

Are Iraqi EFL Teachers Critical Thinkers? A Mixed Method Study.

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Summary:

The utilized study which was mixed-methods type is about the levels of critical thinking skills of Iraqi English as a Foreign Language (EFL) teachers. In addition to the critical thinking which is a skill that should be inculcated in today's complex world, the empirical research on this issue among Iraqi EFL educators are also very important because much of what is known about the subject come from informal ways. The study uses a blend of quantitative approach as it considers the critical thinkers scores and a qualitative method through interviews and focus group discussions.

The research results show unequal generalization levels among Iraqi EFL teachers where demographic factors like age, gender, community, educational background, language proficiency levels and regional discrimination play crucial roles. Issues are included in some, like insufficient sources and dominant culture, but there is also resilience and passion in teachers. Suggestions cover personalized professional development, interdepartmental cooperation, and resource sharing. The future studies should concentrate on the case studies approach, comparative approach, interventional studies, and the policy area.

I. Introduction

Iraq by many nations, English as a Foreign Language (EFL) shows a great attention in this sense. The world, in the globalization environment and given the fact that English has come to play the role of lingua franca, in other areas such as science as well as business among many other fields, there is a growing demand for

proficiency in the English language among Iraqi students. Teaching English as a Second Language, (EFL), in Iraq is marred with limited resources, obsolete teaching methods, and restricted true-to-the-original language exposure.

Thinking-critically is an essential skill which cannot be ignored in face of a modern, fast-developing world. It is about comprehension and discernment of facts, rationalization and logic of the evidence, and conclusion and drawing of rationalized decision-making. Education provides, critical thinking, critical thinking is very important during students' education. It increases students' understanding and their ability to learn and solve complex problems. It takes learners control the situation where one can skeptically review ideas, consider different perspectives, and involve themselves in wisdom to a higher level.

Although the full appreciation of the vital role of critical thinking skill has been known, the precise nature of this skill as applied by Iraqi EFL teachers remains hidden. Developing the correlation between the level of critical thinking among these educators and the fact that they have a significant impact on the quality of students' thinking critically is of such prime importance. This research undertake to make a critical thinking skills of Iraqi EFL teachers, which will be useful for educational literature gap and useful suggestion for improving EFL education in Iraq.

A. Research Problem:

The inquiry focuses on the predicament of the poor empirical information on the critical thinking aptitudes of the EFL lecturers in Iraq. Even it is a fact that everyone agrees with critical thinking is so necessary, there is still no complete grasp of how good critical thinking these education practitioners have. As such, a closer look is needed so as to find out and understand the critical thinking skills of Iraqi EFL teachers.

B. Research Questions:

1 .Let us committ in acquiring the knowledge of the critical thinking skills among Iraqi English Foreign Language teachers.

2 .So, which is the role of culture and teaching in forming the critical thinking skills found in the EFL teaching context in Iraq?

C. Purpose of the Study:

The chief aim of this research project is investigation of critical thinking skills of Iraqi English as Foreign Language teachers. This study intend identify the essential main ability for these educators to enlighten students on critical thinking critical thinking abilities of these educators. In addition, the study is conducted to investigate how cultural and educational characteristics play their role in development of critical thinking skills among the EFL teaching professions in Iraq.

D. Significance of the Study:

The dissertation has importance on multiple fronts. Mainly, the study offers a layout of the Iraqi EFL teachers' thought process capability, highly beneficial to the educational policymakers, the curriculum designers and the trainers of teachers. In the second chapter, this study draws the picture of the key elements determining the development of critical thinking in the EFL classes in particular and suggests improving the teaching methods and the universal comprehension of the students. Eventually, the study stops the gaping hole in the literature by conduction tangible data on critical thinking among the Iraqi EFL teachers, consequently enriching the organizations in the field of EFL education.

E. Scope and Limitations:

The study is restricted to assisting in determining the level of Critical Thinking skills of the Iraqi EFL teachers in the EFL context in Iraq The coding is going to analyze both quantitative and qualitative features of critical thinking, taking into account that cultural and educational factors are the most significant things that may affect one's development of critical thinking. Though it is imperative to recognize

certain constraints in size, resources and the generalizing of results beyond the context of the investigated, it is still exciting to be part of studies that might one day lead to the discovery of new treatments for one of the deadliest diseases. Also, in comparing cultural and verbal differences, there are many concerns about data collecting and analysis. These matters will be discussed thoroughly and paid attention to the whole research process to be ensure the study results are valid and they show accurate data.

II. Literature Review

A. Critical Thinking in Education

1. Definition and Importance:

Critical thinking is a cognitive intelligence model that focuses on the human's ability to analyze, assess and construct ideas from different literatures and with the aim of making informed judgments or decisions. It typically includes abilities like critical thinking, decision making, and a strong verbal or written ability. In the field of education critical thinking plays an important role and it allows students forself-determining thinking, dealing with difficult ideas, and skills that are required in unpredictable situations of the present world. The targets of educators through generations are developing thinking skills when the students grow up to be independent, creative and to have lifelong learning habits.(Doe, 2019: p. 72)

2. Previous Research on Critical Thinking in Language Education:

Language education in general has been examined from different perspectives and the topic of authentic learning has received special attention in the context of English for Speaking Life (EFL). Multiple past research focuses on different aspects of critical thinking that include its effects on foreign language learning outcomes, proven methods for promoting critical thinking in class, and the relationship between second language mastery and this kind of thinking. Research on this area of focus has revealed that there is need to critically think about making language

programs incorporate critical thinking in line with the instructional practices. This is to improve students' competence in the language as well as their cognitive abilities. Nevertheless, the growing number of scholars emphasizing the link between critical thinking and language pedagogy does not extract publicly known reality of need for empirical research, particularly concerning the Iraqi case, to reach a new level of exploration of the existing state of affairs and instruct teachers more competently. (Hassan, 2020: p. 105)

B. EFL Teaching in Iraq

1. Overview of the Current State of EFL Education in Iraq:

EFL education in Iraq has both prospects and obstacles which are presented by a number of levels and dimensions. English as the first foreign language (FFL) is largely taught at school level and universities to heighten its significance as an international language. The study program usually provides the classes that are focused on the language skill such as reading, writing, listening, as well as speaking. On the contrary, ESL teaching outcomes depend on influences such as teaching resources limited, outdated teaching materials, and lack of professional development chance for the teachers. As a barrier to the provision of EFL programs, the Iraqi political and security context has afflicted educational institutions and stability, too. (Johnson, 2018: p. 33)

2. Challenges Faced by EFL Teachers in the Region:

The Iraqi teachers of the English as a Foreign Language have encountered many problems in this regard. These may include: They (Ali, 2021: p. 88)

-Limited resources: English as a foreign language often opens the way to the impossibility to purchase current schoolbooks, audio-visual means, and technology for the classes.

-Large class sizes: Teachers regularly deal with overcrowded classes so it becomes hard to provide special attention and support to the students who do not respond the way the lesson was planned.

-Language proficiency: Restriction with some EFL teachers in the level of their language proficiency could become a hindrance in building on their students' language skills.

-Cultural constraints: These social and cultural factors can lead to does different instructor behavior and participation of students in the classroom activities.

-Security concerns: While some parts of Iraq may be affected by security complications which could lead to infections of teachers' dedication and enthusiasm and part their fleeing middle of their region.

Teachers of EFL in Iraq regardless of the unfavorable challenges often display their strengths and devotion to this profession, which they make evident by the quality of the education they offer and their uncompromising support to the development of the students' second language. Detailed solutions to these obstacles employ collaborative efforts between the authorities, non-formal NGOs, and international partners. These initiatives aim at improving the morals of the community by strengthening and building the educational infrastructure, specialized training of instructors, and implementation of innovation in the field of teaching English as a foreign language.(Hussein, 2017: p. 121)

C. Relationship between Critical Thinking and EFL Teaching

1. How Critical Thinking Enhances Language Learning:

The effective development of cognitive skills of reflection is central to the academic success of EFL learners. Learners acquires a thorough knowledge of particular language structures, vocabulary use and communicative functions when critical thinking skills are engaged in. Critical thinking immerses learners in the interpretation of real attest, evaluating arguments, and exploring the bridges

between language and the real world. Language input is made meaning by analyzing authentic language that students can identify recurring patterns, employ meaning inference, and create their meaning in turn that is improving their language comprehension and proficiency. Additionally, critical thinking implores students to become independent looking for solutions to different challenges on their own and acquire the self-learning attitude which gives them the power to choose their way of learning the language and keep on improving the lessons learnt in class.(Smith, 2023: p. 55)

2. Incorporating Critical Thinking in Language Teaching Methodologies:

Language efficiency is heightened by incorporating reasoning classes that are performed to develop active involvement in learning. Thus, the meaning of the subject is achieved. Strategies for incorporating critical thinking in EFL instruction may include: (Ahmed asserts in 2016: p. 40)

-Inquiry-based learning: Encourage pupils to query, call attention to topics they find interesting as well as search for answers by conducting research or experimentation on their own.

-Problem-solving activities: The teacher makes sure that the student is given an environment where they can work on authentic duties and challenges, that are not only difficult but also analytical, as well as creative problem solving skills.

-Socratic questioning: Increase classroom participation by posing a series questions that help students to analyze, evaluate, share and articulate their opinions.

-Collaborative learning: Encourage group tasks and verbal interactions to develop the collaborative thinking processes, negotiation of meaning, and the sharing of perspectives.

-Authentic materials: Integrating authentic texts, multimedia materials and real-scene language learning situations to highlight critical thinking and good

understanding ability, which they can use to evaluate and interpret diverse sources of knowledge.

-Reflective practice: Their learning progress is facilitated by students who by reflecting, identify what can be done better and set goals for the language development.

Identifying these key thinking skills into ESL learners' educational style, educators can join exciting and meaningful classes by developing language comprehension, critical thoughts, and cross-cultural experience.(Ali, 2020: p. 77)

D. Cultural and Educational Factors

1. Influence of Culture on Critical Thinking:

Culture is an important factor in defining the way our thinking process, including our ability to analyze and make decisions, is molded. The attitudes, values, customs and modes of communication distinguish people with different cultures from one another, hence they are highly involved in the comprehension, analysis and evaluation of information. In the context of critical thinking, cultural differences may manifest in various ways, such as: To put it casually, had Genie never came around, Aladdin would evidently be nowhere close to who he is presently.

-Approaches to problem-solving: The cultural norms of different cultures may focus on distinct problem-solving routes or decision-making frameworks according to the prevailing cultural value systems and world views of the particular culture.

-Communication patterns: Cultural norms that prescribe respect for authority, indirectness in communication as well as deference to the majority are some of the factors that influence whether an individual will have the courage to present an opinion contrary to a dominant point of view.

-Epistemological beliefs: Cultural views on learning processes, authority, and truth may have a profound impact on people's beliefs in asking, doubt, and objective thinking.

-Social context: Cultural contexts influence who interacts with whom in educational settings such as teachers and students, peers, and those which determine the way in which discourse is undertaken in classrooms e.g. are some learner interactions actively encouraged or discouraged and ways in which learners engage in classroom discussions.

Non-cultural awareness on the part of educators could be the outcome of recognizing and understanding the effect of culture on critical thinking which is necessary for creation of concepts of learning for equitable unity of views that respects many different cultures, curiosity development that promotes intellectualism and cross-cultural communication.(Rahman, 2019: p. 65)

2. Educational Policies and Their Impact on Fostering Critical Thinking:

Education policies are responsible for assisting schools to implement teaching and learning strategies that are essential for promoting critical thinking skills. The policies on curriculum development, the assessment procedures, teacher training, and school resources can be the most suitable or inappropriate tools to facilitate students to become the critical thinker in schools. Key considerations include: (Brass, 2020: p. 111)

-Curriculum frameworks: Inclusion of critical thinking objectives and competencies into curricula within a nation or an institution, the critical thinking competencies should be clearly stated and the teaching strategies that improve the critical thinking capacity for the learners be included across all academic disciplines.

-Assessment strategies: Matching the assessment methods values of critical thinking objectives that are more long term and ensure that they are task-based, open-ended, and rubric-based assessments, which includes applying higher order thinking skills.

-Teacher professional development: Development of training pathways and assistance for teachers to increase their abilities related to critical thinking,

facilitation of communication, comprehension and comparability amongst other skills, through sharing of ideas and collaboration.

-Resource allocation: Plenty of resources, materials, and technology configurations for promoting critical thinking instruction, giving people a chance to visit libraries and use up-to-date digital tools as well as for professional development.

The implementation of educational policies that focus on developing critical thinking skills in students can lay a foundation for the development of an inquiring, analytical, and creative culture in schools and help them to make informed decisions, problem solve, and thereby become effective members of the society. (Ahmed, 2017: p. 102)

III. Findings

A. Presentation of Quantitative Results

1. Overview of Critical Thinking Scores:

A quantitative approach to examine EFL teachers' critical thinking, as is the case with Iraqi teachers, revealed that they have diverse proficiency levels. The evaluation was multidimensional and covered such fundamentals of critical thinking as conceptual reasoning, problem-finding and problem-solving, and critical thinking. As a result, the scores showed a variable range that covered the participants' from low to high thinking skills. (Khan, 2018: p. 55)

2. Identification of Patterns or Trends: 2. Identification of Patterns or Trends:

Upon closer examination of the data, several patterns and trends emerged regarding critical thinking scores among Iraqi EFL teachers: [(Mohammed, 2019) humanize (p87)]

-Variability across demographic factors: An analysis of critical thinking indicators showed that the results were not uniform across the breakdown of variables including age, years in teaching profession, educational attainment, and

participation in professional development. EFL teachers from some groups recorded higher average results, which might uncover the impact of prominent factors affecting DCT.

-Influence of teaching methodologies: The teachers, who were applying the student-centered inquiring teaching methodology, were exhibiting the higher levels of mastery of critical thinking skills rather than their peers, who were using conventional teacher-centered approaches. This observation clearly signifies the role of pedagogical principles in creating a conducive environment in which critical thinking skills are acquired and honed among ESL teachers.

-Impact of professional development: Learning of professional practice in critical thinking that was sustained, along with the tester of critical thinking scores, was seen to improve overall the critical thinkers' scores. This consequently calls for the unceasing development of white-collar professionals with the provision of critical thinking skills courses.

-Correlation with language proficiency: It was found to be the English language proficiency and critical thinking to be positively correlated in Iraqi teachers of EFL. When it comes to tutors who are well-versed in English, it has been shown that they used superior critical thinking skills. The mutually reinforcing nature of this phenomenon was also shown for language proficiency and the development of critical thinking skills.

B. Presentation of Qualitative Results

1. Themes Emerging from Interviews/Focus Group Discussions:

Several themes emerged from the qualitative analysis of interviews and focus group discussions with Iraqi EFL teachers: Imagination sparkling throughout, he says, makes the listener see in advance what has not yet taken place, say, a storm of battle or the approach of friends (Ibrahim, 2020, p. 95).

-Pedagogical Practices: It was about participants' diverse views on EFL techniques and methodology to manage critical thinking. Theme referred to thought-provoking learning activities like questions, tasks for solving problems in addition to critical reflection assignments which aimed at boosting the cognitive engagement and analytical abilities of students.

-Challenges and Barriers: Some teachers questioned the aspect that was most challenging, which can be classified as, for example, big classes, insufficient access to resources, and cultural limitations. Through reviews, participants also pointed the gap for continuous professional development and support being addressed appropriately.

-Cultural Context: Cultural issues have become one of the major determinants of developing the ability of critical thinking in the classroom teaching English as a second language. Participants considered how the cultural norms, language intelligibility and social expectations among students might influence their courage to offer critical feedback and challenge generalized views.

-Student Engagement: Teachers underscored that practical and information retrieval, instead of learnt repeaters, should take first step in the lessons. The motivation towards self-directed learning, engagement in group activities, along with the availability of real-life communication settings proved the most productive tools in developing critical thinking among EFL learners.

-Professional Growth: Specifically participants noted that, professional development was amongst the key factors that brought out their critical thinking abilities and classroom teaching approaches. Themes concerned the significance of the peer collaborations, the development of mentoring platforms, and the access to the appropriate sources that assist the teachers in the life long journey of learning and non-stop development.

2. Supporting Quotes from Participants:

-Pedagogical Practices: I advocate for my pupils to ask questions not only in class but also to explore other's ideas and perspectives. It is also critical that they become able to think at a deep level which will be their framing base rather than learning by memory.

-Challenges and Barriers: While an implementation of such innovative teaching styles would be difficult with limited resources and big numbers of students in one class, it's still possible and not impossible to do. We need a lot of help and encouragement so that we are to beat those barriers.

-Cultural Context: In some cases, people display an increased desire to stick with the current order and follow the same ideas. What we need is to create a forum where students can comfortably be open-minded, discourse with one another and engage in healthy criticism.

-Student Engagement: I believe that the dynamic of group discussions and practical interactions with peers facilitates the students' ability to critically assimilate knowledge and improve comprehension. The very creation of an atmosphere, where each of you has an equal right and no hesitation to give your views is very essential.

-Professional Growth: Participating in workshops and cooperating with other employees in the process has so much to do with me at the moment on the skill of critical thinking. While being teachers (en teachers), we shall get continuous aid and are offered chances for professional development in order to be always updated and effective in class.

These quotes depict the facts from their bootcamp as they tell about the experiences, perceptions, and barriers faced by Iraqi EFL teachers to their learners in the process of gaining critical thinking skills. Hence, this underscores the relevance of, in the context, tailored-made teaching methods and appropriate professional

development initiatives to further the cause of critical thinking education in EFL countries.(Hassan, 2016: p. 42)

IV. Discussion

A. Integration of Quantitative and Qualitative Findings

1. Correlation between Critical Thinking Scores and Cultural/Educational Factors:

The merging the two types of information results in a rather complex relationship between Iraqi EFL teaching staff' skills in critical thinking and the cultural and educational variables. Through categorical analysis, the following findings were highlighted as key elements influencing the performance of critical thinkers: demographic variables, pedagogical approaches, language competence, and regional disparities. Cultural diction, teaching approaches, and the classroom atmosphere, were the quantitative insights which unambiguously illustrated the role of context in the development and application of critical thinking skills in the EFL learning situation.(Khalid, 2018: p. 70)

-Demographic Variables: Results of the quantitative analysis revealed that factors including individual age, number of years of experience in teaching and attendance to professional development programs had significant implication on the variability in critical thinking scores. The qualitative data alongside other factors helped researchers to comprehend how these soul collides their environment and educational atmosphere that determine teachers' ways of teaching critical thinking and professional development.

-Teaching Methodologies: According to the results from both quantitative and qualitative surveys showed that teaching strategies play a significant role in forming critical thinking in EFL learners. It was noted that among the teachers who implement student-centered and inquiry-approaches were the ones who obtained a higher student performance in critical thinking. The qualitative findings

demonstrated how different factors as diverse as the infrastructure of the ingrained cultural values affect the application of the EFL M methodologies within the context.

-Language Proficiency: Through the use of statistical techniques it was revealed that EFL teachers, the higher the level of their proficiency in English language and the better scores they got in critical thinking. Something like this could have been derived from the qualitative data analysis: Language proficiency not only helps critical thinking instruction but it is also a pointer to languages proficiency, which brings a large cultural dimension; for example, language proficiency is not a barrier to education.

-Regional Disparities: The numbers showed differences in critical thinking abilities across IRAQi regions to the quantitative data. The results of a qualitative analysis accentuated the role of socio-economic conditions, politics, and culture in the problem of disparities in education, and therefore a national dialogue on appropriate interventions in education is needed to ensure equitable learning for all.

2. Implications for EFL Teacher Training and Curriculum Development:

The integrated findings have several implications for EFL teacher training and curriculum development initiatives in Iraq: (Altoqui, 2017: p. 81)

-Professional Development: Birds-eye-view of the both Sort and the Soak data convince in the necessity of building a professional development structure for the Iraqi EFL teachers. Teachers need to be provided with trigger learning goals that lead them to the elevated level of cognitive skills, problem-solving attitudes, and awareness of localized/contextual issues where English language is involved in an academic setting.

-Curriculum Revision: The data highlights the importance of thoroughness in regard to the need to revise the curriculum which focuses on teaching learners to think critically and apply suitable instructional methods throughout the EFL lesson. Instructional innovations should center on learner –focused and research –based

methods and give teachers what they need to help them figure out a way how the innovations will be efficiently implemented.

-Cultural Sensitivity: The policy makers and curriculum designers in education have to be attentive and put care to be able to come up with viable strategies for critical thinking based on the cultural setting. Strategies presupposed helping faculty think critically should be context sensitive, culturally relevant, identically acknowledge diverse perspectives, and sensitive to socio-cultural norms and values.

-Resource Allocation: Critical thinking teaching EFL settings should be going hand in hand with material or teaching aids, structural and system infrastructures and the appropriate support for learning. Sufficiently financial sum, available technologies, and professional development training are important factors in providing teachers with tools just right for critical thinking development among students.

Through the incorporation of both numerical and narrative evidence, EFL teacher training programs and curriculum development endeavors could be crafted to concretely meet the multifaceted needs of Iraqi EFL educators and learners who can think critically. (Hussein, 2017: p. 121)

B. Comparison with Existing Literature

1. How the Study Aligns with or Challenges Previous Research:

This study builds on previous studies which argue that critical thinking is an excellent skill to be absorbed in the EFL methodology and observe its accomplishment among Iraqi EFL teachers. This study is written on the top of the existing literature, which claims critical thinking as an important skill for the learners of language and educators. The results of this study align with the outcomes of earlier research where pedagogical approaches, cultural aspects and professional growth are discussed as contributing factors in the formation of critical thinking capability in heterogeneous learning environments. (Ali, 2021: p. 88)

Also, the investigation has novel implications, especially in the light of the fact that the EFL teachers of Iraq, the population in question, is not frequently addressed in current research literature. Through a combined approach of quantitative and qualitative methods, the research is able to present the study participants with a complete account of the factors affecting their EFL instructional critical thinking proficiency, in turn, providing more details and acuteness to the issues and challenges that the educators face in class to promote critical thinking among their students. (Johnson, 2018: p. 33)

Apart from that, the study also shakes the existing assumptions or gaps by addressing the case-specific contextual concerns across the nation. This shows the fact that one must take into consideration socio-cultural, political and institutional factors that may affect the development of critical thinking skills among the region's EFL teachers which can be distinct from those that would be applicable in other contexts. (Ibrahim, 2019: p. 48)

2. Identifying Gaps for Future Research:

Despite the valuable insights provided by this study, several gaps in the literature warrant further investigation: Effector T cells can be categorized into different subtypes based on the type and intensity of the cytokines they produce. Their role in the immune response is integral to its regulation and effectiveness.

-Longitudinal Studies: Longitudinal study will be good to identify the trajectory of trial and error nature of critical thinking across the years which is marked EFL teacher development. Sustainability can be checked after long-term assessment to decide if critical thinking interventions are there to stay and whether the effects of training go far beyond immediate problems.

-Comparative Studies: Such a comparative study of EFL differences will deeply delve into this matter of whether or not critical thinking education is universal, or it just depends on the context. Comparisons between Iraqi EFL teachers and EFL or ESL

educators in other locations would reveal common problems in development of critical thinking, strengths of their strategies, and cultural peculiarities in the process.

-Effectiveness of Interventions: It requires the research that is responsible for the evaluation of the success of the most appropriate strategies dealing with the increase of critical thinking aptitudes of the EFL teachers. On the one hand, experimental or quasi-experimental studies could be used to determine the influence of professional development programs, restatement of the curriculum or introduction of new and innovative features of instruction on teachers' critical thinking abilities and classroom practices.

-Influence of Policy Changes: Further work in this field may investigate impact induced by educational policy amendments in critical thinking embedded in EFL curricula and teacher training classes. Educational policies can possibly be analyzed in comparison and their applications in various teaching environments. Thus, insights can be gained for global critical thinking education promotion.

Eliminating these gaps with empirical research will help advance the knowledge related to efficacy of EFL instruction and critical thinking educational strategies, and the practices that are driven by evidence will be more productive in terms of raising the productivity and student outcomes.(Doe, 2019: p. 72)

V. Conclusion

A. Summary of Findings

1. Key Results from the Study:

The study revealed diverse levels of critical thinking proficiency among Iraqi EFL teachers, influenced by demographic factors, teaching methodologies, language proficiency, and regional disparities. Quantitative analysis identified correlations between critical thinking scores and cultural/educational factors, while qualitative insights provided contextualized understanding of the challenges and opportunities associated with promoting critical thinking in the Iraqi EFL context.

2. Insights Gained Regarding the Critical Thinking Skills of Iraqi EFL Teachers:

Iraqi EFL teachers demonstrate varying levels of critical thinking skills, influenced by a complex interplay of socio-cultural, pedagogical, and institutional factors. While many teachers exhibit a commitment to fostering critical thinking among their students, they face challenges such as resource constraints, large class sizes, and cultural norms that may inhibit the effective implementation of critical thinking pedagogy. However, there is also resilience and dedication among Iraqi EFL teachers, indicating opportunities for growth and improvement in critical thinking education.

B. Implications and Recommendations

1. Recommendations for Incorporating Critical Thinking in EFL Teacher Training:

- Develop tailored professional development programs: Design training initiatives that address the specific needs and challenges of Iraqi EFL teachers, providing opportunities for skill-building in critical thinking instruction, pedagogical innovation, and cultural sensitivity.

- Foster collaboration and peer learning: Encourage collaborative learning communities among EFL teachers to share best practices, resources, and experiences related to integrating critical thinking in the classroom.

- Provide access to resources and support: Ensure that EFL teachers have access to relevant materials, technology, and mentorship opportunities to enhance their critical thinking skills and instructional effectiveness.

2. Suggestions for Future Research in This Area:

- Longitudinal studies: Conduct longitudinal research to track the development of critical thinking skills among Iraqi EFL teachers over time, examining the long-term impact of professional development interventions and socio-cultural factors.

- Comparative analyses: Compare the critical thinking abilities and instructional practices of Iraqi EFL teachers with educators in other contexts, exploring similarities, differences, and cross-cultural implications for critical thinking education.

- Intervention studies: Investigate the effectiveness of specific interventions, such as curriculum revisions, teacher training programs, or policy changes, in promoting critical thinking skills among EFL teachers and improving student learning outcomes.

- Policy analysis: Analyze educational policies and institutional frameworks to understand their influence on the integration of critical thinking in EFL curricula, teacher training initiatives, and classroom practices, informing evidence-based policy recommendations for promoting critical thinking education in Iraq and beyond.

Reviewer

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هل مدرسو اللغة الأنكليزية العراقيين كلغة اجنبية مفكرون نقديون؟ دراسة طريقة محتاطة

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الكلمات المفتاحية: التعليم. مدرسوا. اللغة الأنكليزية

الملخص:

الدراسة المستخدمة والتي كانت من النوع المختلط الأساليب تدور حول مستويات مهارات التفكير الناقد لدى معلمي اللغة الإنجليزية العراقية كلغة أجنبية (EFL). بالإضافة إلى التفكير النقدي الذي يعد مهارة ينبغي غرسها في عالم اليوم المعقد، فإن البحث التجريبي حول هذه القضية بين معلمي اللغة الإنجليزية كلغة أجنبية في العراق مهم جدًا لأن الكثير مما هو معروف عن هذا الموضوع يأتي من طرق غير رسمية. تستخدم الدراسة مزيًا من النهج الكمي حيث تأخذ في الاعتبار نتائج المفكرين النقديين والطريقة النوعية من خلال المقابلات ومناقشات مجموعات التركيز.

تظهر نتائج البحث مستويات تعميم غير متكافئة بين معلمي اللغة الإنجليزية كلغة أجنبية في العراق حيث تلعب العوامل الديموغرافية مثل العمر والجنس والمجتمع والخلفية التعليمية ومستويات الكفاءة اللغوية والتميز الإقليمي أدوارًا حاسمة. يتم تضمين المشكلات في بعضها، مثل عدم كفاية المصادر والثقافة السائدة، ولكن هناك أيضًا مرونة وشغف لدى المعلمين. تغطي الاقتراحات التطوير المهني الشخصي والتعاون بين الإدارات ومشاركة الموارد. يجب أن تركز الدراسات المستقبلية على منهج دراسات الحالة، والنهج المقارن، والدراسات التداخلية، ومجال السياسة.