

وجهات نظر المدرسين الجامعيين حول تطبيق استراتيجيات التعلم التوليدي لتعزيز مهارات
القراءة النقدية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في الكلية؛ تحليل موضوعي

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الكلمات المفتاحية: استراتيجية التعلم التوليدي، مهارات القراءة النقدية، التحديات، موقف
المعلمين.

كيفية اقتباس البحث

أحمد ، شانو عبد الرحيم، دلخشان يوسف عثمان، وجهات نظر المدرسين الجامعيين حول تطبيق
استراتيجيات التعلم التوليدي لتعزيز مهارات القراءة النقدية لدى متعلمي اللغة الإنجليزية كلغة
أجنبية في الكلية؛ تحليل موضوعي، مجلة مركز بابل للدراسات الانسانية، آب
2026، المجلد: 16، العدد: 8.

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Teachers' Perspectives on the Implementation of Generative Learning Strategies for Enhancing College EFL Learners' Critical Reading Skills: Thematic Analysis

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Keywords : Generative Learning Strategy, Critical Reading Skill, Challenges, Teachers' Attitude.

How To Cite This Article

Ahmed , Shano Abdulrahim, Dlakshsan Yousif Othman, Teachers' Perspectives on the Implementation of Generative Learning Strategies for Enhancing College EFL Learners' Critical Reading Skills: Thematic Analysis, Journal Of Babylon Center For Humanities Studies, Auguts 2026, Volume:16, Issue8.



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المخلص

هدفت هذه الدراسة النوعية إلى الكشف عن وجهات نظر أساتذة اللغة الإنجليزية كلغة أجنبية في الجامعات حول تطبيق استراتيجيات التعلم التوليدي كأسلوب تعليمي لتحسين مهارات القراءة النقدية لدى طلاب الجامعة في فصول فهم القراءة المتقدمة. كما هدفت إلى تحديد الصعوبات التي يواجهها الأساتذة في تطبيق هذه الاستراتيجيات لتعزيز مهارات القراءة النقدية لدى الطلاب. فعلى الرغم من النمو الكبير والأهمية البالغة لنهج التعلم المتمحور حول المتعلم وتجلياته، إلا أن الدراسات التي تناولت كيفية تطبيق الأساتذة لاستراتيجيات التعلم التوليدي وفهمهم لها في فصول فهم المقروء باللغة الإنجليزية كلغة أجنبية قليلة. ولغرض جمع البيانات، أجرت الباحثة مقابلة شبه منظمة مع أربعة عشر أستاذًا من قسم اللغة الإنجليزية في كلية التربية الأساسية. وتم تحليل وجهات نظر الأساتذة وتطبيقاتهم وتقييماتهم لأنشطة التعلم التوليدي وتبسيط



الضوء عليها. وبالتالي، طُلب من المعلمين القيام بالأنشطة التي يُفترض اتباعها في حصص القراءة، مثل التلخيص، ورسم الخرائط المفاهيمية، وإعادة الصياغة، والتأمل، والاختبار الذاتي، والتقييم، والمقارنة والمقابلة، واستخلاص النتائج لتعزيز مهارات القراءة النقدية. وتم تحليل البيانات موضوعياً لتحديد الأنماط الرئيسية من خلال وجهات نظر المعلمين وخبراتهم وتحدياتهم واقتراحاتهم المهنية. وتُظهر النتائج أن المعلمين يتعاملون مع استراتيجيات التعلم التوليدي كطرق مؤثرة وفعالة لتنمية الفهم العميق، والتفاعل الأعمق مع النصوص، والتأمل النقدي في المواد، على الرغم من مواجهتهم لتحديات تتعلق بكم حجم الفصول الدراسية، وضيق الوقت، وكفاءة الطلاب اللغوية، وميلهم إلى التعلم السلبي. وتشير الدراسة إلى أن دمج مبادئ التعلم التوليدي مع الممارسة المهنية أمر بالغ الأهمية لتعزيز مهارات القراءة النقدية والتفكير عالي المستوى لدى الطلاب من خلال وحدة فهم القراءة المتقدمة في أقسام اللغة الإنجليزية للسنة الثانية في كلية التربية الأساسية.

Abstract

The present qualitative study aimed to reveal the EFL college teachers' perspectives on the implementation of generative learning strategies as an instructional technique to improve college learners' critical reading skill in advanced reading comprehension classes. Also, to find out the difficulties teachers face in implementing generative learning strategies for enhancing learners' critical reading skill. Therefore, Despite the vast growth and prominence characteristics of learner-centered learning approach and its manifestation, few studies have been tackled about how instructors apply and perceive generative learning strategies in EFL reading comprehension classes. Purposely, for collecting the data, the researcher conducted a semi-structural interview with fourteen instructors from college of Basic Education, English Department. As a result, the teachers' point of views, their implementations, and estimations of generative learning activities were interpreted and highlighted. Thus, the activities that supposed to pursue in such reading classes as summarization, concept mapping, paraphrasing, reflecting, self-testing, evaluating, compare & contrast, drawing conclusion to increase critical reading skill, were demanded from the instructors. The data were thematically analyzed to identify major patterns through the instructors' point of views, experiences, challenges and their professional suggestions. The results explore that instructors deal with generative learning strategies as an influential and powerful ways of cultivating in depth understanding, deeper engagement with the texts, and critical



reflection for the materials though they confronted challenges related to large classes, time restrictions, learners' language competency and proficiency, and learners' passive learning inclination. The study suggests that the integration of generative learning principles and professional practicing are crucial to strengthen and fortify learners' critical reading skill and higher-order thinking through advanced reading comprehension module in English second year departments at college of Basic Education.

1. Introduction

Learning is a generative process in nature. This prospect embodies an image of learning in which learners energetically attempt to make meaning from the instructional content material presented to them. Thus, according to Al-Zahrani (2018) & Fiorella (2016), generative learning strategy is one of the prominent teaching strategies based on the activation and inspiration of mind to remember previous materials and link them with newly existed concepts in order to actively construct novel ideas, new meaning and perceptions. Additionally, Al-Najdi & Hadi (2025) assert that the notion of generative learning strategies is primarily focused on the cognitive structures accumulated in the learner's memory as well as the most concrete inputs are selected and highlighted to create a strong relationship between stimuli, the learner is depicted to and patterns of saving it in the learner's cognitive structure. Furthermore, Fiorella (2023) states that generative learning strategy is convenient with constructivist theories in activating learning and building knowledge which are very essential for comprehending complex texts. By the same token, Buchner (2022) & Brod (2021) confirms that generative learning theory stimulates deep learning via utilizing two approaches: Coding approaches, in which the learner makes numerous connections among features of learned information or novel material and Integration approaches, where learning arises as a consequence of the affiliation of newly learned to previous learning. Thus, coding approach requires the practice of generating questions, graphic organizers, concept mapping, and identifying main ideas as avenues to create relationship among the contents whereas Integration approach select imagining, analogies, elaborations, and interpretations as activities for implanting generative learning strategies. Moreover, Woolfolk (2016), affirms that the physically powerful engagement increased by generative learning strategy ensures that learners are not simply passive participants in their learning process but active recipients of information, leading to expanded learning outcomes. He further discusses the teachers' role in implementing generative learning strategy by establishing and creating an

appropriate learning environment while taking into consideration their past experience and their distinctive needs to promote a deep understanding of the knowledge they encounter in their context. Thus, today's concern on twenty-first century proficiencies such as critical reading, creative problem solving, complex communication, and making evidence-based arguments can be noticed as a demand for generative learning strategies that assist learners widen transferable knowledge and skills Fiorella & Mayer (2015); Makransky et al. (2021); Konotop et al. (2023). In short, one can say that generative learning strategy helps learners to think of ideas on their minds in a free correspondence process, which consequences in creativity in interpreting problems in widest sense, and impels learners to value the opinions of others and attain self-efficacy, self-esteem and appreciation. Furthermore, it encourages active learning and transfers the learner from merely passive listener of the material to active contributor in its achievement. On the other hand, in the recent years with the advanced progress of artificial intelligence, learners are extensively immersed in a huge sea of information. So, completely depending on the new curriculum of the English department at college of Basic Education and the growing advancement of critical reading literacy at college level that have situated recent demands on teaching and learning programs, learners should learn to read with analysis, assessment, and judgment in their personal, academic, and professional lives. Furthermore, satisfactory studies have displayed the impact of generative learning strategies in developing reading skill and its maintenance, few have investigated the EFL instructors' beliefs in perceiving and practicing (GLSs) for increasing college learners' critical reading abilities. In various EFL faculty settings, the teaching instruction of reading skill stayed emphasized on vocabulary production and competency as well as learners' literal comprehension, dumping little space for learner-manufactured meaning-construction. Thus, instructors' experiences and point of views are under-researched, specifically concerning generative learning strategies' practices, difficulties, and its educational values in actual classroom contexts. Therefore, this study endeavors to make inquiries to fill that gap by discovering EFL college instructor' conceptualization and application of (GLSs) for enhancing critical reading capabilities among college learners. Accordingly, the aim of this study is to explore the teachers' viewpoints concerning the effectiveness of implementing generative learning strategies for enhancing learners' critical skill in their reading classes as far as learners are anticipated to organize, summarize, analyze, infer, evaluate, and reflect on texts critically instead of accepting the texts without dealing



with the information from different angles and aspects. Additionally, discovering the challenges encountered by the university EFL teachers during the employment of generative learning strategies for enhancing critical reading skills.

Based on the problem and the aims mentioned above, the current study attempts to answer the following research Questions:

1-How do university EFL teachers conceptualize the term generative learning strategies and critical reading skill?

2-In what ways do EFL teachers approach the implementation of Generative Learning Strategies with reference to their perceived impact on learners' critical reading skill?

3-What challenges do university EFL teachers encounter in implementing generative learning strategies for enhancing critical reading skills?

4-What recommendations do university teachers display in implementing generative learning strategies to enhance critical reading skill.

2. Literature Review

2.1 The Significance of Critical Reading Skills

Critical reading skill is considered as a paramount issue for learners in higher education. Hence, it leads them to be exposed to various perspectives, fostering the capability to discuss the assumptions, categorize the biases, and involve in communicative and relative discourse as a crucial element for intellectual improvement and academic success Wilson (2016) & Wen (2016). Lee et al (2022), states that proficient critical reading abilities are vital for building an inclusive and meaningful comprehension of textual or reading material to actively evaluate its consistency. Accordingly, Larking (2017) assures the effectiveness of the applicability of critical reading techniques that permits learners to detect the authenticity of the studied materials, apprehend author's intentions, and developing knowledgeable engagements in a course of language studying at college level. Hence, Janks (2014) states that In higher education contexts particularly, EFL advanced learners are predicted to act and think as critical readers while reading numerous academic texts for academic success and educational purposes in L2. Likewise, Braten & Braasch (2017) refer to the inevitability of the importance role of critical reading that goes beyond understanding the facts for progressing essential capacities for judgement and discernment across educational platforms in higher education. However, an observable gap occurs, specifically among learners of

English as a foreign language (EFL), who frequently lack the essential skills of critical reading for higher education. Up to present, in the process of teaching English, particularly reading skill, learners' opportunities for practicing critical reading are limited as they only read the text, find out new vocabularies, and answer the text questions. Thus, learners of second grade in their critical course at English department mostly suffer with appropriately summarizing, analyzing, and evaluating complex and ambiguous texts. Similarly, Kim (2020) and Wallace & Wray (2021) emphasize the deficiencies and difficulties that university learners confront to read critically that is the way to actively engage with the reading material so as to be able to analyze, organize, synthesize, interpret, make decision, draw conclusion, and evaluate the text effectively.

One can say that, critical reading skills require learners to read deeply and goes beyond comprehension that include a depth of engrossment and attention to the content of the text. Therefore, this investigation is very vital for the improvement of teaching and educational strategies that not only deal with the occurring deficiencies among English as a foreign language learners in critical reading reasoning skills, but also to develop a learner community that is more energetically engaged with well-informed and critical thinking in effectively interrogating, presenting additionally profound grasp that drives outside the surface- level of comprehension.

2.2 Studies on Generative Learning Strategies

Research on generative learning strategies initiated with an emphasis on learning from reading texts to prioritize the ability of recall and comprehension (Wittrock & Alessandrini (1990); Linden & Wittrock (1981); Sarani, A., & Jabbari. (2010).

Linden and Wittrick (1981) carried out a study concentrating on some generative learning strategies. The study revealed that the role of GLSs on the experimental group learners was effective and they comprehended more with practicing generative activities as summarizing, note-taking, and analogy- generating.

Brod (2021) made an attempt to conduct a qualitative study, affirmed that generative learning strategies are appropriate for learners at university level, but not all the strategies are adequate for learners at school level. Hence, generative learning strategies' effectiveness differs across educational levels in the process of teaching and learning. Thus, the main aim of this study was to find out the impact of generative learning strategies in relation to age-related differences.



Al-Qatawneh & Alodwan (2010) studied the impact of implementing the generative learning model in improving the skills of reading comprehension and increasing strategy responsiveness in reading classes of the Jordanian secondary school learners. The study used two tools, a test of reading comprehension and a reading strategy responsiveness questionnaire. Results demonstrated a highly significant differences in the mean scores of the two groups of strategy responsiveness questionnaire and the reading comprehension test. The study powerfully recommended providing learners with generative learning strategies of different levels. Fiorella (2023) examined the impact of generative learning strategies, focusing on how dynamically involving learners in processes such as summarizing, explaining, self-testing, and organizing to enhance understanding not merely memorizing. The study explored that these strategies develop retention and comprehension, specifically when learners interact with the text meaningfully. In addition, the findings propose that effectiveness of generative learning strategies is likely to vary based on factors as learners' educational level and prior knowledge.

3. Methodology

3.1 Research Design

This study employed a qualitative data analysis method to investigate EFL college instructors' perceptions concerning the role and the implementation of Generative Learning Strategy (GLS) for enhancing college learners' critical reading skill. The study accentuates teachers' interview as the sole tool for collecting the data. According to Creswell & Poth (2018), qualitative research is tolerable for finding out the interpretive meanings and lived experiences of the participants within particular contexts. Additionally, in a general sense, a qualitative approach was utilized to demonstrate teachers' attitude and view in their ordinary classroom environment without being enforced by an external variables kvale & Brinkmann (2015). The study employed semi-structured interview, allowing flexibility and mobility in gaining emerging views while preserving consistency across participants. More specifically, the research adapted a descriptive- interpretive design to enable the teachers to intricate on their experiences while permitting the researcher to enquire emerging themes.

3.2 Participants and Setting

To explore an in- depth understanding of college teachers' perspectives on the implementation of generative learning strategies in improving learners' critical skill, fourteen EFL instructors from English language

department at college of Basic Education at Salahaddin University were purposively participated in the study. The interviewees were nine female and five males. Concerning their academic titles, four of them were assistant professors, five of them were instructors, and five were assistant instructors. The interviewees' teaching experience with teaching reading skills ranged from three to fifteen years, representing an inclusive diversity of teaching experience. Additionally, this study employed a purposive sampling. As Merriam & Tisdell (2016) state that purposive sampling is convenient when the researcher searches participants who have relevant, diverse, and rich insights into a specific phenomenon. In this study, teachers were coded as T1, T2, T3 and so forth to certify the anonymity of their responses. A consent form was signed by all participants prior to the study to assure confidentiality of their voluntary participation.

3.3 Instrument

The study employed semi-structured interview guide as the main tool for data collection, allowing flexibility and mobility in gaining emerging views while preserving consistency across participants. Hence, the interview consisted of 16 open- end questions addressing teachers' perceptions, implementations, impacts, challenges, and recommendations.

3.4 Data Collection Procedure

The interview questions were piloted with two Kurdish EFL teachers two weeks prior to the interview session to rate the usability of the questions and to remove any complex or redundant questions. Consequently, three questions were eliminated from the interview due to their ambiguity and complexity. Besides, the two piloted interviews were excluded from the data used in the present study. Before administering the interview, all the participating EFL teachers were introduced to the title of the study and its goals. The interviews were carried out in person to certify the clarity and sufficiency, and to demand for further clarifications and details in case of necessity. Data collection lasted for 30 days due to teachers' availability in college, and each interview lasted for 30-40 minutes.

3.5 Data Analysis procedure

The recorded interviews were transcribed verbatim and analyzed using thematic analysis. The analysis embraced coding teachers' responses to identify recurring patterns related to their conceptual understanding of generative learning strategies and critical reading skills, its implementations and classroom activities, perceived impact on learners'



critical reading, challenges, and professional development needs. These codes were then categorized into broader themes aligned with the study's research questions.

4. Findings

This section demonstrates the collected data from the participants to answer the research questions. The findings revealed convergent and divergent perspectives as resulted in five major themes reflecting the implementation of Generative learning strategies to improve learners' critical reading skills.

4.1 First Research Question: What are the EFL teachers' perspectives about the conceptual understanding of generative learning strategies and critical reading skills in the reading classes?

To answer the first research question, the major findings of theme one that **Teachers' Conceptual Understanding of Generative Learning Strategies and Critical Reading Skills** encompassed with item 1,2,3,4 from the interview questions, the researcher results 24 codes combining them into 8 categories to gain the first theme. Thus, the response for question one "How do you define the concept of Generative Learning Strategies?" exposed unanimous endorsement of GLSs efficiency among the 14 teachers, eight teachers defined GLSs as active, cognitive engagement and learner- centered knowledge construction. As teacher 1 defined GLSs *"as an active way of learners' engagement with reading. Instead of passively receiving information, learners are actively involved in reading to make connection between new and their prior knowledge to construct meaning and enhance deep understanding"*. Definitely speaking, 5 instructors viewed GLSs as a process that emphasizes learners' metacognitive and active knowledge construction by making meaning and fostering connections between new information and prior schemas. Particularly, Teacher7 defined GLSs: *"It is an approach that focuses on the learners' ability to generate connections and new insights based on his prior knowledge"*. In addition, teacher6 referred to a very crucial opinion about GLSs which is cognitive activation, in which she proposed that *"GLSs is a process that students participate in mental and cognitive procedure such as establishing, integrating, elaborating, and interpreting new information in meaningful ways"*. Conversely, five teachers stated that they haven't come across the concept of GLSs as teacher 2 reported, *"I haven't come across this term, but I can assume from the word "generative" that it implies a type of learning where learners make sense of their own learning to become more self-directed"*.



Thus, 57% of the teachers were knowledgeable about the concept of GLSs and the term was new for 42% of the teachers respectively. Considerably, the teachers' response to the second question----How do you define the concept of critical reading skill? 78% of interviewees revealed that critical reading skills require the interpretation of the text beyond the literal text through analyzation, inferring, reflecting, and drawing reasonable and critical conclusion with justification. As teacher 5 reported, *"Critical reading skill is learners' capability to analyze, infer, reflect, evaluate to understand the literal meaning of a text"*. While Teacher11 stated, *"Critical reading skill means reading a text carefully and thoughtfully, not just to understand the surface meaning, but also to generate ideas, create questions and understand the writers' message"*. Accordingly, three teachers defined critical reading skill as the ability to explore the implied meaning of the text that encouraged the improvement of higher-order thinking. Teacher 13 explained it as, *"an active engagement with a text that goes beyond understanding what is written in the page i.e. to read what is written between the lines and obtain the implied meaning of the text"*. On the other hand, some teachers admitted that they have limited ideas about the concept of critical reading skill since they specifically taught basic reading skill strategies as well as having little experience in teaching reading skill. As Teacher 8 clarified, *"Honestly, I don't have detailed information about the concept of critical reading skill as I only taught first year reading comprehension skill"*. Additionally, Critical reading skill was described as the ability to assess a text. As Teacher 10 added, *"Critical reading skill is the process for not only pure reading comprehension of a text, but also to evaluate and make judgment for the text. It is the ability of absorbing a text, bring reasons for the writer, and give justifications"*. In response to question three –"In your view what are the major principles or activities of an efficient generative learning strategies in reading class? The responses were as follows:78% that is eleven teachers mentioned summarization, paraphrasing, questioning, previewing as prominent GLSs activities they practiced in their classes. While only three teachers referred to concept mapping, self -testing, and evaluating as an important GLSs activities to reconstruct the text and deepen the learners' understanding. Besides, only two teachers refer to inferring, draw conclusion, compare & contrast as crucial GLSs activities in their reading classes. Regarding question 4--What differentiates GLSs from other teaching strategies you have utilized in your reading class? 35% that means five interviewees stated that GLSs is different because it empowers learners to actively make sense of new material by selecting relevant information, organizing it, and integrating



it with prior knowledge. However, one teacher reported that the differentiation is that GLSs pave the way for learners to actively engage in the reading process throughout the three phases (pre-reading, while reading, and post reading) as teacher 7 stated, " *The differences lie in the major principles of the strategy and how teachers can practice the convenient activities throughout the three phases (pre-reading, while-reading, and post-reading) in which pave the ways for students to actively engage in the reading process and think out of the box* ". Despite this, six teachers confirmed that they don't have sufficient ideas concerning the distinguished characteristics of GLSs' principle as well.

To clarify, theme1 reveals that teachers conceptualize GLSs as active cognitive process rather than passive learning and critical reading skill as higher- order thinking activities. Nevertheless, some teachers acknowledged that they were not fully familiar with the GLSs' theoretical foundations but intuitively implemented other techniques and strategies under the labels as classroom interaction, learner participation, and learner enrolment.

4.2 The second research question: In what ways do EFL teachers approach the implementation of Generative Learning Strategies with reference to their perceived impact on learners' critical reading skill?

The researcher illustrated the analysis of Theme 2 and Theme 3 to answer the second research question. Concerning theme 2: **Teachers' instructional practice for implementing GLSs and their perceptions concerning the relationship between GLSs and CR Skills**, question five--- 'Can you describe specific classroom practices where generative learning strategies have enhanced learners' critical engagement with the text? the researcher listed the codes form interviewees' responses into four main categories. The first category was the process of linking prior and new knowledge and the implementation of GLSs. The second category was the construction and deep engagement via practicing GLSs. While the third one was enhancing critical reading skill through complex activities with creating reflective analysis to scaffold complex ideas. The last category was the potential and direct relationship between GLSs and CR skills. The interview data revealed that ten teachers that was 71% of them used learner-generated questioning to practice GLSs and to activate their prior knowledge as well as implementing GLSs. As Teacher6 clarified, " *I teach reading comprehension, start to practice generative approaches like summarizing the text, explain it to a peer, and creating questions* ". Similarly, Teacher 11 stated that he practiced generative learning strategies gradually as he clarified, " *Yes, I do, but slowly in*

simple ways. I usually ask students to identify main ideas, notice the writer's opinion, and give their own view through summarization or questions." While, five teachers referred to prediction strategy to connect prior and new knowledge to activate learners' minds that was 35% of them. Worth mentioning, 71% of teachers implemented summarization strategy as a GLSs in their reading class, whereas, only 2 teachers that was 14% of them practiced evaluation, analyzing, inferring and reflection to link prior and new knowledge to make meaning. According to the codes from interviewees' responses, the second category in theme two, highlighted the learners' deep engagement and active knowledge construction through practicing GLSs in which 7 teachers i.e. (50%) referred to deep understanding and only 3 that was 21% of teachers mentioned brainstorming while practicing GLSs in their reading classes as well. The third category, that was emerged from the codes, 85% of interviewees acknowledged and observed that GLSs' practices pave the way to increase deep interactivity, building metacognitive growth, and creating active learning as teacher 3 clarified the three categories of theme 2 by stating, *"I start with activating students' prior knowledge by connecting the title with what they already know. Next, I practice GLSs as brainstorming (questioning), summarizing, and analyzing the text. Then I ask them to evaluate the writer's point of view to make them deeply engage with the reading text."*

Concerning the potential relationship between generative learning strategy and the enhancement of critical reading skill as it is raised in question 6 'What do you think of the potential relationship between generative learning strategies and the enhancement of critical reading skill' that had only one category. Hence, majority of teachers affirmed the strength of relationship between GLSs and CR skills as Teacher 1 elucidated, *"There is a strong relationship between the two variables since both aim to produce active reader"*. Similarly, Teacher 7 supported Teacher one's idea by saying, *"The relationship between GLSs and the enhancement of CR skills is direct and powerful. In other words, in dealing with critical reading skill, generative learning strategies urge students employ higher order thinking i.e. analyze, reflect, question, and synthesize- which is precisely what critical reading demands"*. Along the same line, Teacher 2 confirmed the relationship by denoting the improvement of learners' metacognitive awareness as, *"I do agree of potential relationship between GLSs and CR skills since a critical reader will be more aware of their learning that is a key to the metacognitive growth in their learning which GLSs entails"*.



As a result, Theme 2 revealed that majority of EFL teachers reported using practices such as summarizing, questioning, paraphrasing as generative learning strategy, while few experienced teachers implemented evaluations, analyzing, and inferring to practice generative learning strategies in their reading classes.

Regarding theme 3: **The Perceived Impact of Generative Learning Strategies on Enhancing Learners' Critical Reading Skill**, that was depicted from question 7 & 8, according to the instructors' point of view, the results showed the positive impact of GLSs on improving learners' critical reading skill. By the same token, this theme aroused from three categories. The first, illustrated that GLSs foster the promotion of higher-order thinking via knowledge integration i.e. stimulate reasoning, evaluation and reflection. The second category demonstrated the enhancement of profound understanding and comprehension through cognitive development. While the third category was increasing engagement and motivation by observing learners' greater participation and enjoyment when GLSs are used as Teacher 1 typically noted the three categories as, *"GLSs help students make meaningful connections between new knowledge and what they already know. Instead of passively taking information, these activities push learners to organize, integrate, and apply ideas in new ways. By actively making sense of the text, students not only improve their comprehension and memory but also strengthen their critical reading skill. This enables them to go beyond simply decoding words and toward analyzing, evaluating, reasoning, and truly understanding what they read"*. In a similar vein, Teacher 7 particularly referred to the perceived impact of GLSs on learners' critical skill and focused on the first category by stating that, *"GLSs shift the learners' stance from passive receiver to active investigator. This is the most fundamental impact as I approach in my class. For instance, a non-critical reader asks, "What does this text say?" while a critical reader asks, "What is the text doing?"*. Another interviewee stated, *"When GLSs are used, learners become more interested as they feel responsible constructing the meaning"*. Correspondingly, the results showed that 71% of teachers reported that GLSs catalyzes a paradigmatic shift in learner stance. Similarly, 71% of teachers determined the impact of GLSs on enhancing CR skill via learners' motivational improvement. However, 42% of the participants referred to cognitive development. On the contrary, 35% of the teachers acknowledged their lack of precise and accurate information regarding the impact of GLSs on enhancing learners' CR skill.

Theme 2 and 3 revealed that although teachers described utilizing generative strategies differently, the findings suggested that participants who were accurately familiar with generative learning strategies considered them as cognitively rigorous strategy that naturally present higher-order thinking abilities, particularly including those demanded for critical reading. Thus, the results proposed a strong pedagogical relationship between the practice and the impact of GLSs on learners' improvement of critical reading skills.

4. 4: Third research question: What challenges do university EFL teachers encounter in implementing generative learning strategies for enhancing critical reading skills?

The researcher demonstrated theme four that was **the Challenges, Constraints, and Pedagogical needs** to answer third research question. For this purpose, the interviewees' answer portrayed from question 9,10,11, and 12 as well.

The findings affirmed that despite their positive perspectives concerning the role of GLSs in enhancing learners' critical reading skills, university teachers documented several practical and significant challenges that deter consistent practice of GLSs in their reading classrooms. The interrelated challenges derived from collected data grouped into three main -sub themes. The first sub-theme was Contextual/ Institutional challenges resulted from three categories such as overcrowded (large) classes, time constraints, and institutional pressure .71% of teachers reported large class and time constraints as dominant hurdles to implement GLSs to enhance learners' critical reading skill in their reading classes. For instance, teacher 13 stated, *"Overcrowded classes make it difficult to practice and employ GLSs' activities properly"*. Similarly, teacher14 commented, *"Time limitations and large classes are major challenges for implementing GLSs effectively"*. Also, teacher10 endorsed that overcrowded classes make monitoring and managing generative tasks very difficult. Not only that, some teachers noted institutional load to accomplish syllabus contents as a barrier to innovation. As teacher 13 stated that, *"Teachers often feel structurally constrained, particularly when performing department procedures and working within exam-driven system"*. Correspondingly, teacher 2 remarked that, *"My aim is to give them full autonomy to explore, but we 're racing to end up the syllabus according to the department's requirement"*. Likewise, teacher 3 confirmed, *"Our syllabus is too*



dense; so, we don't have enough time to conduct all activities of generative learning strategies".

The challenge theme also highlighted Learner – related factors as sub-theme. The theme, resulted from categories emerged from respondents' codes, such as low English language proficiency issues, learners' insufficient background knowledge, assessment difficulties, and limited motivation. Worth mentioning, 50% of teachers identified learner' lack of linguistic ability or confidence to engage in generative tasks such as teacher 9 explained, *"Low-proficiency students find it hard to summarize or generate questions for the given text"*. Furthermore, teacher 4 emphasized learner' limited background knowledge and stated, *"When students lack sufficient background knowledge, generating meaningful insights or questions can be difficult because of their limited motivation or low attitude to participate"*. Additionally, four of the interviewees accentuated the difficulties in assessing generative and critical outputs as teacher 2 mentioned, *"It is hard to assess generative learning tasks effectively due to several factors, as large classes and learners' proficiency level"*. Nevertheless, one teacher replied that no challenges could be observed.

In a similar vein, the challenge theme emphasized Teacher- related factors as the last sub-theme to explore teachers' precise perceptions. To elaborate, all of the interviewees, a total of 100% revealed their lack of formal training in implementing GLSs to enhance learners' critical reading skills and professional development. As teacher9 stated, *"We were never trained specifically on GLSs, most of us adapt strategies we read about"*. Meanwhile, 60% of teachers revealed learners' resistance to generative activities as teacher 13 underscored learners' resistance and lack of readiness for active learning by stating, *"At first, many students feel unsure or hesitant. With practice and support, some become more confident, while others still need guidance"*. Correspondingly, teacher7 referred to initial resistance to complex thinking activities by saying, *"Generally speaking, the initial reaction is often negative because complex thinking is difficult for them since they have not been accustomed to such interactive tasks. However, by scaffolding the activities and helping learners see the powerful results... like better memory, deeper understanding, and greater sense of intellectual empowerment"*

4.5: Fourth Research Question: What recommendations do university teachers display in implementing generative learning strategies to enhance critical reading skill?

Teachers' Recommended Solutions to Challenges



To fulfil the answer of the last research question, the researcher presented theme five: **Teachers' Recommended Solutions to Challenges** that resulted from teacher participants' response to question 13,14,15, and 16 from the interview. Concerning recommendations for overcoming implementation challenges (Q13), teachers affirmed that both pedagogical and institutional interventions required to overwhelm the obstacles. Definitely, the interviewees responded differently regarding the pedagogical obstacles: 78% of them proposed professional developments and training courses for teachers. As teacher 3 recommended, *"We need training courses and workshops that show us exactly how to use these strategies in advanced reading lessons effectively"*. 71% of them suggested the design of constructive and contextual activities based on learner needs, level, and interest. For instance, teacher 2 confirmed, *"All stakeholders should agree and plan learning process based on the principles of active and constructive learning"*. 42% of teachers emphasized on using scaffolding strategies, integrating digital tools into teaching and learning process, learner preparation and orientation to complex tasks. As teacher 1 stated, *"Using scaffolding strategies and integrating digital tools into teaching process. Encouraging students to reflect on How and Why they used a strategy. This deepens self-awareness and critical reading. It also connects reading activities to contemporary debates, case studies, and problems"*. Additionally, teacher7 admitted: *"Teachers need training, and students need introductory sessions to familiarize them with the importance of these strategies"*. Regarding the institutional challenges, most of the teachers advocated for curriculum flexibility, institutional support and resources. As teacher4 demanded, *"If the syllabus is less overloaded, we could spend more time on analytical reading"*. Teacher 3, on the other hand, claimed that, *"We need institutional support, material, time, and encouragement from administration"*. A dominant theme emerged from question (14) was strategic and context – sensitive adoption of GLSs. Generally,70% of teachers advised the EFL teachers that aiming to incorporate GLSs into their own reading instruction to avoid attempting to implement multiple GLSs instantaneously. Instead, they recommended introducing one high- impact strategy at a time and integrating it into classroom routine gradually. However, 30% of teachers highlighted the importance of being patient and persistent. As teacher 11 recommended, *"I would suggest being very patient in choosing simple, adequate, and clear strategy that suit students' level, interest and classroom context"*. Equally important, teacher 1 revealed that, *"Since memorization and exam-based learning are deeply rooted in our students' mind, I*



recommend that teachers start integrating GLSs into their reading instruction as soon as possible. They, should remain patient and persistent, especially with students who may initially resist change. Once these strategies become part of the classroom routines and students grow accustomed to them, lessons run more smoothly, and teachers can clearly observe their students' progress". Regarding possible development to GLSs as it was requested in question (15), some interviewees proposed integrating gamifications and digital tools to increase engagement and motivation as it was stated by teacher7,9, and 10. Nonetheless, a number of participants were unable to offer specific adaptations, which may indicate limited exposure to formal practice in GLSs to enhance critical reading skills. This findings underscores the need for sustained professional development to encourage instructors innovate and polish their pedagogical practices. By the same token, in respond to question (16), most interviewees agreed that there is a prominence growing recognition of the significance of GLSs in contemporary education. Accordingly, teachers allied this recognition to the increasing demand for 21st-century skills, including analytical reasoning, independent learning, and critical reading. Consequently, seven teachers that was 50% of them, articulated that traditional lecture- based instruction is inadequate for improving higher-order reading skills. Yet, according to them, GLSs. perceived as essential strategy aligned with recent educational goals by motivating learners to analyze, inference, reflect, evaluate, and synthesize texts. In spite of this important recognition, several teachers revealed that practicing GLSs' implementation still intervals behind theoretical acknowledgement, referring to a persistent theory -practice gap as teacher 11 stated, *"yes, I think there is a growing recognition and awareness to the implementation of GLSs especially it is the demand of this era to improve higher-order thinking"*. While teacher5 commented, *"Yes, I believe there is such tendency but I don't know how"*. Lastly teacher 4 said, *"Yes, I believe so. Since GLSs is increasingly valued in educational institutions for its transformative impact on students' ability"*.

5. Discussion

The findings of this study explored EFL university instructors' perceptions regarding the generative learning strategies' implementation for enhancing college learners' critical reading skills. The discussion analyzes the findings in accordance with the empirical studies and existing theoretical frameworks, illustrating areas of extension, convergence, and pedagogical implications. The findings are as follows:

1-Teachers' Conceptual Understanding of Generative Learning and Critical Reading Skills

Thus, the interview findings showed perceptible variation in college teachers' understanding of generative learning strategies with their association to critical reading skills. While, several instructors presented awareness of the concepts of generative learning and conceptualized it as a powerful educational strategy for enhancing learners' critical reading abilities. They also viewed generative learning strategy as an active cognitive process rather than passive learning activities. Others, appeared not entirely familiar with theoretical foundation of generative learning. This discrepancy might be attributed mainly to fluctuating levels of exposure to modern pedagogical teaching approaches and limited professional improvement prospects. Similarly, some college teachers' definition of critical reading emphasized evaluation, questioning, deep interpretation, and judgement rather than surface -level comprehension of texts. While others merely defined it as careful and thoughtful reading for the text. A conceivable explanation contributed to this variation was repeatedly the teachers' lack of theoretical familiarity with the concept of critical reading. Another factor was the differences in teachers' teaching experience and academic background that led to the varying level of adequate information regarding the concept of critical reading skill. This view parallels with Bloom's higher levels of cognitive processing and with Wallace's (2003) critical reading in language teaching. Thus, the researcher deduced that the interpretations of theme one aligns with the theoretical framework of Fiorella and Mayer's (2015), which describes generative learning strategies as active involvement in selecting, organizing, and integrating new knowledge with prior information. These findings also line up with previous literature proposing that teachers frequently practice strategies compatible with the principles of constructivist learning without necessarily being acquainted with their theoretical terminology. Therefore, developing college teachers' conceptual understanding of generative learning strategies may corroborate more strategic instructional procedures that endorse critical reading skill.

2- Generative learning strategies' practices and their perceived impacts on learners' critical skill.

The data from the interview exposed that teachers who were familiar and aware of generative learning strategies reported practicing several classroom activities that urge active involvement with texts. These activities included inspiring learners to interpret and summarize the text,



generating questions, smoothing group discussion to paraphrase, linking recent textual ideas with learners' prior information i.e. inferring, compare|& contrast, and drawing conclusion, ability to preview, analyze, and organize ideas. Such practices reflect the guiding principles of generative learning strategies, which underline learner engagement in creating deep meaning rather than passively getting knowledge. The findings advocated variability in the consistency and depth of implementation of generative learning strategies by the participants. In other words, the gap of practical implementation suggested that academic qualification and teaching experience affect deepness of pedagogical understanding since more experienced teachers displayed more precise theoretical integration and practical utilization according to the learners' level. This convergence is significant, as it approved previous research by Basaffar (2017) implying that instructional practices improve active knowledge construction, text reflection, deep interaction, and self-testing ability that can substantially promote analytical thinking and comprehension. As a result, the generative practices described by the college teachers elucidate how generative learning strategies could be integrated into advanced reading comprehension teaching to aid the enhancement of critical reading skills.

The results show that college teachers identify the transformative potential of GLSs for improving deeper understanding and critical engagement. This reinforces Wittrock's (1974) Generative Learning Theory, which maintains that learning happens when learners construct meaning actively via generating connection between new and existing information.

In regard to the impact of generative learning strategies on critical reading skill, participants who were sufficiently and appropriately practiced generative learning strategies, mostly recognized them as essential in strengthening learners' critical reading skills. For instance, teacher 1, 7, 9, 5, and 6 stated their endorsement that activities such as questioning, analyzing, evaluating and interpretation assist learners to scrutinize texts more profoundly and delve into ideas more critically. These perceptions are consistent with Syamsiah et al (2018) in highlighting that generative learning strategies improve deeper cognitive comprehending, increase motivation, and promote higher order thinking. Results demonstrated that when learners actively make meaning and engage with textual information, they are more probably able to recognize assumptions, discuss underlying meanings, and evaluate arguments. Such procedures are dominant components of critical reading. Accordingly, the participants' perceptions authenticate the idea that

generative learning strategies can function as an impactful teaching approach for improving higher- order reading skills among college learners.

3-Challenges Encountered During Implementation

Despite identifying the significant of the implementation of generative learning strategies, the results indicated that teachers pointed out serious challenges in practicing GLSs efficiently and competently in the classroom. These challenges included institutional/contextual restrictions, learner-related and teacher-related factors. The challenges as large class sizes, limited instructional time, heavy curriculum prerequisites, and inadequate training in innovative teaching strategies, low- language proficiency and resistance to higher-order thinking further complicate the practical application of GLSs as well. Such barriers might reduce teachers' capability to embed learner-centered and interactive activities into their advanced reading classes. Notably, similar constraints have been observed by Grabe& Stoller (2019) , Nguyen& Gu (2022), and Zhang& Zhang (2019). Thus, the above-mentioned factors often determine the productive adoption of novel approaches. Without sufficient support, professional training, curriculum alignment and resources, college teachers may encounter it problematic to consistently practice GLSs in their teaching reading classes.

4-Teachers' recommendations and professional Needs

Overall, the findings propose that teachers strongly accentuated the necessity of incessant professional development courses that concentrate on modern pedagogical teaching methods for reading instruction. Furthermore, participants recommended that training sessions, collaborative learning programs, and workshops may aid teachers better comprehend and utilize generative learning strategies in their reading classes. These recommendations are in agreement with Brog (2018) that highlighted the significance of constantly teacher training programs in developing impactful instructional methods. Thus, professional development training programs that familiarize teachers to GLSs and practical classroom activities may boost their competence to cultivate critical reading skills among advanced college learners.

6. Conclusion

Overall, the findings of the current study spotlight the effective and understandable variation in EFL teachers' perception of generative learning strategies' role in improving advanced learners' critical reading skills by encouraging active involvement with texts. Due to this, the study concluded that while some EFL teachers documented a considerable





understanding of the concept of generative learning strategies with providing examples of consistent classroom activities that help learners to energetically generate meaning from reading texts, other teachers appeared unacquainted with the concept of GLSs and were unable to amplify on its principles and implementations in reading instruction classes. Hence, another conclusion was that some of the EFL teachers may unknowingly employ activities such as summarizing, questioning, and paraphrasing or motivating learner discussion without being acquainted with the theoretical terminology affiliated with the current strategies. This above-mentioned gap might be referred to variation in academic background, exposure to innovative pedagogical strategies, and teaching experiences that led to the different levels of awareness that was observed among teachers. Additionally, teachers who were greatly recognized the pedagogical value and adequate practical application of GLSs for developing critical reading skills, reported utilizing inferring, evaluating, and analyzing which regarded as powerful generative strategies in fostering deeper understanding and critical interpretation of the reading texts. Thus, findings showed that generative learning strategies can meaningfully contribute to the enhancement of higher-order reading skill. However, the study also documented several challenges stated by teachers that may impede the consistent practice of generative learning strategies, including contextual classroom constraints, heavy academic workload, lack of formal training, learners' low proficiency, time pressure, inefficient professional development opportunities. Tackling these challenges need teachers' awareness regarding the successful integration of novel instructional strategies into their reading skill classes, increased institutional support, and curriculum models that permit the flexibility of learner-generating meaning approach.

On the basis of the findings of the present study, it is recommended that academic institutions have greater role in putting further focuses and efforts on equipping college teachers with skills and knowledge necessary to competently and efficiently utilize generative learning strategies in advanced reading classes. Hence, the observed variation in teachers' awareness and understanding highlights a clear need for professional development courses that address both the theoretical background and practical implementation of generative learning strategies, thereby boosting learners' critical reading consequences in a meaningful and sustainable way in higher education contexts.



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