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The Socratic Method of Instruction: An Experience in Vocabulary Class

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Abstract

The purpose of this study was to establish an environment for critical thinking in a vocabulary course at Universitas Pamulang by implementing Socratic questioning. The use of Socratic questioning aimed to reinforce students' techniques for mastering language and enhance their vocabulary skills. The participants in this study were students enrolled in the first semester of the English Department at Universitas Pamulang. The research followed a Classroom Action research design, which included two cycles of action implementation, class observation, and result analysis. The study utilized observation lists, questionnaires, and a vocabulary test as instruments. The data underwent qualitative analysis, which revealed that the average scores in each cycle demonstrated an upward trend from the pretest to the post-test. However, in the subsequent phase, a fluctuating, steady, and declining score was observed. The students employed Socratic questioning during the vocabulary test. The findings have shown that the use of Socratic inquiry effectively enhances critical thinking among students and facilitates vocabulary learning by prompting reevaluation. Consequently, it motivates students to engage in reflective thinking and provide precise answers.

Keyword*: Socratic Questioning, Vocabulary, Critical Thinking, Teaching, Method*

Introduction

Every English literature student at Universitas Pamulang in the first semester must take a basic subject such as Vocabulary, Reading 1, and other courses. If students fail this course, they are not allowed to take the following actions, which refers to the reason that core subjects (vocabulary, pronunciation, reading 1, writing 1, and speaking 1) are basic skills for subsequent language acquisition. Students were not allowed to take the following course until they passed these classes, including the vocabulary class. However, during the transition phase from high school to college, students often maintain their study habits from high school, which are influenced by their previous educational backgrounds. Consequently, core courses like UNPAM's vocabulary class undergo a transformation into transitional classes. Student behavior, which is frequently observed among first-semester UNPAM's students in introductory courses, is characterized by a propensity to wait quietly and passively following the instructor's lecturer. Some students tended to be reticent and uninterested, only listening to the lecturer's explanation, and they also appeared unwilling to offer questions. Some students who seemed ignorant of the subject said that they were unfamiliar with the topic. This means that students' preparedness and enthusiasm for theme-related reading interests remained low. During the question session, only one or two students were asked questions. When the lecturer gave them the option to ask questions, several of them appeared to be conversing among themselves. However, when it confirmed what the lecturer intended to ask, they were hesitant to ask, and ultimately did not.

Furthermore, the initial vocabulary evaluation revealed that students preferred to continue focusing on the common and standard answers that were regarded as the correct answer. Many merely identified words with their synonyms and did not explore them from a new or different perspective. They prefer to concentrate on memorizing and applying words rather than developing their criticism.

This phenomenon among Indonesian students is consistent with the findings of several studies on Indonesian students in different subjects. Pratiwi, Kurniawan, and Ariwinati (2021) discovered that Indonesian students in Australia struggled more than other students in developing critical thinking abilities when confronted with essay or discussion forum questions. This was due to the fact that Indonesian students still struggled to differentiate between critical understanding and other intellectual talents such as comprehension, memorization, and application. In addition, Caesar (2023), in the speaking class of Probolinggo Boarding School, found that limited English proficiency made some students struggle with their critical thinking by causing difficulties in fully participating in learning activities and actively expressing their thoughts and opinions. Furthermore, he stated that students with restricted vocabulary were unable to effectively convey their views. Students with weak oral abilities are unable to participate in learning activities that require critical thinking, because they must create whole sentences and properly explain their views.

Another challenge stated by Ismail (2022) is that students from Generation Z (children born between 2000 and 2010) tend to be quick at capturing information. However, they tend to be slow when processing information results. In addition, it is difficult to analyze and verify the results. It is not unusual for members of Generation Z to fall victim to fake news, such as the case of the arrest of a teenager with DW initials by the Lombok Tengah police on March 17, 2020, as a result of the dissemination of false information (InaNews, 2020). In addition, Gen Z is characterized by its ease of access to information, but it is difficult to analyze and confirm, making it difficult for them to acquire critical thinking abilities. In other words, students from the Z generation have low reading interest; they are quick to obtain information, but they merely skim or do not read in-depth, which hinders the succeeding stages of critical thinking, namely, analysis, verification, and decision-making. This is in line with UNESCO data that Indonesians' interest in reading ranks second to last; just one in 1,000 Indonesians enjoys reading.

Similarly, data from The World's Most Literate Nations Ranking compiled by Central Connecticut State University (2016) support UNESCO data; Indonesia was ranked sixty-first out of sixty-one nations for its interest in reading. In terms of infrastructure evaluation to promote reading, Indonesia ranks higher than the other nations. According to Program International Students Assessment (2018) statistics, Indonesia ranks 74th out of 79 nations in terms of reading interest. As a result of these obstacles, it can be concluded that to increase student competence in terms of both knowledge and skills, a method is required that directs students to think critically first so that when they are confronted with a problem in terms of learning, they can maximize their ability to assess the situation. It includes one that occurred in a vocabulary course at Universitas Pamulang, as previously discussed.

In terms of critical thinking methods, Socratic methods have been addressed in many studies in Indonesian classes, such as the study conducted by Abidah (2022) in a reading class. He found that the Socratic technique of questioning aids the reading course by fostering students' analytical and critical thinking abilities. This encourages students to connect with the material, provide insightful questions, and assess the

information offered. This technique encourages students to dive deeper into the complexity and ambiguities of the text as opposed to only grasping its surface meaning. Another study was carried out by Kusmaryani, Bachrudin, and Purnawarman (2020) in an English class at Universitas Pendidikan Indonesia. They found that Socrates' speaking technique improves students' speaking skills by encouraging them to practice being critical and active, especially through Socratic questions. This enables students to continually evaluate their understanding and thoughts and ask questions about assigned problems. This method restructures students' thoughts such that their speech becomes more logical and rational.

However, the study of the Socratic technique in vocabulary teaching does not yet exist in Indonesia. In this regard, this research focuses on determining how the Socratic approach is implemented in vocabulary classes. Is it possible for Socratic Method to facilitate the the development of student vocabulary? If so, In what ways might the Socratic method be implemented to improve students' vocabulary?

Critical Thinking

Critical thinking skills are vital for human life. According to Cotrell (2017), critical thinking is the act of examining, evaluating, and synthesizing information to make intelligent decisions and judgments. Furthermore, Cottrell (2017) explaines that critical thinking requires the capacity to think clearly, rationally, and independently, as well as to challenge assumptions and beliefs.

Various benefits can be gained through critical thinking. Gill (2020) argues that critical thinking helps individuals examine problems, identify feasible solutions, and assess the efficiency of those solutions, resulting in enhanced problem-solving. Gill added that this can lead to more efficient problem solving in a range of situations and also increase creativity by pushing individuals to seek alternate ideas and think beyond the box. Kleba and Hamilton (2007) adds that by accessing data and considering many viewpoints from various perspectives, critical thinking enables individuals to make better-informed, more rational judgments, and more rational decision-making.

Additionally, Rusandi et al. (2023) show that critical thinking improves communication by helping individuals convey their opinions clearly and effectively, as well as listening to and comprehending the viewpoints of others. Furthermore, Akcali (2019) found that developing critical thinking abilities can also improve learning outcomes by allowing individuals to connect more deeply with course materials and apply their knowledge in novel and imaginative ways. In terms of the benefits of critical thinking, it can be concluded that critical thinking abilities provide benefits for individuals in their personal lives and workplaces in terms of creativity, problem-solving, decision-making, and judgment.

Critical thinking has some key components in its working process. 1) Analysis, which breaks down complicated information into smaller parts for greater comprehension. 2) Evaluating the credibility and application of the information. 3) Synthesis is the process of merging disparate pieces of knowledge to develop a novel perspective. 4) Questioning: Assumptions and beliefs were used to obtain a deeper understanding of a topic. This is in line with Vincent (2023), who states that the critical thinking process is primarily concerned with evaluating the validity and appropriateness of a statement, theory, or concept through a process of questioning and perspective-taking, which may (or may not) be done in decision action. Vincent added that critical thinking is not required to generate an innovative problem solution. Perhaps the most traditional option is the most suitable option. However, this often entails the analysis and evaluation of several perspectives.

Ahmedjaneva et al. (2022) suggest that several techniques, such as goal setting and question formulation, can be applied in critical thinking to help students develop their critical thinking skills. One specific technique is the Socratic Method, which emphasizes question formulation and will be further described.

Socratic Questioning

The Socratic came from Socrates, who taught his students through a questioning set. The Socratic method is a teaching method entails asking a series of questions to promote critical thinking and aid students in gaining a better grasp of a subject (Brown, 1995). The Socratic Method entails a teacher asking a student a series of questions that the student answers based on his or her thoughts and ideas. The instructor then asked additional questions to assist the students in refining their views and gaining better comprehension of the material. However, the concepts of the question require participants to think carefully and holistically, assess different meanings in context, and articulate ideas with simplicity and conviction. According to Brewers (2000), the Socratic approach emphasizes self-examination through questioning. This is in line with Woro Kusmayani (2017), who states that the Socratic Approach is a Socratic teaching and learning style that stresses self-examination by questioning.

Questioning is a cognitive process that stimulates students' thoughts on certain issues. Asking questions also leads to a better understanding of an issue (Cottrell, 2021). It is also an effective and powerful teaching method (Ertugrul and Inan,2009). In terms of Socratic method, Socratic questioning refines students' thoughts by providing them with numerous questions regarding their learning. Socratic questioning also provides students with an awareness of the unclear and erroneous points in their ideas. Therefore, it is a useful tool to facilitate critical thinking and increase the understanding of the issue discussed (Ertugrul and Inan, 2009). In terms of questioning, it may be indicated that to lead questions in the Socratic method, raise awareness, stimulate reflection, and increase problem-solving thinking, should be succinct, clear, open, purposeful, constructive, focused, tentative, and natural (Neenan, 2009). Fisher (1998) proposed a taxonomy of Socratic questioning consisting of six types of questions. These questions were organized into six categories: clarification questions (e.g., how do you say that?/ how do you think that?), probing reasons, and evidence questions (e.g., what would be the example?); exploring alternative view questions (e.g., what could we assume instead?), probing implications, and consequence questions (e.g., What generalization can you make?), and questions (e.g., What are the points about the question?).

Vocabulary

The collection of words that a person knows and understands in a specific language is referred to as vocabulary. Vocabulary definitions may vary based on the context and goal of the study (D'Anna 1991). According to Alizadeh (2016), vocabulary is knowledge of words in the form of receptiveness and production. Receptive vocabulary refers to words that we recognize when we hear or see them, whereas productive vocabulary refers to words that we use in speech and writing. Ghazal (2007, in Kurt & Bensen, 2017) argues that vocabulary comprises the building blocks of language since they name things, actions, and concepts without which individuals cannot convey their intended meaning.

Furthermore, Kersten (2010:52) states that vocabulary is "acquiring a word" for its form and meaning. From the definition of vocabulary, it can be concluded that vocabulary refers to words acquired. However, "acquiring" is not as simple as

remembering or memorizing activities. It entails cognitive processes that lead words to be retained long-term in memory and ready to recall at any moment.

In terms of vocabulary and language fluency, it has been found that language fluency is influenced by productive vocabulary depth and breadth, vocabulary fluency, and collocation (Khalavi & Zeraat Pishe, 2023). This implies that the more words to be acquired, the quicker and more efficiently they will develop their target language. In this regard, it is apparent that students' vocabulary is a vital ability that may be developed to enhance English. As a result, teachers must support their students in building strong English vocabulary.

Method

This study employed an inductive qualitative method by identifying typical occurrences in Unpam vocabulary classes, which are then related to usual occurrences in Indonesian classrooms. Qualitative research is expected to produce descriptive data in the form of written words or a written account of observed people and events that place the researcher as essential components. This is in line with Reich (2021), who states that qualitative research enables the researcher to "get closer" to the issue of study; rather, it is anchored in a methodological imperative to analyze how and why such proximity matters critically. To comprehend how knowledge and experience are situated, co-constructed, and historically and socially situated, this qualitative research focused on the positionality of both the researcher and research as essential components of inquiry. This study utilized Class Action research (CAR) with the goal of allowing teachers and researchers to reflect on and evaluate their classroom learning experiences to improve the resolution of classroom-related problems. Cresswell (2008) claims that class action research can assist instructors in identifying problem areas and developing solutions. By collaborating with students, teachers can create more effective student-specific instructional strategies. Richard and Farrel (2005) discovered that classroom action research is a more effective technique for language instructors to investigate their practice. The implication is that teachers have more power to conduct systemic or formal investigations to uncover, evaluate, assess, and fix problems in their classrooms.

This study was conducted over two cycles. Each cycle is completed by preparing elements, namely planning, action, observation, and reflection. These are the four steps used in this study. Kemmis and McTaggart (1988, as quoted in Cohen, Manion, & Marrison, 2005) state that the four steps are equivalent to CAR (Classroom Action Research). Before instructing a class, the teacher takes the first step in planning. It involves creating lesson plans and preparing necessary resources. The lesson plan was implemented in the class during the action phase. Observing teaching and learning processes in class is the next step. The report concludes by commenting on the actions taken and their results. The last phase determines whether or not the following cycle will be completed in accordance with France's (2000, in Lin et al.,2013) note that Class Action research requires cycles to colaborate instructors' diagnosis of classroom events.

In term of this study, there were 68 students included in the study. This research employed a variety of methods, including observation, interviews, and questionnaires. The outcomes of the data were analyzed using triangulation.

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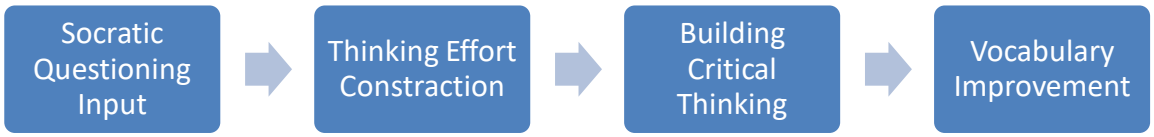
Results

This study discovered that using Socratic Questioning in Vocabulary instruction has a favorable impact on students' vocabulary acquisition. However, rather than directly enhancing students' vocabulary mastery, it begins by constructing thinking effort, which leads to the development of critical thinking, and then to the improvement of student vocabulary knowledge. Here is how Socratic Questioning helps pupils enhance their vocabulary.



This graphic illustrates the connection between using questioning strategies that elicit in-depth thought and expanding vocabulary by developing critical thinking abilities. The phases are described as follows: first step; Socratic Questioning Input: The Socratic questioning method is used as input in this initial step. This method challenges presumptions and understanding by posing a sequence of questions that are meant to spark more in-depth, exploratory thinking. Second step; Thinking Effort Construction: In response to Socrates' questioning, a thinking process was constructed. This illustrates how people start formulating solutions or answers through careful consideration. Third step; Developing Critical Thinking: The focus of the third stage is on developing critical thinking abilities. People develop their capacity for more critical analysis, evaluation, and formulation of ideas through deep thought processes. This process involves students' schemata or student's prior knowledge and experience to support their assumption in responding vocabulary questioning and Socratic questioning. The fourth step; Vocabulary Improvement: The last phase demonstrates how vocabulary knowledge increases as a result of critical thinking sparked by Socratic question input. This could be as a result of the questions being designed to make people look up new terms or gain a deeper comprehension of words they currently know.

Discussion

This study's discussion goes into more detail about what it means to use Socratic Questioning to teach vocabulary. Two cycles were used to complete this investigation. The phase was slightly different for each cycle. The first cycle was 100 percent per individual, whereas the second cycle consisted of a mix of individual and group discussion techniques. This differs somewhat in phase from cycle 1. An alternative approach was utilized for this cycle. Individual pretests were administered, followed by group discussions. However, in posttests, they keep stay in their group. Lecturer allowed them to discuss the answer but the decision about the answer can be based on the group or individual. The topic in each phase was determined by the meeting topic listed in the syllabus at the time. The subject matter of the initial cycle was "Traveling" whereas the second cycle addressed "Education and Health." The phases are as follows:

Preparation. Vocabulary Module and Pretest: The implementation of Socratic queries in vocabulary classrooms starts at this phase. The lecturer presented vocabulary modules and explanations about subject material. Students were instructed not only on how to read and comprehend the theme of subject material from modules and other

materials but also on how to comprehend the theme and other related examples of the theme. In the first stage of the cycle, students were required to respond to vocabulary questions pertaining to the subject during the pretest. McMohan (2016) asserts that the purpose of reading instruction is to verify students' comprehension of the content that will be assessed. Following the passage, the students were required to respond to a series of inquiries pertaining to the material.

Implementation. The instructor invited students to engage in discussions during this phase. During this stage, the instructor presented the students' replies to the inquiry. Initially, the teacher inquired about overarching matters. The objective of general inquiries is to foster students' cognition, progressing from simple to moderate-to-difficult queries (Reynold, 2011). The instructor started this phase by posing simple questions, such as generic inquiries pertaining to the subject matter, with the intention of assessing students' foundational understanding of the issue. After the discussion, the teacher navigated the students through one of the pre-test questions to enter the Socratic inquiry phase, which is known as hypothesis generation. To facilitate students' capacity to react to the question, this phase is designed to stimulate their participation by eliciting their opinions on the subject (McMohan 2016). The sub-phase entailed students providing responses predicated on their perspectives and schemata (prior knowledge). During this phase, students attempted to be supplied with several Socratic Questions, specifically clarification inquiries. The lecturer encouraged students to utilize the technique by asking them to ask themselves the clarification question and to bring their schemata, either their prior knowledge or existing knowledge, into the example question from the pretest.

Synthesizing. During this stage, the instructor initiated an exercise to foster critical thinking among students by motivating them to pose self-inquiries using Socratic questioning, particularly clarifying inquiries that pertained to the given question. By utilizing their schemata, they arrive at their ultimate judgment on whether to reanswer the question, which is determined by their interpretations of the questions.

Posttest. In the concluding round of Socratic questioning, evidence was presented through a post-test. The final stage was designed to aid learners in ascertaining the accuracy or fallibility of their responses. Furthermore, the objective of this stage is to determine whether the development was achieved by utilizing Socratic questions," before and after," and subsequently through pre- and post-tests.

Observation. During this phase, the results of the pre- and post-test were validated through observation and responses to the students' questionnaires and interviews.

Here are the score comparison in pre test and post test score in terms of cycle 1 and 2

	Data in Cycle 1	Data in Cycle 2
Increase	57	53
Decrease	1	5
Constatant	10	10

In cycles 1 and 2, a concurrent increase was observed in both cycles. Between the pre- and post-tests, 57 students in cycle 1 showed substantial growth. Whereas ten students achieved constant results in both the pre-test and pre-assessment. However, one student experienced a decline in the score. The same conditions were shown in Cycle 2. Five students experienced a deterioration in performance from pretest to post-test. In contrast, 53 of the remaining students made progress, while 10 students remained at standstill. In terms of score, In the first pre-test cycle, students got scores

that ranged from 30 to 70. On the other hand, students whose scores went up on the post-test saw increases of 2 to 4 points. In cycle 2, on the other hand, the number of students whose scores went down rose to 5. In this cycle, however, the rise in scores from the pre-test to the post-test rose between 4 and 8 points.

During cycle 1, students were provided with Socratic questioning on practice exercise question. Initially, the majority of their comments were more reserved, and they appeared to be less at ease. This apparent mood was also corroborated by the response questionnaire in terms of students perception where they were first introduced to Socratic Questioning; some respondents expressed that they were initially perplexed by the question model "did you choose that answer? How do you know that the response is accurate? What evidence supports the assertion that your response is the correct one? "which the lecturer repeatedly inquired about, but the lecturer did not comment on the accuracy of their responses. Initially, several of them expressed a slight apprehension that their response was incorrect; nevertheless, the lecturer refrained from correcting or blaming them. Consequently, they revisited other potential responses, which were corroborated by evidence that indicated their response was the most suitable. This situation in line with Morton (2015) that asserted the Socratic approach does not get direct responses, which is consistent with this discovery. Teachers use open questions to inspire pupils to engage in meaningful inquiry, rather than simply presenting knowledge. Initially, this may induce feelings of frustration or ambiguity. Another respond said:

"At first I was scared because the lecturer's questions made me think I would have to find my own answers and do my own exploration with the information I had. The teacher didn't say whether my answers were right or wrong, though, which made me confused. Meanwhile, the lecturer used to tell us right away if our answer is right or wrong. Also, the "idiom" on theme of "Traveling" is hard for me to understand because this is a phrase we have never heard before".

This respond indicated that transitioning from one habit to another induces feelings of concern, anxiety, and fear. Students are not used to answering questions and determining whether the answer is correct or incorrect, and they must provide evidence to support their decision. Meanwhile, Socratic questioning makes pupils do it. This is consistent with Kaddoura (2013) and Mott et al. (2014) findings on nursing students. Kaddoura discovered that several students first rejected the Socratic questioning style. They prefer the conventional way of delivering information directly through lectures. However, after adapting, pupils grow to realize the benefits of the critical thinking promoted by this method.

In the second cycle, after the pre-test is collected and then given learning material, students were instructed to do the exercise in practice section. The question is multiple choice, one of them; *"The Man was Put into isolation ward because the disease was highly …… (the answer choices: a. infected, b. infectious, c. harmful, d. harmed)"*. In the practice section, in the beginning, instructor ask by common inquires, "Which response is the most suitable for this question?" The majority of them raised their hands to respond. Their responds are varied. Nevertheless, when the teacher initiates a series of socratic questions to engage the pupils *"how can you determine that the response is accurate?*" *What evidence supports the assertion that your response is the most accurate?* Initially, each student responded in a unique manner, despite the fact that they roared and immediately answered differently. However, when confronted with the inquiry, "How do you determine that your response is the most appropriate?" After a brief period of stillness, they were seen reading the questions once again, re-evaluating them.

Subsequently, they began to respond with enthusiasm, and a significant number of them revised their responses. This finding implied that the teacher questioning was able to encourage students to think first, make reflection, analyze and evaluate first towards their action. Although students' answers may not be as expected, at least the teacher's inquiries pushed them think, reflect, evaluate, and appraise. This finding is in line with Li M and Li J (2023) and Pantelo (2018) that discovered the use of Socratic questions in teaching prompted students to stop and consider before answering.

Another finding, one student who revised answer was asked "*What was your reason for altering and selecting that response? How do you know that your answer is the most suitable?*" He responded that he initially responded with "harmful" but later changed it to "infected." He believed that cancer was extremely dangerous, but no one who had cancer was isolated. Consequently, he concluded that the answer was incorrect. He later explained that he found the word "isolation" in the sentence referred to the act of avoiding contact with others, which implies that the disease is easily transmitted. Consequently, the only viable responses are " *infectious and infected*". Another students then proceeded to modify the response to "infectious." He stated that he first shared his friend's perspective; nevertheless, he recalled that in the sentence he found the word "*highly".* This word is called adverb of manner. He continued that in the grammar 1 course, an adverb of manner was classified to follow an adjective. Consequently, he selected the term "infectious." This finding showed that Socratic Questioning invited prior knowledge to bridge the new word with the context. In other words, this finding implied that Socratic Questioning is an effective teaching strategy for using students' prior knowledge and experience to solve vocabulary issues. Socratic questions are frequently used by educators as a means of introducing students to concepts that they have already been familiar with. In order to answer these questions, students might need to draw upon their prior knowledge or experience.

Students are encouraged to connect between the issue at hand and their own personal experiences or prior knowledge. Students are able to not only acquire a new language but also make connections between it and the language they already know. This process personalizes and relevant the vocabulary acquisition process. It then makes vocabulary is not more than just a list of words to remember; it is also a tool for understanding and communicating complex ideas. This makes vocabulary acquisition more relevant and contextual, which contributes to the language's increased significance and ease of comprehension. In other word, when new vocabulary is taught to students in a context that is either familiar or relevant, they learn it more effectively, as Silverman and Hartranft (2015) argue that Students who receive vocabulary teaching in a context that is pertinent to their existing knowledge and experience are more likely to develop a more profound comprehension and the capacity to use the language in a range of contexts.

Furthermore, the experience recounted above indicates how Socratic questioning when done in groups. It allows students to learn from one another. Sharing their experiences and vocabulary with one another allows students to learn more. A student who has had experiences that differ from those of his or her classmates may be able to provide a unique viewpoint on how a phrase is used. Consequently, providing constructive comments, as Jhonson and Smith (2018) claim that Socratic questioning provides students the opportunity to hear diverse viewpoints. Students not only reply to, assess, and listen to the responses of others, but they also consider their own responses. Thus, encouraging constructive input. This enables for a more profound comprehension and fosters critical thinking.

Finally, the students' respond gave a perspective that Socratic questioning increases critical thinking first, rather than vocabulary development (William and Harris, 2019). Learners are motivated to explain their arguments more clearly. They automatically look for the best term to clarify their thinking. Furthermore, this finding showed that using questions like Socratic questioning compels students to explain and justify their answers in terms of Vocabulary question by providing more detailed explanations and reasons, rather than simply responding A, B or C or yes or no.

Conclusion

The Socratic Question approach motivates individuals to think, analyze, and assess their actions and intentions. By using Socratic Questioning, learners are encouraged to engage in critical thinking about the implications and meanings of words, thus helping to develop their critical thinking abilities. This is crucial for acquiring vocabulary and efficiently learning a language. Memorizing word definitions is not as effective as employing Socratic Questioning, which emphasizes long-term vocabulary acquisition and retention. It requires students to provide more extensive explanations and reasoning, rather than simple yes or no responses, this technique promotes a deeper understanding of the material.

Socratic Questioning enhances vocabulary when it utilizes "Relevant Context." The questions should directly relate to the subject being studied. By providing students with relevant context, their understanding and retention of new words improve. The Socratic questioning approach does not immediately increase vocabulary acquisition; rather, it enhances students' critical thinking skills first. Through Socratic questions, students are motivated to think critically about a topic. When they are presented with questions designed to test their comprehension, learners are driven to explain their views more accurately. As a natural result, they are compelled to search for the most suitable words to clarify their thoughts. Socratic questioning helps connect new vocabulary with existing concepts and experiences that students already possess through their prior knowledge, using the appropriate context. As a result, new vocabulary becomes more memorable and meaningful.

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