

A Study of Babylon University's TEFL Postgraduate Candidates and Teaching Staff's Perspectives on Qualitative and Quantitative Methods: Problems, Challenges and Prospective



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ABSTRACT: This paper investigated the perspectives of Iraqi TEFL postgraduate candidates specializing in teaching English as a foreign language, as well as the professors who were enrolled in and instructed in a course on research methodology (including quantitative, and qualitative approaches) concerning different types of research methodologies. Moreover, the researcher aimed to investigate the participants' perspectives towards a qualitative or quantitative research approach for conducting their thesis. In this study, 10 TEFL postgraduate candidates and 10 teaching staff from University of Babil/ Faculty of Basic Education were chosen by convenience and purposive sampling. Researcher created a semi-structured interview for them. According to Strauss and Corbin's (1996) grounded theory approach to qualitative content analysis, both groups of participants exhibited positive views regarding MMR. Participants preferred qualitative approaches over quantitative approaches for their thesis. Qualitative research and MMR can be as effective as quantitative research, depending on the study's objective and subject being researched.

KEYWORDS: Quantitative Method, Qualitative Method, TEFL Postgraduate Candidates

1. INTRODUCTION

Perspectives encompass qualitative evaluations of entities such as individuals, groups, opinions, and ideas, which serve to indicate an individual's preference or aversion towards them. An analysis of these viewpoints is crucial within the realms of social psychology and education (Johnson et al., 2022). Understanding how individuals perceive the world requires an appreciation of attitudes, according to decades of research (Wolf et al., 2020). There is a scarcity of research that has investigated the perceptions of postgraduate candidates and their professors concerning qualitative and quantitative approaches, as well as the preferences of the researcher concerning such approaches. According to the authors, there is a lack of research that explicitly investigates the preferences of Applied Linguistics instructors and TEFL postgraduate applicants when it comes to research approaches. Research is crucial in social sciences, education, and humanities, and cannot be denied. Educational systems must create conducive conditions for research in each country. A higher education system relies heavily on faculty and postgraduate candidates, who should be appropriately trained in diverse research methodologies. Therefore, the educational system can provide conducive conditions for study. As MMR becomes more prominent in social sciences, particularly Applied Linguistics, the system must update its outdated research methodologies to facilitate researchers' work.

Numerous studies have examined preferred research methods and approaches in Applied Linguistics. MMR, or mixed methodologies research, is a very new concept in Applied Linguistics. Though increasingly popular, postgraduate candidates must still comprehend and grasp it. This study aimed to get insight into the viewpoints of Iraqi TEFL postgraduate candidates and instructors on research methodology and approaches when choosing thesis subjects. This portion provides a theoretical basis for the investigation. This article reviews publications on attitudes definitions and research in the field. Research approaches were examined from diverse theoretical perspectives. A survey was undertaken to assess research preferences for the thesis.

There is no doubt that research is crucial in social sciences, education, and humanities. Research is crucial for generating insightful material on any topic. International educational systems must create research-friendly settings. In higher education, professors and postgraduate candidates are key researchers, thus they should be knowledgeable in numerous research methods. It would benefit individuals if the higher education system comprehended their chosen research approach, permitting acceptable environments for research efforts.

It may also challenge outdated research methods, allowing scholars to investigate. Teaching and emphasizing MMR, the most frequent social scientific technique, especially Applied Linguistics, is vital. According to Afshar and Hafez (2021), Applied

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Linguistics researchers choose MMR over quantitative or qualitative frameworks due to its benefits. This study compares Iraqi TEFL postgraduate applicants and instructors' research approaches. Examine TEFL instructors' and postgraduate applicants' research styles. Participant preferences and perspectives towards thesis research approaches were examined qualitatively. The research we conducted benefits Iraqi English Language Teaching (ELT) professors, postgraduate candidates, and researchers.

To address the objectives of the study, the following research questions were formulated based on the information provided above:

1. How do Iraqi TEFL instructors and their postgraduate candidates think about using a qualitative research method?
2. How do Iraqi TEFL instructors and their postgraduate candidates think about using a quantitative research methods?

2. THEORETICAL FRAMEWORK

2.1. Overview

Research is employed to acquire a comprehensive understanding of a subject. According to Nazem and Tabatabaei (2013), research produces new knowledge through thorough investigations. As per Richards and Schmidt (2002), research entails the examination of an event, situation, or phenomenon to acquire a more profound understanding and determine ideas and conceptions. Based on Mackey and Gass (2005), research is a methodical procedure of gathering and examining data to analyze a specific topic or to aid researchers develop a deeper comprehension of a certain situation. Research develops and analyses unique and vast knowledge about a topic matter, according to Borg (2010). Academic research is increasingly recognized as a crucial tool for professional progress (Borg, 2010). According to Plonsky and Gass (2011), social sciences like applied linguistics rely on research to advance. Academics have become increasingly invested in the investigation of MMR's methodologies, reporting protocols, reproducibility, evaluation, and motivation within the field of applied linguistics (Ioannidis, 2018).

In applied linguistics and social psychology, the study of perspectives is held in the highest regard. Cognitive, affective, and behavioral elements influence attitudes, as stated by Wolf et al. (2020). Individuals may link their attitude to cognitive processes, emotions, goals, or past behaviors. Many methods have been developed to assess attitudes, proving their reliability as behavior indicators. Numerous studies have shown the theoretical and practical significance of attitudes, as stated by Wolf et al. (2020). Positive thinking about research allows one to examine everything's elements and potential. Positive thinking can inspire investigation. Problem-solving takes persistence and motivation. An optimistic outlook motivates persistence. An extensive body of research investigates the perspectives of participants towards research. For instance, Papanastasiou (2005) examines the variations in perspectives between students attending public and private universities, while Butt and Shams (2013) and Saleem et al. (2014) examine perspectives of research attitudes among male and female students.

2.2 Multiple Methods of Research

Researchers at universities use several methods to study a specific topic or event. Data is collected and analysed using statistical tools in quantitative research. Qualitative research seeks to comprehend social processes using texts, images, and sounds. Academics are adopting mixed-methodologies research, which mixes quantitative and qualitative methods. Many researchers discuss their methodology in papers. In 2017, Creswell and Creswell examined quantitative, qualitative, and mixed-methods studies. Denzin and Lincoln (2018) examined qualitative research, while Johnson et al. (2017) examined mixed-methods research advantages and cons. Research productivity and relevance depend on choosing the right research approach, according to studies. Researchers must carefully identify their study's goals and determine the best way to do high-quality research that advances their subject.

2.3. Quantitative Method

Quantitative research consists of statistical data collection and analysis for insights and knowledge. Data analysis involves recognizing trends, producing hypotheses, investigating causal linkages, and applying results to larger groups (known as generalizability). The quantitative method has an extensive application in academic fields like biology, psychology, economics, sociology, chemistry, and marketing (Bhandari, 2022). Quantitative research methods prioritize enormous sample sizes over the intricacies and emotions of qualitative research. Quantitative research is more effective than qualitative open-ended inquiries with this procedure. This method saves time by eliminating the need to code a large number of open-ended responses.

Numerous TEFL graduate candidates as well as instructors focus on the human side of their studies. Using qualitative and mixed methodologies research may reveal valuable insights into explored issues. The research methods in Iraqi higher education are dominated by positivist and scientism-oriented quantitative philosophy. Additionally, qualitative research in Iraq has problems due to the primary use of quantitative methods. Iraqi higher education has various obstacles. Obstacles in qualitative research include the prevalence of quantitative research, misperceptions about qualitative research, lack of institutionalization, gap between theory and methodology, limited cultural consideration, inadequate experience descriptions, lack of consensus on evaluation criteria, and tendency to generalize at a macro level.

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2.4. Qualitative Method

The qualitative method is based on the constructivist paradigm, which highlights the relationship between context, time, and culture in creating various realities. Investigate individuals' experiences and societal interactions to understand this paradigm (Ring et al., 2011). Research using qualitative methods is reliable across several academic fields (Elliot et al., 1999). The increasing use of qualitative research approaches has been observed across several sectors and nations (Elliot et al., 1999). According to McLeod (2001), qualitative research is often prioritized in education and social sciences. Qualitative research offers unique opportunities to explore the complexity of social interaction, frequently ignored by standard methodologies. Qualitative research, as Goussinsky et al. (2011) stated, shapes one's perspective by showing the complexity of human experience and the social framework in which humans function. For effective qualitative research, students must comprehend and implement the ideas and procedures (Goussinsky et al., 2011).

Qualitative approach is crucial in Applied Linguistics and other diverse academic fields. Applied Linguistics and other academic fields greatly value qualitative research (Soodmand Afshar & Hafez, 2021). A rising focus on qualitative research studies in macro policies and development planning has emerged in recent years. Compared to quantitative research, this field advances slowly (Bakhshi et al., 2019). The genre must be defined clearly since the late 1960s and early 1970s paradigm shift in research inquiry and qualitative research (Belcher & Hirvela, 2005). Applied Linguistics graduate students must complete one qualitative research project. According to Soodmand Afshar and Hafez (2021), this prerequisite provides pupils with practical knowledge of the nation's essential concepts.

2.5. Studies on Preferences for Research Methods

Mixed-methods research is preferred by TEFL instructors and postgraduate candidates, according to Hafez and Soodmand Afshar (2023). Hafez and Soodmand Afshar (2023) argue that when developing curricula for MSRT and Research Methodology courses, emphasis should be placed on end-user preferences, specifically postgraduate candidates, through the incorporation of the MMR methodology. In addition, Borrego et al. (2009) explored the approach that engineering education specialists take to research. Following the establishment of the research's goals and methodologies, data from empirical studies derived from an authoritative international conference on engineering education research were incorporated into the study. On account of delivering presentations, members of the group read and discussed articles for 45 to 60 minutes.

Participants preferred quantitative methods and were dissatisfied with qualitative ones, according to the findings. The findings of Borrego et al. (2009) had been limited to specialists in engineering education, which may have an impact on the generalizability of their findings to other academic disciplines. It is essential to emphasize that researchers from various disciplines may have diverse preferences regarding the application of multiple research methodologies.

Zhang (2020) determines second language acquisition, whereas Lei and Liu (2019) discuss trends in Applied Linguistics research. MMR is increasingly widespread in this academic discipline, per their analysis. The frequency of methodological tendencies in Journals of Second Language Writing between 1992 and 2016 was the subject of a study by Riazi et al. (2018). Qualitative research methods surpassed quantitative methods by a margin of 39% (76) and MMR (85), with a ratio of 39% (106). Analyzing the methodological orientations of 4000 papers published in 18 reputable applied linguistics journals between 2009 and 2018, Amini Farsani et al. (2021) conducted the analysis. Quantitative data research (43%), with a sample size of 1701, and MMR research (26%), generated the most interest. A mere 993 instances comprise the bare minimum of the qualitative data, which accounts for 25% of the overall study orientations. The interest in MMR studies has experienced a significant surge over the last decade, as reported by Arani et al. (2018). Greater emphasis on quantitative methodologies may result from the increase in research conducted in Iraqi higher education institutions. Scholars may be unable to fully comprehend the entirety of the issue due to their preoccupation with MMR (Arani et al., 2018).

3. METHOD

3.1. Overview

To successfully understand the attitude, a quantitative paradigm that focuses on measurable and static components is not sufficient due to its dynamic and multidimensional nature. Hence, it was necessary to utilize a qualitative method to address the research inquiries provided in this investigation. Therefore, the researcher employed qualitative data collecting, to accomplish the objectives of our study and respond to our research inquiries, the researcher decided to employ qualitative data analysis, specifically semi-structured interviews, and Strauss & Corbin's grounded theory approach to qualitative content analysis (1996).

3.2. Participants

The research paper involved a total of 10 Iraqi TEFL postgraduate candidates and 10 instructors from the University of Babylon/ Faculty of Basic Education. Seven participants were male, whereas the other participants (N= Eight) were female. Additionally, the individuals' ages spanned from 23 to 55. The participants were selected through a combination of purposive and convenience sampling techniques and were interviewed in a semi-structured interview. Participants were exclusively chosen from those who had

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satisfactorily completed the Research Methodology course entitled "Qualitative and Quantitative Research." Emphasis was placed on postgraduate candidates and their instructors when determining participant eligibility.

3.3. Instruments

Semi-structured interviews are frequently perceived as personal exchanges, as stated by Warren and Karner (2015). The cooperative interaction between an interviewer and interviewee generates knowledge, according to Brinkmann and Kvale (2015). To look at the subject in greater depth, the researcher formulated interview questions that corresponded with the study's target. In the absence of a distinctive metric in the literature, the researcher conducted a semi-structured interview (see Appendix A) consisting of two questions for Iraqi postgraduate candidates and two for teaching staffs to assess their perspectives on research methodologies.

The researcher interviewed 20 participants (10 postgraduate candidates and 10 professors) who were selected for their availability to better comprehend the issue presented. Participants received information that their participation in the study was optional and their replies would be kept private. Participants' attitudes and preferences towards qualitative and quantitative methods were examined through interviews. Participants were interviewed in English, according to their preferred language. Each participant had a 15–to 30-minute interview. Feedback was gathered using audio-recorded. Three experts with PhDs in Applied Linguistics and interest in qualitative studies review and remark on the semi-structured interview for validation.

3.4. Procedures

A semi-structured interview was carried out with Iraqi TEFL postgraduate candidates and professors, with the interview seeking to explore their perspectives on different research methodologies. Furthermore, twenty participants who had previously undertaken and successfully completed the research methodology course were included in the semi-structured interview. The interview questions have been verified by three experts who possess expertise in publishing qualitative research methods.

3.5. Method of Data Analysis

The study applied the method known as grounded theory for qualitative analysis of content. Data from semi-structured interviews has been recorded, categorized, and analyzed for content. The researcher engaged in open coding, categorizing data into chunks and assigning labels to segments. Next, he used axial coding to link categories. After identifying basic categories using Strauss & Corbin's (1996) grounded theory technique, the researcher conducted frequency analysis as well. The process of transforming qualitative data into numerical codes to be used for statistical analysis is called quantization (Dornyei, 2007). According to Dornyei (2007), scores or scales are used to statistically show diverse qualitative themes. This study deployed frequency analysis to measure qualitative themes by tracking the frequency of their occurrence in participant responses. Dornyei (2007) claims that coding makes precise and extensive data manageable, enabling speedy determination, evolution, and integration.

4. RESULTS AND DATA ANALYSIS

A semi-structured interview was done with twenty participants. The interview consisted of four questions. The participants' responses were recorded, transcribed, coded, and analyzed for frequency. The following primary categories were derived from the analysis of the participant responses to the interviews, which are presented in Tables 1, 2, 3, and 4.

Tables 1 and 2 show the results of the qualitative approach, which was the first research question of the study. It focused on the perspectives of Iraqi TEFL postgraduate candidates and professors towards this approach.

Table 1. Perceptions of Qualitative Research Method among Iraqi TEFL Teaching Staff

Code	Frequency	Percentage
<i>I hold a negative outlook on the qualitative research method.</i>	5	50%
<i>Because of its:</i>		
1. <i>Elaborate description and profound comprehension</i>	4	40%
2. <i>Greater adaptability and fewer restrictions</i>	6	60%
3. <i>Greater compatibility with our area of study</i>	3	30%
4. <i>Nature of exploration</i>	1	10%
5. <i>Nature of the longitudinal</i>	1	10%
6. <i>Minimal data fabrication</i>	7	70%
<i>I hold a negative outlook on the qualitative research method.</i>	4	40%
<i>Because of its:</i>		
1. <i>Ambiguous theory and definition</i>	2	20%
2. <i>Minimal applicability</i>	2	20%
3. <i>A constrained population's suitability</i>	1	10%
<i>Total</i>	10	100%

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Table 2. Perceptions of Qualitative Research Method among Iraqi TEFL Postgraduate Candidates

Code	Frequency	Percentage
<i>I hold a positive outlook on the qualitative research method.</i>	14	80%
<i>Because of its:</i>		
1. <i>Delivering detailed explanations and fostering a profound comprehension.</i>	6	53%
2. <i>Handling human intellect, behavior, human relationships, and human attitudes.</i>	7	41%
3. <i>Enhanced compatibility with our area of study.</i>	4	28%
4. <i>Addressing natural environments and real-life situations.</i>	2	14.28%
5. <i>Possessing greater adaptability and less constraints.</i>	3	21%
6. <i>Producing more precise outcomes.</i>	1	7.14%
7. <i>Enhancing audience engagement.</i>	2	14.28%
8. <i>The inherent curiosity and investigation of Wh-questions.</i>	4	28%
9. <i>Enjoying an insider or emic perspective.</i>	7	41%
10. <i>Easier to learn and use qualitative software.</i>	1	7.14%
11. <i>Offering a fresh perspective and outlook.</i>	2	14.28%
<i>I hold a negative perspective regarding the Qualitative Research Method.</i>	4	28%
<i>Because of its:</i>		
1. <i>Having a complex inherent essence.</i>	3	21%
2. <i>Exhibiting limited generalizability.</i>	1	7.14%
3. <i>Pertaining to subjectivity and fallibility to human error.</i>	2	14.28%
<i>Total</i>	14	100%

The responses to the first research question of the study indicate that 80% of postgraduate candidates held a positive perspectives of the qualitative research approach, as presented in Tables 1 and 2. On the other hand, 28% held a negative perspectives regarding this methodology. Additionally, 50% of instructors held positive attitudes towards the qualitative approach, while 40% of instructors held negative attitudes towards the qualitative approach. Tables 1 and 2 provide evidence that the qualitative method was regarded favorably by the majority of participants in both categories. Moreover, as shown in Table 1, the main variables contributing to the positive perspectives of teaching staff regarding qualitative research were "Elaborate description and profound comprehension" (40%), "Greater compatibility with our area of study" (30%), and "Greater adaptability and fewer restrictions" (60%), hold a positive outlook on the qualitative research approach. According to Table 2, postgraduate candidates' positive perspectives on qualitative research stem from its ability to supply full explanations and deep understanding (57%), and its emphasis on human interactions, attitudes, knowledge, cognition, and behavior (35%). Table 1 indicated teaching staff's negative perspectives on qualitative research, citing "Ambiguous theory and definition" (20%), "Minimal applicability" (20%), and "A constrained population's suitability" (10%). As shown in Table 2, postgraduate candidates' negative views of qualitative research stem from its complexity (14.5%), Exhibiting limited generalizability (7.14%), and Pertaining to subjectivity and fallibility to human error (14.28%).

The second research question examined the perspectives of Iraqi TEFL postgraduate candidates and teaching staff on the quantitative method. The findings of this analysis can be seen in Tables 3 and 4.

Table 3. Perceptions of Quantitative Research Method among Iraqi TEFL Teaching Staff

Code	Frequency	Percentage
<i>I hold a positive outlook on the quantitative method.</i>	8	80%
<i>Because of its:</i>		
1. <i>Accuracy and objectivity in measurement.</i>	3	30%
2. <i>An increase in generalizability.</i>	3	30%
3. <i>An engaging and transparent methodology.</i>	1	10%
4. <i>Acquiring enhanced reliability and validity.</i>	2	20%
<i>I hold a negative perspective on the quantitative method.</i>	3	30%
<i>Because of its:</i>		
1. <i>Being effective in a limited number of areas.</i>	5	50%
2. <i>High probability of data fabrication.</i>	1	10%
<i>Total</i>	10	100%

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Table 4. The Perspective of Iraqi TEFL Postgraduate Candidates with regard to the Quantitative Method.

<i>Code</i>	<i>Frequency</i>	<i>Percentage</i>
<i>I hold a positive perspective on the quantitative research method.</i>	6	42.84%
<i>Because of its:</i>		
1. <i>Provides objective, accurate measurements.</i>	2	14.28%
2. <i>Provides precise numerical data and clear statistical patterns.</i>	3	21.42%
3. <i>Offers reduced levels of complexity and difficulty.</i>	2	14.28%
4. <i>Possesses enhanced reliability and validity.</i>	2	14.28%
5. <i>Provides greater generalizability.</i>	4	28.56%
6. <i>Possesses a larger scientific basis.</i>	2	14.28%
7. <i>Provides clear results using figures, charts, and tables.</i>	2	14.28%
8. <i>Representative sample with participation.</i>	1	7.14%
9. <i>Is the primary source of content in our field.</i>	1	7.14%
<i>I hold a negative perspective on the quantitative method.</i>	6	42.84%
<i>Because of its:</i>		
1. <i>Inappropriate for our field, as we cannot label human behavior.</i>	2	14.28%
2. <i>Increased data fabrication.</i>	2	14.28%
3. <i>Lack of depth in the topic.</i>	3	21.42%
4. <i>Learning and applying this strategy is hard.</i>	2	14.28%
<i>Total</i>	14	100%

In Tables 3 and 4, 80% of teaching staff members expressed positive perspectives towards the quantitative method in response to the second research question (interview question number 2). On the other hand, 30% viewed the quantitative approach negatively. A majority of Iraqi TEFL postgraduate candidates (almost 42.84%) expressed positive perspectives towards quantitative methods, as did most teaching staff members. In addition, Table 3 reveals that the main reasons the teaching staff preferred quantitative research were "Accuracy and objectivity in measurement" (30%), "An increase in generalizability" (30%), and "An engaging and transparent methodology" also (10%). There were also positive perceptions about quantitative research among postgraduate candidates for the following main reasons: "Provides objective, accurate measurements" (14.28%), "Provides precise numerical data and clear statistical patterns" (21.42%), "Offers reduced levels of complexity and difficulty" (14.28%), and "Possesses enhanced reliability and validity" (14.28%).

Additionally, the primary rationales for the postgraduate candidates' negative perspectives on qualitative research, as presented in Table 4, were as follows: "Inappropriate for our field, as we cannot label human behavior" (14.28%). The primary factors highlighted in Table 3 as explanations for the negative perspectives of the teaching staff regarding qualitative research were as follows: "Being effective in a limited number of areas" (50 %).

5. DISCUSSION

This qualitative study examined Iraqi TEFL postgraduate candidates' and teaching staff's perspectives on research techniques and thesis preferences. Our examination of interviewees confirmed that both teaching staff and postgraduate candidates reported highly positive views regarding MMR. The study found that both groups strongly preferred MMR as their preferred research approach.

In the first research question, Iraqi TEFL postgraduate candidates and instructors were asked about qualitative research. Semi-structured interviews showed that most participants in both groups preferred qualitative studies. In Applied Linguistics, qualitative research is preferred for its in-depth comprehension and detailed descriptions of phenomena. Staff members and postgraduate candidates have positive perspectives towards qualitative research, as it allows for deeper exploration and detail. Taherdoost (2022) suggests that qualitative research allows researchers to obtain accurate data, interact with participants, address complex issues, and explore historical experiences.

The second research question examined Iraqi TEFL postgraduate candidates' and teaching staff's perspectives on quantitative research. The study we conducted found that the majority of instructors had a positive attitude towards quantitative research, while postgraduate candidates had neither positive nor negative attitudes towards it. According to Borrego et al. (2009), researchers prefer quantitative research. Further, Rahimi et al. (2019) discovered that TEFL postgraduate candidates and teaching staff prefer quantitative research due to its simplicity and reporting. Our findings contradict Elliot et al. (1999), who asserted a rise in qualitative research methods since the mid-1990s, possibly due to the limitations of quantitative methods in measuring all aspects of a phenomenon. As one postgraduate candidate pointed out, Participants may not like quantitative research due to its limitations, such as difficulties in collecting hidden reasons, time-consuming sampling, inability to represent social reality, and reliance on objective

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methods, according to Taherdoost (2022). Generally, teaching staff favored quantitative approaches due to their great generalizability, validity, and reliability. Postgraduate candidates had mixed attitudes towards quantitative approaches, with a negative perspective due to concerns about data fabrication, insufficient expertise, and the inability to accurately describe human behavior.

The study outcomes correspond with Farsani et al. (2021) and Riazi et al. (2018), which show growth in MMR usage and its importance in the past few decades. Researchers are increasingly using MMR as a dominating study approach in their investigations. The conclusions of this study differ from Borrego et al. (2009), who utilized a quantitative approach. The researcher found that combining quantitative and qualitative methodologies enhances their strengths and reduces their limitations. Post-graduate TEFL candidates increasingly use Mixed Methods Research for problem analysis and article publication, according to Atai et al. (2018). Mixed techniques can solve Applied Linguistics problems, especially those related to human study (Atai et al., 2018). The Iraqi higher education system promotes positivity and quantitative, scientific research (Zokaei, 2008; Atai et al., 2018).

As research becomes more prevalent in Iraqi higher education, overemphasizing quantitative methods hinders a detailed understanding of the subject. As stated in this study, the traditional research environment in Iraq makes it challenging for TEFL postgraduate candidates to choose MMR, regardless of personal desire. To support researchers in choosing their preferred research methodology, the education system should prioritize Mixed Methods Research in educational contexts.

6. CONCLUSION AND IMPLICATIONS

The survey found that Iraqi TEFL teaching staff and postgraduate candidates had positive perspectives regarding MMR. The survey indicated that TEFL instructors and postgraduate candidates prefer MMR for thesis flexibility, reliability, validity, strength, and comprehensiveness. The study may implications. This study recommends that foreign language curriculum, syllabus, and material makers focus on promoting the use of MMR and ensuring proper implementation. Second, the higher education institution should rethink research methodology, focusing on MMR. This desire for change should include both theoretical and practical components since instructors and postgraduate candidates strongly support MMR. The education system should encourage Mixed Methods Research and inform researchers on the limitations of a positivistic quantitative method. This approach may hinder researchers from gaining a complete grasp of the examined phenomenon. To properly teach mixed-methods research, the education system should hire capable, knowledgeable, and MMR-aware teaching staff. Postgraduate candidates must get substantial theoretical and practical training to effectively carry out and distribute MMR investigations.

The current investigation may have limitations, like others. Participant selection was the initial limitation. This study used convenient and purposeful sampling. Data from larger, randomly selected samples may yield more reliable findings. The study's second limitation is to instructors' and postgraduate candidates' preferences and perspectives towards research methodologies in Iraqi TEFL education. It is recommended to do additional research and replicate the study in other fields to broaden the generalizability of the findings. The qualitative study design was the third limitation. Researchers can use the MMR technique for more accurate and comprehensive results. Lastly, future studies should incorporate focus group talks or questionnaires for deeper insights and generalizability. Limitations of this study were purposely selecting individuals from postgraduate candidates. MA students may also provide data.

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Appendix A

Semi-Structured interview

Teaching Staff's Questions

1. What is your perspective on the qualitative research method? What is your justification for this? Kindly illustrate.
2. What is your perspective on the quantitative research method? What is your justification for this? Kindly illustrate.

TEFL Postgraduate Candidates' Questions

1. What is your perspective on the qualitative research method? What is your justification for this? Kindly illustrate.
2. What is your perspective on the quantitative research method? What is your justification for this? Kindly illustrate.



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