

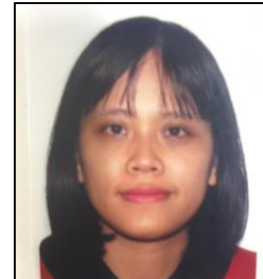


**Title of Project:**

Exploring ELT Tertiary Teachers' Research Engagement  
and Research Efficacy Development: A Case Study

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**Project Summary:**

This project investigates a critical and growing issue in English language education policy development internationally, that is, the expectation that English Language Teaching (ELT) teachers in tertiary institutions will also perform as researchers (Bai & Hudson, 2012; Borg & Liu, 2013; Keuk, 2015). Although active research engagement is expected from these teachers, little is known about their lived experiences in conducting research in response to the research requirements and the extent of their research efficacy (RE), i.e., beliefs in their abilities to conduct research. Using a case study design with the collection of multiple data sources, the study explores how ELT teachers in the specific tertiary environment of a Vietnamese university are engaged in research and develop their sense of RE through research practices. The study challenges the current predominant socio-cognitive perspectives on research efficacy beliefs and argues for a contextually-bound view of teacher beliefs by drawing on sociocultural perspectives (Vygotsky, 1986) and cultural-historical activity theory (Engestrom, 1987, 1999, & 2001) to explore RE growth. The study offers insights into the process of teachers' research engagement, their learning and efficacy development to meet the research requirements. It also identifies factors that enable and constrain teachers' participation in research. The findings can assist policy makers and institutional leaders in Vietnam and other non-English speaking contexts in the design and development of research support mechanisms that aim to facilitate ELT teachers' positive RE and to foster their sustainable research engagement.