



Investigating Libyan High School EFL Teachers' Perceptions and Classroom Practices of Critical Thinking: A Case Study

Soundous Ibrahim Gadid*

Department of English, Faculty of Arts and Languages, University of Tripoli, Libya

استقصاء تصورات وممارسات معلمي اللغة الإنجليزية كلغة أجنبية في المرحلة
الثانوية في ليبيا تجاه التفكير النقدي: دراسة حالة

سندس ابراهيم علي الجديد*

قسم اللغة الإنجليزية، كلية الآداب واللغات، جامعة طرابلس، ليبيا

*Corresponding author: Sundusaljaidid145@gmail.com

Received: February 20, 2026

Accepted: April 17, 2026

Published: April 18, 2026

Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract:

Critical thinking (CT) is a core 21st century skill; however, its integration into Libyan high school EFL classroom, specifically at the high school level, remains predominantly inconsistent and underdeveloped. This present research examines the beliefs and the instructional approaches of thirteen Libyan high school teachers across diverse regions, using self-reflective interviews and semi-structured conversations. Findings reveal varied understandings; while some teachers perceive it as a process of analytical and reflective thinking, others equate it with communicative competence. Although some teachers demonstrated serious attempts to cultivate CT practices in the classroom through fostering activities such as debates groups discussions and justification for answers, these approaches have been inconsistently integrated due to numerous structural and attitudinal constraints, ranging from large class sizes, time limitations, exam driven curriculum and students resistance and limited language proficiency. The study emphasizes the urgent need for systemic reforms, including targeted teacher training, curriculum redesign, and assessment frameworks that explicitly foster critical thinking. These insights offer a foundation for enhancing EFL pedagogy, institutional policies, and the development of higher-order thinking skills in Libyan secondary education.

Keywords: Critical thinking, EFL classrooms, Libyan high schools, teacher perceptions, classroom practices, student engagement, educational barriers, curriculum development, 21st-century skills, higher-order thinking.

المخلص:

تُعد مهارات التفكير النقدي من المهارات الأساسية في القرن الحادي والعشرين، ومع ذلك يظل دمجها في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية الليبية محدودًا وغير متطور. تهدف هذه الدراسة إلى استكشاف تصورات وممارسات ثلاثة عشر معلمًا للغة الإنجليزية كلغة أجنبية في ليبيا من مناطق متنوعة، باستخدام المقابلات الذاتية الانعكاسية والمحادثات شبه المنظمة. أظهرت النتائج تفاوتًا في فهم التفكير النقدي، بدءًا من القدرة على التحليل والتفكير التأملي وصولًا إلى التفسيرات الضيقة التي تعادل التفكير النقدي بالكفاءة التواصلية. بينما يطبق بعض المعلمين استراتيجيات متمركزة حول

الطالب، مثل النقاشات، والعمل الجماعي، وتبرير الإجابات، إلا أن هذه الأساليب تُستخدم بشكل غير متنسق بسبب القيود الهيكلية، بما في ذلك كثافة الفصول، وضيق الوقت، والمناهج الموجهة للامتحانات، وضعف مستوى الطلاب في اللغة. كما أن مقاومة الطلاب وأساليب التعلم التقليدية تعيق دمج التفكير النقدي. تؤكد الدراسة على الحاجة الملحة لإصلاحات نظامية، تشمل تدريباً مستهدفاً للمعلمين، وإعادة تصميم المناهج، وأطر تقييمية تعمل على تعزيز التفكير النقدي بشكل صريح. تقدم هذه النتائج أساساً لتحسين طرائق التدريس في اللغة الإنجليزية كلغة أجنبية، والسياسات المؤسسية، وتنمية مهارات التفكير العليا في التعليم الثانوي الليبي.

الكلمات المفتاحية: التفكير النقدي، فصول اللغة الإنجليزية كلغة أجنبية، المدارس الثانوية الليبية، تصورات المعلمين، ممارسات الفصول، مشاركة الطلاب، الحواجز التعليمية، تطوير المناهج، مهارات القرن الحادي والعشرين، مهارات التفكير العليا.

Introduction:

Critical thinking (CT) has become one of the most sought-after soft skills in the 21st century globalized world. In academia, CT has gained momentum in scholastic debates among educators and policy makers, acknowledging its necessity for both instructors and learners in the educational process. With the unprecedented blast of IT related areas and the flexible access to digital contents through diverse media and platforms, integrating CT methods in the educational system has become a must. Modern students are in need of skills that assist them to think critically as well as evaluate information they are exposed to in order to make informed decisions and navigate the complexities of the modern life.

A successful application of CT in EFL classroom context primarily requires teachers' understanding of the concept. Undoubtedly, teaching critical thinking skills is far from being a simple task. For high school students, CT is of paramount importance, as it equips them with essential skills for autonomous lifelong learning as well as academic success in the tertiary education. CT has been also recognized as the most demanded skill by employers as Mabruk, Ghiblawi, and Kabar (2021, p.5) note, "in addition to carrying a bachelor's degree, employers typically expect candidates to acquire a variety of skills to assure that their future employees will be capable of handling the tasks demanded to them".

Latest research shows that the lack of an institutional focus on developing students' critical thinking skills, along with other soft skills, in Libyan educational system, has surfaced serious effects on graduates' employability (Abdalla, 2023, Jabara & Al-Qudah, 2018, Tantoush & Hmedan, 2018, Shaheebah 2023, British Council, 2016, UNICEF 2023). International and local studies consistently show that employers are putting more value on transferable skills namely critical thinking, problem-solving, cross-cultural communication than on the technical knowledge per se (OECD, 2019; World Economic Forum, 2020). Studies conducted in the Middle East and North Africa further reveal growing dissatisfaction among employers with graduates' preparedness for the workplace, particularly regarding leadership skills such as analytical reasoning and decision-making (World Bank, 2018; British Council, 2017).

The scholarship on promoting CT skills in Libyan high school context is sparse. In fact, existing literature reveals that the educational atmosphere across all academic levels remains heavily dependent on memorization and teacher-centered pedagogies. Most Libyan teachers adopt an exam-centric approach in the classroom. Classes are run in a traditional fashion where instructors teach for test and most of the classroom tasks target lower-order skills, such as, understanding and remembering. A quality instruction requires a conscientious teacher who is fully knowledgeable of their role and the importance of helping students learn not only what to think, but most importantly, how to think. Hence, this study examines Libyan high school EFL teachers' perceptions and practices of critical thinking. It primarily seeks to investigate the extent Libyan high school teachers are aware of their CT teaching practices in EFL context.

The current study aims to answer the following questions:

1. How do Libyan high school teachers define critical thinking?
2. How do Libyan high school teachers enact critical thinking practices in the teaching process?
3. What are some of the challenges Libyan high school face when applying CT strategies in EFL classroom?

By addressing these questions, the research aims to contribute to the broader understanding of critical thinking in Libyan high school level and hopefully provide a ground for future related studies that explore how CT can be promoted and implemented effectively across all academic levels as far as the Libyan education system is concerned. The findings of this study may inform implications for teacher training, curriculum design and institutional policies that target to cultivate and foster CT development in education in Libya.

Review of the Literature:

The present literature review briefly outlines the current state of research on the development of critical thinking in English language teaching contexts in Libya. It first defines critical thinking as a concept within applied linguistics and then reviews relevant studies conducted in the Libyan context.

Critical thinking appeared first as a philosophical trend before 2500 years ago; it precisely traces back to the Greek era with Socrates who believed that knowledge can only be attained through questioning, exploring opposing views, distinguishing what we know from what we don't know, and finding justifications for the answers or claims to knowledge we provide for the world. He advocated for the importance and value of dialogues and deep questioning that lead to thinking. Socrates' method of questioning is acknowledged in the academia as "Socratic questioning". (Paul & Elder, 2007).

Modern scholars define CT in a variety of ways. Chee and Cheah (2009, 1) define CT as "a complex process that requires higher levels of cognitive skills in the processing of information (2009, 1) John Dewey (1933, 9-10) view it as "active, persistent and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it". Robert Ennis (1985, 45) defines CT "reasonable, reflective thinking that is focused on deciding what to believe or do". These definitions collectively present CT as both a set of skills and an aptitude toward reflective, evaluative judgment.

Contemporary research ascertains that learner-centered methods that engage students in reflection and inquiry as well as in tasks connected to cognitive development are key for developing students' critical mind. Within the field of English language teaching, CT is considered integral to linguistic competence, enhancing students' ability to interpret and engage meaningfully with texts, be them in spoken or written forms. (Bazhouni, 2018).

In an empirical study, Saleh (2019) surveyed Libyan EFL teachers' conception of critical thinking. The study showed that teachers held different conceptions and misconceptions as to what critical thinking is. Some associated the concept with problem solving and others with language accuracy; only a few who explained it in terms of reflective or analytical skills. The study concluded with numerous implications including the need for institutional support to provide training for teachers in CT.

Similarly, Hadoud (2020) noted that teachers in higher education face multiple challenges when applying critical thinking activities such as group tasks, and students' dialogues. According to her study, large classes, rigid assessment policies and inflexible curricula that emphasize content coverage over inquiry were key obstacles hindering effective critical thinking integration. In the same vein, Al Habashi, and Almashrgy (2024) asserted that Libyan EFL teachers confront challenges incorporating open-ended questioning and collaborative learning due to students' resistance and low motivation.

On the other hand, El-Badri, Fayad, and Alsanousi (2021) conducted an empirical study on the use of critical thinking activities such as class dialogues and students' group activities in Libyan EFL classrooms. The findings exposed high level of engagement and reasoning among students; however, isolated initiatives, according to him, remain pointless and a systemic structured institutional support is needed to make a meaningful progress.

The academic program, specifically in most of the English language departments, show limited explicit objectives targeting critical thinking development. Wenis (2014) highlighted that English major students' analytical writing skills are underdeveloped as curriculum content; teaching practices and assessment criteria continue to favor memorization over reasoning. These findings suggest evident structural and curricular pitfalls, thereby making it difficult for critical thinking to exist.

Harb, et al. (2022) argue that critical thinking remains under-integrated into MA curricula and should be purposefully introduced in course materials, activities, and training workshops. The study involved an online questionnaire based on Peter Honey Critical Thinking framework distributed to 20 MA students, although students recognize the significance of CT for academic writing, they still show clear lack concerning employing the tools to construct well-supported analytical arguments.

A recurring theme in the literature is the various range of barriers impeding the practice and existence of critical thinking in higher education. Didactic barriers including instructors' limited training in CT strategies and over reliance on teacher-centered pedagogies. Curricular issues, such as the absence of CT explicit objectives and assessment practices focused on recall and textual reproduction. Students have limited opportunities to engage in meaningful analytical tasks.

Critical thinking is a cornerstone of modern education; however, its implementation is not simple undertaking. Most previous studies about critical thinking implementation took place in general EFL settings, others were conducted at the post graduate level; this gap highlights the need for a systematic empirical research that examines critical thinking development at the high school level. The high school period is a very critical stage and it is where critical thinking should start, and even before that.

The upcoming section expands on the methodology used to draw data and the participants who took part in this study.

Method:

This paper purports to investigate Libyan public high school teachers' understanding of CT and classroom practices. It addresses three main inquiries: (1) how do Libyan EFL high school teacher define CT? (2) their practices for integrating CT in the teaching process, (3) and the constraints they face while enacting CT. The study sample comprises 13 male and female Libyan high school teachers from different regions. This research is drawn on a qualitative research methodology, including self-reflected written interviews, as the primary instrument, and face to face semi-structured conversation with the researcher.

The self-reported interview, which consists of eight open-ended questions, is adapted from Choy and Cheah questionnaire (2009), examining EFL instructors' perceptions and instructions of CT in classroom setting. The selection of Choy and Cheah (2009) questionnaire allowed respondents for a deeper and insightful input; the questions touch on many aspects including teachers' own definitions of CT, instructional practices and encountered obstacles. Moreover, the qualitative approach was grounded upon the nature of the research questions. Open ended questions are particular well-suited to the exploratory nature of this study, permitting a thorough exploration of the subject matter, including the instructors' perceptions and relevant contextual factors.

Table (1): Choy and Cheah (2009) Eight Open-ended Questions on Teachers' perceptions and Instructions of CT

| No. | Question |
|-----|--|
| 1 | From your perspective, what is critical thinking? |
| 2 | What role, in your opinion, does critical thinking play in your classroom? |
| 3 | Do you think that critical thinking happens in your classroom when you are teaching your students? If so, how do you know? |
| 4 | How do you think you could bring about critical thinking among students? Specifically, what are some things you do or could do to get your students to think critically? |
| 5 | What are the problems faced by students when you are trying to teach them critical thinking? If so, identify them. |
| 6 | Do you think your lessons are enjoyable to students? Why and why not? |
| 7 | Do you think you need to give all the information to your students in order for them to learn your subject? Why and why not? |
| 8 | Do you think you would be able to implement critical thinking into your lessons if you were required to do so? Why and why not? |

Data Collection Procedures:

The self-reported questionnaire was administered electronically using Google form, and was primarily distributed through EFL high school teachers' professional forums on Facebook platform in early September 2025. A total of 13 EFL teachers responded and complete the questionnaire, including 9 female teachers and 4 male teachers. They all presented varied teaching experience and backgrounds. In fact, 11 teachers have been in the teaching domain for more than 10 years, while 2 had less than 10 years of experience. The informants provided their responses anonymously, in accordance with ethical consent instructions.

Table (2): Demographic Profile of the Participating Teachers According to Gender and Teaching Experience

| Total number of participating teachers | Female | Male | Less than 10 years of teaching experience | More than 10 and 15 years of teaching experience. |
|--|--------|------|---|---|
| 13 | 9 | 4 | 2 | 11 |

It is worth mentioning that the participants reflected geographical diversity; the sample included informants from 4 distinct regions: Tripoli, Zawia and from Zwara and Khomus. The data analysis was drawn by a qualitative approach, using thematic analysis to discern patterns within the data.

Results and Discussions:

As mentioned above, the study is based on Choy and Cheah (2009) eight open-ended questions on EFL teachers' perceptions and methods of critical thinking. The 13 teachers who were involved in this study responded to all of the questions for the purpose of drawing both CT conceptual and practical insights in the Libyan public high school context. The participants were all teachers of English at the high school level. Although the researcher distributed the online questionnaire through multiple

Facebook groups and forums for Libyan high school teachers, only 13 teachers volunteered to take part in this study.

1. Defining Critical Thinking:

- RQ1. How do Libyan high school teachers define critical thinking?

The participating teachers held varied understandings to critical thinking. While some teachers think that CT is the ability to express ideas and points of view in a logical manner, others viewed CT as the skills to think objectively and analyze information for the aim of finding facts. A 31 female teacher explained CT as “the skill to examine information to interact with content using reason and rationale...being far from subjectivity and emotions”. Most teachers’ definitions suggest that CT includes a set of skills related to the process of interacting actively with information by means of analyzing and discussion to attain profound understanding. A 35 male teacher from Zawia argues that “CT is a complex skill that involves interaction, analysis and justification. I mean students when they answer or react to any question ... the answers should be justified and discussed at a deeper level.” Another novice teacher with only 2 years of experience added “critical thinking is about reflection and relating what we do in class with our personal experiences and discussing [...] we can compare, analyze and draw sensible conclusion about the subject matter”.

Other teachers, on the other hand, equate CT with communicative competence. For example, a 45-year-old female teacher defined critical thinking along these lines” in my perspective critical thinking is communicative competence. It is about communicating well and clearly... taking into consideration encouraging and pushing students to speak more than the teachers’ themselves”. This view reflects a narrow conception of the term, focusing mainly on developing speaking skills rather than nurturing higher order skills.

The answers obtained shows that most of the teachers’ perspectives on CT are somehow consistent. For example, the majority of teachers think that CR involves reflection with logic and also analysis of information instead of just taking them for granted. Moreover, there is an agreement over the importance of students’ active agency in class discussions, as being particle of critical thinking pedagogy. A few exceptions of teachers who related the term CT with fluency and accuracy of spoken skills. The answers to Q1 indicate that Libyan high school teacher generally recognize the significance of CT and its broad components; however, a lack of clear well-defined conception is commonplace as their answers suggest.

2. Classroom CT Practices:

- RQ2. How do Libyan high school teachers enact critical thinking practices in the teaching process?

The question sought to specifically connect theory to practice in order to uncover whether teachers conceive of CT as a practical tool or an abstract ideal theory. A few teachers claimed that CT is always central in the teaching process as one teacher explained “my classes are centered on students, I push them to think, interact and discuss comprehension texts in depth. I don’t accept answers unless they are justified by students. If the answer is true, they explain why it is true and if it is wrong, they explain why.” A 40-year-old female teacher reacted to the question as follows” to be frank I don’t know if my classes focus on critical thinking at all. I am more concerned with finishing the book and the lessons and prepare for tests”. She further added “there is no time for discussions and the class period is only 45 minutes”.

Teachers’ strategies in the classroom incline towards traditional teaching methods. The majority seem more concerned with preparing students for exams and cover the syllabus in due time. A worth mentioning answer was advanced by a veteran teacher, he claimed “It is hard to with large classes, especially when students come with poor language background. High school teachers focus mainly on improving students’ basic language skills. Students come from middle schools, suffering from different language problems. CT activities become useless when students are unable to handle average conversation”. Salient points demonstrate how teachers’ attitudes on promoting CT in language learning shows inconsistency. Some teachers believe in the significance of CT, however, they cast it aside for many reasons including students’ low proficiency.

Moreover, when teachers were asked whether critical thinking is actually happening in their classes, most responses revealed uncertainty; however, only a few teachers, four out of thirteen, who observed some indicators that CT is happening in their classes. The majority of teacher admitted that it is hard to implement CT when most of them are mainly concerned about time constraints and syllabus completion. A teacher from Zwara argues that “CT can happen in general English classes where there is more flexibility but in public education, it is hard and impossible because our education remains exam-driven”. Another teacher adds “High school textbook are all about grammar structure and advanced vocabulary, especially in scientific section ... students must understand and memorize structures and new words”.

These responses underscore that most of the teaching strategies adopted in high school classes foster mainly lower-order cognitive skills.

On the other hand, the indicators that CT is taking place in classroom ranged from students' ability to justify answers, engaging in discussions and relating lessons to personal experiences. For instance, one teacher clarified "I know CT is happening when my students do not just give answers, but explain why it is correct or incorrect". Another teacher maintained "I am sure CT is happening, because I push my students to think and participate [...] I never stop asking questions for discussions". Another respondent came forth with a notable comment concerning CT application in classroom setting, he explained the fact that "Students are not motivated to take part and engage actively in class, they rarely do the assigned tasks such as research or presentations unless they are graded". Students' attitudes play a decisive role in terms of teachers' adopted pedagogies. Such passive attitudes discourage teachers and consequently drive them to opt for traditional lecture-based pedagogies.

As far the in-class activities that leverage CT application in EFL setting. A number of teachers stressed that student-centered activities can bring about CT among students. Some of the activities the teachers suggested are encouraging debates, groups' discussion but they all remain general rather than systemic. A female teacher from Tripoli maintained that "students learn best when we encourage them to connect what they learn to their daily lives". A veteran teacher remarked "I know different CT strategies but I honestly never apply them because of reasons like large classes, it will be a mess if I allow every student to talk, discuss and compare ideas. When am I going to explain the lesson?" Generally, teachers are well-aware of some of the in-class techniques and strategies that can enhance and cultivate CT among students; however, application of these strategies remain limited and inconsistent due to various constraints, including large classes, exam pressure and syllabus coverage. Ten out of thirteen teachers expressed certitude about their classes being enjoyable, however, the rest showed uncertainty. One of the teachers commented "I don't think my classes are enjoyable because I keep my students work on exercising all the time and they don't want to learn; they only get serious when they know that we do is going to be included in the test". Such attitudes of passivity, low motivation and resistance on the part of students make some teachers discouraged, thereby impacting the overall performance of teachers. Conversely, teachers who expressed that student enjoyed their classes claimed that the evidence for that was students' active participation and the evident enthusiasm with the subject matter.

3. Structural and Attitudinal Challenges:

- RQ3. What are some of the challenges Libyan high school teachers face when enacting CT in EFL classroom?

A range of different challenges have been reported by teachers. One of the major challenges was teachers' limited training; most of teachers' definitions CT including CT related activities display a partial and incomplete perspective. Teachers' continuously related CT with communicative teaching methods. Teachers lacked well defined CT tools and structured pedagogies for enhancing higher thinking order skills. Besides, a number of structural barriers have been detected including time limitation, exam-driven attitude and students' poor language skills, thereby making higher thinking order tasks nonexistent. Most experienced teachers in this study concur that critical thinking becomes a useless learning objective when students cannot handle average day-to-day conversation as they need well-built foundation first.

It has been reported that the majority of students resist critical thinking activities, because these require them to think, and consequently speak in class. Additionally, teachers highlighted that since primary level Libyan students are conditioned to memorize rather than to explore and to analyze information.

Large classes are also key obstacle to promoting critical thinking. As most class periods are only 45 minutes, it is impossible with 30 and 35 students to give equal opportunities for discussion and delving deeply into lessons. As one of the teachers clarified "It is a mission impossible to give every student a chance to think critically when the class is overcrowded and time is short".

Overall, the results of this study suggest that several systemic and attitudinal challenges result in a surface level implementation of CT in Libyan high school EFL classrooms. Teachers continue to operate within rigid curricula, overloaded content and exam pressure. The real issue is not individual, as the study shows teachers were authentically aware and ready to integrate CT activities and approaches, but is primarily systemic.

Conclusion:

The goal of this paper is to investigate Libyan high school EFL teachers' perceptions and classroom methods in relation to critical thinking development. The study also covered the main challenges that Libyan EFL teachers encounter when adopting critical thinking practices. The findings of the study assert that teachers are aware of the significance of adopting critical thinking practices in EFL

classroom; however, there is no consensus among them regarding the-how to apply it effectively. Teachers reported using a variety of strategies to foster students critical thinking skills, ranging from textual analysis, open ended questions and group-based tasks. In general, CT actual implementation in Libyan EFL high school context remains limited and inconsistent.

While teachers showed positive attitude toward employing CT strategies, training programs remain absent and are not institutionally supported. The study exposed deeply rooted structural obstacles, which have been confirmed by multiple previous studies including the absence of institutional support and a unified framework. Moreover, teaching objectives continue to prioritize content coverage, and assessment policies are predominantly summative, emphasizing lower order skills namely remembering and basic understanding. Reflective analytical learning is, based on the findings of the current study, underdeveloped and not systematically, except for purely individual initiatives by some teachers.

Attitudinal barriers have been identified, as teachers reported that students tend to resist CT strategies that require them to think and engage with the subject matter. A widespread conception among teachers that CT methods are ineffective with students of low language proficiency; this perception further reinforces a cycle in which students are denied opportunities to encourage and develop student agency and engage in higher order thinking activities,

Overall, the results of the present study highlight an urgent need for a clear systemic multilayered reform approach. Teacher training programs have become a must to move beyond conceptual awareness toward a more practical hands-on strategies that embed CT into day-to-day instruction. Curriculum developers should integrate explicit CT objectives and activities. Assessment frameworks should target enhancing CT abilities, ensuring alignment between instructional practices. Finally, educational policies must come with a holistic approach that promote and prioritize critical thinking practices in Libyan EFL classroom. Without a structured institutional support, the integration of critical thinking will remain aspirational, and the education system in Libya risks lagging behind internationally recognized 21st century educational standards.

Bibliography:

1. Abdalla, Rezgalla. "The Important Accounting Graduates Skills for the Libyan Job Market: Perceptions of Academics and Professionals." *Journal of Management and Business Education*, vol. 6, no. 3, 2023, pp. 305–329. JM BE, <https://doi.org/10.35564/jmbe.2023.0016>.
2. Al-Habashi, Rashid, and Saleh Almashrgy. "Challenges of Integrating Critical Thinking in Libyan EFL Classrooms." *Journal of Language and Education Research*, vol. 11, no. 1, 2024, pp. 77–92.
3. Andreucci-Annunziata, Paola, et al. "Critical Thinking as a Multidimensional Construct: Cognitive and Dispositional Perspectives." 2023.
4. Bazhouni, Mostafa. "Integrating Critical Thinking Skills in Higher Education." *Education and Linguistics Research*, vol. 4, no. 1, 2018, Article 12964, <https://doi.org/10.5296/elr.v4i1.12964>.
5. British Council. *The Future of English in Libya*. British Council, 2016, <https://www.britishcouncil.org>.
6. British Council. *Education and Skills in the Middle East and North Africa*. British Council, 2017, <https://www.britishcouncil.org>.
7. Chee, C. M., and P. K. Cheah. "Fostering Higher-Order Thinking Skills through Collaborative Learning in EFL Classrooms." 2009.
8. Choy, S. C., and P. K. Cheah. "Teacher Perceptions of Critical Thinking among Students and Its Influence on Higher Education." 2009.
9. Harb, F., Al-Shredi, N., Balhouq, H., & Ethelb, H. (2022, June 30). The role of critical thinking in enhancing EFL MA students' academic writing outcomes: A survey study. *Faculty of Languages Journal – University of Tripoli*, 1(25), 104–125. <https://doi.org/10.56592/flj.v1i25.212>
10. El-Badri, A., F. Fayad, and H. Alsanousi. "The Impact of Critical Thinking Activities on Student Engagement in Libyan EFL Classrooms." 2021.
11. Facione, Peter A. *Critical Thinking: What It Is and Why It Counts*. Insight Assessment, 2022, www.insightassessment.com.
12. Halpern, Diane F. *Thought and Knowledge: An Introduction to Critical Thinking*. 5th ed., Psychology Press, 2014.
13. Harb, Nadine, et al. "Critical Thinking in Libyan Postgraduate EFL Programs: Challenges and Implementation." 2020.
14. Hadoud, Basma Taher. "Challenges of Implementing Critical Thinking in Libyan Higher Education Classrooms." 2020.
15. Jabara, M., and M. Al-Qudah. "Graduate Employability Skills in the Arab World." 2018.
16. Mabruk, S., Z. Ghiblawi, and M. Kabar. "Employability Skills and Higher Education Outcomes in Libya." 2021.
17. OECD. *Future of Education and Skills 2030*. OECD, 2019, www.oecd.org/education/2030-project/.

18. Paul, Richard, and Linda Elder. *The Miniature Guide to Critical Thinking Concepts and Tools*. Foundation for Critical Thinking, 2006.
19. Paul, Richard, and Linda Elder. *Critical Thinking: The Art of Socratic Questioning*. Foundation for Critical Thinking, 2007.
20. Saleh, S. E. "Libyan EFL Teachers' Conceptions of Critical Thinking." 2019.
21. Shaheebah, F. "Soft Skills and Employability in Libyan Higher Education." 2023.
22. Tantoush, S., and A. Hmedan. "Higher Education Outcomes and Labor Market Mismatch in Libya." 2018.
23. UNICEF. *Education in Libya: Challenges and Opportunities*. UNICEF, 2023, www.unicef.org.
24. Wenis, J. A. "Analytical Critical Thinking among Libyan EFL University Students' Academic Writing." *Libyan Journal of Education Sciences*, vol. 13, 2024, pp. 174–179.
25. World Bank. *Expectations and Aspirations: A New Framework for Education in the Middle East and North Africa*. World Bank, 2018, www.worldbank.org.
26. World Economic Forum. *The Future of Jobs Report 2020*. World Economic Forum, 2020, www.weforum.org/reports/the-future-of-jobs-report-2020/.
27. Dewey, J. (1933). *How We Think*. D.C. Heath.
28. Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43(2), 44–48.