of absorbing the writer's thoughts and regurgitating factual information of a text students are moved to a high order thinking of questioning, probing and evaluating what they have read to finally reach deep and rich understanding of seminar text ready to share and expand in a thoughtful dialogue.

IV.1.1.1.Critical Reading Techniques

Developing a critical eye towards the reading text is no longer an option but rather an expectation, students have to acquire for their academic success. Reading for deep meaning, being able to comprehend what is read for not just what it says, but also on how and why it says it, makes reading an active activity from which stems a kind of a reader and a writer interactive relationship. Of course, a writer's work without the reader's engagement with the text is as destructive as the catcher in baseball game acting only as a mechanical ball-returning device to the pitcher without doing nothing (Alder, 1984). Likewise, students as passive readers are acting as absorbers to the writer's thoughts and ideas. However, reading critically and closely students are likely to delve deeply into a text using higher-order cognitive skills such as the ability to analyze, synthesize, and make inferences. They are, in another word, interacting and recreating the meaning of the text together with what the writer is trying to convey (Hunt, 2004). Effective and analytical reading is central for the Socratic seminar's success, thought; teacher's approach of only telling students the "what" they need to know and "what" textbooks being to read should be accompanied with the "how" to read it (Crismore, 2000). Therefore, it is crucial for language teachers to provide their students with a variety of reading strategies that nurture the desire for students to read critically and at time facilitate the reading comprehension. To name few; text annotations/margin notes, and Text-to- Self, Text-to- World, Text-to-Text techniques

A. Text annotations

For students to be well-prepared and eloquent speakers for seminar, it is important to have them first analytical readers who have annotated the already selected high-quality piece of text. Annotation, according to Porter-O'Donnel (2004), is an efficient writing-to-learn strategy that "helps readers reach a deeper level of engagement and promotes active reading while marking a visual record of the thoughts". In another word, annotating, or marking a text is a kind of reading technique that gets students to interact with text bringing about heightened comprehension and memory recall (Dakin, 2013). Using a pen or pencil, highlighting key

statements or points, making note of ideas and issues, and making comments on margins or sticky notes, student are analyzing the text more deeply instead of only skimming and running over their eyes for information.

There are various methods of marking a text. For instance, Alder & Van Doren (1972) suggested several and variant forms of annotation.

MARK	
?	In the margin if you don't understand what the passage is about
!	To indicate that something is surprising or unusual
(+) or (-)	To indicate something you want to remember
Post-it-notes	For marking major ideas / referencing ideas to quote during seminar
☺ or ☹	A smiling face shows you agree or like an idea / the frowning face shows disagreement or dislike.
⟨WORD⟩	Circle key words or Unfamiliar vocabulary/phrases. Jot definition in the margin
Highlightwords	Highlight / underline words or passages that reveal crucial information
	Write questions in the margin

Figure 4. How to Mark a Book (Alder & Van Doren, 1972, p.75)

B. Text-to- Self, Text-to-World, Text-to-Text

Reading is made alive when students are interacting with the text in-hand. According to Harvey &Goudvis (2000), students throughout their reading connect with what they are reading in three ways; the T-S (text to self), T-W (text to world) and T-T (text to text) connections. Similarly, Tovani (2000) defined it as a kind of strategy that arises different connections between the self, the world and other texts and he categorized them into three types (see figure 3). The different connections good students bring to the text; previous experiences, knowledge, emotions, and understandings affect what and how students learn (Harvey &Goudvis, 2000).

Text-to-Reader Connections

1. Text to self: Connections the reader makes between the text and his personal experiences and memories. The more experiences and memories the reader has, the easier the materiel is to read end recall.

2. Text to world: Connections the reader makes between the text he is reading and what he knows about the world (facts and information).

3. Text to self: Connections the reader makes between the text he is reading and other texts he has read. He may make connections relative to content, style, or structure.

Figure 5. Text-to-Reader Connections (Tovani, 2000, p.69)

Approaching a seminar text with a critical eye is a fundamental skill that students need to develop. Elder & Paul (2004) pointed out that "to learn well, one must read well" (p. 37). Thus, students in their endeavor to read well, critically and actively, not only engage in a physical act of marking a text that locks meaning grasped from text into their memory, but also involve in a mental action of making connections (Ball& Brewer,2000). Connecting their prior knowledge, personal experiences, knowledge of other texts, and events happening in the larger world to the actual reading text deepens their comprehension and increases long-term retention. In a nutshell, the more connections and interactions a reader makes with the text, the easier and effortless cognitive is the retrieval of the materials during the seminar. Admittedly, the Socratic seminar's ultimate goal of forming autonomously, active readers is primarily to make them fluent speakers with huge amount of knowledge and textual inferences to converse with as smoothly and fluently as they wish to. In addition, students in this phase are prepared for a writing assignment that follows the "post-seminar"; prewriting in form of marks written in the text and in the margins.

IV.1.1.2.What if Some Students do not do the Reading Assignment?

Many language teachers report letdown over students carless and failure to get their reading assignments done at home, prior to the classroom discussion (Hobson, 2004). Away from the teachers' lens, language students' devotion to read and engage in a constructive dialogue with the text decreases due to many reasons, namely; the uninterestingness of the

reading material and its emptiness in inquiry and challenges (Day, 1994; Arias, 2007). For such reasons, they too often arrive at classroom discussions unaware of text content or hardly skimmed through text lines for some general ideas.

Having students critically and actively read the assigned text is a crucial step for the Socratic seminar to be successful. As by description Socratic seminar is an "Exploratory intellectual conversation centered on a text" (p.30). Thus, selecting an interesting and high quality piece of text that is rich in ideas, values and mystery, is highly important that every Socratic teacher keeps an eye on having it as a means of captivating their students' interest and their curiosity to read. Because it is "text-based conversation", it is not surprising that some teachers disqualify (Ball & Brewer, 2000) students who have not critically read the seminar text. In another words, they are no longer legible to participate in the seminar for they have little information or no evidences and references to back up and converse with during the seminar. Instead they are asked to sit at the back of the classroom and required to take notes for a homework assignment; writing an essay about the discussed topic from their own perspective and others (Copeland, 2005)

As reading a text serves as a foundation for in-class dialogic seminar, it is necessary for teachers to design some reading checker activities that make sure students have successfully completed the active reading. For instance, as a first step teachers check the highlighted, annotated, underlined and questioned text on the margins and sticky notes. This will help teachers know which students are prepared and understood, and using other types of strategies such simple quizzes, study guides they will also know who are not. Ultimately, this process helps students maximize the way they prepare for and make use of class time.

IV.1.2. Socratic Questioning Development

It is made obvious that most of the questions performed in today's language classrooms are teachers' power to make sure their students are on the right path and actually do comprehend the information being transferred. Specifically, as argued by many researchers (Kerry, 2002; Yang, 2010) teachers' prevalent questioning technique is turned out to be a way of maintaining control of knowledge rather than a means of stimulating higher order thinking and classroom dialogue whereby students voices are heard and team-work to gain common and deeper understanding is likely. Because of factual questions are the most common type, while open questions that have students to analyze and engage in interpretative talk giving multiple answers are the least common type (Myhill, Jones, & Hopper, 2006). In such context,

it is highly important to demarcate Socrates' power of questioning as a process that prizes inquiry over information and multiple answers for which there are no wrong or correct answers over one single correct answer. Socrates described himself not as a teacher but as an ignorant inquirer; proclaiming "I do not know" for their students to take responsibility of seeking for knowledge and learning through asking probing or open-ended questions that would elicit their thinking and curiosity and redirect them in an open quest through dialogue . In today's classroom, this concept is incredibly important in teaching by asking interpretative questions and by leading thoughtful discussion for which students are at the center of questioning, knowledge, and learning process.

Far beyond students' deep-seated belief that having questions to ask means lack of understanding and knowledge, questions, instead; are found to spark students curiosity and hunger to explore and expand for further learning and understanding. As quoted by Elder & Paul (1998, p. 297) "understanding is not driven by answers but by questions", that is, having no questions to inquire equals no understanding". Yet, it is unfortunate to say that most of classroom interactions are dominated by teachers' questions and voices, while students are unlikely to participate and even ask one question (MacGlathey, 1978 as quoted by Graig, 2005);which leaves no place for their curiosity to learn arouse, and participation to take place. Socratic seminar, however; turn the ownership of questioning to students as the success of the seminar fully depends on their devotion and effort to critically and actively read the seminar text. "Critical mind is a questioning mind" (Paul & Elder, 2001, p. 60). In its core, Students' inquisitive mind in a close and analytical reading engages them in an interactive dialogue with the text; where the writer is talking to them and them as active readers are talking back with questions. Taking a questioning stance toward seminar texts after text-to-reader connections will encourage students' higher-order thinking of analyzing and evaluating ideas, values and issues presented by the writers; essentially, this will lead then to comprehension through dialogic seminar of questions. By dint of writing down questions in the margins, students have truly read the text in-hand and fully processed the ideas being presented for later on discussion. Accordingly, students' questions help in constructing meaning and satisfying hunger of knowing and learning as they bridge that is not known or not understood by students with that is known and understood by another.

For the seminar text to be critically annotated, questioned and connected to the readers' prior knowledge; personal experiences, the world and others texts, it is vital to first select an engaging and interesting text for students to read, which is essentially Socratic

teacher's job. Along with that, Socratic teachers prepare a set of probing questions about the selected controversial text that would help elicit students' dialogue during the seminar. In contrast to traditional teachers' questions that involve the pouring of new ideas and information into students empty brain through correct answers, Socratic questions are thought- provoking ones used to tap into students preexisted knowledge as well as challenge their understanding of the reading text to ultimately generate a new, shared, deep, elaborate understanding of the subject matter in a group dialogue. Clearly, for Socrates, within each of his students resided an often-untapped reservoir of knowledge and understanding hidden in their mind, thus, questioning is rather an effective means of transforming knowledge from talent to manifest, than a way of transferring it from teacher to students (Pihlgren, 2008). Accordingly, Socrates adopted "ask but do not tell" policy enabling his students to probe and explore their thoughts as well as broaden chances for them to engage in disciplined discussion without teachers telling the answers and afar from their corrective lens (Ball & Brewer, 2000).. As a result, this would encourage and foreground students' voices in the classroom (Conlon, 2005)

To put it clear, Socratic seminars aim at changing the domination of teachers' questions and voice in the classroom in favor of increasing and promoting students' talk time and questions (Pihlgren, 2008). For a fruitful and thoughtful Socratic seminar, it is valuable for both teachers and students 'being; participants or leader' to prepare questions prior to the seminar. While students, an important component of the seminar, develop a set of questions for the in-class dialogue seminar to take place, teachers are only facilitators and guiders who would elicit good dialogue for students. In short, unless students have questions to rise, the seminar cannot occur. Thus, "the more questions written down by both teacher and students, the more potential lines of conversation can take place, thereby improving the quality of the dialogue" (Copeland, 2005, p.50). Moreover, it helps in developing students' fluency skill through a continuous questioning conductive to inquiring and thoughtful dialogue.

IV.1.3. Types of Socratic Questions

The teachers along with their students design a set of questions ahead of time, i.e. prior to the seminar. More specifically, Adler (1984);Copland (2005); Ball & Brewer (2000) referred to those questions being Socratic in that Socrates was asking mentally manipulative questions that call for reasoning and thinking rather than a mere literal recall from memory. Ideally, he encouraged his students to act as inquirers which is the human inherited value to

bring forward what they know and seek for what they do not know. All together, they engage in a dialogue steered by multiple questions

In their endeavor to construct questions, teachers using Socratic seminar follow a structured way of delivering it in sequential order: opening, core, follow up, if necessary, and finally closing questions. In another words, Socratic dialogue includes in general three types of questions given the shape of (a beginning, middle, and end) to the discussion (Dougherty, Billings, & Terry, 2016), (see figure 6). Noticeably, the following descriptions are extracted from studies conducted by Adler (1984);Copland (2005); Ball & Brewer (2000); (Dougherty, Billings, & Terry, 2016); Moeller &Moeller (2013).

A. Opening question:

It is the first question that gets the seminar start. It may be either asked by the teacher or solicited by the leader if well-prepared. It has several characteristics, like being provocative, compelling and broad in nature for the purpose of engaging the mind, inviting thinking and sending the participants' eye directly to the text. Besides, it should avoid "yes" or "no" answers as well as factual or single-answer question, instead, it has to be open-ended that would invite all the participant to analyze and speculate so that they can come up with multiple and variety of responses to talk about. Yet, as a first step in the seminar, these questions should require a basic level of comprehension for the participants to feel safe. Furthermore, it is also important to keep the language used simple, value/judgment-free and at a time provocative. In general, a good opening question triggers discussion which makes it unnecessary for teacher or leader to use the spare-tire opening question to further encourage exchange. To put it clear, opening question should;

- Focus on the text: exploring ideas and issues presented in the text
- Use open-ended questions: avoid factual and yes/no questions
- Keep questions Value-free: the inquirer's language should remain neutral, free from her/his point of view.
- Use simple, yet provocative language: choose words that are understandable and compelling to the students mind, heart and gut.

(Ball & Brewer, 2000, p. 68).

B. Core questions:

The length and complexity of the reading text define the number of core questions, which are generally between three to eight cores. Unlike opening question, core questions go beyond the basic reasoning to require higher order thinking forcing students to wrestle with language and the different intents in the text. They are specific in nature as they deal with finite issues, ideas in the text. Also, core questions require students to delve deeply into specific text content because too often these questions begin or end with "how" or "why". In this section of the seminar, it is said to be beneficial for teachers to let either the leader or the participants take the hold of the core questions which would maximize and foster their talk resulting in oral fluency skill through practice.

C. Closing question:

To announce the end of the seminar, either teacher or leader asks a closing question. A question that is generally delivered to connect the already read text to the students' personal experiences as well as the world in general. Because it is only when students' background knowledge is activated and connections with previous learning is made that a long term retention and learning is achieved. Thus, asking this kind of a question provides not only a chance for students' prominent opinions and reflection to arouse, but also more opportunities to speak and improve their oral fluency are likely to occur. In contrast to opening and core questions that focus on textual understanding, the closing question emphasizes students' personalization of the text content. Suitably, the teacher or the leader design two closing questions but only ask one in case one fails.

D. Follow-up questions:

They are the kind of questions that extend the talk time and explore in-depth thinking. To completely ensure the success of the seminar when it felt on the verge of becoming flat, chaotic or bull sessions, Leader or teacher as active listeners follow-up on the ideas of the participants using different kind of follow-up questions according to the need and the purpose. Clearly, because some student's answers are not well-developed, not satisfactory, unclear and not supported by evidences….etc. follow-up questions are asked to maintain the discussion. Depending on the purpose they ask several kind of follow-up questions such as;

- Is it (a) **to clarify?** Example: "What did you mean when you said ____?" or "Could you explain more of what you mean by ____?"
- Is it (b) **to substantiate?** Example: "Upon what in the reading are you basing your answers?" or "How do you know? What in the reading gave that impression?"
- Is it (c) **to get more opinion?** Example: "Maria, do you agree with John's idea that ____? If so, could you explain? If not, why do you disagree?
- Is it (d) **to test for consistency?** Example: "Sarah, if what you say is correct, then how do you explain ____?"
- Is it (e) **to relate a response to the prepared question?** Example: "Brain, how does what you have said help answer our question about____?"
- Is it (f) **to draw out the implications of a response?** Example: "Ryan, are you saying _____? "By X do you mean Y?"
- Or finally, is it (g) **to resolve the prepared question?** Example: "John, at this time what is your best answer to our question about ____? Or, "Laura, what different answers have you heard so far to our basic question?"

(Moeller&Moeller, 2013, p.47).
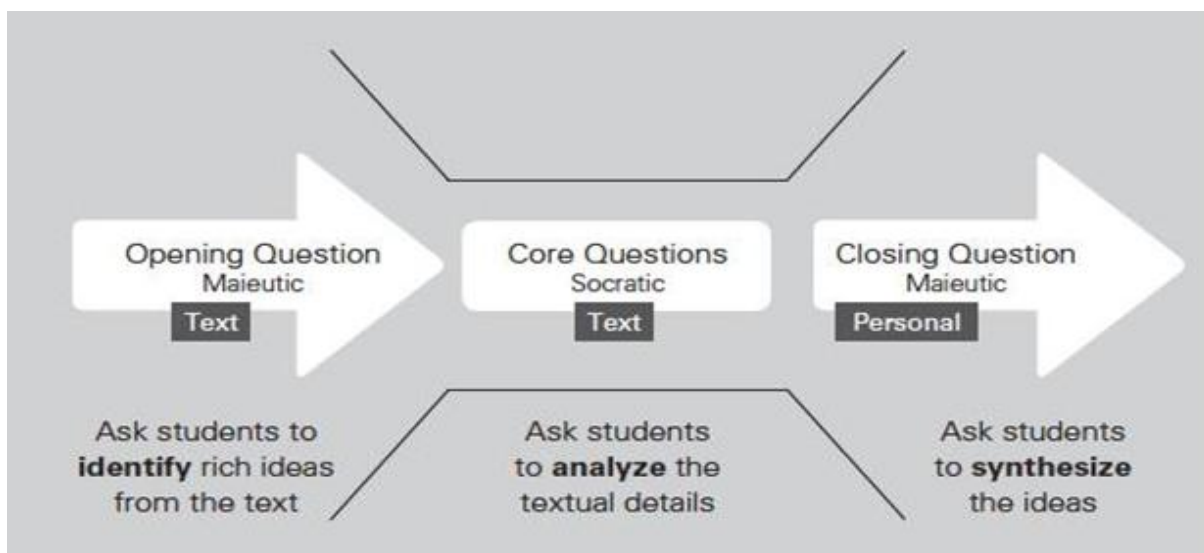
Figure 6. Seminar Question Sequence (Dougherty, Billings, & Terry, 2016, p. 67)

According to the most prominent Socratic teachers namely; Moeller &Moeller (2013),Ball & Brewer (2000), Copeland (2005), Socratic seminar is graded as being ideal, fruitful, thoughtful, stimulating and completely effective only when teachers power of asking questions are successfully shifted to the participants; leaving them the lead to explore core questions, and to the leader the opening, following-up, closing questions as guider and facilitator to the dialogic seminar. Students' ownership of questions and their mutual inquiry

and collaboration to explore for in-depth understanding yield to more and more voices to heard leading through practice to oral fluency skill.

IV.2. During-Seminar

Socratic seminar as a quest for a deeper understanding offers another perspective of classroom discussion that requires reflection on the seminar text and higher level of thinking to ask questions resulting in deep and mutual understanding of subject matter and considerable interaction. Hence, Socratic seminar turns ownership of learning in all its process in favor of students, student-centeredness, such as; classroom different arrangements, Socratic seminar dialogue and cooperative construction of thoughts.

IV.2.1. Socratic Seminar Classroom Arrangements

The design of classroom spaces and students setting arrangement are significant factors that can either impede or maximize students learning process and engagement (Rands & Gansemer-Topf, 2017). That is to say, for example, the traditional arrangement consists of straight rows with students setting one behind the others facing their teacher and the board is typically fostering teacher-centeredness that largely minimize students-students communication leading to less engaging environment. As stated by McCorskey & McVetta (1978) "seating arrangements can impact how the instructor communicates with students and how the students interact with one another, impacting engagement, motivation, and focus". Socratic seminar physical settings, on the other hand, are extremely fostering students-students communication that promotes active, participatory, collaborative, experiential learning environments (Harvey & Kenyon, 2013). Socratic seminar can be arranged in different layouts:

All the Socratic seminar layouts take the circle format because having students seated in a circle facilitates the eye contact between students when they converse with each other, and as an imminent characteristic it makes teacher down the stage to be at the same level as his students.
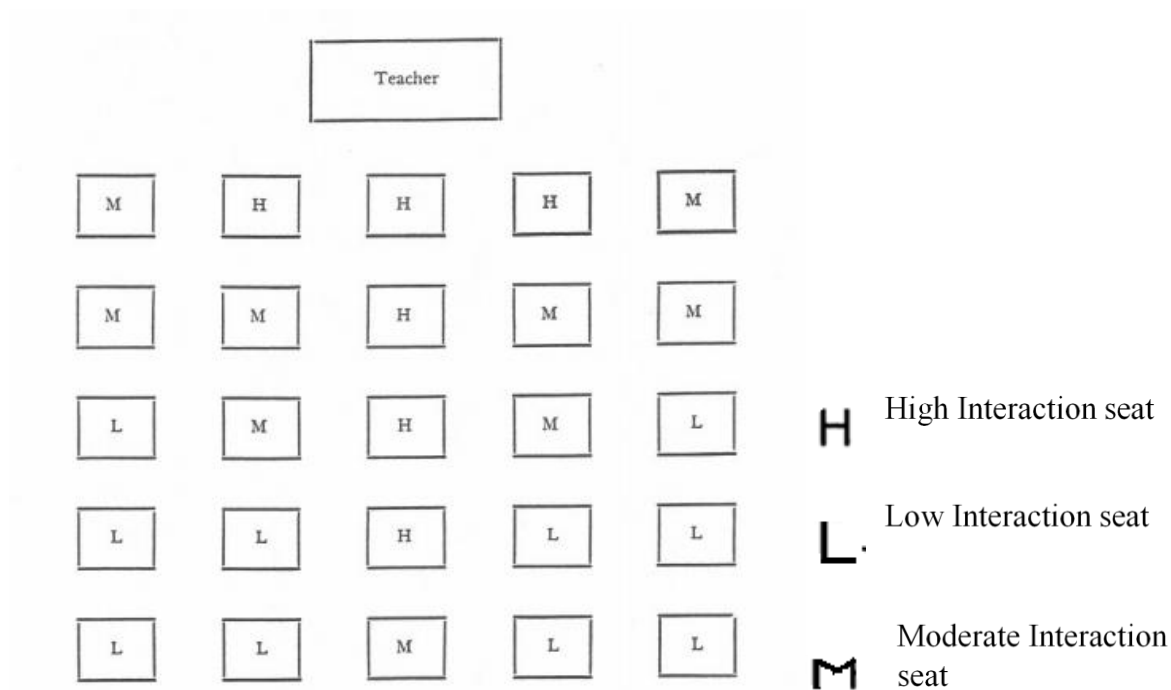
Figure 7. Traditional Classroom Arrangement (Rands & Gansemer-Topf, 2017, p. 5)

A. Inner/Outer Circle or Fishbowl:

For a larger group of 25-30 students, the inner/ outer circle could be a solution. Students are randomly divided into two concentric circles with some empty chairs called hot seats (Copeland, 2005). In the inner circle, students engage in a thoughtful dialogue where they are given the opportunity to explore the already prepared text. They tackle the text in-hand asking and answering their peers' questions, bringing forwards the writer's ideas, and expressing their stands with textual and personal evidences. In brief, they are called participants. The outer circle, on the other side, they are active observers who are observing the participants performance for a later on feedback, and meanwhile taking notes on the seminar and new understandings as a prewriting for their composition. Besides, if someone in the outer circle want to say something he can takes the hot seats and talk but after he finish he vacates it for others. Actually the Outer circle task depends on the teacher, for example, for some teacher they just swap the roles with no writing assignment, that is, those in the outer circle become the inner participants and the inner circle become the observers. Most of time, it is the leader job to lead the dialogue by asking probing questions and it is also up to him to pause and

switch the roles. In this regards, all what matters is students getting engaged in the dialogue with the equal amount of time to practice and speak.
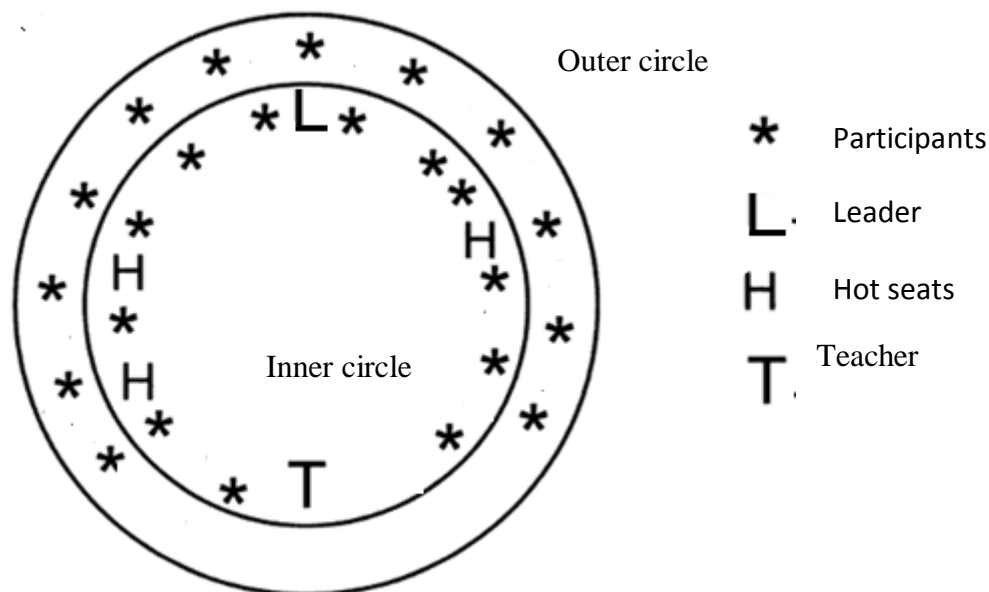
Figure 8. Inner/Outer Circle or Fishbowl (Copeland, 2005, p.30)

B. One Large Seminar Circle :

The chairs in the class are arranged in a large circle where all of the students are considered to be participants in the dialogue. There exists two particular chairs facing each other and marking halves of the large circle seminar (Moeller, V. J., and M. V. Moeller, 2002); one chair is for the teacher who is only interrupt and guider in case things get stuck, and another chair is for the leader whose responsibility is to lead and ensure the success of the seminar along with the participants. In this one circle, all students have the opportunity to contribute with their own ideas, share their points of view with their peers using the seminar text as a springboard of the discussion. It is also important for participants in Socratic seminar to show respect toward each other's ideas, thoughts, questions, and remain non-judgmental and critical. This format involves everyone in the dialogue inquiry to explore deeply the text in hand with no table in the middle allowing them to speak directly to each other. If successfully implemented, it promotes community and teamwork
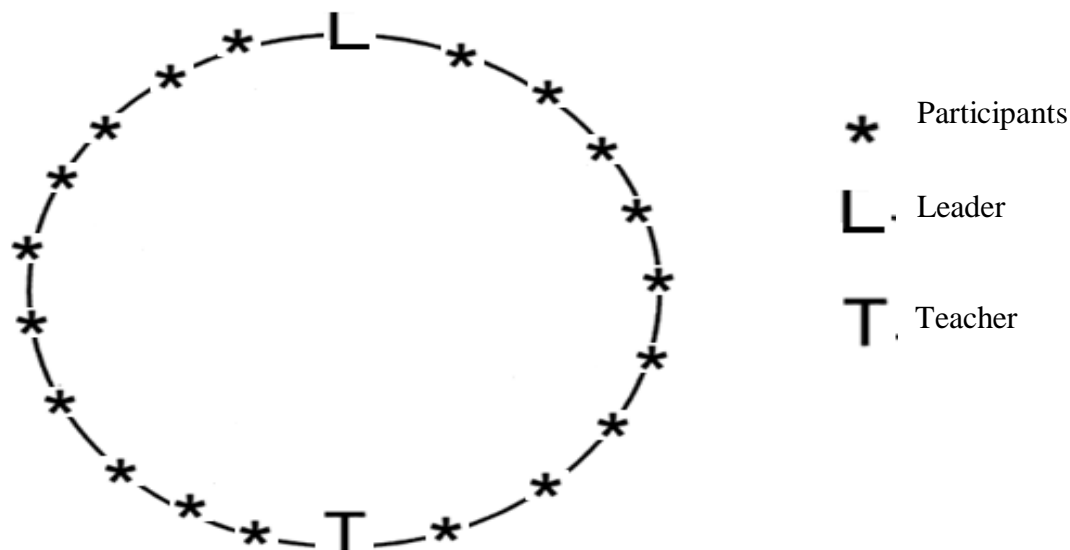
Figure 9. One large Seminar Circle (Moeller, V. J., and M. V. Moeller, 2002, p.14)

C. Triad:

The format is called triad because it consists of a group of three students separated in two circles; the inner and outer. More specifically, each one student in the inner circle (who is called a "pilot") has two students sitting behind him/ her on the outer circle (called "co-pilots") (Ball& Brewer, 2000). The physical arrangement of the pilot and two co-pilots form the triad. In practice, the Pilots are those participants who talk about the topic, share their divergent views in connection to the text, self and the world they are living in, and rise inquisitive questions that stimulate the group's inquisitive minds to either ask or answer bearing in mind that there are no wrong or correct answers. On the side, the Co-pilots are silent as they are taking notes on their Pilots, they are actively listening so as not to miss their Pilot's ideas, questions, and answers for further discussion. At a certain point, the leader pauses the conversation and directs the triads to speak to each other forming a group of three (1 pilot and 2 Co-pilots) facing each other. The purpose is to give the Co-pilots the chance to speak about something that maybe needed more in-depth exploration, share their views on particular issues discussed in the seminar or even to come up with their own questions.
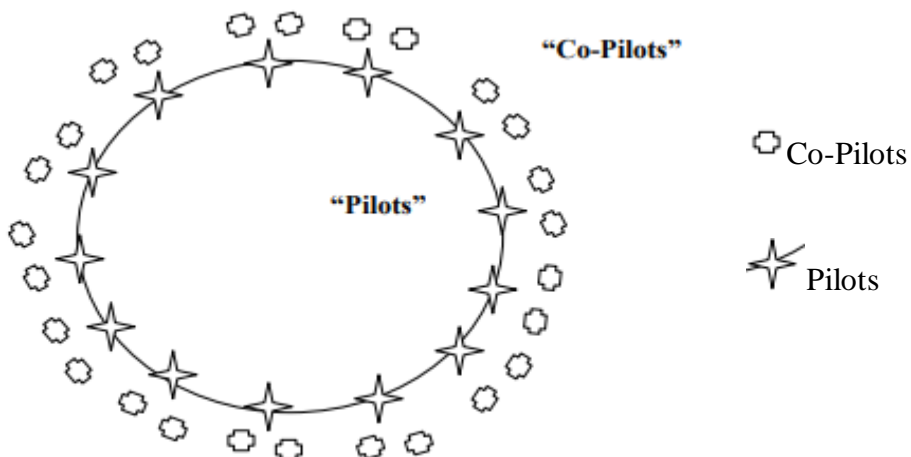
Figure 10. Triad (Ball&Brewer, 2000, p. 34).

D. Simultaneous Seminars:

Participants are arranged in small group circles which are placed far from others group circles so as to avoid and reduce any noise interferences while the groups are speaking (Valdez & Rodgers, 2013). This kind of layout is more applicable in a big class size with small number of participants. Besides, for more fruitful and imminent results it should be ideally implemented with experienced students who are capable of taking the lead of their seminar with minimal teacher assistance as a guide and facilitator. This structure is effective to be adopt in classroom if many texts are to be explored engaging each group circle in a particular text. This format not only increases students-students talk and face to face communication within the group but also it engages reluctant participants to speak as some students feel reticent to speak in a large circle.
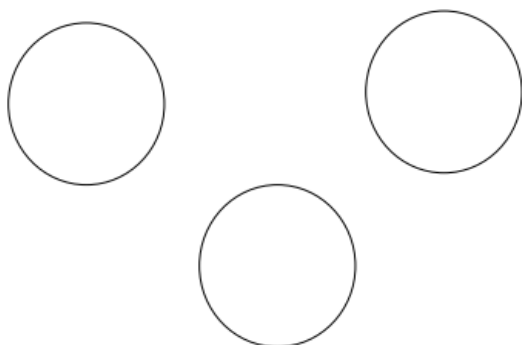
Figure 11. Simultaneous Seminars (Valdez & Rodgers, 2013, p. 15)

In a student-centered classroom like Socratic seminar, creating an environment where students feel safe and engaged to talk and share their ideas about the already prepared text is a crucial step not to be denied to successfully initiate the seminar. An environment where chairs are arranged in circle format maximizing the eye contact and the removal of any physical obstacles such as; tables, teacher' stage, rows…..etc. are to encourage students interaction to reach a mutual understanding through collaborative work rather than individualistic and competitive way of learning. Along with a favorable physical climate, Socratic seminar is proved to be supportive to students' emotional atmosphere that is facilitated by the absence of judgment, competition, criticism and being approved wrong as it calls for multiple answers for which no wrong or correct answers is to be approved.

This kind of seminar provides great deal of opportunities for students to speak as comfortably as they wish by creating not only a convenient layout and rich environment in terms of shared knowledge, collaborative work and authentic texts, but most of all, it provides a risk-free settings from any judgmental lens of their peers and teacher.

IV.2.2. Socratic Seminar Dialogue

Unlike the usual monologic classroom practices which consist of lecturing (i.e. The teacher holds a body of knowledge that they transfer gradually to students, thus leaving very little space for students talk and inquisitiveness, by asking "known information questions" (Paul, 1986), the dialogic quest nature of Socratic seminars as well as their engaging principles, offer a motivating and supportive environment that stimulates students participation and creates real opportunities for talking. As opposed to monologic classroom, Socratic seminar actively involves students in a dialogic discussion whereby they collaboratively engage in an in-depth exploration of assigned controversial text triggering multiple and divergent perspectives, opinions, interpretations and questions for students to co-construct their knowledge and find their voices

After having gathered all the necessary ingredients for the Socratic seminar to successfully take place, that is, the selected text has been critically read and carefully annotated, open ended questions are thoughtfully raised, nonthreatening and engaging physical environment is well established, participants are qualified and seated, and leader is selected, there, the dialogue is finally launched. At this point, the leader starts the dialogue with an opening question leading the participants back to the text (Copeland, 2005) as to evaluate, analyze, and clarify some issues and values raised by the writer soliciting more

students' voices, opinions and multiple answers instead of one single correct answer. As compared to "question-answer discussion" that is teacher-fronted, Socratic dialogue which puts students at the center of the learning process require a reversal of student and teacher roles (Caughlan, 2013). As such, the teacher becomes a facilitator rather than a constructor of predetermined questions that generally focus on getting the right answer which according to Juzwik (2013) are said to deprive students of an opportunity to engage in an exploratory dialogue. Students, on the other side, are to hold ownership of the dialogic discussion through a set of effective questions allowing ongoing interaction between all the participants and effective construction of thoughts.

Students sense of inquiry to satisfy their thirst for knowledge and practice language engages them in a critical thinking, trying to verbally analyze, synthesize, and evaluate ideas and values in the text stimulating in-depth discussion. Remarkably, students are no longer reticent to speak, instead, they are willing to share their annotations and thoughts with some passages to quote from the text, and some inquisitive questions to pose regarding the controversial text; needless to say all of them have at least something to say (Billings & Fitzgerald, 2002). Indeed, the selected high-quality text is twofold: (1) to provide authentic language for discussion "source of input", and (2) to trigger reader critical thinking and inquiry to comprehend "a thinking device" (Bakhtin,1986), thus, providing a stimulus for dialogue. At this point, students dialogue is fueled by core questions fostering students talks and voices as to contribute with textual evidence to their ideas ,respectfully respond to another student's point of view, and actively listen and react to each other' interpretations using follow-up questions. To develop and connect the divergent voiced ideas, the leader or the teacher as facilitator ask follow up questions as to clarify, get more opinion, draw out implication……etc. Students in this respect are more engaged than ever and eager to bring forward all what they know creating connections to their personal experiences, self and to the world they are living in. And this generally claim the end of the seminar reflected in a closing question that directly relates the issues presented in the text to the lives of the participants to collaboratively build on each other's' thoughts and eventually construct more sophisticated, mutual, and deep understanding of the text.

By making classroom interaction dialogical quest instead of question-answer discussion, Socratic teachers are ready to relinquish their control of discussion and their power of asking questions to their students building with it an exploratory, engaging and safe learning environment. Clearly, Socratic seminar as a dialogic practice turns ownership of

learning to students resulting in higher motivation to inquire asking probing questions , share their thoughts and challenge each other's ideas and interpretations, importantly, students voices and contributions are significantly elicited and knowledge is dialogically coconstructed (Caughlan, 2013; Juzwik, 2013)

IV.3. Post-Seminar

It is a fact that participants leave the seminar with more questions than they brought with them (Copeland, 2005). Thus, to fully complete the in-class dialogic seminar, the teacher's final role is to create follow-up activities and assignments such as completing reflective writing, creating thesis statements…..etc. Post-seminar according to Dougherty, Billings, & Terry (2016) is the phase where "students are given the time to reflect on their participations, contributions, and on the knowledge reached under collaborative discussion of the text." (p.48)

After a thorough discussion and exploration of the seminar text, students are required to gather the collaboratively constructed meaning and understanding of the text and then develop and reflect ideas they have explored during the seminar in a formal written assignment. These post seminar tasks vary according to the teacher, classes, formats, and time constraints (Ball & Brewer, 2000). For example, Matt Copeland encourages reflective journals for his students to keep in order to take notes, draw connections among the various shared opinions, ideas and interpretations as well as to trace back the previously analyzed text. Surprisingly, students are found to reach insight that was neither expected nor shared during the seminar circle. Importantly, this activity helped his students see their own growth over series of seminars.

Similarly, Wanda Ball and Pam Brewer (2000) have their students create thesis statements of the seminar text they have discussed. The task was to take the ideas and meaning explored throughout the dialogue and write them down into concise sentences. Along with that they were encouraged to include personal ideas that may not have been voiced during the dialogue. At the end of the school year, the teachers noticed a great development in their students writing skill through their ability to write a clear, specific thesis statement.

The post-seminar phase gives students another chance to explore the ideas and the points they have not incorporated in the seminar. Thus, it is appropriate to say that the in-class dialogic seminar not only provided supportive conditions for students to speak but also served

as a springboard for further learning. In his research, Copeland (2005) highlighted that "By documenting and reflecting upon what took place, students not only process the information more clearly in their own minds but also have the information at their fingertips for further reference" (p. 140)

V.   Advantages and Disadvantages of Socratic Seminar Practice

Socratic seminar as a prominent teaching technique has its benefits and drawbacks which can be summarized as follows:

V.1.   Advantages of Socratic Seminar

It is generally acknowledge that shortage of opportunities for practice as well as shortage of interactive and dialogical speaking atmosphere results in students' constant complaint about their lack in L2 fluency and their difficulties in communicating as naturally and fluently as they wish to (Thornbury, 2005). In this respect, Copeland (2005, p 01) stressed the effectiveness of Socratic seminar describing it "as a unique alternative to traditional classroom discussion because in seminar, students speak 97% of class time" which fosters their oral fluency

The numerous advantages Socratic seminar offers for its participants are shaped in its main components; the seminar text, the power of questioning, the engaging nature of the classroom layout and dialogical discussion.

The seminar text as "primary source of input, thinking device and springboard for a disciplined and thoughtful dialogue" (Bakhtin, 1986; Strong 1997; Copeland, 2005) aim not only at activating students' background knowledge but also at providing significant amounts of topical knowledge and vocabularies for students to effectively communicate (Juzwik, 2013). This latter is the main concern of the majority of EFL students who are willing to speak and engage in a conversation. Besides, thanks to the quest nature of Socratic seminar to achieve deeper and wider understanding of a subject matter, students are required to awaken their innate inquisitive mind as active readers taking critical and analytical stance towards the seminar text. In fact, raising effective questions for the purpose of understanding naturally engage them in an extended and thoughtful dialogue (Moeller & Moeller , 2013) thereby makes students active, not passive, participants in the speaking activity.

Furthermore, Socratic seminar offers a risk-free learning environment that encourages students "to tolerate opposing viewpoints rather than attacking, to defend with evidence and

logic rather than with anger, judgment and put-downs" (Ball & Brewer, 2000). As well, Socratic seminar establishes a supportive atmosphere that appreciates students multiple and divergent opinions, thoughts and interpretations to be shared with each other and voiced irrespective of being right or wrong. All this elicits student participations and engagement to share collaboratively the responsibility of leading a thoughtful dialogue through open-ended questions (Caughlan, 2013; Juzwik 2013). Socratic seminar as a dialogic and exploratory practice provides adequate space for students' voices and authentic moments of 97% of classroom talk.

IV.2. Disadvantages of Socratic seminar

Despite of the aforementioned Socratic Seminars advantages, some research findings have revealed its main drawbacks as not to have any relation with its process, however; they deal with the followings points.

- **Time.** According to Cooper &Robinsons (2003) adopting Socratic seminar technique in EFL classroom is time-consuming. Many teachers, therefore, claimed not to have the sufficient time to lead an effective seminar due to the students' willingness to share and speak more without any time-constraints. And postponing a seminar dialogue to another day was "death to the process." as it dampens students' eagerness to say something and make them forget.

- **Risk of uneven chances to speak.** Some participants tend be overzealous speakers and try to dominate the seminar at the detriment of reticent and shy students. Although the Socratic seminar offers a solution for that by pointing out a leader whose job is inviting students to speak, it may happen that some students prefer to keep silent as they are introverted, thus, taking their speaking time.

- **Group size.** Tredway (1995) asserted that a large classroom that exceed 20 or 25 students minimize students chances of speaking. Because "The larger the group, the less average time per person is available and the fewer opportunities each member will likely have to contribute to discussions" Venditti & McLean (2012).

- **Students.** Although the success of Socratic seminar relies on students prior preparation of the text, some students arrive to the seminar unprepared, i.e. have not critically read the seminar text and asked questions. Thus, disqualifying students from the seminar may not seem the best solution. And having them to complete a "replacement writing assignment" may greatly help but not in our present study which aims at improving students oral fluency.

We strongly believe that these problems can be remedied through rising students awareness of their great potential of being independent and responsible learners capable of leading to their self-knowledge and understanding. In addition, as teachers we need to ensure the necessary conditions for the success of Socratic seminar implementation in EFL classroom.

VI.   The Relation between Socratic seminar as a pedagogical technique and oral fluency practice

Although oral proficiency in foreign language learning is made of three components according to Housen and kuiken (2009) model; complexity, accuracy and fluency, EFL learners tend to devote much time and effort to achieving oral fluency, as it is the showcase and the means through which they are judged while the first impressions are being made (Richards, 2008). But this does not happen without hindrances, that is why our present research is about implementing Socratic seminars as a pedagogical technique that offers students an environment with the necessary conditions for oral fluency development.

Research shows that reporting to the speaker about their mistakes while attempting to convey a message is likely to make them dedicate full attention to controlled processes, which ultimately results in a slow oral delivery, thus affecting their oral fluency (Witton-Davies, 2014). This kind of hindrance is removed in Socratic seminars, thanks to its nature which is about enquiry rather than answering questions in right or wrong way, therefore, eliminating the risk of negative feedback as all answers and opinions are welcomed.

Another hindrance as referred to by Ginther et al. (2010) whose research agrees that the shortage of topical knowledge may cause more difficulties for the EFL learners, especially, in terms of their communicative skill as deficiency in vocabulary and nothing to say about the topic stand against the their speaking fluency leading their speeches to be hesitant, slow, not fluent, full of repetitions and self- corrections. Ideally, with Socratic seminar's first component of reading text the so often heard reaction (I do not know what to say) and (I do not have any idea) are no longer uttered while leading seminar dialogue, instead, a huge amount of vocabulary takes place, lagging behind a stream of unexpected ideas and opinions.

It is acknowledge that smooth delivery occurs when speakers have access to ready structures that are easy to retrieve during the conceptualization phase (Levelt, 1989); this

happens as students complete their reading assignment prior to the seminar. During their critical reading of the text, they become familiar with the terminology relating to the topic which can be extended through either further research about the subject matter, or simply by establishing relations with their personal experiences and with the world. Coming to the classroom with clear ideas about the topic encourages formulation and articulation instead of wasting time to think about the topic during the conceptualization phase and ultimately results in a natural smooth oral delivery during the dialogic seminar.

The philosophical essence of Socratic seminar is about questioning as there are no restrictions regarding the type of questions students might ask as long as their inquisitive minds are stimulated to feed their curiosity by engaging in a quest dialogue based on the text. The repetition of questions throughout the series of seminars will enable them enrich their repertoire with automatic structures ready to use when needed. Achieving automaticity is a giant leap towards fluency oral delivery (Schmitt, 1992).

The aforementioned description of Socratic seminars' advantages in fostering oral fluency of EFL students show that not only the practice creates a safe, and engaging environment for students to freely express themselves, but to also explore ideas, work out some aspect of the world, or simply practice their English.

Conclusion

Having already tackled in the first chapter the theoretical framework of Oral fluency as a dependent variable in our research, the second chapter, however; is completely devoted to Socratic seminar as innovative and ancient teaching technique presenting all the possible theoretical concepts related to its implementation. The study of this technique reveals its major components that set a solid ground for students to practice the target language by exploring and evaluating the ideas, issues and values presented in the seminar text. Moreover, Socratic teachers hand over the control of leading seminar to students, student-led seminar, and create a safe, engaging and supportive environment whereby students open-ended questions flourish and divergent point of views are voiced, thus, building a classroom where "students almost speak 97% of class time" (Ball & Brewer, 2000).

In the endeavor to review some related studies to the subject under investigation, significant insights have been developed regarding the positive relationship between Socratic seminar and EFL students' oral speaking fluency development. As far as our research is concerned with fostering students oral fluency and with the aim to confirm our hypothesis, we

will narrow the scope of our study, in the practical field, only to the two seminar phases namely; pre and during seminar.

Chapter Two: Practical Part

Chapter Two: Research Design, Methodology and Results

The previous chapter of our present work tackled the theoretical frameworks related to the two research variables. Doing so, valuable and deep insights of the issue have been obtained with the end goal of testing the effectiveness of Socratic seminar as a pedagogical technique in fostering EFL learners' oral fluency practice and gauging its practicability at the University of Bejaia, in particular 2nd year LMD students.

This chapter, however; mostly aims at answering our research questions as well as verifying our research hypothesis. Having said that, we decided to split the whole chapter into three segments. The first segment is dedicated to the description of the research design, methodology together with participants. The second segment is designed for the presentation, interpretation, analysis and discussion of the findings. The last section deals with the limitations of the study, and some possible implications and suggestions for further research in the field.

Section One: Description of the Study

Throughout this section, a description of the methodology, the participants, the data collection tools, followed by data analysis procedures. It also makes reference to validity, reliability and triangulation of the instruments.

I.   Population and Sample

According to Cohen, Manion & Morrison (2007), population is all the target participants about which the research is interested in gaining information and drawing conclusion. The population of our research was Second year L.M.D students of English at Bejaia University with a total number of 272 students. Since our population was quite large in number consisting of 08 groups, and due to time constraints on which Cohen & Manion, (2000) agreed to be an impeding factor in research, we ended up selecting only one group as the sample of our research. The selection was random because it is said to minimize bias (Johnson & Christensen, 2012), but the reason behind choosing a sample from this population was that after series of focus group interviews with first, second and third year L.M.D students, Second year students seemed to possess a certain level of mastery in the target

language, thus, they are able to produce the language within a reasonable range of topics during the seminars. Also, they have not yet reached a level of proficiency which would make our research pointless otherwise.

According to Creswell (2008) "A sample is a small proportion of the selected population selected for observation or analysis". Our sample consisted of 28 students and itwas split into two sub-groups of equal number (14 students each) representing 10.29% of the whole population. Using toss coin technique that is cited in (Dawdy, Wearden, &Chilko, 2004; Baayen, 2008),a sub-group (A)of 14 students was selected to be the control group of our research representing 5.14% of the population, and Sub-group (B) an experimental group with 4.41% due to the two participants who did not constantly attend the seminars. From these statistical results and the background information obtained from the pre-and-post-test and post-experimental questionnaire, our sample consists of 18 females representing 6.61% of the whole population and 10males representing 3.67% of the whole population ranging from19 to 24 years old.

II.   Research Design and Methodology

Our research is experimental with nonequivalent control groups design, adopted to achieve the overall aim of investigating the effectiveness of Socratic seminar teaching technique (independent variable) on students' oral speaking fluency (dependent variable). As according to Chen (2005), it is the research objective that determines the research design. Muijs (2004) explained that the experimental study is conducted by dividing the subjects into two groups: experimental and control groups, each group was given a pre-test-and-post-test, but there was only one group which was given a treatment implementation for comparison. Cohen et al. (2007:283) explained that one of the most commonly used experimental in education can be represented as:

Experimental	O1	X$_1$	O2
Control	O$_3$	X$_2$	O$_4$

Figure 12: Experimental with Non-equivalent Control Group Design (Cohen et al, 2007, p. 283)

Notes:

O$_1$: Pre-test for experimental group

O$_2$: Post-test for experimental group

O$_3$: Pre-test for control group

O$_4$: Post-test for control group

X$_1$: Treatment implementation

X$_2$: Traditional treatment

As it is the case for the oral expression session, our sample was split into two subgroups (A and B). Group (B) was the experimental group upon which the variable (IV) is tested, received a pre-test in order to measure the participants fluency level before the experiment, then a post-test (the same test as the pre-test) after the treatment which is the Socratic seminar technique, meanwhile; the control group (A) was given a pre-test and post-test (the same test as with group B) without any treatment, instead they were only exposed to the regular way of teaching adopted in oral expression sessions. Noticeably, both traditional and Socratic seminar treatments were conducted by us, i.e. taking part to the research as student-researchers, and under this condition a pre-test and post-test before and after were given to both groups to compare the results.

For valid and consistent findings, we adopted a hybrid methodology which consisted of more than one method including both qualitative and quantitative research. As such, our methodology consists of focus group interviews, two oral fluency tests (the same pre-test for both groups), classroom observation, two oral fluency test (a post-test for both groups again),

as well as the students' post-experiment questionnaire administered to the experimental group.

II.1. Qualitative data collection

Qualitative research explores attitudes, behaviors and experiences in order to provide an in-depth description of individuals and events in their natural settings (Dawson, 2009)

II.1.1. The Students' Speech Elicitation Focus Group Interview.

According to Denscombe (2007, p.115), focus group is "a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic". Besides, it "gives the researcher the ability to capture deeper information more economically than individual interviews" (Nagle & Williams).

At the very beginning of our research study, and during the first semester, on February 9th,2018, we conducted unstructured focus group interviews with Students of English at different levels including; First year, Second and Third year L.M.D students at Bejaia University, and they were used as a pilot study. For the sake of identifying the existence of the raised problem and selecting the population that best fits our research end goal of testing whether or not the implementation of the suggested treatment could help the chosen group of EFL students with their oral fluency. In this respect, we have randomly selected some groups from each level where 3 to 5 participants were kindly invited to be interviewed together. To specify, our choice for the unstructured interview is based on the nature of the questions asked; open ended questions that would encourage students to freely voice their own views and promote discussion about a given topic, providing us with more insight about their oral fluency level. The interview was based on the IELTS Speaking test part 3 taking a dialogic format, which is a spontaneous conversation (see appendix3) with the interviewer for about 5 to 10 minutes. Importantly, to increase research's validity of the focus group interviews, two researchers are required; a facilitator and a note taker (Nagle & Williams, 2014). One of us, as two researchers, has acted as a facilitator encouraging participants to freely express themselves, and the other researcher was a note taker and rater assessing their talk using IELTS band descriptor (Tavakoli, Nakatsuhara and Hunter, 2017) (see appendix 2).

Thanks to the collected qualitative data of the different students oral fluency level, we have come to bring focus on the second year L.M.D students and take it as the target population in our research study fitting effectively our objective.

II.1.2. Classroom observation.

Among the different data collection tools we used in our research, participant observation. Participant observation is useful as a backup to the students' questionnaire, with the aim of revealing what students are really doing as opposed to what they say they are doing (Hetal, 2014). During all the sessions with both groups, control and experimental, we used observation checklists (see appendix 4) with three points to observe, namely: talk dominance, teacher and students' roles, and classroom environment. As we were two students researchers working on the study, and in order to go further in our investigation by getting more information about whether or not our treatment yielded the expected result which would verify our research hypothesis, we split the tasks, with one student moderating the discussion, and the other rating the students performances.

II.2. Quantitative data collection

Quantitative research is most helpful when "answering questions of who, where, how many, how much, and what is the relationship between specific variables" (Adler, 1996, p. 5).

II.2.1.The oral fluency test

The oral speaking test was designed to measure the students' oral fluency level, and compare between the experimental and control groups, before and after the implementation of the treatment, so as to see whether the treatment given triggered any significant improvement at the level of students' oral fluency and test our research hypothesis. Thus, the oral fluency test was conducted before the treatment (pre-test) and after the treatment (post-test). For accurate assessments, each student speaking dialogue was recorded and then analyzed regarding his/her oral fluency in terms of:

- Speech rate

- Pausing

1. **The Oral Fluency Pre-Test.**

A one-to-one interview was used as a tool for eliciting representative samples of speaking. It was conducted with 6 target participants from both experimental and control groups. As noted by Kvale (1996) "interviews -compared to questionnaires- are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth". The interviews took the IELTS Speaking test format (part two) which is not a two way discussion or dialogue between the student and the interviewer. But a monologue, individual long turn, and the reason behind this choice was that it allowed the recording of uninterrupted speech which would be analyzed easily by the software. A choice backed up by Witton-Davis "Researchers have generally preferred to use monologic speech for their samples, because they are more convenient to collect and much easier to analyze, there being only one speaker" (2013, p. 60).

The one-to-one interviews were conducted by student-researchers on March 7th, 2018 at 11: 20 a.m. building 3 during the oral session of both sub- groups separately. It aimed at collecting data about our participants' level in oral fluency before implementing Socratic seminar technique. The participants were given a card which contained preplanned open ended questions with some prompts about their dream job (structured interview) to talk about it in a form of a monologue in limited time i.e. 2 to 3 minutes which seemed necessary to obtain quantitative data deemed useful for our research (see appendix 3.3) and then recorded for later on analysis.

2. **The Oral Fluency Post-Test.**

In the 8th week, the same pre-test interview was re-conducted with the same participants (6 students from each experimental and control group) as a post-test (IELTS peaking test, part two) with the aim of collecting data about our participants' level in oral fluency after implementing Socratic seminar technique with the experimental group, and the conventional teaching technique usually implemented by their teacher with the control group. It was conducted on April 2nd, 2018 at 11: 20 a.m. building 3, room 15 where participants were asked to speak about the same topic, dream job in 2 to 3 minutes. Then, the results were analyzed and compared with the ones of the pre-test to check whether the treatment triggered any improvement regarding students' oral fluency in terms of: speech rate and pausing frequency.

II.2.2. The Students' Post-Experiment Questionnaire.

At the end of the Socratic seminars treatment period, a final data collection tool was administered to the experimental group, and which was the students post-experiment questionnaire, see appendix (9), It is designed to obtain students insights regarding their perceptions of the Socratic seminar technique, and it consisted of a set of 14 questions encompassed in three sections. The first section concerns students background information; age, gender, English study experience at university level, and purpose of study. The second section covers students attitudes through a set of 8 five-likert scale questions. To finish, a third section about students perceptions and suggestions for further improvement. The format of the last two questions was an open-ended one. Each question was represented graphically and interpreted either separately or in relation to another question when possible.

II.3. The training program

Our research aims at investigating the cause and effect relationship between oral fluency practice and Socratic seminar technique, and this through quasi-experimental research. The training of the two sub-groups consisted of the implementation of different oral speaking fluency development techniques. The following paragraphs provide a description of the techniques used with each sub-group as well as some lesson plans of the six weeks.

1- The control group (A).

For the control group (A), we implemented the typical oral teaching technique used by their teacher and as previously mentioned in the literature review, i.e. role plays. Following the guidance of the teacher in charge of the oral session, we duplicated role plays as she had implemented in the first semester. The teaching sessions started on March 7th , 2018 with a two-week interruption due to the spring vacation. In each session, we followed the template lesson plan. To illustrate that, full detailed teaching sessions of four role play activities, tackling a different subjects; booking a vacation; doctor and patient; meeting an old friend; in a restaurant respectively, are described in the form of lesson plans (see appendices 5, 6, 7, 8).

2- The experimental group (B).

With the experimental group (B), we spent seven weeks, with the first week dedicated to an introductory session, then the six remaining weeks for the implementation of Socratic

seminars. Inescapably, the Socratic seminar sessions were limited in number due to time constraints.

2.1- The introductory and Socratic seminar sessions.

During the first session, we helped students of the experimental group get acquainted with the technique. We distributed a sample text (see appendix26) annotated with some guidance on how to have a critical and active reading using two prominent strategies, i.e. text annotation based on Alder & Van Doren (1972)'s way of marking a text (see figure 4, p.36), as well making text-to-reader connections using text-to- self, text-to-world, text-to-text strategy (see figure 5, p.37). Besides, we have also explained the kind of questions that come up through critical reading; generally open-ended questions with previously cited connections leading to a rich, deep and thoughtful inquiry dialogue which would answer our research question of how Socratic seminars heighten students speaking practice leading to oral fluency. Importantly, these steps were highlighted with the aim of assisting students to do so prior to the six conducted seminar and to successfully implement the Socratic seminar, a seminar leader was and his/her roles were made clear. For further explanations and based on the review of literature, we have appointed Socratic seminar template with detailed and step-by-step procedures (see appendix 10) followed by the four Socratic seminar texts out of six in total, namely: jail, a lovely place to be; Israeli-Palestinian conflict; brain drain; and veil, a choice or imposed (see appendices 11, 12, 13, 14 respectively). Along with that, we have also participants, leader and facilitator's full seminars preparation respectively;

For facilitator's Socratic questions (see appendices 15, 16, 17, 18)

For participants seminars text annotations (see appendix 23)

For seminar leader's Socratic questions (see appendix 24).

For participants' Socratic questions (see appendices 25).

So far, students were made aware that Socratic seminar is going to be lead in two phases, i.e. the previously mentioned one as a Pre-Seminar and the upcoming one as a During-seminar phase. After having explained thoroughly the preparation phase and asking them to do so on the spot, we had then conducted a mini seminar as a try out on which students tried out leading seminar by asking questions investigating some of the ideas present in the text.

2.2- The Content of the experiment

During our research, the experimental sub-group was treated by Socratic seminar technique implementation, and the basic procedures and steps to follow are described below:

1. On the day before a Socratic seminar, the teacher hands out a seminar text and point out a seminar leader for the next seminar.

2. That night at home, students spend time reading, analyzing, taking notes on the text and asking questions.

3. Students arrive to the classroom prepared and to check if the reading is really done, teacher assign a quiz for students to complete for about 10minutes.

4. Once students are qualified for the dialogue, they directly engage in collaborative quest exploring and discussing the value presented in the text as well as drawing different connections.

(Copeland, 2015, p.18)

A. The first Socratic seminar session

The first sample of Socratic seminar topic was entitled "jail, a lovely place to be" (see appendix, 11), as described previously a text was handed out to students prior to the seminar, and reading quiz was assigned before the onset of each dialogue (see appendices (19, 20, 21, 22). The text was written by an angry woman whose ex-husband was doing time in jail. The woman in question was leading a life at the edge of poverty struggling to make a living for her family while her husband was enjoying his stay in prison. The ideas present in the text addressed justice, harsh life, poverty, hatred ….etc. the students were asked to analyze the text and question every idea presents in the text following the annotation model presented during the introductory session and coming up with as many questions as they could to be discussed and answered during the seminar. It is worth mentioning that though the questions prepared were very relevant to the text, many more spontaneous questions arose during the dialogue.

B. The second Socratic seminar session

At the end of the first seminar, the teacher handed out another seminar text number two, entitled "Israeli-Palestinian conflict" (see appendix, 12)a text we came up by combining

newspapers articles found online, which is about the conflict between Arab and Jewish states claiming ownership of the land. The text goes through a series of events starting from the Ottoman Empire to present day. The controversial topic presented in the text brings students to discussing different options suggested by their peers that would solve the problem in region.

C. The third Socratic seminar session

The same procedure was followed at the end of each seminar; the teacher pointing out a leader for the next seminar with the title of "Brain drain" (see appendix, 13) and once students arrive in the classroom they are given a reading test (see appendix 22). The text was adopted from "Le Soir d'Algerie" that we translated to English language. The text illustrates the actual situation that the country is going through where the elite is fleeing their country after benefiting from free schooling to serve the host countries. During the seminar, the students discussed the different reasons behind this phenomenon as well as some solutions to put an end to the bleeding.

D. The fourth Socratic seminar session

The fourth seminar text was about "Veil, a choice or imposed". Based on newspapers and articles found online, we have come up with two different point of views about wearing a veil; with the western' views as a discriminatory rule to women's rights and taking it off was the ultimate solution to live in harmony with modern word. However, others view it as Muslim women' freedom to fully practice their religion and culture as the case in point with Iran under the Ayatollah Ruhollah Khomeini rules.

III. Data Collection Procedures

"The identification and analysis of a research problem is the first and the most crucial step of any research process" (Sahu & Singh, 2016). In this respect, we have conducted a set of focus group interviews based on the IELTS speaking test, a two-way discussion, aiming at determining the level (fist, second and third year L.M.D students of English) at which students were less fluent in speaking. Once the problem was identified, we selected a group of the target level, to which we administered a pre-test and a post-test. The participants were six students randomly selected from each sub-group (i.e. control and experimental groups). The pre-test was conducted during the above mentioned period, and consisted of individual,

structured and recorded interviews based on the IELTS Speaking test, monologue task, which was analyzed in terms of speech rate and pausing frequency. During the experiment period, structured observation was used as another data collection tool with both groups focusing on the overall process of the two oral teaching techniques (i.e. traditional speaking activities with the control group, and the Socratic seminars as a treatment with the experimental group) in terms of talk dominance, teacher and students' roles, and classroom environment. Not to forget, we have designed lesson plans for each oral teaching technique. During the last week of the experiment, we administered a post-test which was the same as the pre-test (recorded interviews with both groups based on the IELTS monologue task), in order to find out whether or not implementing the Socratic seminar technique helped the experimental group members with their oral fluency practice, which would help us confirm our research hypothesis. As a backup to our findings, the students post-experiment questionnaire was handed out to the experimental sample (12 students) with the goal of eliciting their attitudes regarding the implementation of the Socratic seminar technique. Finally, a short segment of one seminar was videotaped, not as a data collection tool, but rather to depict how the technique is implemented, accompanied with some pictures depicting the classroom layout.

IV.   Data Analysis Procedures

The date that derive from the implementation of our qualitative and quantitative data collection tools (Focus group interviews, pre and post-test interviews, classroom observation, the students post-experiment questionnaire) is analyzed with scrutiny using a set of data analysis software, namely: Praat speech analysis software, IBM SPSS statistics software, Microsoft Excel 2013, Weeny Audio Converter, and Audacity Audio analysis software.

The qualitative data obtained from the focus group interviews and the observation checklists, was described by correlating the interviews comments with the IELTS fluency band descriptor, and commenting on the checklists used during the research period with both groups.

The quantitative data gathered from the pre and post-test, and which was in a form of recorded audio files, was first converted using Weeny conversion software version 1.5 to .wav format, then filtered in Audacity software version 2.2.1 in order to eliminate all the background noise which ensures data accuracy. The filtered sound files were coded and analyzed using Praat speech analysis software version 6.0.39 (Paul Boersma, David

Weenink). The Praat analysis needed a syllable nuclei recognition script written by De Jong and Wempe,(2008) which allows an accurate analysis of the students' monologues of both experimental and control groups in terms of speech rate (number of syllables in a minute) and pausing (number of syllables per minute) (see appendices 6.3). The obtained results were transferred into SPSS statistical software version 21.0, along with Microsoft excel program 2013. For the sake of confirming our research hypothesis of how significant the improvement in oral fluency of the experimental group was. In addition to that, we analyzed the data obtained from the students post-experiment questionnaire administered to the experimental group using SPSS software and Microsoft Excel based on frequencies, percentages, and central tendencies.

The final results of the pre and post-test were then contrasted using a t-test from which a p-value is obtained and contrasted with alpha value (.05), which would confirm or reject the null hypothesis, then described in terms of effect size, that would determine the extent to which our treatment yielded improvement of the dependent variable.

V.   Validity, Reliability and Triangulation

Validity and reliability are two essential criteria for evaluating the quality and acceptability of research (Cohen, Manion, & Morrison, 2007).

According to Marczyk, Dematteo & Festinger (2005), validity refers to the extent to which a test measures exactly what it should measure and it is either internal or external. Internal validity implies for the suitability of research design to demonstrate that the independent variable (Socratic seminar technique) was directly responsible for the effect on the dependent variable (Oral speaking fluency) (ibid), thus, eliminating unknown extraneous variables. But, because of some incidents i.e. Time-constraints we had designed only six Socratic seminars which appeared insufficient to ensure the findings, and due to some psychological factors as well as individual differences that took place during the research study might have an unintended or uncontrolled impact on the study's final outcome. Presumably, our research work may lack internal validity. External validity, on the other side, is concerned with the generalizability of the sample's results to the whole population (Marczyk et al., 2005; Cohen et al., 2000).As our sample consists of 28 students representing 10. 29 % of the whole population, with an experimental group of just 14 students, i.e. (5.14%), then the research findings do not permit generalization.

Concerning reliability which refers to precision and accuracy of the findings allowing replication over time, instrument, context and participants (Cohen et al., 2000). As such, the results obtained from the pre and post-test as well as the students post-experiment questionnaire are statistically analyzed using Pratt speech analysis software, Microsoft Excel 2013, and SPSS version 21.0. Besides, the supporting data gained from the students post-experiment questionnaire with regular classroom observations make the research reliable. Shortly, these are said to guarantee accuracy, objectivity and consistency (Biggam, 2008).

Triangulation is another consistent means that ensures reliability in research (Huerta-Macias, 2002: 341). Thereby, it can be said that our researcher is highly reliable as in the endeavor to achieve the aim of our study, we have adopted four data collection tools including Focus group interviews as a first step to select which level to work with (based on the IELTS dialogue task, and assessed using the IELTS band descriptors), pre and post-test interviews to assess the students fluency levels before and after the experiment (based on the IELTS monologue task, analyzed with a software that measures speech rate and pausing frequency), classroom observation to evaluate the environments during speaking sessions with both groups , and finally the students post-experiment questionnaire to obtain students perceptions regarding the Socratic seminar technique.

Section Two: Results Analysis and Discussion

After collecting both qualitative and quantitative data using the following research instruments; focus group interviews, pre-and-post-test, classroom observation, and the students post-experiment questionnaire, we will endeavor in the analysis and interpretation section. In this section, the data obtained from qualitative data collection tools, i.e. focus group interview, classroom observation are descriptively interpreted, analyzed and discussed. Then, Tabulations are used for reporting the numerical and statistical data obtained from pre-and-post-tests followed by a comparative t-test. The students post-experiment questionnaire was analyzed using frequency values, graphs for each group, all of which would verify our research hypothesis.

I. Results Analysis and Interpretation
I.1 The Students' Speech Elicitation Focus Group Interview

The focus group speaking test results were interpreted based on the IELTS band descriptor, ranging from band 1 to band 9. The task used was the second one of the IELTS speaking test, and which had a dialogic format, i.e. One student researcher interacting with the group while the other is rating the performances using the IELTS Oral fluency rubric (see appendix 2). As indicated on the rating grid, the three populations showed significant differences at the level of fluency. The major aspects of oral fluency taken into account revolve around flow of speech and pausing, which our research is shedding light on. In technical words, the population of first year students is revealed to have a rather slow rate of speech as well as a high frequency of pauses with scores ranging from band 2 to band 3 out of 9 bands, meaning a low level of fluency. Such population cannot be the subject of our research due to time constraints, as working on improving their fluency would require a much longer time. The second population was of second year level. The rating of the three randomly selected groups in terms of fluency, showed a slightly higher progress regarding their oral performance. As indicated by the IELTS rubric, their scores were situated within a band bracket of 4 to 5, that is, they spoke with longer runs compared to the first population and fewer pauses, though the speech rate was not significantly higher. The third population however, was proven to have a reasonable speaking ability with regards to length of runs and low pausing frequency, as well as minor breakdown fluency. Such population would not fit

our research for the simple reason that their level of fluency is significantly more than average, reaching at times band 7 out 9.

Considering the three populations levels, we excluded the third population because of their rather high level of fluency, and the first population with which the research would take a much longer time, and provided that the overall aim of improving students oral speaking fluency, our choice of the population settled on second year students whose speaking fluency level ranged in between the two above described populations.

I.2 Classroom Observation

I.2.1 Observation checklist analysis

Throughout the experiment during which role-plays were implemented with the control group, and Socratic seminars technique as a treatment with the experimental group, we designed an observation checklist that was used in every session, and that helped us contrast the two techniques in terms of: Talk dominance, roles of teachers and students, and classroom environment (see appendix 4).

A. Control group oral session observation

Observing the control group showed that the teacher had the greatest share of the talk, with a considerable amount of time split on different tasks s/he performs, such as vocabulary introduction which takes up the biggest share of the teacher's talk time, and which is intended to activate students' background knowledge, and introduce new terminology related to the topics tackled in every session, namely: Doctor and patient, in a restaurant, booking a vacation and meeting an old friend, (see appendices 5, 6, 7, 8),during that presentation phase, students would occasionally ask for clarifications or examples. Following that, comes the instruction phase during which the teacher asks students to work in pairs, and provides them with role cards and explains what is expected from them, which is rather short. So far, the students are receiving input from their teacher, and sit passively listening to him/her. At this point students are ready to consider their roles and think up some ideas about what to say during their performance, this preparation phase lasts less than quarter an hour, during which students sometimes resort to using their mother tongue language. At the end of the preparation phase, the oral session is usually at mid-point, which means about only half of the session is left for actual speaking. This remaining period is again split on all the students pairs, as they

take turns to step on stage and perform their roles. Our observation also reveals that although students get a significant amount in terms of input regarding the vocabulary relevant to the topics being discussed, the sessions seem to dedicate an important amount of time to vocabulary enforcement, instead of allowing students to use the whole session for speaking practice. The environment in which students practice their English may present some psychological obstacles; fear of negative feedback, shyness, and noise, as stressed by Harmer (2001: 116) "working with a partner can be noisy and makes students switch to L1".

B. Socratic seminar observation

During Socratic seminar sessions, the teacher is hardly heard, as s/he is assigned a similar role to the students. Apart from the first 10 minutes dedicated to checking students preparation of the text, the whole session is spent on speaking practice, with students using most of the remaining time, exploring the text, asking questions and responding to their peers, regardless how wrong or right their contributions are, leaving to the teacher less than 10% of the talking time as pinpointed by Ball & Brewer(2000).Unlike role plays where students receive vocabulary that they need to memorize and use at the same time which is not an easy task, Socratic seminars allow students to explore the vocabulary contained in the seminar text, with a chance of furthering their research on the topic outside of the classroom. In other words, the prior preparation equips students with topical knowledge ready to be voiced on the seminar day (see appendices 23). The observation also permits to notice that most of the psychological hindrances are removed, thanks to the classroom format, the nature of the seminar process, and to the teacher's role as a participant and facilitator.

The qualitative data gathered through repeated observation, leads us to the conclusion that students from the control group (A) only get little room for practice, whereas, students of the experimental group treated by the implementation of the Socratic seminar technique, have control over the dialogue; the seminar is simply theirs. Such comparison brings us to confirming our hypothesis and answering our research question about how the implementation of Socratic seminars helps students practice their oral fluency more.

Based on the results obtained from the classroom observations during four sessions with each of the two groups (Control and experimental respectively), we gathered the information in the following tables, and in which we reported the most relevant observations with the regards to the aforementioned points i.e. talk dominance, roles, and classroom environment.

The Control Group Classroom Observation Checklist (Lesson 1, 2, 3, 4)

	Teacher	Students
Talk dominance	Teacher spoke most of the time, as S/he presented and explained vocabulary, answered students' questions for clarification, and explained what was on the role cards and what was expected from students.	Student sometimes asked questions for clarifications. Far from teacher's lens, students used English and mother tongue when preparing for the task. Students came in pairs on stage and performed the situation.
Roles	Presented vocabulary Circled and monitored preparation Gave feedback when needed	Listen actively for the vocabulary being presented. Interacted with the teacher when they needed clarifications Prepared for the role play in pairs, and then performed in turns.
Classroom environment	Noise, chaos, shyness, fear of negative feedback	

The Socratic Seminar Group Classroom Observation Checklist (Seminars 1, 2, 3, 4)

	Teacher/ Facilitator	Students
Talk dominance	Teacher spoke an amount of time equal to that of **ONE** average seminar participant.	Spoke regularly, asking open-ended questions they prepared previously, as well as questions that come up during the seminar.
Roles	Acting as a facilitator, only intervened to ask follow-up questions, i.e. asking for clarification if the leader fails at doing that	Student asked questions, answered each other's questions. Drew textual, personal connections to support their talks. Engaged in a collaborative dialogic seminar by exploring ideas present in a text.
Classroom environment	Circle dialogue that removes psychological and physical barriers (shyness, fear of negative feedback), continuous eye contact, Very low noise level, one student speaking at a time while the others are listening and waiting to respond by answering or asking another question	

I.3. The Students' Oral Fluency Test (Pre-and-Post-Test)

The results obtained from testing the two population samples, are analyzed and described in a way that compares the two groups' oral fluency level in terms of speech rate and pausing frequency, before and after the experiment. The analysis and comparison of the results is done over a few steps, and an exhaustive description is presented in the following paragraphs.

The recorded oral performances were analyzed with Praat speech analysis software, using the script that finds syllable nuclei in each participant's recorded talk, with the focus on speech rate and pausing frequency. All that is done in order to determine the participants' fluency level before the experiment. The obtained data are compared as shown in table 01.

1. **Pre-test comparative analysis of control and experimental groups**

	Pre-test					
	Speech rate			Pausing frequency		
	Mean	Standard deviation	Mean Diff	Mean	Standard deviation	Mean Diff
Control	151.83	38.186	7.00	33.33	8.430	1.00
Experimental	158.83	37.526		34.33	10.053	
P value	**0.75**			**0.85**		

Table 01. Overall averages mean scores and standard deviations of the experimental and control group in the pre-test of oral fluency

The pre-test paired analysis displayed in the table above shows the following results for both fluency components, speech rate and pausing frequency, quite close speech rate means of 151.83 for the control group with a standard deviation of 38.186, and 158.83 for the experimental group with a standard deviation of 37.526.

The results displayed in the previous table (01), are then entered into SPSS software for paired analysis, in order to show whether or not there was any significant difference in terms of speech rate and pausing frequency between the two groups (control and experimental) before the treatment.

		t-test for Equality of Means (Paired Differences)						
		t	df	**Sig. (2-tailed)**	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Pair 1 (Speech rate)	**Pre-test**	-.320	10	**.755**	-7.000	21.857	-55.700	41.700
		-.320	9.997	**.755**	-7.000	21.857	-55.702	41.702
Pair 1 (Pausing frequency)	**Pre-test**	-.187	10	**.850**	-1.000	5.356	-12.934	10.934
		-.187	9.705	**.850**	-1.000	5.356	-12.984	10.984

Table 02: t-test for Equality of Means (Paired Differences)of the experimental and control group in the pre-test of oral fluency

This table shows the SPSS t-test analysis of speech rate results considering paired differences, which reveals a mean difference of 7.00, yielding a t-value of – 0.32 and a p-value equal to .75, which is higher than .05 statistical significance limit. It also displays the SPSS paired analysis of the results obtained from the entered pausing frequency figures of both groups pre-test, with the values of 1.00 mean difference, and a t-value of .187, generating a p-value of .85, which is also beyond the significance limit of .05.
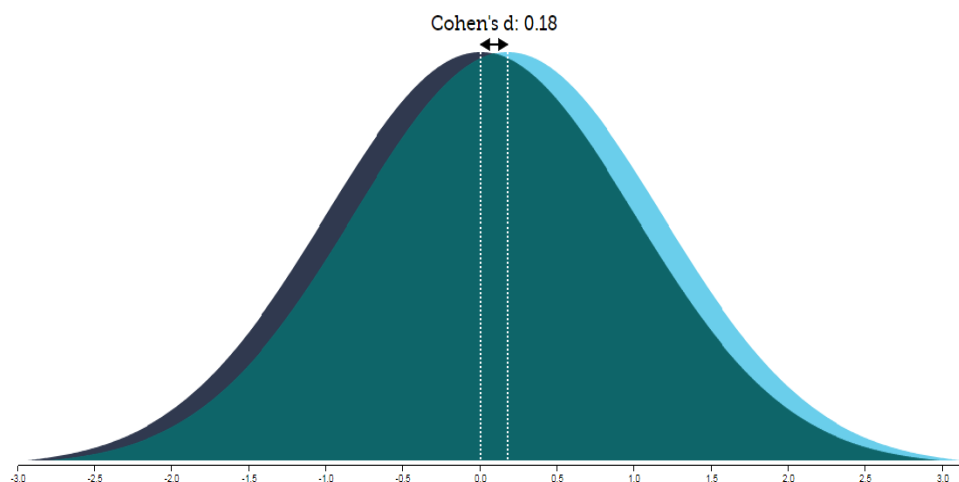
Graphic curve 1. Speech rate   Cohen's d value for control and experimental groups in the pre-test
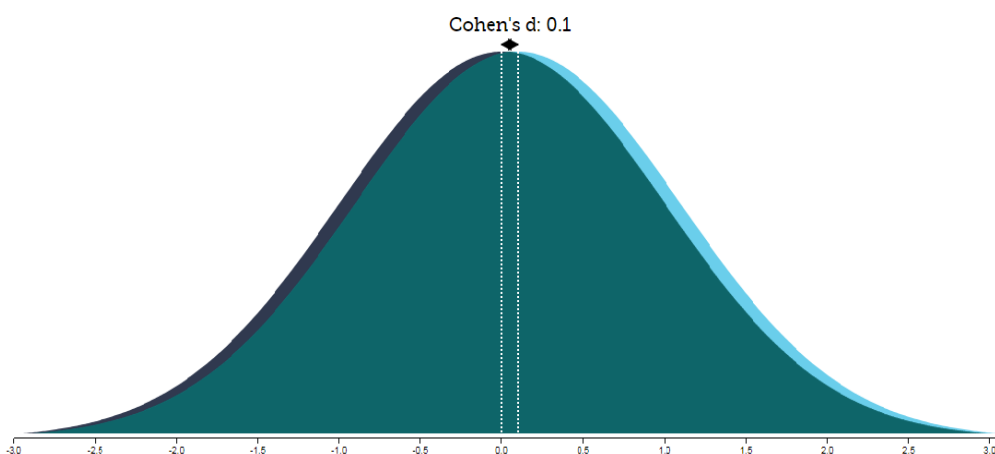
Graphic curve 2. Pausing frequency Cohen's d value for control and experimental groups in the pre-test

The graphic curves above, illustrate the Differences between the two groups' performances based on Cohen's d, scoring 0.18 for speech rate and 0.1 for pausing frequency. Both values are below 0.20, which represents the lowest value of difference, therefore, the two groups had more or less similar abilities with regards to speech rate and pausing frequency before the experiment.

2. **Post-test comparative analysis of control and experimental sub-groups**

	Post-test analysis					
	Speech rate			Pausing frequency		
	Mean	Standard deviation	Mean Diff	Mean	Standard deviation	Mean Diff
Control	154.00	38.992	52.00	30.83	5.776	12.16
Experimental	206.00	33.882		18.66	6.014	
P value	**0.034**			**0.045**		

Table 03. Overall averages mean scores and standard deviations of the experimental and control group in the post-test of oral fluency

The results of the paired analysis of the post-test are gather in table 3 showing the two means of speech rate and pausing frequency of both control and experimental groups, with the values of 154.00 and 206.00 respectively. Significant differences in means were recorded with values of 52.0 for speech rate and 12.16 for pausing frequency.

		t-test for Equality of Means (Paired Differences)						
		t	df	**Sig. (2-tailed)**	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Pair 2 (Speech rate)	**Post-test**	-2.466 -2.466	10 9.809	**.034** .034	-52.667 -52.667	21.089 21.089	-98.989 -99.113	-5.011 -4.884
Pair 2 (Pausing frequency)	**Post - test**	2.294 2.294	10 9.952	**.045** .045	12.167 12.167	5.305 5.305	.347 .347	23.986 16.994

Table 04: t-test for Equality of Means (Paired Differences)of the experimental and control group respectively in the post-test of oral fluency

SPSS paired analysis of the speech rate t-test is presented in table 4, showing a t-value of -2.46 corresponding to a p-value of .033, which is well below the statistical significance value limit of .05, thus validating the significance of the Socratic seminar treatment. The second element of fluency (pausing frequency) was again analyzed with SPSS based on the obtained pausing frequency figures obtained from the post-test, and compared in the t-test that, to yield t-value of 2.29, and a p-value of .045, meaning that the difference between the results reached in the post-test is quite significant.
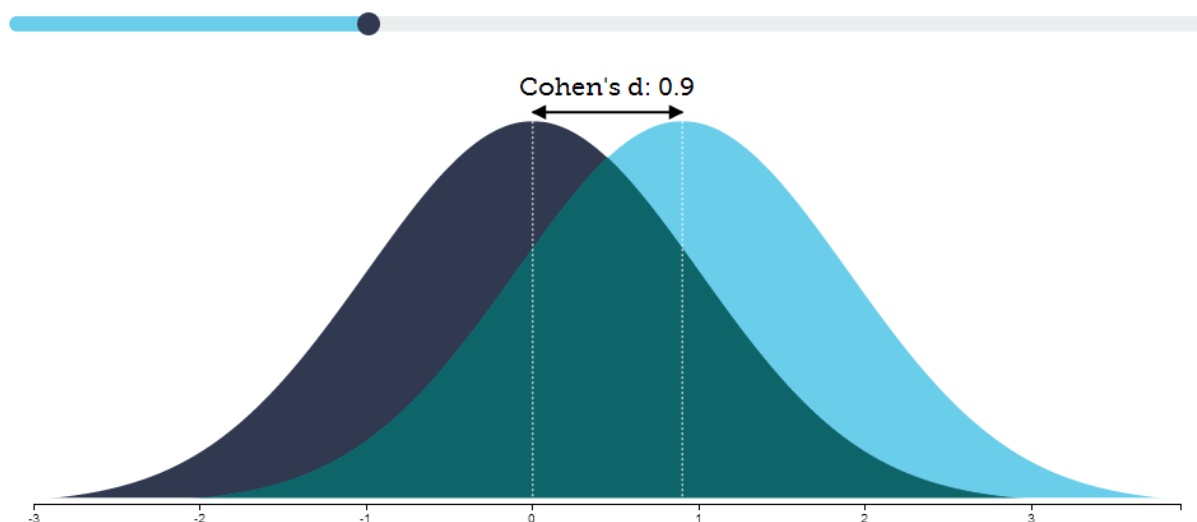
Graphic curve 3. Rate of speech Cohen's d value for control and experimental groups in the post-test
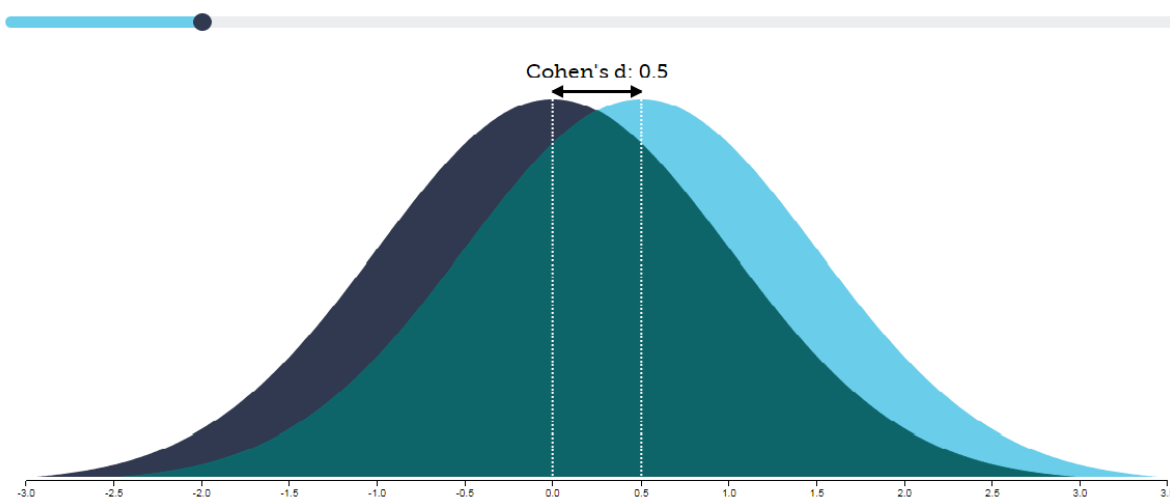
Graphic curve 4. Pausing frequency Cohen's d value for control and experimental groups in the post-test

The graphic curves comparing the progress of both control and experimental groups reveal a rather significant difference in progress, as Cohen's d value of speech rate is 0.9 and pausing frequency of 0.5. Considering the Cohen's d effect size scale, it can be understood that the obtained values are equal or higher than the 0.5 effect size magnitude. Thus, the effect ranges from medium for pausing frequency to large with regards to rate of speech.

3. Experimental group pre and post-test comparative analysis

	Experimental (Pre-and-post-test analysis)					
	Speech rate			Pausing frequency		
	Mean	Standard deviation	Mean Diff	Mean	Standard deviation	Mean Diff
Pre-test	158.83	37.526	47.167	34.33	10.53	15.833
Post-test	206.00	33.882		18.50	9.460	
P value	**0.041**			**0.020**		

Table 05. Overall average means scores and standard deviations of the experimental group in the pre-and-post-test of oral fluency

The isolated comparative analysis of experimental group's pre-test against post-test results, shows the significance of the progress. Statistically speaking, the speech rate mean evolved from 158.83 in the pre-test to 206.00 in the post-test, with a considerable difference of 47.167, resulting in a p-value of .041, which is below the .05 statistical value limit of significance, and the pausing frequency mean dropped from 34.33 in the pre-test, to 18.50 in the post test, with a difference of 15.83, thus, generating a p-value of .020, which is way below the 0.05 significance value.
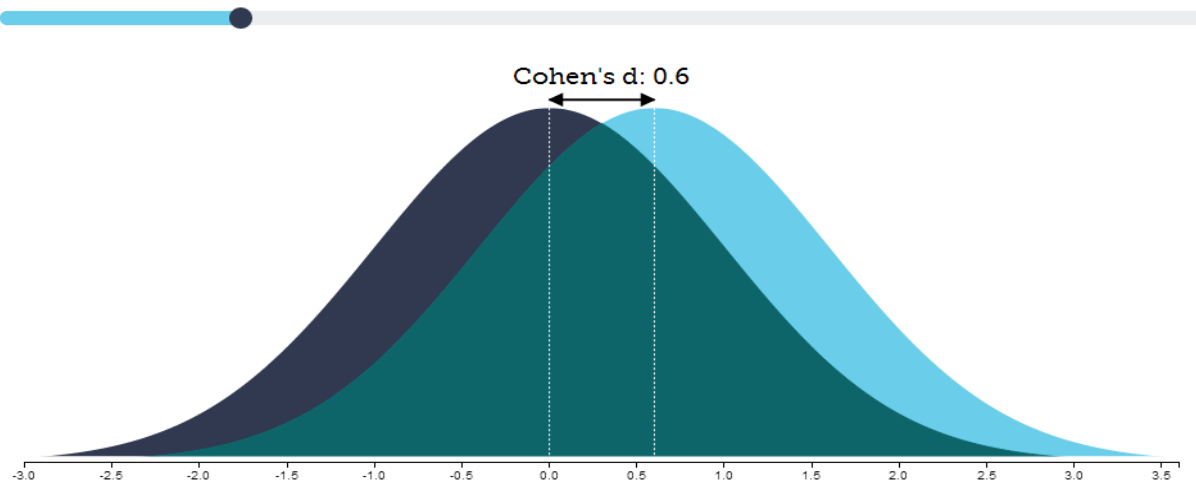
Graphic curve 5. Speech rate Cohen's d value for the experimental group pre-and post-test paired analysis.
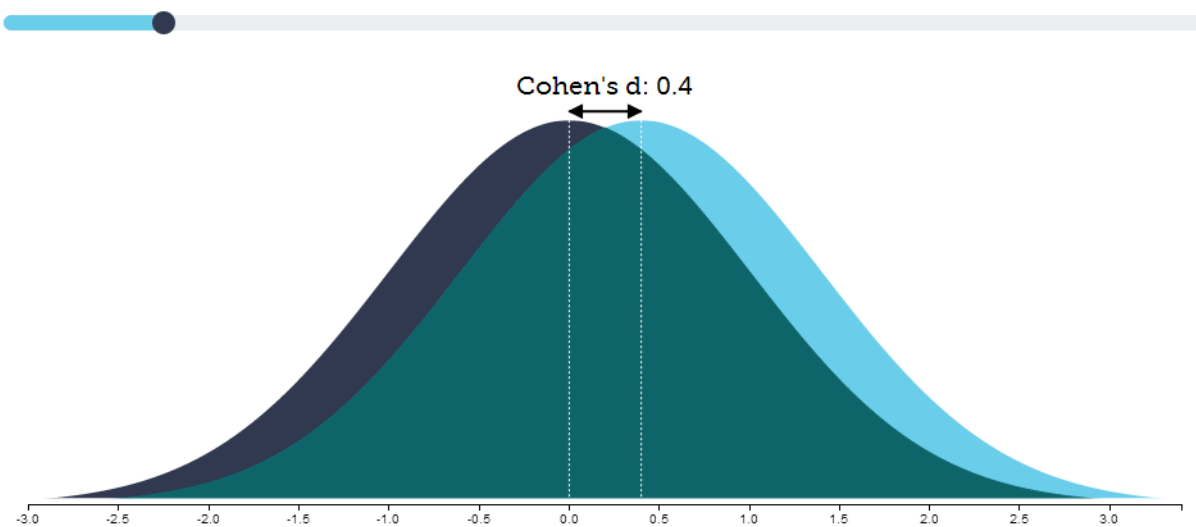
Graphic curve 6. Pausing frequency Cohen's d value for the experimental group pre-and post-test paired analysis.

The graphic curves above show the obtained Cohen's d values, which are 0.6 for the speech rate evolution from the pre-test to the post-test, meaning a non-overlap of 38.2%, and 0.4 for the pausing frequency, of which the non-overlap is 27.4%. Both values demonstrated significant effect sizes of the treatment, with the speech rate scoring a more important magnitude.

1.4. The Students Post-Experiment Questionnaire

The Students Post-Experiment Questionnaire which was only administered to the experimental group is analyzed statistically using the software program SPSS. Then reported into tables and illustrated in a form of graphs interpreting and discussing each question separately.

The reason for using the questionnaire with its three sections is to know who we are experimenting with by drawing profiles of the participants (section one). In section two, we obtained students' attitudes regarding whether or not implementing the treatment helped them with their oral fluency practice. In section three, we gathered information about students' perceptions of the Socratic seminar technique throughout its different steps, and recorded students' recommendations for further improvement of the technique.

Section One: General Information

Section one aims at obtaining a precise profile of the participants. The following tables categorize the participants according to different criteria, which are: gender, age group, English learning experience, and English learning purposes.

Question 1: Gender

variables	Respondents	Percent
Male	5	41,7%
Female	7	58,3%
Total	12	100%

Table 06: EFL Students' Gender

The sample of our research consists of twelve students, with a gender distribution of 5 male students representing 41.7%, and 7 female students representing 58.3%.

Question 2: What is your age

Age	Frequencies	Percent
Between 19 and 21 years	10	83,3%
Between 22 and 24 years	2	16,7%
Total	12	100%

Table 07: EFL Students' Age

The age distribution of students in the research sample is comprised between 19 to 24 years, of which 83.3% belonging to the 19 to 21 age group, and 16.7% in the 22 to 24 one.

Question 3: How long have you been learning English at university?

Variable	Frequencies	Percent
Two year	10	83,3%
Three year	2	16,7%
Total	12	100%

Table 08: Students' years of studying English

The students' background relating to their English learning experiences is represented in the graph above, and shows that the majority of students (83%) have been studying English for two years, while 17% have studied English for three years.

Question 4: What do you study English for?

Purpose	Frequencies	Percent
Get academic diploma	3	25%
To effectively communicate	7	58,3%
other	2	16%
Total	12	100%

Table 09: Students' purpose of studying English

The Questionnaire results show that the students have different goals and objectives in studying English. The first purpose mentioned by the respondents is to effectively communicate representing 58% of the students. 25% aspire to get an academic diploma, and 17% of students claim they have other reasons why they are studying English.

SectionTwo: Students 'attitudes regarding their oral fluency practice using Socratic seminar

Note: SA= strongly agree, **A**=agree, **N**= neutral, **D**= disagree, **SD**= strongly disagree,
F= frequency, **%**= percentages

Items	Students' answers											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Q5. Socratic seminar sessions helped me a lot with my speaking fluency	8	66,7%	4	33,3%	00	00	00	00	00	00	12	100%

Q6. Critical reading of a text prior to the seminar provided me with topical knowledge to use during the seminar	7	58,33 %	4	33,3 %	1	8,33 %	00	00	00	00	12	100 %
Q7. Even prepared, I feel not ready enough to speak during the seminar	00	00	00	00	00	00	5	41,7 %	7	58,3 %	12	100 %
Q8. The topics discussed during Socratic seminars were interesting and engaging in speaking	7	58,3 %	5	41,7 %	00	00	00	00	00	00	12	100 %
Q9. Because Socratic seminars are not about right or wrong answers, I feel that I'm willing more to participate in the dialogue	8	66,7 %	4	33,3 %	00	00	00	00	00	00	12	100 %
Q10.I feel I get a reasonable amount of time to practice my English in the classroom	6	50 %	3	25 %	3	25 %	00	00	00	00	12	100 %
Q11. Because the role of the teacher is equal to the role of a participant, I get more opportunities to speak and interact with the other participates	12	100%	00	00	00	00	00	00	00	00	12	100 %
Q12. Using a rubber ball to take turn does not guarantee an uneven participation during the seminar					2	25 %	4	25 %	6	50 %		

Table 10: Students' attitudes regarding their oral fluency practice and Socratic seminar

The results shown in the table above indicate that there is a trend among students to strongly believe that the implementation of the Socratic seminars technique helped them improve their fluency level. In terms of figures, 66.7 % strongly agree, and the remaining 33.3% only agree. The latter correlates with the results of question 12, as 25% of students were neutral to the use of a rubber ball, of which aim is to guarantee an even participation for

all seminar participants. The reason behind this reluctance of some students regarding the use of a rubber ball is due to the fact that they tend to dominate the classroom talk during the conventional speaking sessions at the detriment of shy and introvert students. The findings of the questionnaire support the idea that students get an even participation as proven by the students' responses to question 10, to which students tend to be in favor of benefiting from a reasonable amount of time to practice their English in the classroom. It also seems that the Seminar nature removes the psychological barriers that prevent the abovementioned shy and introvert students from participating, and this is thanks to its non-judgmental dialogue whereby students are free to answer without being proven right or wrong, which is a crucial factor that students took into consideration when answering question 9, on which 100% agree.

One of the top hindrances that students face when attempting to speak is shortage of topical knowledge. A hindrance that is not encountered in Socratic seminars. The way respondents answered questions 8 and 6(100 % and 81.7 % respectively, were in favor of both seminar components i.e. texts rich in value, and prior preparation) shows that the seminars texts were not only rich and interesting which triggered students curiosity to explore and research the topics, but also, the critical reading during which texts are annotated and related to different experiences, may have provided them with the relevant vocabulary as well as textual evidence that empowers them to express their points of view with confidence and make consistent contributions to the dialogue. In this respect, the seminars are mostly led by students, which makes the oral session student centered as opposed to teacher centered in the conventional oral teaching techniques, a point of view backed up by students answers to question 11, as 100% of them, believe that turning ownership of the oral sessions to them, and allows them to make full use of classroom time to speak and interact, as already concluded in the repeated classroom observation during the experiment, where the findings show that the students' talk time is about 90%.

Section Three: students' perceptions and recommendations.

Q13. Has Socratic seminars technique helped you improve your oral speaking fluency?

Variables	Frequencies	Percent
Yes	12	100%
No	00	00%
Total	12	100%

Table 11: Students' progress perceptions

- If yes/no, please explain how?

Variables	Frequencies	Percent
More practice than conventional technique	6	50%
Safe environment	3	25%
Collaborative construction of meaning	2	16,7%
Intresting and engaging topics	1	8,3%
Total	12	100%

Table 11.1: Students' comments and explanations

It is arguably clear that students are very positive regarding their participation to the Socratic seminars, as all of them (100%) agree that it helped them improve their oral fluency. The satisfaction of students was due to a number of elements present in the Seminars 'process. The majority of students mentioned participation as the number one factor influencing their attitudes toward the technique. 50% feel they get more opportunities to

practice, which is explained by the seminar being theirs, and the teacher only participating as a facilitator. Students willingness to practice is enforced by their readiness made possible mainly by the texts handed out prior to the seminar, (an element that constitutes 8.3 % of the total comments), and which were carefully selected based on their richness in ideas and values, which serves as hook that maintains students curiosity throughout the preparation, which ultimately set the basis for a body of knowledge constructed outside of the classroom, and ready to use during the seminar. But because of time constraints, we were not able to include all the topics that students suggested, and which explains why only one pointed out that the texts were very interesting. Taking into account the psychological factors, it was of cardinal importance that the seminars were offered in a safe environment, by avoiding heated debates and turning the classroom into a battlefield, a point that is ranked second in the results with 25%, to which is added another 16.7% in favor of collaborative work as opposed to argumentative one.

Q14. How do you think Socratic seminars technique could be improved to help you enhance your oral fluency more?

Variable	Respondents	Percent
More time through higher frequency	9	75%
More choices regarding the seminar text	3	25%
Total	12	100%

Table 12: Students' recommendations

The results shown in the table above indicate that the majority (75%) of participants claim more time for practice, which can be achieved through a higher frequency of seminars. As the inquisitive nature of the seminar stimulates students curiosity to keep exploring the ideas and values in the text through questioning which the One hour and thirty minutes (1.30h) allotted

to the session does not seem to be enough to meet that need, and students usually leave the seminar with many unanswered questions. Three other respondents suggested more freedom regarding the selection of seminar text in terms of relevance to their needs. This is due to the shortage of time needed to implement all the topics suggested by students at the very beginning of the experiment.

II.   Discussion

First of all, we administered a pre-test in order to determine the students' starting level in terms of speaking fluency. This first step was important to find out whether or not the participants from both groups had more or less equal levels, which would validate any obtained results. The recorded speech productions were analyzed in terms of the top two criteria as defined in the literature review by (Tavakoli, 2016; Chambers, 1997, De Jong &Wempe, 2007), which are rate of speech and pausing frequency. The analysis results obtained with Praat speech analysis software were processed in SPSS, which provided the figures needed for comparison (table 01, p. 77). The paired sample t-test yielded a mean difference of 7 for rate of speech, and 1.0 for pausing frequency. Furthermore, there is a lack of any statistical difference at the confidence level of α=0.05between the students in the control and experimental groups regarding both measurement criteria (i.e. rate of speech and pausing frequency). For the speech rate the t-value = -0.32, with a p-value of 0.75, and pausing frequency scored a t-value of .189, and a p-value that equals .850, both of which are much greater than the 0.05 confidence limit, thus, it is fair to say that both groups were at the same level of fluency before the experiment.

After the treatment, the post-test results were analyzed again, and gave the following figures: a mean difference of 52.0 for speech rate, and 12.16 for pausing. The mean differences shown are remarkably higher than those recorded in the pre-test. The second paired sample t-test that resulted from the post-test analysis, displayed a t-value of -2.46 for the speech rate, and 2.29 for pausing, resulting in p-values of .033 and .045 for speech rate and pausing frequency respectively. Both p-values (.033 and .045) <are much lower than .05, meaning that there were a statistically significant improvement in terms of speech rate and pausing frequency, thus in speaking fluency. The calculated effect size of speech rate is 0.9 and it is qualified as very strong (Graphic curve 3,p. 81) and a result of 0.5 for pausing frequency which is interpreted as medium effect size, all of which proves that the independent variable (Ss) has a positive effect on the depend variable (oral fluency). therefore, we can

conclude that our experiment yielded a significant improvement in speaking fluency, which validates our aim of testing the effectiveness of Socratic seminars technique in fostering students oral fluency, thus we reject the null hypothesis (H₀).

The next step is to support the statistical findings of the pre and post test, by providing evidence based on the results of the observation checklists of both groups, as well as a post-questionnaire handed out after the treatment which is used only with the experimental group. Over the treatment period, we counted the number of questions and responses during every seminar, and the results show that students were getting a reasonable amount of practice, a point they endorsed by their answers to the questionnaire, as most of participants agreed on the fact that Socratic seminar sessions helped them a lot with their speaking fluency. Besides, the students' responses to the questions also show that the preparation prior to the seminar, and the safe supportive environment were determinant factors that provided them with the tools needed for a successful participation to the seminars.

Research Question One:

The answer to the first research question: "To what extent does Socratic seminar technique help an experimental group of LMD students of English with their oral fluency practice? Was based on the findings of the comparative analysis of the pre and post test, which reveals that the experimental group after being exposed to Socratic seminar technique showed a significant increase in the speed of their oral production, accompanied with a lower frequency of pauses as compared to the control group that showed no significant difference between the results of the pre- and post-tests of the oral fluency. As illustrated by the effect size of the pre-test with both groups (the Cohen's d : is 0.18 for speech rate and 0.1for pausing frequency) which explains that the treatment group and control group non-overlap of 14.7% for speech rate, and 7.7 % for pausing frequency, which are very small and show no difference in significance, but the post-test reveals an improvement with a Cohen's d of 0.9 for speech rate and 0.5 for pausing frequency (see graphic curves3 and 4) meaning that there is a non-overlap between the two groups of 51.6% for speech rate and 33.0% for pausing frequency, with effect sizes considered very strong and medium respectively. The experimental group progress analysis, show a significant improvement, as backed up with the following figures: In the pre-test the participants scored the two means of 158.83 in speech rate and 34.33 in pausing frequency, with the speech rate evolving to 206.0 and the pausing frequency dropping to 18.5 after the treatment. The improvement as defined by the p-values of 0.041 for speech

rate and 0.020 for pausing frequency which are translated with an important significance in improvement. The magnitudes of the effects are 0.6 for speech rate representing a non-overlap of 38.2% and 0.4 for pausing frequency representing a non-overlap of 27.4%. Those results demonstrate a significant effect in both elements, which answers our first research question.

Research Question Two: To answer the second research question; How does Socratic seminar technique help EFL students improve their oral fluency? We ground on the data obtained from the Students Post-Experiment Questionnaire, which sheds light on the students' attitudes towards the Socratic seminar technique, which students claim to be effective thanks to the components it encompasses. They also repeatedly mentioned that it removes the psychological barriers (fear of judgment or negative feedback, shyness, anxiety) that prevent them from speaking, as well as equips them with the needed knowledge which once was an obstacle preventing them from participating due to the shortage of ideas and lack of topical knowledge, a hindrance that is remedied thanks to rich texts prepared thoroughly outside of the classroom, and which sets the basis for thought construction, hence, alleviate the time consuming efforts needed during the conceptualization phase by having access to ready structures easily retrieved and used automatically, which ultimately allows a smooth delivery and enriches their contributions to the dialogue. Along with that, the vast majority of students became more willing to participate thanks to the Socratic seminar environment where students feel more empowered to investigate the text through questioning, all of which is done in a perfect safety, as they are no longer judged or scaffold by their wrong answers, furthermore, it provides them with a full time practice while their teacher acts as a facilitator who only intervenes to keep the dialogue going with 10% of classroom talk as it has been proven in the observation participation grid, leaving mostly 90% of classroom talk to students exploring the text in hand, establishing different connections related to their personal experiences, the world and other texts.

Section Three: Limitations, Implications and Recommendations for Further Research

Introduction

So far in section two, we have reached interesting and positive findings regarding the effectiveness of using Socratic seminar technique to foster EFL students' oral fluency which in another way confirms our suggested research hypothesis. Whereas section three is fully dedicated to summarizing the main limitations and constraints we have faced during the research process, and then provide some suggestions and recommendations for further studies

I. Limitations of the study

Although the implementation of Socratic seminars technique is proven to be effective in helping EFL students' oral fluency, a claim that is supported by the results obtained from the post questionnaire and post-test, our research study has some limitations:

1- The fact that the sample is not an isolated group, but it belongs to a population that studies English on daily basis, which exposes the participants to wide range of topics taught in different modules, to name a few: listening, writing, literature, civilization…..etc., which also implies that students interact with both their teacher, and peers during their classes, it is hard to say that the improvement is exclusively due to the implemented technique.

2- The six weeks dedicated to the treatment do not represent a significant amount of time to practice speaking in classroom, provided that a week here means an hour and thirty-minutes for one speaking session, which adds up to only 9 hours of treatment.

3- The size of the sample treated is of 10.29% the whole population which is not significant enough, thus, does not allow the generalization of the results

II. Implications

The positive impact that implementing the Socratic seminar technique had on the student participants' oral fluency practice is worth considering in teaching the speaking skill with the focus on fluency. The different ingredients that the technique encompasses make of the practice flexible and potentially useful for different uses. A key element in the effectiveness of the Socratic seminar technique is the use of a text, which gives students ideas, vocabulary

and even an opportunity for criticism of the ideas present in the text through questioning. The one obstacle that might make the technique less effective would be a large group size, which would shorten the speaking time of students. With regards to the selected text, teachers might submit a list of selected texts with short summaries to give them the opportunity to agree on texts that would be most relevant to their studies and expectations. The following points provide teachers with guidance regarding how they can custom-tailor the texts to fit their students needs, so that the seminars will be lively, hooking and enriching in terms of input, therefore, maintain the students interest throughout the different oral sessions.

1. **A variety of resources:** As described both in the theoretical and practical parts of the present work, it was highlighted that one important element of the technique was the seminar text, which has the aim of providing students with the basis for investigation on the topic, thus equipping them with the topical knowledge needed for the seminar. The text as a source of input can be substituted with different kinds of materials such as videos, books, newspaper articles, and audio files.

2. **An Array of Topics:** Although the implementation of the Socratic seminar technique is presented in the context of speaking development, it can be used to tackle other topics relevant to the curriculum, ranging from linguistics, history to literature, as well as to help students foster their critical thinking.

3. **A potential source of linguistic input:** One of the potential barriers to speaking in class as mentioned in the literature review is lack of topical knowledge. Even the brightest students sometimes feel inhibited for the simple reason that they do not have much to say, because they have very little to no knowledge regarding the topic being discussed. Thanks to the Seminar texts students read prior to each session, they learn about the topic, they obtain guidance for research outside of the classroom, which enables them have a deeper understanding of the ideas and values presented in the text, along with learning vocabulary items relevant to the topic, all of which provides students with ammunition to actively participate into the dialogue and make contributions, which ultimately gives them the opportunity to speak with confidence about a topic that they once were unfamiliar with. In technical terms, equipping students with the knowledge needed to participate in the dialogue enforces automaticity, "At the level of formulation, automaticity is partly achieved through the use of prefabricated chunks" (Thornbury, 2005, p. 6) as they focus on speaking rather than on trying to combine linguistic elements from scratch.

4.   An engaging environment: The overall setting of the seminars which includes a circle format that students adopt when sitting, in way that keeps eye contact throughout the seminar, which keeps student focused on what their peers are saying, thus promoting active participation through interaction, with the teacher handing over the ownership to students by adopting a role of participant. The seminar formula makes students more responsible for their learning.

III.   Recommendations for further research

The present work can be used as a basis for further research in the field, taking into consideration the limitations mentioned above, as well as considering the following suggestions:

1. Because of time constraints, we could only limit our research to investigating fluency based on rate of speech analyzed in terms of speed i.e. number of syllables per minute, given that it can also be investigated based on the length of runs. And with regards to pausing, we could only focus on the frequency of silent pauses, which could be investigated differently, i.e. a separate study of different types of pausing (filled and unfilled pauses) and location of pauses (Chambers, 1997).

2. As the focus of our research is on developing oral fluency, we have only considered the two phases of Socratic seminar i.e. Pre-seminar, during seminar. A further research could investigate the third phase which is the post seminar one consisting of writing a review of the in-class dialogue so as to improve the writing skill and critical thinking

3. As indicated in the limitations of our study, a different context i.e. secondary school, could be a perfect environment to further test the validity of our findings, as it allows researching the effects of the Socratic seminar technique on enhancing an isolated (apart from their English classes, they are not exposed to English language)group of pupils' speaking skill.

Conclusion

The present research was conducted in order to verify the hypothesis formulated at the beginning, which is about investigating the effectiveness of implementing Socratic seminar technique in fostering second year LMD students' oral fluency practice at the University of Bejaia, department of English, with the focus on speech rate and pausing frequency. We

strongly believe that the aforementioned technique when adequately incorporated in the speaking sessions can create the adequate classroom conditions necessary for an effective oral fluency development.

The positive results obtained at the end of the experiment, were made possible thanks to our understanding of the concept of oral fluency as defined in the literature review, which lead us to conclude that it is not a skill on its own, but rather a component of a larger concept called speaking proficiency, that is made of three elements better known under the acronym CAF (Housen and Kuiken 2009) which stands for Complexity, Accuracy and Fluency. The comparative description of human and computer ratings found a correlation between the two, with the two top indicators of fluency being speech rate expressed in the number of syllables per minute and pausing frequency expressed in the number of silences per minute. The following step was to understand the kind of environment and conditions that oral fluency requires for its development, in order to replicate them as needed. The review of literature allowed us to explore different fluency enhancement practices, from which we could spot the things that make them work, and that are actually found in the Socratic seminar technique.

In the practical part, we described all the procedures we followed in order to testify our research hypothesis "if second year L.M.D language teachers incorporated Socratic seminar technique in speaking sessions, then students would substantially improve their oral fluency practice", and answer our research questions which are: 1) To what extent does Socratic seminar technique help an experimental group of LMD students with their oral fluency practice? 2) How does Socratic seminar technique help EFL students with their oral fluency? To do so, we adopted a quasi-experimental method with no equivalent control group, and used a mixed method. The analysis and interpretation of the data collected throughout the research, demonstrated that the implementation of the Socratic seminar technique had significant outcomes surpassing those obtained from analyzing the control group results.

In the last part of the work, we included some implications so as to give a larger picture of the technique with the different ways it can be adapted in teaching different topics using a variety of materials. We also provided some suggestions for further research in the field of fluency development, as well as the use of the Socratic seminar technique.

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Appendices

Appendix 1:

The Students' Speech Elicitation Focus Group Interview

University Abderahmane Mira-Bejaia
Faculty of Letters and Languages
Department of English

The study title is:

The Effectiveness of Socratic Seminar Technique in Fostering EFL Students' Oral Fluency

Time : 40 minutes

Travel

1- Do you like travelling? If so, what is your dream spot destination?

2- Why would you like to visit the place (costumes, food, beauties, and its people….etch)?

3- Do you prefer to travel alone or with your friends?

4- Why do some people generally prefer to travel abroad rather than in their own country?

The researchers appreciate your cooperation and

wish you good luck

Appendix 2

Scoring Rubric for Oral Fluency Test (IELTS)

Band	Populations / Fluency Descriptors	1st Year Students			2nd Year Students			3rd Year Students		
		G x	G y	G z	G f	G z	G h	G x	G b	G z
9	• speaks fluently with only rare repetition or self-correction; • any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately									
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately									
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility							■		
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately								■	
5	• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems					■				■
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence				■		■			
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	■		■						
2	• pauses lengthily before most words • little communication possible		■							
1	• no communication possible • no rateable language									
0	• does not attend									

Appendix 3

The Oral Fluency Test (Pre and Post Test)

University Abderahmane Mira-Bejaia
Faculty of Letters and Languages
Department of English

The study title is:

The Effectiveness of Socratic Seminar Technique in Fostering EFL Students' Oral Fluency

Time: 2minutes

There is an extensive amount of jobs that constantly cross your mind, but there is only one that would have to be your "dream job". So,

What would be your **Dream Job?**

You should include:

1- The place your dream job is? (in your country/ abroad)

2- The salary/ the working hours

3- Employment status: Self-employed (working for oneself)/ employer (working for someone)

4- What would bring you satisfaction at work?

   (E.g.: a high salary, flexible time, long vacation, a friendly boss and friendly colleagues…..etc.)

The researchers appreciate your cooperation and

wish you good luck

Appendix 4

Control Group Observation Checklist

	Teacher	Students
Talk dominance		
Roles		
Classroom environment		

Socratic Seminar Group Observation Checklist

	Teacher/ Facilitator	Students
Talk dominance		
Roles		
Classroom environment		

Appendix 5

Control Group Lesson Plan 1

Role play topic : Booking a vacation

Lesson objectives: by the end of the lesson students will be able to;

- Negotiate a budget for a vacation.
- chose a destination,
- ask for a custom-tailored vacation including, airfare, accommodation, and other activities

Class Level:

Date :   Classroom Arrangement :

Time :   materials :

Process Steps

Warming-up	Teacher using the board presents vocabulary relating to different types of accommodation (hotels, B&Bs, hostels) flights, sightseeing tours, and prices. Vocabulary: flight, Airfare, reservation, to book, enjoy, hotel, hostel, b&b, half-board, full-board, all inclusive……..etc.
Presentation	Teacher distributes handouts containing role cards with prompts, to guide students through the preparation of their role play performances. Role card 1 (travel agent); you are a travel agent and you will offer a costumer different vacation options, i.e. different destinations for the summer, different types of accommodation. - Find a vacation package that fits the customer's budget. Role card 2 (customer); ask for a cheap vacation package, indicate your budget limit, consider the agent's offers agree on one package, offer different payment methods (cash, credit card)
Practice	Students are invited to the board in pairs to simulate the situation, , meanwhile the others watch and wait for their turns. The teacher provides feedback about the terminology and appropriateness of the language being used.

Appendix 6

Control Group Lesson Plan 2

Role play topic : Doctor and patient

Lesson objectives: by the end of the lesson students will be able to;
- Take a patient's medical history
- Describe symptoms and conditions
- Prescribe a treatment

Class Level:

Date :   Classroom Arrangement :

Time :   materials : Role cards, board

Process Steps

Warming-up	Teacher using the board presents vocabulary relating to healthcare. And mainly going to the doctor's Vocabulary: Medical history, symptoms, pulse, x-ray, temperature, medicines, allergy…etc.
Presentation	Teacher distributes handouts containing role cards with prompts, to guide students through the preparation of their role play performances. Role card 1 (Doctor); you are a doctor, and a patient comes to your office. Ask questions about - The reason of their visit. The symptoms they have - Recommend an x-tray and a treatment. Invite the patient to come back if necessary Role card 2 (patient); Describe your symptoms, and how long you have had them, explain that you are allergic to something, eg: peniciline…etc.
Practice	Students are invited to the board in pairs to simulate the situation, meanwhile the others watch and wait for their turns. The teacher provides feedback about the terminology and appropriateness of the language being used.

Appendix 7

Control Group Lesson Plan 3

Role play topic : In a restaurant

Lesson objectives: by the end of the lesson students will be able to;

- book a table in a restaurant,
- order food out of a menu,
- Complain about the food politely, and ask for the bill.

                                                    Class Level:

Date :   Classroom Arrangement :

Time : materials : Role cards, board

Process Steps

Warming-up	Teacher using the board presents vocabulary relating to making reservations, to food (provides examples of dishes, desserts…etc.), describes a three-course menu, complaining about the food politely, asking for the bill
Presentation	Teacher distributes handouts containing role cards with prompts, to guide students through the preparation of their role play performances. Role card 1 (Customer); you are a customer, you have booked a table for two, explain that to the waiter - Order drinks first, then call the waiter to order the food. Complain about the food (different meat, not cooked well, too spicy…etc.) ask for the bill Role card 2 (Waiter); Welcome the customer, check their reservation, show them to their table, take the order, apologize for the mistake, bring the bill, thank the customer(s).
Practice	Students are invited to the board in pairs to simulate the situation, meanwhile the others watch and wait for their turns. The teacher provides feedback about the terminology and appropriateness of the language being used.

Appendix 8

Control Group Lesson Plan 4

Role play topic : Meeting an old friend
Lesson objectives: by the end of the lesson students will be able to;
- Ask about what a person has been doing, bring back memories.
- Ask about a person's plans, and how to keep in touch.

Class Level:
Date :   Classroom Arrangement : on stage performance
Time :materials : Role cards, board

Process Steps

Warming-up	Teacher using the board presents vocabulary relating to friendship, how to ask about someone's life in given period of time, using simple past and present perfect, and asking about future plans.
Presentation	Teacher distributes handouts containing role cards with prompts, to guide students through the preparation of their role play performances. Role card 1 (Friend 1); You accidentally meet a friend you have not seen for a while, stop them, check if it is the friend you thought, and ask if they recognize you, ask what they have been doing, about their plans, expect similar questions and prepare your answers, ask to meet again (keep in touch: phone number, e-mail, face book account...etc.) Role card 2 (Friend 2); Respond to your friend, show surprise, and comment on how they have changed, ask similar questions to find out more about them, agree to meet again, and give them (phone number, e-mail, Facebook account…etc.)
Practice	Students are invited to the board in pairs to simulate the situation, meanwhile the others watch and wait for their turns. The teacher provides feedback about the terminology and appropriateness of the language being used.

Appendix 9

The Students Post- Experiment Questionnaire

Master 02, Applied Linguistics and ELT- Bejaia University

By Farid Mermouri and Siham Messalti: department of English

Dear students,

You are kindly invited to fill in this questionnaire, which is about using Socratic seminar practice as an effective teaching technique to foster Second year LMD students' speaking fluency. We would be very grateful if you could answer the following questions because your cooperation is very important and very helpful in our research.

N.B. Considering that your answers will be kept anonymous, strictly confidential and they will be used exclusively for academic purposes.

Thank you.

I.   **Section One:** Background information

1. Gender:

    Male: ☐

    Female: ☐

2. Age: ……………...

3. How long have you been learning English at university?   ☐

4. Why do you study English for (purpose)? Check one of the boxes below

    Get academic diploma   ☐

    To effectively communicate   ☐

    Other   ☐

II.   **Section Two :** students' attitudes regarding their fluency practice using Socratic seminar

According to your own experience, please indicate how far you agree or disagree with each of the following statements. Check (√) the box that best describes your response

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
5. Socratic seminar sessions helped me a lot with my speaking fluency					
6. Critical reading of a text prior to the seminar provides me with topical knowledge to use during the seminar					
7. Even prepared, I feel not ready enough to speak during the seminar					
8. The topics discussed during Socratic seminars were interesting and engaging in speaking					
9. Because Socratic seminars are not about right or wrong answers, I feel that I am willing more to participate in the dialogue					
10. I feel I get a reasonable amount of time to practice my English in the classroom					
11. Because the role of the teacher is equal to the role of a student (i.e. participant), I get more opportunities to speak and interact with the other participants.					
12. Using a rubber ball to take turn does not guarantee an uneven participation during the seminar					

III.   Section Three: students' perceptions and recommendations.

13. Has Socratic seminars technique helped you improve your oral speaking fluency?

Yes ☐   No ☐

If yes, please explain how.

_____

_____

_____

_____

_____

If no, please explain how it has not.

_____

_____

_____

_____

_____

14.How do you think Socratic seminars technique could be improved to help you enhance your fluency more?

_____

_____

_____

_____

_____

Thank you for your collaboration

Appendix 10

Socratic Seminar Lesson Plan

Lesson objectives: by the end of the seminar, student will be able to;

- _____
- _____
- _____

Seminar text:___   Subject: religion, politics, sport…etc.
Date: __   Class level: _____
Time: ____   Classroom arrangement: _____

Seminar Steps

Pre-Seminar	Post-Seminar

Pre-Seminar

Who* F

Introductory step

Teacher handing out the seminar text

- To read for meaning rather than for factual information
- To analyze, probe, explore and question

Using two critical reading technique

Text annotationT-S, T-W, T-T

-Identify important vocabulary	-Draw connection from personal experience/

-Identify important vocabulary
-Highlight W/S
   of important interest texts.
-Make textual reference
   to support idea

-Draw connection from personal experience/ memories, from the world and other

Post-Seminar

Reading checker quiz	Time	Grade

Seminar dialogue/ Inquiry

Who* F/ L

Opening question   Who* P
-
-   Core questions
-
-
-
-
-
-
-
Who* F/ L
Closing questions
-

F: Facilitator. L: Leader. P: Participants. W/S: words and sentences
T-S, T-W, T-T: Text to self, text to world, text to text.

Appendix 11

Socratic Seminar Text N° 1

Name: …………………………….. /Date: ………………………..

Instructions: Read the following passage in a critical way. Use the sample annotated text to analyze your passage and come up with as many questions as you can.

Jail, a lovely place to be

I'm so angry right now I could chew nails. I am busting my buns to support three kids, I can't effort medical or dental insurance, and we're eating macaroni without cheese. Meanwhile, my rotten ex-husband is sitting, in jail with full medical and dental benefits, eating three squares a day, and without an ounce of remorse for anything he has done. In America we call this justice what a joke. When is this nonsense going to end? When are we going to stop rewarding these lazy good-for-nothings with every comfort and benefit Imaginable, and start trying to help those who help themselves? It makes me sick to my stomach to think of the money we spend to house, feed, clothe, entertain and provide medical and dental services for this pond scum, not to mention what we dish out for legal fees, while millions of children and senior citizens go without the bare essentials. In jail, prisoners live like middle-class citizens. On the outside they can't feed themselves, at least not by honest means. It is no wonder we don't have enough prisons to hold them all. They're not being punished. They're being pampered. That's why so many keep going back. I wish my kids could go to prison for a while - at least long enough to get their teeth fixed and to get some eyeglasses. My daughter could even have the surgery she needs. If my mother could go with them, she wouldn't have to wear two sweaters in the house to keep warm in the winter and she wouldn't be eating macaroni seven days a week.

Burst your buns: work energetically, hard
Rotten; morally corrupt
Remorse: a sense of guilt for past wrong
Pond scum: a useless perso
Dish out: to give or dispense freely
Pampered: treated with extreme

Appendix 12

Name:…………………….. /Date: …………………………..

Instructions: Read the following passage in a critical way. Use the sample annotated text

to analyze your passage and come up with as many questions as you can.

Israeli-Palestinian conflict

The lengthy Israeli-Palestinian conflict has been a major problem in the modern Middle East. The illegal founding of the Israeli entity has been ironically presented to the world as the noble and profound national recovery of a people who had suffered centuries of discrimination under the alleged Nazi extermination of the Jews of Europe.

Yet there remains a still repressed part of this story, the experience of several million people for whom the almost 70 years from the founding of this parasite entity to the present time have brought nothing but disaster and carnage upon them. There is no question that the policy of the Zionist government is to only destroy life in Gaza. They have demolished all the working facilities of electricity, water supply, sewage systems; they are making it unfit for life while blockading the people of Gaza and besieging them so they can find nowhere to hide. All this for one sole purpose: to create an exclusive Israeli state only for Jewish colonial settlers on Palestinian stolen land. Why? Because they believe God promised them so, (The Promised Land). Yes, you read that correctly.

A Jewish national movement, Zionism, emerged in the late-19th century (partially in response to growing anti-Semitism). After World War I, Ottoman territories in the Levant came under British and French control and the League of Nations granted the British a Mandate to rule Palestine which was to be turned into a Jewish National Home. A rival Arab nationalism also claimed rights over the former Ottoman territories and sought to prevent Jewish migration into Palestine, leading to growing Arab–Jewish tensions. Israeli independence in 1948 was marked by massive migration of Jews from Europe, a Jewish exodus from Arab and Muslim countries to Israel, and of Arabs from Israel, followed by the Arab–Israeli conflict.

Many people argue that the "two-state solution" of creating an independent Palestinian state alongside the existing state of Israel would be the best approach to ending the conflict, although there is some disagreement over borders, refugees, settlements, Jerusalem, and other challenging issues. Many other people oppose a two-state solution for various reasons. For example, some are opposed to the creation of a Palestinian state, and others are opposed to the continued existence of Israel; some argue that Israel should be one secular bi-national state, rather than a Jewish state, and others assert that things should remain as they are for now.

Appendix 13

Name: …………………….. /Date: ………………………..

Instructions: Read the following passage in a critical way. Use the sample annotated text to analyze your passage and come up with as many questions as you can.

Brain drain

How many times have we heard saying : « we sow, and it is Europe that harvests » It is not fair to leave the country after having studied for many years for free, and profited from the generosities of the state. Why do not they stay and serve their country? Instead, they go abroad selfishly where life conditions are much better than ours. Far from reflecting on the intentions of our elite, that has no other choice than leaving the country, this is a fact, which is not entirely nonsense, especially when immigration is about highly qualified people, it constitutes a real barrier to the growth and development of our economy.

Last year, we estimated the number of migrant students to not less than 23000- with France as their main host country. On the other hand, the alarming economical situation in Algeria, constitutes the main reason why so many students, scholars and professionals flee the country to live under lenient skies, in quest of stability and prosperity they deserve, and that best match their qualifications and aspirations.

Which of the economic situation or brain drain came first? Following recent events in the world and the Algerian economic situation of the country, we are inclined to find a sustainable solution to stop the bleeding and get the country out of this vicious circle, in which causes and consequences are confused, and get worse as time goes by. Even a superficial analysis of the Algerian economic model, shows that the material well-being of the nation does not depend entirely on the human factor, but rather on the hydrocarbon industry. The focus on hydrocarbon resources has led the different leaders of the country over the years to neglect the human ones. As long as black gold exists, no need for brain power, that is the policy of the country. The non-consideration of the human factor triggers a feeling of powerlessness, which when combined with the economic and social situation of the country leads individuals to leaving the country without hesitation, in search of a better life and a recognition of efforts.

Analysts admit that it is the government's duty to create the necessary conditions to bring back our elite, and we cannot blame them for having fled the country searching for being valued and respected for their work. But for the time being, we can only hope they will not surrender to the calls of the northern shore of the Mediterranean Sea, without having tried their best to change things in their country, and give up because of despair, to start thinking of sailing away.

Appendix 14

Name: …………………….. /Date: ………………………..

Instructions: Read the following passage in a critical way. Use the sample annotated text to analyze your passage and come up with as many questions as you can.

Veil, a choice or imposed

For many years wearing a veil for Muslim women has been at the center of heated legal and political debates, and the controversy is whether it is about the freedom of Muslim women to fully practice their religion the way they want to, or simply imposed on them as a discriminatory rule to women's rights. Also, should they obey to the secular society of the west, thus put aside their culture and religion to live in perfect harmony within this modern society.

Looking at the genesis of the problem, it goes back to the late 80's France with what is called *l'affaire du foulard,* (headscarf affair), the story was an incident in which three middle school girls were forced to take off their veils, unexpectedly, this piece of cloth had never been a problem until that day, only to trigger a national dilemma. The headscarf problem continued to spread in other European countries with the fear that another Iranian revolution scenario would happen again in Europe.

In 1979, when the Ayatollah Ruhollah Khomeini (روح الله الخميني آية الله) came to power, one of his first acts was to undercut the role played by women in government as well as society in general. This included the removal of all female judges, from the judiciary due to the belief they lacked the mental capacity to render legal decisions based on Shariah law. This revolution made political Islam more prominent in the European consciousness, and led countries such as Turkey to make similar decisions that ban headscarf wearing by lawyers, doctors, university professors while working, which is an attempt to exclude pious Muslim women from the public sphere in the name of secularism, democracy, liberalism, and women's rights for some, and an oppressive discriminatory act from a Muslim viewpoint.

A good example of women pointed to because of their veils would be a message sent by Canan Aritman, a member of the Turkish parliament, to Emine Erdogan, about his headscarf-wearing wife:

> *"Your dress style injures the image of Turkish women. Your personal choices cause an incorrect image of Turkish women abroad. If you will not change, stay at home...I respect your personal choices. But modern Turkish Republican women are not wearing headscarves, and have adopted the Western, civilized dress code."*

Appendix15

Facilitator's Socratic Questions (Text seminar N° 1)

Seminar Text N° 1: Jail, beautiful place to be

Opening   1**.** The text is obviously written by an angry wife whose husband is
enjoying life in the prison. What life condition you think the woman is
living in?

Core 1.   What benefits offered by the penitentiary institution to criminals?
Why should they be removed?

2.   What kind of punishment should be used to achieve justice?

3.   Her husband, the criminal, is leading a middle class citizen's life
while she is suffering outside, do you call it justice ?

4.   Why do you think low-makers pass the law that protect criminals, and let
good people outside starve?

5.   The author wishes all her family goes to jail, what message is she
sending?

6.   How differently should criminals be treated, and is it human?

Closing 1. In the Algerian context, do you think jail as a place of justice where
criminals are to be punished turns to be a beautiful place to survive? For a
moment do you wish to be at the husband's place in an Algerian prison

Appendix 16

Facilitator's Socratic Questions (Text seminar N° 2)

Seminar Text N° 2: Israeli-Palestinian conflict

Opening   1. Are you in favor of two-state solution; Israeli and Palestinian states claiming the same land ?

Core   1.   What do you think pushed the British to allow the Jewish immigration and found an Israel state in 1948 ?
2.   What do you think the author feels about the founding of Israel state?
3.   After centuries of persecution, Jewish saw their historic homeland as the only way for safety. So, does this implies that the reason to establish in Palestine was more political and social than religious?
4.   Why does Israel inflict all those kind of destructions and oppressions to the Palestinians?
5.   Do you think that the UN plan partition to Palestine is just a European colonialism trying to steal the land from Palestinian Arabs?
6.   Why Israel is attempting a complete extermination of Palestinians in the same way the Nazi, the Holocaust, did with the Jews nation?

Closing   1. Do you think Arab nations do much to help Palestinians recover their land? And does Algeria truly recognize Palestine as Palestinian state?

Appendix 17

Facilitator's Socratic Questions (Text seminar N° 3)

Seminar Text N° 3: Brain drain

Opening   1. Brain drain is not a new phenomenon, what do you think is the number one reason why our leaves the country?

Core   1. In the first paragraph we understand that the people who flee are considered ungrateful for the free schooling they get in Algeria, should the government stop subsidizing that?
2. Do you think fleeing the country is a choice?
3. Do you think the government is adopting measures to stop the phenomenon?
4. What make of France the number 1 destination for migrants?
5. What solutions can be adopted to stop the bleeding?
6. At present we are losing our elite, what about after having used up all the oil the country relies on?
7. In the text it says that people flee in search for recognition of efforts, what exactly is meant by this, is it money, decision making positions…?
8. It also says that "it is the government duty to create the necessary conditions to bring back our elite" what are some of these conditions the author might be referring to?

Closing   1. Would you flee the country if you were given a chance?

Appendix 18

Facilitator's Socratic Questions (Text seminar N° 4)

Seminar Text N° 4: Veil, a choice or imposed

Opening

1. Is wearing a veil a freedom of muslim women to fully practice their religion the way they want to, or simply a discriminatory rule to women's rights?

Core

1. According to the text, is the author in favor or against women wearing a veil?

2. Is the Iranian experience shocking to you? Why (not)?

3. Was the incident in France just an accident or a planned act of xenophobia?

4. Is wearing a veil a sign of freedom or oppression?

5. We understand that wearing a veil aims at preventing women from provoking men, but what about the men' duty of abstinence?

6. As we you know there are different forms of veils, apart from the headscarf (face uncovered), there others namely: Burka and Niqab, do you think they should be equally tolerated or banned?

7. Does the comment of Canan Aritman to Emine Erdogan's wife on her headscarf a right? Why (not)

Closing

1. According to yourculture, should women take off their scarves and foulards and put aside their religion so as they can live in a perfect harmony within this modern society?

Appendix 19

Reading checker (Text Seminar N°1)

Seminar title: Jail, a lovely place to be
Read the text and answer the following questions by choosing the correct answer

1. At the beginning of the text, the author says she is….

   a) angry   b) upset   c) excited

2. The author has

   a) One kid   b) two kids   c) three kids

3. The woman is….

   a) married   b) separated   c) divorced

4. Her husband….

   a) Doesn't work   b) doesn't have enough money   c) in prison

5. Pampered most nearly means

   a) Punished   b) spoiled   c) exploited

6. The woman wishes her children could go to jail….

   a) True   c) false   c) does not say

Appendix 20

Reading checker 2 (Text Seminar N°2)

Seminar title: Israeli-Palestinian conflict

Read the text and answer the following questions by choosing the correct answer

1. The founding of Israel state goes back……..

    a) 60 years   b) 70 years   c) 80 years

2. The founding of Israel was

    a) Legal   b) illegal   c) not mentioned

3. God promised to the Jewish….

    a) Land   b) freedom   c) Gaza

4. Zionism emerged in the ….

    a) 17th century   b) 18th century   c) 19th century

5. Ottoman territories came under the British and French control……

    a) Before World War I   b) After World War I   c) after World War II

6. Israel got its independence in…

    a) 1948   b) 1958   c) 1968

Appendix 21

Reading checker 3 (Text Seminar N°4)

Seminar title: Brain drain

Read the text and answer the following questions by choosing the correct answer

1. Last year recorder a number of migrants….

   b) 21 000   b) 23 000   c) 25 000

2. The main reason given in the text for this migration is……

   b) Political instability   b) alarming economical situation   c) better chances of success abroad

3. According to the text, the material well-being of the nation depends entirely on.

   b) The human factor   b) Local businesses   c) The hydrocarbon industry

4. Oil in the text was given another name…

   b) Black diamond   b) black power   c) black gold

5. The people flee the country in search of…..

   b) Recognition of efforts   b) a high salary   c) a new culture

6. Analysts admit that he necessary conditions should be created by….

   b) The people   c) the government   c) the elite

Appendix 22

Reading checker 4 (Text Seminar N°4)

Seminar title: Veil, a choice or imposed

Read the text and answer the following questions by choosing the correct answer

7. Secular means…

   b) Catholic   b) non-religious   c) democratic

8. The genesis of the problem goes back to the late….

   b) 70's   b) 80's   c) 90's

9. The girls in the incident "L'affaire du foulard" were Iranian

   b) true   b) false   c) does not say

10. Ayatollah al khoumayni came to power in…..

    b) 1978   b) 1979   c) 1988

11. Khoumayni thought that women lacked……

    b) Intelligence   b) faith   c) mental capacity

12. I Turkey banned headscarf wearing….

    b) In the street   b) while working   c) everywhere

Appendix 23

Participants' Seminar Text annotations

Bust your buns : work energetically, hard
Rotten: morally corrupt
Remorse: a sense of guilt for past wrong
Pond scum: A useless person
Dish out: to give or dispense freely
Pampered: treated with extreme or excessive care and attention

Name :

...sage in a critical way. Use the sample ann...
...uestions as you can.

Jail, a lovely place to be

I'm so angry right now I could chew nails. I am busting my bu... support three kids, I can't effort medical or dental insurance, and we're eating macaroni without cheese. Meanwhile, my rotten ex-husband is sitting, in jail with full medical and dental benefits, eating three squares a day, and without an ounce of remorse for anything he has done. In America we call this justice what a joke. When is this nonsense going to end? When are we going to stop rewarding these lazy good-for-nothings with every comfort and benefit imaginable, and start trying to help those who help themselves? It makes me sick to my stomach to think of the money we spend to house, feed, clothe, entertain and provide medical and dental services for this pond scum, not to mention what we dish out for legal fees, while millions of children and senior citizens go without the bare essentials. In jail, prisoners live like middle-class citizens. On the outside they can't feed themselves, at least not by honest means. It is no wonder we don't have enough prisons to hold them all. They're not being punished. They're being pampered. That's why so many keep going back. I wish my kids could go to prison for a while - at least long ...ough to get their teeth fixed and to get some eyeglasses. My ...hter could even have the surgery she needs. If my mother could ...them, she wouldn't have to wear two sweaters in the house to ...n in the winter and she wouldn't be eating macaroni seven

[Handwritten sticky note - top right]: jail's day promises dietary, health, fitness, education, religious practice, entertainment and many other facilities to meet most of the inmates needs.

[Handwritten sticky note - bottom left]: illegible handwritten text

Name : .... /Date : ....

Instructions: Read the following passage in a critical way. Use the sample annotated text to analyze your passage and come up with as many questions as you can.

Re illegal founding = Zionist

Israeli-Palestinian conflict

The lengthy Israeli-Palestinian conflict has been a major problem in the modern Middle East. The illegal founding of the Israeli entity has been ironically presented to the world as the noble and profound national recovery of a people who had suffered centuries of discrimination under the alleged Nazi extermination of the Jews of Europe.

Yet there remains a still repressed part of this story, the experience of several million people for whom the almost 70 years from the founding of this parasite entity to the present time have brought nothing but disaster and carnage upon them. There is no question that the policy of the Zionist government is to only destroy life in Gaza. They have demolished all the working facilities of electricity, water supply, sewage systems; they are making it unfit for life while blockading the people of Gaza and besieging them so they can find nowhere to hide. All this for one sole purpose: to create an exclusive Israeli state only for Jewish colonial settlers on Palestinian stolen land. Why? Because they believe God promised them so, (The Promised Land). Yes, you read that correctly.

A Jewish national movement, Zionism, emerged in the late-19th century (partially in response to growing anti-Semitism). After World War I, Ottoman territories in the Levant came under British and French control and the League of Nations granted the British a Mandate to rule Palestine which was to be turned into a Jewish National Home. A rival Arab nationalism also claimed rights over the former Ottoman territories and sought to prevent Jewish migration into Palestine, leading to growing Arab–Jewish tensions. Israeli independence in 1948 was marked by massive migration of Jews from Europe, a Jewish exodus from Arab and Muslim countries to Israel, and of Arabs from Israel, followed by the Arab–Israeli conflict.

Many people argue that the "two-state solution" of creating an independent Palestinian state alongside the existing state of Israel would be the best approach to ending the conflict, although there is some disagreement over borders, refugees, settlements, Jerusalem, and other challenging issues. Many other people oppose a two-state solution for various reasons. For example, some are opposed to the creation of a Palestinian state, and others are opposed to the continued existence of Israel; some argue that Israel should be one secular bi-national state, rather than a Jewish state, and others assert that things should remain as they are for now.

Handwritten annotations (left margin):

The Zionist is to only destroy life in Gaza to create an exclusive israeli state

1 - who is the founder of The Zionism movement?

2 - why did the israeli entity suffer discrimination under The alleged Xazi?

3. who financed The Zionism?

4 is the "2 state solution" is the ultimate solution for an independent palestinian state?

Handwritten annotations (right margin):

1 - Sorround The place with armed forces in order to force its surrender

"two state solution" May be The creator of peace between israel and Palestinian

Handwritten annotation (bottom):

5 - what do we mean exactly by The two state solution?

Name : [redacted] .../Date : ....

...owing passage in a critical way. Use the sample annotated text to analyze your ...s many questions as you can.

Brain drain

...have we heard saying : « we sow, and it is Europe that ...t fair to leave the country after having studied for many ...d profited from the generosities of the state. Why do not ...ve their country? Instead, they go abroad selfishly where ...e much better than ours. Far from reflecting on the intentions of our elite, that has no other choice than leaving the country, this is a fact, which is not entirely nonsense, especially when immigration is about highly qualified people, it constitutes a real barrier to the growth and development of our economy. (☺) ↓ ?

Last year, we estimated the number of migrant students to not less than 23000- with France as their main host country. On the other hand, the alarming economical situation in Algeria, constitutes the main reason why so many students, scholars and professionals flee the country to live under lenient skies, in quest of stability and prosperity they deserve, and that best match their qualifications and aspirations.

Which of the economic situation or brain drain came first? Following recent events in the world and the Algerian economic situation of the country, we are inclined to find a sustainable solution to stop the bleeding and get the country out of this vicious circle, in which causes and consequences are confused, and get worse as time goes by. Even a superficial analysis of the Algerian economic model, shows that the material well-being of the nation does not depend entirely on the human factor, but rather on the hydrocarbon industry. The focus on hydrocarbon resources has led the different leaders of the country over the years to neglect the human ones. As long as black gold exists, no need for brain power, that is the policy of the country. The non-consideration of the human factor triggers a feeling of powerlessness, which when combined with the economic and social situation of the country leads individuals to leaving the country without hesitation, in search of a better life and a recognition of efforts.

Analysts admit that it is the government's duty to create the necessary conditions to bring back our elite, and we cannot blame them for having fled the country searching for being valued and respected for their work. But for the time being, we can only hope they will not surrender to the calls of the northern shore of the Mediterranean Sea, without having tried their best to change things in their country, and give up because of despair, to start thinking of sailing away.

Handwritten marginal annotations:

* "if we just can replace "Brain drain" with another expression what would it be ?"

* are you with the idea of leaving your country !?

lenient -> what ! does it mean

* just let us take our country as an example. what are the causes behind "Brain drain" !?

* what do you think about this idea?
* analysts admit ... their work*

Name : _____ .... /Date : ....

Instructions: Read the following passage in a critical way. Use the sample annotated text to analyze your passage and come up with as many questions as you can.

Veil, a choice or imposed

For many years wearing a veil for Muslim women has been at the center of heated legal and political debates, and the controversy is whether it is about the freedom of Muslim women to fully practice their religion the way they want to, or simply imposed on them as a discriminatory rule to women's rights. Also, should they obey to the secular society of the west, thus put aside their culture and religion to live in perfect harmony within this modern society.

Looking at the genesis of the problem, it goes back to the late 80's France with what is called *l'affaire du foulard*, (headscarf affair), the story was an incident in which three middle school girls were forced to take off their veils, unexpectedly, this piece of cloth had never been a problem until that day, only to trigger a national dilemma. The headscarf problem continued to spread in other European countries with the fear that another Iranian revolution scenario would happen again in Europe.

In 1979, when the Ayatollah Ruhollah Khomeini (آية الله روح الله الخميني) came to power, one of his first acts was to undercut the role played by women in government as well as society in general. This included the removal of all female judges, from the judiciary due to the belief they lacked the mental capacity to render legal decisions based on Shariah law. This revolution made political Islam more prominent in the European consciousness, and led countries such as Turkey to make similar decisions that ban headscarf wearing by lawyers, doctors, university professors while working, which is an attempt to exclude pious Muslim women from the public sphere in the name of secularism, democracy, liberalism, and women's rights for some, and an oppressive discriminatory act from a Muslim viewpoint.

A good example of women pointed to because of their veils would be a message sent by Canan Aritman, a member of the Turkish parliament, to Emine Erdogan, about his headscarf-wearing wife:

"*Your dress style injures the image of Turkish women. Your personal choices cause an incorrect image of Turkish women abroad. If you will not change, stay at home...I respect your personal choices. But modern Turkish Republican women are not wearing headscarves, and have adopted the Western, civilized dress code.*" 🙁

Handwritten margin notes (left):

1 - heated
= inflamed
with passion
a conviction.

2 - genesis
- The origine

Handwritten margin notes (right):

l'affaire du foulard was
The genesis of the problem,
The problem of headscarf that continued to spread.

under cut the role played by women in govermnt as well as society in general.

Appendix 24

Seminar Leaders' Socratic Seminar Questions

Socratic Seminar Questions (*Seminar leader*)

Seminar text N° __ : _____   Leader name: _____

1-   **OPENING QUESTIONS** (open-ended / overall comprehension oriented)

A.   They say that prison is a correctional facility which put criminals under control to help them correct their behaviour. Do you think that's true?

2.   **CORE QUESTIONS** (questions exploring ideas in the text)

A.   Do you think treating prisoners this way is fair? why?

B.   what about those who aren't guilty, should they also be treated the same way?

C.   Is life in jail really that easy? what do you think

D.   Do you think putting criminals behind bars as a punishment is judicious?

E.   How was life before creating prisons?

F.   How were criminals punished before creating jails?

G.   _____

3.   **CLOSING QUESTIONS** (relating the text to student's experience and to the world)

A   From what you have read, how do you think jails around the world are different?

Socratic Seminar Questions (*Seminar leader*)

Seminar text N° __: _____   Leader name: _____

1- **OPENING QUESTIONS** (open-ended / overall comprehension oriented)

    A. What do you think, are the top five reasons why people go abroad?

2- **CORE QUESTIONS** (questions exploring ideas in the text)

    A. Do you think Brain drain is due
    B. only to the economic situation?
    C. _____
    D. What are some of the solutions to
    E. stop brain drain in Algeria?
    F. If you had the chance, would you leave
    G. your country and leave abroad?

3- **CLOSING QUESTIONS** (relating the text to student's experience and to the world)

    A. What should the government do to bring back our elite?

Socratic Seminar Questions (*Seminar leader*)

Seminar text N° __: _____   Leader name: _____

1- **OPENING QUESTIONS** (open-ended / overall comprehension oriented)

    A. why are only muslim women judged for wearing headscarves when there are other forms of scarves in other religions?

2- **CORE QUESTIONS** (questions exploring ideas in the text)

    A. Do you consider this as an act of

    B. racisme and discrimination?

    C. Do you think that women the

    D. mental capacity to render legal decision?

    E. Why do you all the people in Iran

    F. accepted the dictatorship of Khumayrn?

    G. Why is the west afraid of Islam and not other religions?

3- **CLOSING QUESTIONS** (relating the text to student's experience and to the world)

    A. Why don't men help women fight for their rights and let them participate in building the society?

Socratic Seminar Questions (*Seminar leader*)

Seminar text N° __: _____   Leader name: _____

1- **OPENING QUESTIONS** (open-ended / overall comprehension oriented)

   A. Why is the Israeli-palestenian Conflict a major problem in the middle east?

2- **CORE QUESTIONS** (questions exploring ideas in the text)

   A. Why do they call palestine the

   B. 'stolen lands?

   C. When they created the Arab

   D. nationalism, was it to really

   E. prevent Jewish migration to palestine

   F. or was it just a claim?

   G. _____

3- **CLOSING QUESTIONS** (relating the text to student's experience and to the world)

   A. Some people argue that they should apply the two state solution" How could this be done without a war?

Appendix 25

Participants' Socratic Questions

Exercise1: Write about four to six questions that help explore the ideas in the text

7- what is the main reason that pushes us to emigrate to reside outukere?

8- Is it realy government duty to create a pleasant sphere for our elite?

9- Is "Brain drain" the only solution we have ?

10- what if we had to pay for ?

11- university? ?

12- ?

Exercise1: Write about four to six questions that help explore the ideas in the text

7- Are School and The economy The only reasons causing students to flee the country ?

8- Did one of The economic situation and brain drain came first or did something more harsh came before?

9- What are The adequat qualities That students search when emigrating elsewhere ?

10- what if we had to pay to go to ?

11- university ?

12- ?

Exercise1: Write about four to six questions that help explore the ideas in the text

1- Why is The Isreali-palestinian conflict a major problem in The modern Middle East ?

2- Why is palestine called The stolen land ?

3- What is The repressed part of The Israeli - Palestinian conflict ?

4- when The Arab rival nationalism was et really To prevent Jewish migration who Palestine? Just clai

5- Some people argue that They should apply The Two state solution some others ? don't, so why They just don't let it like This. ?

Exercise1: Write about four to six questions that help explore the ideas in the text

1- why are only muslim women judged for wearing headscarves when there's other religion

2- in which they wear them ? ?

3- Do you consider this an act of racism or an act of discrimination ?

4- Do you really think that women lack the mental capacity to render legal decisions

5- why don't men help women fight for their rights and let them participate in the building

6- of the society ? ?

Appendix 26

Sample Researcher Annotated Text

Appendix 27

Praat Screen Shots of Speech Rate and Pausing Frequency.

Appendix 28
Rubber Ball for Turn Taking