



**"The University EFL Instructors' Engagement in Research Activity: Motivations
and Challenges"**

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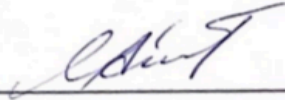
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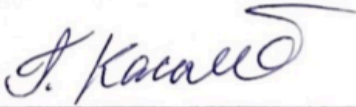
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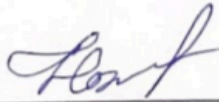
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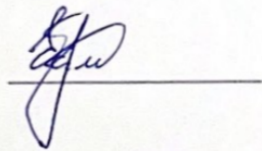


The seal is circular with a blue border. The outer ring contains the text 'SDU UNIVERSITY' at the bottom and 'KASKELEN' at the top. Inside the ring, there is a stylized logo of a book and a flame. Text around the inner circle includes 'Kazakhstan Republic, Almaty Region, Kaskelen District' and 'EST. 1996'. At the bottom of the inner circle, it says 'FACULTY OF EDUCATION AND HUMANITIES' and 'SNN 900240000930'.

DECLARATION

I, the undersigned, hereby declare that this submission is entirely my own work, in my own words, and that all sources used in researching it are fully acknowledged and all quotations properly identified to my best extent. It has not been submitted, in whole or in part, by me or another person, for the purpose of obtaining any other credit, except where due acknowledgement is made in the thesis. I understand the ethical implications of my research, and this work meets the requirements of the Faculty of Education and Humanities' Research Ethics Policy

Damir Yessimbekov

A handwritten signature in blue ink, appearing to be 'D. Yessimbekov', written over a horizontal line.

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Table of Contents

List of Figures.....	viii
List of Tables.....	ix
Abstract	1
Аңдатпа	2
Аннотация	3
 CHAPTER 1	
Introduction	5
 CHAPTER 2	
Literature review	9
2.1 Motivations for engagement	9
2.1.1 Administrative Encouragement.....	11
2.1.2 Professional Development and Research.....	11
2.2 Challenges.....	14
2.3 Solutions	16
 CHAPTER 3	
Methodology	18
3.1 Sampling	19
3.2 Participants	20
3.3 Data Collection	22
3.4 Ethical considerations.....	23
3.5 Data analysis	23

CHAPTER 4

Findings	25
4.1. Motivations for Engaging in Research.....	25
4.1.1. Intrinsic motivation and personal interest	25
4.1.2 Contribution to Knowledge and Students’ learning	25
4.1.3 Professional Development and Academic Promotion.....	26
4.1.4 Relevance to Teaching	28
4.2. Challenges in Integrating Research into Practice.....	28
4.2.1 Time Constraints and Workload.....	28
4.2.2 Lack of Institutional Support and Incentives.....	30
4.2.3 Emotional Strain and Burnout	30
4.2.4 Need for Research Training and Methodological Skills.....	31
4.2.5 Disconnection between Research and Classroom Realities.....	31
4.3 Additional Themes.....	32

CHAPTER 5

Discussion	34
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CHAPTER 6

Conclusion	38
References	39
Appendix A	43
Appendix B	44

List of Figures

Figure 1. Conceptual Model with Control, Mediating, and Moderating Variables.....	8
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List of Tables

Table 1. The profile of each participant: gender, specialization, teaching and research engagement experience, and level of education.....	20
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"The University EFL Instructors' Engagement in Research Activity: Motivations and Challenges"

Abstract

This study aimed to investigate English as a foreign language (EFL) university instructors' engagement in research. It examined regional EFL university instructors' reasons to engage and the limitations that hinder them from research activities. The data were collected from 15 EFL university instructors through semi-structured interviews. The main reasons for doing the research revolved around the significance of research in improving their professional career, the specific factors of teaching and research skills development, and promotion possibilities. The results of the findings also showed the main obstacles that limit them from doing research activities: lack of time, absence of access to recent research articles, and lack of encouragement and motivation. Comprehending these limitations, the study findings revealed suggestions and recommendations for policymakers, institutions, and instructors to make EFL contexts convenient for research engagement among instructors.

Keywords: University instructors, EFL instructors, research engagement, motivations, challenges.

“Жоғарғы оқу орнындағы ағылшын тілі оқытушыларының зерттеу жұмыстарына қатысу себептері: мотивациялары мен қиындықтары”

Аңдатпа

Бұл зерттеу жоғарғы оқу орындарындағы ағылшын тілін шет тілі ретінде оқытатын оқытушыларының зерттеу жұмыстарына қатысуын зерттеуге бағытталған. Ол жергілікті жоғарғы оқу орындарындағы ағылшын тілін шет тілі ретінде оқытатын оқытушыларының зерттеу жұмысына қатысу себептерін және олардың зерттеу жұмыстарына кедергі келтіретін шектеулерін зерттеді. Деректер жергілікті жоғарғы оқу орындарындағы ағылшын тілін шет тілі ретінде оқытатын 15 оқытушыларынан жартылай құрылымдық сұхбат арқылы жиналды. Зерттеуді жүргізудің негізгі себептері олардың кәсіби мансабын арттырудағы ғылыми зерттеулердің маңыздылығына, оқыту мен зерттеу дағдыларын дамытудың нақты факторларына және жоғарылау мүмкіндіктеріне байланысты болды. Нәтижелер зерттеу жұмыстарын жүргізуге кедергі келтіретін негізгі кедергілерді де көрсетті: уақыттың жетіспеушілігі, соңғы уақыттағы жарияланған ғылыми мақалаларға қол жеткізудің болмауы, ынталандыру мен мотивацияның болмауы. Осы шектеулерді түсіне отырып, зерттеу нәтижелері саясаткерлерге, жоғарғы оқу орындарының қызметкерлеріне, және университеттегі ағылшын тілін шет тілі ретінде оқытатын оқытушыларға мәтін-мәндерін нұсқаушылар арасында зерттеу жұмысын жүргізуге ыңғайлы ету үшін ұсыныстарды көрсетті.

Кілт сөздер: Жоғарғы оқу орындарындағы оқытушылар, ағылшын тілін шет тілі ретінде беретін оқытушылар, зерттеу жұмысына қатысу себептері, зерттеу жұмысына кедергі келтіретін шектеулер

**“Участие преподавателей университета английского языка как иностранного
в исследовательскую деятельность: мотивации и трудности”**

Аннотация

Целью этого исследования было изучение вовлеченности преподаватели английского языка как иностранного в университетах в исследовательскую деятельность. В нем изучались причины вовлеченности преподаватели английского языка как иностранного в университетах в региональную исследовательскую деятельность и ограничения, которые мешают им заниматься исследовательской деятельностью. Данные были собраны у 15 преподавателей английского языка как иностранного в университетах с помощью полуструктурированных интервью. Основные причины проведения исследования вращались вокруг значимости исследований для улучшения их профессиональной карьеры, конкретных факторов развития навыков преподавания и исследований и возможностей продвижения по службе. Результаты исследования также показали основные препятствия, которые ограничивают их в исследовательской деятельности: нехватка времени, отсутствие доступа к последним исследовательским статьям и отсутствие поощрения и мотивации. Понимая эти ограничения, результаты исследования выявили предложения и рекомендации для политиков, учреждений и преподавателей по созданию контекстов преподавания английского языка как иностранного в университетах, удобных для исследовательской деятельности среди преподавателей.

Ключевые слова: Преподаватели университета, преподаватели английского языка как иностранного, мотивации, трудности

Key Terms

EFL - English as a foreign language

TEFL - Teaching English as a foreign language

Purposeful sampling - “type of sampling to choose a specific group of people with a relevant background to the research topic and research purpose and used when the goal is to gain deep insight rather than statistical representativeness” (Etikan et al, 2016)

Semi-structured interview - the preferred data collection method when the researcher’s goal is to better understand the participant’s unique perspective rather than a generalized understanding of a phenomenon (Adeoye-Olatunde and Olenik, 2021).

Intrinsic motivation - when instructors engage in research to enhance their teaching practices, develop their academic expertise, and contribute to the broader field of EFL education (Brown and Lee, 2015)

Extrinsic motivation - when institutional requirements and career progression opportunities motivate instructors to undertake research.

CHAPTER 1

Introduction

In recent years, knowing the English language has become a significant skill, and the Kazakh government has changed the teachers' role as a crucial part of the country's development. Moreover, knowing the English language has a very high status to have a better-paid job, and it faces the requirement for a higher level (Sakarkaya and Bumen, 2022). Consequently, there comes an idea to have continuing professional development of English teachers. Doing research on this topic, and knowing the factors that develop teacher professional development, it is found that teacher research engagement has received considerable attention from scholars and researchers. (e.g. Sakarkaya and Bumen, 2022; Kyaw, 2021; Consoli and Dikilitaş, 2021; Mehrani, 2015; Jamoom and Al-Omrani, 2021; Helate et al, 2022; Mehranirad, 2023). Therefore, this topic had my attention while being a teacher, but doing research, and the ambiguity of the correlation between teaching and research activity. Reading and doing the review of the literature on this topic, it was revealed that there are two types of research engagement: research engagement with (i.e. through reading) and in (i.e. through doing). (Rahimi and Weisi, 2018; Sakarkaya and Bumen, 2022; Mehrani, 2015; Jamoom and Al-Omrani, 2021).

Teacher education and professional development have always been at the forefront of the educational debate for both novice and experienced instructors. (Alhassan and Ali, 2020) Some researchers claim that the young and novice lecturers are more engaged in the publications than the senior associate professors. (Ni, 2024). One of the reasons behind that can be the motivation of novice teacher-researchers having more desire rather than experienced teachers. Consequently, experienced instructors work on establishing mentorship programs and

providing guidance. (Consoli and Dikilitaş, 2021) As a result of this correlation between two experienced and novice teachers, there can be done effective research works and new insightful findings. By engaging in research, instructors can benefit in terms of developing some skills such as self-reflective, critical, and systematic approaches to their teaching, enhancing professional skills, fostering deeper pedagogical insights, and transforming classroom practices to benefit learners. (Consoli and Dikilitaş, 2021). For example, in Atay's (2008) research findings, the author found that through engagement with research (reading research) and engagement in research (doing research), instructors become more critical, reflective, and analytical about their practice in classrooms.

In light of the findings, it was found that the triggering factors to conduct research are categorized under the “individual factors (e.g. intrinsic and extrinsic motivation, self-efficacy), institutional factors (e.g. institutional support, networks, national policies)”, system-related (e.g. autonomy), policy-related (acceptance of policy actions) (Kyaw, 2021, p. 7; Li et al., 2024) and also mentor assistance and support who are inspired, and encouraged from admired instructors (Sakarkaya and Bumen, 2022; Kyaw, 2021) the research pressure of “publish or perish” (Li et al., 2024; Nicholson & Lander, 2022), course requirements while studying and pedagogical motivations (Mehrani, 2015), job promotion (Jamoom and Al-Omrani, 2021), development of critical and analytical skills (Alhassan and Ali, 2020), assessment of teachers (Comon and Corpuz, 2024). Furthermore, it is recommended that it would be beneficial to leverage innovative approaches like podcasting, narrative inquiry, and multidimensional data collection for the purpose of making the research more accessible and engaging. (Consoli and Dikilitaş, 2021).

Despite these driving motivations of teacher research engagement, challenges and limitations hinder their motivation to engage in research with a full desire. As the most commonly written challenges were included high expectations of higher education institutions to publish and connect research to their teaching time, lack of time, administrative responsibilities, unbalanced workload, lack of administrative and financial support, supportive environment, low literature searching literacy, distraction from family responsibilities, lack of mentorship, absence of special offices to engage in research, lack of sufficient online database, journals, and books. (Sakarkaya and Bumen, 2022; Ni, 2024; Li et al., 2024; Kyaw, 2021; Consoli and Dikilitaş, 2021; Jamoom and Al-Omrani, 2021; Alhassan and Ali, 2020; Nagibova, 2019; Saeb et al., 2021)

Moreover, by looking at the findings, university policies mostly focused on assessing the research outputs, but few clear rules for allocating mentors to teachers. There is no requirement from the university policy, so experienced instructors are not motivated to assist novice teachers. It leads to decreased interest in research engagement due to limited networks. Although there are provided mentorship programs in universities, novice teachers mostly were provided general guidance rather than customized guidance in the process of research engagement, and there can be an ambiguity and weak connection between novice teachers and their mentors. The reason behind that statement is the difficulty of measuring and testing the validity of mentorship. Furthermore, teachers do not know how to connect the mentor's experiences to their own research. Consequently, unsuitable instruction can lead to a gradual decline in teachers' research motivation due to research process failures. (Li et al., 2024)

The present study was conducted to explore the extent to which Kazakhstani University English language teachers engage in and with research, the reasons for their research

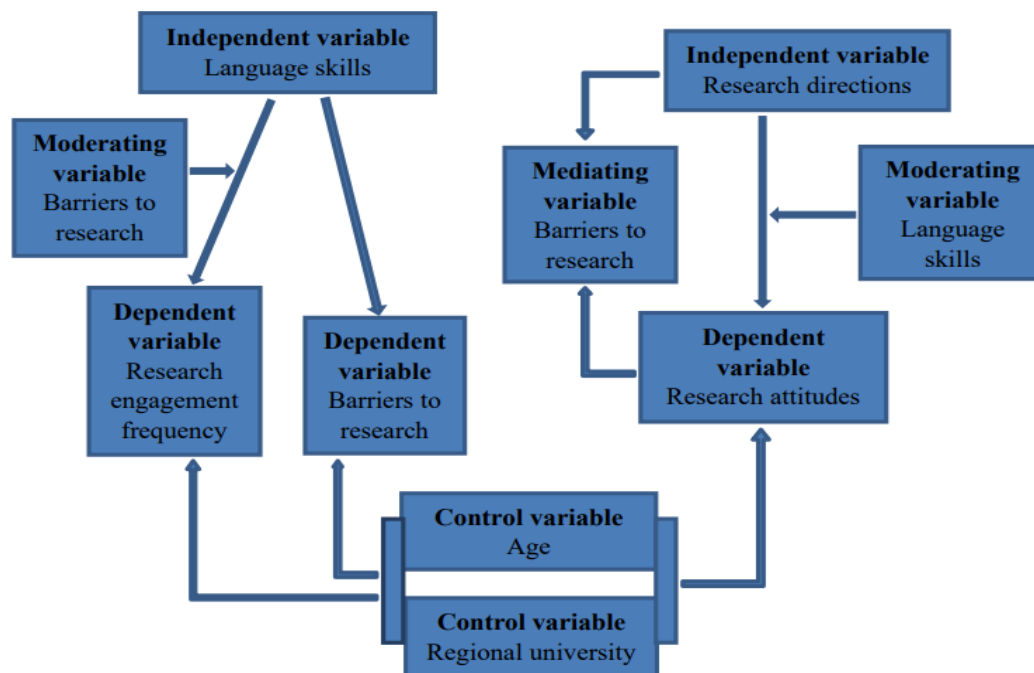
engagement, and identify the challenges that hinder their active participation in research. The following research questions were addressed:

1. What motivates foreign language teachers to engage in research activities within the context of language education?
2. What challenges do English language teachers encounter while integrating in research activities?

The research relevance lies in the in-depth comprehension of the instructors' research engagement, their necessities, and barriers impeding them from conducting their research might contribute to promoting their engagement in research, enhancing their teaching and learning practices, and institutional development (Jamoom and AL-Omrani cited by Kuzembayeva et al.). Figure 1 represents the conceptual model with control, moderating variables of the study.

Figure 1.

Conceptual Model with Control, Mediating, and Moderating Variables



CHAPTER 2

Literature review

Research engagement among university English as a foreign language (EFL) instructors has gained significant attention in recent years. This literature review explores motivations and challenges related to instructors' engagement in research activities. This literature review synthesizes findings from several studies, offering insights into the ways in which teachers perceive research, their motivation, and the barriers that hinder their development in conducting and applying research to their pedagogical practices. Understanding the importance of research engagement of English language teachers in research work is crucial since the focus is not only on teaching effectiveness but also on contributing to the broader educational landscape. This dissertation will discuss the motivations of teachers for research engagement, the challenges of research engagement, internal and external support, and strategies for enhancing research engagement.

2.1 Motivations for engagement

Motivation is a fundamental cause behind instructors' participation in research activities. The majority of the results of the articles claim that research engagement depends simultaneously on individual, institutional, system-related, professional, instrumental, and policy factors. Individual or personal factors include intrinsic and extrinsic motivation, self-efficacy. Institutional factors where there are institutional support, networks etc. System-related factors include time allocation and autonomy. And Policy factors concerned instructors' acceptance of policy actions and measures to encourage teacher's research engagement (Kyaw, 2021) Professional factors such as professional development and Instrumental factors including improving occupational resume, finding a better job, getting

admission to higher educational programs, publishing manuscripts, obtaining a better income (Mehranirad, 2023).

Several studies (Li and Xu, 2024; Rahimi and Weisi, 2018; Jamoom and Al-Omrani, 2021) highlight both intrinsic motivation and extrinsic motivations influencing EFL instructors' engagement in research. In terms of intrinsic motivation, instructors engage in research to enhance their teaching practices, develop their academic expertise, and contribute to the broader field of EFL education (Brown and Lee, 2015). The majority of the instructors in the research work done in this field (Li and Xu, 2024; Rahimi and Weisi, 2018; Jamoom and Al-Omrani, 2021; Brown and Lee, 2015) perceive research as a means of improving classroom effectiveness by applying evidence-based practices. Additionally, personal intellectual curiosity and the pursuit of professional satisfaction play significant roles in driving research engagement.

In terms of extrinsic motivation, institutional requirements and career progression opportunities motivate instructors to undertake research. According to Rahimi and Weisi (2018), the teachers' motivations towards reading and doing research are more extrinsic (for promotion) than intrinsic motivation (for teaching improvement). So, in many higher education institutions, research output is a critical criterion for promotions, salary increases, and professional development. Other motivational factors such as funding opportunities, research grants, and institutional research, act as extrinsic motivators, encouraging instructors to pursue research despite the competing demands of teaching responsibilities. In addition, there is a demand among teachers need to urgently engage in more research with the research pressure or motivation of "publish or perish" (Li, et al., 2024; Gleeson et al., 2017; Li and Xu, 2024).

2.1.1 Administrative Encouragement

Findings show that administrative encouragement and support are other factors affecting teacher research engagement (Saeb et al., 2021; Comom and Corpuz, 2024). Institutional support significantly impacts the extent to which EFL instructors engage in research. Support factors include access to funding, workload distribution, training opportunities, active encouragement, organizational time allocation, financial support (Kyaw, 2021), organization of workshops, creating research team opportunities (Li et al., 2024), mentorship opportunities (Consoli and Dikilitaş, 2021; Jamoom and Al-Omrani, 2021; Li and Xu, 2024), scaffolding partnerships from colleagues (Consoli and Dikilitaş, 2021; Kyaw, 2021; Li and Xu, 2024), rewards and promotion (Li et al., 2024; Jamoom and Al-Omrani, 2021). Since these factors shape the part of instructor motivation through research engagement, institutional responsible communities should foster a strong research culture.

Mentorship support is an effective tool to affect on instructors' research engagement and needs its own sub-topic. Establishing a mentorship programme (Sakarkaya and Bumen, 2022) leads to have a benefit from collaborative research initiatives. Peer collaboration and institutional research groups create opportunities for knowledge sharing and skill development (Consoli and Dikilitaş, 2021), reducing the isolation often associated with research activities. Controversially, a lack of institutional support, scaffolding encouragement, and mentorship programs poses as significant challenges to research engagement progress.

2.1.2 Professional Development and Research.

Engaging in research contributes significantly to EFL instructors' professional development. (Sakarkaya and Bumen, 2022; Jamoom and Al-Omrani, 2021) and was known as a key factor (Mehrani, 2015) or an alternative and ongoing process form, where instructors

decide what kind of knowledge to receive, how and when. (Mehranirad, 2023). Teacher research engagement not only contributes to individual teacher development, but also to broader improvements to the school and classroom (Alhassan and Ali, 2020 cited from Borg, 2010). Studies (Richard and Lockhart, 1994; Wang and Zhang, 2016; Campbell and Jacques, 2004) suggest that instructors who actively conduct research develop a deeper comprehension of language acquisition theories, pedagogical innovations, and curriculum design (Karakış, 2021 cited from Richard and Lockhart, 1994), and have become more learner-centered, more active, and autonomous in both teaching and research (Sakarkaya and Bumen, 2022 cited from Wang and Zhang, 2016). They also increase in professional competencies (Sakarkaya and Bumen, 2022, cited from Niemi and Nevgi, 2014) and had an improvement in reflective behaviour, awareness of praise, and focus on evaluation and observations of pupils (Mehrani, 2015 cited from Campbell and Jacques, 2004).

Research activity enhances instructors' critical thinking, analytical skills (Rahimi and Weisi, 2018), and adaptability to evolving educational trends (Jamoom and Al-Omrani, 2021), which promotes lifelong learning and encourages instructors to stay updated with contemporary developments in the field. For instance, one of the participants in the research mentioned about the desire to innovate the way of teaching and delivering updated knowledge to the students as a reason for keeping engaged in the research (Kyaw, 2021). Some of the instructors in the research done by Alhassan and Ali (2020) claim that when they collect students' exam papers, they utilize it as data and compare and contrast students' writing in a format of action research. The majority of institutions emphasize research-led teaching, where instructors integrate their findings into classroom practices, thereby enriching students' learning experiences (Ellis et al., 2018; Rahimi and Weisi, 2018; Walker et al., 2019). As an

example, in the research done by Rahimi and Weisi (2018), there were reported instructors' answers.

The instructors reported that it makes them think critically in their teaching process, reporting:

“Doing and reading research makes me think critically about my teaching practice.”

(Rahimi and Weisi, 2018, p. 9)

The participants reported that their research engagement helps them to teach professionally and affect to other instructors' methods of teaching. One of the participants reported that:

“By reading research in the field, I can find different ways of teaching.” *(Rahimi and*

Weisi, 2018, p. 9)

They also mentioned that research engagement is beneficial in terms of collaborating with other instructors. As an example, one of the participants reported that:

“Due to my research activities, I am always in contact with other teachers.” *(Rahimi and*

Weisi, 2018, p. 10)

Furthermore, the participants said that they feel more confident, since their teaching practice can be affected by their research work they do and read. One of them reported that:

“I am confident about my actions in the class because they are based on

research.” *(Rahimi and Weisi, 2018, p. 9)*

Moreover, the participants reported that research activities make them a well-known figure in the community, being engaged with and in. One of them said that:

“My research practice has distinguished me from other teachers. (Rahimi and Weisi,

2018, p. 9)

Another example of the research work done by Dikilitaş and Saglam (2023), in some of the teachers' research, they decided to make the changes in their teaching and become more understanding towards their learners. Consequently, instructors renewed their relationship with students, which lead to have friendly and positive classroom atmosphere. In this research work also, one of the participants highlighted the chances of applying planning in teacher training in a different way in online lessons:

“I use research findings... I apply them in my planning. I started planning in a different way in online lessons”

Concluding the importance of research in professional development, instructors' research engagement would reflect in a positive way on their teaching practice and students' learning, and also affect academic performance.

2.2 Challenges

Despite of the wide range of reported benefits from the findings showed that majority of the instructors found the significance of research engagement positive, instructors' research engagement had potential challenges and barriers that hinder the motivation to engage in research engagement activities, and not all instructors view research engagement as beneficial to their teaching process. The sources of the challenges can be broadly classified into these major types. There is the gap between research and practice that means there is no institution, community, and agent (Mehranirad, 2023), lack of knowledge about the research process (Jamoom and Al-Omrani, 2021; Rahimi and Weisi, 2018; Saeb et al., 2021; Tindowen et al., 2019; Nagibova, 2019; Comon and Corpuz, 2024), language issues in Kazakhstani universities (Nagibova, 2019; Kuzembayeva et al., 2022), institutional demands and standards (Consoli and Dikilitaş, 2021). Moreover, there is a lack of administrative encouragement and support

(Sakarkaya and Bumen, 2022; Saeb et al., 2021; Jamoom and Al-Omrani, 2021; Consoli and Dikilitaş, 2021) which include not organizing workshops, fixed and inflexible syllabi, difficulty in access to high-quality academic journals and online database (Ni, 2024; Saeb et al., 2021; Jamoom and Al-Omrani, 2021; Alhassan and Ali, 2020; Li et al., 2024), not providing office to write (Li et al., 2024) that makes uncomfortable to write for instructors. Another way of research engagement is collaboration, but there is a lack of mentorship programs (Sakarkaya and Bumen, 2022; Nicholson and Lander, 2022), scaffolding assistance and collaboration (Mehrani, 2015; Alhassan and Ali, 2020). From the external challenges, there is an issue in funding (Jamoom and Al-Omrani, 2021; Nagibova, 2019), overloading the teaching time, administrative roles, and extracurricular activities (Kyaw, 2021; Alhassan and Ali, 2020; Ni, 2024; Sakarkaya and Bumen, 2022; Li et al., 2024). In spite of the fact that all these challenges affect negatively to the research engagement, it was found that the major challenge that was mentioned mostly is the lack of time (Ni, 2024; Jamoom and Al-Omrani, 2021; Nicholson and Lander, 2022; Saeb et al., 2021; Sakarkaya and Bumen, 2022; Rahimi and Weisi, 2018), especially it was mentioned about difficulty for female participants since they had greater family commitments and should balance it with research work (Ni, 2024; Saeb et al., 2021)

The results of the findings done by Walker et al. (2019) show that despite the fact that lack of time is the biggest challenge not to be motivated, there should be a willing among instructors to engage with research evidence (Walker et al., 2019; Ni, 2024). Consequently, there should be full responsibility from both sides. Otherwise, instructors would not write or engage in research works even though they have time to write it, finding it meaningfulness in tasks or activities (Svalberg, 2018).

Kazakhstani people have an issue in terms of research engagement because of language barriers, as they do not speak English in an academic setting (Nagibova, 2019). At the same time, there is the fact that research engagement is not about knowing the English language, but writing and analysing the findings of the research. Unfortunately, kazakh researchers face an issue in this area too, as there is a lack of research work which was written in the Kazakh language.

Considering the language problem, it was found another issue that there is a lack of research works that focused on analyzing the factors of teacher motivations and challenges towards doing research engagement. Kuzembayev et al (2022) proved these words stating that “no research addressing these issues in the regional context was found in Kazakhstani higher education”.

Additionally, from the findings of the research work done by Nagibova (2019) and Kuzembayeva et al. (2022) there were mentioned factors that hinder instructors from doing active research engagement activities: lack of motivation, time management, skills, lack of reflective and research skills. The studies depict that the university academic staff, in their early research career, face barriers such as the lack of time to conduct research, the difficulty in publishing research, and the lack of research mentorship and university support.

2.3 Solutions

Since there are challenges to research engagement motivation, all the opportunities should be provided, and issues should be solved. Therefore, for the reported benefits and challenges, participants also suggested possible solutions to enhance research engagement (Alhassan and Ali, 2020). One of the key solutions to the issue of not understanding of the complexity and limitations of the research design is that institutional representatives (e.g. dean

of faculty, director of research department, and compliance officer or ethics committee chair) organize discussion groups where instructors can present and have discussions on their research works (Jamoom and Al-Omrani, 2021). Developing a positive collaborative environment idea is also mentioned in Kazakhstani research works, adding promotion of individual professional development as a solution and motivation to engage in research activities (Nagibova, 2019). It was also suggested that, in order to enhance research engagement, institutions should not only raise awareness and provide relevant training, but also create supportive conditions such as allocating research funding and reducing teaching loads. In addition, recognising and rewarding research efforts can further motivate academic staff. Equally significant is the encouragement of innovative, practical, classroom-oriented research, which can be strengthened through increased collaboration and continuous professional development. Moreover, there is a need to formalize and systematise research training to ensure long-term impact and effectiveness, rather than relying solely on occasional workshops (Alhassan and Ali, 2020).

CHAPTER 3

Methodology

The majority of scholars are accustomed to analysing numbers, charts, and graphs. However, even in our world of numbers, some information is best collected and analyzed utilizing a qualitative research method. (Campbell, 2014). The purpose of my research was to explore the motivations and challenges of Teaching English as a foreign language (TEFL) instructors regarding their research engagement activity. The qualitative research allows for an in-depth exploration of full-time TEFL instructors' experience and perceptions to enhance their teaching practice and engagement in research activities. As full-time staff, instructors must have a balance between teaching and research responsibilities. In order to fully achieve the full potential of the research purpose, there is a requirement to ask only TEFL instructors' perceptions, who are teaching English language learners as a foreign language at the local university, regarding their engagement in the research work. Looking at the requirement, purposeful sampling is used, which is a population sampling process in that a researcher selects research participants based on their presence in a population of interest, characteristics, experiences, or other criteria (Stratton, 2024). Since the participants were chosen by purposeful sampling, being as an English language instructor and publishing at least one article, and with their willingness to take part in the interview process. Since, "informed consent is one of the primary principles on which the framework of protections for human subjects in research is built", they were asked to participate only after sending the consent letters (Bazzano et al, 2021). They signed and scheduled a relevant time to have an interview. (see Appendix 2) Mainly, the interview was held during their scheduled time via Zoom platform and on-site meetings at the university, and lasted 11-18 minutes each. After the interview, their names were

replaced with numbers, and the article highlighted the main points according to the common answers and different cases of the research engagement process.

Out of 18, there were 15 English instructors had an agreement and were willing to join in the research results, while others did not reply for asking the permission to participate in the research interview.

3.1. Sampling

In qualitative research, sampling strategies are deliberately chosen to align with the study's aims, allowing for an in-depth exploration of particular phenomena. It requires prioritize the selection of participants who can provide rich, meaningful, and contextually relevant data (Creswell and Poth, 2018). There are several sampling techniques that are used in qualitative studies. For example, from the articles that were used as the reference, Dikilitas and Saglam (2023) used theoretical sampling where data collection is guided by emerging theoretical concepts rather than pretermind criteria. Nicholson and Lander (2020) used snowball sampling which is frequently utilized when studying populations that are difficult to access, while Karakis (2020) used a random sampling method that consisted of participants with voluntary agreement.

In the research work, there is a necessity to choose a specific group of people with a relevant background to the research topic and research purpose and used when the goal is to gain deep insight rather than statistical representativeness (Etikan et al, 2016). Consequently, purposeful sampling allows for the selection of relevant participants to provide informative data that aligns with the objectives of the study. Participants were selected with relevant experience in publishing at least one article and working as TEFL instructors for at least a year at the local higher education institution.

3.2. Participants

In this study, there were 15 TEFL instructors who are teaching at SDU University and have experience in publishing at least one article. They were all informed and got consent letters. Agreeing on the consent letters, they shared about their motivation and challenges regarding their engagement in research. Among these 15 participants, there were seven men and eight women. The sample was intentionally diverse to capture a broad range of experiences, perspectives and professional fields, thereby enhancing the richness and relevance of the data.

Participants varied considerably in both teaching experience and research engagement, with several holding doctoral degrees, international education backgrounds, and long-standing institutional affiliations. The table below summarizes the profile of each participant, including their years of teaching and research experience, gender, specialization, and level of education.

Table 1. *The profile of each participant: gender, specialization, teaching and research engagement experience, and level of education*

Demographic Information	Frequency
Gender	
Male	7
Female	8
Specialization	
Education and Humanities	15
Teaching Experience	
0-4	7
5-9	4
10+	4
Level of Education	

BA (Bachelor's)	7
MA (Master's)	4
Doctorate (Ph.D.)	4

Engagement in research activities

0-4	5
5-9	6
10+	4

As reflected in the table, the participant group includes both novice and experienced educators, with teaching experience ranging from 2 minimum and 10+ years and research engagement from 2 years minimum to over 10 years as well. Some participants had studied abroad or held doctoral qualifications, while others brought deep knowledge of the local institutional context through long-term service. This range allowed for the exploration of varying motivations, barriers, and pathways related to research activity within the same institutional environment.

One of my participants who was graduated from a foreign country also shared research engagement motivational factors and issues that hinder the desire for research engagement. Since that participant has the experience of publishing and writing not only in Kazakhstan, but also in other countries, the answer has both similarities and differences compared to participants who are mainly working on Kazakhstani research issues. That participant has more than five years of teaching experience and five years of research engagement experience.

3.3. Data Collection

Data for this study were collected through semi-structured interviews with the participants. "Semi-structured interviews are the preferred data collection method when the researcher's goal is to better understand the participant's unique perspective rather than a

generalized understanding of a phenomenon... and it permits interviews to be focused while still giving the investigator the autonomy to explore pertinent ideas that may come up in the course of the interview...” (Adeoye-Olatunde and Olenik, 2021). There were eleven main questions and different specific questions regarding their response (see Appendix 1). In the process of the interview, there were no provocative questions and participants responded positively to the interview questions, appreciating the friendly atmosphere. “To conduct a successful interview and gain useful data which addresses the research question, it is necessary to get prepared first. This process includes different steps” (Taherdoost, 2022). Participants were connected via e-mail and provided with information about the study, including its purpose, procedure, and voluntary nature. Before the interview, participants were asked to review and sign a consent letter outlining their voluntary participation in the study. Moreover, personal information of the author was shared in the e-mail message to request further information from the author. “Some participants can avoid participating in the study when they face the question before the interview, and it is the responsibility of the researcher to convince them” (Taherdoost, 2022 cited from Knox, 2009). Those who expressed their interest were scheduled for individual interviews. “The schedule should be noted before the sessions; otherwise, it leads to distraction of the participants ... need to determine the approximate time, site and location... The importance of the interview location is one of the most important factors which should not be underestimated.” (Taherdoost, 2022). Interviews were conducted face-to-face and audio-recorded. Each interview lasted approximately 11-18 minutes. The author started with the recording, asking the warm-up questions, and asking the extra questions except the main eleven questions to succeed in exploring new personal information, and then at the end of the interview, participants were asked to tell something that they could tell during

the interview, after that the author appreciated the interviewees for their participation in the study by telling it to them and bringing the coffee for them as a reward for participating.

3.4. Ethical considerations

This study maintains to established ethical standards for conducting qualitative research involving human participants. Informed consent letter was upheld throughout the study, including permission from the institution and informed consent letters. Informed letters that were obtained from participants ensure that the participants understood the purpose of the study and their right to be voluntary participants. The participants were provided with a precise explanation of the research purpose and procedures. Special codes were used to protect their privacy and save confidential information. All participants remain anonymous, and their identities was protected through the usage of numbers. The data collected through interviews will be securely stored in author' cloud account and its own specific password, and used solely for academic research purposes. They was informed that their responses will be used to better understand the motivations and challenges that English language instructors face in engaging with research activities. Finally, this research adhered to the ethical guidelines set by SDU University and had an approval from the relevant ethics committee prior to data collection. (See Appendix C))

3.5. Data analysis

“Qualitative research can be categorized into two groups. The first group consists of the analytical approaches that are related to some theoretical framework, for example grounded theory approach, narrative analysis, etc. Whereas the second category is free from constraint of theoretical framework, and is much more independent and experiential in its approach to analysis. Thematic analysis belongs to this second group analytic approach. Therefore thematic

analysis help create a rich, detailed, as well as complex account of data set” (Majumdar, 2022 cited from Braun and Clarke, 2006)

The author analysed the interviews utilising thematic analysis, which information was analysed and written it into three main parts: motivations, challenges, and extra findings and supporting sub-themes. Participants’ names were changed to numbers from one to fifteen, and it focused only on the main points and themes. After asking each question, participants answered and shared their experiences, mainly including motivations and challenges. Out of all participants, there were seven men and eight women with whom I had an agreement to have an interview, and the study received valuable information from the participants. The balance between participants in terms of gender, age, and experience are well-structured. Consequently, it describes the study that it does not show any biased perceptions regarding gender reliability. The author also acknowledged several limitations of the study. For example, by using purposeful sampling, it hinders the potential of the dissertation topic.

CHAPTER 4

Findings

This section presents a detailed thematic analysis of interview data gathered from 15 TEFL instructors, aimed at exploring their engagement in research activities. The study specifically addresses two research questions, which are focused on the motivations and challenges do TEFL instructors have in their educator-scholar identity. The qualitative data gathered from 15 semi-structured interviews with EFL instructors yielded rich insights into the complex interplay between research engagement and pedagogical practice. Through a thematic analysis of participants' responses, several themes emerged that shed light on the motivations, experiences, and challenges faced by language instructors as they integrate research into their instructional strategies. The following thematic categories represent the most significant patterns identified in the interview data:

4.1. Motivations for Engaging in Research

4.1.1. Intrinsic motivation and personal interest

Several participants cited a strong personal interest in education, language, and research as their primary driving motivation. They enjoy exploring new ideas, improving their own comprehension, and contributing to their field. For example, one of the participants emphasized:

Participant 1: "This is my personal interest in doing research... I want to explore different things related to language, related to education, how some methods work."

Participant 7: "Motivation factors are: helping my colleagues, collecting my portfolio of research articles, and achieving higher ranks or status."

This type of motivation is particularly powerful because it is internally regulated and does not rely on external rewards. Participants who exhibited strong intrinsic motivation tended to engage in research consistency and with greater satisfaction, often viewing research not as a professional obligation but as a fulfilling academic pursuit.

4.1.2 Contribution to Knowledge and Students' learning

Another significant factor of motivation was the perceived value of contributing to the wider academic community and directly enhancing student learning. Several participants underlined the evolving nature of knowledge, especially in the field of second language learning, and the necessity of engaging in research to stay current.

Participant 2: "...you cannot really know at what time or at what moment those new things emerge in learning in language or in TFL itself without doing research yourself. For example, if you don't really do research, you end up teaching absolute theories... you cannot really teach students second language without making reference to how they learn their first language. And this is something that you cannot really comment on without doing proper research"

Instructors who engaged in research reported being better able to identify students' learning difficulties, especially in skills such as listening and writing, and to develop targeted instructional strategies. This suggests a positive feedback loop, where research enriches teaching, and classroom experiences inform future research activities.

4.1.3 Academic Promotion and Requirements

While intrinsic motivation was the dominant driving force, professional development and the potential for academic advancement were also cited. For instance, one of the participants reported that:

Participant 4: “One of the first benefits is for promotion... in academia, you cannot really progress without making research or publications.”

This external motivation, though secondary for some, provides an additional incentive to maintain research activity. Participants acknowledged that institutional culture often places value on publication records, which may pressure some educators into engaging in research primarily for career mobility. Particularly those involved in the academic process have higher levels of engagement because of institutional requirements or personal interest in research topics. Institutional pressure, particularly the requirement to publish also serves as a motivating factor. For instance, participants reported the workload challenges with one stating:

Participant 3: “the main reason for doing that is as teachers, we must contribute to knowledge because the essence of research is to contribute to prior knowledge”.

Participant 1: “I’m also a master degree student and I have to write two articles and participate in conferences... I’m doing it quite often now. I have become quite interested in conducting research because the topic of my research is quite interesting for me and it’s about quite a relevant issue in foreign language education”

Participant 15: “...I am engaged in research processes quite often...I have to at least publish an article once a year...”

4.1.4 Relevance to Teaching

Several participants described how the research directly influenced their classroom practices. In particular, research projects that investigated specific linguistic challenges, such as students' difficulties with IELTS listening tasks or academic integrity, enabled instructor to tailor their instruction more effectively. This instructor reported that:

Participant 1: "I think that in terms of professional development, now I understand my students' issues more. For example, they conducted research on the identification of IELTS listening difficulties and now I can really understand what my students need and I provide them with the strategies and tasks that would help them"

Research engagement thus became a practical tool for pedagogical refinement, promoting more student-centered and evidence-based teaching.

4.2. Challenges in Integrating Research into Practice

Despite of the wide range of reported benefits from the findings in this research showed that majority of the instructors found the significance of research engagement positive, instructors' research engagement had potential challenges and barriers that hinder the motivation to engage in research engagement activities. The sources of the challenges can be broadly classified into these major types: about workload, lack of institutional support, emotional burnout, research skills, peer collaboration, free access to resources and trends, etc.

4.2.1 Time Constraints and Workload

In spite of the fact that all the challenges negatively affect the research engagement, it was found that the major challenge that was mentioned mostly is the lack of time among the instructors. Having a balance between teaching responsibilities, administrative duties, and personal life left little opportunity for sustained research activity. Participants with many

teaching hours and administrative roles struggle to find time to participate in research activities. For example, Person 1 states that it is difficult because of the workload:

Participant 2: “ there are many challenges while doing the research. This is the first one, this is a lack of time. Because this is difficult to combine teaching and doing research. Because we are given the same amount of hours to teach like any other teacher who does not do research.”

Participant 9: “... unfortunately I don't have enough time to devote for another activity.... it coincides with my timetable for my own lessons, which I am conducting or which I'm attending. So that's why it can be a bit difficult.”

Participant 10: “ I have a teaching obligation which takes time too. To prepare teaching lessons and assessing students' written works I need time. It is challenging to find time and energy to engage in research activities”

Since some of the participants are married, they also highlighted the importance of family responsibilities, as a factor not to have enough time to do a research.

Participant 4: “..having enough time and having manageable workload is difficult at this time for me. Almost, impossible. The only option to work on my research is weekends which is also not always possible because of my family responsibilities.”

Some of the participants mentioned about their extracurricular activities to as an organizer, reporting that:

Participant 4: “... organizing research seminars and round tables is on me, and it does not let me have enough time to even think of my research plan.”

4.2.2 Lack of Institutional Support and Incentives

A lack of institutional support, including funding, time-off, and collaborative opportunities, further compounded the challenges. Participants expressed a necessity of structured professional development and financial support to foster a sustainable research environment. For example, participants reported that:

Participant 11: “If the university management allocate some finance specifically for research collaboration for faculty members, I hope it will result in increased number and quality of research papers.”

Participant 14: “Some funds and finances should be allocated to those fields as well. So that is all I would like to say about this”

In the absence of adequate support from institution, even motivated instructors struggled to maintain consistent research activity, especially those juggling multiple roles within the university.

4.2.3 Emotional Strain and Burnout due to rejection

Participants discussed the emotional toll of research, particularly when faced with rejection from publishing journals or the pressure of upcoming deadlines. Mainly, these kind of feelings led to stress and a sense of discouragement. Reported responses are:

Participant 3: “Challenges are always associated with stress.) Especially when you cannot publish in a good journal.”

Participant 2: “If you submit your paper but it is rejected. But you work so hard at that paper but it is rejected on the basis that it is not well written, for example.... you get stressed and upset. And you have to use more time to improve that paper. And again, this is stressful. It takes time, it takes energy...”

Participant 5: "...this stress occurs when you have a deadline you have to meet..."

Participant 8: "...this will actually make you to be stressful. Because you're under stress, why? Because there's a deadline you have to meet..."

The psychological impact of these setbacks undelins the necessity of mentorship and peer support systems to help instructors navigate the emotional complexities of academic publishing

4.2.4 Need for Research Training and Methodological Skills

A recurring theme was the necessity of enhanced training in the research methodologies and data analysis tools such as "Nvivo", "SPSS", "Rstudio". Several participants expressed uncertainty in conducting quantitative research analysis or designing robust studies.

Participant 4: "I would mind taking training courses on quantitative data analysis and on tools tto analyze data, any types of data. I used to use "Nvivo" and "SPSS" and "Rstudio"..."

Participant 6: "...you have to sit down and spend a lot of hours to learn how to do all this analysis using SPSS, which is quite, which is an advanced quantitative of looking at things."

Participant 13: "But in terms of quantitative, I would like to know more about how to use the SPSS programs and others alike."

Lack of confidence in research skills often delayed projects or limited the scope of research activities, particularly among new academic researchers.

4.2.5 Disconnection between Research and Classroom Realities

Some participants highlighted the challenges of translating research findings into actionable classroom strategies. In cases where students lacked the foundational knowledge neseccary to engage with complex research concepts, instructors found integration challenging.

Participant 4:“ I find that the gaps in the knowledge of my master students, for example, their background knowledge concerning digital competency is not fundamental. The knowledge that they bring with them from other universities is not fundamental. And I try to include in my teaching those elements that will fill those gaps.”

4.3 Additional Findings

4.3.1 Peer Collaboration and Research Culture

Collaboration emerged as a potential solution to the challenges of time and workload. Participants who engaged in joint projects reported more efficient division of labor and enriched research experiences through peer support:

Participant 3:“I have done it with my PhD group mates... we actually wrote that with my supervisor. So when you look at it, we cannot, you cannot do everything in an individual capacity. You just need others to help you achieve”

“the group work can be the solution”

Despite this, several instructors reported limited opportunities for collaboration within their institutions, suggesting that more proactive networking and institutional facilitation are needed.

4.3.2 Access to Resources and Trends

Participants described various strategies for staying updated on research trends, including the usage of online platforms like Google Scholar, ResearchGate, and academic groups on LinkedIn or WhatsApp. However, time limitations often curtailed their ability to engage deeply with current literature.

Participant 12:“we have ResearchGate, we have all these Google scholars, and we have some societies that, for example, there are some WhatsApp groups, maybe for

example, some groups on LinkedIn, that when you register on those groups, if there's any new publication within your area of interest, they send it directly to you.

So by staying in those platforms, it's very easy for you to get updated studies within your interest or within the field you want to do research.”

CHAPTER 5

Discussion

As the result of the provided findings of the article, TEFL instructors stated that they develop their competence from various dimensions while doing research process. According to the provided answers and detailed literature review, the author tried to highlight common topics and ideas in this discussion part, analyzing the findings of the literature review and the interview responses. In the discussion part, it is discussed about the factors that motivates the instructors to engage in research activities, and negative factors that hinders EFL instructors from research engagement. There are several factors that motivates instructors to do a research: intrinsic motivations such as career enhancement, professional development, additional funding, promotions, and extrinsic motivations such as institution requirements, administrative demandings. Moreover, as an additional findings, it is added sub-topic about extra motivational factors after the analysis and methodological part of the research such as peer collaboration, and concentration-grabbing factors and suggestions while research engagement process.

First of all, the main and important factor of engaging in research is professional development. Professional development is not only about teaching process, but also factors that affect to the student achievement, atmosphere of the class, and outside of the classroom process. Alhassan and Ali (2020) stated that teacher research engagement not only contributes to individual teacher development, but also to broader improvements to the school and classroom. Supporting these words, the participants of the study shared their opinion too. Analyzing and concluding their responses, research engagement process is useful for their teaching process having a positive effect to their teaching skills, students' achievement, and academic performance. TEFL instructors' teaching process changed positively after the analysis of their

students' necessities, by the help of research activities, which leads to the students' succeeding in academic performance, annual plan and syllabus development, curriculum changes, and teaching process encouragement. In addition, the research engagement experience had a valuable profit to their salary promotion.

In terms of the obstacles that limit instructors' engagement in research, lack of time was reported as the main factor that impedes instructors from doing research activities. This result is in line with the findings of many studies (Ni, 2024; Jamoom and Al-Omrani, 2021; Nicholson and Lander, 2022; Saeb et al., 2021; Sakarkaya and Bumen, 2022; Rahimi and Weisi, 2018). This indicates that teachers have heavy teaching workloads, and they rarely find time for doing research activities. Proving these findings from the literature review, participants of this study also pointed out the lack of time as the biggest challenges that hinders from doing the research work. Participants from the study mentioned that instructors with many teaching hours and administrative roles struggle to find time to participate in research activities, which leads to have a disbalance between teaching and engaging in research activities.

Another factor that limits instructors from doing research work is a lack of proper institutional encouragement. The findings show that administrative encouragement and support are other factors affecting teacher research engagement (Saeb et al., 2021; Comom and Corpuz, 2024; Sakarkaya and Bumen, 2022; Jamoom and Al-Omrani, 2021; Consoli and Dikilitaş, 2021). This topic includes difficulty in access to high-quality of academic resources and online databases, research engagement environment, lack of availability of place to engage in research activities and workshops, fixed and inflexible schedule from the institution, lack of collaboration and mentorship programs (Ni, 2024; Saeb et al., 2021; Jamoom and Al-Omrani, 2021; Alhassan and Ali, 2020; Li et al., 2024). These factors limit instructors' motivation

towards their engagement in research activities. According to the findings of this study, participants also proved these factors right. The participants stated that in the absence of adequate support from institution, even motivated instructors struggled to maintain consistent research activity, especially those juggling multiple roles within the university. Moreover, the participants expressed the importance of structured professional development and financial support to foster a sustainable research environment. Thus, a lack of institutional support, including funding, time-off, and collaborative opportunities, further compounding the challenges.

Organizing seminars, workshops and training courses about a broad range of themes about research can be helpful for instructors to do research. These seminars, workshops and courses would provide instructors with valuable knowledge and skills about doing research, and they would enhance the chance of instructors' success to do research. Moreover, it guides instructors throughout their research, those including the topic determination, methods choice, receiving systematic feedback, having an encouragement, discussing and answering the questions. After fulfilling the necessity of board knowledge about the research process, it is recommended to have funding to finish the research publication process.

Overall, most instructor respondents seem to be willing to do research, and they are aware of the benefits that can be gained from engagement in research. However, some barriers limit their engagement in research. These barriers can be divided into two kinds: personal barriers (lack of available time, knowledge, research writing skills) and organizational barriers (lack of access to academic resources, lack of necessary facilities). These all findings suggest that instructors have a lot to do for enhancing instructors' engagement in research.

Limitations of the study and Implications for the future research

This study was conducted with a limited number of participants in a specific context.

With a large-scale survey studies, conditions for teacher-researcher engagement and sustainability can be identified. It can be investigated to see if there are broadened limitations and motivations of engaging in research processes. Also, studies on the perceptions of administrators and mentors and studies on the impact of the student success can be conducted for the further development of the research works towards this topic area.

CHAPTER 6

Conclusion

The present study corroborates the previous findings of studies related to instructors' research engagement. The results indicated that instructors reflect positively their mindsets, which motivated them to engage in research activity. The four main motivational factors are stated as personal interest of instructors, contribution of the research experience to student learning, academic promotion and the valuable insight into teaching process. In contrast, it was discussed about the barristers, which prevented them to read or do research. The five main constraints reported by the participants through the semi-structured interviews revealed as lack of time and heavy workload, lack of institutional engagement, emotional strain, necessity of research and methodological skills, and disconnection between research and classroom realities.

To sum up, instructors have a willpower to actively participate in research activities, at the same time challenges that limit them to do a research, and lose the concentration while writing a research work. The results of the findings suggest that as soon as institutional encouragement is provided, and decrease the challenges, instructors are ready to balance the instructor-researcher relationship in their professional development process and their life.

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Appendix A

Dissertation questions

- 1) *How often do you engage in research activities as a TEFL instructor, and what motivates you to participate in them?*
- 2) *How has your involvement in research contributed to your overall career growth and professional development?*
- 3) *Can you provide specific examples of how research has improved your pedagogical skills or content knowledge?*
- 4) *How has your research engagement affected your students' learning outcomes, and engagement in class?*
- 5) *What are the biggest challenges you face when balancing research with your teaching responsibilities?*
- 6) *Have you encountered stress or issues with work-life balance due to your research activities? How do you manage them?*
- 7) *Do you feel you have adequate support from your institution to engage in research? Why or why not?*
- 8) *Are there any specific skills or training you feel you need to improve your research capabilities?*
- 9) *How do you stay updated on the latest research trends and methodologies in TEFL?*
- 10) *Have you been involved in any research collaborations, and what impact have these collaborations had on your teaching practices or research experience?*
- 11) *What suggestions would you make to universities or policymakers to better support TEFL instructors in engaging with research?*

Appendix B

Consent Form for Participation in a Research Study

Title of Research:

- ***Dissertation:*** *The University EFL Instructors' Engagement in Research Activity: Motivations and Challenges*
 - ***Article:*** *TEFL Instructors' Research Engagement in Professional Development: Benefits, Challenges, and Suggestions*
-

Dear Participant,

You are invited to take part in an interview for a research study. Thank you in advance for considering this request. Please take a moment to read this consent form, and if you agree to participate, kindly complete and return it to my email at damir.yessimbekov@sdu.edu.kz.

Purpose:

The purpose of this study is:

1. ***Dissertation:*** *To explore the motivations and challenges that university EFL instructors face when engaging in research activities.*
2. ***Article:*** *To explore the benefits, challenges, and suggestions related to TEFL instructors' research engagement as part of their professional development.*

Participant Selection:

You have been selected as a potential participant because of your role as an EFL instructor at SDU University and your experience in publishing research. A total of 12 instructors will be interviewed for this study.

Time Involvement:

The interview will last approximately 10-20 minutes. You may extend the discussion if you wish to provide more insights.

Confidentiality:

All information you provide will be treated with strict confidentiality. Your identity will not be revealed in any reports or publications. Any identifying information will be anonymized, and raw data will be securely stored, accessible only to the researcher and research supervisor. Audio or other records, aside from consent forms, will not be shared with anyone outside of the research team.

Voluntary Participation and Withdrawal:

Your participation in this study is entirely voluntary. You are free to decline or withdraw at any point without any consequences or impact on your professional relationship with SDU University.

Contact Information:

If you have any questions or concerns, please feel free to contact me:

- ***Primary Researcher: Damir Yessimbekov***
Phone: 8-708-104-51-05
Email: 231302002@sdu.edu.kz

Consent:

By signing below, you confirm that you have read and understood the information provided, and you voluntarily agree to participate in this research study.

Signature: _____ ***Date:*** _____

Signature of Investigator: _____ ***Date:*** _____

Appendix C

Ethics Commission approval



Damir Yessimbekov <231302002@sdu.edu.kz>

Thank you for filling out Ethics Self-assessment Form

1 message

Research Ethics Committee <no-reply@involveme.com>
To: 231302002@sdu.edu.kz

Tue, Feb 25, 2025 at 6:59 PM

Hi Damir ,

We've received your submission. Based on the information you provided, you don't need to apply for Ethics Review and you can continue with your research project.

Thank you

Research Ethics Committee