

A Critical Discourse Analysis of Recent Language Education Policy Reforms in Iraq: A Study of Ministry Reports and Public Statements

Dr. Rafal Hassoon Obaid

College of Education for Human Sciences

University of Babylon

Keywords: Critical Discourse Analysis, Language Education Policy, Iraq, Ministry of Education,

Summary:

Critical Discourse Analysis (CDA) is used in this study on new Iraqi language education policy changes, in the guise of official reports and public declarations published by the Iraqi Ministry of Education between 2020 and 2025. Using Fairclough's three-dimensional model of CDA, the study analyzes how language is employed strategically in ministry messages to try and establish legitimacy, shape public opinion, and further ideological narratives surrounding teaching English and Arabic. Qualitative methodology is employed, analyzing purposively sampled data from Facebook posts, Telegram updates, and Instagram announcements posted by the ministry that reflect some of the most significant initiatives in teacher education, international cooperation, and curriculum reform. The findings show that policy speech not only charts reform strategies but also constitutively aggregates institutional power, constructs national identity, and aligns with international educational standards. The study illustrates how seemingly objective discourse is employed to mask ideological intent, place educators in the role of passive trainees, and emphasize dependency on international collaboration. This research contributes to the understanding of the function played by discourse to build educational reform in post-conflict environments.

1. Introduction

1.1 Background of the Study

Language policy is neither a pedagogical nor an administrative matter; it is ideological and prone to be an expression of broader political, economic, and social agendas (Ball & Shilling, 1994; Fairclough, 2015). In Iraq, as in multilingual communities everywhere else in the world, language education policy plays a twofold role: constructing linguistic competence and constructing national identity. Iraq has, in recent times, implemented a series of language reforms in education, namely the learning of English and Arabic, as a bid to modernize the education system and align it with global standards.

These reforms have occurred within the context of post-war reconstruction, international involvement, and domestic pressure for modernization. Changes to policy are typically communicated through reports from ministries, public declarations, and official papers — all of which work to inform no less than persuade, legitimize, and justify policy shifts. These reforms' controversy is therefore a vital site of ideological production and reproduction.

In taking from the CDA tradition, i.e., Fairclough (1995, 2015), this study investigates language use in official text to construct power, shape public opinion, and legitimize political agendas in language education. Identification of such a discourse is important in the discovery of underlying power relations and ideologies in education policy.

1.2 Statement of the Problem

While the Iraqi government has put in place several policy reforms whose goal is to increase the quality of language teaching, more specifically the teaching of English, little work has been done in the discursive construction of such reforms. Scholarship in academia has paid less attention to curriculum content or instructors' training (Al

Husseini & David, 2017) while ignoring the role of discourse in aspects of public opinion and stakeholders' engagement.

This surveillance limits our comprehension on how language functions as an instrument of influence in education policymaking. Ministry reports and public addresses not only chart reforms, but construct legitimacy, assign roles, and set expectations. Such a failure to rigorously analyze such texts fails to unlock ideological assumptions and relations of power embedded within them.

Thus, it is a pressing requirement for a CDA-based study of how recent Iraqi language education policy discourse produces reform narratives, speaks over stakeholders, and performs institutional power. To meet the aims of the study, the research answers the following questions:

1. What discursive methods are employed in Iraqi Ministry of Education texts and public discourses on language teaching reform?
2. How are students, teachers, and policymakers represented in this discourse?
3. How is the use of language varied in ministry internal reports and formal public announcements?

1.3 Aims of the Study

This study aims at:

1. Critically examining recent Iraqi language education policy reforms' discourse.
2. Identifying the rhetorical and discursive strategies employed in ministry reports and public declarations.
3. Unveiling the ideological and power-dense elements embedded in the policy discourse.
4. Comparing official and public communications' portrayal of reform stories.

1.4 Significance of the Study

Using CDA to examine current Iraqi language teaching policy discourse, the paper contributes to new research at the intersection of language, power, and education (van Dijk, 1993; Fairclough, 2015). It offers policymakers valuable insights into how discourse strategies can be able to mold — and sometimes cover up — reform intentions and impacts. For teachers and researchers, it outlines how state-educational stakeholder relations are mediated by institution texts.

This research carries particular significance to countries emerging from conflict like Iraq, where language policy intersects with issues of identity, reconstruction, and national integration. This realization can have the potential to render policy-making more open, inclusive, and democratic.

1.5 Scope and Limitations

The research revolves around language pedagogy policy reports released by the Iraqi Ministry of Education during the period 2020-2025. It analyses publicly released documents such as public speeches, official reports, and media releases regarding the reforms in teaching Arabic and English languages.

The study is not measuring classroom-level implementation or approximating reforms' effects in practice. In addition, since it is a CDA study, the study is interpretive and prone to researcher bias. Nevertheless, the study makes an effort to present a theoretically-informed and critically reflexive account of how language is utilized to build, sustain, or counter educational reform speech in Iraq.

1.6 Definitions of Key Terms

This section introduces and explains the most important terms that are relevant to the study in order to make the essential points clear and salient.

Language Education Policy (LEP): Language Education Policy is used to describe the official aims, rules, and regulations formulated by governments or educational authorities to regulate the status, teaching, and use of language in education

(Tollefson & Tsui, 2004; Spolsky, 2004). LEP has an extremely important role in determining learners' access to linguistic capital and learning potential.

Critical Discourse Analysis (CDA): CDA is a cross-disciplinary approach of language study assuming discourse to be a social practice. It analyzes how discourse is used to construct and reproduce power relations, ideologies, and institutional domination in society (Fairclough, 1995; Wodak & Meyer, 2009).

Discourse: Discourse is contextualized use of language, and in the institution, education, and politics contexts. Discourse encompasses not just what is verbally expressed but also the sociocultural presuppositions that underlie communication. Discourse here is used in reference to the usage of language in Iraqi ministry reports and public statements (Gee, 2014).

Ideology: Ideology is a group of ideas, beliefs, and values that find their roots in and are expressed in discourse. The ideologies are used to legitimate and reproduce or challenge dominant power relations (van Dijk, 1998; Fairclough, 2015).

Reform Discourse: Reform discourse is the discursive and linguistic strategies by policy-makers in representing, articulating, and arguing for educational change. It involves using persuasive rhetoric, appeal to international standards, and orchestrated silences or withholdings (Ball, 1994; Rizvi & Lingard, 2010).

2. Literature Review

2.1 Overview of Language Education Policy in Iraq

Iraq's language education has been shaped by the country's socio-political instability. Arabization policies of the Ba'ath regime excluded other languages, while post-2003 reforms, driven by foreign pressure, increasingly raised English as a path to modernization and integration into the world (Ismail, 2008; Al-Jubouri & Mahdi, 2019). English has been acclaimed as a path to world communication, technology, and economic advancement (Kadhim, 2022). Hence, the English curricula were introduced by the government of Iraq afresh and teacher training programs were

started, largely sponsored by foreign agencies like the British Council and UNESCO (UNESCO, 2012).

However, these reforms are top-down and centralized with uneven implementation, particularly in rural and conflict areas (Al-Issa & Dahan, 2011). Moreover, little critical examination has been given to the discursive construction and ideological framing of these policies, and a policy document's language and public discourse analysis must be conducted.

One of the key advantages of locally produced textbooks lies in their status as the intellectual property of the Iraqi Ministry of Education. This ownership grants national curriculum developers the authority and flexibility to revise and adapt the materials in response to evolving educational needs. Dr. I. Khalil Al-Hamash, a pioneering figure in English language education in Iraq, underscored this point in his influential work *Features of the New English Textbooks of Iraq* (1977, 1), where he highlighted the strategic importance of such control in fostering a responsive and contextually relevant curriculum. His contributions laid the foundation for a more autonomous and adaptive approach to English curriculum development in Iraq, shaping generations of educational policy and practice.

2.2 International Trends in Language Education Reforms

Globalization, neoliberalism, and international benchmarking drive international language education reforms. English-medium instruction and bilingual education are being sought more and more by governments as tools of economic competitiveness and global mobility (Shohamy, 2006; Phillipson, 2009). These reforms are framed as value-neutral technical solutions but are heavily invested in post-colonial and market ideology (Rizvi & Lingard, 2010).

Policy narratives construct reform as relentless and progressive, masking internal inequalities and agendas of ideologies (Ball, 2012). As Lingard and Ozga (2007) would caution, these types of reforms tend to borrow from global policy scripts,

leading to the so-called "policy borrowing" without adequate contextual rewriting. The end result is a homogenizing trend and a silencing of local pedagogy and linguistic cultures. In such a situation, Critical Discourse Analysis (CDA) is a rich tool with which to problematize the discourses and interests which they reflect.

2.3 Critical Discourse Analysis (CDA): Theoretical Background

CDA offers a theoretical and methodological basis for research into the role of language in reproducing or subverting power relations and ideologies. CDA examines discourse as a social practice shaped by, and shaping, social relations and institutions (Fairclough, 1995; van Dijk, 2001). CDA is primarily concerned with how dominance and inequality are constructed and maintained through language in institutional contexts.

In policy in education, it suggests that texts and statements published by powers are not only informative but also performative — they are subjectivities, they create norms, and they legitimize particular visions of schooling (Wodak & Meyer, 2009). CDA makes these texts available to be deconstructed in a bid to lay bare their ideological assumptions.

2.3.1 Fairclough's CDA Model

Fairclough's (1995) three-dimensional model of CDA is largely used in policy analysis. It includes:

Textual analysis: Examines linguistic features such as vocabulary, grammar, and figurative language.

Discursive practice: Examines the creation, circulation, and reception of texts.

Social practice: Examines how discourse is affected by larger socio-political and ideological structures.

The model enables us to conduct a close examination of the deployment of language in policy documents in the building of legitimacy, reiteration of institutional power, and dismissal of counter-discourses.

2.3.2 CDA and Policy Analysis

Policy is not just a technical document but an arena of argument in which meanings are contested. Ball (2012) argues that policy texts are "texts of power" that construct boundaries of the thinkable and the possible. Similarly, Taylor (1997) conceptualizes policy as discourse — not a set of codified rules, but a site of ideological contestation and meaning-making.

CDA in policy research thus reveals the ways official discourse constitutes and constructs social identities, outlines problems and solutions, and conceals conflict or dissent through depoliticized language.

2.4 Previous Research on Educational Policy Discourse

Several studies have employed CDA to analyze how education reforms are discursively framed. For instance, Lakes and Carter (2011) analyzed neoliberal ideologies in international education policy, while Mockler (2011) analyzed constructions of teacher identities via reform discourse. Johnson (2013) employed CDA frameworks for the study of language ideologies in U.S. bilingual education policy.

In the Middle East, Buckner (2011) discovered that education policy discourses in Lebanon and Syria tended to mirror post-conflict reconstruction discourses and donor-driven agendas. Such efforts notwithstanding, there is an evident absence of CDA applications to education policy in Iraq, and more specifically, in examining the linguistic framing of post-2003 reforms. The present research attempts to bridge this gap.

2.5 The Role of Language in Ideology and Power in Policy Discourse

Policy language is always ideological; it performs a constitutive role in social reality-making. Institutional language, as argued by Bourdieu (1991), holds "symbolic power" when supported by power, and it serves to introduce legitimate ways of

thinking and doing. Education policy texts are therefore instruments of social control that introduce certain values, practices, and futures.

CDA scholars are eager to identify how policy reports resort to technocratic discourse and strategic vagueness as a way of depoliticizing reforms and concealing power relations (Fairclough, 2015; Wodak, 2011). In Iraq, where education reforms are combined with national reconstruction and international alignment, language is also a strategic resource for creating state legitimacy, managing uncertainty, and forging elite consensus.

3. Methodology

This research employs a qualitative study design grounded in Critical Discourse Analysis (CDA) to examine how Iraqi language teaching policy reforms are discursively built and ideologically constructed.

3.1 Research Design

To investigate how Iraqi language teaching policy reforms are discursively and ideologically constructed, this study uses a qualitative research design based on Critical Discourse Analysis (CDA). The design is interpretive, with an emphasis on unveiling hidden ideologies, relations of power, and representation in public speeches and official communications. With Fairclough's three-dimensional model of CDA (1995), policy discourse is analyzed in the research on three levels: textual features, discursive practice, and sociocultural contexts. This kind of disposition can be appropriate for a critical analysis of policy text language and their socio-political impacts.

3.2 Data Collection

It is based on documentary evidence mainly from the official documents provided by the Iraqi Ministry of Education (MoE) on their public social media websites. They are key sources of the Ministry to release official announcements, issue programs, and publicly declare reforms in language teaching. The sampling of the aforesaid

documents was purposive to obtain texts abounding in policy information and published for the public, as proof of the Ministry's direct communication policies.

3.2.1 Purposive Sampling of Official Communications and Announcements

Purposive sampling was used to select official communications and announcements of the Iraqi Ministry of Education from the year 2020-2025 specifically mentioning language education reforms for teaching English and Arabic. To ensure inclusion of primary sources of data, in the wake of contemporary communication trends of government departments, Instagram updates, Telegram chats, and Facebook updates on the official portals of the Ministry are the major sources. Online messages such as these, though not reports per se, are real-time public and policy announcements, offering reflective inputs toward discursive reform building. Primary examples of communication categories addressed are:

Facebook Posts: Official announcements and notifications regarding collaboration with international organizations (British Council, U.S. Embassy) for English language training courses and education partnerships.

Telegram Posts: Detailed posts regarding training workshop sessions, innovative teaching methods (e.g., Task-Based Learning), and pre-course training in online courses to build English language skills of teachers.

Instagram Posts: High-level news updates, such as Minister of Education signing international partnership agreements to advance English language teaching.

These materials have been analyzed because they directly come into play in language education policy, genuine source from the Ministry of Education, and publicly available, which makes them authentic and credible.

3.2.2 Analysis Materials

Evidence used for this Critical Discourse Analysis (CDA) study are mostly documentary evidence on language teaching education policy reforms in Iraq alone on English and Arabic teaching from 2020 to 2025. Based on the research design, the

study examined (1) ministry reports released by the Iraqi Ministry of Education (MoE) and (2) public discourses, i.e., official press releases and ministerial speeches. The selection process also involved care, preferring those texts that were rich in policy content and publicly circulated.

For the purposes of analysis in this paper, the top priority for ministry reports and policy texts will be official statements of Iraq Ministry of Education specifically addressing language education reforms. While comprehensive, official reports are difficult to find in a centralized system, the study will make use of publicly issued statements and announcements that act as de facto policy communiques. These include, but are not limited to, official Ministry Facebook, Telegram, and Instagram social media reports that offer details on programs, accords, and strategic priorities in language learning. Illustrative examples include:

Iraqi Ministry of Education (Facebook Post, Retrieved From): <https://www.facebook.com/share/p/16PnvqW4X2/>: (Ministry of Education puts cultural development touches in the English language field in cooperation with the American Embassy in Iraq)

"وزارة التربية تضع لمسات التطوير الثقافي في مجال اللغة الإنجليزية بالتعاون مع السفارة الأمريكية في العراق"

This post is an abridgment of collaboration with the U.S. Embassy concerning English language training courses and a cultural and education coordination agreement.

Iraqi Ministry of Education (Facebook Post, Retrieved From): <https://t.me/Educationiq/28107?single>: (Education: We seek to enhance the quality of English language education by raising the ceiling of specialized staff training programs in cooperation with the British Council)

"التربية : نسعى الى تعزيز جودة تعليم اللغة الإنجليزية برفع سقف برامج تدريب الملاكات المتخصصة بالتعاون مع المجلس الثقافي البريطاني"

This post highlights success in supervisory and teaching staff training and comments on follow-up measures in the future.

Iraqi Ministry of Education (Telegram Post, Retrieved From):
<https://t.me/Educationiq/27135>:

(Education: Task-based English language teaching methods, a new approach embodied in a training workshop in cooperation with the American Embassy)

"التربية : أساليب تعليم اللغة الإنجليزية بالمهام نهجا حديثا يتجسد في ورشة تدريبية بالتعاون مع السفارة الأمريكية"

In this, a training workshop on Task-Based Learning for the English language teaching has been mentioned.

Iraqi Ministry of Education (Telegram Post): <https://t.me/Educationiq/22311>:

(Education: Learning for Success embodied in the first training workshop in cooperation with the British Council)

" التربية : التعلم من أجل النجاح يتجسد في الورشة التدريبية الاولى بالتعاون مع المجلس الثقافي البريطاني "

This is a message about a workshop on the 'Understanding English Language Teaching and Learning in Iraq/Learning for Success' project.

Iraqi Ministry of Education (Telegram Post): <https://t.me/Educationiq/21926>:

(Ministry of Education prepares to launch an online participation course for English language learning skills)

"وزارة التربية تستعد لإطلاق دورة المشاركة الالكترونية الخاصة بمهارات تعلم اللغة الإنجليزية "

This is an announcement in the news regarding the imminent release of online training for English language teachers in conjunction with the British Council.

Iraqi Ministry of Education (Instagram Post):

<https://www.instagram.com/p/C9sJ2YCqdyN/>: (Minister of Education and British Council sign the latest international agreement to support English language education in Iraq)

"يوقع وزير التربية والمجلس الثقافي البريطاني على أحدث اتفاقية دولية لدعم تعليم اللغة الإنجليزية في العراق"

There is news on signing a general agreement on capacity development of teaching and educational staff through large-scale training.

This approach promises a substantial corpus for CDA, which makes it possible to critically examine the discursive practice through which language education policy reform is built, reported, and interpreted in the case of Iraq from officially accessible public messages. The discursive strategies, representation of stakeholders, ideological assumptions, and power relations included in these different text sources will be examined.

3.3 Analytical Framework

The analysis is done based on Fairclough's (1995) three-dimensional model of CDA, which considers how language functions on different levels of discourse. The model integrates the linguistic analysis and interpretation of institutional practice as well as wider socio-political structures.

3.3.1 Textual Analysis

The first level focuses on the linguistic characteristics of the texts, e.g., vocabulary, grammar, modality, cohesion, nominalization, and rhetorical devices. This stage discusses how reform policies are framed in language — positively or negatively, with passive voice structures concealing agency, or metaphors constructing reform as needed or wanted (Machin & Mayr, 2012). This examination will then be applied to the Arabic language content of the social media posts and examined in relation to the particular linguistic choices made by the Ministry of Education in communicating its policy and activities.

3.3.2 Discursive Practice

The second examines the production, circulation, and consumption of texts provided. This is to seek intertextuality (e.g., reference to international standards or

donor rhetoric) and interdiscursivity (e.g., mixing technical and political language). It aims to examine how ministry discourse is invoking an array of genres in an effort to secure legitimacy and condition stakeholder expectations (Wodak & Meyer, 2009). Within this study, analysis of discursive practice will focus on particular attention to the choice of social media platform (Facebook, Telegram, Instagram) for dissemination of official messages, timing and frequency of posting, and responses garnered on such posts as indicators of how the Ministry maintains public image and stakeholder communication.

3.3.3 Social Practice

The third level relates the discourse to common social, cultural, and political arrangements. Here, analysis takes into account the manner in which language policy serves to represent dominant ideologies, support state power, or converge with global neoliberal trends in education. This level also takes into account Iraq's post-conflict reconstruction environment, political turmoil, and reliance on external actors (Fairclough, 2015; Tollefson, 2002). The social media tweets will be analyzed subsequently within this broader context to understand how the Ministry's communication is contributing to national identity construction, education system transformation, and integration into global standards, and how they ride the post-conflict reconstruction and global integration waves.

3.4 Validity and Reliability

In qualitative studies, trustworthiness and credibility are more significant than statistical validity. The research enhances credibility through the use of triangulation by study of government messages on various social media platforms. Thick description is employed to ground meanings in tangible textual facts (Lincoln & Guba, 1985). Systematic coding framework derived from Fairclough's categories and peer debriefing with discourse specialists and education policy experts enhance reliability.

Besides, interpretive richness is guaranteed through reflexivity, whereby the researcher situates their positionality and potential subjectivity in analyzing politically charged texts (Berger, 2015).

3.5 Ethical Considerations

Since this study utilizes publicly available official social network messages, there is no need for official clearance on matters of ethics. Ethical research practice is maintained through true representation of texts, proper sourcing, and objective criticality from political agendas in the text. No personal or private information is utilized. Analysis is confined to institution texts and requires avoidance of attribution of motive to the actors.

4. Data Analysis and Findings

4.1 Lexical Choices and Rhetoric

In this section, the lexical choices and rhetoric employed in the Iraqi Ministry of Education's social media communications of language education reform messages are examined. The examination takes into account how and why specific words and phrases are employed to think about the reforms, authorize power, and respond to public opinion.

1. Focus on Development, Quality, and Modernity:

Throughout all the posts under analysis, there is a repetitive lexical focus on words referring to 'development' (تطوير), 'quality' (جودة), and 'modernity' (حديث). For example, expressions such as (developing the skills of educational and teaching staff),

"تطوير مهارات الهيئات التعليمية والتدريسية"

(enhancing the quality of English language education), and

"تعزيز جودة تعليم اللغة الإنجليزية"

(Task-Based English language teaching methods, a modern approach)

"أساليب تعليم اللغة الإنجليزية بالمهام نهجا حديثا"

are found frequently. This lexical grouping functions to make the reforms progressive, needed, and in line with modern educational norms. The use of the word (cultural development touches) "لمسات التطوير الثقافي"

in the initial Facebook post implies a delicate, thoughtful, and polished method to reform.

2. International Collaboration

One major rhetorical tactic is the ongoing reference to 'cooperation' (تعاون) and 'partnership' (بالتعاون مع) with international partners, in particular, the American Embassy and the British Council. This is evident in phrases such as "الأمريكية في العراق" (in cooperation with the American Embassy in Iraq) and "المجلس" (in cooperation with the British Council). Such a rhetorical device serves to bestow legitimacy on the reforms by associating them with recognized international standards of education and competence. The signing of an "اتفاقية دولية" (international agreement) also reinforces this image of international cooperation and coordination, suggesting a departure from isolation and towards international best practice.

3. Confident and Assertive Language

The language of the Ministry will also employ confident and assertive language, projecting the image of active leadership and commitment. Verbs like "نضع" (puts), "نسعى" (we seek), "أكد" (affirmed), "أقامت" (held/established), and "تستعد لإطلاق" (prepares to launch) create an impression of will and agency. The use of the phrase "إلتزامًا بالخطط البرامجية الوزارية" (in commitment to ministerial programmatic plans) places the reforms in a firmly established, strategic agenda, and not ad-hoc actions. The phrase "رفع سقف برامج تدريب الملاكات المتخصصة" (raising the ceiling of specialized staff training programs) uses a metaphor of elevation, implying ambitious goals and continuous improvement.

4. Quantifiable Achievements and Progress

To demonstrate effectiveness and success, the postings occasionally include measurable success. Referring to training (more than 1270 teachers, supervisors, and training leaders across Iraq)

"أكثر من 1270 معلم ومشرف وقائد تدريب في عموم العراق"

is a real representation of the size and scope of the training programs. Incorporating numerical data is a rhetorical strategy to make the reader realize the tangible effect and success of the work done by the Ministry and thus instill credibility and public trust.

5. Focus on Skills and Competencies

The conversation makes repeated references to the development of 'skills' (مهارات) and 'competencies' (كفاءات). Phrases like " تطوير مهارات الهيئات التعليمية والتدريسية " (development of the educational and teaching staff skills), " تنمية مهاراتهم اللغوية " (development of their language skills), and " مهارات تعلم اللغة الإنجليزية " (English language learning skills) reflect a pragmatist, outcome-oriented interest in language learning. The proposed " اختبار كفاءة اللغة الإنجليزية كمعيار أساسي لتعيين الملاكات " (English language test as a basic standard for staff appointments) also helps establish this priority of measurable linguistic competence.

6. Metaphors and Figurative Language

Apart from literal statements, some roles utilize metaphors to convey more nuanced meanings. " لمسات التطوير الثقافي " (cultural development touches) suggests a touching but effective procedure. " الإنطلاقة نحو مشاريع متلاحقة " (launching into successive projects) makes past success precedent for future, continued work. " أجل " (expanding the circle of the Learning for Success program) implies broadening and availability. These metaphors function to establish a constructive, optimistic conceptualization of the reforms.

Briefly, lexical and rhetorical strategies employed by the Iraqi Ministry of Education in such social media posts aim to present a picture of dynamic, internationally-oriented, and outcome-based reform of language teaching. The rhetorical duplication of words related to quality, development, and partnership, with strong words and quantifiable success, has the aim to legitimize the policy reforms and achieve people's approval.

4.2 Representation of Stakeholders (Teachers, Students, Policymakers)

This section examines how the key stakeholders—policymakers, teachers, and students—are spoken to in the Iraqi Ministry of Education's social media updates about language education reforms. Through the examination, the roles and tasks bestowed on each group and their positioning within the narrative of the reforms are unveiled.

1. Teachers and Educational Staff (الملاكات التعليمية والتدريسية)

Educational personnel and teachers are always introduced as the primary executors of reforms and direct recipients of the Ministry's activities. They are described as subjects of "تطوير مهارات" (skill development) and "تنمية مهاراتهم اللغوية" (development of their linguistic capabilities). Their appeal for "تدريب مكثف" (intensive training) and participating in many workshops and courses, such as "دورة المشاركة الالكترونية الخاصة بمهارات تعلم اللغة الإنجليزية" (online participation course for the skills of learning English language) and "ورشة تدريبية حديثة تُعنى" (modern training workshop on Task-Based Learning methods) is emphasized in the discourse. The quotation of the training of "أكثر من 1270 معلم ومشرف وقائد تدريب في عموم العراق" (more than 1270 teachers, supervisors, and training leaders) frames them as an able, active, and significant workforce that is pivotal to the success of the reforms. They are framed as open to training and key to taking policy into practice, subject only to an implied assumption of compliance and improvement.

2. Students (التلاميذ/ الطلاب)

Students are largely described as the ultimate beneficiaries of the language teaching reforms. The language used emphasizes the goal of "تنمية المهارات اللغوية الطلابية" (development of student linguistic skills) and "تحسين جودة التعليم في المدارس العراقية" (improving the quality of Iraqi school teaching). The focus on "مستوى تبادل الخبرات" (raising the level of experience exchange) and "تطوير كفاءة اللغة الإنجليزية" (improving English language proficiency) is, however, finally aimed towards student outcomes. Although students constitute the central target of the reforms, their agency in the discursive process is limited; they are mostly depicted as recipients of upgraded provisions of education and not active players in the reform process. The emphasis is on what the reforms will accomplish for students, rather than on what the students accomplish within the reforms.

3. Policymakers and Ministry Officials (المدير العام ، وزير التربية، وكيل وزارة التربية)

Policymakers and Ministry officials, particularly the Undersecretary of Education (وكيل وزارة التربية) and the Minister of Education (وزير التربية), are consistently shown as the initiators, sponsors, and guarantors of the reforms. They are depicted as initiator leaders who "إستقبل" (accepted), "أكد" (confirmed), "وقع" (signed), and "عقدت" (conducted) meetings and agreements. Their presence in the speech is marked by declarative statements and actions, such as:

"التعليم جودة تعزيز بمنهج الوزارة التزام"

(the Ministry's commitment to enhancing the quality of education) and signing "Leon" (the most recent international accord to facilitate English language teaching in Iraq).

أحدث اتفاقية دولية لتسهيل تدريس اللغة الإنجليزية في العراق

They are presented as strategic, decision-making actors who engage in negotiations with foreign partners in order to acquire resources and skills, legitimizing the reforms and ensuring their successful implementation. The discourse situates them

as responsible, visionary, and efficient leaders who share a determination to reform Iraq's educational system.

4. International Partners

Since they are not actual Iraqi stakeholders, international partners like the U.S. Embassy and the British Council are presented as indispensable partners and sources of expertise. They are frequently mentioned alongside Ministry officials, which indicates a shared vision and teamwork. Embassy and the British Council's mandate is stated as providing counsel, training, and recommendations, e.g., for the application of

" كـمـعـيـار أـسـاسـي لـتـعـيـيـن المـلـاكـات الـإنـجـليـزيـة اخـتـبار كـفـاءة الـلـغـة "

(English language proficiency test as a basic criterion for appointing staff). This imagery highlights the desire of the Ministry to cooperate with the world and to adapt to global norms, further illustrating the legitimacy and perceived quality of the reforms.

4.3 Ideological Implications in the Policy Texts

This part examines the ideological significance behind the Iraqi Ministry of Education's social media messages for language education reforms. Drawing on CDA, it highlights the implicit assumptions, values, and power relations that such texts tacitly uphold or reify.

1. Modernization and Global Integration Ideology

One of the dominant ideologies expressed in the discourse is modernization and global integration. The widespread occurrence of " تطوير " (development), " جودة " (quality), and " حديث " (modern) adjectives as descriptors of language education, combined with gigantic collaborations with global giants like the U.S. Embassy and the British Council, suggests an element of the sense that trying to achieve international levels of education is needed for the development of Iraq. Such ideology positions English as a tool essential for gaining world information,

technology, and economic opportunities, and thus, its more teaching is an imperative towards national development. Ratification of "اتفاقية دولية" (international agreement) also finds itself in the service of facilitating such commitment to outward-looking, globally-focused schooling future.

2. Technocratic Rationality and Expertise Ideology

Rhetoric tends to deploy a technocratic rationality, framing educational reform as a technical problem requiring solution by experts. The focus on "برامج تدريب الملاكات" (specialized staff training programs), "أساليب التعليم بالمهام" (Task-Based Learning methods), and the proposal of an "كـمـعـيـار أـسـاسـي لـتـعـيـيـن المـلـاكـات" (English language proficiency test as a basic criterion for staffing) all point towards a belief in measurable outcomes and technical know-how. This ideology suggests that transforming education has to be achieved through formal teaching, implementation of tried means, and reliance on proven people, often with the implicit backing of foreign advisers. Reform is placed over against as a rational, non-political process which maximizes efficiency and effectiveness.

3. State Authority and Centralized Control Ideology

The messages are likely to reiterate repeatedly the central position and authority of the Ministry of Education. The use of active voice to report the actions of the Ministry (e.g., "تضع وزارة التربية", "نسعى", "أكد") gives a picture of a strong, determined, and effective state actor. The highlighting of "الخطط البرامجية الوزارية" (ministerial programmatic plans) and the Ministry's "التزام" (adherence) thereto conveys a top-down approach to policy implementation. Even when working with foreign allies, the Ministry refuses to abdicate its position as central decision-maker and policy implementer within Iraq. This is indicative of an ideology of central control and guidance over the education system.

4. Meritocracy and Competence Ideology

The concept of using an English language test as a blanket requirement for appointments to staff reinstates a hidden ideology of meritocracy and competence. This is to mean that it assumes that only linguistically proficient individuals should be given English language instruction, therefore deserving quality education. Even though seemingly impassive, this position has the potential to unintentionally devalue other pedagogical knowledge or local knowledge unless it is in balance and can establish new hierarchies among instructors.

5. Progress and Achievement Narrative

Finally, the discourse fosters an omnipresent progress and achievement narrative. The constant repetition of successful pilot exercises in training, the quantity of instructors trained, and the constant signing of new contracts all work towards projecting an image of an education system that is constantly in motion and pushing towards objectives. The presentation works towards winning public trust as well as justifying the incessant reform process, casting it in the form of a series of successes rather than challenges or constant problems. This positive spin can also be employed to manage public expectations and pre-empt would-be criticism.

4.4 Discursive Shifts Prior to and Subsequent to the Reforms

Evidence of discursive shifts prior to and subsequent to the reforms requires availability of policy documents and public statements during these two time periods. Yet sources employed here for research are primarily official messages posted by the accounts of the Iraqi Ministry of Education between 2020-2025, which capture the period since the onset of recent reforms in language education policy. Comparative analysis of discursive shifts from an earlier pre-reform period to the current reform period is therefore not possible based on data available.

But the current controversy during the reform phase (2020-2025) is one that involves an implicit touchstone for a break with past traditions. For instance, the

emphasis on "تطوير" (development), "جودة" (quality), and "حديث" (modern) English language teaching, and the implementation of "اللغة الإنجليزية بالمهام نهجا" (Task-Based English language teaching methods, a modern approach) is a break with past less effective, or less internationally oriented, approaches. The consistent reference to "تعزيز جودة تعليم اللغة الإنجليزية" (improving the quality of English language teaching) suggests that the quality had been considered subpar before these changes. Likewise, the endorsement of "اتفاقية دولية" (the latest international accord) and the emphasis on "تبادل الخبرات" (experience exchange) with overseas partners speaks volumes about a preceding era of presumably less international cooperation or multidisciplinary pedagogy.

While an avowed before-and-after cannot be derived from current data, the argumentation itself here generates a story of progress and improvement and implicitly assigns 'before' to being in a state of needing to be reformed and 'after' to being one of continuous modernization and betterment.

The content analysis of aforementioned official public statements demonstrates certain dimensions of how the Ministry constructs messages for public consumption, keeping in mind both transparency and persuasion:

1. Emphasis on Effort and Progress: All public rhetoric emphasizes effort put in and progress achieved. Terms like "تضع لمسات" (puts touches), "نسعى الى تعزيز" (we seek to strengthen), "استعرض ابرز منجزات الجانبان" (both sides reviewed most notable achievements), and "يوقع وزير التربية" (Minister of Education signs) emphasize effort put in and good progress. It is a public relations tactic often employed in an attempt to instill confidence and demonstrate accountability.
2. Strategic Foreign Partnership Deployment: The continuous citing of high-profile cooperation with the British Council and the U.S. Embassy has much more than one role to provide in the opinion of the public. It suggests global acceptability and

adherence to international norms, which can uphold the notion of increased credibility and achievement for the reforms among Iraq's population. It also places the Ministry in a position where it is a world-class innovative organization with possibilities for valuable partnerships worldwide.

3. Plain and Simple Language: While policy ideas behind may be complex, language used in such social media posts is mostly plain and simple to understand without much technical jargon. This facilitates better public enlightenment and involvement, making the Ministry's messages transmitted greater than among policy experts.

4. Highlight Positives and Benefits: The language always conveys the reforms as positives, i.e., to the students (quality education, improved linguistic skills) and the teachers (training, upgrading of skills). This positive highlighting is being done in order to garner popular support and maintain maximum opposition to be minimum by showing the positive impact for the stakeholders.

In content, the formal public discourse of these social media sites is a tale of proactive, internationally supported, and welfare-focused reforms. While an immediate internal counterpart to compare them to do not exist, these public statements depict a positive attempt at constructing public opinion, gaining trustworthiness, and legitimizing the work of the Ministry in language learning.

5. Discussion

5.1 Interpretation of Findings within the CDA Framework

Iraqi Ministry of Education social media conversations critical discourse analysis within the framework of Fairclough's Three-Dimensional model of Critical Discourse Analysis reveals how language is being used tactically to construct, legitimize, and market language education policy reform. The findings affirm the ideological content in the policy documents even within seemingly clear-cut public statements."

At the level of text, the omnipresence of terms like "تطوير" (development), "جودة" (quality), and "حديث" (modern) serves to place the reforms as necessarily positive and well overdue. This lexical positioning is part of a broader modernization ideology, locating Iraq's education system in a globalized world where progress and convergence are concerns. The assertive and confident tone, combined with quantifiable success, further helps project an image of a busy and effective Ministry, and thereby manipulate public opinion and achieve credibility. Rhetorical emphasis on cooperation with outside actors (British Council, U.S. Embassy) is one of the main legitimization strategies of the reforms, drawing on the symbolic capital of international education norms and expertise. This intertextuality with international discourse also situates these reforms within the framework of not just being local but also part of a global, internationally-directed thrust towards excellence in education.

Discursive practice also calls for social media platforms chosen for disseminating these official announcements to be deliberately selected. Facebook, Telegram, and Instagram permit direct, instant, and mass communication with the people without passing through the usual gatekeepers of media. This direct contact enables the Ministry to guide the agenda of the reforms and shape public opinion and stakeholder expectation. Consistency of message through these media implies a structured communications strategy with the aim of projecting the desired image of a progressive and effective Ministry. The focus on training workshops and skill development has the effect of presenting the Ministry as an instrument of change, in terms of a direct investment in human capital.

Discourse, at the practice level, helps to reflect and reproduce a given set of underlying ideologies. The ideology of modernization and international integration situates English language mastery as a prerequisite of national development and competitiveness at the global level. This is congruent with broader neoliberalizing

shifts in education, whereby language proficiency is conceived increasingly as an economic good. Ideology of technocratic reason, based on measurable outcomes and solutions over which professionals preside, prefigures a depoliticization of educational change in representation as purely a technical issue. But, in accord with CDA, such portrayal will inevitably conceal relations of power and ideological choices behind the change. The reassertion of state control and central authority is apparent in the Ministry's dominance in initiating and implementing these reforms, even in cooperative environments. This is evidence of a prolonged top-down model of education administration.

Finally, rhetoric of continued success and achievement is employed to justify the present reforms and manage public expectations, portraying any disappointments as brief speed bumps along the road to achievement.

5.2 Policy Implications

The findings of the study have several implications for Iraqi language education:

Strategic Communication: The Ministry of Education can now effectively employ the social media for direct communication, opening up the potential for strategic messaging. Future policy action would also be capable of making use of these media in order to have more levels of public interaction, feedback, and create a more participatory reform process, circumventing the purely top-down dissemination mechanism.

Sustainability of International Partnerships: While international partnerships are imperative to legitimation and capacity building, the rhetoric hints at over-reliance on foreign aid and foreign expertise. The policymakers have to take into account measures towards long-term sustainability and localization of such efforts so that the reforms are actualized within the learning culture of Iraq and self-sustaining without foreign partners.

Teacher Professional Development: The great investment in teacher training is a good policy direction. Terminology is, however, predominantly utilized to define teachers as the targets of training. Upcoming policies can try to facilitate teachers as agents of change in development, strengthening their professional autonomy and incorporating their field-level knowledge into policy design and implementation.

Curriculum and Assessment Alignment: The focus on skill acquisition and theory of proficiency testing suggests a move towards outcome-based education. The policymakers would have to ensure that practice at the level of testing and curriculum design is completely aligned with these declared goals, providing teachers and learners clear pathways to developing the ultimate linguistic skills.

5.3 The Role of Language in Shaping Educational Reform Outcomes

Language is at the center of constructing the results of educational reforms, not as a communication means but as a constituting force. In Iraq, the language used by the Ministry of Education in public discourse constructively constructs the reality of the reforms. Through the use of incessant positive, affirmative, and futuristic language, the Ministry aims to:

Legitimize Reforms: The phrasing legitimates policy reform by framing the reforms as necessary, modern, and globally supported, thereby supporting policy reform and its popular acceptance.

Manage Expectations: The phrasings state success and ongoing development, managing the expectations of the public by encouraging hope and possibly stifling criticism or opposition.

Activate Stakeholders: Training teachers and student gains focus attempts to activate stakeholders, engaging them and recruiting them into the reforms.

Assert Power: The powerful voice and role of Ministry officials in their position as influential actors reiterates the institution's power and capacity for having profound impacts.

The absence of counter-narratives—such as detailed descriptions of concerns, differing stakeholder opinions, or probable negative effects—also influences outcomes by developing a mostly unidirectional narrative. This can preclude necessary debate and possibly conceal implementation issues or unforeseen effects.

5.4 Iraqi Language Education Policy: Challenges and Opportunities

After the Ministry's discourse analysis, some of the opportunities and challenges in Iraqi language education policy can be deduced:

Challenges:

Implementation Gap: While the policy discourse of skill development and training is given greater priority, its enactment in various kinds of schools in Iraq (heterogenous socio-economic settings vs. rural vs. urban settings) can be a potential reason for discontent. The gap between classroom reality and policy discourse is an ever-present aspect of education reforms.

Sustainability of External Support: The heavy reliance on external partnerships, while beneficial, poses a problem regarding the long-term sustainability of such interventions in the event of a decrease in external support.

Teacher Capacity and Motivation: Despite extensive training, it is a significant challenge to ensure consistent teacher capacity and motivation throughout the entire system, particularly in the post-conflict situation.

Balancing Global and Local Interests: The keen incentive for teaching English must, in line with global trends, be wisely balanced with developing and advertising Arabic and other native languages so that language policy can be directed towards strengthening national identity and cultural heritage.

Opportunities:

Strong Political Will: The conviction and perseverance of the Ministry's communication are proofs of strong political will to push through and implement language teaching reforms, particularly in English.

International Cooperation: Ongoing collaboration with organizations like the British Council and U.S. Embassy provide fertile ground for the sharing of know-how, mobilization of funding, and access to international best practice.

Professional Development Focus: Emphasis on ongoing professional development among teachers provides a top-class opportunity to develop highly competent and versatile teaching staff.

Levelling Up through Technology: The emergence of web-based learning (e.g., for English language proficiency) is an indicator of the possibility to leverage technology in outreach enhancement and learning facilitation within a nation where geographical and infrastructural contexts are varied.

The challenges and opportunities highlight the complex interrelation between policy goals, discursive formation, and social reality of education reform in a post-conflict setting.

5.5 Student Language Proficiency and Ideological Positioning

Although students are central to the outcomes of the language education reforms, the discourse largely constructs them as passive recipients of better instruction rather than active agents in the reform process. The frequent emphasis on " تنمية " (developing students' linguistic skills) and " تحسين جودة " (improving the quality of education in Iraqi schools) indicates an underlying assumption that institutional change alone will lead to student improvement, without necessarily acknowledging student agency, diversity, or participation.

From an ideological perspective, students are framed within a meritocratic and developmentalist logic. They are positioned as future contributors to national

progress, and their English proficiency is treated as a key indicator of educational success and international competitiveness. This framing reflects a neoliberal ideology that treats language skills as economic capital. However, there is little room in the discourse for viewing students as socio-culturally embedded individuals with varying identities, needs, or voices. The absence of student-centered language or participatory narratives may ultimately limit the inclusiveness and responsiveness of the reforms.

6. Conclusions, Recommendations, and Suggestions for Future Research

6.1 Conclusions

This Critical Discourse Analysis of the Iraqi Ministry of Education social media announcements to the language education policy reforms (2020-2025) has been able to yield some results. The Ministry employs an institutional discourse placing value in development, quality, and modernity, consistently framing reforms as progressive and as unavoidable. One off-beat rhetorical strategy is highlighting cooperation with external parties (U.S. Embassy, British Council) to legitimize work and align with global practices. The style of language used is forceful and forceful, often accompanied by quantifiable outcomes in an effort to advance an argument of pro-active management and productivity.

On the aspect of representation of stakeholders, the teaching staff and instructors are mostly represented as agents of implementation and trainees, and the students seem to be the ultimate recipients of improved learning outcomes. The policymakers and the Ministry bureaucrats are depicted as authoritative agents of initiation and facilitation of these reforms. These hidden ideological connotations include positive advocacy of globalization and modernization, reliance on technocratic rationality and foreign know-how, and strengthening state authority and central power. The discourse is also promoting an ideology of competence and meritocracy, particularly

for teaching English, and tends to construct a narrative of continuous progress and achievement.

Although comparative discursive analysis of pre- and post-reform change was limited directly by the data, the discourse herein constructively suggests an explanation of improvement by a less preferred past. Intertextual opposition between public and official discourse suggests that the Ministry's social media messages are a calculated official public discourse, prioritizing action, strategic global alliance, reader-friendly language, and positive results to energize public opinion and secure support.

6.2 Contributions to the Discipline of Discourse and Policy Studies

The study has a number of contributions to the emergent literature in the intersection of Critical Discourse Analysis, language teaching policy, and post-conflict study:

Application of CDA to a Non-Traditional Context: It provides a novel application of Fairclough's CDA model to official social media posts of a government ministry in a post-conflict Arab context, a context that has been underrepresented within CDA studies. This demonstrates the potential of CDA to analyze novel modes of policy communication.

Interpreting Policy Communication in Digital Times: The study provides an interpretation of how government institutions employ the use of the internet in disseminating policy, managing public opinion, and framing reform narratives in digital times. The study detects a transition from static policy papers to more participatory and user-friendly forms of communication.

Understanding Language Policy Ideologies: In uncovering the underlying ideologies of modernization, international integration, and technocratic rationality, the study contributes to our understanding of underlying assumptions shaping language

education policy in Iraq. It demonstrates how language policies are not merely administrative but intricately part of broader socio-political and economic agendas.

Role of Global Actors in National Policy: The study identifies the significant discursive role that global partnerships have in positioning national education reforms as legitimate, particularly in reconstruction and development contexts. This is an added contribution to discussion regarding global partnerships' role in local policymaking.

6.3 Policymakers' and Teachers' Recommendations

Under the direction of the findings, the following are the recommendations:

For Policymakers:

Encourage Inclusive Policy-Making: While the Ministry is good at communicating its policies, it should try to seek means of more inclusive policy-making in the future, seriously considering the teachers, students, and local communities in an attempt to make the reforms relevant to various needs and environments.

Diversify Communication Channels: Social media is efficient, but making policy information accessible via several channels, including the mainstream media and local channels, can make it more inclusive and accessible to the digitally excluded.

Address Implementation Challenges Directly: Discussing and debating probable implementation challenges in public, like rather than writing about success alone, can build stronger trust and allow for more realistic planning and problem-solving.

Balance International and Domestic Language Demands: Encouraging English is important for international integration, yet policies must work to ensure policymakers strategically encourage and nurture Arabic and other national languages in terms of their role in national identity and cultural heritage.

For Teachers:

Engage Critically with Policy Discourse: Train teachers and education personnel to critically read policy messages, not only what is stated, but also how and why, and what ideologies are potentially constructing the language.

Support Teacher Autonomy: Teachers must be allowed space to build their professional autonomy and call upon practical experience to re-make design and delivery, rather than a recipient model.

Innovate Within the Framework: Teachers will have to be motivated to innovate and react within the reform framework to suit the specific requirements of their students and immediate environments.

6.4 Suggestions for Future Research

The following suggestions are offered to guide future research:

1. Longitudinal CDA: A longitudinal CDA examination of the Ministry's discourse across an extended timeframe, encompassing pre-reform communications, would provide a superior insight into discursive change and direction.
2. Comparative Analysis of Stakeholder Perceptions: Future studies could analyze how teachers, students, and parents read and make sense of the Ministry's policy communications and compare those readings to official discourse.
3. Social Media Interaction Effect: A comparative analysis of engagement levels (likes, shares, comments) on the social media posts of the Ministry would inform us regarding public acceptability and effect of their communications.
4. Classroom-Level Implementation Research: The research on research that would actually study implementation of such language teaching reforms at the classroom level would be revealing regarding the gap between policy rhetoric-educational pedagogy practice.
5. Discourse of International Partners: A CDA of U.S. Embassy and British Council discourse on their educational collaborations in Iraq can yield an intertextual interpretation of the same.

Tracing such trails, more research in future can throw more light on the complex nexus of language, power, and education policy in Iraq and other post-conflict environments.

References:

- Al-Hamash, I. Khalil. (1977). Features of the New English Textbooks of Iraq. Baghdad: IDELT Journal, 9.
- Al-Husseini, A., & David, S. A. (2017). The impact of head teachers' instructional leadership role on teachers' professional practices in four private schools in Dubai, the UAE. *Research Nebula*, 6(1), 23–28.
- Al-Issa, A., & Dahan, L. (2011). Global English and the challenges of educational and cultural change in the UAE. *Current Issues in Language Planning*, 12(2), 225–246. <https://doi.org/10.1080/14664208.2011.597048>
- Al-Jubouri, A., & Mahdi, H. T. (2019). Investigating the implementation of English language curriculum in Iraqi schools. *International Journal of Instruction*, 12(1), 37–52. <https://doi.org/10.29333/iji.2019.1213a>
- Ball, S. J. (1994). *Education reform: A critical and post-structural approach*. Open University Press.
- Ball, S. J. (2012). *Global Education Inc.: New policy networks and the neo-liberal imaginary*. Routledge.
- Ball, S., & Shilling, C. (1994). At the crossroads: Education policy studies. *British Journal of Educational Studies*, 42(1), 1–5. <https://doi.org/10.1080/00071005.1994.9973979>
- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219–234. <https://doi.org/10.1177/1468794112468475>
- Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Buckner, E. (2011). The role of higher education in the Arab state and society: Historical legacies and recent reform patterns. *Comparative & International Higher Education*, 3, 21–26.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research* (4th ed.). SAGE Publications.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman.
- Fairclough, N. (2015). *Language and power* (3rd ed.). Routledge.
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). Routledge.
- Johnson, D. C. (2013). *Language policy*. Palgrave Macmillan.
- Kadhim, H. (2022). The role of English language in the educational reform of Iraq: Between aspirations and realities. *Arab World English Journal*, 13(1), 225–240. <https://doi.org/10.24093/awej/vol13no1.15>
- Lakes, R. D., & Carter, P. A. (2011). Neoliberalism and education: An introduction. *Educational Studies*, 47(2), 107–110. <https://doi.org/10.1080/00131946.2011.554590>

- Lingard, B., & Ozga, J. (2007). The global politics of education: Knowledge, policy, and power. In B. Lingard & J. Ozga (Eds.), *The RoutledgeFalmer reader in education policy and politics* (pp. 65–82). Routledge.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Machin, D., & Mayr, A. (2012). *How to do critical discourse analysis: A multimodal introduction*. SAGE Publications.
- Mockler, N. (2011). Beyond “what works”: Understanding teacher identity as a practical and political tool. *Teachers and Teaching*, 17(5), 517–528.
<https://doi.org/10.1080/13540602.2011.602059>
- Phillipson, R. (2009). *Linguistic imperialism continued*. Routledge.
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. Routledge.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge.
- Spolsky, B. (2004). *Language policy*. Cambridge University Press.
- Taylor, S. (1997). Critical policy analysis: Exploring contexts, texts and consequences. *Discourse: Studies in the Cultural Politics of Education*, 18(1), 23–35.
<https://doi.org/10.1080/0159630970180102>
- Tollefson, J. W. (2002). *Language policies in education: Critical issues*. Lawrence Erlbaum Associates.
- Tollefson, J. W., & Tsui, A. B. M. (Eds.). (2004). *Medium of instruction policies: Which agenda? Whose agenda?* Lawrence Erlbaum Associates.
- UNESCO. (2012). *Education for All Global Monitoring Report: Youth and skills—Putting education to work*. <https://unesdoc.unesco.org/ark:/48223/pf0000218003>
- Van Dijk, T. A. (1993). *Elite discourse and racism*. SAGE Publications.
- Van Dijk, T. A. (1998). *Ideology: A multidisciplinary approach*. SAGE Publications.
- Van Dijk, T. A. (2001). Critical discourse analysis. In D. Tannen, D. Schiffrin, & H. Hamilton (Eds.), *Handbook of discourse analysis* (pp. 352–371). Blackwell.
- Wodak, R. (2011). *The discourse of politics in action: Politics as usual*. Palgrave Macmillan.
- Wodak, R., & Meyer, M. (2009). *Methods of critical discourse analysis* (2nd ed.). SAGE Publications.

تحليل نقدي لخطاب إصلاحات سياسة تعليم اللغة الحديثة في العراق: دراسة لتقارير الوزارة والتصريحات العامة

م. د. مرفل حسون عبيد

كلية التربية العلوم الإنسانية - جامعة بابل



hum918.rafal.hasson@uobabylon.edu.iq

الكلمات المفتاحية: تحليل الخطاب النقدي، سياسة تعليم اللغة، العراق، وزارة التربية

الملخص:

يُستخدم تحليل الخطاب النقدي في هذه الدراسة لتناول التغييرات الحديثة في سياسة تعليم اللغة في العراق، متمثلةً في التقارير الرسمية والتصريحات العامة الصادرة عن وزارة التربية العراقية بين 2020 و2025. وبالاستناد إلى النموذج ثلاثي الأبعاد لتحليل الخطاب النقدي الذي وضعه فيركلوف، تحلل الدراسة الكيفية التي تُوظف بها اللغة بشكل استراتيجي في رسائل الوزارة بهدف إضفاء الشرعية، وتشكيل الرأي العام، وتعزيز السرديات الأيديولوجية المتعلقة بتعليم اللغتين الإنجليزية والعربية.

وتعتمد الدراسة على منهجية نوعية من خلال تحليل بيانات تم اختيارها بعناية من منشورات فيسبوك وتحديثات تيليغرام وإعلانات إنستغرام صادرة عن الوزارة تعكس بعضاً من أبرز المبادرات في مجالات تدريب المعلمين، والتعاون الدولي، وإصلاح المناهج الدراسية. وتُظهر النتائج أن خطاب السياسات لا يحدد استراتيجيات الإصلاح فحسب، بل يسهم أيضاً في تشكيل السلطة المؤسسية، وبناء الهوية الوطنية، ويتوافق مع المعايير التعليمية الدولية. وتوضح الدراسة كيف يُستخدم الخطاب الظاهري المحايد لإخفاء أهداف أيديولوجية، ووضع المعلمين في موقع المتلقين السلبيين، والتأكيد على الاعتماد على التعاون الدولي. وتسهم هذه الدراسة في فهم الدور الذي يلعبه الخطاب في بناء إصلاحات التعليم في بيئات ما بعد الصراع.