Abstract

This conceptual research work mainly reviews the nature of research methods across the academic departments running English programmes (language and literature) at the University of Basra (BU). The main research problem is that these institutions, particularly, the Department of English - faculty of Arts, barely value or place stress on the significance of Academic research cross curriculum/course subjects and its impact on the socio-economic sustainability and intellectual improvement. Teaching of academic research at this department emphasises only the technical aspects of research, ignoring the argumentative and the rhetorical dimensions implied. The current paper, however, does not intend to invalidate the existing teaching methodology nor does it deeply analyse the research college curriculum/textbooks. It rather presents theoretical foundations of the most widely-cited research pedagogy; it aims at remodelling the research methods taught at this department by virtue of direct and indirect experience and observation; and it advances/proposes pedagogic approaches for the notion "students as researchers", or as "co-researchers", as Miller and Walkington call it respectively (2007, 2015). This paper also discusses the challenges in teaching what, how and when research is conducted and suggests practical solutions for this most neglected research loop. Moreover, the current paper seeks to create a profound notion of the interconnection between research, teaching and learning. The researcher, thus, conducted a constructivist-based inquiry to examine the nature and implications of academic research by reviewing the departmental research requirements and the actual teaching hours, revisiting the research practices and policy, and putting forth a conceptually/theoretically-based research pedagogy that could be possibly useful to this department. The proposed pedagogical frameworks following this constructivist inquiry could provide impetus for the Department of English to rethink, remodel and restructure the teaching practices of research methods and bring new philosophical insights for the research students and for the faculty as well.

Keywords: Undergraduate research, research-based inquiry, co-researchers, constructivist-based inquiry, qualitative methods, research/curriculum pedagogy, reflective practice, and research methodology.

الملخص

يتناول هذا البحث المفاهيمي/الادراكي مراجعة طبيعة تدريس البحث الاكاديمي في اقسام اللغة الانجليزية في جامعة البصرة (في اللغة والادب). ان مشكلة البحث تدور حول تلك الاقسام العلمية وخصوصا قسم اللغة الانجليزية في كلية الاداب–جامعة البصرة الذي قلما يهتم بتدريس طرق البحث عبر المنهاج الدراسي وتاثيره على التنمية الذهنية والاجتماعية والاقتصادية، حيث عادة ما يتم التركيز على تدريس الجوانب الفنية لمادة البحث مقارنة مع عملية الكتابة وماهيتها والبعد الجدلي التي تتضمنه. لايهدف هذا البحث الى تفنيد طرق تدريس البحث المتبعة او اجراء تحليل عميق لمنهاج البحث او لكتب البحث المنهجية، وانما يعرض اهم المفاهيم لتدريس البحث والعمل على اعادة هيكلية الطرق المتبعة في تدريسه في قسم اللغة الانجليزية. كما يتضمن هذا البحث مراجعة للطرق التعليمية بمادة البحث الاكاديمي ومناقشة المشاكل الخاصة في تدريسه والسعي جاهدا الى وضع حلول عملية ناجعة لهذه المساحة المهمة في الاوساط الاكاديمية. وكما تعنى هذه الدراسة في البحث عن مفهوم المبنائية والعلاقة القائمة ما بين التعليم والتعلم والبحث الاكاديمي من خلال فحص وتدقيق المنهاج الدراسي والاسلوب المتبع في تدريس البحث ولسنوات عديدة عن طريق عرض وتحليل متطلبات قسم اللغة الانجليزية، والساعات الفعلية للتدريس، ومراجعة وتحليل وتقييم سياسة القسم العلمي ما يخص هذا المجال المهم. كما تقترح هذه الدراسة نظريات تعليمية ممكن تطبيقها في الاقسام المذكورة آنفا لعلها تعمل على تغيير الممارسات التقليدية في تدريس مادة البحث لاهميته في جوانب الحياة المختلفة.

الكلمات المفتاح: البحث الاكاديمي للدراسات الاولية، البحث القائم على التساؤلات المبنائية، الباحثون المشتركون، التساؤلات المبنائية، الطرق النوعية، منهاج وتعليم البحث، الممارسة الانعكاسية، وطرق البحث.

1. Introduction: Premises

"Undergraduate research is the pedagogy for the 21st century"
(Council on Undergraduate Research and National Conference on Undergraduate Research, 2005), (quoted in Walkington, ibid: 5)

This paper widely explores the notion of academic research and its inestimable value in higher education and in the development of the EF learners' intellect. It investigates the research nature and challenges of undergraduates as well as postgraduates at the departments running English programs at the University of Basra. The students at these institutions, more specifically at the faculty of Arts, still lack the research skills necessary for high quality papers. The current paper argues that research process is an investigative inquiry that involves, more or less, the practice of a specific topic in a discipline and advances an intellectual insight or "frontiers of knowledge" to that discipline (Walliman, 2011:7).The research process does not merely involve telling what is being told about that topic; it rather digs deep beneath the surface of ideas for constructing knowledge. This paper further argues that in order for students to maximize their control over the research process or become more experienced, an integrated-based research institutional policy cross and beyond the national curriculum needs to be systematically developed.

2. Research Problem

Academic research poses real problems in higher education. Many students enter higher education and graduate without understanding the research process and without advancing high quality research skills in different disciplines. At the departments running English programs in linguistics and literature at the University of Basra, the undergraduates as well as postgraduates very often realize that starting a research paper/a thesis is stressful and extremely overwhelming. Based on my daily teaching practices, undergraduate research mentorship, and close class observations, I realised that the overall majority of students face real challenges and anxieties in a variety of forms and at different levels of the research engagement. Teachers as well as students believe that students' research core skills will develop over time. On the contrary, reflecting on the actual research practices and departmental policies at BU, no value had ever been placed on undergraduate/postgraduate research as discrete skills and/or curricula-based practice, nor had there been serious remedies since then. So serious efforts and urgent decisions need to be made to fill the gap between what is actually done and what it needs to be done. Bawa, in his article "Academic Freedom and Emerging Research Universities", stipulates that not only do the educational institutions, administrators, professionals, decision-makers as well as teachers mark research activity as one of the student's significant university prerequisites in a course called research methods, but they should view research as one of the globally emerging intellect for the welfare and development of humanity, at both economic and the social levels (2009).

3. Research Questions: The main guiding research questions are the following:

1. Is there any correlation between teaching, learning and research? If so, what is its nature and implications?
2. How to create a possible synergy between teaching and research to benefit students' learning in the 21st century?
3. What alternative research pedagogies could possibly enhance students' learning at the departments of English - University of Basra?

4. Literature Review

4.1. Philosophy of (Under/Postgraduate) Research

This part of literature underpins the true nature of undergraduate research (hence UR). No one single definition has ever been given to this term as far as literature can tell. Understanding the essential nature of research in general and undergraduate research in particular follows a constructivist and an interpretative view in which research is defined differently in different contexts (Styles, 2009; Walkington, 2016). Here are some few simple definitions: Research is a "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications" (OECD, 2002, cited in NAIP, n.d.). It is also defined as a "process of investigation leading to new insights, effectively shared" (HEFCE, 2011, cited in NAIP, n.d.).

Research activity is thus "influenced by the beliefs and values about knowledge creation, construction, and the central purposes of research" (Styles, 2009: 26). In other words, critical reflection and evaluation of information and sources – not merely collecting and presenting ideas – should be the guiding forces in the research process. The following are some, among many, notions that define and give better understanding of the undergraduate research.

Brakke defines UR as "original work conducted by undergraduate students working in collaboration with a faculty mentor. As research, the intent is to provide new knowledge and requires the communication of results in written and oral formats" (cited in Styles, ibid), or it is to get the undergraduate student involved "through various forms of research-based/inquiry learning" (ibid). Following from this line of reasoning, Healey and Jenkins argue, "all undergraduate students in all higher education institutions should experience learning through, and about research and inquiry (Walkington, 2015: 5). In the same vein, UR is described as: "an innovative, high-impact educational practice that likely supports student-faculty integrations, increasing academic rigor, and applying learning in various settings (Kuh; Kuh et al.; Pascarella and Terenzini, cited in Buckley, 2010: 14). Clark stipulates that the research practice has been rooted in the German academic settings, which merged research, teaching and learning in the "production and dissemination of knowledge" (ibid, 14-15). Based on this reasoning, educating students for research is to in fact

recur development for the individual and the humanity as a whole at all levels, be they social, economic, political, environmental, and most importantly intellectual. What can be concluded is that these notions uncover the intellectual practice of the research process and the inquiry-based technique necessary for the intellectual improvement of the researcher.

4.2. The Pedagogy of Research in the 21st Century

"The ecology of a university depends on a deep and abiding understanding that inquiry, investigation and discovery are at the heart of the enterprise, whether in funded research projects or in undergraduate classrooms or graduate apprenticeships. Everyone at a university should be a discoverer, a learner."(Boyer Commission, 1998; cited in Walkington, 2015: 5).

4.2.1. Teaching, Learning, and Research: The Interconnection

This subsection explores the interconnection between teaching, learning and research. Undergraduate research is viewed as a teaching methodology, 'shaped and structured' by several factors, among which are the teachers' 'views and values about research' and the combination of the two (Styles, 2009: 29). It has been argued that the nature of linkage between teaching and research has a greater effect on the students' learning if contextualized properly. This linkage has further impacts on the international and national complexities and the challenges of the 21st century.

correlation between teaching and research in education. Much research indicates that the most productive researchers are the most effective teachers. Little evidence shows that teaching draws on research, or is more accurately put "research benefits from teaching" (Griffiths, 2004). There is, nonetheless, a significant growing body of research that links research and teaching in higher education; an education that is 'inter-disciplinary field for research' promoting the intellect (Tight, 2016). It has been argued that students get benefits from 'being taught by active researchers and being involved directly in the research process', interacting with their peers and professors within the framework of the social learning theory (Healy et al., 2010: 236). Von Humboldt, the originator of a research-led university, argues that the existence of research-teaching nexus at all university levels lasts only through research (Tight, 2016). There is an intensifying necessity for this tight relationship. Barnett stresses:

> *A genuine higher education today cannot be offered entirely separately from some kind of research base. But that does not mean that either institutions of higher education or their staff are obliged to conduct research. Staff, though, do need to have the time and resources to keep up with their field of study that are immersed in its conversations.* (cited in Tight, ibid: 4)

As regards, many scholars, researchers, and educators stress the importance of this linkage that develops higher order learning through research engagement. The following section explores why students should be treated as partners or co-researchers and not as research consumers.

4.2.2. Students as Researchers/Co-researchers

The notion of students as 'researchers' or 'co-researchers' approach has been labelled as 'the pedagogy for the 21st century', where an inquiry-based framework has been twinned with a collaborative-based work between mentors and mentees (Walkington, 2015:3). This subsection explores a deeper pedagogical approach of this notion and unmasks the benefits gained. Healey and Jenkins argue that all what students should do in higher education is to maximize learning through an inquiry-based research. To meet this end, they believe that students' experiences are to be integrated into their curricular activities (ibid). Thus, students have taken different roles in response to the change of their attitudes with the course of time. Students have been labelled as consumers, clients, producers, co-producers, change agents and pedagogical consultants. Healey, Flint and Harrington proposed four areas where students' partnership takes place, including: 'learning teaching and assessment'; 'pedagogic advice and consultancy'; 'scholarship of teaching and learning'; and 'subject based research and inquiry' (ibid: 5). This pedagogic approach implies the wider contexts in which students engage with research beyond curriculum or within discipline, so called discipline research.

Given this intimate partnership, a body of research conducted in many universities in the United States indicates that engaging students in UR brings about many benefits: an explicit increase of students' intellectual curiosity, enhancing research skills, maximizing students' communication skills, developing their cognitive and change of attitudes, gaining more independence, increasing an intrinsic motivation to learn, providing choices for career, and widening their participatory roles as active citizens (ibid: 15). These benefits, among many others, vary among students and differ from one institution to another, co-depending on the contexts in which research takes place. No matter how long it takes and wherever it reaches, the integration of research into students' learning beyond and across curriculum should be the guiding mainstream in order to improve students' learning and intensify their participatory roles to make their communities and the world a better place.

5. A De-constructivist View on Research Practices/Policy at the University of Basra

5.1. Research Policy and Practices at the Departments of English

research policy and practices run at most of Iraq's universities; faculties of social sciences and humanities in particular, with reference to the departments of English at the faculty of education and faculty of Arts, and the department of translation at BU. The following pages do not intend to invalidate the existing subject of research policy; rather, they seek to analyse its content, the faculty/departmental policy-making, actual practices and how far research is related to the work force, job market, and the social life of the individual and the community as a whole.

5.1.1. Course Description

The course of research methods is only run at the university level in the Iraqi higher education institutions. Little emphasis has been placed on research itinerary in the vocational education sector; no real value of research activities has ever been put on school education onward. The following is an account of the course of research methods run at the university level.

a. Course Nature

Research methods subject is considered as a discrete (non-integrated-curricula) course requirement at the university level, taken its two-fold theoretical and practical dimensions. This important subject starts at the third academic year-university level only theoretically, where students study only a very general description of the research items such as research definition, division of research paper, the library stuff, the card file and the classificatory section, orientation visits to library, choosing topics, paraphrasing, summarising, documenting, punctuation marks in research writing, quoting, plagiarism, and finally writing mini research. No practical part is included in this academic year, as students do not develop any draft or so-called mini research at all, strictly studying at face value the textbook items. Teaching research –hence the teachers' developed syllabi – rather succinctly follows the curricular description regulated by the Ministry of Higher Education and Scientific Research MoHESR and the course textbook items (See Appendix A). The second (practical) research part of the college requirement starts again and ends in the fourth academic year, where all students are required to write a graduation research paper; each teacher

mentors and supervises a number of students the whole year. The research paper should be completed by the end of the graduation year, following a number of uselessly precarious steps when all students as well as teachers are to perish with time, including the preparation of research submission, reviewing process, examining students, choosing the best papers for the final college competition, and to mention few.

b. Credit and the Actual Teaching Hours

The course of research methods is taught only two actual hours per week. No additional extra-curricular activities are included in this course; or extra time is compensated wherever necessary.

c. Textbooks and Materials

As the Iraqi university education is a textbook-based system where all textbooks are advocated, run and controlled by the Sectorial Committee for Educational Sciences at the MoHESR, very few changes are allowed for the university professors to make, perhaps 10% for the modification of course items. Had it been allowed to change a textbook, unthinkable as it appears to be though, it should pass through and gain the approval of the scientific committee and the management board at the department, the college, the chancellery panellists, and the ministerial departments, following such a tedious and unneeded bureaucratic chain of orders in order to change a single old textbook or even recommend a new one, which has been used for decades. So to speak, MoHESR runs and controls the university educational system and the curricular development cross the country, except for the northern regional states in Kurdistan,

where education autonomously started to flourish, depending on its own planning and curricular development.

5.1.2. Curriculum and the Learning Outcomes

This section reviews the structure of the university curriculum at the departments running English programs at the Faculty of Arts - University of Basra. To start with, in one of the individual interviews conducted with the faculty members at different departments, the researcher has asked many questions, among which are the following: 'What is, in your opinion, the aim of education in your department?' and 'Do you think that curriculum meets the job market and the global change? If not, why?' Most of the respondents' replies do not place any significant value on the development of the individual's intellect, which should supposedly be run by a research-based learning environment. The respondents rather provide answers such as: to develop language skills, to develop students' personalities, to prepare specialists, to create trainers, teachers, and translators. Only one answer indicates the development of research, which in turn empowers the development of individual and the community as a whole.

In connection with the above-mentioned beliefs, the following is a brief sketch of how curricula are planned, structured, and run all over the state. Curricula from the colleges of education for humanities, basic education, education for females were only updated in July 2002, whereas curricula from the departments of English and Translation of the college of Arts were written around 1980. As has been mentioned earlier, these curricula are centralised and advocated by MoHESR. The changes,

where so ever occur, rest largely upon: some annual modifications and the universal and behavioural objectives set for each academic year. The following is an account showing how the High Committee at the MoHESR undertakes to plan, revise, and control curricula, as well as approve of textbooks and teachers' guides for the English Department-university level (MoHESR, 2002: 1-7; Alwan, 2004), (cited in Almaliki, 2015: 274-77). (See Appendix B)

1. Annual modifications of curricula

a. Omission, addition or integration of subjects happens very often in every academic year.

b. The increase and/or decrease of subject units for all academic years is also often revisited by MoHESR.

c. College lesson time follows a schooling system for humanities in which a single lesson does not exceed 45 minutes. The total number of lessons is 4 or 5 a day.

d. Teachers are only allowed to make 10% changes to the course subject. If it goes beyond that, s/he has to go up a fixed chain of hierarchical orders through the regional and national academic authorities, up to MoHESR.

e. Before the U.S. invasion in 2003, colleges used strictly to follow the proposed curricula and time schedule. After 2003, for the reasons mentioned earlier, the education sector has only taken superficial steps for the implementation of quality research.

f. The same curricular facts can be applied to the departments of English and Translation at the Faculty of Arts. The objectives set, however, differ from one college

to another, depending on the objectives for each college.

2. The MoHESR sets up universal objectives or standards for all departments of English in the colleges of education all over the state, which administrators are obliged to follow and teachers to achieve:
   a. Preparing well-trained teachers who are able to teach English for intermediate and high schools.
   b. Creating well-prepared educators who are adept at the four language skills: listening, speaking, reading and writing.
   c. Creating students who are able to independently understand what they read and listen.
   d. Encouraging students to complete higher studies.
   e. Improving students' knowledge about other literature through English.
   f. Using technology as an integral part of the process.
   g. Enabling students to recall, memorize, deeply root and nurture the language skills they have acquired.
3. The behavioural objectives: These objectives are classified into epistemological behavioural objectives, affectional behavioural objectives, and skilful behavioural objectives. The Sectorial Committee for Educational Sciences at the MoHESR identifies different objectives set for different academic years, as in the following (MoHESR, 2002: 8-13):

A. First academic year:

1. The epistemological behavioural objectives entail having college students learn basic English rules,

understand the inter-dependence of thoughts, and to comprehend and to properly use synonyms (words, phrases and meanings).

2. The affectional behavioural objectives help students to enjoy reading English texts and increase their reading habits in a way to enrich their thinking.
3. The skilful behavioural objectives enable students to be adept at getting ideas out of the textbooks.

B. Second academic year:

1. The epistemological behavioural objectives entail having students realize the functions of words in sentences in terms of their meaning, and understand that the economic, political, social and cultural aspects have an impact on linguistics and literature.
2. The affectional behavioural objectives enable students to be creative.
3. The skilful behavioural objectives encourage them to clearly define their ideas.

C. Third academic year:

1. The epistemological behavioural objectives help students apply new ideas, analyze the text into its constituents, explain and explicate what they hear or read to others, pass judgment on what they read and select the best meaning out of context.
2. The affectional behavioural objectives require students to consider others' views, to get involved in academic discussions, to express their powerful affections and

feelings, to be objective in their judgment, and to be highly able to harmonize ideas.

3. The skilful behavioural objectives encourage students to be able to extensively read, properly use language, write short stories to some extent, plays, or an essay bearing in mind correct usage, and to learn the basics of scientific thinking.

D. Fourth academic year:

1. The epistemological behavioural objectives help students express ideas in many different ways, find out principles of creativity, be able to write any piece of writing, report or comment well, criticize, think scientifically.
2. The affectional behavioural objectives enable students to accurately use grammatical structures, to argue based on reason, to master English as an art, to discuss problems and express their views, and to be clear and deep when speaking or writing.
3. The skilful behavioural objectives encourage students to elaborate, and criticize, be adept at language use, to be able to have a clear picture of the topic in question, to use language indifferent situations, to freely express his/her feelings in those situations, and to argue.

Reflecting on the policy-making of curricula at the MoHESR and the developed syllabi, it can be recognised that no emphasis has ever been placed on research activities or the learning outcomes and the

impact they may have on the empowerment of the individual's intellect and on the social development and the economic growth.

5.1.3.5.1.3. Research Impact on the Socio-economic and Environmental Change

Reports indicate that scientific research in Iraqi educational institutions is at the verge of death for many reasons: the absence of governmental and non-governmental independent research bodies; lack of scholarly and academic reference networking; lack of funding; lack of adequate university research centres and states' as well. Besides, university research centres, if any, are functionally disconnected with production sectors such as economy, society, industry, education and so on; interdisciplinary research is discouraged (Aljafari, 2017). Abu-Orabi also affirms: "The Arab world faces a host of hurdles…" such as "a lack of clear focus [in] research priorities and strategies, insufficient time and funding to meet research goal, low awareness of the importance and impact of good scientific research, inadequate networking and databases, limited international collaborative efforts, and…, brain drain" (n.d., 21). It is believed that if research is to be planned, structured, and implemented properly, the economic, social, industrial, environmental, and individual prosperity will arise. There are, however, many key challenges facing the prosperity of academic research at Iraq's universities. The following section explores the status of research at Iraq's universities and the main challenges respectively.

5.1.4. 5.1.4. Research Status at Iraq's Universities

According to one of the UNESCO reports in 2013, Iraq's research bank has been destroyed over the last few years. Following the US invasion in 2003, the damage was instrumental in terms of 'infrastructure and institutional landscape' (116). Other source of evidence indicates: "from a functional point of view, the higher education institutions seem not to perform their duties as regards research and the advancement of knowledge as usually expected from such institutions" (ibid). It is stressed that "it would appear that research has seldom been a preoccupation of Iraq's universities." (ibid). In spite of the serious measures, if were any but with limited effect, taken to renovate research sector, the quality of research conducted by postgraduate studies as well as faculty members is often 'questioned'. Besides, the inadequate qualified supervisors and laboratory equipment were the benchmark of the deterioration of scientific research. Following the industrial revolution in Iraq in 1970s, research activity was at its peak. Aftermath, the Iran-Iraq war in 1980s and the following US sanctions on Iraq in 1990s, research became even much worse than after 2005. After 2005, research was deteriorated so badly in almost all Iraqi states except for Kurdistan region. It is self-evident that research in the northern region has flourished for the stability and autonomy it enjoyed since then (ibid). Evidence shows that research endeavours have started after 2005 to flourish where many publications and online platforms have been eminent. The growing number of university research centres and laboratories all cross the country indicates little evidence

of impact on the economic and social transformation. The common belief as to why these research centres, laboratories, and different research spheres at Iraq's universities do not help in solving real social, economic, environmental, and political problems is a question left to the resonation of the reader. To address this question, however, one needs to identify the challenges facing the future of research in Iraq and the life spans. Life has become a moribund after sixteen years following the invasion of Iraq - from 2003 until the present moment, where research has no value for the life of the individual and institutions, completely disconnected from the social, industrial and economic sectors (ibid).

5.1.5. Challenges Facing the Implementation of Research at Iraq's Universities

Higher education in Iraq faces real challenges for the development of education and scientific research. For any country, research is indispensible to improve welfare of people and promote sustainability. To meet high quality research standards, any educational sector should have the 'vision, strategy, logistics, [funding], and human resources' that include highly qualified researchers and research priorities "directed towards problem-solving rather than just publishing" (Abu-orabi, n.d. 42). Together with this goes the idea that the role of scientific research is 'modest' "if nearly non-existent in nearly all Arab universities", except for Saudi Arabia and Lebanon (UNESCO, 2018: 15-16). Wilkens has put forward three key challenges (2011): quality building, higher education governance, and educational outcomes for development

(cited in Almaliki, 2015: 263-272). In other contexts, Abu-orabi presents some other challenges facing higher education such as quality assurance, poor scientific research, and brain-drain, lack of state funds, autonomy, researcher training, faculty involvement, infrastructure development, and minimizing the postgraduate programs in higher education (Abu-Orabi, n.d.: 21-45, Unesco, 2018). The combination of these challenges has worsened the educational system in general and the investment of conducting quality research in particular. This section; however, investigates the major challenges facing the investment of research and development in the Arab world. The key reasons of poor scientific research are due to:

1- Low expenditure of scientific research;
2- Low outputs of scientific research;
3- Adopting rote-memorizing method rather than a research-based inquiry learning;
4- Graduate research is traditional and does not resolve serious socio-economic problems;
5- Lack of cooperation and coordination among universities;
6- Lack of exchange of information, experiences, publications and co-research;
7- Clear disconnection between research and national sustainable development;
8- Ignoring quality and innovation in promotion requirements at most universities;
9- The focus of most university teachers in the Arab world is to get promoted/designated in pursuit of certain scientific rank, for some self-interest/gains. This quite

often happens by spending a specific period of time and submitting specific number of research papers. Research process is, for most of them, a non-recursive process; it is unidirectional for some specific personal gains, so to speak (university positions, prestige, etc.);

10-Lack of research activities or endeavours and the impact they could have on the sustainable development in the long run;

11-Fragility of university education system due to its novelty in the last quarter of the 20th century and the beginning of the 21st century;

12-Low quality of education due to the inflation of the number of students and the inadequate number of faculty members; and lack of training and professional development programs;

13-Weak connection, if any, between research institution and production sectors;

14-Lack of university and state research centres;

15-An over-inflated ego of the researchers and lack of interaction working in a team work;

16-Lack of governance and institutional performance; and

17- Poor quality of higher education outputs.

According to the Arab Knowledge Report published in 2009, the investment of research development in the Arab educational institutions is 0.2-0.3%, compared to the individual investment of UK, Germany, Sweden, Japan, Israel, and the USA, which is around 2.0 to 4.9%. Besides, research publication in the Arab world, according to

UNESCO report written in 2003, is between 0.01-0.3%, which is comparatively low to Israel – 1.1%, Japan – 8.2%, and the USA – 30.8%. Some other reasons of such challenge is the over-reliance on government funding for research activities, in opposition to the private sectors in some Arab countries where they place significant role for research development. Examining the UNESCO statistical reports written in the last few years, it is peculiar that scientific research in the Arab world, Iraq in particular, is in decline for the 'deplorable lack of innovation in Arab countries' (Abu-orabi, n.d.: 85; UNESCO, 2018).

It is also argued that most Arab universities function as 'teaching institutions', rather than a research-based sector, where most graduates are labelled as academic degree-seeking bodies

The over population in Iraq in the last few years and the over-inflated demands have pushed the government to develop the private education, which is run by ordinary rich people and those in power. Very few schools were open at first after 2003. As the state funds have become scarce because of state corruption and the absence of strategic planning of the Ministry of Education and lack of monitoring, the crazily growing number of private schools and universities all over the state, cities, regions, blocks is questioned. People have started to rent houses and open a number of schools in nearly every small block.

Consequently, this will certainly lead to, as far as I can clearly imagine, disastrous results in terms of quality assurance, scientific research and human development as the private sector has become commercialised, whose target is only to gain money. Besides, the quality of private education is almost deteriorating at the state and

private sector levels. The only benefit the state is making is the taxes they gain from these institutions, regardless of the educational outputs of the students. It can be noted that the role of effective scientific research planning is almost missing at Iraq's universities, leading to a lack of international ranking recognition of their universities.

If necessary amendments were to be made at the educational level, serious measures need to be considered that call for the advancement of long-term research investment in all Arab countries and more particularly in Iraq.

6. Research Reform: A Constructivist View

This section reflects a constructivist view on the interconnection between research and education; an education that promotes the intellect and the welfare of the individual and society (see section four). So, educating for research is the benchmark to achieve that end. The following sketches this argument from a constructivist perspective.

6.1. Constructivism and Education

Constructivism is conceived of as a theory of how to build or construct meanings (Bentley, 2003: 3); or it is a meaning-making process (Nie and Lau, 2009). Constructivists believe that learning is an "active and constructive process" and that knowledge is "constructed by the learner and knowledge construction is the process of meaning making through connection with prior knowledge and the real world" (quoted in Nie and Lau, 2009: 412). In the same vein, Flick (2009) believes that constructivism or constructionism is a form of qualitative research. It is defined as a "variety of epistemologies in

which the social reality is seen as the result of constructive processes" (468). Charmaz explains that the constructive approach assumes that individuals, including researchers, construct the realities in which they participate (2006: 187). This view contrasts to the objectivist approach, which sees knowledge as comprising of "objective facts about a knowable world", and as something that can be transferred from teachers to learners (O'Donoghue, 2007: 57). Knowledge, as such, is "related to the way in which we organise our experiential world" (Flick, 2009: 70). By the same token, Pass (2005) and Wadsworth (2004) point out that such constructive theories assume that "people are not recorders of information, but builders of knowledge structures" (quoted in Lunenburg, 2011:3). With this in mind, each individual has a "repertoire of conceptions and skills" with the help of which s/he can construct knowledge to solve problems. The role of teachers then is to facilitate and challenge students' knowledge through research questions, structure their learning about primary ideas and concepts, and assess their understanding (2011: 4). Richard Paul makes the following statement:

> If gaining knowledge is a fundamental goal of education – and all curricula say it is – then most students should be spending most of their time actively reasoning [researching]. That is, most of the students... should be gathering, analyzing, and assessing information...considering alternative competing interpretations and theories...identifying and questioning

> assumptions, advancing reasons, devising hypotheses, thinking up ways to experiment and test their beliefs...testing their ideas against the ideas of others...sympathetically entering opposing points of view... role-playing reasoning different from their own. In short, they should be reasoning dialogically and dialectically (1995: 294)

Based on what has been postulated above, I believe that this constructivist inquiry reflected on the construction of knowledge through the research rigor, if worked out properly in education, will bring new philosophical insights and views for teachers as well as students.

7. Remodelling Research Instruction and Curriculum Design

"The coupling of research with teaching and learning is a basic feature of modern higher education" (Clark, 1993: xv, cited in Elken and Wollscheid, 2016: 14).

7.1. Self-reflective Experience

Throughout my professional career, I have had many shared experiences that have not only shaped my passion in teaching; but they have also shaped me as a person; as a teacher educator. The views herein reflect not only on what has been said but also, by and large, on my teaching expertise and research shared endeavours I have had while I was a doctoral student studying abroad a few years ago. I have been engaged in international student-staff partnership programs in many contexts, which had

pushed me to learn a multitude of research skills. Co-teaching research methods for foreign students was another opportunity that have inspired me and made me sceptical of the research teaching practices followed at my home university. Another point is that the ultimate truth of knowledge is hard to discern; as knowledge cannot be transferred from one person to another; knowledge is constructed.

7.2. Platforms for Remodelling Research Instruction

This section provides a pedagogical platform for teaching research, proposed for the departments of English, drawing upon wide array of modern theories, conceptions, and practices in language teacher education.

7.2.1. Research as a Reflective Practice

"We shall not cease from exploration

And the end of all our exploring

will be to arrive where we started

And to know the place for the first time."

(T.S. Eliot, "Little Gidding", Four Quarters, cited in Adler, 1993: 159)

In order to understand the firm connection between research and reflective practice, we need to, beforehand, shape our understanding of the concept 'reflection' in education. The word 'reflection' is also named as 'reflective learning'; 'reflective practice'; and 'reflective writing' (Moon, 2004: 3). Reflection in education has had gained a wide currency since the time of Socrates. Socrates was the first who used his questioning method as a reflective tool in order to discover what "lies beneath

his students' beliefs and claims" (Daudelin, 1996: 37). Moreover, Lipman maintains that reflective practice in education involves actions, which lead to changing one's behaviours (2003). In another context, reflective practice involves debate and dialogue in the discernment of truth (Adler, 1993). Lipman further stipulates that there are two contrasting forms of educational practice:

(1) the paradigm of normal practice, and (2) the reflective paradigm of critical practice. Each is characterised by certain denominators (2003: 18). On the one hand, the standards paradigm in education assumes that knowledge is transferrable from the authority to the recipients, is unquestionable and is therefore exhaustive. Any educational system that facilitates knowledge in such a way views "an educated mind" as a "well-stocked mind". Such a standards paradigm does not assume education to be a tool of inquiry (ibid). The reflective practice, on the other hand, assumes that education is a tool of inquiry, based on the following assumptions, according to Lipman (2003: 18-19):

1. True education is the outcome of the learner's participation in a student-cantered approach guided by a method of inquiry.
2. Knowledge can only be true knowledge if it is presented dialectically, ambiguously, and equivocally.
3. The method of inquiry is not exhaustive among disciplines.
4. The teacher's role in education is "fallibilistic" rather than "authoritative".
5. An education that teaches students how to inquire

is an education which produces inquiring, reflective, reasonable, and judicious minds; and finally

6. Education should focus on grasping rather than acquiring knowledge.

Based on the underlying assumptions, Lipman believes that education is an inquiry and thus necessitates "converting the classroom into a community of inquiry in which students listen to one another with respect, builds on one another's ideas, challenge one another to supply reasons for otherwise unsupported opinions, assist each other in drawing inferences from what has been said, and seek to identify one another's assumptions" (ibid: 20). In this sense, reflection becomes a means of 'learning' for advancing knowledge, which is among "the main outcomes of reflection, guiding future behaviour and action (Moon, 2004: 6). For this reason, reflection becomes a reflective process in which the learner takes "an experience from the outside world, brings it inside the mind, turns it over, makes connections with other experiences, and filters it through personal biases" (Daudelin, 1996: 39).

Having the above-stated postulations in mind, it can be argued that education is a tool for social change, running through a rigorous reflective practice/inquiry. Research – as a means of educating –should be the true denominator for 'the production of knowledge' (Adler, 1993: 195). The type of knowledge, due to many scholars, cannot be transferred from teachers to students; rather it is the individual's unique construct through a research-based

inquiry. Further evidence comes from Jenkins and Zetter (cited in Healey, 2005: 71-72), who believe that in a knowledge society,

> *research is context specific and multidisciplinary rather than pure and discipline based; it has social relevance rather than being hypothesis led; it uses fuzzy, rather than empirically based data; it is problem solving rather than deductive. In what might be termed the commodification of knowledge, how knowledge is managed, synthesised and adapted become as important as knowledge itself.*

Adler argues that research and practice should not be treated separately, rather research represents a 'disciplined reflective inquiry into practice' in language teacher education, or what Blumberg calls it "a scholarship of practice" (1993: 160). One significant aspect of such relation is the teaching-research nexus discussed earlier. Adler affirms that the best teachers are researchers, reflecting on "the various phenomenon associated with our work, but rarely do we look at ourselves, our experiences, and our awareness of those experiences, as a subject for research", and following a systematic reflection on one's own teaching practices (ibid: 160). Through this continuing process, research looks at knowledge as a product emerged from practice. Thus, teaching and research should be seen as not two conflicting forms in education but "as part of the same whole" (ibid). The reflective practice of research does involve the so-called the practical wisdom that does not necessarily offer the ultimate truth or definite answers; but it rather "seeks meaning and significance, a way of understanding experience in the hope of improving

experience" (ibid). Research, in this case, should be 'systematic and self-critical' (ibid: 161).

To gain a deeper meaning of the reflective practice of research activity in opposition to the traditional type of research, Adler suggests four elements for such practice: awareness of and responsibility to the professional community, attention to the contexts of practice, the search for patterns and anomalies, and the on-going spiral nature of the research. Below is a rationale of each element (ibid: 161-163).

1. Awareness of and responsibility to the professional community: The researcher, as a reflective practitioner, should communicate with others and build on and be aware of the growing understanding of the community.
2. Attention to the contexts of practice: This element demands that researchers should consider the contexts; be they social, historical, and others for any reflective practice. The researcher seeks to find out the ways/contexts in which the situations and discernments are shaped by forces beyond the participants. The researcher, therefore, acts as the product and producer of the world of practice.
3. The search for patterns and anomalies: This element involves the search for "patterns or anomalies, seeking meaning from the experience as it relates to our knowledge of teaching and learning, of schools and institutions, and of our society and culture." (Ibid). This means that after reflecting on the experiences, the research looks for essential themes, with the help of which both the

researcher and the reader make full sense of the intricacy of that experience.

4. The on-going spiral nature of the research: This final element involves a process of "self-reflective spiral" named first by Carr and Kemmis in 1986. This retrospective process generates plans that precede actions, implied by the critical awareness of the researcher. Such retrospection makes a lot of sense of what is happening, then generates plans, follows action, and further future actions. The rationale behind this process is creating a link between the past and the construction of the current and future experiences. Hence the circle continues again connected with the experiences, reactions and reflections of the others (ibid). Below is Gibbs' explanatory diagram revealing how reflective practice in education is manifested.

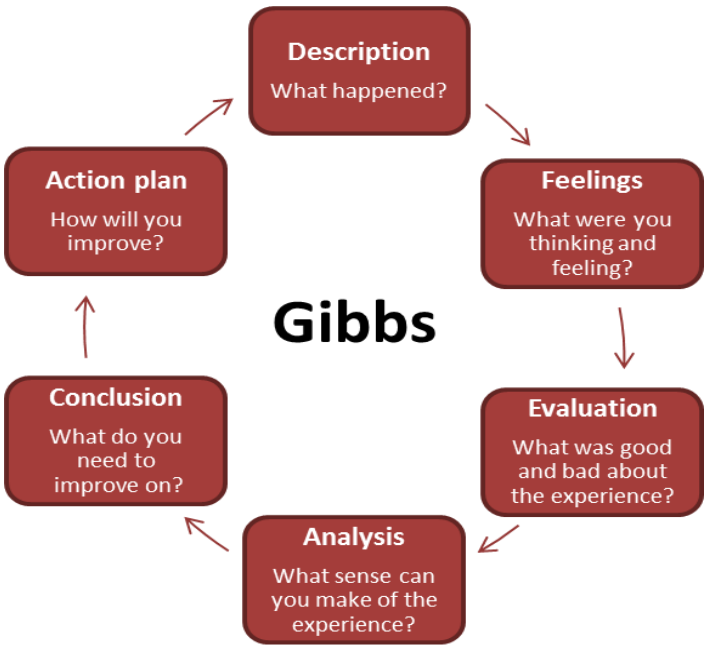


Figure 1: Gibbs' Reflective Cycle in Education (Adapted from Gibbs, 2018)

The philosophical insight of the intimate links among these elements is the social involvement of the lived experiences of the learners and teachers as well, wherever reflective practice occurs. Teachers as well as learners are self-reflective researchers in pursuit of a better understanding of their experiences, reactions, perceptions and conceptions. To achieve this, the reflective inquiry should be the guiding force in the research process.

It can be concluded that education should help promote learning essential to change the individual's life, resulting from his/her experiences by reflecting on how s/he has learned and how s/he changed his/her behaviour and action, in relation to the others' experiences, drawn from the past, the present and future views. Reflective inquiry through research should be a substantively transformative tool in education. Education without a research-based reflective inquiry makes no significant changes for the individual, society and professional career. The following section sketches a pedagogical model of application of remodelling teaching research methods proposed for the departments of English at the university of Basra.

7.2.2. **Research-based Curriculum: Remodelling Instruction**

This significant part of research highlights some pedagogical strategies generated for remodelling instruction of the research methods course proposed for the departments of English at the University of Basra. Unquestionably, this pedagogical framework cannot be imposed from without, but it is suggested as an alternative for the existing traditional teaching practices and research policy followed for years. In this context, research results, recommendations, and implications could possibly give a better perspective/understanding for teachers, administrators, policy-makers, departmental bodies, curriculum developers, as well as learners to change teaching/learning practices for creating a better future for the individual and community as a whole, which is necessitated by the globally predominated accelerating change and intensifying dangers cross all realms of life in our country. In this part, there are two debatable issues examining the relations between research and teaching (hence the faculty members as unit of analysis), and the relation between research and learning (hence the students as unit of analysis).

7.2.2.1. Research-based Teaching Model

Research-teaching relationship presupposes many different ways in which teaching and research activities are interrelated (Griffiths, 2004; Healey, 2005). Within this pedagogical schema, Griffiths proposes a number of pedagogical models of application- so-called typologies- that define teaching-research instruction: Research-led; Research-oriented; Research-based; and Research-informed (ibid: 722). Elken and Wollscheid stress that Griffiths' paradigm is considered one of the most highly cited model "in articles that deal with the relationship on research and education" (2016: 16). They add, "we have not been able to identify an alternative typology that would represent a substantial divergence from this model" (ibid). The choice and construction of these models vary in accord with the nature, purpose, and discipline context. First, below is a short account of each instructional model (Healey et al., 2010: 237):

1. **Research-led Instructional Model**: In this model, students learn about research findings rather than processes; the curriculum content is subject content and is dominated by teachers' research interests, and information transition is the main mode of instruction.

2. **Research-oriented Instructional Model:** In this model, students learn about research processes; the curriculum stresses on understanding knowledge, by which knowledge is produced as learning has been achieved, and teachers try to engender a research ethos through their teaching.
3. **Research-based Instructional Model**: In this model, students learn as researchers, the curriculum is designed around inquiry-based activities rather than on the acquisition of subject content, the teachers' experiences are integrated into the students' learning activities and the roles between teachers and students are minimized.
4. **Research-tutored Instructional Model**: In this model, students learn in small discussions with a teacher about research findings.

The following figure shows the interrelationship of models that define Griffiths' teaching-research nexus.

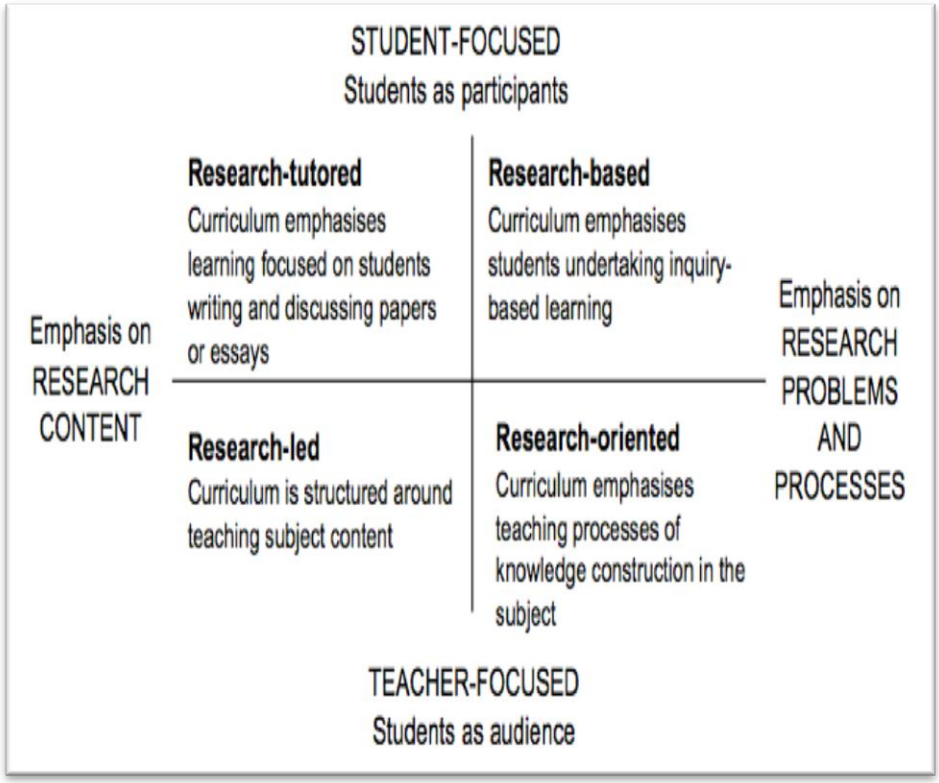


Figure.2 Teaching-Research Nexus and Curriculum Design (Adapted from Healey, 2005: 70, Healey et al. 2010: 273; Elken and Wollscheid, 2016: 17)

Ozay adds a fifth dimension to Griffiths' quadrant model; which she considers as a 'central element of the whole model'. "Research-informed", as she calls it, represents an approach to teaching processes and is based on a research-based curriculum; an 'existing knowledge about learning' (Elken and Wollscheid, 2016: 17).

5. **Research-informed Instructional Model**: In this model, the curriculum draws on the systematic inquiry into the teaching and learning processes.

Below is the modified model:

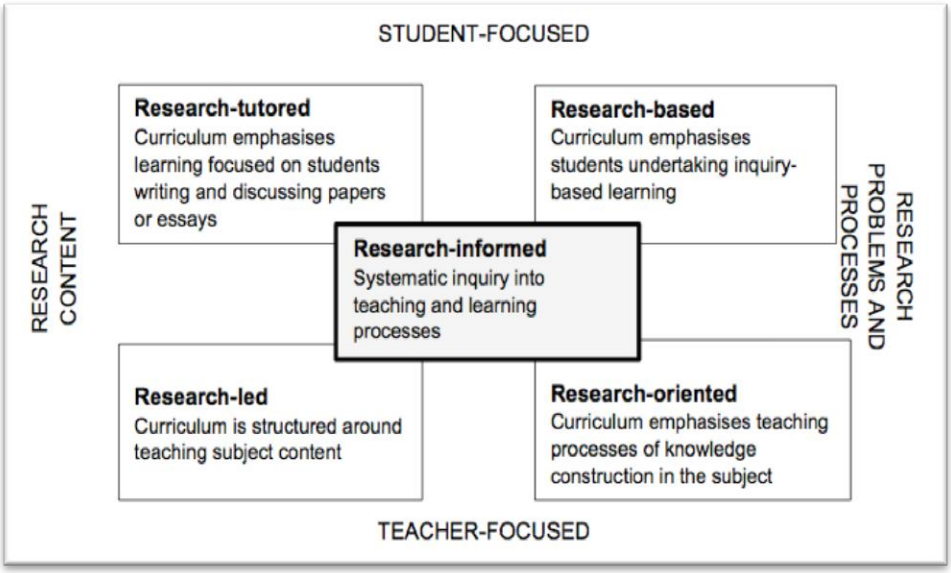


Figure.3 Modified Model of Teaching-Research Nexus and Curriculum Design (Adapted from Elken and Wollscheid, 2016: 17)

Figure two explicates how curriculum design can be associated with the research-teaching linkage. In Griffiths' instructional model, such relationship can be conceptualised according to two axes. On the one hand, the vertical axis distinguishes between the focus of education from being student-focused based on the assumption that students are active learners to being

teacher-focused based on the assumption that students are passive recipients of learning content. The horizontal axis, on the other hand, differentiates between research content and research processes and problems. In his model, Healey has introduced the curriculum design as a third dimension, relying upon the combination of the core dimensions student-/teacher focus and emphasis on research process/content. The figure illustrates that research-led teaching is in the bottom left-hand quadrant, while research-based teaching is in the top right. Research-oriented teaching occurs in the bottom right. The top left quadrant is student-focused and emphasizes research content. 'Research-tutored' might be an appropriate description to put alongside Griffiths' other categories (Healey, 2005).

Moreover, Healey suggests many different methods of teaching research methods, including (2005: 187):

1. Bringing data and findings from staff research into the curriculum;
2. Developing students' appreciation of research in the discipline;
3. Developing students' research skills (explicitly, in addition to other disciplinary and generic skills);
4. Using assignments that involve elements of research processes (e.g. literature reviews, bidding for grants, drafting bids or project outlines, analysing existing project data, presenting at a 'conference');
5. Using teaching and learning processes that simulate research processes (e.g. project-based modules, dissertation modules, problem-based learning);

6. Giving students the opportunity to work on research projects alongside staff (e.g. as a research assistant); and
7. Giving students first-hand experience of commercial consultancy (e.g. as an 'intern', a work-based learning, a consultant assistant or as a supervised consultant).

Healey's belief is based on the fact that "students are likely to gain most benefit from research when they are actively involved in carrying out research projects, whether in part or in whole" (ibid). Additionally, Griffiths, 2004; Healey, 2005; and Jenkins, 2004 indicate that a good body of research showcases how research impacts teaching but no one single study stresses the importance of the impact of teaching on research (Becker & Kennedy, 2005; Newby, 1999), cited in Elken and Wollscheid, 2016: 20). Elekn and Wollscheid suggest three possible mechanisms on how teaching might benefit from research (ibid: 20-21):

1. Direct stimulation and challenges of critical thinking as a result of contact with students;
2. Research outputs generated by students during projects and course work; and
3. The mechanisms of programs with the explicit aim to recruit future researchers among students.

Trowler and Wareham suggest a typology of impact of teaching on research, by distinguishing between an integrated, a positive, a negative and an independent

Integrated relationship (1)	
Research and teaching are not distinct, considerable overlap (if not identical)	
Positive relationship (2)	
Research has a positive influence on teaching	Teaching has a positive influence on research
Independent relationship (3)	
Research and teaching are independent of each other (neutral relationship)	
Negative relationship (4)	
Research has a negative impact on teaching	Teaching has a negative impact on research
Mixed relationship	
Teaching positively influences research, research negatively influences teaching (5)	
Teaching negatively influences research, research positively influences teaching (6)	

relationship, as indicated below (ibid: 22):

Figure 4. Trowler and Warehams' Typology of Impact of Teaching on Research (as cited in Elken and Wollscheid, 2016: 21)

In conclusion, the different typologies on the relationship between teaching and research have explicitly shown how links can take many different forms and variations across disciplines. Such endeavour pays off in educational contexts. These typologies have also proved how teachers can be units of analysis and the impact of which could be really huge if taken seriously and planned well.

7.2.2.2. Research-based Learning Model

In this section, taken students as a unit of analysis, the emphasis rests on how far can research be placed/integrated into the learning process? And how can students get the most benefit of research through learning?

The underlying assumption of learning in education, as discussed earlier, is that learning cannot happen without inquiry. An inquiry here is the key dominator of the learning process. So what type of inquiry that helps students become productive learners? Productive learning is that type of learning built on generating research questions and addressing these questions through a series of empirical contexts, in which students as well as teachers, cooperate in resolving complex issues. Swath of researchers have a deeply held belief that an inquiry-based education is what should mark true learning; learning that fosters a construction of knowledge. As to how students interact with knowledge is another benchmark of research pedagogy, which will be explored shortly herein. The following section suggests another typology of facilitating research, based solely on an inquiry-based learning approach.

7.2.2.2.1. An Inquiry-based Research Instruction

It has been argued that education is the primary source for the development of society and its welfare (Lipman, 2003). Its main objective is to educate students for "reasonableness" which is "the most important characteristic of the educated person" (Lipman, 1987: 153). Many philosophers, scholars, theorists and educators emphasize that an inquiry-based reflective

learning, so called critical thinking, should be the vehicle in higher education (Bassham et al, 2008; Benson and Harkavy, 2007; Dewey, 2004; Facione, 2013; Furedy, 1983; Jackson and Newberry, 2002; Jager, 2012; Judge, Jones, and McCreery, 2009; Lipman, 2003; Khandaghi and Pakmehr, 2012; Resnick, 1987; Roth, 2010; Shriner, 2006; Stassen, Herrington, and Henderson, 2011; Higher Education, 2013; Thomas, 2011, cited in Almaliki, 2014: 178-79). By the same token, Healey criticizes the teacher-centred approach, which transmits the research knowledge as memorisable chunks of information. In other contexts, it is called a "consumerism" or "commodity" of education, in which the learners see themselves as consumers of knowledge or as customers and the university, is described as a shopkeeper (Hussy and Patrick, 2010: 45).

Rejecting all types of passive learning, Healey emphasises that students should learn how to reflect and construct their own knowledge through their active research participation. This inquiry-based research involves what is called 'learning by doing', in which students 'benefit from staff research'. He also believes that such engaging inquiry-based research enhances "more sophisticated levels of intellectual development" (2005: 72). Research is, thus, seen as

> *A constructive development pedagogy . . . (in which) teachers model the process of constructing knowledge in their disciplines, teach that process to students, and give students opportunities to practice and become proficient at it'. Student-focused approaches are possible in all disciplines, but their application varies between individuals and is affected by departmental and institutional cultures (ibid: 72)*

In line with Healey's reasoning, Elken and Wollscheid stress the importance of "activating the students and engaging them in knowledge construction, problem solving, inquiry and project-based learning" (2016: 28). Paul and Elder have also developed a critical thinking model for teaching academic research based on their elements and standards of reasoning. They believe that the research process is all about "inquiry- asking questions and developing answers through serious critical thinking and thoughtful reflection", and not merely collecting "data, evidence, or facts," and then putting them together into a paper. This view reflects that the researchers should "revisit ideas, seek new information when necessary, and reconsider and refine the research question, topic, or approach" (Critical Thinking and Academic Research: An introduction, n.d.). In this sense, learning is viewed as "open-ended, student-directed inquiry or research". It has been noted that students, following this constructivist model, will not only

form new knowledge, but also understand how knowledge is made. Students, in this case, will be producers rather than consumers of knowledge. Clark also believes that "engaging in the research process can help put staff and students on a more equal footing. When students have the experience of producing knowledge themselves, instead of passively receiving it, they may learn to appreciate that no one knows it all, and in some situations, students may even know more than staff." (Elken and Wollscheid, 2016: 89).

In connection with these ideas, Hensley reflects on the students' engagement with knowledge. He describes such relationship as a key element of the research process (2015). The typology he presented showcases a scale between 0-7: from students as consumers of knowledge in the one end; to students as producers of new knowledge in the other. Below is a description revealing such engagement? (Cited in Elken and Wollscheid 2016: 18):

STUDENTS AS CONSUMERS OF KNOWLEDGE

STUDENTS AS PRODUCERS OF KNOWLEDGE

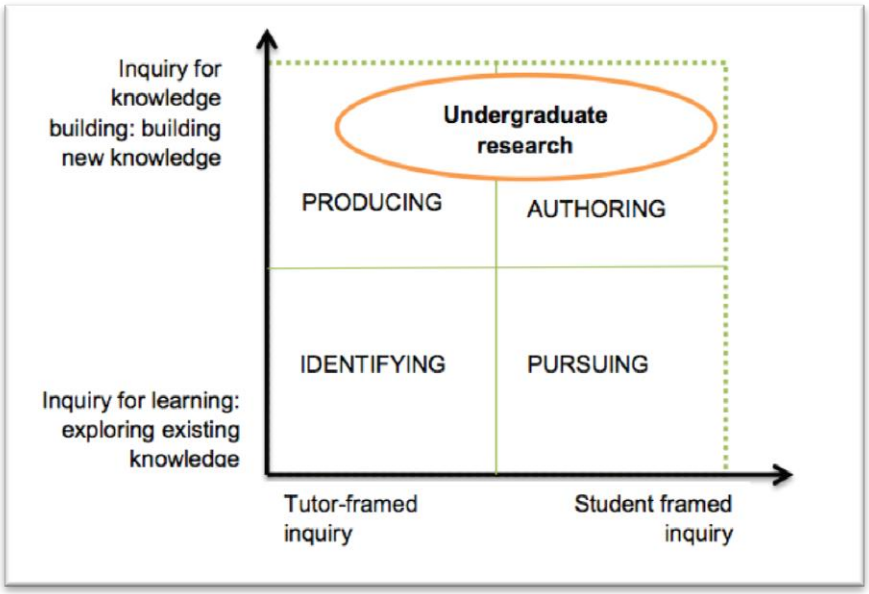
0	Students are provided with a overview of the basic facts, terms, and ideas related to the discipline
1	Students learn about research findings in the field through lectures and readings dedicated to current research
2	Students discuss and critique research findings and approaches in the discipline. Assignments include literature reviews or summaries.
3	Students learn some research methodologies; engage in limited applications of those approaches in course assignments, such as statistical analysis
4	Students learn in a course dedicated to the research methodologies, engage in extensive applications of a variety of approaches
5	Students engaged in faculty designed and led original (to the student) research such as replications of existing studies
6	Students engaged in faculty designed and led original research such as research related to faculty projects and/or conducted in faculty labs
7	Students engaged in faculty designed and led original (to the discipline) research such as senior thesis or capstone project

Figure 5. Students' Engagement with Knowledge

Furthermore, another instructional framework is proposed by Levy and Petrulis, in which they have developed four ways for the research process: Producing,

authoring, identifying, and pursuing knowledge. The reasoning behind such quadrant process follows: a) whether the inquiry is directed by student or tutors; and b) whether it is about acquiring existing knowledge or developing new knowledge, as indicated below (ibid: 29-30):

Figure 6. Types of Inquiry-based Learning and Undergraduate Research (Adapted from Elken and Wollscheid 2016: 29-30)



In such 'discovery-oriented inquiry-based learning' process, as suggested by Spronken Smith and Walker, students are expected to formulate their own research questions and teachers become co-learners, engaging in a

"community of practice". Teachers who are less experienced in the pedagogy of inquiry-based learning, a more structured/mixed approach of inquiry-based learning is recommended.

Besides, Zimbardi and Myatt propose five typologies for teaching research methods (Ibid: 36):

1. **Apprenticeship**: In this typology, students work under direct supervision of an academic on a project close to the interests of that person.
2. **Industry project**: In this typology, students focus on a complex problem from "real life" professional practice.
3. **Inquiry project**: In this typology, students construct the whole research project to both learn about content and construct new knowledge.
4. **Methods course**: In this typology, students only focus on elements of the research process relevant in the discipline.
5. **Mixed models**: In this typology, a combination of the above-mentioned typologies is recommended.

Not only is learning through inquiry-based research considered to be an effective tool for constructing knowledge and supporting students' achievement, as widely cited-research indicates, but it is also demanding that the educational institutions and curricula developer need to take serious measures in reforming curriculum. The following section outlines some examples of research-based curriculum in some notable world universities, whose practices are; however, not to be considered as the best ones but, as far as surveys and reports indicate, provide good illustrative practices of the possible research-based curricula cross disciplines in their educational contexts.

6.2.2.3. Examples of Research Instruction

This section provides some examples of research practices followed at well-known international universities. These practices are not said to be as globally fitting in all educational contexts; but they could be of interest for those university professors, educators, curriculum developers and departmental bodies at BU, who are willing for substantial socio-educational change through the research vehicle.

a. Maastricht University

Since its establishment in 1976 as a community-engaged research institution in Netherlands, a two-fold instructional program has been adopted to promote academic research pedagogy at Maastricht University:

1. A problem-based learning: This type of learning is used in all study programs at the university, in which students are divided into many groups- 10 to 13 students in each- exercising self-discipline and life-long learning. These groups usually work on simulated or actual problems, supervised by mentors. This instructional strategy follows two-sided sessions (Elken and Wollscheid, 2016: 42):

a. In the first session, students are to explore prior knowledge by brainstorming ideas about possible problems. They also study literature in an attempt to meet the learning outcomes for the topic in question. No specific readings are to be assigned by students; they rather make their own quest for literature.

b. In the second session, students write their own reports on the problems under study, ensuring that

the learning goals are met. The role of mentors here is to supervise and provides feedback for the whole process. The students are held responsible for their own learning, and the construction of knowledge is uniquely the learners'.

2. Research-skills development framework: Maastricht University has developed a highly competitive and challenging strategy as a basis for the enhancement of their research-based learning program, in which students:

a. Are supervised by scholars in small groups for a period of five months, learning to collaborate and think independently;
b. Are encouraged to adopt a multi-disciplinary approach; and
c. The approach involves businesses and partners from society

This instructional strategy differs from one discipline to another and, to ensure better results, the students need to show high quality standards of eligibility and commitment (ibid).

b. Humboldt University zu Berlin

Humboldt university zu Berlin, according to Deike et al's review, is considered to be one of the research-based institutions in Germany for decades. Following a research-based learning platform, HU-Berlin initiated different programs in quest for the improvement of the teaching and learning quality in education. The two funded programs "Transitions" and "bologna.lab" initiatives have started to improve the quality of life

through the facilitation of the "transitions from school to university, between different learning approaches, and from university to further studies or employment"; and to promote a student-centred learning environment in Germany (ibid: 42). In these two initiatives, the Q-programme is adopted, where Q here stands for:
"a creative space and the opportunity to ask their own questions (question), doubting apparent certainties (query) to seek their own solutions (quest) and to make new experiences and to acquire skills (qualification)." (Deike et al 2014, cited in ibid: 42). Besides these two programs, four projects have started:

1**. Students lecture students (Q tutorial):** Students bid for funding to be employed as tutors and lead a team of students.

2. **A subproject to an existing research project (Q team):** Students create their own subprojects; usually resulting in a BA and MA thesis/research work. Junior academic research staff can bid for funding for supplementary teaching contracts.

3. **Self-study (Q module):** It provides opportunities for advanced students to engage in research and not to attend regular classes.
4. **Learning through research (Q college)**: Students collaborate internationally with other students on research projects without spending a whole semester abroad, including visits, technology-enhanced meetings, online learning platforms, etc.

It has been stressed that following such research programme initiatives at HU-Berlin does not only increase students' interest in research but it has also showcased a positive relationship connecting their interest with the different research procedural activities, such as reviewing literature, designing research, and conducting empirical studies, to mention few. Evidently, such pedagogy has positive effects on students' learning (ibid).

c. Leicester University

Another example of good research instruction is that of Leicester University in England. Like its predecessors, Leicester University has started its unique research program initiatives, reported by Healey and Jenkins (2007), and overviewed by Willmott, Clark, and Harrison (2003), (cited in Ibid: 43). The program focuses on reading and writing research papers. Two activities are conducted in this program:

1. Introducing students to real research literature by joining the so-called journal club in which students discuss, analyse, and evaluate research papers; and
2. Learning to produce research reports.

Willmott et al. (2003) proposes a number of classroom activities to make this happen, including (ibid: 43):

1. Students engage in buzz groups to discuss what sections one might find in a research report. This is summarized and systematized by tutors who provide a presentation of the function of various sections;
2. Students discuss the role of the "abstract" in an article, by discussing three versions of an abstract for one fictional paper;

3. In between the sessions, students work with research articles, based on a structured set of questions;
4. In session 2, students move from reviewing to writing, and are asked to write an "abstract";
5. Then, a planning section follows where students need to consider how to plan an experiment that would hypothetically use an existing data set;
6. Students write up the possible analysis and research report;
7. Students also receive one-to-one feedback from the tutor; and
8. After feedback on the first report, students then write another research report on a data set.

To conclude, such research engaging process stimulates students' logical thinking in reviewing research literature and keeps them motivated. There are plenty more good examples of research practices provided by Healey and Jenkins, in their "Case Studies of linking Discipline-based Research and Teaching in Disciplines, Departments, Institutions and National Systems" (2007), (cited in Elken and Wollscheid, 2016).

7. Concluding Remarks

The major aim of this research is to provide some pedagogical platforms for teaching academic research proposed for the departments of English – BU. There is little research studying research-based education in the Iraqi educational contexts. This paper presupposes that for the social change, economic welfare, and intellectual growth to happen, an educational reform has become a necessary tool for all that to happen. In this sense, the type of knowledge students will seek to explore should ultimately be their unique construction, forming their

own beliefs, attitudes, values, and ethics in order for their societies to emerge in this rapidly competitive changing world. Developing such type of true knowledge goes through a rigorous reflective inquiry. This reflective inquiry cannot happen without a research-based learning environment. Research, in this sense, should be the true denominator for 'the production of knowledge' (see p. 12). So educating students for research-based inquiry has become a key indicator for changing students' learning practices and outcomes, and hence affecting the quality of education. The current research wraps up with the following significant conceptual conclusions:

1. Research in education should not only be looked upon as a college requirement but as an instrument for the development and emergence of globally critical societies, which are able to compete in this accelerating changing world.
2. Research, teaching and learning linkage has its own deep-rooted sources in literature. So engaging teachers and students in research-based education can be substantially transformative and empowering not only for them but also for higher education in general. Clark affirms that research-based education focuses on the instrumental reasons for engaging students in research– increased student engagement, increased retention of knowledge, development of research skills and preparation for the workforce (2018: 88).
3. Quality of one's life reflects the quality of education. Education, in its widest sense, should promote intellect and critically engaging minds. Research-

based curriculum is, thus, the vehicle for educating these inquiring minds.

4. Students get most benefit from learning through research by reflecting on their daily practices.
5. The instructional models proposed for teaching research do not decontextualize research from practices. Research and reflective practice are tightly connected.

8. Recommendations for Further Research, Policy and Practices

The current research sets forth the grounds for initiating a research-based inquiry cross curriculum in tertiary education. There are certain insights, policies, further directions, and future practices as a result of this constructivist study, proposed for the Iraqi educational authorities that need to develop research pedagogy- most demanding- for the 21st century.

1. The departmental and institutional policies and practices should be critically examined to best enhance academic research, most appropriate for particular departments, faculties, or study programs.
2. Teaching research cross curricula/course subjects at all educational levels has become a necessary if not a mandatory essential reform.
3. The ministry of higher education and scientific research, the educational authorities, the policymakers, the curricula designers, the educators, and the state bodies should initiate

research community programs at the university, by substantially making on-going links between these research-based leads with the production sectors.

4. The educational institutions should reinforce the nexus between research, teaching and learning, as most valuable pedagogy.
5. In this research, Healey's typologies, among many, could not be considered the most reliable and valid conceptual models for enhancing a culture of research pedagogy in the Iraqi context, but they could be an alternative thinkable framework suggested to replace the traditional research practices, widely adopted at the Iraq's universities. As regards, further research needs to consider some other possible effective research pedagogies.
6. There is an additional need for researchers to further explore research experiences, stated beliefs, anxieties, attitudes at the attitudinal and longitudinal dimensions of teachers and undergraduate and postgraduate students.
7. Maximizing opportunities for learners and teachers to become co-researchers as part of this pedagogical rigor.

9. Reflective Thoughts

The current study sought to widely explore the notion of academic research in general, shedding special

light on its nature and implications at the department of English – Faculty of Arts/BU. It has also put forward some proposed pedagogical frameworks for better improving research pedagogy practices at the department. The study was mainly inspired by the negative experience I have had, as a college professor and as a research mentor for years, the professors' shared research experiences and concerns, the students' feedback, and the research impact at the social, economic, industrial, and individual levels. My focal interest is to look into possible pedagogies for teaching meaningful research that helps to change the mentors and learners' attitudes and beliefs. Based on an in-depth survey, no single study has investigated this issue in our educational context. This theoretical study follows a constructivist perspective that may open new insights, policies and innovative practices for future research.

I hope, through this work, people of authority may consider these insights or possibly develop their own for enhancing a better research pedagogy initiative at the national level via connecting research and education as a social interacting unit. This linkage, if planned appropriately, could make huge academic, social, as well as individual changes for better life.

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Appendices

Appendix A
Curricular Description and the Teachers' Developed Syllabi

College of Arts

Department of English

Mission:

The Mission of the College of Arts is to create and develop researchers in the different fields of Humanities who are deeply engaged in the cultural life of their country and have global vision as well. The College of Arts works to create and disseminate knowledge of human experience, thought, expression, and creativity to advance human welfare in all its dimensions. Through a defining commitment to vigorous intellectual debate in a diverse community and to the value of interdisciplinary approaches to major issues and ideas, the College educates global citizens who think creatively about the challenges of the 21st century. Its faculty members cultivate the transforming power of the imagination and lead their fields in ambitious, original research on topics ranging from ancient history and literature to the contemporary digital culture.

Vision:

We envision a college that leads the academic and cultural life in the country through fostering and nurturing researchers in the Arts and Humanities. This can be achieved through

- Nurturing emerging disciplines and the creation of new knowledge and artistic expression in response to a rapidly changing world;
- Rethinking the education of future scholars and artists to meet the needs of the 21st century, particularly the need for deep historical knowledge of diverse cultures at home and abroad and for effective use and new development of powerful technology for communication and creativity;
- Expanding opportunities for all of our students to acquire a nuanced understanding of the world as a place of difference and diversity across time and cultures.

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Course title	Methods of Research
Credit Hours	3
Learning objectives	The course aims at developing students skills in academic research.
Course description	Choosing topic for the research, techniques of quoting, paraphrasing, and summarizing, documentation and writing mini research
Recommended book (s)	Research Writing

Course title	Translation
Credit Hours	4
Learning objectives	The course aims at introducing students to translation and develop their skills in translating from and to English
Course description	The course covers introduction to translation, techniques of translation and the translation of media and general texts
Recommended book (s)	It is recommended that a committee writes a book on techniques of translation and their application.

Course title	Second language
Credit Hours	4
Learning objectives	the course aims at introducing more advanced readings in the second language they are studying besides English
Course description	the course covers advanced reading passages in European language, exercise in vocabulary and comprehension, training students to use the second language in conversations.
Recommended book (s)	Materials to be determined by the course instructor

Course: Research Writing

Instructor: Dr. Ali A. Faris

Third Class

2018-2019

First Term

October, 2018

First Week: Why Doing Research

Second Week: Choosing a topic

Third Week: Researching

Fourth Week: Writing Thesis Statement

November, 2018

First Week: Finding Information Online

Second Week: Evaluating Sources

Third Week: Documenting Sources

Fourth Week: Outlining

December, 2018

First Week: Using a Tree Outline

Second Week: Avoiding Plagiarism

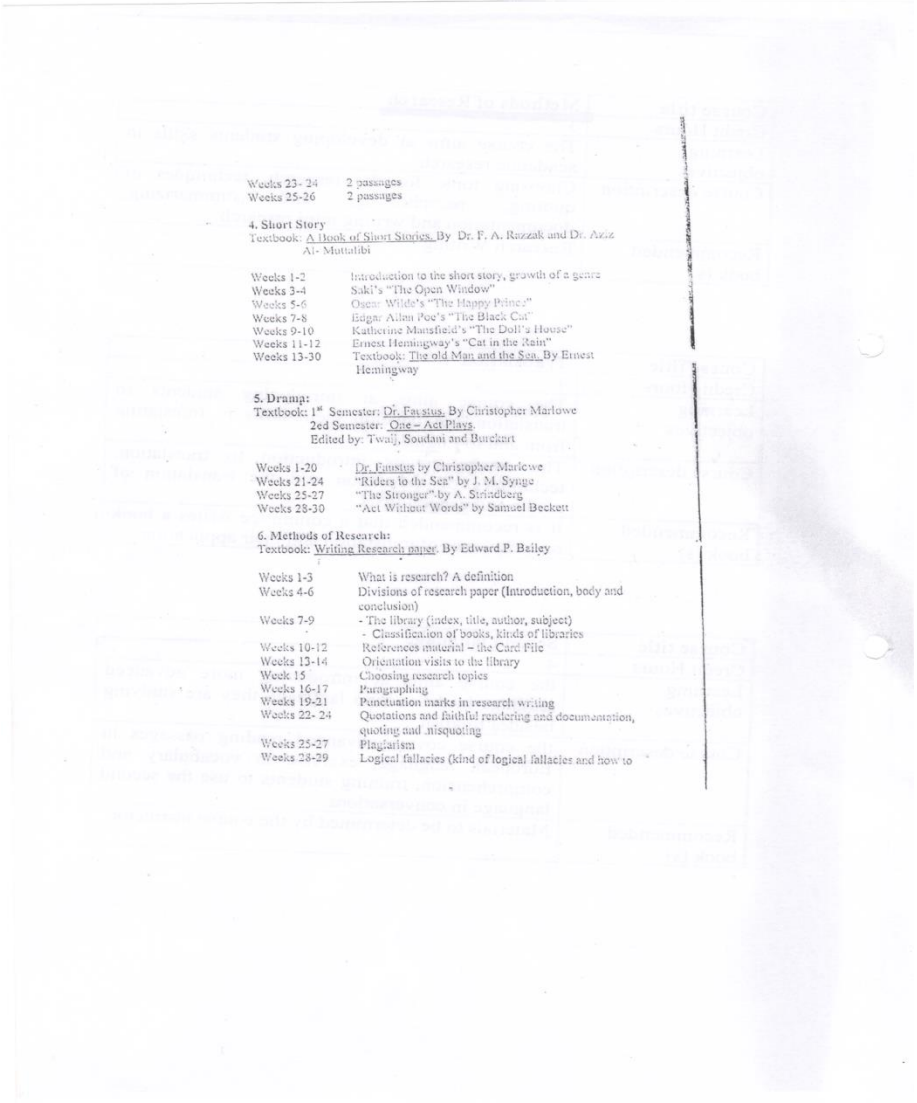
Third Week: Academic Consequences of Plagiarism

Fourth Week: Defining Plagiarism

January, 2019

First Week: Quoting and Paraphrasing

Second Week: Deciding When to Quote and When to Paraphrase



Weeks 23- 24 2 passages
Weeks 25-26 2 passages

4. Short Story
Textbook: A Book of Short Stories. By Dr. F. A. Razzak and Dr. Aziz Al- Muttalibi

Weeks 1-2	Introduction to the short story, growth of a genre
Weeks 3-4	Saki's "The Open Window"
Weeks 5-6	Oscar Wilde's "The Happy Prince"
Weeks 7-8	Edgar Allan Poe's "The Black Cat"
Weeks 9-10	Katherine Mansfield's "The Doll's House"
Weeks 11-12	Ernest Hemingway's "Cat in the Rain"
Weeks 13-30	Textbook: The old Man and the Sea. By Ernest Hemingway

5. Drama:
Textbook: 1st Semester: Dr. Faustus. By Christopher Marlowe
2ed Semester: One – Act Plays.
Edited by: Twaij, Soudani and Burckert

Weeks 1-20	Dr. Faustus by Christopher Marlowe
Weeks 21-24	"Riders to the Sea" by J. M. Synge
Weeks 25-27	"The Stronger" by A. Strindberg
Weeks 28-30	"Act Without Words" by Samuel Beckett

6. Methods of Research:
Textbook: Writing Research paper. By Edward P. Bailey

Weeks 1-3	What is research? A definition
Weeks 4-6	Divisions of research paper (Introduction, body and conclusion)
Weeks 7-9	- The library (index, title, author, subject) - Classification of books, kinds of libraries
Weeks 10-12	References material – the Card File
Weeks 13-14	Orientation visits to the library
Week 15	Choosing research topics
Weeks 16-17	Paragraphing
Weeks 19-21	Punctuation marks in research writing
Weeks 22- 24	Quotations and faithful rendering and documentation, quoting and misquoting
Weeks 25-27	Plagiarism
Weeks 28-29	Logical fallacies (kind of logical fallacies and how to

Course: Research Writing

Instructor: Dr. Ali A. Faris

Third Class

2018-2019

First Term

October, 2018

First Week: Why Doing Research

Second Week: Choosing a topic

Third Week: Researching

Fourth Week: Writing Thesis Statement

November, 2018

First Week: Finding Information Online

Second Week: Evaluating Sources

Third Week: Documenting Sources

Fourth Week: Outlining

December, 2018

First Week: Using a Tree Outline

Second Week: Avoiding Plagiarism

Third Week: Academic Consequences of Plagiarism

Fourth Week: Defining Plagiarism

January, 2019

First Week: Quoting and Paraphrasing

Second Week: Deciding When to Quote and When to Paraphrase

Third Week: Using Quotations

Fourth Week: The Language of the Research Paper

Second Term

February, 2019

Third Week: Paraphrasing Academic English

Fourth Week: Connectors

March, 2019

First Week: Punctuating Sentences With Connectors

Second Week: Writing the First Draft

Third Week: Assessing the Thesis Statement

Fourth Week: Thesis Types

April, 2019

First Week: In-Text Citation

Second Week: Academic Language

Third Week: Phrasal Verbs and Idioms

Fourth Week: Modal Verbs

May, 2019

First Week: Editing Your Paper

Second Week: Accuracy in Research and Writing

References:

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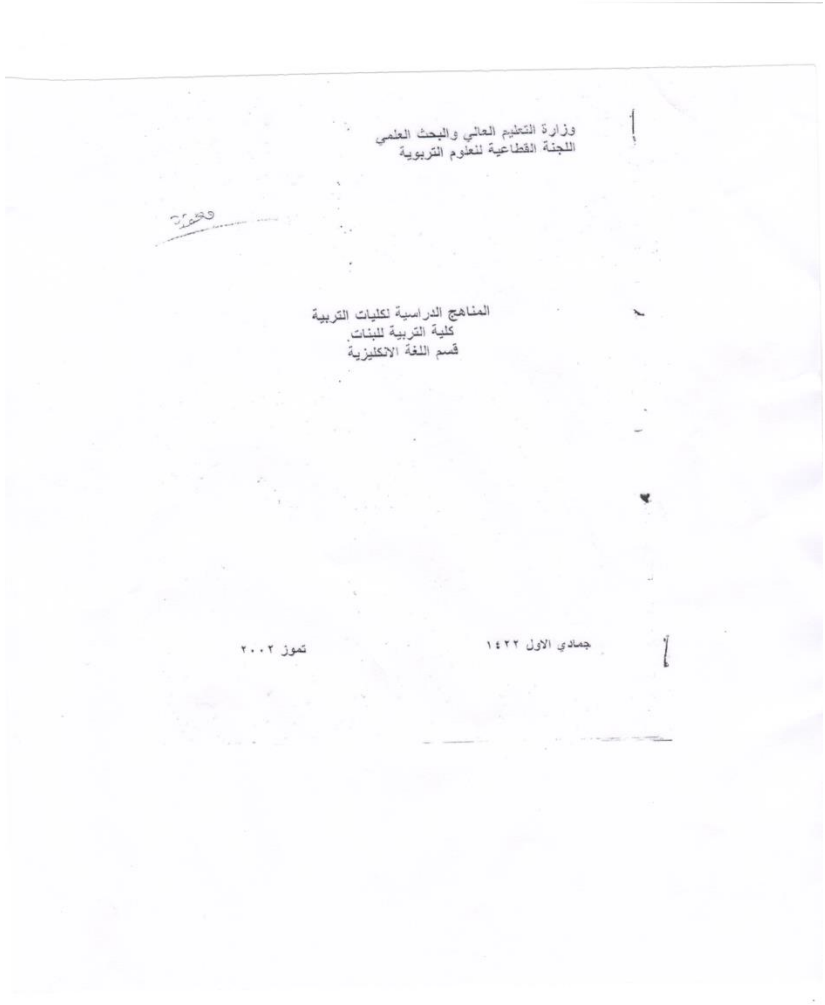
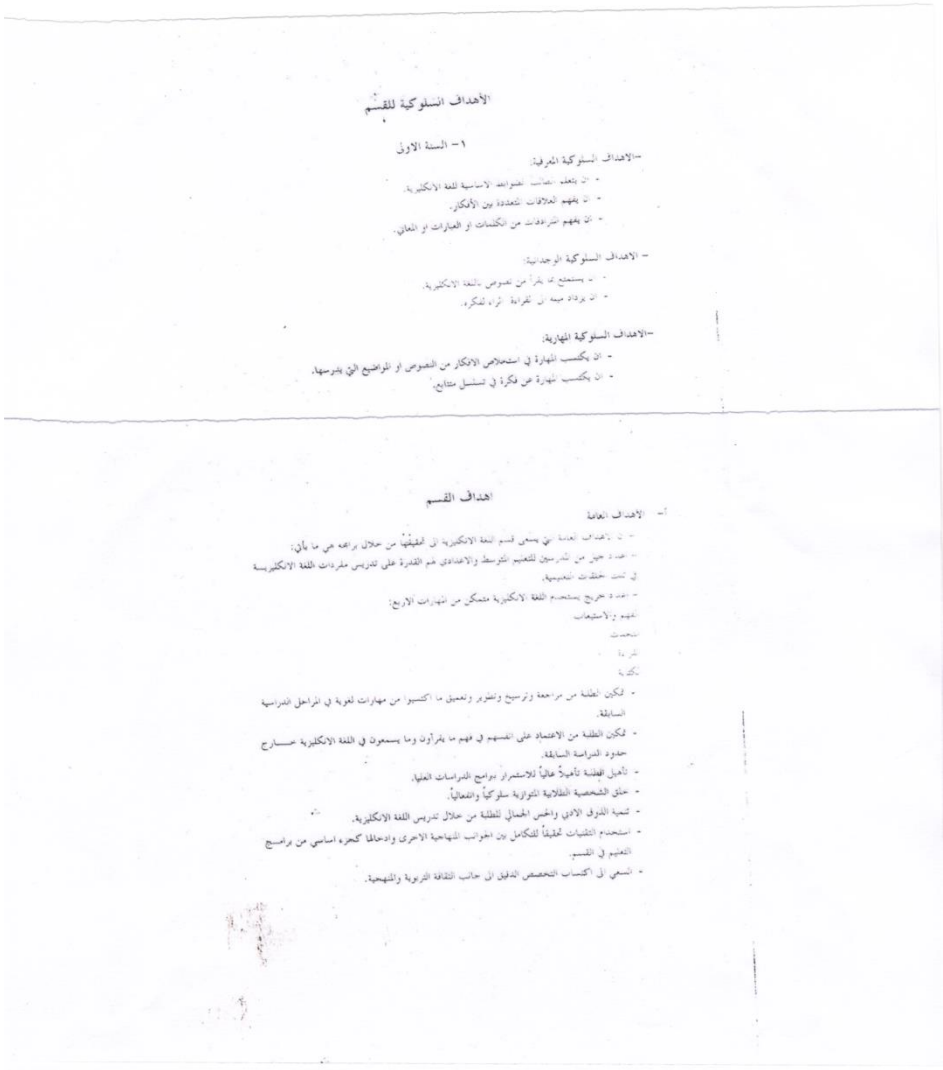
Appendix B
Sectorial Committee for Educational Sciences at MoHESR Curricula



وزارة التعليم العالي والبحث العلمي
اللجنة القطاعية لعلوم التربوية

المناهج الدراسية لكليات التربية
كلية التربية للبنات
قسم اللغة الانكليزية

جمادي الاول ١٤٢٢ تموز ٢٠٠٢



الأهداف السلوكية للقسم

١ – السنة الاولى

–الاهداف السلوكية المعرفية:

- ان يتعلم الطالب القواعد الاساسية للغة الانكليزية.
- ان يفهم العلاقات المتعددة بين الأفكار.
- ان يفهم المترادفات من الكلمات او العبارات او المعاني.

– الاهداف السلوكية الوجدانية:

- ان يستمتع لما يقرأ من نصوص باللغة الانكليزية.
- ان يرتاح نفسيا ان تحوارها ثراء لفكره.

–الاهداف السلوكية المهارية:

- ان يكتسب المهارة في استخلاص الافكار من النصوص او المواضيع التي يدرسها.
- ان يكتسب المهارة على فكرة في تسلسل متتابع.

اهداف القسم

أ- الاهداف العامة

- ان الاهداف العامة التي يسعى قسم اللغة الانكليزية الى تحقيقها من خلال برامجه هي ما يأتي:
- اعداد جيل من المدرسين للتعليم المتوسط والاعدادي هم القدرة على تدريس مفردات اللغة الانكليزية في ضوء حقائق التربوية.
- اعداد خريج يستخدم اللغة الانكليزية متمكن من المهارات الاربع:

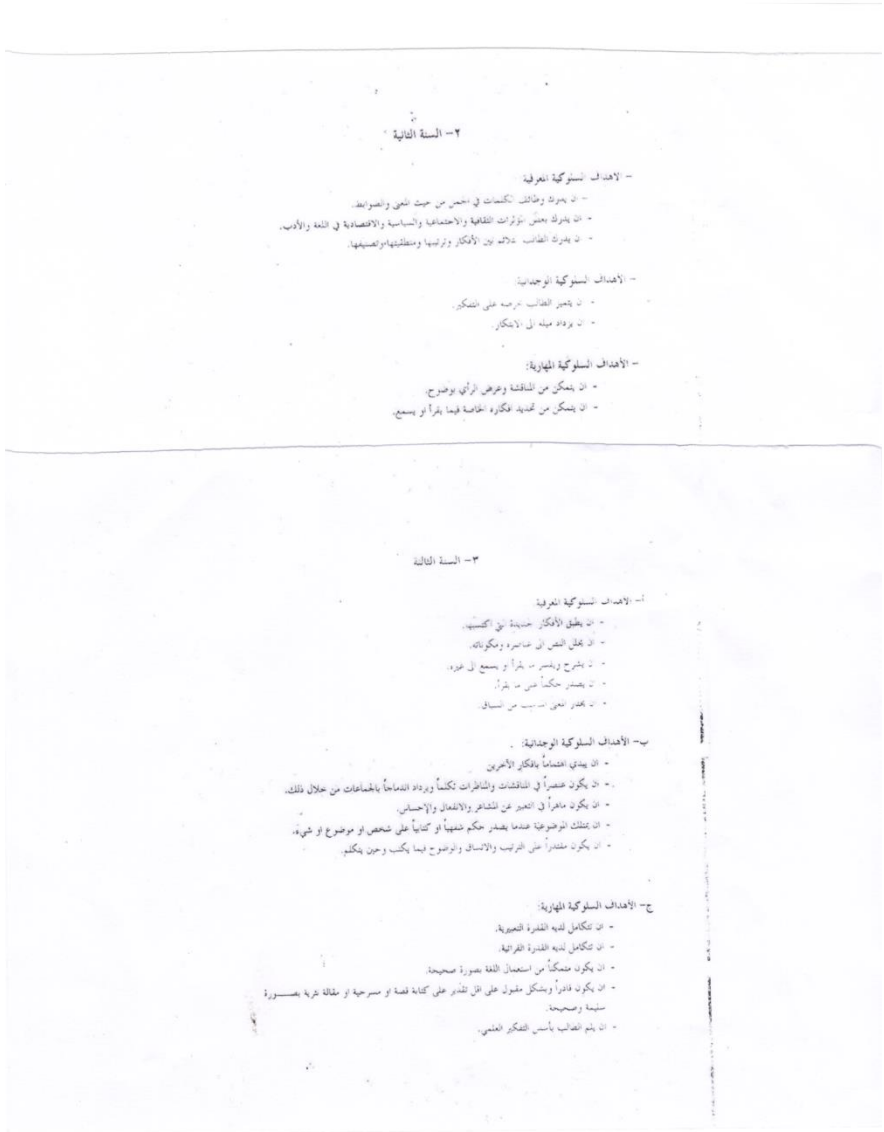
الفهم والاستيعاب

التحدث

القراءة

الكتابة

- تمكين الطلبة من مراجعة وترسيخ وتطوير وتعميق ما اكتسبوا من مهارات لغوية في المراحل الدراسية السابقة.
- تمكين الطلبة من الاعتماد على انفسهم في فهم ما يقرأون وما يسمعون في اللغة الانكليزية خـــارج حدود الدراسة السابقة.
- تأهيل الطلبة تأهيلاً عالياً للاستمرار بمراحل الدراسات العليا.
- خلق الشخصية الطلابية المتوازنة سلوكياً وانفعالياً.
- تنمية الذوق الادبي والحس الجمالي للطلبة من خلال تدريس اللغة الانكليزية.
- استخدام التقنيات تحقيقاً للتكامل بين الجوانب المنهاجية الاخرى وادخالها كجزء اساسي من برامج التعليم في القسم.
- السعي الى اكتساب التخصص الدقيق الى جانب الثقافة التربوية والمنهجية.



٢- السنة الثانية

- الأهداف السلوكية المعرفية:
  - ان يحدد وظائف الكلمات في الجمل من حيث المعنى والضوابط.
  - ان يدرك بعض المؤثرات الثقافية والاجتماعية والسياسية والاقتصادية في اللغة والأدب.
  - ان يدرك الطالب العلاقة بين الأفكار وترتيبها ومنطقيتها وتصنيفها.

- الأهداف السلوكية الوجدانية:
  - ان يثمن الطالب حرصه على التفكير.
  - ان يرتاح ميله إلى الابتكار.

- الأهداف السلوكية المهارية:
  - ان يتمكن من المناقشة وعرض الرأي بوضوح.
  - ان يتمكن من تحديد افكاره الخاصة فيما يقرأ او يسمع.

٣- السنة الثالثة

أ- الأهداف السلوكية المعرفية:
- ان يطبق الأفكار الجديدة على اكتسبه.
- ان يحلل النص الى عناصره ومكوناته.
- ان يشرح ويفسر ما يقرأ او يسمع الى غيره.
- ان يصدر حكماً على ما يقرأ.
- ان يحدد المعنى المناسب من السياق.

ب- الأهداف السلوكية الوجدانية:
- ان يبدي اهتماماً بافكار الآخرين
- ان يكون عنصراً في المناقشات والمناظرات تكلماً ويرداد اندماجاً بالجماعات من خلال ذلك.
- ان يكون ماهراً في التعبير عن المشاعر والانفعال والإحساس.
- ان يتمثل الموضوعية عندما يصدر حكم شفهياً او كتابياً على شخص او موضوع او شيء.
- ان يكون مقتدراً على الترتيب والانساق والوضوح فيما يكتب وحين يتكلم.

ج- الأهداف السلوكية المهارية:
- ان تتكامل لديه القدرة التعبيرية.
- ان تتكامل لديه القدرة القرائية.
- ان يكون متمكناً من استعمال اللغة بصورة صحيحة.
- ان يكون قادراً ومتمكن مقبول على الاقل للقدرة على كتابة قصة او مسرحية او مقالة نثرية بصورة سليمة وصحيحة.
- ان يتم الطالب بأسس التفكير العلمي.