



## EFL Students' Perceptions of Socratic Questioning in Short Story Instruction at Misurata University

Mariam Mohamed Omar Shabbush\*

Misurata University, Faculty of Arts, Department of English Language, Libya

\* [m.shabboush@art.misuratau.edu.ly](mailto:m.shabboush@art.misuratau.edu.ly)

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### Abstract

This study explored English as a Foreign Language (EFL) students' views on the use of Socratic questioning (SQ) in short-story classes at the Faculty of Arts, Misurata university. 75 English-major students, all of whom had experienced Socratic questioning in short story courses, were purposively selected and participated in this quantitative study. Data were collected through a five-point Likert scale questionnaire to measure students' overall perception of Socratic questioning technique, its perceived benefits, and perceived challenges. Data were analyzed using descriptive statistical analyses like frequencies (percentages), means, and standard deviations to determine emerging patterns from students' responses. As revealed in the results, students perceived SQ technique mostly positively. More specifically, students claimed that SQ technique helps them to improve their comprehension, critical thinking and interpretation skills as well as classroom participation. However, students reported feeling of anxiety, the fear of making mistakes when answering questions, and difficulty with responding to open ended questions. Overall, the study concludes that students value Socratic questioning when planned carefully. In light of these linguistic and emotional difficulties that students face when employing SQ technique, teachers are recommended to apply systematic integration and instruction scaffolding in short story classes.

**Key words:** *socratic questioning, critical thinking, student perceptions, short-story teaching, higher education*

## 1. Introduction

The educational system uses short story teaching as a fundamental method to help students acquire reading comprehension skills, interpret texts, and develop advanced cognitive abilities. Through short stories students can study complex themes, characters, and conflicts within a brief narrative. The use of teacher-centered lecturing methods remains the primary instructional method in most classrooms which prevents students from participating with texts and sharing their understanding of the material. In response to this limitation. Many educators have adopted interactive methods that include Socratic questioning to address this restriction. The strategy uses Socratic philosophy as its foundation to create a method for inquiry that establishes an organized process for dialogue. The teaching method requires teachers to ask students designed questions which lead to student self-reflection and idea evaluation and critical thinking development. Through Socratic questioning students in literature classes can develop deeper comprehension of thematic material and character motivation and ethical conflicts.

Socratic questioning has been shown in previous research to improve critical thinking abilities, analysis skills, and help students develop independence (Almaliki, 2017; Yang et al., 2005). The implementation of this method in classrooms presents various difficulties for educators. Some students may hesitate to participate in open-ended discussions while others may struggle with the cognitive and linguistic demands of articulating ideas. Teachers have to deal with

various obstacles which include their restricted teaching time and the varying degrees of student participation in their classes (Brookfield, 2017). The study needs to examine how students view Socratic questioning because it has both positive and negative aspects.

## 1.2 Statement of the Problem

EFL classrooms use short stories as a tool to help students develop language skills while they build cultural knowledge and improve their ability to think critically. Students demonstrate low engagement with literary texts because they concentrate only on understanding the basic meaning of the texts. To address this issue, the instructional method of Socratic questioning has been implemented because it promotes students to reflect on their thoughts during educational discussions with their teachers. The benefits and challenges that Socratic questioning brings to Libyan EFL students during short story lessons which focus on interpretation and discussion have not been explored in research. Therefore, the study investigates how EFL students view Socratic questioning with particular attention to its role in promoting understanding, participation, and critical thinking, as well as the difficulties students experience when responding to such questions.

## 1.3 Purpose of the Study

The purpose of the study is to investigate EFL students' perceptions of using Socratic questioning in short story instruction, with the aim of supporting more interactive and reflective literature teaching practices. More specifically, the study aims to:

1. Determine EFL students' overall perceptions of the use of Socratic questioning in the short story classroom.
2. Identify the perceived benefits of Socratic questioning in enhancing students' learning, interpretation, and critical thinking in short story lessons.
3. Explore the challenges that EFL students encounter when engaging in Socratic questioning during short story discussions.

#### 1.4 Research Questions

To direct the course of this study, the following research questions are addressed:

**RQ1.** What are EFL students' overall perceptions of the use of Socratic questioning in the short story classroom?

**RQ2.** What benefits do EFL students perceive from the use of Socratic questioning in learning and interpreting short stories?

**RQ3.** What challenges do EFL students experience when engaging in Socratic questioning during short story discussions?

#### 1.5 Significance of the Study

The study of students' perceptions regarding Socratic questioning usage in short story classes remains unexplored. Thus, the research area requires further examination because the results will help students understand how Socratic questioning improves their ability to understand, interpret, and express their opinions. Moreover, the research will help teachers identify the problems students encounter when they try to use Socratic questioning method. Curriculum designers and teacher educators may also use

the results to refine programs that integrate critical thinking and discussion-based learning. The study establishes a foundation for future research which will investigate Socratic questioning methods in different educational settings.

## 2. Literature Review

This literature review explores Socratic questioning in EFL literature classrooms. It is organized into four sections: the theoretical and conceptual foundations of Socratic questioning, its implementation and effects in classroom instruction, its role in literature and language learning, and students' perceptions, benefits, and challenges, providing a comprehensive framework for the current study.

### 2.1. Theoretical and Conceptual Background

#### 2.1.1. Socratic Method and Philosophical Foundations

The Socratic method which Socrates created views learners as active participants who must take part in meaningful discussions instead of listening without engagement. The process of learning begins when students use probing questions to study their underlying beliefs and demonstrate their knowledge through critical assessment (Paul & Elder 2007). Today's classrooms implement Socratic questioning through its open-ended questions which enable students to take control of their learning (Sahamid, 2016). In literature classes, this method enables students to comprehend texts better through interpretation and thematic analysis while developing their ability to think reflectively

and gain self-assurance (Siripongnapat et al., 2024; Baddane, 2025).

### 2.1.2. Principles of Socratic Questioning in Education

Socratic questioning achieves its purpose through its ability to help students comprehend meaning, question their beliefs, evaluate proof, and evaluate the effects of their decisions (Paul & Elder, 2007; Baddane, 2025). The common methods in teaching require teachers to provide students with thinking time before they need to answer the questions while they build their answers through community dialogue and see demonstrations of how to validate their concepts (Almaliki, 2017). Thus, as Abidah (2022) and Siripongnapat et al. (2024) assert, these strategies increase student participation and improve thinking skills, especially in EFL literature classrooms where language or thinking difficulties may make expression harder.

### 2.1.3. Theoretical Framework

The research study uses constructivist learning theory and Paul and Elder's (2007) critical thinking framework as its foundational elements. Constructivism asserts that learners develop their knowledge through their active process of reflecting on their learning and engaging in dialogues and experiencing substantial educational interactions with their reading materials and fellow students. The short story teaching method requires students to interact with the material because they need to actively analyze the characters, themes, conflicts, and story elements of the narrative. The Socratic questioning method matches constructivist principles because it requires students to explain their understanding and

defend their answers while they reconsider their beliefs through structured conversations. Through structured questioning students build a deeper understanding of new information while they develop their analytical abilities and cognitive processing abilities.

Paul and Elder's (2007) critical thinking framework establishes precise evaluation criteria which researchers use to assess written work. Students use systematic questioning methods to assess short stories according to intellectual standards which include clarity, accuracy, relevance, depth, and logical reasoning. The standards provide a framework that enables students to advance from basic understanding toward advanced reasoning which results in organized arguments that match academic standards.

### 2.2.1 Nature and Purpose

The teachers who use Socratic questioning method teach students to develop their thinking skills through their use of open-ended questions which enable students to think and analyze and participate in discussions (Paul & Elder, 2007; Sahamid, 2016). According to Baddane (2025), and Siripongnapat et al. (2024), the method requires students to present their ideas while they assess multiple perspectives about their work which leads to greater student engagement and motivation.

### 2.2.2 Teacher's Role and Techniques

The teachers in short story classes support their students through three methods which include: providing hints to students and teaching them problem-solving techniques while directing student discussions toward Socratic dialogue (Almaliki, 2017).

Moreover, Abidah (2022) and Siripongnapat et al. (2024) demonstrate that EFL students and literature students require full guidance together with a supportive educational environment because they face challenges with language acquisition and cognitive growth.

### 2.2.3 Effects on Learning and Engagement

According to Sahamid (2016) and Baddane (2025), Socratic questioning elevates the students' critical thinking skills needed for them to interpret texts. Also, it maintains their interest in the journey of learning. The system functions effectively when teachers demonstrate their professional abilities and educational systems deliver proper instructional support within multilingual classrooms and EFL environments (Abidah, 2022). Online tools permit students to work together through reflective discussions which extend beyond classroom boundaries (Siripongnapat et al., 2024).

### 2.2.4 Libyan Higher-Education Context

Higher education in Libya is mostly teacher-centered, and interactive teaching methods are rarely used because of large class sizes, limited teacher training, and institutional restrictions (Muftah, 2026; Abushafa, 2014). Therefore, it is important to understand this context when considering the potential benefits and challenges of using Socratic questioning in short-story literature courses.

## 2.3. Socratic Questioning in Literature and Language Learning

According to Paul and Elder (2007) and Sahamid (2016), Socratic questioning enables students to develop critical thinking skills. It also enables students to investigate the plot, characters, themes, and textual evidence through textual analysis which leads to class discussions that create mutual understanding between students ((Siripongnapat et al., 2024); Baddane, (2025). The implementation of Socratic questioning in Libyan EFL classrooms functions as an enhancement tool for students' cognitive abilities and their linguistic development. Studies found that students participate less because they struggle with vocabulary limitations and they experience fear of speaking and teachers use teacher-centered teaching methods (Abidah, 2022; Muftah, 2026; Mktad, 2025). Sahamid (2016) and Siripongnapat et al. (2024) demonstrate that Socratic questioning implementation achieves success through the combination of scaffolding with structured discussions and proper classroom environments.

## 2.4. Students' Perceptions, Benefits, and Challenges

### 2.4.1 Overall Perceptions

Students' perceptions play an important role in showing how effective a teaching strategy is in supporting learning. In general, EFL students have positive views of Socratic questioning because it encourages deeper thinking, helps them express their ideas more clearly, and supports learning through discussion and collaboration with others (Gasmi & Al Nadabi, 2023, Almaliki, 2017).

### 2.4.2 Perceived Benefits

Socratic questioning provides multiple advantages because it enables students to develop their understanding through critical thinking skills (Baddane, 2025) while advancing their confidence and motivation (Siripongnapat et al., 2024) and promoting collaborative discussions that lead to shared understanding (Abidah, 2022; Mktad, 2025).

### 2.4.3 Perceived Challenges

The implementation of Socratic questioning strategy faces three main obstacles which include: language barriers, low confidence, and not being used to open-ended discussions (Abidah, 2022; Almaliki, 2017). The active participation of students becomes difficult because cultural and pedagogical elements require teachers to use traditional teaching methods without providing sufficient training (Mktad, 2025).

## 2. Methodology

### 3.1 Setting and Participants

The study initially included 100 participants. 75 students who had prior exposure to Socratic questioning were retained for analysis; the remaining 25 unexposed students were excluded from inferential analysis. The research participants were composed of 75 students of the English majors in the EFL short story classes offered at the Faculty of Arts, Misurata University. The research participants were required to undergo one Socratic questioning session to fulfill the requirements of the research.

The demographic data of the research participants, such as their ages, semester levels, language proficiency, and class participation, were collected by the researcher

to contextualize findings. The research participants had an average age of early twenties, while most of them studied between middle semesters of their academic program. The group with the most participants who showed language proficiency existed in the upper-intermediate level. The majority of students showed classroom involvement when they participated in discussions with the frequency of "sometimes".

### 3.2 Research Design

The research employed a descriptive survey method within a quantitative framework to investigate EFL students' perceptions, benefits, and challenges of Socratic questioning during short story instruction. The research used a Likert-scale questionnaire to collect measurable data, which were analyzed with descriptive statistics to analyze student perceptions of its effects on their engagement and critical thinking and literary comprehension. The design suited the study because it examined present conditions without experimental manipulation while students provided genuine insights into their experiences with Socratic questioning during EFL literature classes.

### 3.3 Data Collection Procedure

The researcher used a structured questionnaire to collect information about EFL students who practiced Socratic questioning for their short story learning process. The questions in the questionnaire asked for three different types of information from the respondents, namely their overall perceptions, the benefits, and the challenges. All the questions in the questionnaire were based on existing research on Socratic teaching methods, critical thinking, and

literature education (e.g., Almaliki, 2017; King, 1995; Paul & Elder, 2007; Yang et al., 2005). The researcher created items which used simple English language to measure participant responses on a five-point Likert scale (1 = Strongly Disagree 5 = Strongly Agree). Experts in English educational research and research methodology reviewed the instrument to assess its content. The researcher obtained ethical approval while participants completed forms to provide their informed consent. The class used a paper-format questionnaire which took participants 15 to 20 minutes to complete while maintaining their confidentiality.

### 3.4 Data Analysis

The researcher applied descriptive statistics to analyze questionnaire data in order to investigate student perceptions of Socratic questioning used in short story instruction. The researcher used percentages, means, and standard deviation for each item and also used Excel tables and figures to present data. The items were grouped into three dimensions: (a) general perceptions, (b) perceived benefits, and (c) perceived challenges. The interpretation system for the items was based on "Agree" and "Strongly Agree" for positive perceptions, "Disagree" and "Strongly Disagree" for negative perceptions, and "Neutral" for feelings of uncertainty. The study used this method to show which parts of Socratic questioning received positive feedback and which parts created difficulties while showing how effective it worked in EFL short story classrooms.

### 3.5 Internal Reliability

The researcher employed Cronbach's alpha to assess the internal consistency of each part of the questionnaires. Cronbach's alpha acts as the most common method of verifying that the questions in a scale measure the same concept. The instrument demonstrated reliability because all sections exceeded the minimum requirement of 0.70. Section 1 (items 1–6) reached a good consistency score of 0.871 while Section 2 (items 7–11) reached a score of 0.992 which showed excellent consistency and Section 3 (items 12–16) reached a score of 0.830 which showed good consistency.

## 4. Results

Table 1 presents information about student participation in short-story discussions using Socratic questioning methods. The students displayed different levels of involvement because most students took part in discussions. The majority of students (38 students) selected "sometimes" while 20 students (26.67%) chose "often" according to their participation patterns. However, only 8 participants (10.67%) reported "always" participation while 9 participants (12.00%) said they took part in activities "rarely". Therefore, the findings from the results show that most students occasionally took part in short story discussions. This implies that Socratic questioning methods enhance students' participation in literature discussions but the methods cannot ensure all students participate.

**Table 1**  
*Students' Participation in Short Story Class*

Frequency of Class Participation	The Number of Responds (N=75)	Percentage (%)
Rarely	9	12.00
Sometimes	38	50.67
Often	20	26.67
Always	8	10.67

The study findings in Table 2 revealed that students who knew little about Socratic questioning ( $M = 3.09$ ,  $SD = 0.99$ ) actually preferred that teaching method. A large proportion of the students agreed that the technique enabled them to become active participants ( $M = 4.01$ ,  $SD = 0.75$ ) and that their lessons became more interesting ( $M = 3.97$ ,  $SD = 0.93$ ) but only half of the students agreed that they felt comfortable to participate ( $M = 3.46$ ,  $SD = 0.95$ ). Moreover, on the understanding of short stories items, students mostly agreed ( $M = 4.26$ ,  $SD = 0.67$ ), and

**Table 2**  
*Students' General Perceptions of Socratic Questioning*

Perceptions of Socratic Questioning	Percentage (%)					Mean	SD
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1. I am familiar with Socratic questioning.	8.00	14.67	44.00	26.67	6.67	3.09	0.99
2. Socratic questioning encourages class participation.	0.00	4.00	16.00	54.67	25.33	4.01	0.75
3. I feel comfortable responding to Socratic questions.	1.33	17.33	26.67	42.67	12.00	3.46	0.95
4. Socratic questioning improves understanding of short stories.	0.00	0.00	13.33	46.67	40.00	4.26	0.67
5. Socratic questioning creates an engaging learning environment.	1.33	8.00	13.33	46.67	30.67	3.97	0.93
6. Teachers frequently use Socratic questioning in class.	9.33	32.00	25.33	30.67	2.67	2.85	1.04

teachers used hardly ever the approach ( $M = 2.85$ ,  $SD = 1.04$ ).

The findings of the present study show that EFL learners were positively inclined towards using the Socratic questioning method as it helps them to be engaged and understand the reading passages. Paul and Elder (2007), Sahamid (2016), Almaliki (2017), Baddane (2025), and Gasmi and Al Nadabi (2023) have found that this method helps students to acquire higher-order thinking skills required for effective participation in classroom discussions. At the same time, Muftah (2026) and Abushafa (2014) have found that Libyan higher education institutions still use teacher-centered teaching approaches, and it hinders the students' practice of inquiry-based learning. This fits with students' reports that they are only moderately familiar with Socratic questioning and that it is not used often in class.

Abidah (2022) and Mktad (2025) show that EFL classrooms experience two main problems because students struggle with language comprehension and they lack confidence to speak. Some students showed hesitation about speaking while other students answered questions without difficulty. The results demonstrate that students value Socratic questioning as a teaching strategy; however, students must practice questioning multiple times with teacher guidance to achieve its benefits.

Table 3 suggests that students found Socratic questioning beneficial in learning literature. Understanding ( $M = 4.05$ ,  $SD = 0.81$ ) and interpretation ( $M = 4.09$ ,  $SD = 0.78$ ) were evaluated positively, with critical thinking receiving the highest mean score ( $M = 4.25$ ,  $SD = 0.74$ ). Students also reported feeling more confident when expressing ideas ( $M = 4.06$ ,  $SD = 0.80$ ), while communication skills were rated slightly lower but remained positive ( $M = 3.89$ ,  $SD = 1.00$ ).

The findings of this study generally support earlier research indicating that Socratic questioning can contribute to the development of higher-order thinking and deeper engagement with literary texts. In the responses, students mentioned that this approach pushed them to think more carefully about the texts and not remain at a surface level of meaning. This result appears to be consistent with Sahamid (2016), Siripongnapat et al. (2024), and Baddane (2025) who argue that guided inquiry has an important role in improving students' comprehension and interpretation abilities.

In line with Paul and Elder (2007), who consider questioning as a central component of analytical reasoning, and Almaliki (2017), students in this study reported relatively high levels of critical thinking development. Many students became more aware of how they analyzed literary texts and how their responses were formed. Although this awareness was not equally developed among all participants, it suggests that the use of questioning encouraged engagement with meaning construction rather than simple recall of information, which is also supported by findings of Gasmi and Al Nadabi (2023) regarding the development of critical thinking and reflective learning in EFL contexts.

Students showed some improvement in their confidence and communication skills but they developed these skills at a lower level than they developed critical thinking skills. The difference shows that students developed cognitive skills but they were still adjusting to the discussion-based learning environment through their emotional and linguistic development. From a constructivist perspective, learning is commonly seen as developing through interaction, and in this respect, the findings of the study point to progress that is not complete but remains meaningful. Comparable patterns have been observed by Abidah (2022) and Mktad (2025) in EFL contexts, where inquiry-based instruction is found to support self-expression and collaborative learning, even though certain difficulties continue to be present.

**Table 3**  
*Students' General Perceptions of Socratic Questioning*

Perceptions of Socratic Questioning	Percentage (%)					Mean	SD
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
7. It improves comprehension of literary texts.	0.00	6.67	10.67	53.33	29.33	4.05	0.81
8. It enhances critical thinking.	1.33	0.00	10.67	48.00	40.00	4.25	0.74
9. It improves interpretation skills.	1.33	0.00	18.67	48.00	32.00	4.09	0.78
10. It boosts confidence in expressing ideas.	0.00	4.00	17.33	46.67	32.00	4.06	0.80
11. It strengthens communication skills.	2.67	8.00	16.00	44.00	29.33	3.89	1.00

The data in Table 4 demonstrates that students encountered difficulties with Socratic questioning. Most did not find it hard to express their ideas in English ( $M = 2.73$ ,  $SD = 1.12$ ), but open-ended questions caused some uncertainty ( $M = 3.13$ ,  $SD = 1.15$ ). The students experienced different reactions toward the emotional aspect of the task. Students showed moderate anxiety about follow-up questions with anxiety levels at ( $M = 3.06$ ,  $SD = 1.13$ ), while students showed greater anxiety about making mistakes with anxiety levels at ( $M = 3.70$ ,  $SD = 1.29$ ). Many respondents believed that answering the questions needed substantial mental effort ( $M = 3.33$ ,  $SD = 1.06$ ).

The challenges found in this study support findings which earlier studies reported about Socratic questioning in EFL classrooms. Students experienced difficulties with English speaking and open-ended question comprehension because they faced two challenges which included language barriers and insufficient experience in inquiry-based learning (Abidah, 2022; Gasmi & Al Nadabi,

2023). Multiple students encountered these difficulties but most students succeeded in their work because of these challenges.

A few students also mentioned feeling anxious with follow-up questions, which demonstrated that classroom discussions can produce both emotional and cognitive difficulties. Students show more concern about making mistakes than any other obstacle. Mktad (2025) states that students who worry about making mistakes will experience decreased self-confidence which causes them to participate less in class. Students who need to interpret and explain content during literature lessons will display their doubts through their behavior. Some students may comprehend the material but decide to remain silent because they doubt their ability to speak English accurately. The process of Socratic questioning requires both thinkers to create their mental framework for the task according to Paul and Elder (2007). Critical thinking requires this type of mental effort but without guidance it becomes harder for students to join activities.

The findings hold special significance for the Libyan EFL context because of their particular value to this area. According to Muftah (2026) and Abushafa (2014), teaching currently depends on teacher-centered methods in Libya. The study results indicate that Socratic questioning offers an effective

teaching method which students can use to better engage with literary works. The method requires ongoing use and structured teaching support to achieve successful results because students need to learn how to participate in this type of classroom setting.

**Table 4**  
*Students' Perceived Challenges of Socratic Questioning*

Challenges of Socratic Questioning	Percentage (%)					Mean	SD
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
12. I find it difficult to express thoughts in English.	13.33	37.33	14.67	32.00	2.67	2.73	1.12
13. Open-ended questions sometimes confuse me.	6.67	29.33	20.00	32.00	12.00	3.13	1.15
14. I feel anxious when asked follow-up questions.	6.67	32.00	18.67	33.33	9.33	3.06	1.13
15. I worry about making mistakes during discussions.	10.67	10.67	6.67	41.33	30.67	3.70	1.29
16. Responding to Socratic questions requires too much mental effort.	4.00	18.67	32.00	30.67	14.67	3.33	1.06

## 5. Conclusion and Recommendations

The results show that students viewed Socratic questioning as an effective teaching method which improved their ability to participate in class and understand material and develop critical thinking skills for analyzing literary works. Students who received guided questioning showed increased text engagement which helped them achieve deeper understanding of texts as mentioned in literature instruction standards.

The research study identified multiple challenges which required resolution. The majority of students who participated in the study showed a lack of knowledge about Socratic questioning yet its implementation in

classrooms proved to be unpredictable. Participants reported that their anxiety and fear of making mistakes prevented them from taking part in activities. The participants found open-ended questions to be mentally challenging because they needed to think about their responses even though language difficulties did not affect all participants.

The study demonstrates that Socratic questioning techniques can enhance EFL literature instruction according to its findings. The teachers need to implement the method through step-by-step introduction which should include ongoing support and establishment of a classroom setting that promotes student engagement. The students

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will gain more benefits from Socratic questioning when teachers use this method because it will decrease their existing challenges.

### Conflict of Interest:

The author declares no conflict of interest.

### Declaration of AI Use

The author declares that they used AI tools (ChatGPT) solely for language editing. The author also confirms that no AI tools were used for data collection, analysis, discussion, or conclusions.

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## تصورات طلبة اللغة الإنجليزية حول استخدام السؤال السقراطي في تدريس القصة القصيرة بجامعة مصراتة

مريم محمد عمر شبوش\*

جامعة مصراتة، كلية الآداب، قسم اللغة الإنجليزية، ليبيا

\*[m.shabboush@art.misuratau.edu.ly](mailto:m.shabboush@art.misuratau.edu.ly)

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### ملخص البحث:

هدفت هذه الدراسة إلى التعرف على تصورات طلبة اللغة الإنجليزية حول استخدام أسلوب السؤال السقراطي في تدريس القصة القصيرة، مع التركيز على الفوائد المتصورة والتحديات المصاحبة لتطبيقه. واعتمدت الدراسة المنهج الوصفي ضمن إطار كمي، حيث جُمعت البيانات من عينة مكونة من (75) طالباً من طلبة تخصص اللغة الإنجليزية بكلية الآداب، جامعة مصراتة، ممن سبق لهم التعرض لأسلوب التساؤل السقراطي أثناء مناقشة النصوص الأدبية. وقد تم اختيار العينة قصدياً من مقررات القصة القصيرة في تعليم اللغة الإنجليزية كلغة أجنبية. واستُخدمت استبانة منظمة قائمة على مقياس ليكرت الخماسي، شملت ثلاثة محاور هي: التصورات العامة، والفوائد المتصورة، والتحديات المتصورة، وخضعت الأداة للتحكيم والتحقق من الصدق والثبات. واعتمدت الدراسة على أساليب إحصائية وصفية لتحليل البيانات.

وأظهرت النتائج أن تصورات الطلبة جاءت إيجابية بوجه عام، خاصة فيما يتعلق بتحسين فهم النصوص الأدبية، وتنمية التفكير الناقد، وتعزيز التفاعل داخل قاعة الدرس. في المقابل، أشار الطلبة إلى بعض التحديات، مثل القلق والخوف من ارتكاب الأخطاء، والصعوبات المعرفية المرتبطة بالأسئلة المفتوحة. وتلخص الدراسة إلى أن السؤال السقراطي يُعد أسلوباً فعالاً في تدريس الأدب، إلا أن تطبيقه يتطلب تخطيطاً منهجياً ودعمًا تعليمياً مناسباً.

**الكلمات المفتاحية:** السؤال السقراطي، التفكير الناقد، تدريس القصة القصيرة، التعليم العالمي.