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دور الذكاء الاصطناعي في تعزيز مهارات التفكير النقدي لدى طلبة الجامعة دارسي اللغة

الإنجليزية كلغة أجنبية في مجال الشعر (من منظور تداولي)

The Role of Artificial Intelligence AI in the Enhancement of Critical Thinking Skills for EFL College Students in Poetry (A Pragmatic Perspective)□

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Abstract

The present study aims at finding out the role of artificial intelligence AI in the enhancement of critical thinking skills of EFL college students in poetry from a pragmatic perspective. The study hypothesizes that AI has an effective role in the enhancement of critical thinking skills through the suggestions and possibilities it presents. A structured questionnaire of ten items and an oral test of five questions about stanzas from William Blake poetry *The Tyger* and *The Lamb* are prepared to verify the study hypothesis. Sample answers on both questionnaire and test are collected and statistically treated to analyze the results. In the light of analyzed results some conclusions are put forward for further studies.

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ملخص

تهدف هذه الدراسة الى بحث دور الذكاء الاصطناعي في تعزيز مهارات التفكير النقدي لدى طلاب اللغة الانكليزية كلغة أجنبية في الشعر من منظور براغماتي. تفترض الدراسة ان للذكاء الاصطناعي دورا فعالا في تعزيز مهارات التفكير النقدي كم خلال الاقتراحات والإمكانيات التي يقدمها وللتحقق من فرضية الدراسة، تم إعداد استبيان منظم مكون من عشرة بنود لتوزيعه على عينة الدراسة، بالإضافة الى اختبار شفوي يتضمن خمسة أسئلة حول مقاطع من قصيدة ويليام بليك " النمر والحمل" سيتم جمع إجابات الاستبيان والاختبار ومعالجتها إحصائيا لتحليل النتائج وفي ضوء هذه النتائج، تم تقديم بعض الاستنتاجات والاقتراحات والتوصيات لإجراء المزيد من الدراسات.

Introduction

Most EFL students at different educational levels lack the ability to express their opinions on a topic, analyze ideas, synthesize information, or solve learning problems. These weaknesses can be attributed to several factors, such as teaching styles or methods, the learning environment, or the nature of the curriculum. In many EFL classrooms, teachers maintain full authority: they determine what information students should learn and how it should be taught. As a result, the learning environment is teacher-centered rather than student-centered. In addition, some curricula are designed in ways that do not effectively support the development of students' higher-order thinking skills.

Although the emergence of artificial intelligence (AI) facilitates student learning, its misuse often turns students into passive recipients of information. Instead of encouraging independent thinking, many students rely on AI for ready-made answers and solutions, reinforcing a culture of spoon-feeding. This dependence hinders the development of

student autonomy and critical thinking skills. Therefore, the present study tries to spot light on this problem to help students improve their abilities and to get benefits from AI devices.

However, the present study aims at finding out the role of artificial intelligence (AI) in the enhancement of critical thinking skills for EFL college students in poetry from the pragmatic perspective. It is expected to be valuable to:

1. EFL Teachers: By raising awareness of teaching methods and instructional practices that enhance students' thinking skills and promote learner autonomy.
2. Researchers in the Field of Education and Pragmatic linguistics: By helping them to bridge gaps in current AI-related studies.
3. EFL Students: By providing guidance and practical instructions on the safe, effective, and responsible use of AI applications to support their learning.

Theoretical Background and Previous Related Studies

Introduction

The term of Artificial Intelligence is coined in 1956 by John McCarthy who was a famous computer scientist. He defined AI as the science and engineering of making intelligent machine. But why did it become widespread at this time? The answer is related to different factors include the development of computer devices, the appearance of internet and social media that provide huge data, improvement of Algorithms, and else.

People have begun to turn to AI because of services that it can provide in different fields such as justify photos, analyze data, provide links, explain and modify texts, prepare research and projects and else from services that facilitate people's work and study. The present study tries to highlight a suitable way in which EFL students can use AI to enhance their critical thinking skill and to recognize the pragmatic meaning of poems.

Several educational theorists and psychologists defined and classified types of thinking skills. According to Jean Piaget (1972), thinking is an active process of adaptation and organization through which individual can construct knowledge – a constructive cognitive process that evolves through developmental stages of individual's life. Benjamin Bloom (1956) defines thinking skills are cognitive operations or abilities that are used in learning and problem solving. While Anderson and Krathwohl (2001) see

thinking skills as processes of memorizing, understanding, applying, analyzing, evaluating and creating that are essential for meaningful learning.

Thinking skills can be classified in different ways but Bloom's taxonomy for cognitive processes is the most familiar one which divides thinking skills into basic (lower-order) and advanced (higher-order) (Bloom, B., 1956). Advanced skills which are revised by Anderson and Krathwohl (2001) include critical thinking, analytical thinking, logical thinking, metacognitive thinking, decision-making, decision making and finally creative thinking. While basic skills include comprehension, memorization, application.

According to Bloom's taxonomy, critical thinking is one of advanced (higher-order) skills. However, John Dewey (1933) defines critical thinking as a reflective idea or a deliberate and reasoned analysis rather than impulsive judgment. In the same sense, Robert Ennis (1996) represents critical thinking as a reasonable reflective thinking focused on deciding what to believe or do. While Facione (1990) see critical thinking as a purposeful, self-regulatory judgment based on the interpretation, analysis, evaluation, and inference for the evidential, conceptual, methodological, or contextual considerations.

On the other hand, pragmatics is concerned with how context affects the understanding and use of language. In other words, it focuses on words and their meanings, the speaker's intentions, and the

context of utterances, enabling the listener to interpret the intended meaning rather than the literal one. H. P. Grice (1989) argues that speakers' utterances often convey implicit meanings, and listeners attempt to infer these meanings through contextual cues. Deixis, speech acts, implicature, presupposition, and politeness are essential concepts of pragmatics. Thus, the study of pragmatics has a contribution in analyzing social and educational utterances and utterances used in modern applications such as AI.

Characteristics of Critical Thinkers

Paul and Elder (2006) in their model of intellectual standards describe that critical thinkers habitually look for clarity, accuracy, relevance, depth, and fairness. They see critical thinking is inseparable from intellectual virtues such as humility, integrity, courage, and empathy. These traits help individual evaluate assumptions, detect bias, and build well-reasoned arguments.

For Anderson and Krathwohl (2001), critical thinkers can think analytically through breaking data into parts, determining relations, and distinguishing facts, patterns, motives, and arguments. They can evaluate information and compare viewpoints. Critical thinkers have the ability to solve problems by recognizing knowledge. They can reflect on their own ideas and opinions by monitoring their cognitive processes and metacognitive knowledge – individual's knowledge of their own cognitive abilities

to learn and to solve problems and their cognitive strengths and weaknesses.

While Ennis, R. H. (1996) defines critical thinker as a person who thinks reasonably and reflectively and makes decision based on his/her own beliefs and experiments and he/she is open-minded, uses logic and evaluates claims based on norms. Dewey, J. (1933) describes critical thinker as a reflective thinker who focuses on solving problems and making decisions and characterizes by curiosity and suspicious and seek for clear evidence.

Principles of Critical Thinking Skill

Paul and Elder (2006) consider a set of nine intellectual standards as CTS principles include clarity, accuracy, precision, relevance, depth, breadth, logic, fairness, and significance. Critical thinkers use questions like can you illustrate that further? what do you exactly mean? or can you provide examples? because they need to understand clear ideas in order to make accurate judgments. Ideas must be accurate that means, they must be true, correct, and supported by evidence. Also, critical thinkers seek a précised and specific ideas in order not to get lost in generalities.

Relevance of information refers to their direct relation to the problem. Depth principle represents the causes and results and the complexity of problems and challenges. While the principle of breadth considers different perspectives and solutions. Logical thinking is an essential principle of CTS which involves thinking in an organized way, following evidence, and avoiding emotions and biases.

Likewise, fairness refers to judge based on evidence not emotions, avoid stereotype, and consider all perspectives. Finally, the principle of significance considers the most important ideas and the central points (Paul and Elder, 2006).

Essential Concepts of Pragmatics

According to Levinson, S.C. (1983), pragmatics contains essential concepts include:

Deixis: words that refers to persons, locations, dates depending on the speech context. **Speech Act:** how language is used to perform action such as apology, promise, or solicit. **Implicature:** implicitly inferred information by listener without need to be explicitly stated. **Presupposition:** speaker's assumptions about listener's knowledge of information before the uttered. **Politeness:** how language reflects respect and conventions.

The Relationship between Pragmatics and Critical Thinking Skills

Pragmatics requires learners to expand their knowledge of language beyond the literal meanings of words. They should analyze the context, infer implicit meanings, and evaluate the speaker's intentions to fully understand communicative messages. Pragmatic analysis identifies how students examine comments, assess relevance, and explain implicit messages—all of which shape critical thinking enhancement.

Both pragmatics and critical thinking involve inference and interpretation.

Critical thinking is defined as the ability to analyze data, infer meaning, evaluate

evidence, and convey reasoned conclusions. In the same way, pragmatics involves inference — extracting implied meanings depending on the context, world knowledge, and speaker intention, rather than relying on literal sentence structure alone. Therefore, pragmatic competence in language learning fundamentally enhances critical thinking skills: students examine reasoning about meaning, evaluating choices and drawing justified explanation — the same cognitive processes are identified as essential for critical thinking.

Definition of Artificial Intelligence AI

Artificial Intelligence is coined by John McCarthy (1956) who is considered the father of AI. He defines as the science and engineering of making intelligent machines. McCarthy in his definition combines between scientific cognition and engineering design of systems have intelligent behavior. Russell & Norvig (2003) Legg & Huutter (2007), define AI as an agent that perceives its environment and take action within that environment. AI also called machine intelligence which is completely prepared by human intelligence throughout mathematical and logical steps are known as algorithms which are designed to tackle data and to implement instructions. AI uses these algorithms to predict and adapt data, argue human intelligence, perform tasks through, and make decisions. (Ziyad, M., 2019).

Theory of Mind and its Relationship with Artificial Intelligence

The concept of (ToM) was proposed by Premack and Woodruff (1978), by asking whether chimpanzees have the ability to infer human intentions. They defined (ToM) as the attribution of mental states to others, lead to subsequent research in human cognition such as Wellman (2014) who demonstrated that (ToM) develops gradually during childhood. According to Wellman, children first understand desires, then beliefs, and absolute false beliefs, with full false-belief understanding typically emerges during ages 4–5.

Goodman, Baker, Gopnik, and colleagues assert that (MoT) is a computational process involves inferences and prediction by suggesting “intuitive theories” of the human development of the mind, using Bayesian probabilistic reasoning to infer the most likely beliefs or intentions behind observed behavior. This computational perspective suggests that ToM can be modeled as a form of structured reasoning—where agents use evidence, context, and prior knowledge to infer hidden mental states. Human cognitive mechanisms, when combined with artificial intelligence, offer appropriate models that machines could use.

Winfield (2018) studies “artificial ToM” in robotics, hypothesizing those robots require internal models of human mental states for moral decision-making, safety, and effective social interaction. He discusses that ToM-like capacities are significant for robots operating in human environments, especially in healthcare,

client service, and teaching. Yet, these models simulate ToM-adopted behavioral designs but lack conscious knowledge, self-awareness, or a subjective performance.

Theory's Mind is a multidimensional build involving developmental, cognitive, and neural elements. While AI has made important advances in emulating characteristics of ToM, especially in behavior prediction and intention modeling, these systems remain basically different from human ToM. Artificial samples capture the functional aspects of mental-state reason but not the phenomenological or experiential elements. Regardless, computational modeling advancements promise a safer, more socially conscious AI system.

Methodology

Population and Sample

Population of the present study consists of EFL students in the college of education for women at English department in Al-Iraqia University. The sample is drawn from 2nd class for morning study which consists of three sections (A, B, & C) sections A and B are randomly chosen to represent the sample of the study.

Procedures

A copy of structured questionnaire of ten items has been distributed on the sample of the study. Their answers are collected and statistically treated to know how much they depend on AI on their study and what is extent they get benefits from its applications to improve their language and thinking abilities. After that

they are submitted to an oral test that has five questions about stanzas from William Blake poetry “The Tyger” and The Lamb” to reveal whether they are really develop their thinking namely critical thinking ability. Since the test is orally administered, it is preferred to be scored by two scorers to avoid bias.

Face Validity

Face validity refers to the extent to which a test appears to measure what it is supposed to measure, based on the judgment of test takers, teachers, or other stakeholders (Brown, 2004). To establish the validity of the research instruments, copies of the questionnaire and test are submitted to jury members for evaluation. The experts were asked to judge the appropriateness, clarity, and relevance of their items. The results showed that 90% of the jury members agreed that they are valid. Accordingly, the instruments are considered valid for the purpose of the study.

Pilot Administration

Before the implementation of the procedures, a pilot study was conducted with 30 female EFL students selected from Section C. This group represented the pilot sample. The purpose of the pilot study was to establish the reliability of the research instruments and to examine the reliability of the results over time.

Reliability

Reliability refers to the consistency of measurement, that is, the degree to which a test yields the same results under consistent conditions (Brown, 2004). The reliability

of the questionnaire was assessed using Cronbach’s Alpha formula. The reliability coefficient reached (0.82), indicating that the questionnaire has a good level of internal consistency.

Regarding the oral test, its scoring consistency was evaluated using inter-rater reliability through the Intraclass Correlation Coefficient (ICC) between the scores of the two raters. The ICC value was (1.00), which indicates perfect agreement between the raters.

Finally, the relationship between students’ performance on the questionnaire and the oral test was examined using the Pearson Correlation Coefficient. The result showed a coefficient of (0.68), indicating a moderate to strong positive relationship between the two measures.

Statistical Tools

To analyze the results of the instruments, both descriptive and inferential statistical measures are employed. The arithmetic mean (average) is calculated to determine the overall level of students’ critical thinking skills and to identify the extent of their dependence on artificial intelligence (AI). The standard deviation (SD) is used to measure the degree of dispersion of the scores around the mean.

In addition, the hypothetical mean is adopted as a reference value in conducting the one-sample t-test. The one-sample t-test is then used to determine whether there are statistically significant differences between the obtained mean scores and the hypothetical mean.

Results

(Table 1)

Students' Answers on the Questionnaire

N o.	Item	Stron gly agree	Agr ee	Neut ral	Disag ree	Stron gly disagr ee
1	I am familiar with artificial intelligence (AI) and its applications.	45	35	12	6	2
2	I rely on AI applications in my studies.	30	35	20	10	5
3	I review the answers and ideas provided by AI applications and ask for further suggestions.	25	30	25	12	8
4	I ask AI applications for answers without providing my	15	20	30	20	15

	own ideas first.					
5	I check the accuracy of the information provided by AI applications.	22	33	25	12	8
6	I conduct additional searches to verify the information provided by AI applications.	20	28	30	12	10
7	I depend on my own thinking abilities to solve learning problems.	30	40	18	8	4
8	I prefer to use learning aids other than AI applications to solve	28	27	25	12	8

	my learning problems.					
9	AI applications sometimes provide me with incorrect information.	35	30	20	10	5
10	I discuss the answers provided by AI applications.	22	28	30	12	8

(Table 2)

Arithmetic Mean & Standardized Deviation for Questionnaire's Items and Total Mean Score & Standardized Deviation

Item No.	Mean score	s.d
1	4.15	0.99
2	3.75	1.10
3	3.52	1.20
4	3.00	1.30
5	3.49	1.17
6	3.36	1.20
7	3.84	1.02
8	3.55	1.18
9	3.80	1.12
10	3.44	1.18
Total mean score/s.d	3.59	1.15

(Table 3)

Calculating T-test for One Sample to the Questionnaire

Total arithmetic mean score	Total s.d	Hypothetical mean score	T-test	d.f	Level of significant	critical t-test value
3.59	1.15	3	1.62	99	0.05	1.96

(Table 4)

Assessment of EFL Students in the Oral Test According to the First Rater

Item No.	Excellent	Very good	Good	Medium	Weak
1	5	30	40	22	3
2	6	32	42	18	2
3	3	30	48	16	3
4	4	32	44	18	2
5	5	30	48	15	2

(Table 5)

Assessment of EFL Students in the Oral Test According to the Second Rater

Items No.	Excellent	Very good	Good	Medium	weak
1	5	30	38	25	3
2	5	35	40	18	2
3	4	33	48	13	2
4	3	30	46	20	1
5	5	30	48	15	3

(Table 6)

Arithmetic Mean & Standardized Deviation for the Grades of the First Rater and Total Mean Score, Standardized Deviation & T-test

Item No.	Mean score	s.d	T-test value
1	3.12	0.91	1.32
2	3.22	0.88	2.51
3	3.41	0.83	1.70
4	3.81	0.84	2.14
5	3.21	0.83	2.54
Total mean score/s.d/ T-test	3.17	0.86	2.03

(Table 7)

Arithmetic Mean & Standardized Deviation for the Grades of the Second Rater and Total Mean Score, Standardized Deviation & T-test

Item No.	Mean score	s.d	T-test
1	3.09	0.92	0.92
2	3.23	0.88	2.61
3	3.24	0.83	2.89
4	3.14	0.84	1.67
5	2.19	0.83	2.29
Total mean/s.d/t-test	3.18	0.86	2.09

(Table8)

Calculating T-test for One Sample to the Oral Test for the First Rater

Total mean score	Total s.d	Hypothesis mean score	T-test	d.f	Level of significance	Critical T-test value
3.17	0.86	3	2.03	99	0.05	1.96

(Table 9)

Calculating T-test for One Sample to the Oral Test for the Second Rater

Total mean score	Total s.d	Hypothesis mean score	T-test	d.f	Level of significance	Critical T-test value
3.18	0.86	3	2.09	99	0.05	1.96

(Table 10)

mean grade for each EFL Student in both Questionnaire & Oral Test

Student No.	Mean grade in questionnaire	Mean grade in oral test
1	4.1	3.8
2	4.1	3.0
3	3.2	2.0
4	4.1	3.8
5	4.1	3.8
6	3.2	2.8
7	4.1	3.8
8	4.1	4.4

9	4.1	4.2
10	4.1	4.2
11	4.8	3.8
12	4.1	3.8
13	4.1	4.4
14	3.2	3.0
15	4.1	3.8
16	3.6	3.8
17	3.6	2.6
18	4.1	4.2
19	4.1	4.2
20	4.1	4.4
21	4.1	4.8
22	4.0	4.2
23	4.0	3.8
24	4.1	4.2
25	4.0	3.8
26	4.1	4.0
27	4.0	4.0
28	4.1	4.2
29	3.6	3.8
30	4.0	3.8
31	4.0	3.8
32	3.8	3.8
33	4.1	4.0
34	4.1	4.0
35	2.8	2.8
36	2.8	2.8
37	3.8	2.8
38	3.2	2.8
39	3.2	2.8
40	4.0	3.8
41	4.0	4.0

42	4.1	3.8
43	4.1	4.0
44	4.1	3.6
45	4.1	4.0
46	3.8	4.0
47	4.0	3.6
48	3.8	4.0
49	4.0	4.4
50	4.0	4.2
51	3.8	4.8
52	3.8	4.0
53	4.0	4.4
54	4.0	3.8
55	3.8	2.8
56	4.0	4.1
57	4.0	3.8
58	4.0	4.0
59	4.1	4.1
60	4.0	4.0
61	3.8	4.0
62	3.8	4.0
63	3.8	3.6
64	3.8	3.8
65	4.0	3.8
66	4.0	4.2
67	4.1	4.0
68	4.0	4.4
69	4.0	4.8
70	4.1	4.4
71	4.0	4.0
72	4.0	3.8
73	3.6	2.0
74	4.0	3.0

75	4.0	4.1
76	4.0	4.2
77	4.0	4.0
78	4.0	4.2
79	3.8	4.4
80	4.0	4.0
81	4.0	4.8
82	4.1	4.4
83	4.0	3.6
84	4.0	3.8
85	2.3	1.8
86	4.0	3.4
87	3.8	4.0
88	4.0	3.0
89	4.0	4.4
90	4.1	4.0
91	4.0	4.0
92	4.0	4.2
93	4.0	3.8
94	3.0	3.0
95	4.0	3.8
96	4.1	4.6
97	4.0	4.2
98	4.0	3.8
99	3.6	3.0
100	4.0	3.8

Discussion of the Results

This research examines of students learning English as a foreign language depend on (AI) tools and this affects their critical thinking abilities, as measured through a spoken test. The Questionnaire results appear that students have a

moderate reliance on (AI) devices, with an average score of 3.59, which is slightly higher than the expected average of 3. This suggests that while students do it or use (AI) in their academic studies, their dependence on it is not basic. However, the t-test value of 1.62 is lower than the critical value of 1.96, referring to the distinction is not significant at the 0.05 level. This means that even though students use (AI), their dependence on it is not enough to be considered statistically significant. So, we can tell that students have a moderate level of dependence on (AI) apps, but it is not something to be concerned about it. The results give us a glance into how students are using (AI) in their studies, and it seems that they are using it in stable method. Students seem to have a good concept of how (AI) is used and how it can aid them with homework. They also appear to be cautious when using information generated by (AI) and like to double-check to confirm it's accurate. This is revealed by the high scores on questions that ask about reviewing and verifying AI-generated info. On the other hand, students don't just depend on (AI) to give them answers without thinking for them. They still use their own judgment and don't just accept everything AI tells them. This is evident from the lower score on the question about asking AI for answers without any prior idea. Generally, it appears students are using AI in a smart method, taking advantage of its benefits while remaining careful and independent in their thinking. When looking at the results of the oral test,

we can see that the average scores from both raters were 3.17 and 3.18, which are slightly higher than the expected average of 3. The statistical test results, 2.03 and 2.09, are higher than the critical value of 1.96, indicating that the students performed significantly well on the oral test. This displays that the students have a moderate, yet still important, level of critical thinking skills. Generally, the students' performance on the oral test was good, and it is clear that they have a decent understanding of the material.

The results also show that the people grading the oral test agreed completely, with an inter-rater reliability coefficient of 1.00. This means the scores given by the two graders were equal, which is ideal. It confirms that the oral test grading was highly reliable and not influenced by personal opinions, thus, making the results more credible. This is important because it shows that the test was scored fairly and consistently, without any bias. As a result, we can trust the results and be confident that they accurately reflect the students' performance.

The connection between how much students use AI tools and how well they do on oral tests is quite strong. We found that when students use AI more, they tend to get higher scores on their oral exams. This suggests that using AI actually helps students think more critically, rather than getting in the way. The numbers show a pretty clear link - the Pearson correlation coefficient is 0.68, which is a moderate to

strong positive relationship. So, it seems that AI is having a positive effect on students' thinking and expression.

The study's findings show that students learning English as a foreign language use AI tool at a fairly average rate, yet they still think for themselves. These students have decent critical thinking skills, and the good news is that there's a positive link between using AI and having strong thinking abilities. This means that AI can be a helpful tool in education when used appropriately.

By using AI in ways that support their learning, students can get the most out of it without losing their ability to think independently. This is important because it suggests that AI can be a useful resource for students, as long as it's used to enhance their learning, rather than replace their own thinking.

Conclusion

The current study concludes by showing that EFL students demonstrate a moderate level of support for AI applications, as their use is neither excessive nor statistically significant. Students appear to use AI tools in a proportional and thoughtful manner, as they tend to verify and estimate AI-generated knowledge rather than depend on it blindly. What's more, the results indicate that students have a moderate level of critical thinking skills, as shown by their performance on their oral tests. The raters' high consistency in their evaluations also

enhances the accuracy of these findings. The research shows that using AI applications is associated with better critical thinking skills among students. It turns out that AI doesn't hurt our ability to think; instead, it can support and improve these skills when used correctly. This is a pretty important finding, as it suggests that AI can be a useful tool for learning and development, rather than a hindrance. By using AI applications effectively, students can develop stronger essential thinking skills, which are crucial for success in many areas of life.

Overall, AI applications can be regarded as valuable educational assistance that complements students' learning without replacing their independent thinking.

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Appendices

Questionnaire measure the level of EFL College Students dependence on AI applications

N o.	Item	Stron gly agree	A gr ee	Neutr al	Dis agre e	Str on gl y dis ag re e
1	I am familiar with artificial intelligence (AI) and its applications.					
2	I rely on AI applications in my studies.					

3	I review the answers and ideas provided by AI applications and ask for further suggestions.					
4	I ask AI applications for answers without providing my own ideas first.					
5	I check the accuracy of the information provided by AI applications.					
6	I conduct additional searches to verify the information provided by AI applications.					
7	I depend on my own thinking abilities to solve learning problems.					
8	I prefer to use learning aids other than AI applications to solve my learning problems.					
9	AI applications provide thorough information.					
10	I discuss the answers provided by AI applications.					

Oral Test measures the extent to which EFL students think critically

- Analysis
In “*The Tyger*”, Blake uses imagery like “burning bright” and “fearful

symmetry.”

Analyze how this imagery shapes the reader’s understanding of the creator. What kind of creator is suggested?

- Interpretation

In “*The Lamb*”, the speaker clearly answers his own question about who created the lamb. Interpret what this reveals about innocence and the nature of God in the poem.

- Inference

Both poems ask questions about creation.

What can you infer about Blake’s beliefs regarding the relationship between innocence (*The Lamb*) and experience (*The Tyger*)?

- Evaluation

Do you think Blake presents a contradiction or a balance between the two poems? Evaluate whether “*The Tyger*” challenges the message of “*The Lamb*” or complements it. Support your opinion.

- Comparative (Synthesis)

Compare the tone and message of both poems. How do the differences between the lamb and the tiger help the reader think more deeply about life, good and evil, or creation?