قياس ممارسات تحليل الخطاب النقدي بين معلمي اللغة الإنجليزية العراقيين: دراسة مقطعية

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Measuring Critical Discourse Analysis Practices among Iraqi English Teachers: A Cross-Sectional Study

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الملخص

يهدف البحث إلى قياس مدى ممارسة معلمي اللغة الإنجليزية العراقيين للتحليل النقدي للخطاب (CDA) في الدرس.ولتحقيق أهداف الدراسة سيتم استخدام المنهج الوصفي التحليلي . تم تصميم استبيان لجمع المعلومات. تكونت عينة الدراسة من 100 معلم للغة الإنجليزية كلغة أجنبية كانوا يدرسون في مدارس لغات مختلفة في العراق. وتكونت العينة من 45 ذكراً و55 أنثى. وأشارت النتائج إلى أن مستوى تطبيق ممارسات تحليل الخطاب النقدي كان معتدلاً، بما في ذلك ضمان صحة محتوى الكتاب المدرسي والسماح للطلاب بالتعبير عن آرائهم حول محتوى الكتاب المدرسي. كما أكدت النتائج ضرورة تعزيز قدرة المعلمين على تطبيق ممارسات التحليل النقدي للخطاب من خلال الاعتماد على التكنولوجيا الحديثة التي تعزز رغبة الطلاب في التعلم. وبناء على نتائج البحث يوصي الباحث بضرورة تصميم دورات تدريبية للمعلمين لتعزيز مستوى معرفتهم بممارسات تطبيق التحليل النقدي للخطاب في الفصل الدراسي.

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Measuring Critical Discourse Analysis Practices among Iraqi English Teachers: A Cross-Sectional Study

Abstract

The research aimed to measure the extent which Iraqi English Teachers practice critical discourse analysis (CDA) in class. To achieve the study's objectives, the descriptive analytical approach will be used. A questionnaire was designed to collect information. The study sample consisted of 100 EFL teachers who were teaching at different language schools in Iraq. The sample comprised 45 males and 55 females. The results indicated that the level of application of critical discourse analysis practices was moderate, including ensuring the validity of textbook content and allowing students to express their opinions about textbook content. The results also confirmed the need to enhance teachers' ability to apply critical discourse analysis practices by relying on modern technology that enhances students' desire to learn. Based on the research findings, the researcher recommends the need to design training courses for teachers to enhance their level of knowledge on the practices of applying critical discourse analysis in the classroom.

1.Introduction

Text analysis requires students to understand the text and comprehend all its details and complex aspects. Students must be able to understand the relationships between textual components and search for patterns among them. However, this process can be difficult for students who suffer from weaknesses in analysis and critical thinking, as they are unable to identify relationships and connections between texts. Alani (2023) indicated that some students are unable to identify textual features and realize the overall context of different topics, which affects their ability to draw different conclusions.

Previous studies indicated a number of difficulties facing students learning English as a second language in Iraqi schools. Saeed (2015) divided the problems facing the teaching of English as a second language into two groups. The first relates to the experience and competence of teachers and their need for training courses that enhance their expertise and knowledge. The second relates to the educational environment and the lack of resources provided to schools to support the educational process and facilitate language acquisition by students. Moreover, Alani (2023) found that English as a Second Language (ESL) students lack the ability to identify the meaning of linguistic elements, indicating a weakness in this area. The study also emphasized the need to enhance students' understanding of vocabulary and textual context to enhance their level of language comprehension (Alani, 2023).

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At the level of communicative language, Olshtain & Celce-Murcia (2001) indicated that discourse analysis represents one of the most important methods used in teaching communicative language and enhancing students' level of understanding of textual contexts. In language study classrooms, it is important for students to possess the ability to observe and record to enhance their ability to analyze discourse (Alsoraihi, 2019). Hamdi (2022) added that critical discourse analysis is a key area in language teaching. Alsoraihi (2019) argued that despite the importance of enhancing students' ability to analyze critical discourse in English, it is often neglected by English language teachers. This neglect may be attributed to teachers' lack of experience and sufficient knowledge in critical discourse analysis, which prevents them from developing an attitude on various issues, including social, political, and cultural issues. It may also be due to teachers' assumption that English language learning is linked to limited communicative aspects, which does not necessitate training in critical discourse analysis.

Thus, developing teachers' critical analysis skills requires integrating critical analysis practices into English language teaching and emphasizing the importance of developing critical skills, which in turn positively impacts students' critical abilities. These practices will help meet teachers' needs and enhance their knowledge of critical discourse analysis in various contexts. Accordingly, the current research seeks to measure the extent which Iraqi English Teachers practice critical discourse analysis in class.

1.1 Research problem and questions

Although the current era offers many modern methods and techniques in teaching English as a foreign language (Ahmad, 2024; Nabeel, 2024), the focus is not on developing students' critical discourse analysis skills, but rather on implicitly teaching critical thinking skills in educational settings. Hamdi (2022) argued that classrooms cannot be considered isolated and unconnected areas from the surrounding fields; they are directly influenced by various contexts, including educational, cultural, social, political, and other. This means that classrooms can be considered an important starting point for language learning and comprehension. van Dijk (2016) pointed out that English as a second language teaching practices lack a critical perspective that supports the evaluation of the surrounding social reality, which necessitates enhancing students' critical skills. Zinkgraf (2003) emphasized that developing critical ability is not limited to students; it also applies to teachers, who may lack sufficient experience in developing students' critical analytical skills. This requires

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enhancing teachers' knowledge of practices that support critical discourse analysis.

In the Iraqi context specifically, there are still many difficulties and challenges facing English language teaching despite the efforts made to improve the teaching of English as a second language, especially after the inclusion of English as a compulsory subject from the first grade in the Iraqi education system (Saeed, 2015; Alani, 2023). These difficulties are likely to affect students' level of achievement and their ability to acquire English as a second language, especially since many teachers, particularly veterans, do not accept opportunities for professional development. They believe they possess sufficient experience and competence that do not need further development or reinforcement. Accordingly, the problem of this research is to measure the extent which Iraqi English Teachers practice critical discourse analysis in class. The problem can be summarized in the following questions:

1.To what extent do Iraqi English Teachers practice critical discourse analysis in class?
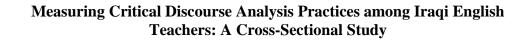
2.Are there any significance differences between the study sample answers regarding the extent of which Iraqi English Teachers practice critical discourse analysis in class?

3.How these practices could be enhanced among Iraqi English Teachers?

1.2 Research Importance

The importance of this research lies in its aim to enhance EFL teachers' knowledge of practices that can support their ability to teach students critical discourse analysis skills. This will enhance students' ability to use language appropriately to analyze current events and make logical and informed judgments, as students represent an essential component of society and its level of progress.

The importance of the research also lies in its attempt to present methods and procedures through which learners can enhance their ability to practice critical discourse analysis efficiently and effectively in the classroom. The research provides insights and concepts into ways to invest discourse analysis in teaching language elements by providing guidelines for teachers to apply within the classroom. This will motivate students to learn these skills and enhance their linguistic and communicative abilities. Moreover, it is expected that this research will motive other researchers to conduct further research related to the current research area, thus expanding the horizons of future studies.

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2.Literature review
2.1Critical Discourse Analysis: Definition and Aims

Discourse analysis represents a scientific approach to studying written texts. Discourse analysis is the study of language, and the word "discourse" is specifically used in social development studies. The word 'discourse' refers to the wide variety of meaning constructions that may vary across perspectives (Gee & Handford, 2012). Within its general framework, discourse analysis focuses on formally analyzing the text's syntactic structure, its coherence at the purely linguistic level. It also focuses on studying the logical structure of the text, the coherence of its issues, and their semantic coherence. Alani (2023) pointed out that discourse analysis also includes studying the context, intentions, goals, and intellectual backgrounds underlying the discourse.

There are multiple methodological and pedagogical aspects associated with the theoretical analysis of discourse in language construction, implementation, and evaluation. Classroom interaction between students and the teacher and between the students themselves is not limited to an educational aspect related to the educational material the teacher presents to the students directly; rather, it extends beyond that. Whenever the teacher asks students to open their books and read the text silently, or when a student asks a question related to a particular issue or public opinion, this encompasses dimensions beyond simply being an educational process. Alani (2023) clarified that when the teacher asking the students to read a text, the student employs various cognitive and metacognitive strategies that help them interpret and explain the text in a logical and advanced manner.

Regarding critical discourse analysis (CDA), Alani (2023) indicated that CDA seeks to integrate social functions to help study the relationship between discourse and society. Crystal (2008) defined CDA as a method that clarifies the relationship between social, political, and cultural components in order to interpret discourse events, thus, this discourse is influenced by the relationships embedded in society.

Wodak and Meyer (2001) also indicated that CDA contributes to clarifying the methods and ideas that individuals rely on to conceal their linguistic ideologies. This means that CDA contributes to analyzing texts to identify areas of bias and inequality. Richardson (2007) indicated that CDA enables understanding the way in which the writer uses language to interpret positions that serve the interests of power; that is, it seeks to explain the relationship between the form of language and its purpose. Alani (2023) added that the main purpose of critical discourse analysis is to identify areas of ideological deception that the average reader may not

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be aware of. It enhances the reader's critical thinking skills and helps him discover hidden elements.

2.2 Critical Discourse Analysis and EFL Teaching

Discourse analysis involves the use of language beyond the sentence level (Gee, 2004). Critical discourse analysis (CDA), in particular, explores the relationship between the sentence and its function within the context of social practices (Schiffrin et al., 2008). These practices are explained by a range of economic, political, and social factors, implicitly establishing dominance and power in favor of a particular party (van Dijk, 2015). CDA necessarily focuses on clarifying the abuse of power and ideological conflicts, which are among the most prominent critical concerns.

With regard to teaching English as a second language (ESL), acquiring CDA skills enhances learners' knowledge of the language and how to use it correctly and for the appropriate purpose (Derin, 2020). Research has been conducted in the context of integrating analytical methods into English as a second language (ESL) learning, including in contexts of identity education and ideological issues. Martínez (2014) proposed using critical discourse analysis (CDA) to enhance students' critical skills in learning English as a second language (ESL). Dar et al. (2010), Rahimi & Sharififar (2015) relied on CDA methodology to improve ESL learners' critical reading and writing skills. Sulaimani & Elyas (2018) and Setyono (2018) indicated that the use of CDA in ESL learning contributed to positive and interactive outcomes for students and enriched collaborative learning in ESL teaching.

2.3 Critical Discourse Analysis practices among English Teachers

English Foreign Language (EFL) teachers must strive to foster students' desire to learn and acquire the language properly. Brown (2001) pointed out that teachers must boost students' confidence in speaking English to overcome the challenges and problems they face, which are mostly related to various challenges including; the fear of making mistakes while speaking, weak linguistic and grammatical knowledge, and limited vocabulary. Ghafar and Amin (2022) emphasized that teachers must be innovative in the methods they use to teach English to students. Ghafar and Amin (2022) added that all opportunities should be exploited, both inside and outside the classroom, to teach English to students and improve their communication skills.

Critical discourse analysis focuses on the linguistic, cultural, and societal characteristics of a text through its use of language (Marashi and Ahmadi, 2017). Critical discourse analysis necessarily seeks to enhance students' awareness in the classroom and enhance their ability to identify manipulative ideas in texts (Al Ghazali, 2007). Through critical discourse

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analysis, teachers seek to encourage students to critique the text, critique each other's ideas, and exchange knowledge. This helps readers discover each other's backgrounds and exchange ideas that identify the motivations behind the formation of this form of discourse. Koupaee et al. (2010) added that critical discourse analysis enables students to develop their ability to interpret the content of texts and determine the level of impact the text has on listeners. Thus, it enhances students' ability to identify inferential concepts in depth. Ghandizadeh & Hashemi (2012) emphasized that implementing critical discourse analysis in classrooms does not necessarily mean changing teaching methods; rather, it means implementing them within previous methods or developing new methods that facilitate their application.

In order to develop teachers' capacity to practice critical discourse analysis in classrooms, it is important to design training programs that enhance their knowledge of the benefits of critical discourse analysis and support their ability to apply it appropriately in the classroom (Marashi and Ahmadi, 2017). Lessons must also be dedicated to teaching teachers critical discourse analysis in an implicit, collaborative manner. Furthermore, it is important to utilize modern technologies in teaching critical discourse analysis in a way that encourages students to acquire the required skills (Marashi and Ahmadi, 2017).

3.Research methodology

To achieve the study's objectives, the descriptive analytical approach will be used. A questionnaire was designed to collect information. The questionnaire consisted of three main parts:

Part 1: Includes demographic data (gender, age, Academic degree and Years of experience)

Part 2: Includes statements to measure the extent to which Iraqi English Teachers practice Critical Discourse Analysis in class

Part 3: Includes statements to enhancing Critical Discourse Analysis practices among Iraqi English Teachers

The study sample consisted of 100 EFL teachers who were teaching at different language schools in Iraq. The sample comprised 45 males and 55 females.

3.1 Validity and Reliability of the questionnaire

The study examined the variables' reliability which is important and widely used in the social studies. The main aim of this test is to check the extent of the measuring items of the variables are reliable to measure the target factors, it is also called internal consistency (Souza, Alexandre, & Guirardello, 2017). Cronbach Alpha is the most common measure used to conduct reliability analysis for the measuring items validity (Vaske,

Beaman, & Sponarski, 2017). In general, the reliability coefficient is ranked between 0 to 1, although the different assumptions discussed this issue and suggest different cuts-off acceptable values, but the most of statisticians agree to accept at least 0.6 value to consider a reliable measure as stated by Sekaran and Bougie (2016) The higher of coefficient value the higher degree of measurements reliability. Table (1) showed the study reliability results which mostly found great threshold and meet the cut-off of 0.70 and above.

Table 1. Reliability Results

Dimensions name	Items numbers	Reliability	Status
Critical discourse analysis English teachers practice in class	19	0.994	Reliable
Enhancing critical discourse analysis practices among Iraqi English teachers	9	0.993	Reliable
All survey	28	0.983	Reliable

To determine the content validity, the tool was verified by (10) of highly qualified and experienced consultant, specialists in critical discourse analysis practices and English education, to ensure the correctness of the content and correct the wording of the paragraphs of the tool, if necessary, Expert groups provided helpful feedback and suggestions during adaptation the scope of the relevant operation. Based on group feedback and valuable suggestions, some changes have been made and some phrases have been reformulated.

The validity of the questionnaire was also determined using SPSS software by calculating the internal consistency and Pearson's correlation coefficient between each individual item and the area of the questionnaire to which it belonged. Table 2 show the results

Table 2. Pearson's correlation coefficients between dimensions

The Dimensions	Critical discourse analysis teachers practice in class	Enhancing critical discourse analysis practices
Critical discourse analysis teachers practice in class	1	0.368**
Enhancing critical discourse analysis practices	0.368**	1

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3.2 Data analysis

The research results are provided by carry out the descriptive statistics using SPSS program. The demographics of the sample are given in Table 3 which presented their demographics characteristics.

Table 3. Demographic Profiles

Demographics	Frequency	Percentage%
Gender		
Male	45	45
Female	55	55
Age		
22-30	30	30
31-40	36	36
41-50	24	24
51 or above	10	10
Qualifications		
Bachelor's Degree	88	88
Master's Degree	8	8
Doctoral Degree	4	4
Years of Experience		
3 years or less	27	27
4-6years	28	28
7-10 years	30	30
More than 10 years	15	15

The results found that the majority of the study sample was female about 55% of the overall sample, meanwhile the male samples were 45%. It could conclude from this result the prevalence of female employees working in education sector in Iraq. The results about the sample aging groups showed the most age group were ranged 31-40 years old followed by those above 22-30 years old then 41-50 years old. This result may refer the younger staff working education sector in Iraq. On other hand, the study results regarding the education level showed the majority of the participants were bachelor degree holders about 88%, The results about the sample experience showed that the most of participants were experienced with experience 7-10 years followed by those with 4-6years then 3 years or less and 15%   More than 10 years.

After validating the questionnaire, the research questions could be answered through conducting the descriptive statistics as follows:

The study farther aims to measure critical discourse analysis practices among Iraqi English teachers. The study examined the descriptive statistics of the main variables using the mean and standard deviation SD

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to conduct this analysis. The results about normality distribution of the data showed a normal distributed dataset with ranged of ±1.00 - ± 2.00 of the normality distribution measure of skewness and kurtosis respectively. **Regarding to the first question of the study, which states" To what extent do Iraqi English Teachers Practice Critical Discourse Analysis in class?"**; and in order to answer this question, SPSS was used to calculate the mean of distribution, the standard deviation and the frequencies percentage of each statement of the second axes of the questionnaire. table (4) and table (5) below show the results

Table4. Arithmetic means and standard deviations are the estimates of the study sample Teachers Practice Critical Discourse Analysis in class

No.	Statement	Mean	SD	Degree Of practice
1	I look for the authors of the textbooks I teach in class	3.33	1.086	Moderate
2	I ensure the validity of textbook content	3.36	1.059	Moderate
3	I allow students to express their opinions about textbook content.	3.41	0.975	High
4	I make it clear to students that they may disagree with the content of the textbooks.	3.46	1.049	High
5	I encourage students to conduct further research into the content of the textbooks.	3.20	1.110	Moderate
6	I encourage students to suggest better classifications of the textbook contents.	3.39	1.072	Moderate
7	I encourage students to discuss world news with each other in class.	3.29	1.0181	Moderate
8	I provide opportunities for students to discuss democratic citizenship in class.	3.30	1.115	Moderate
9	I allow students to discuss forms of social discrimination in class.	3.32	1.081	Moderate
10	I ask students to evaluate and critique their beliefs through student discussions	3.30	1.087	Moderate
11	I encourage students to evaluate and critique the lives of their classmates during discussions.	3.27	0.983	Moderate
12	I support student discussions of political issues as part of their education.	3.34	1.121	Moderate
13	I encourage students to identify the effects of racism through textbook content.	3.24	1.065	Moderate
14	I ask students to identify the effects of gender discrimination based on the content of their textbooks	3.27	1.014	Moderate
15	I strive to enhance students' social awareness through class discussions.	3.43	1.047	High
16	I welcome student discussions about human rights in the classroom	3.34	0.997	Moderate
17	I support students in conducting further research related to human rights	3.25	1.038	Moderate

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18	I encourage students to critically analyses advertising discourse from their own perspectives	3.41	1.016	High
19	I ask my students to criticize my practices as a teacher in the class	3.35	1.095	Moderate
	Critical Discourse Analysis teachers practice in class	3.32	1.004	Moderate

Table5. Participants perceived regarding Teachers Practice Critical Discourse Analysis in class

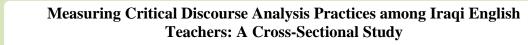| Statement	always	often	sometimes	rarely	never
I look for the authors of the textbooks I teach in class	8%	45%	30%	6%	11%
I ensure the validity of textbook content	11%	39%	33%	9%	8%
I allow students to express their opinions about textbook content.	8%	44%	37%	3%	8%
I make it clear to students that they may disagree with the content of the textbooks.	15%	35%	39%	3%	8%
I encourage students to conduct further research into the content of the textbooks.	8%	35%	40%	3%	14%
I encourage students to suggest better classifications of the textbook contents.	15%	31%	40%	6%	8%
I encourage students to discuss world news with each other in class.	8%	38%	37%	9%	8%
I provide opportunities for students to discuss democratic citizenship in class.	12%	34%	37%	6%	11%
I allow students to discuss forms of social discrimination in class.	11%	35%	40%	3%	11%
I ask students to evaluate and critique their beliefs through student discussions	12%	31%	43%	3%	11%

I encourage students to evaluate and critique the lives of their classmates during discussions.	5%	42%	36%	9%	8%
I support student discussions of political issues as part of their education.	15%	29%	42%	3%	11%
I encourage students to identify the effects of racism through textbook content.	8%	36%	39%	6%	11%
I ask students to identify the effects of gender discrimination based on the content of their textbooks	8%	36%	39%	9%	8%
I strive to enhance students' social awareness through class discussions.	15%	32%	42%	3%	8%
I welcome student discussions about human rights in the classroom	5%	49%	29%	9%	8%
I support students in conducting further research related to human rights	5%	43%	35%	6%	11%
I encourage students to critically analyses advertising discourse from their own perspectives	12%	36%	41%	3%	8%
I ask my students to criticize my practices as a teacher in the class	12%	36%	38%	3%	11%

The results presented in Table (4) and Table (5) indicate that the extent to which Iraqi English language teachers practice critical discourse analysis in the class was overall moderate. Furthermore, 50% of the respondents agreed that they often ensure the validity of textbook content with mean 3.36 and standard deviation 1.059 and 52% of the respondents allow students to express their opinions about textbook content with mean 3.41 and standard deviation 0.975, also the results showed high practice of English teacher to make it clear to students that they may disagree with the content of the textbooks with mean 3.46 and standard deviation

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1.049,otherwise 43% and 46% of the respondent ensure that they encourage students to conduct further research into the content of the textbooks and suggest better classifications of the textbook contents with mean 3.20,3.39 and standard deviation with 1.110 , 1.072 respectively, while 46% of them provide opportunities for students to discuss democratic citizenship and forms of social discrimination with mean 3.30,3.32 and standard deviation 1.115 , 1.081respectively.

The results also showed that 33% and 47% of the sample confirmed that they ask students to evaluate their beliefs and evaluate and critique the lives of their classmates through student discussions with mean 3.30,3.27 and standard deviation 1.1087, 0.983 respectively, while 44%of the respondent ensure they support student discussions of political issues as part of their education and encourage them to identify the effects of racism and identify the effects of gender discrimination based on the content of their textbooks content. With mean 3.34,3.24,3.27 and standard deviation 1.121, 1.065,1.014 respectively. The result also showed that 47% of the sample strive to enhance students' social awareness through class discussions with mean 3.43 and standard deviation 1.047, and 48% of them support students in conducting further research related to human rights and encourage them to critically analyses advertising discourse from their own perspectives and to criticize my practices as a teacher in the class with mean 3.25,3.41,3.35 and standard deviation 1.038,1.016,1.095 respectively.

These findings are generally consistent with the study of Al Ghazali (2007), which confirmed that practicing critical discourse analysis means enhancing students' ability to critique texts and exchange knowledge. It also agrees with the study of Koupaee (2010) which showed that critical discourse analysis includes enhancing students' ability to analyze texts and identify inferential concepts in the text. Moreover, the result related to the social aspect is consistent with the studies of Alani (2023) and Crystal (2008), which emphasized that critical discourse analysis involves enabling students to integrate social functions to interpret discourse events.

Related to the second research question "Are there any significance differences between the study sample answers regarding the extent of which Iraqi English Teachers Practice Critical Discourse Analysis in class?", and to answer this question, the arithmetic means and standard deviations were calculated, according to the variable (gender, age, qualification, and years of experiences), Table (5) shows the results.

Table5. Arithmetic means and standard deviations are the estimates of the study sample Teachers Practice Critical Discourse Analysis in class

Variables	Type	Mean	N	SD
Gender	Male	3.15	45	1.034
	Female	3.46	55	0.966
Age	22-30	3.23	30	1.005
	31-40	3.44	36	1.048
	41-50	3.04	24	0.990
	51and above	3.08	10	0.737
Qualifications	Bachelor	3.25	88	1.021
	Master	3.71	8	0.699
	Doctoral	4.25	4	0.500
Years of experiences	3yeras or less	3.24	27	1.003
	4-6	3.20	28	1.214
	7-10	3.27	30	0.898
	More than 10	3.81	15	0.668

It is noted from Table (5) that there are apparent differences between the arithmetic means of the study sample individuals' estimates on each field of the regarding the extent of which Iraqi English Teachers Practice Critical Discourse Analysis in class according to the variable (gender, age, qualification, and years of experiences). To determine the statistical significance of these apparent differences multiple variance analysis was applied, and Table (6) shows that.

Table 6. Multiple variance analysis of the arithmetic means of the sample's estimates according   to demographic variables

Source	variables	sum of squares	df	Mean squares	f	Sig
Gender	Critical discourse analysis teachers practice in class	2.409	1	2.409	2.420	0.123
Age	Critical discourse analysis teachers practice in class	5.623	3	1.874	1907	0.134
Qualifications	Critical discourse analysis	5.066	2	2.533	2.589	0.080

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	teachers practice in class					
Years of Experience	Critical discourse analysis teachers practice in class	4.280	3	1.427	1.431	0.238

The result show there was no statistically significant difference at the statistical significance level (α = 0.05) in the study sample members' estimates of the study sample members' responses regarding individuals' estimates on each field of the regarding the extent of which Iraqi English Teachers Practice Critical Discourse Analysis in class according to the variable (gender, age, qualification, and years of experiences).

Regarding the third research question "How these practices could be enhanced among Iraqi English Teachers?", the researcher analyzed the results of the third axes of the questionnaire regarding enhancing critical Discourse Analysis practices among Iraqi English Teachers. SPSS was used to calculate the mean of distribution, the slandered deviation and the frequencies percentage of each statement. table (7) and table (8) below show the results

Table 7. Arithmetic means and standard deviations are the estimates of the study sample about Enhancing Critical Discourse Analysis practices

No.	Statement	Mean	SD
1	Establish training workshops to enhance teachers' theoretical knowledge of critical discourse analysis concepts	4.11	0.777
2	Develop training workshops to enhance teachers' practical knowledge of critical discourse analysis tools	4.09	0.767
3	Integrate critical discourse analysis into classroom lessons, such as analysing film clips	4.08	0.774
4	Enhance student engagement in analysing real texts from everyday life	4.09	0.753
5	Promote students' critical thinking	4.09	0.767
6	Encourage students to analyse students' classroom discourse	4.07	0.782
7	Create critical thinking groups that promote reading and discussion between students and teachers	4.02	0.738
8	Support teachers in preparing research related to critical discourse analysis practices in the classroom	4.09	0.753
9	Enhance teachers' ability to use modern technology in text analysis	4.03	0.731
	Enhancing Critical Discourse Analysis practices	4.07	0.739

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Table8. Participants perceived regarding enhancing Critical Discourse Analysis practices

Statement	Strongly Agree	Agree	Neutral	Disagree
Establish training workshops to enhance teachers' theoretical knowledge of critical discourse analysis concepts	32%	51%	13%	4%
Develop training workshops to enhance teachers' practical knowledge of critical discourse analysis tools	30%	53%	13%	4%
Integrate critical discourse analysis into classroom lessons, such as analyzing film clips	30%	52%	14%	4%
Enhance student engagement in analyzing real texts from everyday life	29%	55%	12%	4%
Promote students' critical thinking	30%	53%	13%	4%
Encourage students to analyses students' classroom discourse	30%	51%	15%	4%
Create critical thinking groups that promote reading and discussion between students and teachers	24%	58%	14%	4%
Support teachers in preparing research related to critical discourse analysis practices in the classroom	29%	55%	12%	4%
Enhance teachers' ability to use modern technology in text analysis	24%	59%	13%	4%

The result about enhancing critical discourse analysis practices as showed in table 7 and 8 found about 83% of the sample agreed that establishing training workshops to enhance teachers' theoretical knowledge of critical discourse analysis concepts and develop training workshops to enhance teachers' practical knowledge of critical discourse analysis tools with mean 4.11,4.09 and standard deviation 0.777,0.767 respectively would enhance critical discourse analysis practices. 82% of the sample confirmed that integrating critical discourse analysis into classroom lessons, such as analysing film clips and creating critical thinking groups that promote reading and discussion between students and teachers will enhance critical discourse analysis practices with mean 4.08,4.02 standard deviation 0.774,0.738. Also, 84% of the respondents confirmed that enhance student engagement in analysing real texts from everyday life and support teachers in preparing research related to critical discourse analysis practices in the classroom will enhance critical discourse analysis practices with mean 4.09 and standard deviation 0.753, which indicates that they are fully aware of the need enhancing critical discourse

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analysis practices. 83% of the respondent also ensure that promote students' critical thinking and enhance teachers' ability to use modern technology in text analysis will enhancing critical discourse analysis practices with mean 4.09,4.03 and standard deviation 0.767,0.731 respectively, while 81% of them see that encourage students to analyses students' classroom discourse will enhance critical discourse analysis practices with mean 4.07. and standard deviation 0.782.

These results are consistence with Ghafar and Amin (2022) who stressed that teachers must be innovative in the methods they use to teach English to students. It is also consistence with Marashi and Ahmadi (2017) who found that it is important to design training programs that enhance the teacher's knowledge of the benefits of critical discourse analysis and support their ability to apply it appropriately in the classroom. Moreover, Marashi and Ahmadi (2017) stressed on utilizing modern technologies in teaching critical discourse analysis in a way that encourages students to acquire the required skills.

4.Conclusion

This research aimed to measure the extent which Iraqi English Teachers practice critical discourse analysis in class. The results indicated that the level of application of critical discourse analysis practices was moderate, including ensuring the validity of textbook content and allowing students to express their opinions about textbook content. The results also confirmed the need to enhance teachers' ability to apply critical discourse analysis practices by relying on modern technology that enhances students' desire to learn. Based on the research findings, the researcher recommends the following:

1.The need to design training courses for teachers to enhance their level of knowledge on the practices of applying critical discourse analysis in the classroom.

2.Enhancing teachers' level of knowledge on the foundations of employing modern technology in critical discourse analysis practices.

3.Conduct further studies that investigate the problems that limit teachers' application of critical discourse analysis practices in school classrooms.

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