

# Teachers' Perceptions towards Research Engagement and Its Relation to Their Continuous Professional Development: Case of Algerian University Teachers of English

Anfal Ould Khessal

Canterbury Christ Church University, the United Kingdom

## Abstract

Continuous professional development (CPD) assumes a significant role in language education (Slimani-Rolls & Kiely, 2019). This significance is evident in the growing academic interest in identifying effective CPD models (Edwards, 2015). Among the various factors believed to have a powerful influence on teachers' CPD is teachers' research engagement (Borg, 2013). While studies on language teachers' research engagement have yielded valuable insights into the motivations and challenges associated with research engagement, limited attention has been given to amplifying the voices of language teachers within the Algerian university context, particularly concerning their thoughts on research engagement and its connection to their CPD. To address this gap, I conducted a qualitative case study to explore the perceptions of Algerian university teachers of English regarding research engagement and its relation to their CPD. I collected the data through online semi-structured interviews with 11 Algerian university teachers. I have analyzed the findings using Braun and Clarke's reflexive thematic analysis (2022). To interpret the findings, I relied on Bronfenbrenner's Ecological Systems Theory (1979) and the Self-determination Theory of Edward L. Deci and Richard M. Ryan (2018). The results indicate that the participants emphasized the importance of having a supportive physical and psychological research environment. Additionally, the data highlighted the significance of certain personal attributes, such as proactivity and autonomy, in enhancing teachers' research engagement. Furthermore, the data emphasize the necessity of redefining the concept of 'research engagement' within the framework of teachers' CPD, considering its impacts on teachers, students, institutions, and the broader community.

**Keywords:** voice, qualitative, reflexive thematic analysis, environment, self-determination