The Implementation Challenges and the Impact of Active Learning Techniques on Students' Identity Formation

التحديات التنفيذية وتأثير تقنيات التعلم النشط على تكوين هوية الطلاب

Elaf Saad Bustan 1, Mohammed Ridha Abbas Yousif 2
University of Diyala ,College of Education for Human Sciences , Department of 1
English, Baqubah 32001, Iraq
Iraqi Ministry of Education, The directorate of Education in Diyala 2

Abstract

These quantitative research is designed to investigate the impact of the active learning methods on the self-perception of undergraduate learners in the English as a foreign Language (EFL) program at the University of Diyala, College of Education , Department of English .

It is specifically used to explore such methods, as they change major attributes of a teacher's identity, such as self-evaluation, pedagogic philosophy, and classroom implementation.

Deploying a well-organized questionnaire that was randomly given to 242 undergraduate students, and the study centres around the contribution effect of active learning approaches and self-perceived identical changes (methodology). The analysis is both an internal and external perspective that has to do with self-confidence and cultural expectation, trust relationships already existing that support a learning process.

The results confirm that the more active learning devices are applied, the better students know themselves, indicating possibly a role as a building block of professional identity. Besides that, situation of environment which may affect the realization and the efficiency of the methods is identified by the research too.

This research covers the issue of teacher identity development in the context of EFL and presents an active learning case which lets us suppose that active learning is a powerful pedagogical strategy when it comes to teacher educators.

Website: djhr.uodiyala.edu.iq

Email: djhr@uodiyala.edu.iq

Tel.Mob: 07711322852
e ISSN: 2789-6838
p ISSN: 2663-7405

401

الملخص

تهدف هذه الدراسة البحثية الكمية إلى استقصاء تأثير أساليب التعلم النشط على المفهوم الذاتي للطلاب في برنامج اللغة الإنجليزية كلغة أجنبية في كلية التربية للعلوم الانسانية \ جامعة ديالى \ قسم اللغة الانكليزية .

وتسعى الدراسة على وجه التحديد إلى استكشاف كيفية قيام هذه الأساليب بتغيير السمات الأساسية لهوية المعلم، مثل تقويم الذات والفلسفة التربوية والتطبيق الصفي .

اعتمدت الدراسة على استبانة مصممة بشكل جيد تم توزيعها عشوائياً على 242 طالبا وطالبة . وتركز الدراسة على دور مساهمة أساليب التعلم النشط والتغييرات المدركة في الهوية الذاتية (المنهجية). ويشمل التحليل منظورين داخلي وخارجي يرتبطان بالثقة بالنفس والتوقعات الثقافية وعلاقات الثقة القائمة التي تدعم عملية التعليم .

تؤكد النتائج أنه كلما زاد تطبيق أدوات التعلم النشط، تحسن مفهوم الطالبات لأنفسهن، مما يشير إلى دور محتمل لها كلبنة أساسية للهوية المهنية. إلى جانب ذلك، يحدد البحث أيضاً وضع البيئة الذي قد يؤثر على إدراك هذه الأساليب وفاعليتها.

تساهم هذه الدراسة في معالجة قضية تطوير هوية المعلم في سياق اللغة الإنجليزية كلغة أجنبية وتقدم حالة دراسة حول التعلم النشط تسمح لنا بافتراض أن التعلم النشط استراتيجية تربوية قوية فيما يتعلّق بمعلمي المتعلمين .

المقدمة

The adaptation of active learning methods in pedagogic plan spans beyond transforming teaching methodologies; it really entails a fundamental process that has a strong effect on the professional identity of educators, encompassing cognition, teaching attitudes, and classroom practices (Choi and Lee, 2018; Melak, 2020). Research proves effectiveness of the methods, concerning the teacher identity as a complex, multiple-component construct, such as self-efficacy, critical thinking skills, professional identity (Moslemi and Habibi,2019; Cheng, 2021). Active learning, specifically, is crucial in the genre of gender, for the construction of professional identity in the EFL setting is usually undeniably impacted by gender dynamics (Roux et.al., 2022). We realize this in the Iraqi College of Education when case studies of the impact of active learning on the teacher identity formation of students is taught. In that case, our case study forms in unique way, specific to the educational system of Iraq. The perks for active learning are obvious in EFL which involve professional identity enhancement and pupil success (Abbasian, 2018 ; Cepeda, 2021). Though the active learning implementation in EFL teaching possesses the similar nature to all related domains, there are specific variables which should be taken into account. This research paper deconstructs a prominent theme in modern educational psychology and learning techniques, particularly in the field of English as a Foreign Language (EFL) and its implementation in Iraq. A fundamental matter in the study is the effect of the students' expandable identities as teacher-learners on teachers' formation, development and evolution as graduates from College of Education. The subtle relationship between learning modes, and formation of personality, is still a not as per the education system of Iraq. Educator identity is this multifaceted construct which comprises all the traits that are deeply acquired as an educator the self-perception, beliefs, values and moral compass, among others. This identity (that of both teachers and the school) will serve as the center for explaining educational behaviors, motives, and the eventuality of the quality of educational delivery. Areas in Iraq, where both socio-cultural and political dynamics significantly influence education, the current research is a timely and relevant forum which explains the implications of the active learning which is a student-centered approach which emphasize participation, engagement and collaboration implementation to teachers' identity outcomes. Consequently, this research will take a look at the active learning approach's effect on students' gradually changing self-identity when teaching EFL at the Iraqi College of Education, considering the environment's complexity, with Iraqi unique context (Al-Jubori,

et.al,2020; Al-Atabi, 2020); hence, provide valuable information on how to enhance the employment of active learning in the teaching of English as foreign language, which in turn will make future EFL teachers develop professionally.

Problem Statement:

The present study explores in-depth one of the key central and complicated issues of the educational psychology and pedagogy in general from the aspect of English as Foreign Language (EFL) educational field in Iraq. The main concern of the given study is the role of active learning, skills and strategies in the development process of the identity formation among students at Educational College of education in Iraq. The pedagogical approaches and identity shaping dialogue is starely a neglected area, especially in connection with EFL circumstance in Iraq. which is a multifaceted construction serves as a collection of self-concept, the way one sees beliefs, values areas and a teacher's specific ethics that develop over years. The implementation challenges and identity formation plays a significant role in the classification of the teaching prescriptions, motives, and ultimately, the teaching benefits that the learners get. In contexts such as the Iraq by a place of globalizing, educating system where localized factors such as culture, society, and politics have an impact on educational environments, the question of how active learning - an approach emphasizing the student's participation, collaboration, and engagement - affects teacher identity becomes both timely and relevant.

Aim of the study:

The primary goal of this paper is to investigate the implementation challenges and to explore the effect of active learning approaches on cultural identity development of students studying EFL (English as a Foreign Language) at the College of education . The following research endeavors to determine the lifting of the curtain that reveals more profound character of the impact at hand, implying the reflection of the ways they affect the formation of professional self-image and the practical teaching matters of soon-to-be teachers within a specific cultural and linguistic environment.

Research Objectives:

1. This study will address the issue of the exact role of the active learning methods in developing professional identity among students in non-native language settings with such components as self-efficacy, pedagogical images, and teaching style contributing.

2. To examine the contextual and environmental factors within the College of Education that effect the implementation of active learning methods in EFL teaching and their subsequent effect on teacher identity formation.

Research Questions:

1. How do active learning techniques influence the components of teacher identity, such as self-perception, teaching philosophy, and classroom practices, among students in EFL settings at the College of Education ?

2. What are the contextual and environmental factors at the College of Education that affect the implementation of active learning methods in EFL teaching and their impact on the identity formation of students?

2. Theoretical framework and Related Studies

2.1 Active Learning

Learning through action (active learning) refers to constructivism – a model of knowledge acquisition which postulates that learners construct their knowledge independently. There is a correlation between this point of view and primary constructivism principles, when the students serve as the core of the learning process. They do so by making friends and social interaction with teachers (Lumen, 2020).Beyond this the entire pedagogical content is based on the notion of autonomy of learners

including exploration and critical evaluation of uncertain situations which ensures that children can be part of their identity. The conceptualization of active learning by Prince (2004) is any pedagogical intervention that involves the students in the learning process, implying that they must work on meaningful and authentic assignments, as well as develop awareness of their own thinking. Kamegai and Croker (2017) give more details about this saying active learning consist of six aspects which are: participation, interactivity, involvement in cognitive processing, emotional investment, personalization, and self-determining study. The University of Michigan's Center for Research on Learning and Teaching defines active learning as requiring students to engage in activities such as reading, writing, discussing or problem solving that are designed to promote higher level thinking skills including analysis, synthesis and evaluation. Charles Bonwell, James Eison, and other academicians familiar with active learning have conducted several research which underscores its many advantages (Tedla and Sewasew,2016). These possibilities include creating a student-focused classroom, generating more student interest and motivation compared to the traditional lecture method, enabling them to perform better both in terms of breadth and depth. Active learning fosters an environment that allows students to analyze subject matter critically, while at the same time helping them develop collaboration through interactive group dynamics and positive attitudes towards learning. Some studies noticed that active learning is an effective teaching methodology in certain contexts for example EFL (English as a Foreign Language) education (Gholami et al. 2014). Active learning, which is the student-centered approach that emphasizes on students being part of the learning process and intern in the classrooms, is crucial in the development of teacher identity. Choi and Lee (2018) argue that awareness raising approaches including the method of active learning substantially affect components that make up the personality of teacher such as self-perceptions, teaching perspectives and classroom behaviors. Not surprisingly, Melak (2020) moots that they do this by helping the teachers to be explore who they are as teachers, asking to explore current issues in education, and practicing assertive teaching. The connection between teaching processes as such as active learning and two main dimensions of teacher identity, namely efficacy and professional identity, is the point of the debate. (Martin and Shakiban 2019; Chen, 2021) reported the facilitating role of active education in the development of self-confidence and critical thinking which are key elements of professional identity formation. Just like, Cepeda and Holguin (2021) highlight that one of the most significant benefits of active learning is it gives a possibility to students to gain the insight of practical lesson planning under the supervision of an experienced instructor, which greatly affects the process of their educational professional identity formation. The survey goes at the nexus of gender and professional identity in EFL requirements is a paramount discipline. Pérez-Gracia et al. (2022) points particularly at this that while shaping professional EFL native identities in the scopes of gender relations. It is obviously important here in using the case of Iraq since there cultural and social factors might relate to the establishment of students' personality. The following table summarize the active learning techniques used in language classroom.

Table 1 Summary of Active learning methods

Technique	Definition	Type	Classroom Requirement	Resources
Pause procedures	a little break in a lesson to give students time to process and make sense of the material.	didactically	One per any sized group	Null
One-Minute Paper	a certain kind of halt process. Ask the group a question on the material that was just covered, and req that they write down their answer.	didactically	One per any sized group	Null
The Muddiest Point	a particular kind of pause process when students consider and discuss areas of uncertainty.	didactically	One per any sized group	Null
Think-Pair-Share	Ask the class a question, then have each student think through their answer on their own. After that, assign students to work in pairs with a neighbor to exchange answers and come to an agreement. Fini by selecting pairings at random to share with the group.	didactically	One per any sized group	Null
Case-based learning	a method that guides a conversation by using vignettes of actual or potential patients.	didactically	One per any sized group	Null
Concept maps	a method that entails drawing a diagram to represent the links between concepts. can be carried out alone or with others.	Collaborative or didactically	One per any sized group	a partially completed concept
Role-play	For the purpose of better understanding the ideas and theories being covered, students role-play a segment or a certain perspective.	Collaborative / didactically	One per any sized group	None
Commitment activities	tasks that require students to select a choice. able can be completed alone, in pairs, or in groups	didactically	One per any sized group	Clickers, flash cards, or audience response system
Jigsaw	A subject is broken up into a number of smaller, connected parts. Every team member is tasked with reading and mastering a certain area of the subject. Each member of the team instructs the others on their piece after they have reached the level of expertise. The jigsaw is put together once each meml of the group has completed teaching their assigned segment.	Collaborative	this can be done with one faculty member, b additional faculty members can be helpful facilitating small groups	Prereading
Team-based learning	small-group instruction that includes getting students ready to attend class beforehand. After a test on the preclass material, students are given a team assignment for applying the basic information to scenarios in the classroom.	Collaborative	One faculty member facilitating multiple small groups	Cases, Test materials, Prereading
Problem-based learning	learning via cases in small teams.	Collaborative	One faculty member for each small gro	Cases
Thinking Hats	In this activity, students put on many symbolic hats that stand for various approaches to a certain iss or subject.	Collaborative	One faculty member for small–medium sized group	

Challenges in Implementing Active Learning

The active learning implementation in Iraqi EFL settings is framed in terms of the outer and inner factors of this context (Pikhart et al., 2020; Al-Jubori et al., 2020) mark current e-learning conditions with disadvantages for one's drift towards cognitive and metacognitive abilities for EFL learners of e-learning. The complexity gets further facilitated by the emphasis on experiential learning that involves concrete tasks. Therefore, experiential learning strategies are necessary in active learning systems. Such specification is clearly discussed by Al-Atabi (2020) which emphasizes the challenges faced by university teachers when self-learning tools and platforms are being used. These are some of the constraints which are limiting in the UHC services like the availability of financial resources, inadequate training, and a conflict with cultural and local values. The difficulties of this reflects in active learning strategies and in the long run the identity of the EFL students who are the nation of tomorrow.

3.Methodology

This study is a quantitative study. The study was conducted in The Department of English at the College of Education, University of Diyala. The population of the study was undergraduate students at the English department. Random stratified sampling of Krejci and Morgan table (1970) as the whole population is 640 students, the required number for sample is 242. The sample of study is 242 students. The sample included students as the study was conducted on the English college of education. The study was conducted in the studying year 2023-2024. The data collected using questionnaire survey. The questionnaire was design for the purpose of the study. The items included in the study were based on the literature review and the researcher knowledge of active learning technique and its impact on identity formation. The questionnaire was a Likert scale. The survey included demographic information, active learning experiences, perceptions on the effects of active learning techniques on identity, and the challenges of implementing of these active learning strategies. The survey was validated by two Professors language experts with experience (20-40 years) in the field of EFL language learning . Reliability was evaluated through the use of a preliminary online pilot study. It is expressed as a coefficient ranging from 0.00 to 1.00. The higher the coefficient, the more reliable the procedure is (Herbert et al. 1989). The commonly acceptable reliability of an instrument is at least 0.70 or 0.80. In this study, SPSS was used to calculate the reliability of the instruments. The participants of pilot study were excluded from the population of the study the Cronbach Alpha results was (a = 8.65) which is an accepted rate. The data analysis is performed using SPSS software. Descriptive analyses included frequencies, percentages, mean scores, and standard deviations (SD) and inferential analyses analyzed the hypotheses testing. The analysis is divided into several sections: the impact influences by culture, institutions, or the society as a whole; and the implementation of active learning techniques. The researcher has to ensure the data are gathered in a legal and responsible manner. In fact, any kind of informant's personal information must be properly managed along with the guarantee that it cannot be obtained by any third party that has no link to the analysis. The researcher ensured that the informants ' anonymity is protected before, after, and after the analysis. The goodness and suitability of the newly designed questionnaire are presented below:

Normality test: the results of normality follow the normal distribution as indicated by the p-value of Kolmogorov-Smirnov and Shapiro-Wilk statistical tests. The guideline evidence for the normal distribution test is when p- values are more than 5% (P= or >.05) the decision is that the variables are normally distributed.

Kaiser-Meyer-Olkin and The Bartlett's Test of Sphericity:

The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) values of all constructs exceed the recommended value of 0.6. The Bartlett's Test of Sphericity, Approximate Chi-Square = p<0.001, also reached statistical significance (Tobias & Carlson 1969). Both results for the constructs show that the collected data was suitable for factor analysis.

Principal component analysis

The result for the principal component analysis revealed the presence of only one component with an eigenvalue exceeding 1 in each section. This was further supported by the results of Parallel Analysis, which depicted only one component with an eigenvalue exceeding the criterion value from the parallel analysis.

Factor loading analysis

In the factor loadings of the items in students' questionnaires, all items have factor loading above the minimum significant loading of 0.40, ranging from 0.664 to 0.969 for students' survey . None of the items has more than one significant loading (cross-loading). In addition, each item has a communality value that exceeds the cut-off point of 0.30 (Pallant 2011). This shows that the items measure the same underlying construct, and therefore all items are suitable for data analyses.

4.Results and Discussion

4.1 Demographic information

The analysis of the questionnaire data provides several perceptions: Age of Respondents: The average age of respondents is approximately 22.3 years, with a standard deviation of about 2.65. The ages range from 19 to 23 years, with most respondents being in their early twenties. Most respondents are in their fourth year, followed by second year, third year, and first year. This indicates a higher participation from those further along in their EFL program.

Engagement with Active Learning Techniques:

Engagement with Active Learning Techniques: The most common response is "Often", followed closely by "Sometimes" and "Always". Fewer respondents indicated "Never" or "Rarely. This suggests that active learning techniques are frequently used or encountered by the majority of respondents. This suggests that there is no statistically significant association between the year in the EFL program and how strongly active learning techniques influence the respondents' perception of themselves as students .
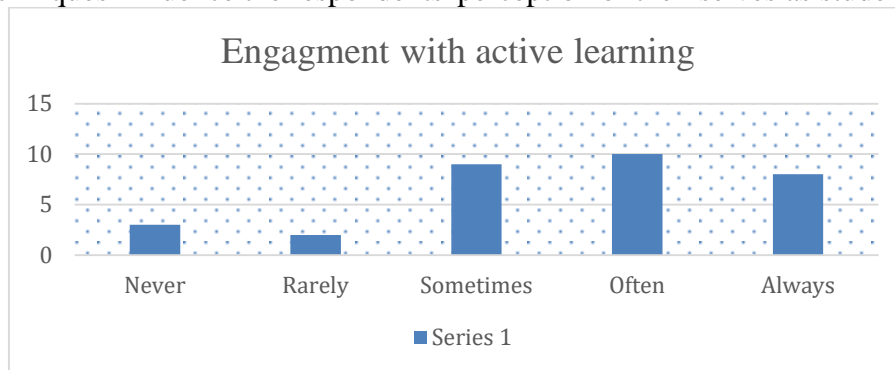

Figure 1. Engagement with Active learning Techniques

Familiarity with active learning techniques

The frequency of different active learning techniques that respondents are familiar with shows "Group discussions" as the most familiar technique. "Role-playing" and "Problem-solving tasks" are also fairly familiar. "Peer teaching" is known to a lesser extent. "Think-pair-share" is the least familiar among the options provided. There is also a mention of "Role playing" separately, which seems like a duplication of "Role-playing". Insights: The lack of a correlation between the program year and the perceived influence

of active learning techniques suggests that these perceptions might be influenced more by individual experiences or attitudes towards teaching methodologies, rather than the duration of involvement in the EFL program. The high frequency of "Group discussions" indicates that this technique is widely recognized and possibly commonly used or emphasized in the EFL context. This could reflect its perceived effectiveness or ease of implementation in language learning and teaching environments. The findings are presented in the following chart.
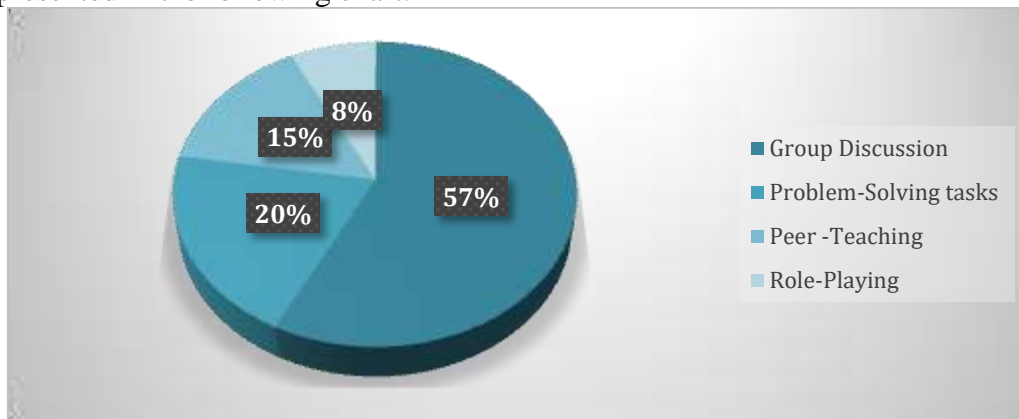

Figure 2. Familiarity of active learning techniques

Impact on teachers' identity

Influence on Perception as a student: The responses are evenly split between "5 - Extremely" and "4 - Very" regarding the influence of active learning techniques on their perception as a student . "3-Moderately", respondents chose "2- Slightly". This indicates a generally strong positive influence of active learning techniques on the respondents' self-perception as students . Visual Representation: The bar graphs visually depict the distribution of responses across different categories, highlighting the predominance of senior year students in the EFL program, a frequent engagement with active learning techniques, and a strong perception of the positive influence of these techniques on teaching identity. A more in-depth analysis of the qualitative data (responses to open-ended questions) could be conducted to understand the specific cultural, institutional, or societal factors that impact these perceptions. It would also be interesting to explore if there's a correlation between the year in the EFL program and perceptions of the influence of active learning techniques. Additionally, analyzing the specific types of active learning techniques respondents are familiar with could provide insights into which methods are more prevalent or preferred in this context.

Figure 3: The Impact of Active Learning Technique
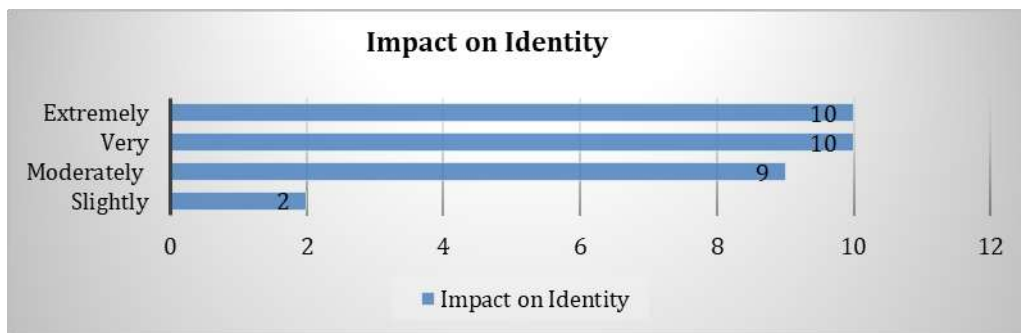
Challenges of Implementing active learning techniques

The most reported challenges were "Insufficient training, Classroom management issues', Lack of resources, 'Time constraints', resistance to change, curriculum design, and students' characteristics. This highlights areas where further support and development could be beneficial. It can be noticed in the table below that the participants have strongly agreed on most of the listed challenges. The highest challenge reported was "lack of training". Majority responses elaborating on the specific cultural, institutional, or societal factors that come into play in their experience with active learning techniques. While the nature of these responses is qualitative and requires a detailed content analysis for more nuanced insights, the high number of responses indicates a significant perceived influence of these factors on the implementation and effectiveness of active learning techniques.

Table 2: Challenges of implementing active learning techniques

No	Challenges	Percentage
1	Lack of time	86.96
2	Lack of pre-and in-service training	97.83%
3	Lack of resources	89.13
4	Lack of classroom management	93.48
5	Resistance to change	91.3
6	Curriculum design	82.61
7	Student characteristics	80.43

Discussion

The findings spotted in this research contributes significantly to documenting how the active learning approaches shape the students' identity in EFL situation. The high interaction with positive thoughts among these kinds of approaches tell that they are not only supported but also they have considerably helped in the professional development of students. Similarly, the approval of active learning methods was a unanimous one for all that they can do in ensuring these teachers develop a self-perception of being confident, independent professionals. This goes with widely recognized goals of teachers education programs, which strive to prepare future teachers not just with the content and, to but also with the professional teacher identity that makes teachers successful. This study illuminates the transformative potential of active learning in the formation identity among EFL students, highlighting its significance as an integral component of teacher education programs. It also opens avenues for further research into the contextual factors that influence the adoption and effectiveness of such pedagogical approaches, especially in culturally diverse settings. Active learning may be thought to have flaws or limitations when used in actual classroom settings, much like any other educational issue in the teaching-learning process. The study has narrowed down these restrictions to the four most important ones that might have an impact on how active learning is implemented in classrooms. These elements are predisposition of educators and learners to choose the commonly used teaching style, Absence of resources for instructional materials. Lack of time. lack of ongoing and ongoing instruction on techniques of the active learning that are chosen based on the feedback from students and teachers. Regarding these issues, the sample concurred that they represent the main challenges impeding the successful use of active learning (Petersen & Gorman, 2014). This research identifies a fundamental challenge to widespread active learning implementation: time constraints. As Zewdu (2017) notes, many teachers perceive teaching as a unidirectional knowledge transmission process, focusing on traditional lectures due to perceived efficiency. Unfortunately, this reliance on old methods, as agreed upon by both teachers and students, significantly hinders the effective

deployment of active learning strategies in the classroom. While reasons for this vary, a key factor lies in the comfort and familiarity associated with teacher explanation and student reception, both for educators and learners. This entrenched preference for traditional methods, despite its limitations, presents a significant obstacle to embracing the transformative potential of active learning.

The author emphasizes how time constraints prevent educators and learners from incorporating active learning into the classroom. students in this research blame the teachers' inclination to the conventional teaching technique as a barrier to the implementation of active learning. Regarding this challenge, the students concurred that the primary factor adversely affecting the successful implementation of active learning students' propensity to use traditional teaching method or explanation techniques. Zewdu, A. A. provides an explanation of instructors' inclination towards the conventional lecture style in this regard . He emphasizes that a lot of educators saw education as a process of transmission, in which the instructor imparts information to pupils, who then assimilate it according to predetermined syllabus

It is occasionally noticed that students label teachers who encourage active learning in the classroom as either inept or ill-prepared. Why do teachers often employ traditional teaching methods is the topic at hand. Based on their history information, it appears that the majority of them did not get active learning instruction. Moreover, educators felt that the state of the classroom and a shortage of supplies compelled them to choose the lecture style. Even if they would like to, instructors can't always make arrangements for their pupils to engage in active education. One challenge is that some pupils see it as menacing. Either they are not up for the challenge, or they would feel more at ease in a more supportive role. The potential clash between the needed curriculum and exams is another obstacle. Projects involving active education require time. Although they could help students grasp some concepts more deeply, teachers might be worried about losing coverage breadth. There might not be much time for engaged instruction if students' chances to pursue further education depend on their ability to understand the content covered in the compulsory curriculum. The aim of teaching a preset school curriculum and the objective of helping pupils become capable of managing their own learning, including the ability to choose what to study, are fundamentally at odds. However, although it might not be obvious at first, some classroom active learning strategies might actually free up some of the regular activities that instructors must perform. Sometimes, as part of cooperative learning, students are tasked with proofreading and editing each other's work. As a result, the instructor has more time to work one-on-one with each student.

Conclusions

The paper is intended to determine the influence of active lesson delivery methods on the identity development of students majoring in the English language in Iraqi pedagogical and educational institutions. The findings indicate a favorable effect on their self-concept and therefore are seen as confident and empowered creators of their learning. This is directing the mission statements of teacher-training programs that revolve around preparing the teacher with a professional identity to influence advantage.

Nevertheless, an in-depth study about the effect active learning exerts on other aspects of teacher identity, e.g. teaching philosophies and pedagogies, demands more in-depth study. The study has restrictions on the sample size and it is therefore important to perform further research using a more extensive population to establish the connection with the other factors of body image. Talking about student who believe themselves to be autonomous and assured educators may increase the likelihood of the students exploring new teaching approaches like the active learning approach in a classroom. Such a shift may cause teachers to unite on certain calls to transform teaching from a more teacher-dependent to student-centred advocacy. Despite this issue, however, the study does not allow us to conclude. The research also specified problems widely upsetting the realisation of active learning in our cultural background (Iraq).

Teacher preparation remains the biggest barrier since it has not received enough academic training. This unveils the necessity of Learning skills in teachers and the need for teacher education programs to produce educators who are well-equipped with the right information and skills for effective implementation. Schedules, still with the old practice-type of teaching were also found as constraints and barriers. Nevertheless, a swap of positions is also possible. Among active learning methodologies, cooperative learning also helps to reduce teachers' workload employing the fact that the students can work independently of their educational consultants (for instance, peer review). Along with this, the merits of active learning need to be made for both teachers and students as it can effectively enhance involvement and improve understanding, ensuring that this becomes the preferred method. Establishing ample resources and encouraging teachers to apply energy-efficient teaching strategies will consequently motivate their inclusion into practice.

Whilst the numeral indicates itself does not talk about setting factors, the qualitative words can be probed further. Elements including class size, resource insufficiency and the way culture humiliates or admires the styles of teaching could have an impact, either positively or negatively, on adapting the active learning methods for students relationship. In other words, this research reveals the role that active learning styles take in the self-perception transformation of future EFL teachers. Nevertheless, the challenges of implementation and its true impact on students identity must be examined through an in-depth analysis and reflexive practice in teacher education programs to capitalize on this potential. Moreover, as the new research area, the investigation of the impact of active learning on all the aspects of teacher identity also needs to be enhanced, including the potential link between the positive self-concept and the tutor-centered philosophies and techniques. Furthermore, exploring the real issues of the educational context in Iraq by means of active learning scenario would improve the overall understanding of how this method contributes to the formation of the identities of these EFL student.

References

- Abbasian, G. R., & Esmailee, M. K. (2018). Peer-coaching, EFL teacher's professional identity development and students' academic achievements. *Theory and Practice in Language Studies*, *8*(1), 150-163.
- Al-Amery, A. (2020). Attitudes of the students at the institutes of fine arts in Iraq towards implementing active learning strategies in Arabic language courses and the associated challenges. *Journal of Education and Practice*, *11*(13), 73-81.
- Al-Atabi, F. K. T. I.(2020), Assessing Iraqi EFL Teachers' Alert and Practice of Traditional and Alternative Assessments.
- Aliakbari, M., & Sadeghi, S. (2022). The professional identity of the Iranian teachers: A case of professional practices. *Teacher Development*, *26*(3), 411-431.
- Al-Jubori, S. M., Al-Janabi, S., & Kareem, A. (2021). Factors affecting e-leaners' ability to learn English as a foreign language (EFL) online: A literature review. *LARK Journal for Philosophy, Linguistics and Social Sciences*, *1*(40), 1164-1178.
- Al-Thubaiti, Y. R. (2020). The Reality of Using Active Learning Strategies among Secondary School Female Teachers of Arabic Language in Taif City. *Journal of Educational and Psychological Studies [JEPS]*, *14*(2), 270-288.
- Cepeda, N. M. T., & Holguín, B. R. (2019). Becoming language teachers: Exploring students' identities construction through narratives. *Gist: Education and Learning Research Journal*, (18), 6-27.
- Cheng, L. (2021). The implications of EFL/ESL teachers' emotions in their professional identity development. *Frontiers in Psychology*, *12*, 755592.

- Choi, E., & Lee, J. (2018). EFL teachers' self-efficacy and teaching practices. *Elt Journal*, *72*(2), 175-186.
- Duong, N. T. T. (2023). INVESTIGATING EFL TEACHERS'PERCEPTIONS OF IMPLEMENTING ACTIVE LEARNING TECHNIQUES IN TEACHING SPEAKING. *European Journal of Foreign Language eaching*, *7*(2).
- Gholami, V., Moghaddam, M. M., & Attaran, A. (2014). Towards an interactive EFL class: Using active learning strategies. *The Clarion-International Multidisciplinary Journal*, *3*(2), 67-74.
- Herbert, R. K. (1989). The ethnography of English compliments and compliment responses: A contrastive sketch. Contrastive pragmatics, 3-35.
- Jahedizadeh, S., Ghanizadeh, A., & Ghonsooly, B. (2016). The role of EFL learners' demotivation, perceptions of classroom activities, and mastery goal in predicting their language achievement and burnout. *Asian-Pacific Journal of Second and Foreign Language Education*, *1*(1), 1-17.
- Kamegai, M., & Croker, R. (2017). Defining active learning: From the perspective of Japanese high school teachers of English. *General Education Bulletin of Asahi University*, *42*(65), 65-79.
- Lamote, C., & Engels, N. (2010). The development of student teachers' professional identity. *European journal of teacher education*, *33*(1), 3-18.
- Lumen. (2020). Constructivism and Social Constructivism in the Classroom Education, Society, & the K-12 Learner. Courses.lumenlearning.com. Retrieved 21 June 2020, from https://courses.lumenlearning.com/teachereducationx92x1/chapter/constructivism-and-social-constructivism-in-the-classroom/#:~:text=The%20main%20activity%20in%20a,continues%2C%20they%20revisit%20those%20conclusions.
- Misseyanni, A., Lytras, M. D., Papadopoulou, P., & Marouli, C. (Eds.). (2018). *Active learning strategies in higher education: Teaching for leadership, innovation, and creativity*. Emerald Publishing Limited.
- Morgan, K. (1970). Sample size determination using Krejcie and Morgan table. Kenya Projects Organization (KENPRO), 38, 607-610.
- Moslemi, N., & Habibi, P. (2019). The relationship among Iranian EFL teachers' professional identity, self-efficacy and critical thinking skills. How, 26(1), 107-128.
- Pallant, J. (2011). Survival manual. A step by step guide to data analysis using SPSS, 4(4).
- Pérez-Gracia, E., Serrano-Rodríguez, R., & Pontes-Pedrajas, A. (2022). Building EFL Preservice Teachers' Professional Identity: Does Gender Matter?. *Profile Issues in TeachersProfessional Development*, *24*(2), 117-131.
- Petersen, C. I., & Gorman, K. S. (2014). Strategies to address common challenges when teaching in an active learning classroom. *New Directions for Teaching and Learning*, *137*(2014), 63-70.
- Pikhart, M., Al-Obaydi, L. H., & Rehman, M. A. (2022). A quantitative analysis of the students' experience with digital media in L2 acquisition. *Psycholinguistics*, *31*(1), 118-140.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, *93*(3), 223-231.
- Rojas, M. (2012). Female EFL teachers: shifting and multiple gender and language-learner identities. Colombian Applied Linguistics Journal, 14(1), 92-107. https://doi.org/10.14483/22487085.3823
- Salinas, D., & Ayala, M. (2018). EFL students' identity construction: A case study in Chile. HOW, 25(1), 33–49. https://doi.org/10.19183/how.25.1.380
- Tedla, T. A., & Sewasew, D. T. (2016). An assessment of the practice and its determinant factors of active learning methodologies by teachers of teacher education colleges of Begemidir and Gondar: North And south Gondar zones Of Ethiopia. *British Journal of Education*, *4*(1), 32-50.

- Tobias, S., & Carlson, J. E. (1969). Brief report: Bartlett's test of sphericity and chance findings in factor analysis. *Multivariate behavioral research*, *4*(3), 375-377.
- Torres Cepeda, N. M., & Holguín, B. R. (2021). The Dynamic Process of Students' Construction of Identity as Future Teachers. *Cuadernos de Lingüística Hispánica*, (38), 169-188.
- Zewdu, K. Y. (2017). Active learning in teaching English language support courses to first-year students in some Ethiopian universities. *Unpublished doctoral dissertation). Universiy of South Africa*.

Appendix
Questionnaire on The Implementation Challenges and the Impact of Active Learning Techniques on Students' Identity Formation

Section A: Demographics
- Age: (   )
- Year in the EFL program:

Section B: Exposure to and Use of Active Learning Techniques
1. How often do you engage with active learning techniques in your classroom or training sessions
   Always, Often, Sometimes, Rarely, Never
2. Which of the following active learning techniques are you familiar with? (Select all that apply
   Group discussions, Problem-solving tasks, Peer teaching, Think-pair-share, Other

Section C: Influence on Teacher Identity
3. On a scale from 1 to 5, how strongly do active learning techniques influence your perception of yourself as a teacher
1- Not at all, 2- Slightly, 3- Moderately, 4 – Very, 5 - Extremely
4. Please provide a brief description of an incident where using active learning techniques significantly affected your view of your role as a teacher.

Section D: Challenges and Supports in Implementing Active Learning Techniques
5. What challenges do you face when implementing active learning techniques? (Select all that apply)
Lack of resources, Insufficient training, Classroom management issues, Time constraints, Other
6. Are there specific resources or supports within the Iraqi College of Education that assist in your use of active learning techniques.   Yes/No
If (Yes) specify

Section E: Contextual Factors and Teacher Identity Formation
7. How do cultural, institutional, or societal factors at the Iraqi College of Education influence the effectiveness of active learning techniques
Strongly enhances, Somewhat enhances, Neutral, Somewhat hinders, Strongly hinders
8. Please elaborate on your answer to the previous question, indicating any specific cultural, institutional, or societal factors that come into play

Section F: Additional Comments
9. Any other thoughts or experiences you'd like to share regarding active learning techniques and their impact on your teacher identity?