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by Layanan Digital

Submission date: 09-Feb-2024 09:24PM (UTC+0700)

Submission ID: 2262371291

File name: revised_2_with_name.docx (72.58K)

Word count: 9289

Character count: 56754

Engagement with research: A qualitative study of English department teachers' experiences and insights

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Abstract

This study delves into the engagement with research among university-level English department teachers. It examines their reading habits, literature preferences, and the influence of these activities on their professional practices. Through in-depth interviews with teachers from four reputable universities, this research offers insights into the frequency, format, and resources of engagement with research, as well as the challenges and reasons behind their varying levels of engagement. The findings drawn from this study contribute to the current body of research on teachers' engagement with research. They offer insights that may help improve educational programs or policies aimed at enhancing engagement with research in the academic community. The study, while offering valuable insights, acknowledges its limitations and suggests future research to broaden the scope and understanding of research engagement across different academic fields and settings.

Keywords: Engagement with Research; Reading Research; Using Research

1 Introduction

Engagement with research, as described by Borg (2010), involves reading and using research. This is founded on the notion that teachers who are well-prepared with knowledge and skills are better positioned to enhance their students' learning. However, engagement with research in language teaching has sparked controversy. Some scholars such as Maley (2016) and Medgyes (2017) believe that researchers' advice is of minimal value to language teachers and argue that teachers should instead rely on their experiences and intuition. In contrast, others (e.g.,

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