

The Representation of English in Iraqi Kurdistan High School English National Examinations: A Critical Discourse Analysis

Muradkhan Z. Muradkhan ¹, Nawzar M. Haji ²

¹Department of English Language, Faculty of Arts, Soran University, Kurdistan Region, Iraq

²Department of English Language, Faculty of Education, Soran University, Kurdistan Region, Iraq

ABSTRACT

In the Kurdistan Region of Iraq (KRI), the Grade Twelve English national examination is administered at the end of the school year. It is one of the essential requirements for higher education admission. This examination plays a pivotal role in shaping classroom practices, students' perceptions of the language, and supports certain ideological and educational frameworks in the region. This paper aims to critically analyze how English is represented in the Grade Twelve English national examinations in the KRI from 2019 to 2024 using Fairclough's three-dimensional framework. The findings suggest that formal varieties, grammar, and memorization are prioritized in the examination, and that there is a significant imbalance of cultural representation. Furthermore, the examinations encourage rote learning and test preparation. Such patterns highlight a method in which memorization and test scores lead the way, leaving little room for advanced and contextualized tasks. Additionally, the study urges test designers to align examination content with communicative language teaching, which the curriculum is based on. The study enriches the existing literature on national examination by explaining how national examination discourses show power differences in education and offers suggestions for policymakers looking to develop English language assessment in the KRI.

KEY WORDS: Critical Discourse Analysis, National Examination, English Representation, High School, English Language

1 INTRODUCTION ¹

Since ancient times, national examinations have served as tools for evaluating and choosing qualified individuals in various fields. For example, the imperial examinations in ancient China helped the authorities choose individuals for government offices. Today, national examinations are included in almost all educational systems and are administered at the final stage of high school or, in some countries, preparatory schools (Chen et al., 2020; Keeves, 1994). In Iraq, including the KRI, the very first national examination system was introduced in the 1930s, which served as a tool for standardizing secondary education (Al Ahmad & Al-Marzouqi, 2013). In the KRI, national examinations are a key for obtaining certifications, university admissions and secure employment. As a result, national examinations influence the aims of educational systems,

such as curriculum designing for languages and evaluating the success of language education (Bachman & Plamer, 2010). Therefore, national examinations influence the student's academic life and educational practices.

Among these national examinations, the English national examination has become especially important in the educational system in the KRI because of the significance of English in communications, learning, obtaining domestic and international opportunities. The English language national examination in high school is required of Grade Twelve students at the end of the academic year. Since 2014 English national examination has been structured as multiple-choice questions. Each examination paper contains fifty multiple-choice questions. Each question has four options with three distractors and one correct answer. Notably, the structure of the examination has been criticized because it has

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Corresponding author's e-mail: nawzar.haji@ena.soran.edu.iq



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negative impacts on the process of learning English and does not align with the aim of English curriculum (Ahmad et al., 2022), which means high school English national examination questions do not reflect everyday language use.

Because of such issues, critically analyzing what national examinations emphasize has become significantly necessary. To do so, Critical Discourse Analysis models are among the best tools for analyzing discourses in educational settings. CDA can reveal underlying assumptions within classroom practices, interactions between students and teachers, the aims and hidden ideologies of textbooks, and the content and aim of the examinations, especially the national examinations. In educational settings, examination texts are among the discourses that hold power and hidden ideologies (Rogers, 2011). CDA helps readers and listeners to uncover hidden ideologies in the texts they read or the speeches they listen to (Abubakr & Ahmed, 2020). For investigating discourses of national examination, the three-dimensional model of CDA being proposed by Fairclough is especially valuable. This model analyzes three dimensions of discourses which are the text, discursive practices, and sociocultural contexts. For instance, this model can establish if the exam questions prioritize specific linguistic skills over others, as well as if the content prefers certain cultures, ideologies or group of students over others (Fairclough, 2013; Gee, 2014). The use of this model helps researchers find the implicit messages and implications inside the content of the examination.

Moreover, this paper critically analyzes how English is represented in Grade Twelve English national examinations in both attempts from 2019 to 2024. The study especially focuses on the first dimension allowing the researcher to reveal linguistic choices, ideologies, and assumptions that appear in the content of examinations. Additionally, the research aims to examine Grade Twelve national English exam papers using critical language analysis to understand both how English is represented and with its educational implications.

2 RESEARCH QUESTIONS

To address the gap, this paper tries to answer these research questions:

1. How is the English language presented in the national examinations for Grade Twelve in the Kurdistan Region of Iraq from 2019 to 2024?
2. What implicit ideologies regarding the English language teaching and assessment do these textual representations convey?

3 STATEMENT OF THE PROBLEM

In the Kurdistan Region of Iraq, The Grade Twelve English national examinations play a fundamental role in shaping assessment practices language teaching and learning. As high-stakes assessments, they are essential for university admission and significantly influence students' academic trajectories and classroom practices. However, there has been little scholarly attention regarding critically analyzing how English is linguistically and ideologically represented in these examinations. Several questions remain regarding which English language competencies are emphasized in these national examinations and what implicit messages and ideologies about learning English exist in their design.

The lack of critical analysis leaves educational professionals such as teachers, curriculum developers, and policymakers without a clear understanding about how these examinations sustain a narrow definition of English language proficiency, may fail to match the actual goals of the curriculum, and how they disadvantage some students. Addressing this challenge is especially significant in order to guarantee that examination practices encourage the development communicative, equitable, and context-based language education.

4 SIGNIFICANCE OF THE STUDY

The study provides valuable insights to test developers, policymakers, and the Ministry of Education in the Kurdistan Regional Government (KRG) by critically analyzing how the English language is represented through Grade Twelve national examinations. This paper reveals implicit messages embedded in the examination structure and content. Critically analyzing and understanding the messages in examination papers are required because national examination influence goes beyond classroom practices to broader educational values and key objectives.

The findings clarify whether the examinations support an overall view of English language proficiency or encourage a narrow model of learning. By identifying the gap, this research offers the Ministry of Education evident-based recommendations to provoke broader discussions on linguistic features and critical pedagogy.

5 LITERATURE REVIEW

Critical discourse analysis has become a broadly used and influential tool in the social sciences, determining how texts and practices have been influenced by power and are shaped by ideologies (Fairclough, 1993; Maulidiah et al., 2023). In educational settings, CDA uncovers how ideologies from official documents such as national examinations in the KRI, shape valued

knowledge, teaching, and assessment (Blommaert, 2008; Locke, 2004). CDA plays a significant role in examining how broader educational ideologies and priorities are reflected and reproduced in language assessments. High-stakes language examinations are not unbiased, but they serve as significant tools for guiding educational policy and supporting dominant ideologies (Shohamy, 2001) influencing curricula and educational practices, encouraging 'teaching to the test' and narrowing educational goals.

Additionally, English national examinations have influenced the way English is perceived by students and teachers. Therefore, some studies analyzed the content of the English national examinations to explore how English is represented in these examinations. For example, Abdul-Kareem (2023) conducted study, using a qualitative method. He used document analysis to collect data. This study found that high school English national examination in Iraq only assessed the writing and reading skills and mainly focused on grammar rules and literature, similar to the traditional system. Similarly, Ahmad et al. (2022) used mixed methods to assess the validity of the Grade Twelve English ministerial examinations in the Kurdistan region of Iraq. The findings showed that the national examinations assessed only writing comprehension and the content heavily focused on grammar and vocabulary. The questions were also set up randomly, misaligning with textbook exercises. Such representations of English across years have led teachers to narrow the curriculum to include only exam materials.

Another study, Khodi et al. (2021) used a quantitative method to review the English national examinations in Iran. The study critically evaluated the examinations, using mixed methods. The findings revealed that the examinations prioritized cloze tests, grammar rules, vocabulary, and unseen passages over communicative skills such as listening and speaking. The study claims that such a format of examination represents English as rule memorization, favoring lower-order thinking questions. Similarly, Sabah (2015) conducted a qualitative study to analyze English national examinations in the KRI. The study claimed that these examinations not only did not represent all language skills equally, but also neglected important skills such as speaking, listening and writing.

Some other studies investigated implicit ideologies regarding the English language teaching and assessment as conveyed through these textual representations. Kaur & Lim-Ratnam (2023) investigated the influence of national examinations on teachers' practices in Singapore, using a qualitative method. The findings showed that teachers often prioritized traditional methods in teaching and testing, restricting students' creativity and limiting the quality of their work.

Moreover, Ahmad (2021) used a qualitative method to assess ministerial English national examinations in the KRI. This study found that the aims of the English national examination questions were unclear. The questions lacked sociolinguistic, strategic, and discourse competence, and did not assess real-life language use. The absence of discursive-level tasks promotes an ideology in which examinations assess only language skills that are simple and devoid of context. This results in a narrow and grammar-based interpretation of English language in the region. Furthermore, Wafula Waswa et al. (2021) used a quantitative method to analyze the dynamic of national examinations in the KRI. The study illustrated that the results of the examinations play a significant role in the test takers' academic achievement and social status. Therefore, national examinations cause pressure and anxiety among students, teachers, and parents.

Moreover, in terms of washback and the preference of scores over language mastery, Omar (2020) conducted a study about the negative washback of the Grade Twelve baccalaureate English language exams in the KRI. The data were collected using mixed methods. The findings showed that the content of these examinations represented only 60% of the textbook content. Additionally, they encouraged the ideology of prioritizing scores over actual language skills such as speaking, listening, and writing. Teachers narrowed the curriculum to test material topics and they also designed pamphlets that only covered grammar and vocabulary. In contrast, Kellaghan & Greaney (2019) explained that national examinations are gatekeepers, providing access to higher education, scholarships, and studying overseas. High scorers in these examinations gain better career opportunities, both locally and internationally. These examinations assess students' skills in an objective and unbiased way.

While investigating the role, format and content of national examinations, including English examination, Vernez et al. (2016) reported that in the KRI the English national examination is among the main subjects included in the national examinations. Students must pass it to get into a good university. However, neither students nor colleges have any role in structuring the question types, or choosing the format of the examinations. This means the current design of the national examinations including English national examinations is imposed on teachers and students. Although teachers participate in writing the questions, they have no role in selecting the format of questions or how many are included per subject.

Furthermore, Sofi-Karim (2015), declared that the vocabulary used in the examinations was too formal and biased toward certain cultures and skills. The study illustrated that such implicit ideologies led to psychological and pedagogical consequences, as students

became very anxious, and teachers solely focused on exam material, ignoring the essential aim of the curriculum, which is communication. Students also neglected speaking skills and paid little attention to pronunciation. While, Sukyadi & Mardiani, (2011) conducted a qualitative study in Indonesia. They used observations and interviews to collect data. They claimed that the content and structure of the English national examination provoked foreign learners to study more and increased their knowledge, language proficiency and reading comprehension.

Thus, in the KRI, national examinations are standardized and play a crucial role in shaping students' professional trajectories. Shohamy (2011) conducted a study using mixed methods. The study claims that language examinations, particularly high-stakes examinations, are not neutral or technical tools anymore. Rather, they belong to broader politics, cultural and ideological systems. Such tests can be implemented by people who are in power to spread certain ideas and prioritize the culture of certain groups. The study showed that students' low performance was caused by unfamiliar topics, vocabulary and norms.

Moreover, studies have been conducted on the English national examination in terms of its validity, comparisons with other countries, and alignment with the curriculum aims. However, in the KRI, little is known about the texts and the question types in the English national examination or what ideologies are emphasized and who benefits the most. The present paper seeks to address this gap and enrich the literature by applying CDA to uncover how English is represented in national examinations from the academic year 2019 to 2024, and whose interests are favored.

6 METHODOLOGY

This paper employs a qualitative research design. The qualitative method provides naturalistic and factual data, allowing for discovering hidden ideologies in texts. This in-deep investigating and comprehending of issues are crucial for advancing theories, informing policymakers, and identifying the changes in both the field and its methodologies (Creswell, 2015). CDA is used to study the national examination content to discover how English language is represented in the English national examination from last five academic years.

The textual features of high school English national examination are analyzed using Fairclough's three-dimensional framework which emphasizes three levels of discourse: text (linguistic features), discursive (production and interpretation), and social practice (contextual ideologies and power dynamics) (Fairclough, 2013). This framework was developed from systemic functional linguistics, and it deals with investigating

texts, discourse practices, and social practices. It claims that language is not neutral, but it reflects broader social and ideological forces. It offers valuable insights into the examination of how language functions as a tool of ideology, power, and social control. That is why it helps to highlight the issues of power and societal justice in education (Simmie, 2014). In this research, the focus is on the first dimension which is textual features. In his framework Fairclough illustrates that all discourses contain underlying ideologies; texts are not designed neutrally, but to convey implicit messages. That is why the study aims to uncover educational priorities and implicit ideologies of English national examination in the KRI.

6.1 The Population and Samples

The research examines the Grade Twelve English national examinations administered by the Ministry of Education in the KRG between 2019 and 2024. The content and format of the national examinations reflect the subjects and concepts people being taught. The samples consist of the Grade Twelve English national examination papers from years 2019 to 2024. The data were obtained from the official website of the Ministry of Education.

6.2 Instruments

This research used document analysis as the main data collection method. Documents represent one of the most suitable sources of data in qualitative research, as they help researchers investigate or analysis problems in society objectively. In addition, documents offer several advantages in qualitative research. First, researchers do not need to transcribe them, saving time. Second, they provide people's opinions and perceptions. Finally, documents require no need of observations or interviews (Creswell, 2015). Documents can, also provide historical information about an issue that happened in the past which are inaccessible with other approaches of collecting data (Bui, 2024). For critical discourse studies, analyzing documents allows researchers to discover hidden meanings and ideologies (Bowen, 2009). In this paper, document analysis enabled the researcher to study the linguistic features and ideological elements in the examination papers.

The documents which are used in this paper include examination papers of English national examination from 2020 to 2024 are obtained from the official website of the Ministry of Education, serving as textual data. Fairclough's three-dimensional model of CDA was applied to analyze these documents. The researcher uploaded documents to a qualitative data analysis app called NVivo for thematic analysis.

6.3 Data Collection

A purposive sampling method is used to choose national examinations papers administered in the KRI from 2019 to 2024. These national examination papers were analyzed to gather the data since they were relevant to what the study focused on language representation and ideological framing. The chosen vocabularies, types of questions, grammatical priorities and of cultural bias reference in these examinations were reviewed. According to CDA, the researcher found patterns that reveal how English is represented in the examination content and the educational ideologies being supported.

6.4 Data Analysis

The study uses qualitative research design by applying Fairclough's three-dimensional framework to analyze the data. To examine the linguistic features of the Grade Twelve English national examination papers in the KRI, the study focuses especially on the first dimension that analyze textual features of discourses. Each examination paper contains fifty multiple-choice questions that aimed to test various aspects English language proficiency such as grammar, reading comprehension, collocations, pronunciation and vocabulary meaning. All examination papers of academic years 2019 to 2024 were included in the analyzing process. Researcher used qualitative data analysis software NVivo. After uploading the data, researcher manually coded each question to the category it belongs such as grammar, reading comprehension questions, vocabulary, cultural references, which were coded to either local culture or western global culture. Then the researcher identified several themes such as rote learning, cultural bias, overrepresenting grammar rules, excluding speaking, listening, and writing skills form the national examination, prioritizing lower-order thinking, and educational and ideological implication. These procedures applied to expose the implicit ideologies in the content of the English national examinations and to present how English is represented in these examinations.

7 FINDINGS

The analysis of Grade Twelve English national examination papers the KRI revealed significant patterns in how English language proficiency was conceptualized and assessed. These findings directly responded to both research questions concerning the linguistic representation of English and the implicit educational ideologies reflected in the examinations.

7.1 Cultural and Ideological Biases in Texts

There was a noticeable imbalance in representing cultures, where Western culture appeared five to six times more frequently than local cultural references in the unseen passages and contextual vocabulary. Most of the questions that contained cultural references emphasized Western norms, values, and history. Western cultural references were frequently prioritized in all academic years.

Such references were related to tourist attractions "Empire State Building", "Broadway", scientists like "Tim Berners- Lee" and specific activities that were related to cultural traditions such as "drinking in bars." In comprehension passages Western people and places were shown in a typical view. For example, one described England as a place of happiness and parties, stating "In the south of England, arrangements were made for a band to play outdoors in a public park every evening for a week." Other examples included "Elena is going to study in California" and "at an office in London, there was a book which all the staff had to sign when they arrived each morning". In these examples, Western countries were shown as places of dreams and aspirations of education and also the proficiency and commitment of London people are shown respectively.

In contrast, only limited references represented local cultural such as "Erbil Citadel is one of the most dramatic sights anywhere in the Middle East" and "horrific chemical weapons on Halabja". The imbalance of cultural bias is shown in this pie chart:

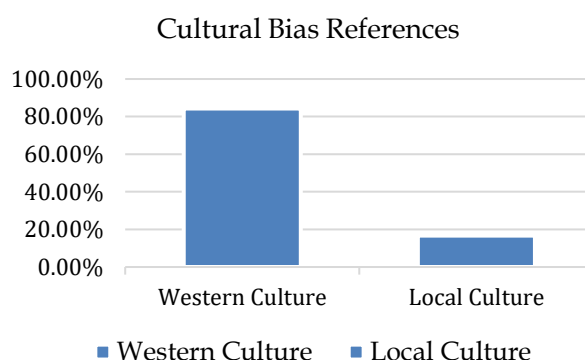


Fig. 1. Distribution of Cultural Bias References in the examinations from 2019 to 2024

7.2 Emphasis On Grammar and Rote Learning

From all the questions that were analyzed by the researcher, grammar was the most emphasized area. In each examination paper, there were 16 to 19 questions that tested grammar, which meant more than a third of the overall score. Students were only evaluated based on their ability to recognize the correct grammatical rules in

certain contexts, including subject-verb agreement, tenses, active and passive voice, and sentence structure. This is evident in these examples: "Which one is the correct conditional statement?", "Which option expresses an informal speech sentence?", "Which negative question is correctly formed?" and "Which one is the correct formal speech?"

Moreover, While the examinations claimed that they evaluated students' understanding of both degrees of certainty and speaker perspectives through modality, the tested items lacked real-world contexts which produced an abstract question format that disconnected with authentic speech. As shown in this example "Choose the sentence that expresses certainty." Such structure of the examinations suggests that students are taught to master syntax rather than to develop everyday communication. This confirms that English national examinations prioritize rules and formal correctness over other skills such as speaking, listening, and everyday language use.

7.3 Lack of Representation of Spoken and Multimodal Language

Fundamental language competencies, especially speaking, listening, and writing were completely neglected in the examinations. The examinations were in written form. The examinations included no listening or speaking tasks and the examinations completely lacked visual support. Moreover, vocabulary and expressions used in the examinations aligned with formal settings, limiting students' speaking ability in using colloquialisms and other forms of everyday spoken English. This heavy emphasis on formal variety and the absence of speaking, listening, and writing contribute to the neglect of productive and receptive language skills, resulting in an English learning model that is robotic, text-bound and disconnected from the communicative skills.

7.4 Educational and Ideological Implications

Examination content represented a significantly low cognitive level. The findings revealed a strong emphasis on lower-order questions as most of those questions mainly relied on memorization, passive vocabulary and grammar-based tasks. Such questions even fall below Bloom's lowest cognitive levels. They only required finding opposites, correct prepositions, spelling, and synonyms as shown in these examples "Choose the correct prepositions ..." and "..... are correct synonyms". Spelling or word definition. "Which of the following is correctly spelled?", "The wordsare not opposites."

Similarly, these closed-ended questions with only one correct answer left little space for critical thinking and expressing personal opinions. Moreover, higher-order questions such as "Which one cannot be changed to a

reduced relative clause?", were significantly underrepresented in the Grade Twelve English national examinations as shown in figure 2. In all examination papers there were only a few questions that required critical thinking, inference, and application. This means the examinations do not encourage students to acquire essential competencies that are necessary to master the language and achieve academic success.

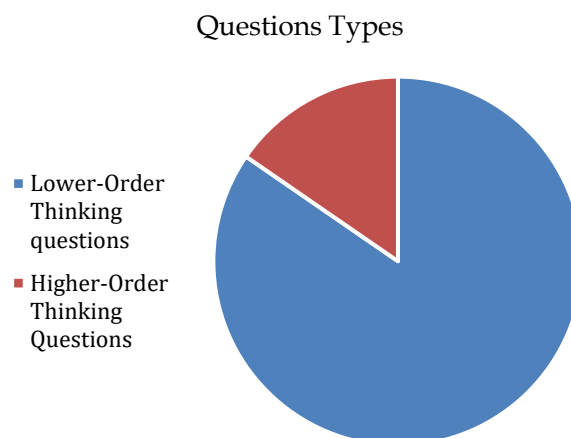


Fig. 2. Types of Cognitive Evaluation Questions in the English national examinations (2019-2024)

7.5 Alignment With CDA Framework and Contribution to Educational Research

The policymakers controlled the design and the answers, leaving no opportunities for the students to analyze topics or think creatively. The distractors were designed in a way that encouraged students to guess the answer and follow certain procedures to rule out some options rather than depending on real language use. Furthermore, some questions were repeated in across some academic years with slight changes, for example "One of the uses of the internet is for social communication. for example". This question was repeated three times only changing 'social' to 'shopping' or 'information', while keeping the same options. This indicated that English national examinations emphasized certain patterns and failed to assess language in distinct contexts.

Furthermore, students are not prepared to be active and critical thinkers, but they are regarded as passive receivers of information. In addition, the content and design of the questions in the national examination support an ideology that prioritizes scores over communication, obedience over creativity, and fixed knowledge over analysis. These ideas not only focus on education, but are also the result of government policies. These neoliberal pressures put high value on scores rather than real learning.

8 DISCUSSION

The findings of this paper generally align with the theoretical framework of CDA and the main ideas discussed in the literature review. As Fairclough (1993) and Blommaert (2008) highlighted, CDA seeks to reveal the ways in which language supports certain ideologies and power structures, both written and spoken, in institutional settings. In this context, English national examinations are not neutral; their structure and content are ideological instruments that have been affected by particular views of language, learning, and academic success.

The dominance of Western culture in the questions that contain cultural references supports the idea that English and Western culture are tied together rather than being viewed English as a global means of communication. The findings agreed with Shohamy's (2011) point that high-stakes examinations privilege the values and cultures that are dominant. Similarly, Fairclough (1993) stated that texts not only reflect reality but also shape it. In this context, the English in the national examinations was presented as a foreign language associated with Western culture with minimal association with Kurdish culture or daily interaction.

Moreover, the findings align with Shohamy's (2001) argument that examinations are not designed randomly, but rather function as ideological tools that fundamentally determine what counts as valid knowledge, as the Grade Twelve English national examinations in the KRI tested grammar, memorization, and vocabulary, influencing the way English is represented. This heavy emphasis on grammar and memorization aligns with Abdul-Kareem's (2023) and Ahmad et al.'s (2022) claim that English national examinations in Iraq and the KRI, respectively, were designed in a way that reflects traditional methods and resists modern methods. Both studies argue that English national examinations represent English as a set of formal rules rather than a functional language. However, these findings misalign with those of Sukyadi & Mardiani's (2011) argument that English national examinations motivate students to develop their knowledge, language proficiency and reading comprehension.

The exclusion of multimodal skills, speaking, and listening in the examinations in the KRI is another significant finding. This omission showed a narrow and traditional view of language, which is outdated. This reflects the findings of Khodi et al. (2021) and Sabah (2015) as they demonstrated that English national examinations in Iraq and the KRI neglect productive skills. As a result, students are prepared to get high scores and pass the exam rather than to master the language and use it in everyday communication. This also aligns with

Ahmad's (2021) claim that the examinations lack discourse and sociolinguistic contexts.

Furthermore, repeating alternative or exact questions across years and designing distractors in a way that encourages guessing and the use of tricks instead of critical thinking indicates that the examination structure promotes the assessment of patterns rather than assessing students' communicative ability. This reflects Kaur and Lim-Ratnam's (2023) argument that examinations influence teachers' practices leading to test-oriented teaching rather than creativity. There is also an alignment with Omar's (2020) claim that English national examinations assess lower-order questions.

In contrast, the findings do not align with Kellaghan and Greaney (2019) argument that national examinations provide unbiased opportunities to students with diverse language skills. In the KRI, the Grade Twelve English national examination primarily supports a narrow representation of English, reflecting an ideology that favors rote learning over communicative language use.

Additionally, the structural control over national examinations aligns with Vernez et al.'s (2016) argument about top-down decision-making. Their study claims that although teachers participate in writing the questions, they have no role in designing the structure or mark distribution of the examination.

9 CONCLUSION

To conclude, the findings show that the Grade Twelve English national examinations not only did not assess learning properly, but also influence how the language is understood and taught by students and teachers. English national examinations only encourage a narrow and passive view of language proficiency as memorization of vocabulary and grammar rules appeared more frequently than tasks requiring actual communication. Consequently, students think of language learning as memorizing vocabulary and a set of grammar rules instead of trying to be fluent and utilize language as a means of expressing emotions and communication with others.

Similarly, in terms of cultural bias, the findings revealed that the examinations cover mainly Western topics, values, and heritage, while local culture was marginalized. Cultural references were associated with the West. Moreover, the content and format of the national examination affect what is prioritized in classrooms, making teachers focus more on preparing students to pass and achieve high scores rather than helping them to use language in real-world contexts.

These practices promote educational inequality, since national examinations serve as gatekeepers, emphasizing certain skills and favor an educational ideology where

success in English depends on test scores and rule memorization.

10 RECOMMENDATIONS

In the light of the findings, the study suggests several recommendations to develop the English national examination in the region. First, tasks that support speaking, listening, and writing should be added to align the examination with the curriculum aim. The local culture, Kurdish traditions, and norms should be represented more than other cultures and values. In addition, overemphasizing on grammar and rote learning should be reduced; instead, include more higher-order thinking and discursive-level tasks. Teachers should have a role in designing the examination to ensure inclusion of tasks that support students' academic progression and everyday communication. Finally, policymakers should be aware of the consequences of the current format of the examination and work to design a type of examination that aligns assessment with the actual needs of English language learning.

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التمثيل اللغوي في امتحانات اللغة الإنجليزية الوزارية للمرحلة الاعدادية في كردستان العراق: تحليل الخطاب النقدي

الملخص

يُجرى امتحان اللغة الإنجليزية الوزاري للصف الثاني عشر في نهاية العام الدراسي في كردستان العراق. ويعتبر من أحد المتطلبات الأساسية للقبول في التعليم العالي. يلعب هذا الامتحان دورًا محوريًا في تشكيل ممارسات الفصل الدراسي وإدراك الطلاب للغة، ويدعم بعض الأطر الأيديولوجية والتعليمية في المنطقة. تهدف هذه الورقة إلى تحليل نقدي للخطاب لكيفية تمثيل اللغة الإنجليزية في امتحانات اللغة الإنجليزية الوطنية للصف الثاني عشر في كردستان العراق من عام 2019 إلى عام 2024 باستخدام نظرية فيركلاف ثلاثي الأبعاد. تشير النتائج إلى أن التنوعات الشكلية والقواعد والحفظ لها الأولوية في الامتحان، وأن هناك عدم توازن كبير في التمثيل الثقافي. علاوة على ذلك، الامتحانات تحفز الطلاب على الحفظ والتحضير للاختبار. تُبرز هذه الأنماط أسلوبًا يتصدر فيه الحفظ ودرجات الاختبار، مما يترك مجالًا ضيقًا للمهام المتقدمة والسياقية. و تحت الدراسة صانعو السياسات على مواءمة محتوى الامتحان مع تدريس اللغة التواصلية الذي يعتمد عليه المنهج الدراسي. تعمل الدراسة على إثراء الأدبيات الموجودة حول الامتحانات الوطنية من خلال توضيح كيفية إظهار خطابات الامتحانات الوطنية للاختلافات في القوة في التعليم وتقدم اقتراحات لمصممي المناهج وصناع السياسات الذين يتطلعون إلى تعزيز تدريس اللغة الإنجليزية في كردستان العراق.

الكلمات المفتاحية: التحليل النقدي ال، الامتحانات الوطنية، تمثيل اللغة الانجليزية، المدرسة الاعدادية، اللغة الانجليزية

نواندى زمانى ئینگىزى له تاقىکردنه وه نىشتانیه کانی قوناغى ئاماده ی له زمانى
ئینگىزىدا له کوردستانى عێراق: توێژینه وه به که شیکارى رهخه یی گو تاره

پوخته

له هه رێمى كوردستانى عێراق، تاقىکردنه وهى نىشتانى زمانى ئىنگىزى بۆ پۆلى دوازده يه م له كو تاي سالى خوێندن به رێوه ده چیت. ئه مه یه كى كه له مه رجه سه ره كى كه كانی وه رگرتنى خوێندنى بالا. ئه م تاقىکردنه وه یه رۆلێكى سه ره كى ده گى رپێت له دارپشتى پراكى كه كانی پۆلى خوێندن، تێروانى نه كانی خوێندكاران بۆ زمانه كه و پشستگى له هه ندىك چوارچو نه ئایدۆلۆژى و په روه رده یی كه كانی له هه رێمه كه دا. ئامانجى ئه م توێژینه وه یه شى كارى به كى ره خه گرانه یه بۆ چۆنیه تى نواندى زمانى ئىنگىزى له تاقىکردنه وه نىشتانیه كانی ئىنگىزى پۆلى دوازده يه م له كوردستانى عێراق له سالانى ۲۰۱۹ بۆ ۲۰۲۴ به به كارهێنانى چوارچو نه ی سى ره هه ندى فیركلاف. له ئه نجامى ئه م لى كو لێ نه وه یه ئه وه به ديار ده كه ویت، كه وشه فه رمیه كانی، رېزمان و له به ركردن له تاقىکردنه وه كه دا ئامانجى سه ره كى كانی بووه، و هه روه ها جو ره ناها وه سه نگی به كى به رچاوى نواندى كتورى هه یه. جگه له وه ش تاقىکردنه وه كانی هانده رى فیربوى زاره كى و ئاماده كرنى خوێندكاران بۆ تاقىکردنه وه. ئه م جو ره نه خشه نه تى شك ده خه نه سه ر شى وازى ك كه تیدا له به ركردن و به ده سه تى نانى غمه له تاقىکردنه وه خالى سه ره كى، كه بۆشاییه كى كه م بۆ ئه ركه پشكه وتوو و كو نتى كه سه كانی به جیده هێن. جگه له وه ش توێژینه وه كه داوا له دارپه رانى ئه زمونه كانی ده كات كه ناوه رۆكى تاقىکردنه وه كانی له گه ل فیركردنى زمانى ئاخو وین هاو ته ریب به كى كه پروگرامه كه له سه رى دامه زراوه. توێژینه وه كه ئه ده ییاقى هه نو كه یی له سه ر تاقىکردنه وه نىشتانیه كانی ده وه مه ندر ده كات به روونكردنه وهى چو نه تى گو تاره كانی تاقىکردنه وهى نىشتانى جیاوازی ده سه لات له په روه رده دا نىشان ده دات و پششبارى به هێزتر ده داته دارپه رانى ئه زمونه كانی كه هانى فیركردنى زمانى ئىنگىزى له كوردستانى عێراق زیاتر ده دات.

وشه سه ره كى كه كانی: شى كارى ره خه یی گو تار، تاقىکردنه وه نىشتانى، نواندى زمانى ئىنگىزى، قوناغى ئامادایى، زمانى ئىنگىزى.