

**THE SOCRATIC QUESTIONING METHOD FOR THE  
INDONESIAN EFL SPEAKING CLASS: STIMULATING  
STUDENTS' SPEAKING AND CRITICAL THINKING**

**A DISSERTATION**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Doctor in English Language Education**



**By**

**Woro Kusmaryani  
NIM: 1502667**

**ENGLISH EDUCATION PROGRAM  
SCHOOL OF POSTGRADUATE STUDIES  
UNIVERSITAS PENDIDIKAN INDONESIA  
BANDUNG  
2019**

# **The Socratic Questioning Method for the Indonesian EFL Speaking Class: Stimulating Students' Speaking and Critical Thinking**

Oleh

Woro Kusmaryani

Dr. Universitas Pendidikan Indonesia, 2019

M.Pd. Universitas Mulawarman, 2011

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Doktor Pendidikan (Dr.) pada Fakultas Pendidikan Bahasa dan Seni

© Woro Kusmaryani 2019

Universitas Pendidikan Indonesia

Agustus 2019

Hak Cipta dilindungi undang-undang.

Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.


**APPROVAL PAGE**

WORO KUSMARYANI

**THE SOCRATIC QUESTIONING METHOD FOR THE INDONESIAN  
EFL SPEAKING CLASS: STIMULATING STUDENTS' SPEAKING AND  
CRITICAL THINKING**

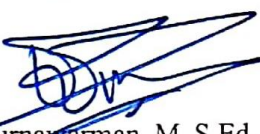
Approved and validated by the dissertation committee:

Promotor



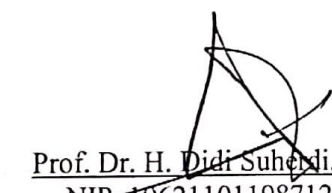
Prof. Bachrudin Musthafa, M.A., Ph. D.  
NIP. 195703101987031001

Co-Promotor



Pupung Purnawarman, M. S.Ed., Ph. D.  
NIP. 196810131998031008

Acknowledged by,  
Head of English Education Department



Prof. Dr. H. Didi Suherdi, M. Ed.  
NIP. 196211011987121001

## **DECLARATION**

Hereby, the writer certifies that this dissertation, entitled The Socratic questioning method for the Indonesian EFL speaking class: Stimulating students' speaking and critical thinking, is an original work of the writer. Any ideas or statements from various sources used in the dissertation are properly acknowledged.

Bandung, Agustus 2019

The writer,

Woro Kusmaryani

## ACKNOWLEDGEMENTS

The writer would like to express her gratitude to Allah, the Almighty, for the blessing by which the writer could write this dissertation as a requirement to complete the writer's study at the School of Postgraduate Studies of the Indonesia University of Education.

Many people have helped the writer in the completion of the writer's study. The first and foremost gratitude goes to the writer's promotor, Prof. Bachrudin Musthafa, M.A., Ph.D. and co-promotor, Pupung Purnawarman, M.S.Ed., Ph.D. for their valuable assistance, corrections, suggestions, motivations, and encouragements. The writer would like to thank to the examiners, Prof. H. Fuad Abdul Hamied, M.A., Ph.D., Prof. Dr. Hj. Nenden Sri Lengkanawati, M.Pd., Prof. Dr. H. Didi Suherdi, M.Ed., Wawan Gunawan, Ph.D., and Prof. Bambang Yudi Cahyono, M.Pd., M.A., Ph.D. for their valuable corrections, suggestions, and motivations. The gratitude is also expressed to Prof. Dr. Didi Suherdi, M.Ed. as the Head of English Education Department of Graduate School of Indonesia University of Education for his guidance and motivations.

The writer also would like to extend her gratitude to the Rector of Universitas Borneo Tarakan, Prof. Dr. Drs. Adri Patton, M.Si, Dean of Teacher Training and Education Faculty, Dr. Suyadi, S.S., M.Ed., Head of English Education Department, Nofvia De Vega, M.Pd., for the guidance and support that allowed the writer to accomplish the requirements of the study. The writer then would like to express special thanks to the lecturer and students who had participated in the study, Andrie Aristyanto as the writer's assistant in collecting data during the study and Riski Sova Yunanto as a statistical data analyst in this study. The special thanks are also addressed to the writer's 'colleagues at Universitas Borneo Tarakan and at English Education Department of Graduate School of Universitas Pendidikan Indonesia batch 2015 for their pray, motivations, and supports.

The writer would like to give gratitude to her parents, Mardjani and Sri Mulyati, her sisters, Siti Maysjarah and Siti Mutmainah, her brothers, Nur Arifin, Rahmat Winata, and Muhammad Faisal, her brothers in law, Iman Sabri, and Ika Gusta Rakhmawan (Alm), her sister in law, Imroatus Sholeha, her nieces, Annida Sabrina, Putri Sabrina, and Adzkie Mufidah, her nephews, Muhammad Lucky Prayoga, Rifqi Rozin, Ahmad Hafidz Musyaffa, for their love, pray, motivation, and support in the completion of the writer's study.

Bandung, Agustus 2019

The writer,

Woro Kusmaryani

## ABSTRACT

The Socratic questioning method is one of the teaching methods which was firstly introduced by the great philosopher Socrates with the concept of meaning-making and truth-seeking through questioning. This research aims to investigate the implementation of the Socratic questioning method to stimulate students' speaking skill and critical thinking in English as a Foreign Language (EFL) learning. This research uses parallel convergent mixed methods to converge or merge both quantitative data and qualitative data to provide a complete understanding of the research questions. The participants of this research are one teacher and thirty-eight students of the third semester of English department of one state university in Tarakan, North Kalimantan. Data collections are test, observation, interview, reflective practice, and students' profile. Quantitative data analysis uses non-parametric statistics, Wilcoxon sign rank test for a comparison test. In qualitative data analysis, the researcher describes phenomena, classifies, and sees how concepts are interconnected from initial description through the process of breaking down data, see the connection to a new account based on data reconceptualization. The Socratic questioning method implementation in this teaching program is divided into three stages; preparation stages, running process stages, and assessment stages. The Wilcoxon sign rank test result shows that 38 students improved their speaking skill and 26 students improved their critical thinking. The significance value is  $.000 < 0.05$  for both speaking test result and critical thinking test result, which means there is an improvement in students' speaking skill and critical thinking after going through the Socratic questioning method. The teacher and the students perceive that the implementation of the Socratic questioning method to stimulate speaking skill and critical thinking is useful, interesting, effective, and appropriate to be used in teaching speaking course. The critical factor for the success of the Socratic questioning method in the classroom is preparation.

**Keywords:** Socratic questioning method, speaking skill, critical thinking

## ABSTRAK

Metode pertanyaan Sokratik adalah salah satu metode pengajaran yang pertama kali diperkenalkan oleh filsuf besar Socrates dengan konsep pembuatan makna dan pencarian kebenaran melalui pertanyaan. Penelitian ini bertujuan untuk menyelidiki penerapan metode pertanyaan Sokratik untuk merangsang keterampilan berbicara siswa dan berpikir kritis dalam bahasa Inggris sebagai pembelajaran Bahasa Asing (EFL). Penelitian ini menggunakan metode campuran konvergen paralel untuk menyatukan atau menggabungkan data kuantitatif dan data kualitatif untuk memberikan pemahaman lengkap tentang pertanyaan penelitian. Partisipan dalam penelitian ini adalah satu guru dan tiga puluh delapan siswa semester tiga jurusan Bahasa Inggris dari satu universitas negeri di Tarakan, Kalimantan Utara. Pengumpulan data adalah tes, observasi, wawancara, latihan reflektif, dan profil siswa. Analisis data kuantitatif menggunakan statistik non-parametrik, uji peringkat Wilcoxon untuk uji perbandingan. Dalam analisis data kualitatif, peneliti menggambarkan fenomena, mengklasifikasikan, dan melihat bagaimana konsep-konsep saling berhubungan dari deskripsi awal melalui proses pemecahan data, melihat koneksi ke akun baru berdasarkan rekonseptualisasi data. Implementasi metode pertanyaan Sokratik dalam program pengajaran ini dibagi menjadi tiga tahap; tahap persiapan, tahap proses yang berjalan, dan tahap penilaian. Hasil tes peringkat Wilcoxon menunjukkan bahwa 38 siswa meningkatkan keterampilan berbicara mereka dan 26 siswa meningkatkan pemikiran kritis mereka. Nilai signifikansinya adalah  $.000 < 0,05$  untuk hasil tes berbicara dan hasil tes berpikir kritis, yang berarti ada peningkatan dalam keterampilan berbicara dan pemikiran kritis siswa setelah melalui metode pertanyaan Sokratik. Guru dan siswa memahami bahwa penerapan metode pertanyaan Sokratik untuk merangsang keterampilan berbicara dan berpikir kritis bermanfaat, menarik, efektif, dan sesuai untuk digunakan dalam pengajaran mata kuliah keterampilan berbicara. Faktor penting untuk keberhasilan metode pertanyaan Sokratik di kelas adalah persiapan.

**Kata kunci:** metode pertanyaan Sokratik, keterampilan berbicara, berpikir kritis

## TABLE OF CONTENTS

<b>COVER.....</b>	<b>i</b>
<b>APPROVAL PAGE.....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>ABSTRAK.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>xi</b>
<b>LIST OF CHARTS.....</b>	<b>xiv</b>
<b>LIST OF FIGURES.....</b>	<b>xv</b>
<b>LIST OF APPENDICES.....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1.Research Background.....	1
1.2.Research Questions.....	4
1.3.Research Objectives.....	4
1.4.Research Significances.....	4
1.4.1. Theories.....	5
1.4.2. Policy.....	5
1.4.3. Practices.....	5
1.4.4. Issue and Social Action.....	5
1.5.Research Framework.....	5
1.6.Definition of Key Terms.....	7
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>8</b>
2.1. Dialogic Learning.....	8
2.1.1. The History of Dialogic Learning.....	8
2.1.2. Definition of Dialogic Learning.....	12
2.1.3. Function of Dialogue.....	13
2.1.4 Principles in Dialogic Learning.....	16
2.1.5. Teaching and Learning in Dialogic Classroom.....	18



2.1.6. The Role of Language in Dialogic Learning.....	20
2.2. Socratic Method.....	21
2.2.1. The History of Socratic Method.....	21
2.2.2. The Definition of Socratic Method.....	23
2.2.3. The goals of Socratic Method.....	24
2.2.4. Approach to Socratic Method.....	25
2.2.5. Types of Socratic Questions.....	28
2.2.6. Benefits and Challenges in Socratic Method.....	31
2.2.7. Socratic Method in English Foreign Language Teaching and Learning.....	32
2.3. Critical Thinking.....	34
2.3.1. History of Critical Thinking.....	34
2.3.2. Definitions of Critical Thinking.....	35
2.3.3. Characteristics of Critical Thinking.....	37
2.3.4. Approach to Critical Thinking.....	38
2.3.5. Critical Thinking in English Foreign Language (EFL) Teaching.....	42
2.4. Socratic Method and Critical Thinking.....	43
2.5. Classroom Questioning.....	45
2.6. Constructivism Teaching and Learning.....	47
2.6.1. The History of Constructivism.....	48
2.6.2. Definitions of Constructivism.....	49
2.6.3. Principles of Constructivism Pedagogy.....	50
2.6.4. Constructivism in Foreign Language Learning.....	53
2.7. Teaching English Foreign Language (EFL) Speaking Skill...	53
2.8. Learning Assessment.....	57
2.8.1. Assessing Speaking.....	58
2.8.2. Assessing Critical Thinking.....	59
2.9. Reflective Practice.....	61
2.9.1. Concept of Reflective Practice.....	61
2.9.2. Reflective Practice in Socratic Method.....	63
2.10. Previous Research.....	64

2.10.1. Previous Research in Teaching Speaking.....	65
2.10.2. Previous Research in Dialogic Learning.....	66
2.10.3. Previous Research in Critical Thinking.....	66
2.10.4. Previous Research in Implementing Socratic Method.....	67
2.11. Theoretical Framework.....	68
<b>CHAPTER III METHODOLOGY.....</b>	<b>71</b>
3.1. Research Design.....	71
3.2. Research Participants.....	72
3.3. Population and Sample.....	72
3.4. Research Instruments.....	73
3.4.1. Quantitative Data Collection.....	74
3.4.1.1. The Assessment Procedures.....	74
3.4.2. Qualitative Data Collection.....	76
3.5. Research Procedures.....	77
3.6. Data Analysis.....	77
3.6.1. Quantitative Data Analysis.....	78
3.6.1.1. Wilcoxon sign rank test.....	79
3.6.2. Qualitative Data Analysis.....	79
3.6.2.1. Observation data analysis.....	80
3.6.2.2. Interview data analysis.....	80
3.7. Ethical Approval.....	81
<b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>	<b>82</b>
4.1. The Preparation and Introduction of the Teaching Program.....	82
4.2. Research Findings and Discussion on the Implementation of Socratic Questioning Method in Teaching Speaking Course.....	94
4.2.1. Stages of Socratic questioning method in teaching speaking course.....	95
4.2.2 The Implementation of the Socratic Questioning Method.....	98
4.2.3. Students' profile and progress in speaking skill and critical thinking.....	130
4.2.4. Students' reflective practice.....	159

4.3. Research Findings and Discussion on the Effectiveness of Socratic Questioning Method to Stimulate Students Speaking Skill and Critical Thinking in English Foreign Language Learning.....	176
4.3.1. Effectiveness of Socratic questioning method on students’ speaking skill.....	182
4.3.2. Effectiveness of Socratic questioning method on students’ critical thinking.....	192
4.4. Research Findings and Discussion on Teacher’s and Students’ Perception on the Implementation of Socratic Questioning Method to Stimulate Speaking Skill and Critical Thinking.....	202
4.4.1 Background information from teacher.....	203
4.4.2 Background information from students.....	205
4.4.3 Teacher’s perception of Socratic questioning method to stimulate speaking skill and critical thinking.....	206
4.4.4 Students’ perception of Socratic questioning method to stimulate speaking skill and critical thinking.....	209
<b>CHAPTER V CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS.....</b>	<b>215</b>
5.1. Conclusion.....	215
5.2. Implications.....	218
5.2.1. Theoretical implications.....	218
5.2.2. Practical implications.....	218
5.3. Recommendations.....	219
5.3.1. Recommendations for teachers.....	220
5.3.2. Recommendations for policymakers.....	220
5.3.3. Recommendations for future researchers.....	220
<b>BIBLIOGRAPHY.....</b>	<b>222</b>
<b>APPENDICES.....</b>	<b>237</b>

## LIST OF TABLES

Table 2.1 Differences between monologic and dialogic teaching and learning.....	19
Table 2.2 Comparison of traditional teaching and constructivist teaching Socratic Method.....	27
Table 2.3 The Six Types of Socratic Questions.....	30
Table 4.1 Scoring Rubric for Students from University Source.....	91
Table 4.2 The High-Level Student's Pre-test Speaking.....	132
Table 4.3 The High-Level Student's Pre-test Critical Thinking.....	133
Table 4.4 The High-Level Student's Speaking Frequency in One Semester.....	134
Table 4.5 The High-Level Student's Attendance in One Semester.....	134
Table 4.6 The High-Level Student's Mid-test Speaking.....	135
Table 4.7 The High-Level Student's Mid-test Critical Thinking.....	136
Table 4.8 The High-Level Student's Post-test Speaking.....	137
Table 4.9 The High-Level Student's Post-test Critical Thinking.....	138
Table 4.10 The Average Level Student's Pre-test Speaking.....	141
Table 4.11 The Average Level Student's Pre-test Critical Thinking.....	142
Table 4.12 The Average Level Student's Speaking Frequency in One Semester.....	143
Table 4.13 The Average Level Student's Attendance in One Semester..	143
Table 4.14 The Average Level Student's Mid-test Speaking.....	144
Table 4.15 The Average Level Student's Mid-test Critical Thinking....	145
Table 4.16 The Average Level Student's Post-test Speaking.....	146
Table 4.17 The Average Level Student's Post-test Critical Thinking....	147
Table 4.18 The Low-Level Student's Pre-test Speaking.....	149
Table 4.19 The Low-Level Student's Pre-test Critical Thinking.....	150
Table 4.20 The Low-Level Student's Speaking Frequency in One Semester.....	151
Table 4.21 The Low-Level Student's Attendance in One Semester.....	151

Table 4.22 The Low-Level Student’s Mid-test Speaking.....	152
Table 4.23 The Low-Level Student’s Mid-test Critical Thinkin.....	153
Table 4.24 The Low-Level Student’s Post-test Speaking.....	154
Table 4.25 The Low-Level Student’s Post-test Critical Thinking.....	155
Table 4.26 The Low-Level Student’s Progress.....	157
Table 4.27 The Average-Level Student’s Progress.....	157
Table 4.28 The High-Level Student’s Progress.....	158
Table 4.29 Normality Test Pretest – Mid Test (Speaking).....	182
Table 4.30 Data transformation Pretest – Mid Test (Speaking).....	183
Table 4.31 Wilcoxon Signed Ranks Test Pretest – Mid-test Speaking.....	184
Table 4.32 Wilcoxon Test Statistics Pretest – Mid-test Speaking.....	184
Table 4.33 Normality Test Mid-test – Post-Test (Speaking).....	185
Table 4.34 Data transformation Mid-test – Post-Test (Speaking).....	185
Table 4.35 Wilcoxon Signed Ranks Test Mid-test – Post-test Speaking.....	186
Table 4.36 Wilcoxon Test Statistics Mid-test – Post-test Speaking.....	186
Table 4.37 Normality Test Pretest – Post Test (Speaking).....	187
Table 4.38 Data transformation Pretest – Post Test (Speaking).....	187
Table 4.39 Wilcoxon Signed Ranks Test Pretest – Post-test Speaking.....	188
Table 4.40 Wilcoxon Test Statistics Pretest – Post-test Speaking.....	189
Table 4.41 Wilcoxon Signed Ranks Test from combined data (Speaking skill).....	190
Table 4.42 Test Statistics from combined data (Speaking skill).....	191
Table 4.43 Normality Test Pretest – Mid Test (Critical Thinking).....	192
Table 4.44 Data transformation Pretest – Mid Test (Critical Thinking)...	193
Table 4.45 Wilcoxon Signed Ranks Test Pretest – Mid-test Critical Thinking.....	193
Table 4.46 Wilcoxon Test Statistics Pretest – Mid-test Critical Thinking.....	194
Table 4.47 Normality Test Mid-test – Post-Test (Critical Thinking).....	195

Table 4.48 Data transformation Mid-test –	
Post-Test (Critical Thinking).....	195
Table 4.49 Wilcoxon Signed Ranks Test Mid-test –	
Post-test Critical Thinking.....	196
Table 4.50 Wilcoxon Test Statistics Mid-test –	
Post-test Critical Thinking.....	196
Table 4.51 Normality Test Pretest – Post- Test (Critical Thinking).....	197
Table 4.52 Data transformation Pretest –	
Post- Test (Critical Thinking).....	197
Table 4.53 Wilcoxon Signed Ranks Test Pre-test –	
Post-test Critical Thinking.....	198
Table 4.54 Wilcoxon Test Statistics Pre-test –	
Post-test Critical Thinking.....	198
Table 4.55 Wilcoxon Signed Ranks Test from combined data	
(Critical Thinking) .....	199
Table 4.56 Test Statistics from combined data (Critical Thinking).....	200

## LIST OF CHARTS

Chart 4.1 Selected Topics for Tests and Weekly Meeting.....	88
Chart 4.2 Frequency of Socratic Questions Topic 1.....	100
Chart 4.3 Frequency of Socratic Questions Topic 2.....	102
Chart 4.4 Frequency of Socratic Questions Topic 3.....	104
Chart 4.5 Frequency of Socratic Questions Topic 4.....	106
Chart 4.6 Frequency of Socratic Questions Topic 5.....	108
Chart 4.7 Frequency of Socratic Questions Topic 6.....	110
Chart 4.8 Frequency of Socratic Questions Topic 7.....	112
Chart 4.9 Frequency of Socratic Questions Topic 8.....	114
Chart 4.10 Frequency of Socratic Questions Topic 9.....	116
Chart 4.11 Frequency of Socratic Questions Topic 10.....	118
Chart 4.12 Frequency of Socratic Questions Topic 11.....	120
Chart 4.13 Frequency of Socratic Questions Topic 12.....	122
Chart 4.14 Students' Speaking Frequency in 12 meetings.....	124
Chart 4.15 Frequency of Socratic Questions in 12 meetings.....	125

## LIST OF FIGURES

Figure 1.1 Research Framework.....	6
Figure 2.1 Five Steps-Model to Make Students Think Critically.....	42
Figure 2.2 Schools of Constructivism.....	48
Figure 2.3 The Comparison of Traditional Classroom and Constructivist Classroom.....	52
Figure 2.4 Description of Socratic Circle Reflection.....	64
Figure 2.5 Theoretical Framework.....	69
Figure 3.1 Process of Convergent Parallel Mixed Methods.....	72
Figure 3.2 Research site.....	73
Figure 3.3 Mixed methods research procedures.....	77
Figure 4.1 Website development.....	84
Figure 4.2 Handbook Speaking in Socratic Circle.....	85
Figure 4.3 Speaking in Socratic Circle Pattern Topic 1.....	99
Figure 4.4 Speaking in Socratic Circle Pattern Topic 2.....	101
Figure 4.5 Speaking in Socratic Circle Pattern Topic 3.....	103
Figure 4.6 Speaking in Socratic Circle Pattern Topic 4.....	105
Figure 4.7 Speaking in Socratic Circle Pattern Topic 5.....	107
Figure 4.8 Speaking in Socratic Circle Pattern Topic 6.....	109
Figure 4.9 Speaking in Socratic Circle Pattern Topic 7.....	111
Figure 4.10 Speaking in Socratic Circle Pattern Topic 8.....	113
Figure 4.11 Speaking in Socratic Circle Pattern Topic 9.....	115
Figure 4.12 Speaking in Socratic Circle Pattern Topic 10.....	117
Figure 4.13 Speaking in Socratic Circle Pattern Topic 11.....	119
Figure 4.14 Speaking in Socratic Circle Pattern Topic 12.....	121
Figure 4.15 Socratic Circle Speaking Pattern Topic 1-12.....	123
Figure 4.15 Vocabulary in Reflective Practice.....	174
Figure 4.16 Reflection on Performance in Reflective Practice.....	174
Figure 4.17 Reflection on Content in Reflective Practice.....	175



## LIST OF APPENDICES

Appendix 1	Socratic Question Checklist .....	237
Appendix 2	Topics in Socratic Dialogue.....	240
Appendix 3	The Six Types of The Socratic Questions for Pre-test, Mid-test, and Post-test.....	241
Appendix 4	Scoring Rubric Speaking and Critical Thinking.....	243
Appendix 5	List of Students' Score in Speaking and Critical Thinking ..	245
Appendix 6	Samples of Observation Field Notes .....	257
Appendix 7	Samples of Interview Teacher and Students.....	261
Appendix 8	Plain Research Information and Consent Form.....	279
Appendix 9	Syllabus and Learning Contract.....	283
Appendix 10	Samples of Learning Materials.....	300
Appendix 11	Samples of Test.....	305
Appendix 12	Samples of Students' Reflective Practice.....	311
Appendix 13	Documentations of Teaching Program.....	317
Appendix 14	Samples of the Socratic Questioning Method Implementation Transcript.....	320
Appendix 15	Proofreading Certificate.....	333

## BIBLIOGRAPHY

- Acim, R. (2018). The Socratic Method of instructions: An experience with a reading comprehension course. *Journal of Educational Research and Practice*, 8(1), 41–53. <https://doi.org/10.5590/JERAP.2018.08.1.04>
- Ahmad, G. P. (2005). A model of in-service Training for University Teachers. *Journal of Research*, 21, 74–79.
- Al-darwish, S. (2012). The Role of Teacher Questions and the Socratic Method In EFL Classrooms in Kuwait. *World Journal of Education*, 2(4), 76–85. <https://doi.org/10.5430/wje.v2n4p76>
- Aleksandrzak, M. (2011). Problems and Challenges in Teaching and Learning Speaking at Advanced Level. *Glottodidactica Journal*, 37, 37–48.
- Alexander. (2008a). *Towers dialogic teaching: Rethinking classroom talk*. North Yorkshire, UK: Dialogos.
- Alexander, R. (2008b). *Essays on Pedagogy*. New York: Routledge.
- Al-jamal, D. A., & Al-jamal, G. A. (2014). An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills. *Journal of English Language Teaching*, 7(1), 19–27. <https://doi.org/10.5539/elt.v7n1p19>
- Aljohani, M. (2017). Principles of constructivism in foreign language teaching. *Journal of Literature and Art Studies*, 7(1), 97–107. <https://doi.org/10.17265/2159-5836/2017.01.013>
- Almeida, P. A. (2010a). Classroom Questioning : Teachers ' Perceptions and Practices. *Procedia - Social and Behavioral Sciences*, 2, 305–309. <https://doi.org/10.1016/j.sbspro.2010.03.015>
- Almeida, P. A. (2010b). Questioning Patterns and Teaching Strategies in Secondary Education. *Procedia - Social and Behavioral Sciences*, 2, 751–756. <https://doi.org/10.1016/j.sbspro.2010.03.096>
- Almeida, P. A. (2012). Can I ask a Question ? The Importance of Classroom Questioning. *Procedia - Social and Behavioral Sciences*, 31, 634–638. <https://doi.org/10.1016/j.sbspro.2011.12.116>
- Altorf, H. M. (2016). Dialogue and Discussion : Reflections on a Socratic Method. *SAGE Journal of Arts & Humanities in Higher Education*, 0(0), 1–16. <https://doi.org/10.1177/1474022216670607>
- Amulya, J. (2003). What is reflective practice? Retrieved September 3, 2017, from [www.learningforinnovation.com](http://www.learningforinnovation.com)
- Anderson, R., Halliday, J., Howe, C., & Soden, R. (1997). *Bridging the Academic/Vocational Divide by Integrating Critical Thinking*.
- Ansari, M. S. (2015). Speaking Anxiety in ESL / EFL Classrooms : A Holistic Approach and Practical Study. *International Journal of Educational Investigations*, 2(4), 38–46.
- Ansari, Z. A. (1980). *Study habits and attitudes of students development and validation of questions measures Islamabad*. London: National Institute of Psychology.
- Applebee, A. N. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 60, 8–15.

- Araghi, S. M., & Amineh, R. J. (2014). Review of Problems of Adults EFL Learners ' ( EFL ) Speaking. *International Journal of Language Learning and Applied Linguistics World*, 7(2), 419–431.
- Ariyanti. (2016). Psychological Factors Affecting EFL Students ' Speaking Performance. *ASIAN TEFL*, 1(1), 77–88. <https://doi.org/http://dx.doi.org/10.21462/asiantefl.v1i1.14>
- Asmari, A. Al. (2015). A Comparative Determination of Barriers of Oral English Learning Faced by Preparatory Year Students. *European Scientific Journal*, 11(35), 58–81.
- Babaii, E., & Taghaddomi, S. (2015). Speaking Self-Assessment : Mismatches between Learners ' and Teachers ' Criteria. *SAGE Journal of Language Testing*, 1–27. <https://doi.org/10.1177/0265532215590847>
- Bada & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66–70. <https://doi.org/10.9790/7388-05616670>
- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies*, 31(3), 285–302.
- Bakhtin, M. (1981). *The dialogic imagination: Four essays* (M. Holquist, Ed.). Austin: University of Texas Press.
- Bakhtin, M. (1984). *Problems of Dostoevsky's poetics*. Minneapolis: University of Minnesota Press.
- Baleghizadeh, S. (2011). The Impact of Students ' Training in Questioning the Author Technique on EFL Reading Comprehension. *Procedia - Social and Behavioral Sciences*, 29, 1668–1676. <https://doi.org/10.1016/j.sbspro.2011.11.410>
- Ballenger, C. (1997). Social identities, moral narratives, scientific argumentation: Science talk in a bilingual classroom. *Language and Education*, 11, 1–14.
- Barab, S., & Duffy, T. M. (2000). From practice fields to communities of practice. In D. H. Jonassen & S. M. Land (Eds.), *Theoretical foundations of learning environments*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers LEA.
- Barneveld, C. (2008). Using data to improve student achievement. Retrieved September 28, 2018, from [www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html)
- Bereiter, C. (1994). Constructivism, sociocultural, and Popper's World 3. *Educational Researcher*, 23(7), 21–23.
- Bergman, M. (2008). *Advances in Mixed Methods Research*. Los Angeles: SAGE Publications Ltd.
- Beyer, B. K. (1995). *Critical thinking*. Bloomington, IN Phi Delta Kappa Educational Foundation.
- Blakey, E., & Spence, S. (1990). Developing Metacognition. *ERIC Digest ED 327218*.
- Bodinet, J. C. (2016). Pedagogies of the Futures: Shifting the Educational Paradigms. *Springer - European Journal of Futures Research*, 4(21), 1–12. <https://doi.org/10.1007/s40309-016-0106-0>
- Boer, M. De. (2010). The Socratic Trap: A Strategic Snare that EFL Teachers should Sidestep. *Journal of the Language Teacher*, 34(1), 9–14.

- Boghossian, P. (2012). Socratic Pedagogy : Perplexity, Humiliation, Shame, and a Broken Egg. *Journal of Educational Philosophy and Theory*, 44(7), 710–720. <https://doi.org/10.1111/j.1469-5812.2011.00773.x>
- Bonnet. (1995). Teaching thinking and sanctity of content. *Journal of Philosophy of Education*, 29(3).
- Bowker, M. H. (2010). Teaching Students to Ask Questions Instead of Answering Them. *Thought & Action Journal*, 127–134.
- Brooks, J., & Brooks, M. (1993). *The case for the constructivist classrooms*. Alexandria, Virginia, USA: ASCD.
- Brooks, J., & Brooks, M. (2005). *In search of understanding: The case for constructivism classrooms*. Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.
- Broughton, G. (2003). *Teaching English as a Foreign Language*. London and New York: Routledge Falmer, Taylor & Francis Group.
- Brown, A. (1994). The advancement of learning. *Educational Researcher*, 23, 4–12.
- Brown, A., Ash, D., Rutherford, M., Nakagawa, K., Gordon, A., & Campione, J. (1994). Distributed expertise in the classroom. In M. D. Cohen & L. S. Sproull (Eds.), *Organisational learning*. London: SAGE Publications Ltd.
- Brown, A., & Palincsar, A. S. (1987). Reciprocal teaching of comprehension strategies: A natural history of one program for enhancing learning. In J. Borkowski & J. Day (Eds.), *Intelligence and cognition in special children*. New York: Ablex.
- Brown, A., & Renshaw, P. D. (2000). Collective argumentation: A sociocultural approach to reframing classroom teaching and learning. In H. Cowie & D. van der Aalsvort (Eds.), *Social interaction in learning and instruction: The meaning of discourse for the construction of knowledge*. Pergamon Press.
- Brown, H. D. (2004). Some practical thoughts about students-sensitive critical pedagogy. *The Language Teacher*, 28(7), 23–27.
- Brown, J. D. (1984). Criterion-referenced language tests: what, how, and why? *Gulf Area TESOL Bi-Annual*, 1, 32–34.
- Burbules, N. (1993). *Dialogue in teaching: Theory and practice*. New York: Teachers College Press.
- Burns, L. R., Stephenson, P. L., & Bellamy, K. (2016). The Socratic Method : Empirical Assessment of a Psychology Capstone Course. *SAGE Journal of Psychology Learning & Teaching*, 15(3), 370–383. <https://doi.org/10.1177/1475725716671824>
- Byrne, G. (2011). Using Socratic Circles to Develop Critical Thinking Skills. *Journal of Practically Primary*, 16(2), 13–16.
- Byun, H., Lee, J., & Cerreto, F. A. (2013). Relative Effects of Three Questioning Strategies in ill-Structured, Small Group Problem Solving. *Springer Journal of Instr Sci*. <https://doi.org/10.1007/s11251-013-9278-1>
- Caine, R. N., & Caine, G. (1991). *Making connections: Teaching and the human brain*. Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.
- Campbell, J., & Mayer, R. E. (2009). Questioning as an Instructional Method : Does it Affect Learning from Lectures ? *Journal of Applied Cognitive Psychology*, 23, 747–759. <https://doi.org/10.1002/acp>

- Cardoso, M. J., & Almeida, P. A. (2014). Fostering Student Questioning in the Study of Photosynthesis. *Procedia - Social and Behavioral Sciences*, 116, 3776–3780. <https://doi.org/10.1016/j.sbspro.2014.01.840>
- Caruth, G. D. (2013). Demystifying Mixed Methods Research Design: A Review of the Literature. *Melvana International Journal of Education*, 3(2), 112–122.
- Cazden, C. (1988). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann Educational Books, Inc.
- Chamot, A. (1995). Creating a community of thinkers in the ESL/EFL classroom. *TESOL Matters*, 5(5), 1–16.
- Chang, Y. (2012). The Use of Questions by Professors in Lectures Given in English : Influences of Disciplinary Cultures. *English for Specific Purposes Journal*, 31(2), 103–116. <https://doi.org/10.1016/j.esp.2011.08.002>
- Chang, Y.-C. (2010). *Students' Perceptions of Teaching Styles and Use of Learning Strategies*. University of Tennessee, Knoxville.
- Chappell, P. (2014). Engaging Learners: Conversation- or Dialogic-Driven Pedagogy? *ELT Journal*, 68(1), 1–11. <https://doi.org/10.1093/elt/cct040>
- Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to the film. *System*, 28, 419–433.
- Chee, C. S. (2002). An Investigation into the changes in perceptions of and attitude towards learning English in a Malaysian College. *International Conference (IPBA 24-26 September 2002)*. Kuala Lumpur: University Press.
- Chin, C. (2007). Teacher Questioning in Science Classrooms : Approaches that Stimulate Productive Thinking. *Journal of Research in Science Teaching*, 44(6), 815–843. <https://doi.org/10.1002/tea>
- Chin, C., & Osborne, J. (2008). Students' Questions : a Potential Resource for Teaching and Learning Science. *Routledge Journal of Studies in Science Education*, 44(1), 1–39. <https://doi.org/10.1080/03057260701828101>
- Chowning, J. T. (2009). Providing a Structured Format to Promote Dialogue and Understanding. *The Science Teacher Journal*, 36–41.
- Cochran, J. H., & Hodgins, G. (2001). Instructor versus Student Perceptions of Teaching Effectiveness in Economics. *International Advances in Economic Research*, 7(1), 267–269.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. New York: Taylor & Francis.
- Coleman, C. H. (2005). *The Ethics and Regulation of Research with Human Subjects*. New York: LexisNexis.
- Collins, A. (1987). A sample dialogue based on a theory of inquiry teaching. In C. M. Reigeluth (Ed.), *Instructional theories in action: Lessons illustrating selected theories and models*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers LEA.
- Cook, J. E. (1991). Critical reading? How? Why? *Teaching PreK-8*, 21(6), 23–24.
- Copeland, M. (2005). *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*. Portland, MN: Stenhouse.
- Coutinho, M. J., & Almeida, P. A. (2014). Promoting Student Questioning in the Learning of Natural Sciences. *Procedia - Social and Behavioral Sciences*, 116, 3781–3785. <https://doi.org/10.1016/j.sbspro.2014.01.841>
- Creswell, J., & Plano, C. V. (2011). *Designing and Conducting Mixed Methods Research (2nd Ed)*. Thousand Oaks: SAGE Publications Ltd.

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. USA: SAGE Publications Ltd.
- Cussack, B., & McCarter, S. (2007). *Listening and Speaking Skills*. Oxford: Macmillan Publishers.
- D'Ugo, I. M. (2013). Use of the Harkness Conference Table Method to Improve Proficiency and Critical Thinking Skills in Second Language Acquisition. *Language Association Journal*, 64(1), 14–43.
- Davies, M., Horschberg, J., Lye, J. N., & Johnston, C. G. (2007). Systematic Influences on Teaching Evaluations: The Case for Caution. *Australian Economic Papers*, 46, 18–38.
- Davies, M., Kiemer, K., & Meissel, K. (2017). Quality Talk and dialogic teaching — an examination of a professional development program on secondary teachers' facilitation of student talk. *British Educational Research Journal* (1993). <https://doi.org/10.1002/berj.3293>
- Davies, M., & Sinclair, A. (2014). Socratic Questioning in the Paideia Method to Encourage Dialogical Discussions. *Routledge Journal of Research Paper in Education*, 29(1), 20–43. <https://doi.org/10.1080/02671522.2012.742132>
- Davoudi, M., & Sadeghi, N. A. (2015). A Systematic Review of Research on Questioning as a High-level Cognitive Strategy. *English Language Teaching Journal*, 8(10), 76–90. <https://doi.org/10.5539/elt.v8n10p76>
- De Haan, M. (1999). *Learning as a cultural practice. How children learn in a Mexican Mazahua community. A study on culture and learning*. Amsterdam: Thela Thesis.
- Deed, C. (2009). Strategic Questions: A Means of Building Metacognitive Language. *International Journal of Teaching and Learning in Higher Education*, 20(3), 481–487.
- Delaware City School. (2016). *Scoring Rubric Speaking*. Ohio.
- Delic, H., & Becirovic, S. (2016). Socratic Method as an Approach to Teaching. *Journal of European Researcher*, 111(10), 511–517. <https://doi.org/10.13187/er.2016.111.511>
- Dewey, J. (1910). *How We Think (Republication, 1997)*. Mineola, New York: Dover Publication Inc.
- Dey, I. (1993). Qualitative Data Analysis: A User-Friendly Guide for Social Scientist. In *Routledge*. <https://doi.org/10.1136/ebnurs.2011.100352>
- Djiwandono, P. I. (2013). Critical Thinking Skills for Language Students. *TEFLIN Journal*, 24(1), 32–47.
- Dorkchandra, D. (2013). The Effects of Question Generating Strategy Instruction on EFL Freshmen's Reading Comprehension and Use of English Tenses. *Journal of Liberal Arts*, 5(2), 32–45.
- Driscoll, M. (2000). *Psychology of learning for instruction*. Boston: Allyn & Bacon.
- Dunne, M. (2014). Addressing the Cinderella Area : Using Masters Level Study to Support Secondary English Trainee Teachers in Developing Effective Teaching and Assessment of Speaking and Listening. *Journal of English in Education*, 48(1), 93–108. <https://doi.org/10.1111/eie.12033>
- Duron, R., Limbach, B., & Waugh, W. (2006). Critical thinking framework for any discipline. *International Journal of Teaching and Learning in Higher Education*, 17(2), 160–166.

- Eason, S. H., Goldberg, L. F., Young, K. M., Geist, M. C., & Cutting, L. E. (2012). Reader-Text Interactions: How Differential Text and Question Types Influence Cognitive Skills Needed for Reading Comprehension. *Journal of Educational Psychology, 104*(3), 515–528. <https://doi.org/10.1037/a0027182>
- Elbers, E. (1996). Cooperation and social context in adult-child interaction. *Learning and Instruction, 6*, 281–286.
- Elder, L., & Paul, R. (2007). Critical Thinking: The Art of Socratic Questioning, Part II. *Proquest Professional Education Journal of Developmental Education, 31*(2), 32–33.
- Elder, L., & Paul, R. W. (2004). Critical thinking and the art of close reading (part IV). *Journal of Developmental Education, 28*(2), 36–37.
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership, 43*(2), 44–48.
- Ertmer, P. A., Sadaf, A., & Ertmer, D. J. (2011). Student-Content Interactions in Online Courses: The Role of Question Prompts in Facilitating Higher-Level Engagement with Course Content. *Springer Journal of Computer Higher Education, 23*, 157–186. <https://doi.org/10.1007/s12528-011-9047-6>
- Etemadzadeh, A., Seifi, S., & Roohbakhsh, H. (2013). The Role of Questioning Technique in Developing Thinking Skills: The Ongoing Effect on Writing Skill. *Procedia - Social and Behavioral Sciences, 70*, 1024–1031. <https://doi.org/10.1016/j.sbspro.2013.01.154>
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. Millbrae, CA: The California Academic Press.
- Facione, P. A. (2006). *Critical thinking: What it is and why it counts*. California: California Academic Press.
- Facione, P. A., Giancarlo, C. A., Facione, N. C., & Gainen, J. (1995). The Disposition Toward Critical Thinking. *Journal of General Education, 44*(1), 1–17.
- Fade, S. (2005). Learning and assessing through reflection: A practical guide. Retrieved September 3, 2017, from University of ulster
- Fahim, M. (2012). Fostering Critical Thinking through Socrates' Questioning in Iranian Language Institutes. *Journal of Language Teaching and Research, 3*(6), 1122–1127. <https://doi.org/10.4304/jltr.3.6.1122-1127>
- Fakeye, D. O., & Ayede, E. (2013). Teachers' Questioning Behaviour and Instructional Organisation as Correlates of Students' Achievement in English Language Teachers Questioning Behaviour and Instructional Organisation as Correlates of Students Achievement in English Language. *Global Journal of Human Social Science - Linguistics & Education, 13*(2), 13–20.
- Fauzan, U. (2016). Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment. *EFL Journal, 1*(1), 49–57. <https://doi.org/http://dx.doi.org/10.21462/eflj.v1i1.8>
- Feng, Z. (2013). Using Teacher Questions to Enhance EFL Students' Critical Thinking Ability. *Journal of Curriculum and Teaching, 2*(2), 147–153. <https://doi.org/10.5430/jct.v2n2p147>
- Flick, U. (2014). *The SAGE Handbook of Qualitative Data Analysis*. London, California, New Delhi: SAGE Publications Ltd.

- Formenti, L., & Dirkx, J. (2014). A Dialogical Reframing. *SAGE Journal of Transformative Education*, 12(2), 123–133. <https://doi.org/10.1177/1541344614554508>
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
- Freire, P. (1985). *The politics of education: Culture, power, and liberation*. South Hadley, Mass.: Bergin & Garvey.
- Freire, P., & Macedo, D. (1987). *Literacy: Reading the word & the world*.
- Frijters, S., Dam, G., & Rijlaarsdam, G. (2008). Effects of dialogic learning on value-loaded critical thinking. *Learning and Instruction Journal*, 18, 66–82. <https://doi.org/10.1016/j.learninstruc.2006.11.001>
- Fullam, J. (2015). “Listen Then, or, Rather, Answer ”: Contemporary Challenges to Socratic Education. *Journal of Educational Theory*, 65(5), 1–14.
- Gholami, V., Moghaddam, M. M., & Attaran, A. (2014). Towards an Interactive EFL Class : Using Active Learning Strategies. *Modern Journal of Language Teaching Method*, 4(2), 124–137.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom*. Portsmouth, NH: Heinemann Educational Books, Inc.
- Glaser, E. M. (1941). *An experiment in the development of critical thinking*. New York: Teachers College, Columbia University.
- Goldhaber, D. D., & Brewer, D. J. (2000). Does teacher certification matter? High school certification status and student achievement. *Educational Evaluation and Policy Analysis*, 22, 122–145.
- Golewski, J. (2011). Research for the classroom: Seize the data-embracing information. *English Journal*, 100, 99–102.
- González, A. L. (2010). Researching Classroom Questioning. *Encuentro Journal*, 19, 52–59.
- Goodman, S. B., Murphy, K. B., Lindquist, M., & Andrea, D. (2014). Discussion Dilemmas : an Analysis of Beliefs and Ideals in the Undergraduate Seminar. *Routledge International Journal of Qualitative Studies in Education*, 27(1), 1–22. <https://doi.org/10.1080/09518398.2012.731529>
- Gose, M. (2009). When Socratic Dialogue is Flagging: Questions and Strategies for Engaging Students. *Journal of College Teaching*, 57(1), 45–49.
- Greene, J. (2007). *Mixed Methods in Social Inquiry*. California: Jossey-Bass & Wiley.
- Greenfield, P. M. (1984). A theory of the teacher in the learning activities of everyday life. In B. Rogoff & J. Lave (Eds.), *Everyday cognition: Its development in a social context*. Cambridge, Mass.: Harvard University Press.
- Griffiee, D. T. (2011). Exploring a Question and Answer Pedagogical Model for International Teaching Assistant (ITA) Training. *Texas Papers in Foreign Language Education*, 15(1), 17–29.
- Gul, A. (2016). *Constructivism as a new notion in English language education in Turkey*. Kent University, Ohio.
- Gutierrez, K., Kreuter, B., & Larson, J. (1995). The script, counter script, and under life in the classroom: James Brown versus “Brown v. Board of Education.” *Harvard Educational Review*, xi – xxv.



- Hajhosseiny, M. (2012). The Effect of Dialogic Teaching on Students' Critical Thinking Disposition. *Procedia - Social and Behavioral Sciences*, 69(Icepsy), 1358–1368. <https://doi.org/10.1016/j.sbspro.2012.12.073>
- Halasek, K. (1999). *A pedagogy of possibility: Bakhtinian perspectives on composition studies*. Carbondale, Illinois: Southern Illinois University Press.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455.
- Hamied, F. A. (2017). *Research Methods: A Guide for First-time Researchers*. Bandung, Indonesia: UPI PRESS.
- Hamiloglu, K., & Temiz, G. (2012). The Impact of Teacher Questions on Student Learning in EFL. *Journal of Educational and Instructional Studies*, 2(2), 1–8.
- Haris, A. (2002). *School improvement*. London: Flamer press.
- Haroutunian-Gordon, S. (1989). Socrates as a teacher. In P. Jackson & S. Haroutunian-Gordon (Eds.), *Socrates to software: The teachers' text and the text as a teacher*. Chicago, Illinois: The National Society for the Study of Education.
- Hasan, Ş., & Kömür, S. (2008). The Relationship between Critical Thinking Skills and in-Class Questioning Behaviours of English Language Teaching Students. *Routledge European Journal of Teacher Education*, 31(4), 389–402. <https://doi.org/10.1080/02619760802420784>
- Helterbran, V. R., & Strahler, B. R. (2013). Children as Global Citizens. *Journal of Childhood Education*, 310–314.
- Herod, L. (2002). Glossary of terms. Retrieved September 3, 2017, from [www.nald.ca](http://www.nald.ca)
- Hicks, D. (2000). Self and other in Bakhtin's early philosophical essays: Prelude to a theory of prose consciousness. *Mind, Culture, and Activity*, 7(3), 227–242.
- Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42, 371–406.
- Howe, R., & Warren, C. (1989). Teaching critical thinking through environmental education. *ERIC/SMEAC Environmental Education Digest No. 2, ED 32419389*.
- Hughes, R. (2011). *Teaching and Researching Speaking*. London: Pearson, Longman.
- Indah, R. N., & Kusuma, A. W. (2016). Factors Affecting The Development of Critical Thinking of Indonesian Learners of English Language. *Journal of Humanities and Social Science*, 21(6), 86–94. <https://doi.org/10.9790/0837-2106088694>
- Irmawati, D. K. (2016). What Makes High-Achiever Students Hard to Improve Their Speaking Skill? *Journal of English Education Society*, 1(October), 71–82. <https://doi.org/10.21070/jees.v1i2.442>
- Jamshidnejad, A. (2011). An Innovative Approach to Understanding Oral Problems in Foreign Language Learning and Communication. *Journal of Academic and Applied Studies*, 1(1), 3–21.
- Jenkins, E. W. (2000). Constructivism in school science education: Powerful model or the most dangerous intellectual tendency? *Science & Education*, 9, 599–610.

- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14–26. <https://doi.org/10.3102/0013189X033007014>
- Kabilan, K. M. (2000). Creative and critical thinking in the language classroom. *Internet TESL Journal*, 6(6).
- Kalelioğlu, F., & Gülbahar, Y. (2014). The Effect of Instructional Techniques on Critical Thinking and Critical Thinking Dispositions in Online Discussion. *Journal of Educational Technology & Society*, 17(1), 248–258.
- Kamelifar, L. (2012). A Practical Guideline to Teaching Culture in Ethical Framework : An Application of the Socratic Method in Discussion Tasks. *Journal of Modern Education Review*, 2(5), 343–351.
- Kanuka, H., Rourke, L., & Laflamme, E. (2007). The Influence of Instructional Methods on the Quality of Online Discussion. *British Journal of Education Technology*, 38(2), 260–271. <https://doi.org/10.1111/j.1467-8535.2006.00620.x>
- Kerka, S. (1992). Higher-order thinking skills in vocational education. *ERIC Digest No. 127, ED 35048729*.
- Khan, I. A. (2013). Speaking Skills and Teaching Strategies : the Case of an EFL Classroom. *Educational Technology Journal*, 58, 14557–14560.
- Khan, W. B. (2011). A Study of Lower-order and Higher-order Questions at Secondary Level. *Asian Social Science Journal*, 7(9), 149–157. <https://doi.org/10.5539/ass.v7n9p149>
- Kim, Y. (2010). Scaffolding Through Questions in Upper Elementary ELL Learning. *Journal of Literacy Teaching and Learning*, 15(1 & 2), 109–136.
- Kira, E., Kafanabo, E., Tilya, F., & Kira, E. S. (2013). Teachers ' Questioning Techniques in Advanced Level Chemistry Lessons : A Tanzanian Perspective. *Australian Journal of Teacher Education*, 38(12), 66–78.
- Knezic, D., Wubbels, T., Elbers, E., & Hajer, M. (2010). The Socratic Dialogue in Teacher Education. *Journal of Teaching and Teacher Education*, 26(4), 1104–1111. <https://doi.org/10.1016/j.tate.2009.11.006>
- Kühnen, U., Egmond, M. C. Van, Haber, F., Kuschel, S., Özelsel, A., Rossi, A. L., & Spivak, Y. (2012). Challenge Me ! Communicating in Multicultural Classrooms. *Springer Journal of Social Psychological Education*, 15, 59–76. <https://doi.org/10.1007/s11218-011-9169-8>
- Kusaka, L. L., & Robertson, M. (2006). Beyond language: Creating opportunities for authentic communication and critical thinking. *Gengo to Bunka*, 14, 21–38.
- Lai, E. R. (2011). *Critical thinking: A literature review* (Research R). Pearson.
- Langer, J. A., & Applebee, A. N. (1986). Reading and writing instruction: Toward a theory of teaching and learning. In E. Z. Rothkopf (Ed.), *Review of research in education*. Washington D. C.: American Educational Research Association.
- Latif, E., & Miles, S. (2013). Students' perception of effective teaching. *Journal of Economics and Economic Education Research*, 14(1), 121–130.
- Lee, R. (2016). Implementing Dialogic Teaching in a Singapore English Language Classroom. *RELC Journal*, 47(3), 279–293. <https://doi.org/10.1177/0033688216631171>
- Lemke, J. (1992). Making texts talk. *Theory into Practice*, 28, 136–141.

- Lerch, C., Bilics, A., & Colley, B. (2006). Using reflection to develop higher-order processes. *American Education Research Association*.
- Liaw, M. (2007). Content-based reading and writing for critical thinking skills in an EFL context. *English Teaching and Learning*, 31(2), 45–87.
- Lihui, B. W., Huimin, W., Qun, Z., Feng, L., & Yuqing, Q. (2015). Teacher Questioning in College English Class : A Guide to Critical Thinking. *Global Journal of Human Social Science - Linguistics & Education*, 15(11).
- Linden, J. van der, & Renshaw, P. (2004). Dialogic Learning: Shifting Perspectives to Learning, Instruction, and Teaching. In *Wikipedia, the free encyclopedia*. <https://doi.org/10.1007/1-4020-1931-9>
- Lipman, M. (1988). Critical thinking - What can it be? *Educational Leadership*, 46(1), 38–43.
- Luoma, S. (2004). *Assessing Speaking*. UK: Cambridge University Press.
- Mahyuddin, R., Lope Pihie, Z. A., Elias, H., & Konting, M. M. (2004). The incorporation of thinking skills in the school curriculum. *Kajian Malaysia, Jld*, 22(2), 23–33.
- Marie, A., & Rohan, B. (2011). Using Conversational Analysis in the Second Language Classroom to Teach Interactional Competence. *SAGE Journal of Language Teaching Research*, 15(4), 479–507. <https://doi.org/10.1177/1362168811412878>
- Masduqi, H. (2011). Critical Thinking Skill and Meaning in English Language Teaching. *TEFLIN Journal*, 22(2), 185–200.
- McLaren, P. (1986). Postmodernity and the death of politics: A Brazilian reprieve. *Educational Theory*, 36, 389–401.
- McPeck, J. E. (1990). Critical thinking and subject specificity: A reply to Ennis. *Educational Researcher*, 19(4), 10–12.
- Meiramova, S. (2017). Applications of critical thinking research: Foreign language teaching in an intercultural context. *The Online Journal of New Horizons in Education*, 7(1), 24–36.
- Mello, R. R. (2012). From constructivism to dialogism in the classroom: Theory and learning environments. *International Journal of Educational Psychology*, 1(2), 127–152. <https://doi.org/10.4471/ijep.2012.08>
- Meng, J., Zhao, T., & Chattouphonexay, A. (2012). Teacher Questions in a Content-based Classroom for EFL Young Learners. *Journal of Theory and Practice in Language Studies*, 2(12), 2603–2610. <https://doi.org/10.4304/tpls.2.12.2603-2610>
- Mercer, N. (2000). *Words and minds: How we use language to think together*. London: Routledge.
- Mercer, N., Wegerif, R., & Dawes, L. (1999). Children's' talk and the development of reasoning in the classroom. *British Educational Research Journal*, 25, 95–111.
- Michaelides, P. E. (2013). Socratic Ignorance : Lifelong Teaching and Philosophical Education. *International Journal of Arts & Sciences*, 6(1), 247–262.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook of new methods*. Newbury Park, CA: SAGE Publications Ltd.
- Millikan, R. G. (2004). *Varieties of Meaning*. Cambridge: MIT Press.

- Mott, M. (2015). The Use of the Socratic Method in an English Language Learning Classroom to Develop a Global Professional Skill. *Applied Linguistics*, 13(4), 43–50.
- Nash, C. (2014). Founders ' Continuing Roles in Schools Supporting Self-Directed Learning. *Springer - Interchange*, 45, 43–57. <https://doi.org/10.1007/s10780-014-9219-1>
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York and London: Routledge Falmer, Taylor & Francis Group.
- Naylor, S., & Keogh, B. (1999). Constructivism in the Classroom: Theory into practice. *Journal of Science Teacher Education*, 10, 93–106.
- Nelson, R., & Dawson, P. (2014). A Contribution to the History of Assessment : How a Conversation Simulator Redeems Socratic Method. *Routledge Journal of Assessment & Evaluation in Higher Education*, 39(2), 195–204. <https://doi.org/10.1080/02602938.2013.798394>
- Nola, R. (1998). Constructivism in science and science education: A philosophical critique. In M. Mathews (Ed.), *Constructivism in science education*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Oberg, C. (2009). Guiding classroom instruction through performance assessment. *Journal of Case Studies in Accreditation and Assessment*, 1.
- Offor, F. (2012). Socrates, Science, and Technology. *Canadian Social Science Journal*, 8(4), 101–107. <https://doi.org/10.3968/j.css.1923669720120804.1145>
- Oliver, K. M. (2000). Methods for developing constructivism learning on the web. *Educational Technology*, 40(6).
- 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), 1–10.
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49, 345–375.
- Palincsar, A. S., & Brown, A. (1984). Reciprocal teaching of comprehension fostering and comprehension monitoring activities. *Cognition and Instruction*, 1, 117–175.
- Palmer, E. (2014). *Teaching the Core Skills of Listening & Speaking*. Alexandria, Virginia, USA: ASCD.
- Pang, K. (2008). Sophist or Socratic Teaching Methods in Fostering Learning in US Graduate Education. *The International Journal of Learning*, 15(6), 197–201.
- Paradise, R. (1996). Passivity or tacit collaboration: Mazahua interaction in a cultural context. *Learning and Instruction*, 26, 379–389.
- Parker, M., & Hurry, J. (2007). Teachers ' Use of Questioning and Modelling Comprehension Skills in Primary Classrooms Teachers ' Use of Questioning and Modelling Comprehension Skills in Primary Classrooms. *Routledge Journal of Educational Review*, 59(3), 299–314. <https://doi.org/10.1080/00131910701427298>
- Patrick, J. (1986). Critical thinking in social studies. *ERIC Digest No. 30 ERIC Cleaning House for Social Studies/Social Science Education*.

- Paul, R., & Elder, L. (2008). Critical Thinking : The Art of Socratic Questioning, Part III. *Proquest Professional Education Journal of Developmental Education*, 31(3), 34–35.
- Paul, R., Elder, L., & Bartell, T. (1997). *The California teacher preparation for instruction in critical thinking: Research findings and policy recommendations*. Sacramento, California.
- Paul, R. W. (1990). *Critical Thinking: What Every Person Needs To Survive in a Rapidly Changing World* (A. J. A. Binker, Ed.). Rohnert Park, CA: Sonoma State University, Center for Critical Thinking and Moral Critique.
- Paul, R. W. (1992). Critical thinking: What, why, and how? *New Directions for Community Colleges*, 77, 3–24.
- Paul, R. W. (1993). *Critical Thinking: What every person needs to survive in a rapidly changing world* (J. Willson). Santa Rosa, CA: Foundation for Critical Thinking.
- Paul, R. W. (2006). *Thinker's Guide to the Art of Socratic Questioning*. Santa Rosa, CA: Foundation for Critical Thinking.
- Pawlak, M. (2011). *Speaking and Instructed Foreign Language Acquisition*. Bristol, Buffalo, Toronto: Multilingual Matters.
- Permenristekdikti. (2015). *Standar Nasional Pendidikan Tinggi*. Jakarta.
- Phillips, D. C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 24(7), 5–12.
- Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. New York: Basic.
- Pokorna, J. (2009). *Socratic Method and its use in English language teaching*. Masaryk University.
- Potts, B. (1994). Strategies for Teaching Critical Thinking. *Practical Assessment, Research & Evaluation*, 4(3), 1–3.
- Rafi, M. S. (2011). Promoting critical pedagogy in language education. *International Research Journal of Arts & Humanities (IRJAH)*, 39(39), 105–116.
- Reinard, J. C. (1991). *Foundation of Argument: Effective communication for critical thinking*. Dubuque, Iowa: WM. C Brown Publisher.
- Renshaw, P. (2004). Dialogic Learning Teaching and Instruction: Theoretical Roots and Analytical Frameworks. In J. van der Linden & P. Renshaw (Eds.), *Dialogic Learning: Shifting Perspectives to Learning, Instruction, and Teaching*. New York: Kluwer Academic Publishers.
- Reznitskaya, A. (2012). Dialogic teaching: Rethinking language use during literature discussions. *The Reading Teacher*, 65(7), 446–456. <https://doi.org/10.1002/TRTR.01066>
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. USA: Cambridge University Press.
- Richards, J. C., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistics*. London: Longman.
- Richardson, J. C., & Ice, P. (2010). Internet and Higher Education Investigating Students' Level of Critical Thinking across Instructional Strategies in Online Discussions. *The Internet and Higher Education*, 13(1-2), 52–59. <https://doi.org/10.1016/j.iheduc.2009.10.009>

- Rico, L. J. A. (2014). Identifying Factors Causing Difficulties in Productive Skills among Foreign Language Learners. *Open Writing Doors Journal*, 11(1), 65–86.
- Riffel, C. (2014). The Socratic Method Reloaded : How to Make it Work in Large Classes ? *Canterbury Law Review Journal*, 20, 1–9.
- Roth, R. L. (2016). The Socratic Method Reloaded : a Rereading to Improve a Technologically Sound Education. *International Journal of Learning, Teaching and Educational Research*, 15(6), 1–32.
- Rowntree, D. (1988). *Learn how to study: A realistic approach (3rd edition)*. London: Macdonald & Co.Ltd.
- Saadi, Z. K. & Rashidi, N. (2016). Teaching Critical Thinking through a Dialogic Approach : The infusion model. *International Journal of Foreign Language Teaching & Research*, 4(15).
- Sahin, A. (2013). Teachers ' Awareness and Acquisition of Questioning Strategies : A Case Study Öğretmenlerin Soru Sorma Stratejileriyle İlgili Farkındalıkları ve Bu Stratejileri Kazanma Süreçleri : Bir Durum Çalışması. *Sakarya University Journal of Education*, 3(3), 17–36.
- Sander, P., Stevenson, K., King, M., & Coates, D. (2000). University students' expectations of teaching. *Studies of Higher Education*, 25, 309–323.
- Sarid, A. (2012). Systematic Thinking on Dialogical Education. *Journal of Educational Philosophy and Theory*, 44(9), 926–941. <https://doi.org/10.1111/j.1469-5812.2011.00757.x>
- Sayuri. (2016). English Speaking Problems of EFL Learners of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1), 47–61. <https://doi.org/http://dx.doi.org/10.21462/ijefll.v1i1.4>
- Schiller, N. (2008). Finding a Socratic Method for Information Literacy Instruction. *Routledge Journal of College & Undergraduate Libraries*, 15(1-2), 39–56.
- Schneider, B. J. (2012). Socrates and the Madness of Method. *Phi Delta Kappan*, 94(1), 26–29.
- Schon, D. (1987). *Educating the reflective practitioner*. San Fransisco, CA: Jossey-Bass.
- Scrivener, J. (2005). *Learning Teaching*. Oxford: Macmillan Publishers.
- Shen, P., & Yodkhumlue, B. (2012). A Case Study of Teacher ' s Questioning and Students ' Critical Thinking in College EFL Reading Classroom. *International Journal of English Linguistics*, 2(1), 199–206. <https://doi.org/10.5539/ijel.v2n1p199>
- Sheskin, D. J. (2007). *Handbook of parametric and nonparametric statistical procedures*. <https://doi.org/10.1201/9781420036268>
- Shirkhani, S., & Fahim, M. (2011). Enhancing Critical Thinking In Foreign Language Learners. *Procedia - Social and Behavioral Sciences*, 29, 111–115. <https://doi.org/10.1016/j.sbspro.2011.11.214>
- Simpson, A. (2016). Designing pedagogic strategies for dialogic learning in higher education. *Technology, Pedagogy, and Education*, 25(2), 135–151. <https://doi.org/10.1080/1475939X.2015.1038580>
- Smith, K., Johnson, D. W., & Johnson, R. T. (1981). Can conflict be constructive? Controversy versus concurrence seeking in learning groups. *Journal of Educational Psychology*, 73, 651–663.

- Sorvatzioti, D. F. (2012). The Socratic Method of Teaching in a Multidisciplinary Educational Setting. *International Journal of Arts & Sciences*, 5(5), 61–71.
- Srinivasan, I. A. (2016). Demystifying the Socratic Teaching Method. *Golden Research Thoughts International Recognition Multidisciplinary Research Journal*, 5(9).
- Sternberg, R. J. (1986). Critical thinking: Its nature, measurement, and improvement. *National Institute of Education*, ED 272882.
- Stetsenko, A. P. (1999). Social interaction, cultural tool and the zone of proximal development: In search of synthesis. In S. Chaiklin, M. Hedegaard, & U. J. Jensen (Eds.), *Activity theory and social practice: Cultural-historical approaches*. Aarhus: Aarhus University Press.
- Stevens, D. D., & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus.
- Stobaugh, R. (2013). *Assessing Critical Thinking in Middle and High Schools*. London and New York: Routledge Falmer, Taylor & Francis Group.
- Stone, C. A. (1998). The metaphor of scaffolding: Its utility for the field of learning disabilities. *Journal of Learning Disabilities*, 31(4), 334–364.
- Subban, P. (2006). A research basis supporting differentiated instruction. *International Education Journal*, 7(7), 935–947.
- Suchting, W. (1998). Constructivism deconstructed. In M. Mathews (Ed.), *Constructivism in science education*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Sun, Z. (2012). An Empirical Study on New Teacher-student Relationship and Questioning Strategies in the ESL Classroom. *Journal of English Language Teaching*, 5(7), 175–183. <https://doi.org/10.5539/elt.v5n7p175>
- Teddle, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. Los Angeles: SAGE Publications Ltd.
- Thornbury, S. (2005). *How to Teach Speaking*. UK: Pearson, Longman.
- Tienken, B. C. H., Goldberg, S., & Dirocco, D. (2010). Questioning the Questions. *Kappa Delta Pi Record*, 46(Fall), 39–43.
- Tofade, T., Elsner, J., & Haines, S. T. (2013). Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*, 77(7).
- Toledo, C. A. (2015). Dog Bite Reflections — Socratic Questioning Revisited. *International Journal of Teaching and Learning in Higher Education*, 27(2), 275–279.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. Retrieved from <http://books.google.co.th/books>
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23.
- Tucker, J. P., & Neely, P. W. (2010). Using Web Conferencing and the Socratic Method to Facilitate Distance Learning. *International Journal of Instructional Technology and Distance Learning*, 7(6), 15–22.
- Von Glasersfeld, E. (1995). A constructivist approach to teaching. In L. Steffe & J. Gale (Eds.), *Constructivism in education*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers LEA.
- Vygotsky, L. S. (1968). *Thought and language*. Cambridge, MA: MIT Press.

- Wade, C. (1995). Using writing to develop and assess critical thinking. *The teaching of Psychology*, 22(1), 24–28.
- Wang, K., & Wang, X. (2013). Promoting Knowledge Construction and Cognitive Development : A Case Study of Teacher ‘ ‘ s Questioning. *Journal of Theory and Practice in Language Studies*, 3(8), 1387–1392. <https://doi.org/10.4304/tpls.3.8.1387-1392>
- Wells, G. (1999). *Dialogic inquiry: Towards a sociocultural practice and theory of education*. New York: Cambridge University Press.
- Wells, G. (2007). Semiotic mediation, dialogue, and the construction of knowledge. *Human Development*, 50, 244–272.
- Wertsch, J. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, Mass.: Harvard University Press.
- Widdowson, H. (1990). *Aspects of language teaching*. Oxford: Oxford University Press.
- Wilkinson, P., & Birmingham, D. (2003). *Using Research Instruments: A Guide for Researchers*. New York: Routledge Falmer, Taylor & Francis Group.
- Willingham, D. T. (2007). Critical Thinking: Why is it so hard to teach? *American Educator*, 8–19.
- Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. *Review of Educational Research*, 72(2), 131–175. <https://doi.org/10.3102/00346543072002131>
- Wood, D. J., & Middleton, D. J. (1975). A study of assisted problem-solving. *British Journal of Psychology*, 66, 181–191.
- Wood, D., & Wood, H. (1996). Contingency in tutoring and learning. *Learning and Instruction*, 6(4), 391–398.
- World Medical Association. (2013). World Medical Association Declaration of Helsinki. *JAMA Clinical Review & Education*, 310(20), 2191. <https://doi.org/10.1001/jama.2013.281053>
- Yaqubi, B., & Mozaffari, F. (2011). EFL Teacher Questions to Scaffold Learning Process : A Conversation Analytic Study. *The Journal of Applied Linguistics*, 4(1), 228–260.
- Yesil, R., & Korkmaz, O. (2010). A Comparison of Different Teaching Applications based on Questioning in Terms of Their Effects upon Pre-service Teachers ’ Good Questioning Skills. *Procedia - Social and Behavioral Sciences*, 2, 1075–1082. <https://doi.org/10.1016/j.sbspro.2010.03.151>
- Yunus, M. (2015). Becoming Critical Thinkers : A Narrative Inquiry of Indonesian EFL Lecturers. *International Journal of English and Education*, 4(2), 326–339.
- Zhang, Y., & Patrick, P. (2012). Introducing Questioning Techniques to Pre-service Teachers. *Journal of Teacher Education and Educators*, 1(2), 159–184.