Tell : Teaching of English Language and Literature Journal
Vol. 13, No.2, 2025 Doi: https://doi.org/10.30651/tell.v13i2.26322

Socratic Questioning 2.0 to Stimulate Deep Learning in English Class

Lasmi Febrianingrum
Universitas Negeri Surabaya, Indonesia
24020956014@mhs.unesa.ac.id

Ahmad Munir
Universitas Negeri Surabaya, Indonesia
ahmadmunir@unesa.ac.id

Article History
Received: 2025-05-14
Reviewed: 2025-05-27
Accepted: 2025-08-20
Published: 2025-09-30

Highlights
Socratic Questioning 2.0 enhances critical thinking through digital and collaborative inquiry.

ABSTRACT: Socratic questioning, rooted in classical philosophy, remains a cornerstone of critical thinking and reflective learning. However, its traditional application requires adaptation to align with the demands of 21st-century education, which prioritizes technology integration, collaboration, and real-world relevance. This conceptual study introduces Socratic Questioning 2.0, a reimagined framework that merges classical inquiry techniques with digital tools, collaborative practices, and deep learning principles. Employing a freestanding review method, the study synthesizes insights from philosophy, educational psychology, digital pedagogy, and English language teaching. Through thematic analysis of the literature, the paper identifies the philosophical and pedagogical foundations of Socratic Questioning 2.0, its alignment with deep learning and dialogic teaching, and its implications for English as a Foreign Language (EFL) contexts, particularly in Indonesia. Findings highlight how this model addresses key challenges in language education, including teacher-centered practices, limited student engagement, and the need for integrating technology in speaking classes. By offering both a theoretical framework and practical procedures, this study positions Socratic Questioning 2.0 as a transformative approach for fostering critical thinking, communicative competence, and lifelong learning skills.

Keywords: Socratic Questioning 2.0, Critical Thinking, Deep Learning, Technology Integration, English Speaking Class

Introduction

Education in the 21st century demands innovative approaches that move beyond rote memorization and surface-level understanding. One of the key frameworks gaining traction globally is the concept of deep learning, which emphasizes competencies that go beyond traditional academic achievement. Deep learning, as conceptualized by Fullan, Quinn, and McEachen (2017), focuses on the development of the "6Cs": character, citizenship, collaboration, communication, creativity, and critical thinking. This vision has resonated strongly in Indonesia's educational reforms, where policymakers and educators strive to balance global competencies with local cultural values and wisdom (Pajarwati, Mardiah, Harahap, Siagian, & Ihsan, 2021). By encouraging transformative learning experiences, deep learning aims to cultivate learners who are not only knowledgeable but also able to apply their skills to complex,

real-world challenges. Within this context, Socratic questioning emerges as a valuable method to foster critical thinking, inquiry-based learning, and reflective practices (Paul & Elder, 2014). Rooted in classical philosophy, it has been widely used in disciplines that value reasoning and dialogue. However, traditional applications of Socratic questioning reveal limitations when transplanted into today's classrooms. Its teacher-centered orientation, lack of integration with digital tools, and limited adaptability to diverse learners' needs make it less effective in engaging modern students (Crandall & Bailey, 2018). As a result, student participation can decline, particularly in digital and interdisciplinary learning environments where collaboration and technological fluency are crucial (Fullan et al., 2017).

To respond to these challenges, this article introduces Socratic Questioning 2.0, a contemporary adaptation of the classical method. This framework integrates digital platforms, collaborative learning practices, and real-world relevance into the questioning process. By doing so, it offers a model that not only supports deep learning but also prepares students to meet the complexities of the 21st century. Recent research suggests that interactive, technology-enhanced questioning methods can significantly improve students' critical thinking and engagement (Thumlert et al., 2018). This is particularly relevant in Indonesia, where English language classrooms are still often dominated by teacher-centered methods and memorization, leaving students with limited opportunities to engage in analytical reasoning, argumentation, and reflective responses in English.

The integration of Socratic Questioning 2.0 with deep learning principles also addresses what Mehta and Fine (2019) call the "deeper learning divide," or the gap between surface-level knowledge acquisition and meaningful understanding. By embedding digital tools and collaborative inquiry into questioning practices, teachers can create inclusive learning environments that support both equity and excellence. In Indonesia, technology-enhanced pedagogical approaches have shown promise in narrowing educational disparities between urban and rural schools (Mariyono, 2024), further underscoring the potential of this framework.

The purpose of this study is to explore the potential of Socratic Questioning 2.0 as a transformative approach to modern education, particularly within English language teaching in Indonesia. Specifically, the study aims to: (1) examine the philosophical and pedagogical foundations of Socratic Questioning 2.0; (2) explore how this approach aligns with the principles of deep learning and dialogic teaching in English classrooms; and (3) analyze the implications and possible models for implementing Socratic Questioning 2.0 in Indonesian EFL contexts. This conceptual paper employs a qualitative library research approach, synthesizing insights from philosophy, educational psychology, digital pedagogy, and second language acquisition to advance a comprehensive framework for Socratic Questioning 2.0.

Method

This study employs a conceptual research design using the freestanding review method (S. Li & Wang, 2018). This method is particularly appropriate because the purpose of the study is not to report on a single empirical classroom intervention, but rather to synthesize and theorize across a wide range of pedagogical and technological literature. A freestanding review enables researchers to integrate insights from multiple disciplines—in this case, philosophy, educational psychology, digital pedagogy, and English as a Foreign Language (EFL) education—to construct a comprehensive conceptual framework. It also allows for the extrapolation of theoretical implications and classroom applications that can guide future empirical studies.

The data for this study consist of scholarly literature drawn from peer-reviewed journal articles, books, and reports related to three main domains: (1) Socratic questioning and dialogic instruction, (2) deep learning and critical pedagogy, and (3) technology integration in EFL contexts. Sources were identified through systematic searches in databases such as Scopus, ERIC, SpringerLink, and Taylor & Francis Online, alongside Indonesian journals indexed in Sinta. To ensure both recency and relevance, the review prioritized works published in the last two decades, with seminal philosophical texts included as foundational references.

The analysis employed a thematic synthesis technique. Literature was first organized into categories reflecting major areas of inquiry: “philosophical and pedagogical foundations,” “digital enhancement of instruction,” and “applications in EFL classrooms.” Within each category, the texts were coded for recurring concepts and practical implications. For example, in the category of digital integration, studies highlighting tools such as Mentimeter, Flipgrid, or AI-powered feedback systems were grouped under the theme of “technology-enabled questioning.” These findings were then compared with evidence from dialogic pedagogy and deep learning frameworks to identify points of convergence.

An illustrative example can be seen in the analysis of classroom questioning practices. Several empirical studies noted the limitations of teacher-centered, recall-based questioning in EFL settings, often leading to minimal student participation. When analyzed alongside literature on digital pedagogy, the theme of “student-centered engagement through technology” emerged, demonstrating how tools like live polling or collaborative platforms can shift classroom dynamics. By connecting such examples across the reviewed literature, the study developed the conceptual framework of Socratic Questioning 2.0, which integrates classical inquiry principles with digital and collaborative innovations.

The methodological steps above are illustrated in **Figure 1**. Beginning with literature collection across philosophy, pedagogy, digital integration, and EFL contexts, the process then involved categorization, thematic coding, and synthesis of key concepts. These steps culminated in the development of the conceptual framework for Socratic Questioning 2.0.

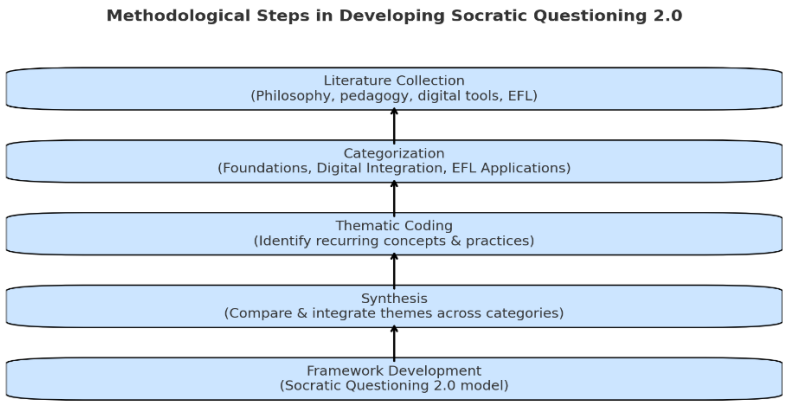

Fig 1. Steps of methodological process in developing Socratic Questioning 2.0

Conceptual Framework

This conceptual framework has been formulated based on three-grand theories, namely Traditional Socratic Questioning, Deep Learning and Socratic Questioning 2.0.

1. Traditional Socratic Questioning: Definition and Philosophical Foundations

Traditional Socratic questioning is rooted in the teachings of Socrates, who employed a method of probing inquiry to challenge assumptions and uncover underlying truths. This dialogic approach relies on a series of open-ended questions that stimulate reflection, critical analysis, and reasoned argumentation (Paul & Elder, 2019). Its philosophical foundation lies in constructivism, which posits that knowledge is not passively received but actively constructed through dialogue and inquiry.

In educational contexts, Socratic questioning has historically been implemented in philosophy, literature, and liberal arts classrooms to promote higher-order thinking and metacognition. The method's power lies in its capacity to deconstruct preconceived notions, enabling learners to explore multiple perspectives and arrive at well-reasoned conclusions. As Paul & Elder (2014) note, this approach fosters intellectual humility, as learners must confront and analyze their biases while developing reasoned responses.

The application of traditional Socratic questioning has proven effective in encouraging students to engage with complex texts, analyze ethical dilemmas, and explore abstract concepts. Studies have highlighted its utility in cultivating critical thinking and reflective skills, particularly in disciplines that prioritize reasoning over rote memorization (Paul & Elder, 2014). Furthermore, its teacher-guided framework creates an environment where learners feel intellectually challenged yet supported in their pursuit of understanding. This method’s strength lies in its adaptability to a variety of topics and its focus on encouraging learners to question rather than accept information at face value. Research has shown that Socratic questioning can significantly enhance students' problem-solving abilities by helping them articulate their reasoning processes and evaluate evidence critically (Lee, Kim, & Kim, 2014; Oyler & Romanelli, 2014).

Socratic Questioning provides thoughtful questions to stimulate students to continuously probe the subject of the discussion by triggering their inductive reasoning (Lee et al., 2014). It encourages the students to be curious by guiding them with some provocative questions to continuously probe their opinion.

There is six taxonomy of Socratic Questioning (Paul & Elder, 2019):

(1) Questions about the questions that ensure that the students understand the given question,
(2) Questions of clarification that invite the students to verify or give additional information on their opinion,
(3) Questions that probe assumptions that ask the students to explain the reliability of an assumption,
(4) Questions that probe reasons and evidence that require the students to give additional examples and reasons to support their statements,
(5) Questions about viewpoints or perspectives that ask the students to see the matters from alternative viewpoints, and
(6) Questions that probe implications and consequences that assist the students to explain the implication or the cause-and-effect of an action.

Despite its strengths, traditional Socratic questioning faces challenges in addressing the demands of 21st-century education. First, it is often perceived as time-consuming and less effective in large or diverse classrooms, where individual engagement may be difficult to sustain. Additionally, traditional methods tend to be teacher-centered, limiting opportunities for collaborative exploration and peer learning (Crandall & Bailey, 2018). Another limitation is its lack of integration with modern technological tools, which are increasingly pivotal in engaging today's digital-native learners. The absence of these tools can lead to disengagement and hinder the relevance of Socratic questioning in interdisciplinary and technologically advanced contexts. Furthermore, traditional approaches may not sufficiently address practical problem-solving or real-world applications, which are critical components of deep learning (Fullan et al., 2017).

In English language teaching contexts, traditional Socratic questioning has historically focused on literature analysis and grammatical understanding. For instance, in literature classes, teachers might use questions like *"What motivates the protagonist's actions?"* or *"How does the author's word choice affect the tone?"* to guide students through textual analysis (Hassan Bait Ali Sulaiman, 2020; Utsu & Ucheche, 2019). However, this approach often struggles to accommodate diverse language proficiency levels and can inadvertently create anxiety among less confident English speakers.

Case studies from Indonesian English classrooms reveal both the potential and limitations of traditional Socratic questioning. Research by Lintangsari, Emaliana, & Kusumawardani (2022) tested the effectiveness of combining the Nominal Group

Technique (NGT) with Socratic questioning in Critical Reading classes. The results showed a significant improvement in students' critical thinking skills in reading, with scores rising from an average of 21.29 before the intervention to 28.02 afterward. This suggests that using structured discussion methods like NGT and Socratic questioning can help improve critical thinking and engagement in online education, yet faced challenges when attempting to extend the same approach to speaking and listening activities. The study highlighted how traditional questioning methods often failed to address the immediate needs of language learners, particularly in developing practical communication skills.

2. Deep Learning in the 21st Century

The concept of deep learning extends beyond memorization and surface-level understanding to encompass critical thinking, creativity, and the ability to apply knowledge in novel contexts. Defined as the process of mastering complex ideas and skills through rigorous inquiry and active engagement, deep learning fosters the competencies necessary for lifelong learning and global citizenship (Fullan et al., 2017). This educational paradigm aligns with 21st-century demands, where success depends on problem-solving, collaboration, and adaptability in an interconnected and rapidly evolving world.

Deep learning emphasizes transformative learning experiences. According to Fullan et al. (2017), it engages students by connecting academic content with real-world challenges, encouraging them to navigate ambiguity and construct meaningful solutions. For instance, tackling issues like climate change or ethical dilemmas in artificial intelligence requires learners to synthesize interdisciplinary knowledge and evaluate diverse perspectives. By addressing these complexities, students develop skills not only to comprehend existing information but also to create new knowledge.

Several competencies characterize deep learning in the 21st century. These include: (1) Critical Thinking and Problem-Solving: The ability to analyze situations, identify underlying issues, and propose innovative solutions. This competency is crucial for navigating complex global challenges, as noted by (Fullan et al., 2017)Fullan et al. (2) Collaboration and Communication: Working effectively with diverse groups to achieve shared goals. In today's interconnected world, teamwork is essential for addressing multifaceted problems (Lee et al., 2014). (3) Creativity and Innovation: Generating original ideas and approaches to overcome challenges. This competency drives progress in fields ranging from technology to the arts. (4) Global Citizenship: Understanding and acting on global issues with cultural sensitivity and ethical awareness (Fullan et al., 2017).

Technological advancements have become integral to enabling deep learning. Digital tools such as collaborative platforms, simulation software, and artificial intelligence foster dynamic learning environments where students actively engage with content. These tools not only enhance accessibility but also facilitate personalized learning pathways, allowing students to progress at their own pace while exploring areas of interest. Gamification is another technological approach that

promotes deep learning. By integrating game elements such as rewards, challenges, and interactive feedback, educators can create immersive experiences that maintain students' interest and motivation (Smiderle, Rigo, Marques, Peçanha De Miranda Coelho, & Jaques, 2020). Additionally, tools like digital portfolios and data analytics enable real-time assessment, helping educators and learners identify areas for improvement and celebrate achievements.

Despite its potential, achieving deep learning in modern education presents challenges. A significant barrier is the prevalence of traditional teaching methods that prioritize test preparation over critical inquiry. Moreover, disparities in access to technology and resources create unequal opportunities for deep learning, particularly in underprivileged communities (Fullan et al., 2017). Educators must also contend with the difficulty of designing curricula that balance academic rigor with relevance to students' lived experiences.

To address these challenges, frameworks like Socratic Questioning 2.0 are critical. By merging inquiry-based dialogue with technological integration and collaborative learning, this modernized approach aligns with the principles of deep learning. It empowers students to engage deeply with content, think critically, and apply their knowledge creatively, preparing them to thrive in the complexities of the 21st century.

In the context of language education, deep learning principles take on particular significance. Eslit (2023) explored how these deep learning strategies, when combined with meaningful pedagogy—grounded in constructivist and socio-cultural theories—can unlock students' linguistic potential and create a more effective learning environment. This article makes a compelling case for the importance of using a deep learning approach in language education by emphasizing its potential to personalize learning, enhance engagement, provide real-time feedback, facilitate collaboration, and align with contemporary educational needs.

3. Socratic Questioning 2.0: The Modern Approach

The evolution of education in the digital age demands innovative teaching methodologies that resonate with today’s learners. Traditional Socratic questioning, while highly effective in fostering critical thinking, often fails to meet the dynamic needs of 21st-century classrooms due to its lack of technological integration and its predominantly teacher-centered framework. Socratic Questioning 2.0 emerges as a response to these challenges by reimagining classical principles of inquiry within a modern educational context.

Characteristics of Socratic Questioning 2.0

Socratic Questioning 2.0 is distinguished by its innovative integration of digital tools, contextual relevance, emphasis on collaboration, and personalized learning pathways. By leveraging platforms like Google Classroom, Mentimeter, and AI-powered discussion forums, this modern approach transforms traditional questioning into a dynamic and interactive process. These technologies not only facilitate instant feedback but also create a structured environment for tracking participation and

progress, which is vital in engaging today's tech-savvy learners (Coombe, Anderson, & Stephenson, 2020). This study, unlike its predecessor, Socratic Questioning 2.0 aligns its questions with real-world challenges and interdisciplinary contexts, making the learning experience more engaging and applicable. For example, in STEM education, it can prompt students to debate ethical concerns surrounding artificial intelligence or climate change, thereby enhancing critical thinking and problem-solving skills (Fullan et al., 2017). Furthermore, this approach fosters collaboration by encouraging students to engage in peer-to-peer learning through group discussions and problem-solving tasks. Research shows that collaborative environments not only deepen understanding but also build essential social and communication skills (Crandall & Bailey, 2018).

Personalization is another hallmark of Socratic Questioning 2.0. Adaptive technologies allow educators to design questioning paths tailored to individual learning needs and interests, ensuring inclusivity and promoting active participation. This personalized approach empowers students to take ownership of their learning, which is crucial for motivation and deep engagement.

Advantages of Socratic Questioning 2.0

The advantages of Socratic Questioning 2.0 are multifaceted, addressing the critical needs of 21st-century education. This approach significantly enhances critical thinking by linking theoretical discussions to real-world applications. Students are encouraged to evaluate evidence, challenge assumptions, and synthesize ideas, fostering a deeper understanding of complex subjects. Additionally, by incorporating open-ended and contextualized questions, Socratic Questioning 2.0 nurtures creativity and innovation. For instance, students are inspired to explore diverse solutions to problems, promoting imaginative yet practical thinking.

Moreover, this approach transforms student engagement by incorporating elements of gamification and interactive digital platforms. Tools like live polling and instant feedback systems create an enjoyable and stimulating learning environment, motivating students to actively participate (Kim, 2020). Another significant advantage is the development of real-world skills, as the focus on collaborative problem-solving and addressing global challenges equips students for the demands of professional and societal contexts. Through these innovations, Socratic Questioning 2.0 not only modernizes educational practices but also prepares learners for lifelong success.

Socratic Questioning 2.0 directly aligns with the principles of deep learning by prioritizing inquiry, reflection, and application. Through contextualized and collaborative questioning, this approach encourages students to connect theoretical knowledge with practical solutions. The inclusion of technology further personalizes and democratizes learning, ensuring that deep learning outcomes are achievable for diverse learners.

To synthesize the insights from the conceptual framework, the study identified five major themes that underpin Socratic Questioning 2.0. These themes are

summarized in Table 1, with each theme explicitly linked to the research questions guiding this study.

Table 1. Conceptual Framework of Socratic Questioning 2.0

Themes Identified	**Description**	**Linked Research Question(s)**
Philosophical and Pedagogical Foundations	Rooted in classical Socratic inquiry and dialogic pedagogy; emphasizes critical thinking, reflective questioning, and reasoning.	RQ1: What are the philosophical and pedagogical foundations of Socratic Questioning 2.0?
Integration with Deep Learning Principles	Aligns with the "6Cs" (character, citizenship, collaboration, communication, creativity, critical thinking) and supports dialogic teaching for deeper learning.	RQ2: How does Socratic Questioning 2.0 align with principles of deep learning and dialogic teaching in English classrooms?
Digital Tools and AI-Enhanced Questioning	Use of platforms (e.g., Flipgrid, Mentimeter, AI feedback systems) to enhance interactivity, engagement, and real-world application.	RQ2, RQ3
Collaborative and Student-Centered Practices	Promotes peer-to-peer dialogue, role-play, debates, and project-based questioning activities that enhance language proficiency and critical engagement.	RQ2, RQ3
Implementation Models for Indonesian EFL Contexts	Adaptation of SQ 2.0 to address teacher-centered traditions, student confidence issues, and disparities in access to technology in Indonesian classrooms.	RQ3: What are the implications and possible models for implementing Socratic Questioning 2.0 in Indonesian EFL contexts?

As shown in Table 1, the first theme—philosophical and pedagogical foundations—directly addresses RQ1 by examining the roots of Socratic questioning in dialogic pedagogy and its role in fostering reasoning and reflection. The next three themes—deep learning alignment, digital tools and AI integration, and collaborative practices—primarily respond to RQ2, as they demonstrate how Socratic Questioning 2.0 aligns with deep learning and dialogic teaching principles. Finally, the fifth theme—implementation in Indonesian EFL contexts—addresses RQ3, showing how the framework can be adapted to meet contextual challenges such as teacher-centered practices, mixed proficiency levels, and technological disparities.

The relationships among these themes are further illustrated in Figure 2, which maps the conceptual framework of Socratic Questioning 2.0.

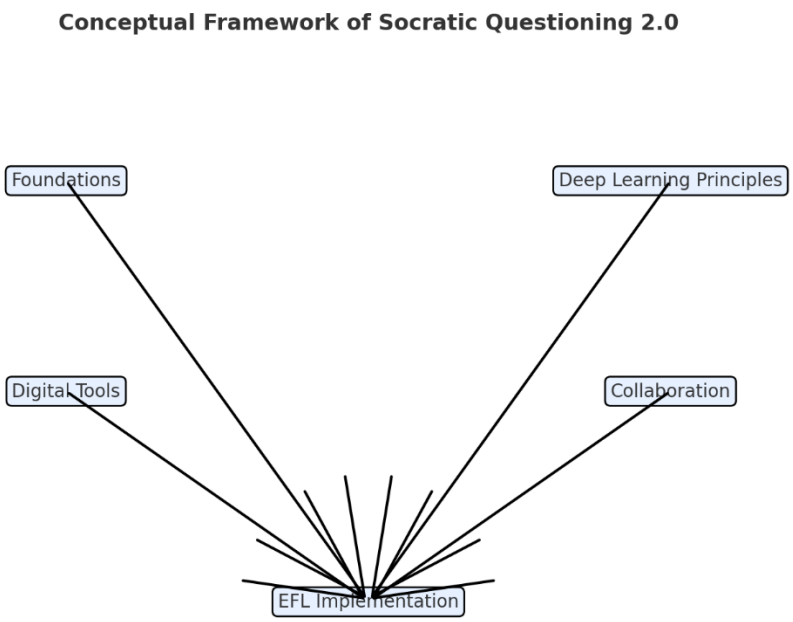

Figure 2. Conceptual framework of Socratic Questioning 2.0 in Indonesian EFL contexts

Together, Table 1 and Figure 2 demonstrate how Socratic Questioning 2.0 integrates classical inquiry, deep learning principles, and digital pedagogy into a coherent framework for English language teaching. By synthesizing theoretical foundations with practical innovations, the framework provides the foundation for the procedures of implementation, which are elaborated in the following section.

Procedures for Implementing Socratic Questioning 2.0

The implementation of Socratic Questioning 2.0 requires a systematic approach to redesigning classroom dynamics and fostering deep learning. The process begins with preparation, focusing on equipping teachers with the necessary skills and aligning the curriculum with this innovative model. Teacher training is an essential first step, involving workshops and professional development sessions that introduce educators to the principles of Socratic questioning and the integration of digital tools. For instance, workshops may introduce platforms like *Mentimeter* for live polling or *Padlet* for brainstorming activities. Educators practice designing open-ended questions that challenge students' critical thinking, such as: *" In what ways does the author use language to influence the reader's emotions or perceptions? Can you find specific examples?"* This type of question encourages analysis and synthesis, core aspects of deep learning in reading class.

Educators are trained to design questions that promote critical thinking, foster engagement, and encourage collaborative learning. Simultaneously, the curriculum must be reviewed and aligned to ensure that questioning activities are seamlessly integrated into learning objectives and assessment criteria. For example, in a literature class, questions like *"What would the protagonist's actions reveal about societal*

norms during the era?" are embedded in the analysis segment, connecting questioning to learning objectives.

Once the groundwork is laid, the model moves to classroom application, which is characterized by the use of digital tools and student-centered discussions. Teachers leverage platforms like *Padlet* for brainstorming, *Mentimeter* for live polling, such as gauging student opinions on a controversial topic before a discussion, *Google Docs* for collaborative note-taking during group questioning exercises. and *AI-powered chatbots* for answering follow-up questions or providing personalized feedback on responses. For example, during a discussion on environmental sustainability, a teacher might use *Mentimeter* to ask, *"Which solution is most viable for reducing carbon emissions in urban areas?"* Students select options, and the results spark deeper, collaborative discussions. These tools not only make discussions dynamic but also allow for the tracking of student progress. In this phase, traditional teacher-led discussions are transformed into collaborative, student-driven explorations of questions. Classrooms are often reorganized into smaller groups, encouraging peer-to-peer interactions that align with the principles of collaborative learning.

The final stage involves assessment, which is designed to evaluate both the process and outcomes of learning. Formative assessment methods, such as reflective journals, peer reviews, and digital quizzes, are employed to provide ongoing feedback to students. This continuous evaluation helps track the development of critical thinking and engagement throughout the learning process. Additionally, summative assessments are incorporated, focusing on projects and presentations that require students to apply their learning to solve real-world problems. These assessments not only measure the effectiveness of the questioning model but also emphasize knowledge transfer and application, essential components of deep learning.

By integrating preparation, classroom application, and assessment into a cohesive framework, Socratic Questioning 2.0 offers a structured yet flexible approach to stimulating deep learning. This model ensures that educators are well-equipped, students are actively engaged, and learning outcomes are both measurable and meaningful.

Implementation Socratic Questioning 2.0 in English Language Teaching

The modernized approach of Socratic Questioning 2.0 offers specific tools and strategies for English language instruction. Digital platforms can be effectively integrated into various aspects of language learning. The successful implementation of Socratic Questioning 2.0 in English language teaching requires careful preparation, systematic execution, and continuous evaluation.

The pre-implementation phase begins with comprehensive teacher preparation, focusing on both technological competency and pedagogical understanding. According to García, Smith, & Brown (2023), Hennessy et al. (2022) Son, Park, & Liu (2024), educators must undergo specialized training in digital tool integration and advanced questioning techniques specifically designed for language learning contexts. This preparation phase should also include the development of

differentiated questioning strategies that accommodate various proficiency levels, ensuring that all students can participate meaningfully in the learning process. Infrastructure development forms another crucial component of the pre-implementation phase. Le (2019) and Shahsavar (2013) emphasize the importance of carefully selecting and testing appropriate digital platforms before full implementation. Educational institutions must establish reliable online collaborative spaces and create comprehensive digital resource banks that support different language skills. This technological foundation ensures smooth integration of digital tools with traditional teaching methods, creating a hybrid learning environment that maximizes the benefits of both approaches.

The implementation of Socratic Questioning 2.0 in reading comprehension represents a significant advancement from traditional methods. Pane et al. (2017) and Utsu & Ucheche (2019) describe how interactive annotation tools and real-time comprehension checking platforms can transform the reading experience. Teachers guide students through three distinct levels of questioning: surface understanding, analysis, and evaluation. At the surface level, questions focus on basic comprehension and vocabulary understanding. The analysis level encourages students to examine author's choices and textual evidence, while the evaluation level promotes critical thinking through hypothetical scenarios and real-world connections. This progressive questioning approach helps students develop both language skills and critical thinking abilities simultaneously.

Speaking skills development through Socratic Questioning 2.0 incorporates innovative technological solutions with collaborative learning strategies. Girimonte (2024) and Shadiev & Yang (2020) document the effectiveness of virtual reality conversation simulations and AI-powered pronunciation feedback systems in creating authentic speaking opportunities. The method employs a structured questioning chain that begins with teacher prompts and evolves through peer follow-up questions and group discussions. This approach creates a supportive environment where students feel comfortable practicing their speaking skills while engaging in meaningful dialogue.

Writing development under the Socratic Questioning 2.0 framework employs a comprehensive digital workshop approach. Fazal et al. (2024) outline how collaborative document editing platforms and AI-assisted writing tools can enhance the writing process. The questioning framework progresses through three distinct phases: planning, development, and revision. During the planning phase, questions focus on purpose and audience awareness. The development phase employs questions that strengthen arguments and evidence, while the revision phase encourages critical reflection and consideration of alternative perspectives. This systematic approach helps students develop both technical writing skills and critical thinking abilities.

Assessment and feedback integration play vital roles in the successful implementation of Socratic Questioning 2.0. M. Li (2024) advocate for a balanced approach combining formative and summative assessment methods. Digital portfolios

track language development over time, while AI-powered analytics provide insights into student progress and areas needing attention. Peer assessment rubrics encourage collaborative learning and develop critical evaluation skills. Summative assessments take the form of project-based tasks and multimedia portfolios, allowing students to demonstrate both language proficiency and critical thinking abilities.

The practical implementation of Socratic Questioning 2.0 in literature discussions exemplifies the method's effectiveness. Arriyani & Pratama (2021), Ferdian, (2017) and Muthuraman (2021) describe a comprehensive model that combines virtual classroom environments with digital annotation tools and discussion boards. The process begins with pre-reading questions posted on digital platforms, followed by collaborative text annotation and small group discussions in virtual breakout rooms. The session concludes with whole-class synthesis using digital whiteboards and reflection activities. This approach ensures active engagement with the text while developing critical analysis skills.

Here is the example for Sample Questions Progression:

a. Contextual Understanding:
   "How does the historical context influence the characters' decisions?"
   This prompt encourages readers to consider the time period, cultural norms, and historical events surrounding the story. It focuses on how these external factors shape the characters' actions, beliefs, and choices. For example, if a story is set during a war or in a society with strict social hierarchies, these elements might heavily influence what the characters do or how they think.
b. Literary Analysis:
   "What literary devices contribute to the tone of this passage?"
   This question directs attention to the author's use of literary techniques (such as imagery, symbolism, metaphor, diction, or syntax) and how they create or enhance the tone (the mood or feeling of the passage). For example, an author might use dark imagery and short, abrupt sentences to create a tense or ominous tone.
c. Critical Evaluation:
   "How might this story resonate with contemporary issues?"
   This prompt asks readers to evaluate the relevance of the story in today's world. It encourages a comparison between the themes, conflicts, or messages in the story and current societal or global issues. For instance, a story about inequality might resonate with ongoing discussions about social justice or economic disparity.
d. Personal Connection:
   "How do the themes relate to your own experiences?"
   This question invites readers to reflect on their personal lives and connect their own experiences, values, or emotions to the themes presented in the text. For example, if a story explores themes of friendship or loss, readers might think about similar situations they've encountered in their own lives.

Each approach encourages a different type of critical thinking and helps readers gain a deeper appreciation for the text.

Grammar and vocabulary instruction also benefit significantly from the Socratic Questioning 2.0 approach. Bikowski (2018) and Torres Celi et al., (2023) detail how interactive grammar checkers and vocabulary mapping software can transform traditional language instruction. The implementation follows a structured progression from context introduction through multimedia to guided discovery using digital tools. Collaborative practice sessions and real-world application tasks help students internalize new language patterns and vocabulary while developing critical thinking skills through contextual analysis and peer review. Here is the sample activities:

a. Vocabulary Building:
   1. Digital semantic mapping
      This involves creating visual representations of the relationships between words and their meanings using digital tools. For example, students might use software or apps to create concept maps that connect a word to its synonyms, antonyms, related terms, or examples.
   2. Context-based word clouds
      Word clouds are visual representations of words, where more frequently used words appear larger. In this context, students might generate word clouds based on specific themes or contexts to better understand how vocabulary is used in different situations.
   3. Interactive word association games
      These are engaging activities where learners connect words based on their meanings, usage, or context. For example, students might play games that involve matching synonyms, forming word chains, or identifying related terms.
b. Grammar Practice:
   1. Error analysis through peer review
      This strategy involves students reviewing each other's writing to identify and analyze grammatical errors. It encourages collaboration and helps learners develop a deeper understanding of grammar by spotting mistakes and discussing corrections.
   2. Digital grammar hunts
      A gamified approach to grammar practice, where students search for specific grammatical structures or errors within digital texts, websites, or interactive platforms. This activity makes grammar learning more engaging and context-driven.
   3. Context-based grammar challenges
      Learners practice grammar by solving challenges or exercises that are embedded in meaningful contexts. For instance, they might complete

sentences, correct errors, or choose appropriate grammar structures based on a story or scenario provided.

The activities described aim to make vocabulary and grammar learning engaging and effective by incorporating interactive, context-rich, and collaborative methods. Using digital tools and real-world applications enhances the learning experience and helps learners retain the material better.

Despite its benefits, implementing Socratic Questioning 2.0 presents several challenges that require careful consideration. Technical challenges such as limited internet access and device availability as significant obstacles in many educational contexts happens. However, these challenges can be addressed through carefully planned solutions including offline alternatives and BYOD (Bring Your Own Device) policies. Smiderle et al., (2020) highlight pedagogical challenges such as managing mixed proficiency levels and ensuring consistent student participation. These issues can be effectively addressed through differentiated questioning strategies and the incorporation of gamification elements to maintain student engagement.

The success of Socratic Questioning 2.0 implementation can be measured through various indicators. Lintangsari et al. (2022) and Paul & Elder (2014) identify improvements in both language proficiency metrics and critical thinking development as key markers of successful implementation. Language proficiency improvements manifest through enhanced fluency scores, more complex writing, and better comprehension rates. Critical thinking development is evidenced by deeper analysis in student responses, more sophisticated question formulation, and improved problem-solving abilities. These indicators provide concrete evidence of the method's effectiveness in achieving both language learning and critical thinking objectives.

Discussion

The findings of this conceptual study reaffirm the relevance of Socratic questioning while highlighting the necessity of adapting it to 21st-century educational demands. Traditional models emphasize critical thinking and reflective dialogue (Paul & Elder, 2014), yet studies in Indonesian classrooms (Lintangsari et al., 2022) show that such approaches remain difficult to extend beyond reading and into speaking and listening activities. This limitation aligns with broader critiques that conventional Socratic questioning is too teacher-centered and time-consuming for large or diverse classes (Crandall & Bailey, 2018). By contrast, more recent research on digital pedagogy (Coombe et al., 2020; Eslit, 2023) suggests that technology integration can both personalize questioning and foster collaborative engagement. Taken together, these strands of scholarship indicate that Socratic Questioning 2.0—through its blend of classical inquiry, deep learning principles, and digital innovation—addresses gaps that neither traditional approaches nor digital tools alone can resolve.

Implications

This study carries several implications for English language teaching, particularly in Indonesia. First, for teachers, Socratic Questioning 2.0 provides a structured yet

flexible framework that enables them to move beyond recall-based questioning toward higher-order, dialogic interaction. Incorporating digital platforms such as Mentimeter, Padlet, or AI feedback systems allows teachers to engage students in ways that are both interactive and inclusive, especially across mixed proficiency levels. Second, for curriculum designers and policymakers, the framework aligns with the current emphasis on deep learning in Indonesian education (Fullan et al., 2017), offering a practical model to integrate global competencies such as critical thinking, creativity, and collaboration into English language instruction. Third, for researchers, this conceptual framework highlights the importance of investigating questioning strategies not only as classroom techniques but also as vehicles for educational transformation, calling for empirical studies that test the adaptability of Socratic Questioning 2.0 across contexts and disciplines.

Limitations

Despite its contributions, this study faces several limitations. Methodologically, as a conceptual paper, it does not provide empirical evidence of classroom implementation. While the framework is grounded in extensive literature, its effectiveness requires validation through classroom-based studies. Contextually, the reliance on digital tools assumes a level of technological access that may not be consistently available in Indonesian schools, particularly in rural or under-resourced areas. Pedagogically, successful implementation depends on teachers' questioning skills and willingness to embrace student-centered practices—factors that are not always guaranteed in traditionally lecture-based classrooms. Additionally, large class sizes common in Indonesia may pose challenges for sustaining dialogic interaction.

Future Directions

Future research should address these limitations by conducting empirical investigations into how Socratic Questioning 2.0 operates in real classroom contexts. Quasi-experimental studies could compare traditional questioning approaches with the modernized framework across skills such as speaking, reading, and writing. Longitudinal studies may further reveal whether Socratic Questioning 2.0 produces sustained gains in students' critical thinking, engagement, and language proficiency. Cross-cultural research would also be valuable to examine whether the framework's effectiveness holds in other EFL settings beyond Indonesia. Finally, teacher training studies could explore how professional development programs help educators adopt and sustain questioning practices aligned with this model.

Conclusion

This study demonstrates that while traditional Socratic questioning remains valuable for cultivating reflective dialogue and critical inquiry, its classical form does not fully address the demands of contemporary classrooms. The proposed framework of Socratic Questioning 2.0 offers an analytical bridge between tradition and innovation by integrating digital technologies, collaborative learning, and contextualized questioning into English language teaching. In doing so, it addresses persistent

limitations identified in previous research, such as teacher-centered practices, uneven student participation, and lack of technological relevance.

The analysis suggests that Socratic Questioning 2.0 holds particular promise for English as a Foreign Language (EFL) classrooms in Indonesia, where students often struggle with both linguistic competence and critical thinking. By embedding inquiry within digital and collaborative environments, the model not only strengthens speaking, reading, and writing skills but also enhances learners' capacity to evaluate evidence, consider multiple perspectives, and apply knowledge to real-world issues. This positions Socratic Questioning 2.0 as a practical pathway for advancing the principles of deep learning in language education.

Looking ahead, several avenues for future research are clear. First, empirical validation is required: classroom-based studies should test the effectiveness of Socratic Questioning 2.0 in improving both language proficiency and critical thinking outcomes across different levels of education. Second, comparative studies could examine its impact relative to other student-centered methods, such as project-based or task-based learning, to determine its distinctive contributions. Third, teacher training research should investigate how professional development programs can best prepare educators to implement questioning strategies with digital support. Finally, contextual and equity-focused research is needed to explore how the model can be adapted to resource-limited schools, ensuring that the benefits of technology-enhanced inquiry are accessible to all learners.

In sum, the significance of Socratic Questioning 2.0 lies not only in its modernization of an ancient practice but also in its potential to transform English language teaching into a dynamic, equitable, and intellectually rigorous endeavor. By moving beyond rote instruction and embracing inquiry-driven, technology-enabled pedagogy, educators can better prepare students to navigate the complexities of the 21st century as critical thinkers and effective communicators.

References

Arriyani, N., & Pratama, P. (2021). *English Virtual Based Learning: Integrating Technology And Learning Media Through 'Assure' Teaching Mode*. *10*(2), 421–429.

Bikowski, D. (2018). Technology for Teaching Grammar. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed., pp. 1–7). Wiley. doi: 10.1002/9781118784235.eelt0441

Coombe, C., Anderson, N. J., & Stephenson, L. (Eds.). (2020). *Professionalizing Your English Language Teaching*. Cham: Springer International Publishing. doi: 10.1007/978-3-030-34762-8

Crandall, J. (Jodi), & Bailey, K. M. (Eds.). (2018). *Global Perspectives on Language Education Policies: A co-publication with The International Research Foundation for English Language Education (TIRF)* (1st ed.). New York ; London : Routledge, 2018. | Series: Global Research on Teaching and Learning English Series: Routledge. doi: 10.4324/9781315108421

Eslit, E. R. (2023, September 11). *Elevating Language Acquisition through Deep Learning and Meaningful Pedagogy in an AI-Evolving Educational Landscape*. doi: 10.20944/preprints202309.0658.v1

Fazal, N., Tahir, M. S., Chaudhary, M., & Abbasi, M. (2024). Effectiveness of AI Integration into Computer-Assisted Language Learning (CALL) on Student Writing Skills Based

on Gender. *Pakistan Journal of Humanities and Social Sciences*, *12*(1). doi: 10.52131/pjhss.2024.v12i1.1974

Ferdian, N. R. (2017). *Reflections on Digital Learning: Learning Strategies, Environments, and Opportunities*. *4*(2), 32–52. doi: doi:%2010.14456/rjes.2017.11

Fullan, M., Quinn, J., & McEachen, J. (2017). *Deep Learning: Engage the World, Change the World*. Thousand Oaks, California: Corwin, a Sage Publishing Company.

García, M., Smith, T., & Brown, K. (2023). Integrating Technology into Language Learning: Opportunities and Challenges. *Computer Assisted Language Learning*, *36*(4), 412–428.

Girimonte, M. (2024, September 30). The Impact of AI Voice on Language Learning. Retrieved January 8, 2025, from Voices website: https://www.voices.com/blog/ai-voice-language-learning/

Hassan Bait Ali Sulaiman, M. A. (2020). Application of Teachers' Knowledge of Socratic Questioning in Developing EFL Critical Thinking Skills among Omani Post-Basic Learners. *Arab World English Journal*, (257), 1–187. doi: 10.24093/awej/th.257

Hennessy, S., D'Angelo, S., McIntyre, N., Koomar, S., Kreimeia, A., Cao, L., … Zubairi, A. (2022). Technology Use for Teacher Professional Development in Low- and Middle-Income Countries: A systematic review. *Computers and Education Open*, *3*, 100080. doi: 10.1016/j.caeo.2022.100080

Kim, Y. (2020). The Value of Interactive Polling and Intrinsic Motivation When Using English as a Medium of Instruction. *Sustainability*, *12*(4), 1332. doi: 10.3390/su12041332

Le, N.-T. (2019). How Do Technology-Enhanced Learning Tools Support Critical Thinking? *Frontiers in Education*, *4*, 126. doi: 10.3389/feduc.2019.00126

Lee, M., Kim, H., & Kim, M. (2014). The Effects of Socratic Questioning on Critical Thinking in Web-based Collaborative Learning. *Education as Change*, *18*(2), 285–302. doi: 10.1080/16823206.2013.849576

Li, M. (2024). Leveraging ChatGPT for Second Language Writing Feedback and Assessment: *International Journal of Computer-Assisted Language Learning and Teaching*, *14*(1), 1–11. doi: 10.4018/IJCALLT.360382

Li, S., & Wang, H. (2018). Traditional literature review and research synthesis. In *The Palgrave handbook of applied linguistics research methodology (pp. 423-457). London, UK: Palgrave Macmillan.* (pp. 123–144). London, UK: Palgrave Macmillan.

Lintangsari, A. P., Emaliana, I., & Kusumawardani, I. N. (2022). Improving Learners' Critical Thinking and Learning Engagement through Socratic Questioning in Nominal Group Technique. *Studies in English Language and Education*, *9*(2), 705–723. doi: 10.24815/siele.v9i2.22352

Mariyono, D. (2024). Indonesian Mosaic: The Essential Need for Multicultural Education. *Quality Education for All*, *1*(1), 301–325. doi: 10.1108/QEA-05-2024-0042

Mehta, J., & Fine, S. M. (2019). *In Search of Deeper Learning: The Quest to Remake the American High School*. Cambridge, Massachusetts: Harvard University Press.

Muthuraman, B. (2021). Education Tools and Technologies in the Digital Age for Society 5.0. In S. L. Gupta, N. Kishor, M. Niraj, S. Mathur, & U. Gupta, *Digitalization of Higher Education using Cloud Computing* (1st ed., pp. 3–9). New York: Chapman and Hall/CRC. doi: 10.1201/9781003203070-2

Oyler, D. R., & Romanelli, F. (2014). The Fact of Ignorance Revisiting the Socratic Method as a Tool for Teaching Critical Thinking. *American Journal of Pharmaceutical Education*, *78*(7), 144. doi: 10.5688/ajpe787144

Pajarwati, D., Mardiah, H., Harahap, R. P., Siagian, R. O., & Ihsan, M. T. (2021). Curriculum Reform in Indonesia: English Education Toward The Global Competitiveness. *ETDC: Indonesian Journal of Research and Educational Review*, *1*(1), 28–36. doi: 10.51574/ijrer.v1i1.51

Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton, L. S., & Pane, J. D. (2017). *Informing Progress: Insights on Personalized Learning Implementation and Effects*. RAND Corporation. Retrieved from RAND Corporation website: https://www.rand.org/pubs/research_reports/RR2042.html

Paul, R., & Elder, L. (2014). *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life.* (3rd ed.). USA: Pearson Education Limited.

Paul, R., & Elder, L. (2019). *The Thinker's Guide to Socratic Questioning*. Maryland: Rowman & Littlefield Publishing Group, Inc.

Shadiev, R., & Yang, M. (2020). Review of Studies on Technology-Enhanced Language Learning and Teaching. *Sustainability*, *12*(2), 524. doi: 10.3390/su12020524

Shahsavar, Z. (2013). Practicing Socratic Questioning in A Blended Learning Environment: An Innovative Strategy to Promote Critical Thinking. *International Journal of Social Media and Interactive Learning Environments*, *1*(2), 184. doi: 10.1504/IJSMILE.2013.053597

Smiderle, R., Rigo, S. J., Marques, L. B., Peçanha De Miranda Coelho, J. A., & Jaques, P. A. (2020). The Impact of Gamification on Students' Learning, Engagement and Behavior based on Their Personality Traits. *Smart Learning Environments*, *7*(1), 3. doi: 10.1186/s40561-019-0098-x

Son, J.-B., Park, M., & Liu, M.-H. (2024). Language Teacher Development in Technology Integration: Exploration, Communication, Collaboration, and Reflection. *Online Learning*, *28*(3). doi: 10.24059/olj.v28i3.3842

Thumlert, K., Owston, R., & Malhotra, T. (2018). Transforming School Culture through Inquiry-Driven Learning and iPads. *Journal of Professional Capital and Community*, *3*(2), 79–96. doi: 10.1108/JPCC-09-2017-0020

Torres Celi, Y. A., Ramón Rodríguez, B. L., & Criollo Vargas, M. I. (2023). Gamification on learning English grammar by using technology. In Red Editorial Latinoamericana de Investigación Contemporánea (REDLIC SAS), *Investigación contemporánea desde una visión multidisciplinar. Libro 2. Ciencias Sociales* (1st ed., pp. 123–140). Red Editorial Latinoamericana de Investigación Contemporánea (REDLIC SAS). doi: 10.58995/lb.redlic.9.111

Utsu, F., & Ucheche, P. (2019). Application of the Socratic Questioning Technique in Language Teaching. *SSRN Electronic Journal*. doi: 10.2139/ssrn.3479783