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Research _Based Teaching Method for Engaging Iraqi University Students in Negotiating Meaning

A B S T R A C T

Learning strategies and methods provide learners opportunity to explore their knowledge , organize , compare and contrast information to develop their skills, many teachers want their learners to be activated in classroom.

The most recent vision of language learning has focused on how student-oriented approaches, techniques, methods can be applied in foreign language classes, the knowledge base for writing instructions based on claims is not firmly established in the configuration of academic writing. The teaching experiences of current researchers also confirm that many learners in dispersion, evidence and determination of claims and evidence.

Learners are also in trouble to produce effective written texts that comply with the appropriate content, the organization, the use of voice or precision, the vocabulary are other mechanism. In addition, students adequately improve their academic writing skills with the conventional learning method.

The current study aims at Finding out whether using Research - based teaching enhancing Students' Ability in negotiation of meaning or not.

This study hypothesized that there is no statistically significant difference between the mean scores of the experimental group that is taught by Research-Based Teaching method and the control group which is taught by ordinary method of writing research.

It is concluded that research based teaching has a great significant effect on the mean score of the third stage of university learners in negotiation meaning by doing research tasks.

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التعليم المعتمد على البحث في إشراك طلبة الجامعات العراقية في التفاوض حول المعنى

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الخلاصة:

توفر استراتيجيات وأساليب التعلم للمتعلمين فرصة لاستكشاف معرفتهم وتنظيمها ومقارنتها بالمعلومات لتطوير مهاراتهم ، يعمل الاساتذة على اشراك تلاميذهم في الفصل الدراسي. ركزت أحدث رؤية لتعلم اللغة على كيفية تطبيق المناهج والتقنيات والأساليب الموجهة للطلاب في صفوف اللغة الأجنبية ، وقاعدة المعرفة لكتابة التعليمات ليست ثابتة في تكوين الكتابة الأكاديمية. كما أكدت الخبرات التدريسية للباحثين الحاليين أن العديد من الطلاب يكتبون من دون أدلة علمية تساعد على فهم المعنى الكتابي .

واجه المتعلمون أيضًا مشكلة في إنتاج نصوص مكتوبة فعالة تتوافق مع المحتوى المناسب ، والتنظيم ، واستخدام الصوت أو الدقة ، وآلية المفردات الأخرى. بالإضافة إلى ذلك ، قام الطلاب بتحسين مهاراتهم في الكتابة الأكاديمية بشكل كافٍ باستخدام طريقة البحث العلمي.

تهدف الدراسة الحالية إلى اكتشاف ما اذا كان استخدام التدريس القائم على البحث يعزز قدرة الطلاب في التفاوض حول المعنى. كما افترضت هذه الدراسة وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية التي يتم تدريسها بطريقة التدريس القائم على البحث والمجموعة الضابطة التي يتم تدريسها بالطريقة العادية لكتابة البحث في درجات الاختبار البعدي.

أن التدريس القائم على البحث له تأثير كبير على طلاب المرحلة الثالثة في الجامعة في معرفة المعنى من خلال القيام بمهام بحثية والتواصل بطريقة افضل في اللغة الانكليزية.

(معنى),(دليل) , (مهام),(مفاوضات) , (بحث)

STATEMENT OF PROBLEM

Over the years, educators believe that some methods can be used in particular intention as a way to deliver successful instruction in the classroom. In the English language setting, we have already learned a variety of labels such As approach, design, methods, practices, principles, procedures, strategies, tactics, techniques, and so on. Teaching, in large part, is not only set up the students understanding, but also experience what they are learning. In many cases, teaching and learning English as always have the similar problems either how to comprehend the language or to use it in real life.

At American universities the concept of “research-based teaching and learning” (RBTL) has become widely widespread, especially in the wake of the

recommendations made by the Boyer Commission (1990 p:161). RBTL focuses on introducing students to the skills required to conduct their own research activities. Students are not only given an insight into current research, but also taught to understand research processes and to initiate themselves.

Thus RBTL focuses on three main goals for students: first, a deeper knowledge of a subject through an independent search of research literature and engagement with their own research question; second, the acquisition of research skills, meaning that students are able to go through the research cycle and to use research methods; and third, the development of an attitude as a researcher, meaning that students learn to accept the insecurity of the research process (Hellmer 2009, p:214ff).

It is believed that writing researches help students to be able to negotiate meaning. Furthermore, students in Iraqi universities do not have the ability to understand these strategies and have no idea of how to use research method to clarify meanings and how the research play a vital role in enhancing negotiation meaning .

This study aims at finding out whether using Research -based teaching enhancing Students' ability in negotiation of meaning.

It is hypothesized that:

- 1- There is no statistically significant difference between the mean scores in the posttest of the experimental group that is taught by Research-Based Teaching method and the control group which is taught by ordinary method of writing research in posttest scores.
- 2- There is no significant difference between the mean score of the Experimental group between pretest and posttest .

The value of this study shows that:

- 1-This study is valuable to those who have an interest in teaching academic students in general and in teaching skills by research.

2-Researchers are encouraged students to teach negotiating meaning by writing research.

This study is limited to

1- The 3rd stage students at Tikrit University/ Department of English, during the academic year 2021-2022.

2-Negotiation of meaning.

2.0 Theoretical Background and Related studies

2.1. Teaching Research

Numerous studies have documented the difficulty of students in researching and writing scientific articles. The factors identified are the students' limited knowledge of research methodology, experience in conducting research, researching real research problems, gaining initial impetus for a research project, insufficient research competence and the advisory role of theses difficulties faced by students in conducting research (Arcavi, 2000, p:7; Cryer, 2006, p:54). On the other hand, students must have academic writing skills to finish their academic work.

The purpose of English as a subject is to "develop students' skills in using the language effectively. Presumably the idea of "responding to language" is implicit in the word "use". Using language effectively means using language properly. Consequently, a researcher must direct the activity so that he can answer or solve the research question. An investigation consists of several components, namely: investigation background, procedure, data collection, Research results ,discussion and publication (Cryer, 2006,p:48).

Research competencies represent a set of skills related to conducting an investigation, including strategies and tools for accessing and evaluating information derived from observation, research question formulation,

hypothesis, conducting experiments, the Analysis of data and drawing conclusions exist (Waris, 2009,p:2).

2.2 Negotiation of Meaning

Foster (1998,p:23)mentions that it is generally argued that participating in communicative language tasks helps the students to develop in an L2 in several ways. Tasks not only offer the opportunity produce the target language, but also to manipulate and modify problem statements by adapting the conversation, checking and ordering them. Negotiating meaning ensures that those involved in the task understandable inputs and generate understandable outputs, which The type of task specified is taken into account as decisive for the acquisition of a second language (SLA) significant, with the tasks that require information exchange being the most likely quick negotiation of meaning.

2.2.1 The Main Ways of Applying Negotiation of Meaning

The five strategies for negotiating meanings suggested by Pica (1994) and Long (1996) are used Request for clarification, confirmation, repetition, elaboration and simplification of the message. This part will shed light on how the teacher applied these meaning negotiation strategies in the English for specific purpose class interaction:

- a) A request for message clarification : is done as a response to a speaker's unclear utterance. Simply, employing this strategy means asking the speaker to clarify what he has said.
- b) Confirmation: negotiating a meaning through confirmation means ensuring that what the speaker says is not misunderstood by the listener.
- c) Repetition: is an act of repeating a word, phrase or sentence at one occasion. In a conversation, it can be done on either the speaker's own initiative or the listener's request. In many cases, a speaker

uses this strategy to highlight the important part of his statement in order to the listener deeply understand his point.

- d) Elaboration: doing an elaboration means helping the listener understand an utterance by providing some additional information about it. This strategy seems so common in EFL classroom.
- e) Simplification: deals with restating a statement in its simpler form. Typically, this strategy is applied as what the speaker says is too complicated for the listener to understand.

2.3 The Importance of Education Based on Research

The practice based on research is designed, In order to improve the soft skills of graduates (especially for work independently, they can think critically and creatively, then communicates well. In order to introduce research-based teaching work, several multiple principles are effectively required. Rosenshin (2012,p:12) strikes many principles based on the investigation research .These principles come from three sources:

- (a) Research in cognitive science
- (b) Research on master teacher
- c) Exploration of cognitive support.

Everyone is briefly explained to the continuation:

A-Research in cognitive science: This research focuses on how our brains acquire and use information. This cognitive research also offers suggestions on how we could overcome the restrictions of our memory (i.e. the mental room in which the thought is generated) by learning new material.

B-Research on the classroom practices of master teachers: master teachers are these teachers whose classroom made the greatest profit in the tests of achievements. In a series of studies, a wide range of teachers was observed when they taught, and researchers encoded how new materials have been submitted, how and if they have the understanding of students checked by their students, and a

number of other instructions checked activities . Through the collection of student energy data, researchers could determine the possibilities of how less and less effective teachers differ.

C. Exploration of cognitive supports to help students learn complex tasks: effective instructional methods, such as thinking aloud, providing scaffolding students who offer students with models come from this research (Ibid).

2.4 Related Previous Studies

2.4.1 Toom et al (2007)

The aim of this study is to investigate how much do teacher educators appreciate the research methods in teacher education, and how teacher educators define and understand research methods in teacher education.

The sample of this study conducted in early 2007 by the Department of Educational Applied Science, University of Helsinki. It contains 28 students.

The tool of this study consists of mixed methods design. First one is the interview that structured thematically based on analysis of open – ended questions . Second one is the use of questionnaire comprised 25 items.

The result of this study shows that teacher educators attach importance to research as the main organizational theme.

2.4.2 Mudzielwana (2013)

The aim of this study is to propose a research-based teaching strategy for reading comprehension. In order to read and understand the text, the learner must know which strategies to use.

The Sample of study carried out through the analysis unit of three schools in Dzindi Circuit, Vhembe District, and Limpopo Province in Teshiwenda in South Africa 2013.

The tool of study is using a larger research project in which case studies are used. This study specifically selected this specific case in order to investigate the reading comprehension teaching of third stage students.

The result of this study shows that there is agreement that the teaching research can enhance the understanding of the texts and teachers must monitor learners ' understanding and ensure that they use strategies properly.

3.0 Procedures

3.1 Practical work

This study is an experimental work . It contains pre-test and post-test design. This design is used to test student's ability in writing research and negotiation of meaning. The sample of this study consists of 60 students divided into experimental group and control group.

The students are equalized in some variables such as :

- 1- The age of students
- 2- Parents attainment
- 3- Mean scores in pre-test

The test has been constructed after the experiment finished . This test contains six questions, each question test a part of negotiation of meaning .

3.2The Instructional Material

This has been limited to only the first and the second chapter from The book entitled “ Writing Research Papers” for Baily and et al i.e. taught to academic level. These chapters have been specified according to the yearly plan for teaching 3rd academic curriculum .The instruction has lasted for eight weeks during the first semester of the academic year (2021-2022).

3.3Pilot Study

The term pilot study refers to a small version of a comprehensive Study and specific pre-test of certain research , such as questionnaire or interview schedules (Teijligen and Hundley, 2001:2). The main purpose of pilot study is not to answer specific research questions but to prevent researchers from carrying out large-scale studies without sufficient knowledge of the proposed method (Lowe, 2019:117).

Conducting a pilot test is strongly preferred for the current study. For this purpose, (20) students are chosen randomly from 3rd stage , Department of English ,Collage of education for humanities . On the 26th December 2021, the Pilot test has been carried out in a normal situation and classroom condition. In particular, the pilot test has been intended to estimate the time required for answering the test and to know whether the questions are clear for the subjects. The Pilot test has revealed that the required time to answer the whole items of the test is (60 minutes). In addition, the Pilot study has helped the researcher in making the final administration of the post-test

3.4 Face Validity

Oluwatayo (2012: 392) points out that the face validity is the subjective evaluation of measuring instrument of the relevance and presentation by the researcher to determine whether the items in the instrument are clear and reasonable . While Mousavi (2009:247) indicates that “ face validity points out to the grade to which a test looks right and appears to measure the knowledge or abilities based on the subjective Judgment of the examinees who take it “ .

In order to ensure face validity of the test , it has been submitted to a jury of specialists in the field of methodology to give their opinions of the suitability of the test items and suggest any modifications they find necessary .They all agree that the test items are suitable to the level of the students.

3.5 Lesson Planning

The lesson plan gives the instructor enough time and opportunities to

prepare for the lesson. The lecturer knows what and when he teaches so, he prepares himself and goes to class well prepared (Elizabeth, 2010: 334) . Hillocks (1995: 125) mentions that the aim of planning will be to Invent materials and activities that will engage students in using specific processes and strategies relevant to particular writing tasks.

The necessary lesson plan has been prepared previously. Lesson plan of the experimental group is worked out according to the teaching research based teaching method .

3.6 Item Analysis

Item analysis is the process of analyzing and understanding examinees' answer in order to show the difficulty and discrimination ability of each item in the test , as follow:

3.6.1 Difficulty Level of Test Item

The difficulty level is specified as the ratio of the pupils who replied correctly to each item (Rosas, 2000:3). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown 2010: 70-1).

It has been found that the current test items' difficulty level ranges from (0.40) to(0.65).

4.0 Data Analysis and Results

The learner's responses to the test items have been analyzed

statistically as follow :

4.1 Comparison Between The Mean Score of Experimental and Control Group in Post-Test

In order to attain the aim of this study namely finding out whether using research-based teaching enhancing students' ability in negotiation of meaning .

To find out if there is significant difference between the mean scores of the experimental group and that of the control group in the post-test, all mean scores are obtained and compared. Statistics shows that the mean scores of the experimental group is (65.366) and that of the control group is (47.166).

By using t-test formula for two independent sample, the calculated t-value is found to be (4.63), while the tabulated t-value is found to be (2.000) at the degree of freedom (58) and level of significance (0.05); This indicates that there is a significant difference in post-test learners' ability in meaning negotiation between two groups and in favour of the experimental group. Thus, the first hypothesis which states that there is no statistical significant difference between the mean scores of the experimental group and that of the control group in the learners' ability of negotiation posttest is accepted as shown in table below:

Group	No. of Students	Mean	S.D	T. Value		D.F	Level of significance
Experimental	30	65.366	16.041	Computed	Tabulated	58	0.5
Control	30	47.166	14.350	4.36	2.000		

5.0 Conclusions

Based on the result of the current study , Research -based teaching is a

method .This study aims at finding out whether using Research -based teaching enhancing Students' ability in negotiation of meaning . After analyzing and collecting data ,the result of scores show that the learner who have been taught by research based teaching is better from learners who have been taught traditional method .

Research and academic writing skills are accepted as core competencies for conducting research and writing academic papers. Research is a systemic and objective activity aims at finding the truth and solving or responding to a problem. Curiosity should aid the exploration of something or discover something, how it works and what it does or will do.

5.2 Recommendations

Depending on the conclusions of this study , some recommendations can be drawn:

- 1-This method is helpful to be implemented in teaching English to enhance learners' ability in writing and negotiation of meaning .
- 2-The teachers have to support their teaching by doing research .
- 3.Negotiation of meaning is important for communication .

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