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ENHANCING WRITING SKILLS THROUGH THE INTEGRATION OF SOCRATIC SEMINARS AND BLOOM'S TAXONOMY

ABSTRACT

This article examines the role of integrating Socratic seminars and Bloom's taxonomy in the development of writing skills with a particular focus on enhancing students' critical thinking and writing abilities. This research proposes a comprehensive pedagogical framework that integrates Socratic seminars with Bloom's taxonomy to effectively enhance learners' written communication competencies. The study was conducted with 24 English language educators from rural areas of the Tashkent region, whose teaching experience ranged from one to 25 years.

A mixed-methods research approach was employed, incorporating structured interviews guided by specific questions and an analysis of learners' essay samples. Furthermore, the efficacy of integrating Socratic seminars with Bloom's taxonomy was assessed during a seminar training session that involved active participation from attendees.

The findings indicate that these strategies significantly enhance learners' engagement with activities, foster the development of higher-order thinking, and improve their written communication skills. The open and dialogic nature of Socratic seminars promotes deep discussions and critical analysis among language

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SUQROT SEMINARLARI VA BLUM TAKSONOMIYASINI INTEGRATSIYASI ORQALI YOZMA KO'NIKMALARNI RIVOJLANTIRISH

ANNOTATSIYA

Maqolada Suqrot seminarlari va Blum taksonomiyasining integrallashuvi metodi orqali ta'lim oluvchilarning yozma nutqlaridagi rivojlantirishning roli ko'rib chiqiladi, ayniqsa, ulardagi tanqidiy fikrlash va yozish qobiliyatlariga alohida e'tibor beriladi. Tadqiqotning maqsadi – talabalarning yozma kommunikativ kompetensiyasini samarali rivojlantirishda Suqrot seminarlari va Blum taksonomiyasi integratsiyalashgan pedagogik-metodik asosni taklif qilish. Tadqiqotda Toshkent viloyatining qishloq jhududlaridan 1 yildan 25 yilgacha pedagogik stajga ega bo'lgan 24 nafar ingliz tili o'qituvchisi ishtirok etdi.

Muayyan savollar asosida tuzilgan intervyular va tinglovchilarning insho namunalarini tahlil qilishni o'z ichiga olgan aralash metodlar tadqiqot usullari sifatida tatbiq qilindi. Bundan tashqari, Suqrot seminarlarini Blum taksonomiyasi bilan integratsiya qilish samaradorligi ishtirokchilarning faol ishtiroki bilan o'tkazilgan seminar-trening jarayonining natijasi sifatida baholandi.

Olingan natijalar shuni ko'rsatdiki, ushbu metodologiya asosida ta'lim jarayonining natijadorligi sezilarli darajada oshadi, yuqori darajada fikrlashni rivojlantirishga yordam beradi va yozma muloqot ko'nikmalarini yaxshilaydi.

learners. Concurrently, Bloom's taxonomy provides a structured framework that facilitates educators' progression from basic concepts to advanced cognitive skills. This study explores the potential of organizing Socratic seminars tailored to different language proficiency levels through the application of Bloom's taxonomy. This further underscores the critical need for comprehensive teacher preparation to implement these methodologies effectively.

This integrated approach not only focuses on developing students' writing skills, as demonstrated by the participants but also equips them to think critically and communicate effectively across diverse contexts. The research strategically aligns the questions used in Socratic seminars with Bloom's taxonomy to establish a dynamic and interactive learning environment. Consequently, this study offers valuable insights for educators who aim to design lessons that enhance and develop written communication skills in a more interactive, engaging, and impactful manner.

Key words: Socratic seminars, Bloom's taxonomy, writing skills instruction, critical thinking, student engagement, teaching framework strategies, language proficiency, educational methodologies, teacher's development, pedagogical innovations.

Suqrot seminarlarining ochiq va dialogik tabiati til o'rganuvchilar o'rtasida chuqur muhokama va tanqidiy tahlilga yordam beradi, Blum taksonomiyasi esa o'qituvchilarning asosiy tushunchalardan ilg'or kognitiv ko'nikmalarga o'tishini osonlashtiradigan tizimli asosni taqdim qiladi.

Tadqiqot Blum taksonomiyasini qo'llash orqali turli tillarni bilish darajalariga moslashtirilgan Suqrot seminarlarini tashkil etish imkoniyatlarini o'rganadi. Shu bilan birga, ushbu metodlarni samarali tatbiq etish uchun o'qituvchilarni har tomonlama tayyorlash zarurligini ilgari suradi.

Ushbu integratsiyalashgan yondashuv nafaqat ishtirokchilar tomonidan ko'rsatilgan yozma nutq kompetensiyalariga e'tibor qaratadi, balki ularni turli kontekstlarda tanqidiy fikrlash va samarali muloqot qilish qobiliyatini shakllantirishga yo'naltiradi. Tadqiqot dinamik va interaktiv o'quv muhitini yaratish uchun Suqrot seminarlarida qo'llaniladigan savollarni Blum taksonomiyasi bilan strategik jihatdan moslashtiradi. Natijada ushbu tadqiqot yozma muloqot ko'nikmalarini yanada interaktiv, jozibali va ta'sirli tarzda kuchaytiruvchi va rivojlantiruvchi darslarni ishlab chiqishga intiladigan o'qituvchilar uchun qimmatli tushunchalarni havola qiladi.

Kalit so'zlar: Suqrot seminarlari, Blum taksonomiyasi, yozish ko'nikmalarini shakllantirish, tanqidiy fikrlash, talabalar ishtiroki, o'qitish strategiyalari, til darajasi, ta'limiy metodologiyalar, o'qituvchi tayyorlash, pedagogik innovatsiyalar.

INTRODUCTION

Integrating innovative teaching methodologies has become essential for enhancing student learning and skill development in the evolving landscape of English as a Foreign Language (EFL) education. Among these methodologies, the use of Socratic seminars and Bloom's taxonomy stand out for their potential to transform the approach to teaching EFL, particularly in writing. This article explores the integration of these time-honored educational strategies in EFL writing classes and examines how their alignment can revolutionize both the teaching process and students' learning experiences.

Socratic seminars

Socratic seminars, named after the classical Greek philosopher Socrates, who lived in the 5th century BCE, are structured and open-ended discussion methods. This teaching approach encourages participants to explore complex ideas through critical thinking and questioning. As R.Kraut explained, the Socratic method is designed to engage participants in meaningful dialogue, creating an environment in which critical

thinking thrives [Kraut, 1984].

The core of the Socratic method is inquiry-based learning (IBL). This emphasizes the importance of questioning and dialogue as tools for deepening understanding. J.C. Overholser noted that this method encourages students to ask questions and challenge their assumptions, which leads to a more thorough understanding of the subject matter [Overholser, 1992]. Socrates believed that questioning was a key way to uncover truths, and this principle lies at the heart of this method [Reich, 2003].

Although the Socratic method has long been part of Western educational traditions, it was not formally introduced into modern classrooms until the early 20th century [Kraut, 1984]. More recently, it has been applied in EFL settings, where it has proven to be highly effective in helping students develop their understanding of topics and improve their writing skills. J.C. Overholser and R.Reich highlighted that Socratic seminars promote intellectual curiosity and encourage higher-level thinking, and precious skills in diverse linguistic environments [Overholser, 1992; Reich, 2003].

Bloom's taxonomy

Bloom's taxonomy, developed by B.Bloom and his colleagues in 1956, provides a hierarchical framework for categorizing educational learning objectives. The original taxonomy classifies cognitive skills into six levels, from foundational skills such as remembering and understanding to more advanced skills such as analyzing, evaluating, and synthesizing. These levels were structured as a progression, in which each level was built upon the previous one. The taxonomy was intended to help educators design curricula, instruction, and assessments that systematically develop students' cognitive abilities. Over time, Bloom's taxonomy has become a foundational tool in educational strategies worldwide, emphasizing the development of higher-order thinking skills.

In 2001, a group of scholars led by L.W. Anderson, one of Bloom's former students, revised the taxonomy. The revised version introduced several significant changes, including the use of verbs instead of nouns, to describe each cognitive process, reflecting a more active learning approach. The highest levels were reordered, with "*Creating*" now representing the most advanced cognitive process, surpassing "*Evaluating*". Additionally, the revised taxonomy introduces a two-dimensional framework that includes both cognitive processes and the knowledge dimension, which distinguishes between factual, conceptual, procedural, and metacognitive knowledge. This update made the taxonomy more applicable to modern educational practices, emphasizing not only the acquisition of knowledge but also its application and the creation of new ideas.

Both applications of Bloom's taxonomy in EFL writing instruction help educators systematically structure questions and activities, promoting varied levels of cognitive engagement. The revised Bloom's taxonomy continues to be a crucial tool for educators to design effective learning experiences that foster critical thinking and innovation.

The synergy between Socratic seminars and Bloom's taxonomy

This article provides an in-depth exploration of integrating Socratic seminars

and Bloom's taxonomy into EFL writing classes, demonstrating how this combination can effectively enhance teaching methodologies and student learning experiences. By drawing on the historical roots and contemporary applications of these strategies, we aim to demonstrate their potential in making EFL writing education more engaging, thought-provoking, and effective, fostering a wide range of essential skills in students. During the research, the revised version of Bloom's taxonomy (2001) was meticulously aligned with the types of questions used in the Socratic seminars. This alignment was employed as a core tool in the research, ensuring that the questioning techniques promoted deeper understanding and guided students through the cognitive processes outlined in Bloom's taxonomy, from remembering and understanding to analyzing, evaluating, and creating.

As L.S. Vygotsky emphasized, "Learning occurs in the zone of proximal development when students engage in dialogue that challenges their existing knowledge and encourages deeper thinking" [Vygotsky, 1978]. This idea underpins Socratic questioning, which when paired with Bloom's hierarchical cognitive framework, becomes a powerful tool for advancing students' cognitive abilities. Moreover, L.W. Anderson and D.R. Krathwohl, who revised Bloom's taxonomy, noted that "the taxonomy is not merely a classification scheme but a tool for helping educators align teaching strategies with learning objectives" [Anderson & Krathwohl, 2001]. By strategically aligning Socratic questioning techniques with the cognitive stages, this research sought to create a dynamic learning environment in which students are encouraged to engage critically with content, think creatively, and enhance their analytical abilities.

This synergy between Socratic questioning and Bloom's taxonomy provided a structured yet flexible framework, making EFL writing classes more interactive and effective in developing both language proficiency and critical thinking skills. As R. Paul and L. Elder suggested, "critical thinking is a disciplined process that requires skilled questioning" [Paul & Elder, 2008], and the integration of these two educational methods ensures that students are not only participating in their learning journey but are doing so in a way that promotes deep and meaningful interaction with the material.

Literature review

This literature review examines the integration of Socratic seminars and Bloom's taxonomy in EFL writing education, as a transformative approach. The combination of these methodologies provides a structured, yet flexible framework for teaching and learning, focusing on critical thinking, language comprehension, and writing skills. This review explores the benefits and challenges of this integration and offers insights into its practical application.

Socratic seminars, central to fostering critical thinking, have been discussed in depth by M. Jones [Jones, 2019] and J. Smith [Smith, 2020]. These seminars, which emphasize dialogic and reflective practices, encourage students to engage in deep discussion, analyze complex ideas, and articulate their thoughts clearly. This interactive environment helps students improve their oral language skills while developing their critical thinking abilities. M. Jones highlighted how Socratic seminars promote student

autonomy and encourage deeper engagement with learning materials [Jones, 2019].

As explained by P.Garcia [Garcia, 2018] and S.Lee [Lee, 2020], Bloom's taxonomy serves as a structured framework for designing learning activities and assessing language proficiency. The taxonomy's emphasis on higher-order cognitive skills such as analysis, synthesis, and evaluation aligns well with the objectives of EFL writing education. Educators can use this taxonomy to create a progression in learning tasks, guiding students from basic comprehension to advanced critical thinking. S.Lee underscores the versatility of Bloom's taxonomy in adapting to various teaching contexts and student proficiency levels [Lee, 2020].

R.Patel advocated integrating Socratic seminars and Bloom's taxonomy, suggesting that this combination can significantly enrich EFL writing pedagogy [Patel, 2021]. By merging the dialogic nature of Socratic seminars with the structured approach of Bloom's taxonomy, educators can create a comprehensive learning environment that nurtures both language skills and critical thinking skills. However, S.Kim points out that this integration requires strategic planning and thoughtful implementation, as it involves balancing the open-ended nature of Socratic discussions with the structured approach of Bloom's taxonomy [Kim, 2019].

One challenge in integrating these methodologies is to adapt them to different language proficiency levels. T.Nguyen and Y.Chang offered contrasting views on the effectiveness of Socratic seminars across various proficiency levels. T.Nguyen suggests that these seminars are most effective with intermediate to advanced learners [Nguyen, 2017], while Y.Chang believes they can be adapted for beginners with appropriate scaffolding [Chang, 2018]. This discrepancy underscores the importance of flexibility and customization when implementing these strategies.

A.Alvarez and P.Martinez explored the impact of these strategies on students' engagement and motivation. Both researchers suggest that combining Socratic seminars and Bloom's taxonomy positively influences students' involvement and interest in learning [Alvarez, 2019; Martinez, 2020]. Increased engagement can lead to higher retention rates and improved learning outcomes.

Critical thinking skills, a core outcome of these methodologies, were further discussed by A.Russo and D.Townsend. A.Russo discussed the role of Socratic seminars in promoting analytical thinking [Russo, 2021], while D.Townsend emphasized the need for a nuanced approach when teaching learners with limited language skills. D.Townsend's caution reflects the broader challenge of integrating these methodologies with learners, who may struggle with advanced language structures [Townsend, 2018].

In line with these discussions, teacher training has emerged as a crucial factor in successfully implementing Socratic seminars and Bloom's taxonomy to enhance students' writing and critical-thinking skills. L.W. Anderson and D.R. Krathwohl asserted that educators should deeply understand Bloom's taxonomy to design instructional activities that progressively build students' cognitive skills, particularly in higher-order thinking such as analysis, evaluation, and creation [Anderson & Krathwohl, 2001]. Similarly, R.Paul and L.Elder emphasized that the effective

facilitation of Socratic questioning, which is integral to fostering critical thinking, requires teachers to undergo targeted professional development that focuses on guiding reflective and meaningful discussions [Paul & Elder, 2008]. S.Kim further highlights the necessity of strategic planning in balancing the open-ended nature of Socratic seminars with the structured approach of Bloom's taxonomy, underscoring the need for comprehensive teacher training programs [Kim, 2019]. Such training equips educators with the skills needed to implement these methodologies and enables them to adapt strategies to different language proficiency levels, ensuring that all students benefit from an inclusive and effective learning environment. Thus, the literature consistently points to the importance of investing in teacher training to maximize the potential of these educational strategies in improving EFL instruction.

Moreover, R.Cullen and I.M. Kuo [Cullen & Kuo, 2007], C.C. Tsai [Tsai, 2008], Y.H. Choi [Choi, 2011], S.Rezaei [Rezaei et al., 2011], M.Khatib and K.Mehrgan [Khatib & Mehrgan, 2012], Y.T.C. Yang [Yang, 2015], P.Y. Hsu and Y.M. Huang [Hsu & Huang, 2016], L.Watanabe-Crockett [Watanabe-Crockett, 2018], N.Barile [Barile, 2019], and S.Al-Darwish [Al-Darwish, 2019] conducted research demonstrating that Socratic seminars effectively enhance cognitive abilities and critical thinking, which, in turn, significantly improve students' writing proficiency.

In conclusion, this literature review offers a comprehensive analysis of the integration of Socratic seminars and Bloom's taxonomy in EFL writing instruction. While this integration presents considerable potential, it necessitates careful consideration of various factors, including language proficiency, student engagement, critical thinking skills, and educator preparedness, to effectively implement and achieve the desired educational outcomes.

Research questions

- How do Socratic seminars and Bloom's taxonomy improve critical thinking and argumentation in EFL student writing?
- What is the impact of these methods on students' engagement and motivation in EFL writing?
- How can teachers adapt Socratic seminars and Bloom's taxonomy to different language levels?

METHODS

This research aimed to investigate how integrating Socratic seminars and Bloom's taxonomy can enhance critical thinking, argumentation, engagement, and motivation in EFL students' writing, as well as to explore effective strategies for adapting these methods across different language proficiency levels. The study utilized a mixed-methods approach to gain a well-rounded understanding of the challenges teachers face when teaching writing skills, and how Socratic seminars and collaborative strategies could address these issues.

Participants

The study involved 24 schoolteachers from the Tashkent region, specifically from rural areas. These teachers had varying years of teaching experience, ranging

from one to 25 years, with an average of approximately 12 years. This range included both novice and highly experienced educators, providing a comprehensive perspective on the applicability of teaching strategies across different levels of experience.

Most participants primarily taught English for General Purposes (EGP), which focuses on everyday communication skills and general language proficiency. This focus was important because it highlighted the need for effective writing instruction methods to enhance students' overall language abilities.

All participants were employed at public schools in rural areas, which often face unique challenges, such as limited resources, larger class sizes, and less access to professional development opportunities compared to urban schools. This situation provided valuable insights into how Socratic seminars and collaborative learning strategies can be implemented in environments with these constraints.

The teachers varied in their familiarity with innovative teaching methods. While some had minimal exposure to Socratic seminars and Bloom's taxonomy, others had theoretical knowledge but lacked practical experience in integrating these methods into their teaching practices. This diversity allowed this study to explore the initial challenges and successes encountered by teachers at different stages of familiarity with these pedagogical approaches.

Participants were selected to ensure a representative sample of the teaching population in the rural areas of the Tashkent Region. Their participation was crucial for understanding the broader implications of the research findings and providing practical recommendations for other educators in similar situations. The teachers were invited to the Teacher Training Friday workshop organized by UzTEA.

Research Phases

Exploratory phase: Data collection

The exploratory phase served as the initial data collection stage, aimed at identifying specific challenges in teaching writing skills in EFL contexts and establishing the groundwork for upcoming training sessions.

Semi-structured interviews with teachers

Semi-structured interviews were conducted with the participating EFL teachers on the days leading up to the training session. These interviews aimed to capture teachers' perceptions of Socratic seminars, particularly their potential effectiveness in enhancing students' writing skills. These discussions provided valuable qualitative insights into teachers' existing experiences, expectations, and anticipated challenges in adopting these new techniques. Feedback from these interviews was instrumental in shaping the focus of the training sessions.

Analysis of student essay samples

Simultaneously, the study involved collecting and analyzing a set of student essays before and after introducing Socratic seminars and collaborative learning strategies. This analysis evaluated the students' critical thinking, argumentation, organization, and overall writing proficiency. Essays were assessed based on criteria such as clarity of argument, coherence, and the use of language. This pre-session

analysis provided a baseline measure of student performance, allowing the researchers to track changes and improvements after implementing the new teaching methods.

The combination of semi-structured interviews and essay analysis allowed for a nuanced exploration of existing challenges in teaching EFL writing. By examining both teachers' experiences and students' outcomes, this phase provided critical insights that informed the design of the training sessions in the action phase.

Diagnostic writing task

During a workshop, the participating teachers were tasked with writing an essay on the topic "Is competition good or bad for youngsters?" within 30 min, without prior preparation. This exercise revealed challenges, such as a lack of ideas, weak arguments, disorganized writing, and superficial content. These insights were crucial in shaping the activities for the subsequent action phase. Additionally, group discussions were conducted to further identify core problems, focusing on task achievement, coherence, and cohesion.

Action phase: Teacher training and activities

In the action phase, the teachers engaged in activities designed to address the challenges identified in the exploratory phase. This training allowed them to experience the benefits and challenges of Socratic seminars from a learner's perspective. Two main activities were implemented:

Activity 1. Socratic seminar.

1. *Setup and preparation.* Teachers were divided into two groups of 12. Each was given a reading passage on "Is competition good or bad for youngsters?" featuring balanced arguments for and against the topic.

They had five minutes for silent reading, during which they reflected on the content in preparation for the discussion.

2. *Discussion.* Each group had a designated leader to moderate the 20-minute discussion, ensuring that everyone participated and engaged critically in the material.

The trainer facilitated the discussion by focusing on fostering critical thinking skills and clear communication.

Purpose: This activity demonstrated the effectiveness of Socratic seminars in promoting a deeper understanding, critical thinking, and student autonomy.

Activity 2. Collaborative essay writing.

1. *Collaborative task.* Following the seminar, teachers were divided into smaller teams of 4-5 members to collaboratively write an essay on the topic discussed. They were given 40 minutes for this task.

2. *Writing process.* The teams worked together to organize their ideas, incorporate different perspectives, and ensure coherence in their essays. The essays were written on large poster boards to facilitate group participation.

3. *Peer review.* After writing, the groups exchanged essays for peer assessment using a rubric focused on task achievement, coherence, and cohesion. Feedback sessions followed, allowing teachers to refine their evaluative skills and reflect on their writing process.

Purpose: This activity illustrated how collaborative writing, following a Socratic seminar, can enhance critical thinking and the ability to articulate ideas effectively.

The combination of these participatory activities, semi-structured interviews, and essay analysis provided a detailed exploration of how Socratic seminars and collaborative learning strategies could enhance EFL writing skills. The findings aim to assist educators, especially in rural areas, in adopting these methods to improve teaching effectiveness and student outcomes.

RESULTS

The workshop activities were designed to address the primary challenges identified among English as a Foreign Language (EFL) learners in their writing, as highlighted in the exploratory phase. This initial phase revealed several issues that impede EFL learners' writing proficiency. These included a lack of idea generation, weak argumentative skills, disorganized writing, superficial content, difficulties in problem-solving, mismanagement of information, and inadequate self-review practices. The workshop activities were thus tailored to directly address these challenges to equip teachers with practical strategies to assist their students in overcoming these obstacles.

Problems with writing	Solutions with integrating Socratic seminars and Bloom's taxonomy
Not enough ideas	Encouraging idea sharing
Weak argumen	Strengthening arguments
Jumbled writing	Improving organization
Shallow writing	Deepening analysis
Stuck with problems	Solving problems together
Mixing information	Combining ideas
Not reviewing well	Reflecting on learning

To address the issue of idea generation, the workshop incorporated brainstorming and creative writing exercises. These activities encouraged the participants to develop a range of concepts and transform them into cohesive narratives. By promoting a more creative approach to writing, teachers were able to help students overcome the initial barrier to beginning a writing task.

The challenge of weak argumentation was addressed through structured debate sessions and exercises designed to teach the construction of logical arguments. Teachers were instructed to guide the students in developing their points, using evidence, and connecting ideas to form persuasive arguments.

The workshop introduced techniques such as outlining and paragraph-structuring exercises to tackle disorganized writing. These activities helped participants organize their thoughts and establish a clear flow in their writing. By segmenting the writing process into manageable steps, teachers helped students achieve greater coherence and cohesion.

To counter superficial content, the workshop emphasized the importance of deeper analysis and critical thinking. Activities included content analysis and peer review sessions, which prompted learners to delve into topics more thoroughly and avoid superficial treatment.

Problem-solving difficulties and issues with information mismanagement were addressed through critical thinking and information synthesis activities. The participants practised identifying relevant information and incorporating it meaningfully into their writing.

To improve self-evaluation practices, the workshop provided self-editing checklists and facilitated peer feedback sessions. These tools aimed to cultivate a thorough review and revision habit, resulting in more polished and refined writing.

By focusing on these specific challenges and providing targeted activities, the workshop offered a comprehensive toolkit to equip teachers with skills to enhance EFL learners' writing abilities. The goal was to establish a structured and supportive learning environment that would enable students to build confidence and competence in their writing.

Reflecting on the workshop activities highlights their effectiveness in addressing the unique challenges EFL learners face in their writing. These activities provided practical solutions and equipped teachers with strategies that could be integrated into their teaching practice. By fostering an environment of idea generation, argument development, organizational skills, deep analytical thinking, collaborative problem-solving, and reflective learning, teachers are better equipped to enhance students' writing skills and improve their overall proficiency in EFL writing.

DISCUSSION

Aligning the Socratic method with Bloom's taxonomy

At the end of the workshop, participants discussed how adaptable Socratic seminars were across different levels of language proficiency in the EFL context. A key question was whether the Socratic Seminar format could be effectively used by all language learners. The consensus was that successful implementation depended on the strategic use of Bloom's taxonomy.

The participants examined how to select reading materials that are both accessible and challenging for learners at various proficiency levels. It was noted that texts that were too difficult might discourage learners, whereas overly simple texts may lack intellectual engagement. Choosing appropriate materials ensures meaningful discussions, and students can participate actively.

The discussion also highlighted the importance of Bloom's taxonomy in framing the questions used during Socratic seminars. When no pre-reading is involved, using verbs from Bloom's taxonomy, such as "analyze", "compare", and "evaluate", helps create questions suitable for different proficiency levels. This strategy allows educators to tailor the complexity of their questions, making them both linguistically appropriate and stimulating critical thinking.

Participants agreed that Bloom's taxonomy provides a flexible framework for adapting questions to various language proficiency levels. For beginners, questions might focus on basic comprehension, using simpler verbs like "describe" and "identify". As learners progress, their questions can become more complex, encouraging deeper analysis and evaluation.

This discussion underscored the importance of adapting teaching strategies to meet the diverse needs of EFL learners. When adapted thoughtfully, Socratic seminars can significantly enhance critical thinking and discussion skills at all proficiency levels. It also highlighted the need for teachers to be flexible and creative in using Bloom’s taxonomy to make classroom discussions more engaging and inclusive.

In conclusion, the adaptability of Socratic seminars in EFL settings relies on the careful selection of reading materials and the strategic use of Bloom’s taxonomy. This approach helps to create discussions that are suitable for various language proficiency levels while encouraging critical thinking. With thoughtful implementation, Socratic seminars can effectively support the development of EFL learners’ essential language skills and cognitive abilities.

Figure 1. CEFR language proficiency levels according to Bloom’s taxonomy

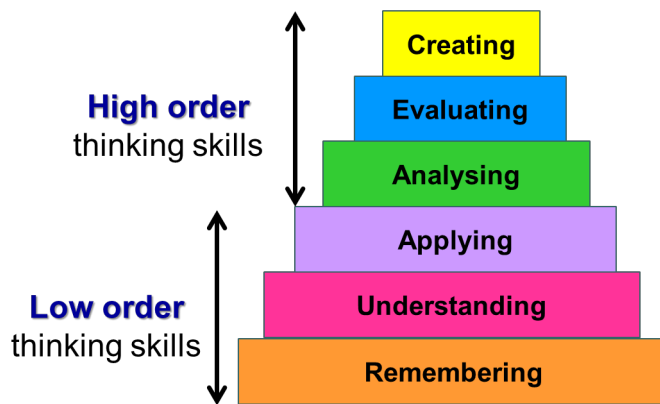


Table 1.

Sample questions and tasks for Socratic seminars aligned Bloom’s taxonomy according to the CEFR language proficiency level

Language proficiency level (CEFR)	Bloom’s taxonomy and special verbs	Socratic seminar questions	Topics for discussion
A1 (Beginner)	Remembering: identify, name, recognize, list, recall.	<ol style="list-style-type: none"> 1. What did you learn about [topic]? 2. Can you name one thing you found interesting in the text? 3. Who are the main characters in the story? 4. Where does the story take place? 5. What did [character] do in the story? 	Daily routines (e.g., school, work), family and friends, food and drink, basic weather descriptions, simple hobbies.

<p>A2 (Elementary)</p>	<p>Understanding: describe, explain, summarize, classify, discuss.</p>	<ol style="list-style-type: none"> 1. Can you describe the main idea of the text? 2. Why do you think [character] made that choice? 3. How would you explain the purpose of this story? 4. Can you summarize what happened in the story? 5. What are the differences between [character] and [another character]? 	<p>Travel experiences, personal interests (sports, music), simple cultural differences, basic environmental issues, simple problem-solving scenarios.</p>
<p>B1 (Intermediate)</p>	<p>Applying: use, demonstrate, apply, illustrate, show.</p>	<ol style="list-style-type: none"> 1. How would you use what you learned from the story in real life? 2. Can you demonstrate how [character] solved the problem? 3. How can you apply the lesson from the story to your own experiences? 4. What example from your life relates to this story? 5. How would you show [character's] feelings through actions? 	<p>Technology in everyday life, personal challenges and successes, relationships and communication, education and career goals, media and entertainment preferences.</p>
<p>B2 (Upper intermediate)</p>	<p>Analyzing: compare, contrast, differentiate, examine, question.</p>	<ol style="list-style-type: none"> 1. How does [character's] behavior compare to [another character's] behavior? 2. What are the main differences between [event] and [another event] in the story? 3. Can you examine why [character] reacted in that way? 4. What evidence from the text supports your opinion? 5. How would you differentiate between the themes in this story and another story you know? 	<p>Social media impact, environmental sustainability, ethical dilemmas in society, cultural traditions vs. modern values, influence of technology on personal life.</p>

<p>C1 (Advanced)</p>	<p>Evaluating: assess, critique, justify, defend, argue.</p>	<ol style="list-style-type: none"> 1. How would you assess the decision made by [character]? 2. Can you critique the actions of [character] in the context of the story? 3. What justification can you provide for [character's] decision? 4. How would you defend [character's] actions? 5. Can you argue whether the ending was fair or not? 	<p>Globalization and cultural identity, ethical issues in business, impact of immigration, media bias and its influence on public opinion, human rights issues.</p>
<p>C2 (Proficient)</p>	<p>Creating: design, formulate, invent, compose, construct.</p>	<ol style="list-style-type: none"> 1. How would you design an alternative ending to the story? 2. Can you formulate a new theory based on the events in the text? 3. What would you invent to change the outcome of the story? 4. Can you compose a different scenario for [character's] decision? 5. How would you construct a new plot based on the main idea? 	<p>Philosophical debates (e.g., nature of happiness, free will vs. determinism), advanced scientific topics (e.g., artificial intelligence), global economic challenges, theories of education and learning, speculative future scenarios (e.g., space exploration).</p>

The workshop results provided key insights into the effectiveness of integrating Socratic seminars and Bloom's taxonomy into EFL writing instruction. Activities that addressed the lack of ideas, weak argumentation, and disorganized writing were successful. The teachers reported that brainstorming sessions and creative writing exercises significantly helped generate and organize ideas more effectively. This aligns with the findings of T.Nguyen and Y.Chang, who emphasized the importance of scaffolding and flexibility when implementing these strategies across different proficiency levels [Nguyen, 2017; Chang, 2018]. Additionally, structured debate sessions and exercises focused on building logical arguments enhanced students' critical thinking and argumentation skills, supporting M.Jones [Jones, 2019] and J.Smith [Smith, 2020], who asserted that Socratic seminars foster deep discussion and critical analysis.

Introducing outlining techniques and paragraph-structuring exercises positively affected students' writing organization. These methods help students achieve greater coherence and cohesion, which are essential for effective writing, as P.Garcia [Garcia, 2018] and S.Lee [Lee, 2020] noted. The workshop demonstrated that structured frameworks such as Bloom's taxonomy can be successfully integrated into EFL writing instruction to enhance organizational skills. Moreover, the focus on deeper analysis and critical thinking through content analysis and peer reviews has addressed the issue

of superficial content. Teachers observed that students explored topics more deeply and avoided superficiality, consistent with A.Russo [Russo, 2021] and D.Townsend [Townsend, 2018].

The workshop addressed problem-solving and information mismanagement through critical thinking and information synthesis exercises. Participants practiced identifying relevant information and integrating it meaningfully into their writing, in line with the findings of A.Alvarez [Alvarez, 2019] and P.Martinez [Martinez, 2020], who highlighted the positive impact of Socratic seminars and Bloom's taxonomy on student engagement and learning outcomes. The use of self-editing checklists and peer feedback sessions successfully fostered a habit of thorough review and revision. Teachers noted that students became more reflective and critical of their work, resulting in polished and refined writing, as J.D. Williams [Williams, 2022] and H.D. Brown [Brown & Lee, 2015] emphasized.

These findings suggest that integrating Socratic seminars and Bloom's taxonomy into EFL writing instruction can significantly enhance students' critical thinking, argumentation, organization, and writing proficiency. These results indicate that with careful attention to factors such as language proficiency and teacher preparedness, these strategies can be effectively implemented to achieve the desired educational outcomes.

While providing valuable insights into integrating Socratic seminars and Bloom's taxonomy into EFL writing instruction, this study has several limitations that should be acknowledged. First, the sample size was relatively small, consisting of 24 teachers from rural areas in the Tashkent region, which may limit the generalizability of the findings to broader EFL contexts or urban settings. Additionally, the study primarily focused on teachers with varying levels of familiarity with these instructional methods, potentially affecting the consistency of applying the strategies across different classrooms. Another limitation is the study's reliance on qualitative measures, such as teacher observations and student feedback, which may not fully capture the measurable impact of the interventions on student writing proficiency over the long term.

Future research could address these limitations by involving a larger and more diverse sample of educators from various geographic locations, including urban areas and schools, with different resource levels. Longitudinal studies that track the impact of integrating Socratic seminars with Bloom's taxonomy over an extended period would provide more comprehensive data on the effectiveness and sustainability of these methods. Additionally, future studies could incorporate quantitative measures such as standardized writing assessments to provide a more objective evaluation of student progress. Research could also explore the impact of these strategies on other language skills, such as speaking and listening, and investigate how these methods can be adapted to suit learners from different cultural backgrounds and learning styles. Finally, examining the specific components of teacher-training programs that most effectively prepare educators to implement these methods could provide valuable insights for developing more robust professional development initiatives.

CONCLUSION

In conclusion, this study shows that using Socratic seminars along with Bloom's taxonomy can significantly improve EFL students' writing skills, especially in critical thinking and making strong arguments. Activities such as brainstorming and working together on writing tasks helped participants think more clearly, organize their ideas better, and stay more engaged in learning. By using Bloom's taxonomy to guide the questions and discussions, teachers could adapt the seminars to suit different levels of language ability, ensuring that all students could participate and benefit. These findings suggest that these teaching methods have the potential to make a big difference in EFL writing classes by creating a more active and thoughtful learning experience. This approach helps students improve their writing and prepares them to think critically and communicate effectively in any situation.

The success of these methods in this study suggests that they could be powerful tools for educators seeking to enhance their teaching and improve student outcomes. Future research could explore how these methods can be refined and adapted to different educational settings such as urban schools or classrooms with diverse cultural backgrounds. Additionally, studies could investigate the impact of these strategies on language skills beyond writing, such as speaking or reading comprehension. Another area of interest could be the effectiveness of teacher-training programs in successfully implementing these approaches and their impact on both teacher and student performance. By addressing these areas, future research can contribute to a more nuanced understanding of the effective integration of Socratic seminars and Bloom's taxonomy into EFL education.

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