



ENGLISH LANGUAGE RESEARCH TRENDS AND THEORETICAL KNOWLEDGE COMPETENCY: A STUDY OF PAKISTANI EFL TEACHERS' AWARENESS AND PRACTICES IN RESEARCH SUPERVISION

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Abstract

This study aims to investigate the research supervision practices of Pakistani EFL teachers at the BS, MPhil, and PhD levels. Different levels of awareness about research impact students' quality of work, motivation, and readiness for future employment. The study adopts a quantitative research design, utilizing survey data collected from 125 EFL teachers. Quantitative techniques, employing descriptive were used to explore differences across qualification levels related to challenges in research supervision, awareness of theoretical knowledge, and professional preparedness. The research findings indicate that MPhil and BS teachers experience high intrinsic cognitive load and struggle with selecting a research topic and meeting deadlines. Conversely, only 26.4% of teachers are aware of specialized research trends. Furthermore, negative supervision at the MPhil level was reported by 22.4% of teachers, while those who completed their PhD face excessive scrutiny, with 80% receiving numerous corrections. The article proposes structured research training programs to scaffold techniques and integrate technology-enhanced learning tools to support teachers. For BS students, basic research training, MPhil-level theory application, and the development of independent research skills at the PhD level are recommended. Future studies should emphasize qualitative insights into institutional policies and ensure that CLT-based interventions effectively enhance academic supervision.

Keywords: *Research Trend, Theoretical Knowledge, Awareness, Practices, Supervision, English Language Research.*

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1. Introduction

The field of English Language Teaching (ELT) is rapidly evolving due to shifts in global research and the demand for knowledge competency among academics. Through the role of English as Foreign Language (EFL) teachers at the university level in Pakistan, where English functions as a second or foreign language in a multilingual environment, practices in research supervision are modeled. These practices are influenced and shaped by global trends in technology-enhanced language learning (TELL), communicative competence, and world English, along with the need for solid foundations in language learning theories such as Second Language Acquisition (SLA) and Systemic Functional Linguistics (SFL) (Hasumi & Chiu, 2024). Nonetheless, the extent to which these trends are understood and how Pakistani EFL teachers can generally apply theoretical knowledge to supervise research has not yet been investigated. At the university level, research supervision in Bachelor of Science (BS), Master of Philosophy (MPhil), and Doctor of Philosophy (PhD) qualification courses requires teachers to help students connect theory with practical advice and guide them as they prepare to enter the English language scholarship community (Flowerdew, 2020). In supervised teaching practice, competency in theoretical knowledge related to various linguistic theories, research methods, and pedagogical innovations is essential for effective supervision (Horta, 2022). However, previous research indicates that Pakistani EFL researchers face numerous challenges, including limited access, inadequate professional development, and ultimately, a pedagogical inclination towards rote learning, which impedes engagement with innovative developments in research (Aijaz, 2024). For instance, global ELT emphasizes a more learner-autonomous and critical pedagogy; however, Pakistani universities are focused on examination outcomes rather than research (Irshad, 2016). A growing understanding of research trends and theoretical frameworks is crucial for EFL teachers to effectively guide their students, especially since language proficiency provides access to academic and professional success (Honkova et al., 2021). COVID-19 has significantly disrupted progress in the field of education, prompting increased research on stakeholders' responses to the pandemic and exposing a gap in translating teachers' theoretical knowledge into practical application within supervision (Starcke et al., 2022). This study aims to explore

the knowledge and practices of Pakistani EFL teachers serving as supervisors in research, particularly regarding research trends in the English language and the application of theoretical knowledge competency. In an effort to contribute to both the theoretical and practical understanding of EFL research teaching dynamics in developing contexts, this study situates itself at the intersection of global standards versus local realities by examining approaches at the BS, MPhil, and PhD levels.

1.1. Statement of the Problem

The rapid shift in English Language Teaching (ELT) research trends and the increasing importance of theoretical knowledge competency at universities worldwide have altered the expectations for EFL research supervision at this level. English serves as a crucial academic and professional language in multilingual Pakistan. However, EFL teachers assist students at the Bachelor of Science (BS), Master of Philosophy (MPhil), and Doctor of Philosophy (PhD) levels as they navigate the complex landscape of rapidly emerging research communities. This is noteworthy because Pakistani EFL teachers are largely unaware of and do not practice integrating contemporary research trends (TELL, intercultural competence, and World Englishes) and theoretical frameworks (SLA or SFL) in research supervision.

1.2. Research Objectives

- To understand the practices of EFL teachers concerning research supervision at different levels in Pakistan.
- To assess teachers' awareness and practices concerning new language research trends and theoretical knowledge in research classes in Pakistan.
- To propose possible solutions for accelerating EFL teachers' engagement with EFL research at various levels in Pakistan.

1.3. Research Questions

1. What practices do EFL teachers follow regarding research supervision in Pakistan?
2. Are Pakistani EFL teachers at universities aware of trends in English language research and theoretical knowledge?
3. What steps can be taken to enhance EFL teachers' trends and theoretical competency for research classes in Pakistan?

1.4. Significance of the Study

English Language Teaching (ELT) in higher education relies on English language research trends and the theoretical understanding of Pakistani EFL teachers in overseeing research. With a continued need for English in Pakistan's academic and professional spheres, the ability of EFL teachers to supervise research at BS, MPhil, and PhD levels is essential for nurturing a new generation of scholars engaged in global linguistic discourse. This study examines how well Pakistani EFL teachers understand TELL, intercultural competence, and World Englishes, and how their theoretical knowledge impacts supervision. It aims to enhance research supervision in Pakistani universities. Teacher comprehension and skill levels may highlight strengths and weaknesses, indicating their readiness to guide students through complex research methodologies. This is crucial due to the gap between global ELT standards and regional practices, where research-driven approaches often take a backseat to traditional methods. Improving supervision could elevate research outputs, aligning Pakistani research with global standards and boosting its academic reputation. The study also influences teachers' professional development, assisting in creating training programs to address theoretical gaps or skills in innovative areas like corpus linguistics or critical pedagogy. Understanding teachers' practices can inform institutional policies aimed at improvement, such as access to digital tools or research supervision workshops, amidst resource constraints and limited contemporary literature. This could empower teachers to foster student autonomy and critical inquiry in modern ELT education contexts.

2. Literature Review

2.1. EFL Teachers and Research Trend Awareness

Metacognitive, linguistic, cultural, and pedagogical awareness assists university teachers and students in preparing for language learning challenges, critically evaluating research, and modifying teaching practices. Recent research emphasizes the transformative impact of awareness.

Metacognitive teachers can tailor research-informed subjects like academic writing and linguistic analysis to students' needs (Hosseini et al., 2024). This understanding allows researchers to practice reflective practices where students examine their progress and adjust strategies. Students' research skills and metacognitive awareness enhance independent inquiry and EFL research projects (Li & Yuan, 2022). Reflective portfolios and research diaries promote student autonomy in learning (Sandeman, 2024).

2.1.1. Language Skills and Awareness

According to Schulze (2015), linguistically aware instructors can assist students in understanding English grammar, lexis, and discourse through theoretical frameworks such as Systemic Functional Linguistics (SFL) or Corpus Linguistics, thereby supporting the creation of accurate and contextually appropriate language.

Linguistic awareness can enhance SLA research by addressing overlooked learner details, such as persistent errors and L1 interference (Alisoy, 2024). World Englishes advances research by increasing understanding of linguistic variation and English adaptation across cultures, which ultimately benefits students (Kachru & Smith, 2008).

2.1.2. Cultural Understanding and Intercultural Skills

According to Yurtsever and Ozel (2021), cultural awareness in EFL research allows researchers to develop initiatives that explore language, intercultural communication, and identity. Sociocultural theory views learning as mediated by social interaction (Donato & MacCormick, 1994).

2.1.3. Pedagogical Awareness and Teaching Effectiveness Results

Sharma (2023) suggests using the educational trends like TBL, CLIL, and TELL in research instruction; understanding research goals aids researchers. Teachers must grasp how AI-driven tools like chatbots interact with theories such as Cognitive Linguistics Genre Theory (Li et al., 2025). Microlearning principles can help implement short, research-based EFL tasks (Alias, 2025). This competency keeps teaching evidence-based and responsive.

2.1.4. Research Methods and Knowledge

EFL research teachers must know IRT or G-theory to help students learn language. EFL studies encompass assessment design, data analysis, and preparing instructors for qualitative and quantitative methodologies, such as discourse analysis and corpus-based studies, which assist students in exploring EFL phenomena, including learner motivation and language variety (Esmaeilee, 2024). Students develop critical literacy by analyzing sources and methods.

2.2. Standardized Framework for BS, MPhil, and PhD English Language Research Teaching and Learning

The Bachelor of Science (BS), Master of Philosophy (MPhil), and Doctor of Philosophy (PhD) degrees are standard in English Language research, teaching, and

learning, driven by academic meritocracy, theoretical frameworks, and practical implications. English Language Teaching (ELT) dynamics are shaped by global trends and institutional standards, along with the learning needs of students at each academic level. Recent research emphasizes variations in goals, methods, and research engagement across different levels, while also noting similarities, such as a common progression towards autonomy, critical inquiry, and contributions to the discipline (Bates et al., 2023).

2.2.1. Basic Research Instruction and Learning at BS Level

Practical language proficiency, including Second Language Acquisition (SLA) theories such as Krashen's Input Hypothesis, is emphasized in undergraduate English language programs to prepare graduates for academic and research pursuits.

At this level, communicative language teaching (CLT) and task-based learning (TBL) enhance academic and professional English communication (Khamroeva, 2024). Instructor-supported literature reviews and corpus analysis are utilized in entry-level research (Woodbridge, 2023).

2.2.2. MPhil-Level Research Specialisation

According to Naidoo (2022), the MPhil level is a transition between foundational learning and doctoral research, where students study advanced theoretical modules on SFL, world Englishes, and critical pedagogy. Research design is taught towards the end of standardized programs.

Teachers promote reflexive and analytical abilities through workshops and seminars on approaches such as discourse analysis, ethnography, and statistical methods (Bolfikova & Pirohva, 2021). Rashid et al. (2024) highlight the integration of technology-enhanced language learning (TELL) into the MPhil curriculum, utilizing technologies like NVivo or corpora to examine linguistic issues while aligning with global trends. Research learning now requires students to identify gaps in the literature and recommend new studies, often using English as a Lingua Franca (ELF) or English for Academic Purposes (EAP) in their local context (Bayyurt & Altinmakas, 2024). In Pakistan, HEC recommendations standardize this level with a thesis, promoting research competency (Khan et al., 2021).

2.2.3. Doctoral Research: Knowledge and Innovation

Doctoral English language research education emphasizes original work and mentorship/supervision over classroom methods (Chen & Le, 2022). Candidates utilizing

complex frameworks are more theoretically engaged (Lynch et al., 2025). This specialized research employs mixed-methods, longitudinal, and advanced corpus-based analyses. According to global ELT research trends, candidates study English along with technology, identity, and sustainability (Vaishnav, 2024). The dynamics are standard (dissertations, peer-reviewed publications).

2.3. University-Level Pakistani EFL Teachers' English Language Research Practices

Institutional pressures, teachers' opinions, and the sociolinguistic context influence the research practices of Pakistani university-level EFL teachers. Syed (2020) states that university-level Pakistani EFL teachers engage in English language research to varied degrees depending on their theoretical awareness and training. Some public university lecturers may use pedagogical tactics without fully understanding learner autonomy.

Warsi & Khurshid (2022) state that teachers' education and ELT training significantly impact their research. Unlike communicative language teaching (CLT), graduate school teachers employ interaction and output research to help students internalize the language.

2.3.1. Teaching Based on Research

According to Siddiq & Hussain (2022), Pakistani English language classes blend research and tradition. University teachers investigate language patterns and teach vocabulary using online corpora and social media. This aligns with global Corpus Linguistics trends that emphasize actual language data. According to Ajum (2019), large ESL classes utilize TBL and CLIL. These strategies encourage active learning, but large class sizes and time constraints compel teachers to concentrate on the world.

2.3.2. Smooth Research Methodology Integration

Pakistani EFL teachers employ both qualitative and quantitative research to fulfill institutional goals. In line with global teacher research on language anxiety and pedagogy, Warsi and Khurshid (2022) demonstrated how instructors assess EFL teaching skills through questionnaires and classroom observations. According to three Pakistani university teachers, immersion incentives prompted them to prioritize English over learners' L1s (e.g., Urdu, Pashto) despite the demands for student understanding (Akram et al., 2023).

2.3.3. Contextual Considerations and Challenges

A lack of digital resources, professional development opportunities, and socio-cultural influence hampers research integration into practice for Pakistani university EFL teachers. Teachers lack access to the latest publications and training in research tools, making it challenging to keep up with global trends like technology-enhanced language learning. According to Rind and Kadiwal (2016), the Pakistani education system emphasizes rote memorization and testing, which hinders instructors' ability to prioritize research-based education (Saeed, 2025). Language purity often conflicts with students' multilingualism, and cultural views regarding English exacerbate English teachers' prestige language practices.

2.3.4. Philosophies and Reflections in Teaching

Imran (2020), Pakistani EFL teachers may have idealized English-only cognitions from lifelong exposure to the NO COMPROMISE approach in L2 language policy. Their classroom disclosures suggest a flexible and questionable practice framework, such as frequent code-switching for compromise.

Muhammad et al. (2024) found that action research and collaborative projects increased teachers' awareness of educational trends, such as student involvement, and how to implement these trends through research-based interventions. A lack of institutional support can limit the impact of such activities, rendering reflective practice more individual than systemic.

3. Research Methodology

This study uses a quantitative approach to assess the awareness and activities of Pakistani English as Foreign Language (EFL) supervisors at the BS, MPhil, and PhD levels. It aims to capture their understanding of contemporary research issues and their theoretical knowledge related to English Language studies. Quantitative methods were considered appropriate to explore the levels, trends, and associations between various variables across all study levels.

3.1. Research Design

The study utilized a descriptive survey design that facilitated the systematic gathering and analysis of information related to specific research supervision practices. This descriptive design permitted the researcher to measure variation across teacher qualification tiers, set deadlines, levels of supervision, and levels of awareness (Siedlecki, 2020).

3.2. Population

The population for this study comprises Pakistani EFL teachers and students at universities with research supervision responsibilities at the undergraduate (BS), postgraduate (MPhil), and doctoral (PhD) levels. The study sought to achieve meaningful and balanced representation of respondents from both public and private institutions across the country.

3.3. Sample and Sampling Process

A purposive sample of 125 EFL teachers actively engaged in English language supervision research was selected. This sampling technique ensured that all participants were included only if they had been involved in research mentorship. The sample included 7 BS, 58 MPhil, and 12 PhD EFL teachers.

3.4. Demographic Information

		Gender					
		Male		Female		Total	%
		N	%	N	%		
Qualification	BS English	7	9.1%	18	37.5%	25	20.00%
	MPhil English	58	75.3%	25	52.1%	83	66.40%
	PhD English	12	15.6%	5	10.4%	17	13.60%
	Total	77	61.60%	48	38.40%	125	100.00%

3.5. Tool of Data Collection

The data was collected using a self-administered structured questionnaire developed by the researcher. It included 23 closed-ended questions that addressed the following variables: time allocated for topic selection, attitude toward supervision, submission of work, acknowledgment of theoretical materials, concepts of professional preparation, knowledge of the literature, and engagement with research. Responses were captured using both open-ended and closed-ended questions with categorical options,

enabling analysis based on both intensity and frequency. Content experts verified the questionnaire to ensure its content validity.

3.6.Data Collection Procedure

The questionnaires were distributed to EFL teachers in institutions of higher education across Pakistan through academic and email listservs. The respondents participated voluntarily and were informed about the study in advance. Data anonymity and confidentiality were strictly maintained, and ethical principles were observed.

3.7.Data Analysis Process

The data was analysed using descriptive statistics, providing a summary view of participant responses through frequencies and %ages. The inferential analysis was limited to cross-tabulations, explaining relationships and patterns among teachers' qualifications and their responses regarding supervision-related challenges. This approach facilitated the interpretation of cognitive load levels, attitudes toward supervision, and awareness of theoretical knowledge across different academic levels.

3.8.Ethical Considerations

The ethical standards of educational research were upheld. All study participants were fully informed and consented to participate in the study. No demographic identifiers were collected, and the data utilized was strictly academic. Participants were ensured anonymity and confidentiality to protect their identities. The study sought informal ethical clearance through expert validation of the instrument.

4. Data Analysis

Statement of the Question	Response	Qualification							
		BS English		MPhil English		PhD English		Total	
		F	%	F	%	F	%	F	%
Question No.1 Tenure of topic Selection, spent.	Less than One Month	6	64.00%	42	50.60%	12	70.59%	70	56.00%
	2 Months	7	28.00%	23	27.71%	5	29.41%	35	28.00%
	More Than 3 Months	2	8.00%	18	21.69%	0	0.00%	20	16.00%
Total		5	100%	83	100%	17	100%	125	100.00%

4.1. Analysis

Most respondents (56%) chose their research topic in under one month, including 100% of PhD candidates and 61.1% of BS English students. A smaller group (28%) took a full two months, primarily consisting of 41.7% of PhD holders and 27.6% of MPhil graduates, indicating a need for further refinement in topic selection. Only 16% spent more than three months, with MPhil holders (20%) taking the longest, as if they were delving deeper. The results suggest that individuals with higher qualifications have a more efficient selection process due to their previous research experience. However, an extended selection time may indicate challenges in identifying a viable research topic or meeting institutional expectations for some.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	
		F	%	F	%	F	%	F	%
Question No. 2 My Research was conducted:	Before Deadline	17	68.0%	43	51.8%	14	82.4%	74	59.20%
	Close to Deadline	8	32.0%	30	36.1%	3	17.6%	41	32.80%
	After Deadline	0	0.0%	10	12.0%	0	0.0%	10	8.00%
Total		25	100%	83	100%	17	100%	125	100.00%

4.2. Analysis

59.2% of the total sample, research was conducted before the deadline. PhD and BS English holders demonstrated strong research discipline, with rates of 91.7% and 72.2%, respectively. A significant proportion of MPhil (37.9%) and BS English (42.9%) participants completed their work toward the end (32.8%), suggesting either a heavy workload or delayed topic confirmation. Only 8% submitted after the deadline, particularly among MPhil holders (12.1%), indicating potential time management issues. Based on this trend, PhD students appear highly organized, while MPhil students may benefit from a stricter timeline and additional support. Generally, the supervision of research deadlines aligns with these timelines, although enhanced monitoring of students' research processes would help most students manage their time more effectively.

Statement of the Question	Response	Qualification			
		BS English	MPhil English	PhD English	Total

		F	%	F	%	F	%	F	%
Question No. 3 The attitude of my supervisor was:	Supportive	21	84.00%	64	77.11%	14	82.35%	99	79.20%
	Non-supportive	4	16.00%	19	22.89%	3	17.65%	26	20.80%
Total		25	100%	83	100%	17	100%	125	100.00%

Supervisors were supportive in most cases (79.2%); they showed more support toward PhD (83.3%) and BS English (100%) holders, indicating a positive sign of engagement and guidance. MPhil holders (77.6%) also reported supportive supervision but received the highest rate of non-supportive feedback (22.4%), possibly due to inconsistent input from their mentors and limited mentorship. This highlights an area of need where MPhil researchers could benefit from enhanced guidance. PhD students generally had a good experience, but their level of support is lower than that of BS holders, suggesting that stricter supervision accompanies higher academic rigor. While the findings indicate that supervision is primarily adequate, students may need additional assistance in establishing a clear management framework for their research to reduce the time spent sorting out expectations.

Statement of the Question	Response	Qualification							
		BS English		MPhil English		PhD English		Total	
		F	%	F	%	F	%	F	%
Question No. 4 Observations of my supervisors/External on my research were:	The least corrections were recommended	15	60.0 %	50	60.2 %	8	47.1 %	73	58.40%
	Many corrections were recommended	10	40.0 %	33	39.8 %	9	52.9 %	52	41.60%
Total		25	100%	83	100%	17	100%	125	100.00 %

Most (58.4%) had minor corrections, and MPhil (65.5%) and BS English (44.4%) graduates denote systematic research. However, 41.6% were corrected widely,

spread highest across PhD holders (80%) and indicative of rigour. The BS English students (55.6%) also underwent corrections because of the underground stage research. Most MPhil students passed, with 34.5% requiring significant corrections. The findings indicate that research expectations increase with increased qualification levels. MPhil and BS students mostly satisfy requirements, but research at PhD level requires significant refinement and originality. The results also indicate the importance for Ph.D. researchers of good writing and structuring skills as they face detailed external (and internal) scrutiny.

Statement of the Question	Response	Qualification							
		BS English		MPhil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 5 I think the EFL teachers know what research and theoretical knowledge mean and their requirements.	Always	14	56.00 %	31	37.35 %	4	23.53 %	49	39.20 %
	Often	7	28.00 %	25	30.12 %	7	41.18 %	39	31.20 %
	Sometimes	4	16.00 %	23	27.71 %	6	35.29 %	33	26.40 %
	Rarely	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

Most respondents (39.2%) agreed that EFL teachers always understand research and theoretical knowledge (BS English holders, 56%). The disparity in agreement between MPhil (37.35%) and PhD (23.53%) holders suggested a possible gap in understanding more profound research. A total of 31.2% of respondents feel that teachers often understand these concepts, while 26.4% believe this understanding occurs sometimes. Strikingly, 4.82% of MPhil holders answered "never," indicating that some teachers may not provide these students with an accurate picture. The results show that although most teachers have a solid grasp of the fundamental elements of research, variability in findings is evident regarding qualifications, with PhD holders appearing to have a heightened awareness of teachers' critical assessment of research.

Statement of the Question	Response	Qualification							
		BS English		MPhil English		PhD English		Total	%
		F	%	F	%	F	%	F	%

Question No. 6 I think the EFL teachers are well aware of all the research trends and theoretical knowledge within the scope of specialisation	Always	5	20.00 %	26	31.33 %	2	11.76 %	33	26.40 %
	Often	11	44.00 %	30	36.14 %	7	41.18 %	48	38.40 %
	Sometimes	9	36.00 %	13	15.66 %	4	23.53 %	26	20.80 %
	Rarely	0	0.00%	10	12.05 %	4	23.53 %	14	11.20 %
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

Responses A (a quotation) and B suggest mixed views on EFL teachers' awareness of research trends. Just 26.4% of participants believe that teachers are always aware of students' social performance, with the highest level of agreement coming from MPhil (31.33%) and BS English (20) holders. PhD holders expressed the lowest confidence (11.76%), indicating they perceive gaps in research awareness related to teaching. One-third (38.4%) think teachers are often aware, suggesting moderate confidence. However, 20.8% feel teachers are sometimes mindful of research trends, implying that not all teachers consistently follow these trends. Conversely, 11.2% recognize that teachers are rarely aware of such issues, with 12.05% of MPhil degree holders sharing this thought. The 3.2% who answered "never" (MPhil holders) demonstrated a critical need for exposure to current research trends to encourage them to update their work.

Statement of the Question	Response	Qualification							
		BS English		MPhil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 7: The EFL teachers understand the training requirement for English language research and theoretical knowledge.	Always	9	36.00 %	32	38.55 %	3	17.65 %	44	35.20 %

	Often	7	28 .0 0 %	21	25 .3 0 %	2	11 .7 6 %	3	24 0 0 %
	Sometimes	9	36 .0 0 %	8	9. 64 %	6	35 .2 9 %	2	18 .4 0 %
	Rarely	0	0. 00 %	6	7. 23 %	6	35 .2 9 %	1	9. 2 60 %
	Never	0	0. 00 %	16	19 .2 8 %	0	0. 00 %	1	12 .8 0 %
Total		25	10 0 %	83	10 0 %	17	10 0 %	12	10 0 %

The responses provide differing perspectives on whether teachers recognize the need for training in conducting research. A strong consensus of 35.2% agrees that EFL teachers consistently realize the importance of research training, with the highest levels of agreement among those holding a BS in English (36%) and MPhil degrees (38.55%). PhD holders showed less confidence (17.65%), indicating an awareness of their developmental needs. Furthermore, it is not mentioned here, but only 24% believe that teachers frequently understand the importance of training, 18.4% believe they understand it only sometimes, and 35.29% hold a Ph.D. Alarming, 12.8% think teachers never grasp this need, particularly among MPhil respondents (19.28%). This suggests that while there is an acknowledgment of the critical importance of research training, many teachers may not be aware of or have access to available professional development opportunities.

Qualification									
Statement of the Question	Response	BS English		MPhil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 8: The EFL teachers know the different working	Always	13	52.00%	34	40.96%	6	35.29%	3	2.40%
	Often	7	8.00%	9	34.94%	6	34.94%	2	.60%

conditions of various fields.	Sometimes	5	00%	6	7.23%	5	9.41%	6	2.80%
	Rarely	0	00%	0	12.05%	0	00%	0	00%
	Never	0	.00%	4	4.82%	0	00%	4	.20%
Total		5	00%	3	0%	7	00%	5	0%

4.8 Analysis

The majority (42.4%) believe that EFL teachers regularly understand the different working conditions across various fields, with 52% expressing full confidence among BS English holders, followed by MPhil holders at 40.96% and PhD holders at 35.29%. Undergraduate researchers may be more familiar with a broader range of working conditions. A significant 33.6% report that teachers are very much on board, demonstrating moderate confidence. However, 12.8% feel that teachers are only sometimes aware, with those holding a PhD exhibiting the highest level of uncertainty at 29.41%. Additionally, 8% think that teachers are infrequently aware, and 3.2% believe they are never mindful, highlighting the importance of cross-disciplinary exposure. These results indicate that although many EFL teachers know how to consider different professional contexts, awareness of interdisciplinary perspectives might be lacking.

Qualification									
Statement of the Question	Response	BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 9 I think the EFL teachers are well aware of the future areas of specialisation that will help in their jobs.	Always	11	44.00%	31	37.35%	3	17.65%	45	36.00%
	Often	4	16.00%	11	13.25%	5	29.41%	20	16.00%
	Sometimes	6	24.00%	27	32.53%	5	29.41%	38	30.40%
	Rarely	4	16.00%	0	0.00%	4	23.53%	8	6.40%
	Never	0	0.00%	14	16.87%	0	0.00%	14	11.20%
Total		25	100%	83	100%	17	100%	125	100%

4.9 Analysis

In this regard, 36% of respondents chose the answer option "EFL teachers always understand the area that they will specialise in the future to gain jobs (obtain jobs)." The

correct answer is indicated in the pie chart above. Holders of BS English were the most confident (44%), followed by MPhil (37.35%) and PhD (17.65%) holders. They displayed a lower extent of agreement, which suggests that advanced scholars are open to more options and aware of ways that lack education through specialization in their career direction. While 16% believe that teachers are often aware, PhD holders (29.41%) show the most agreement. Of these, 30.4% of respondents feel that teachers are sometimes aware of such improper academic practices, revealing some uncertainty, particularly among MPhil holders (32.53%). Notably, 6.4% think teachers are rarely aware, and 11.2% responded “never,” primarily among MPhil respondents. These figures indicate that while some teachers are career savvy, others may be misguided in how their research expertise aligns with the job market.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 10 EFL teachers understand the abilities of professional needs.	Always	19	76.00%	31	37.35%	2	11.76%	52	41.60%
	Often	6	24.00%	30	36.14%	10	58.82%	46	36.80%
	Sometimes	0	0.00%	8	9.64%	1	5.88%	9	7.20%
	Rarely	0	0.00%	14	16.87%	4	23.53%	18	14.40%
	Never	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		25	100%	83	100%	17	100%	125	100%

4.10 Analysis

While 41.6% believe that EFL teachers always know the skills necessary for career success, this opinion is strongest among BS English holders (76% confidence). Conversely, MPhil (37.35%) and PhD holders (11.76%) show lower agreement, indicating a perception that advanced degree holders are aware of the professional gaps. Moreover, 36.8% consider that teachers are often aware, with the highest agreement among PhD holders (58.82%), suggesting that PhD educators may not be entirely confident in their knowledge of information security but are well informed about professional competencies. An equal 7.20% feel that teachers are sometimes aware, while 14.4% think that teachers are rarely aware, with a notably higher response rate from MPhil holders (16.87%). The findings imply that while many teachers understand professional requirements well, more formalized training opportunities could enhance their understanding.

	Qualification
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Statement of the Question	Response	BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 11 EFL teachers understand the benefits of research areas and theoretical knowledge.	Always	12	48.00%	29	34.94%	2	11.76%	43	34.40%
	Often	11	44.00%	26	31.33%	9	52.94%	46	36.80%
	Sometimes	2	8.00%	23	27.71%	2	11.76%	27	21.60%
	Rarely	0	0.00%	1	1.20%	4	23.53%	5	4.00%
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

4.11 Analysis

Some 34.4% believe EFL teachers always understand the advantages of research and theoretical knowledge. The highest confidence is seen among BS English holders (48%), followed by MPhil holders (34.94%) and PhD holders (11.76%), revealing that higher academic qualifications may lead to a more cynical view of teachers' awareness of research. Another 36.8% believe teachers are usually aware, particularly those holding PhDs (52.94% agree). However, over a fifth (21.6%) feel that teachers are sometimes aware, indicating moderate uncertainty. A total of 4% say "rarely" or "never," with most being MPhil holders (3.2%). These figures suggest that although most EFL teachers agree on the necessity of research, some lack a solid understanding of the subject, emphasizing the importance of academic training.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 12 EFL teachers can bring students optimal satisfaction in research areas and theoretical knowledge.	Always	12	48.00%	36	43.37%	4	23.53%	52	41.60%
	Often	4	16.00%	18	21.69%	2	11.76%	24	19.20%
	Sometimes	6	24.00%	12	14.46%	7	41.18%	25	20.00%
	Rarely	3	12.00%	14	16.87%	4	23.53%	21	16.80%
	Never	0	0.00%	3	3.61%	0	0.00%	3	2.40%
Total		25	100%	83	100%	17	100%	125	100%

4.12 Analysis

Overall, 41.6% of the responses indicate that EFL teachers always assist students in achieving satisfaction in research. The majority of participants (48%) hold BS English degrees, while 43.37% of the respondents possess MPhil degrees. Conversely, PhD holders agreed less (23.53%), possibly recognizing gaps in their student engagement strategies. Another 19.2% say teachers help most of the time, while 20% say it's only sometimes. Interestingly, 16.8% of respondents believe teachers do not often provide such guidance, with the most skeptical being PhD holders (23.53%). Only about 2.4% responded "never," suggesting a minority perception of weak mentorship in this area. These findings indicate that despite many EFL teachers' strong guidance, some require training to better support students and supervise research.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 13 EFL teachers know the scope of research and theoretical knowledge for students' future.	Always	14	56.00%	32	38.55%	1	5.88%	47	37.60%
	Often	6	24.00%	31	37.35%	10	58.82%	47	37.60%
	Sometimes	1	4.00%	4	4.82%	4	23.53%	9	7.20%
	Rarely	4	16.00%	12	14.46%	2	11.76%	18	14.40%
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

4.15 Analysis

BS English holders with the highest percentage (56%) believe that EFL teachers always consider the range of future careers shaped by research. Those with MPhil (38.55%) and PhD (5.88%) qualifications expressed lower confidence. Additionally, 37.6% think teachers are often aware, with PhD holders (58.82%) primarily maintaining this view. However, 7.2% perceive teachers as sometimes known for such behavior, and 14.4% state that teachers are rarely known for it, mainly among MPhil respondents (14.46%). Finally, 3.2% answered "never," suggesting some contention regarding the applicability of research findings. These results demonstrate that although most teachers recognize the benefits of research, a more structured approach is needed to align research with students' future requirements.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 14 EFL teachers are well aware of the professional environment in which they work.	Always	13	52.00 %	36	43.37 %	3	17.65 %	52	41.60 %
	Often	4	16.00 %	19	22.89 %	6	35.29 %	29	23.20 %
	Sometimes	4	16.00 %	23	27.71 %	7	41.18 %	34	27.20 %
	Rarely	4	16.00 %	0	0.00%	1	5.88%	5	4.00%
	Never	0	0.00%	5	6.02%	0	0.00%	5	4.00%
Total		25	100%	83	100%	17	100%	125	100%

4.16 Analysis

It was found that 41.6% of respondents agree that EFL teachers are always aware of their professional environment, with 52% for BS English holders and 43.37% for MPhil holders. The lowest level of agreement was observed among PhD-holders (17.65%), who appeared more critical of professional adaptability. Additionally, 23.2% feel that teachers often recognize these students, with PhD-holders (35.29%) showing the highest level of agreement. However, 27.2% believe that teachers are not aware, but they understand that it is not the case, mainly among PhD holders (41.18%), indicating uncertainty regarding the challenges in their workplace. Another 4% claim that teachers are rarely aware, and 4% say "never." These results suggest that while most teachers understand their professional landscape, some may benefit from closer engagement with industry trends and job market expectations.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 15 EFL teachers are well aware of the research skills of	Always	14	56.00 %	27	32.53 %	1	5.88%	42	33.60 %
	Often	6	24.00 %	20	24.10 %	8	47.06 %	34	27.20 %

their professional potential.	Sometimes	5	20.00 %	22	26.51 %	7	41.18 %	34	27.20 %
	Rarely	0	0.00%	11	13.25 %	1	5.88%	12	9.60%
	Never	0	0.00%	3	3.61%	0	0.00%	3	2.40%
Total		25	100%	83	100%	17	100%	125	100%

4.17 Analysis

Only 33.6% agreed that EFL teachers always know the research skills needed to progress professionally, with those holding a BS in English (56%) expressing the utmost confidence. Less agreement was seen among holders of MPhil (32.53%) and PhD (5.88%) degrees, suggesting that more experienced researchers recognize the insufficiency of existing research skills. Meanwhile, 28.2% believe teachers are often aware, with those who are more highly educated, particularly PhD holders, confirming this more often (47,06%). However, 27.2% stated that teachers are sometimes mindful of student skills, indicating inconsistency in the development of research skills. Another 9.6% say teachers are rarely aware, while 2.4% state they are never aware. These results indicate that while a significant number of teachers are knowledgeable in this area, additional training is needed to help them implement research relevant to their profession.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 16 EFL teachers understand recent language and theoretical framework research trends.	Always	14	56.00 %	29	34.94 %	2	11.76 %	45	36.00 %
	Often	4	16.00 %	22	26.51 %	2	11.76 %	28	22.40 %
	Sometimes	7	28.00 %	19	22.89 %	12	70.59 %	38	30.40 %
	Rarely	0	0.00%	9	10.84 %	1	5.88%	10	8.00%
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

4.18 Analysis

Educational attainment influences the respondents' belief that EFL teachers are always aware of current research trends, as 56% of those with a BS in English degree were convinced of this. MPhil holders who agreed (34.94%) indicated moderate levels of agreement; PhD holders (11.76%) displayed limited confidence in their understanding of research trends, suggesting they may not be aware of existing gaps. Conversely, 22.4% perceive teachers to often be aware of trends, and 30.4% believe teachers are sometimes mindful, with the highest uncertainty among PhD holders (70.59%). An additional 8 % said teachers rarely knew, and 3.2 % said "never." These findings present a mixed picture: while many teachers seem to have a broad understanding of research trends, further training and access to current research literature are needed to address these knowledge gaps.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 17 EFL teachers know the research trends that can create better future researchers.	Always	16	64.00 %	28	33.73 %	2	11.76 %	46	36.80 %
	Often	0	0.00%	13	15.66 %	3	17.65 %	16	12.80 %
	Sometimes	8	32.00 %	28	33.73 %	12	70.59 %	48	38.40 %
	Rarely	1	4.00%	4	16.87 %	0	0.00%	15	12.00 %
	Never	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		25	100%	83	100%	17	100%	125	100%

4.19 Analysis

Regarding research trends for developing future researchers, 36.8% of respondents believe that EFL teachers consistently understand these trends. BS English holders exhibited the highest confidence at 64%, followed by MPhil holders at 33.73%. The PhD holders, representing the least confidence at 11.76%, may indicate that individuals with higher education are more cognizant of the gaps in knowledge concerning research trends. Conversely, 12.8% believe teachers have knowledge and are often aware (17.65% among PhD holders). However, 38.4% think teachers are sometimes aware, with PhD-educated respondents showing the most uncertainty at 70.59%. Additionally, 12% feel that teachers

are rarely aware. These results highlight that while many teachers are cognizant of research trends, the majority are not keeping pace with the latest developments.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 18 EFL teachers know the opportunities in research and theoretical frameworks.	Always	15	60.00 %	32	38.55 %	6	35.29 %	53	42.40 %
	Often	4	16.00 %	26	31.33 %	5	29.41 %	35	28.00 %
	Sometimes	2	8.00 %	10	12.05 %	3	17.65 %	15	12.00 %
	Rarely	1	4.00 %	14	16.87 %	3	17.65 %	18	14.40 %
	Never	3	12.00 %	1	1.20 %	0	0.00 %	4	3.20 %
Total		25	100 %	83	100 %	17	100 %	125	100 %

4.20 Analysis

42.4% of respondents indicated that EFL teachers always comprehend research and theoretical framework opportunities. The highest numbers of respondents expressing general confidence in the range of research are 60% of BS English holders, 38.55% of MPhil holders, and 35.29% of Ph.D. holders. Additionally, 28% believe teachers are usually aware, showing reasonable confidence across all qualification levels. However, 12% think teachers could be aware sometimes, with the most uncertainty found among Ph.D. holders at 17.65%. Furthermore, 14.4% say teachers are “rarely” aware, and 3.2% say “never.” These findings suggest that although many teachers are aware of research opportunities, others require further exposure to grant funding, publication paths, and academic partnerships.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 19 EFL teachers catch	Always	12	48.00 %	26	31.33 %	5	29.41 %	43	34.40 %

better jobs as they know the association of professional trends.	Often	6	24.00 %	22	26.51 %	4	23.53 %	32	25.60 %
	Sometimes	5	20.00 %	31	37.35 %	8	47.06 %	44	35.20 %
	Rarely	2	8.00%	0	0.00%	0	0.00%	2	1.60%
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

4.21 Analysis

34.4% respondents agree that EFL teachers consistently secure better jobs because they are knowledgeable about career trends. The highest level of confidence comes from BS English holders (48%), followed by MPhil holders (31.33%), and then PhD degree holders (29.41%). This suggests that graduate teachers perceive research awareness as more beneficial for job opportunities. Furthermore, 25.6% believe that teachers primarily consider the trends that facilitate job placement, while 35.2% report being sometimes aware of them, especially among PhD holders (47.06%). An additional 1.6% feel that teachers are rarely aware, and 3.2% responded “never.” Overall, these findings indicate that while many teachers recognize the influence of research on their job success, some may not fully utilize their own research knowledge for professional advancement.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 20 EFL teachers know the associated field of trends and theoretical frameworks.	Always	13	52.00%	28	33.73%	7	41.18%	48	38.40%
	Often	5	20.00%	23	27.71%	6	35.29%	34	27.20%
	Sometimes	7	28.00%	14	16.87%	0	0.00%	21	16.80%
	Rarely	0	0.00%	17	20.48%	4	23.53%	21	16.80%
	Never	0	0.00%	1	1.20%	0	0.00%	1	0.80%
Total		25	100%	83	100%	17	100%	125	100%

4.22 Analysis

38.4% of respondents believe that EFL teachers always know the associated fields and theoretical frameworks. The data revealed that the confidence of BS English holders is the highest (52%) regarding studying other professional disciplines. In comparison, PhD holders contribute the second highest level of interdisciplinary knowledge (41.18%), followed by MPhil holders (33.73%), suggesting an overall positive perception of multidisciplinary expertise. Another 27.2% believe teachers are usually aware, with PhD holders (35.29%) showing the most agreement. However, 16.8% felt teachers are only sometimes aware, indicating that exposure to different subjects may not be consistent. Additionally, 16.8% believe teachers are rarely aware, and 0.8% responded “never.” The findings suggest that while teachers recognize the significance of related fields, there is a need for greater academic collaboration to expose them to cross-disciplinary research and ultimately to gain a comprehensive theoretical background.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 21 EFL teachers prepared the students for research exposure and work in collaboration.	Always	15	60.00%	24	28.92%	4	23.53%	43	34.40%
	Often	4	16.00%	27	32.53%	7	41.18%	38	30.40%
	Sometimes	3	12.00%	24	28.92%	3	17.65%	30	24.00%
	Rarely	3	12.00%	4	4.82%	3	17.65%	10	8.00%
	Never	0	0.00%	4	4.82%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

4.23 Analysis

Regarding research exposure and collaboration, 34.4% of the respondents agreed that EFL teachers consistently prepare students for involvement in research and collaboration. The highest confidence level was exhibited by BS English holders (60%), followed by MPhil holders (28.92%) and PhD holders (23.53%), indicating that undergraduate-level teachers believe students are more engaged in their preparation.

Additionally, 30.4% think that teachers often prepare students, with PhD holders agreeing the most (41.18%). However, 24% also disagree, believing that teachers are only sometimes effective in this role, suggesting inconsistent practices in research mentoring. Furthermore, 8% stated that teachers are rarely involved, and 3.2% responded “never.” These results indicate that although many teachers support research collaboration, some may need additional training on effectively guiding students through their research process.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 22 EFL teachers know how to help students survive by providing easy guidance for research and theoretical frameworks.	Always	16	64.00 %	21	25.30 %	4	23.53 %	41	32.80 %
	Often	3	12.00 %	21	25.30 %	5	29.41 %	29	23.20 %
	Sometimes	3	12.00 %	21	25.30 %	6	35.29 %	30	24.00 %
	Rarely	3	12.00 %	20	24.10 %	2	11.76 %	25	20.00 %
	Never	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total		25	100%	83	100%	17	100%	125	100%

4.24 Analysis

32.8% of the respondents, 64% claimed that EFL teachers consistently assist students with their research and theoretical frameworks, with BS English holders scoring the highest, followed by PhD (23.53%) and MPhil (25.3%). This suggests that undergraduate instructors are confident in their mentoring abilities. Meanwhile, 23.2% believe that teachers frequently guide students, and 29.41% say this applies to PhD holders. However, 24% only strongly believe that teachers are sometimes effective in this role, indicating that some students may encounter inconsistencies in research mentoring. Additionally, 20% feel that teachers are less helpful, a sentiment expressed by 24.1% of MPhil holders. These findings have significant implications, suggesting that while many educators support professional research training, there are gaps in establishing a structured approach to research across all levels of education, particularly for postgraduate teachers.

Statement of the Question	Response	Qualification							
		BS English		M Phil English		PhD English		Total	%
		F	%	F	%	F	%	F	%
Question No. 23 The students are determined to work with the supervisors as they guide them according to trends.	Always	14	56.00 %	30	36.14 %	8	47.06 %	52	41.60 %
	Often	3	12.00 %	28	33.73 %	4	23.53 %	35	28.00 %
	Sometimes	7	28.00 %	20	24.10 %	4	23.53 %	31	24.80 %
	Rarely	0	0.00%	2	2.41%	1	5.88%	3	2.40%
	Never	1	4.00%	3	3.61%	0	0.00%	4	3.20%
Total		25	100%	83	100%	17	100%	125	100%

4.25 Analysis

While 51.6% of respondents believe students are always determined to work with supervisors who focus on research trends, the most confident members of this group included BS English holders (56%), PhD holders (47.06%), and MPhil holders (36.14%), implying that undergraduate students might feel more dependent on supervision. Another 28% of students generally demonstrated determination to make decisions, while 24.8% only made decisions sometimes, suggesting variable experiences with supervisor guidance. Additionally, 22 students (2.4 %) believed students are rarely determined, and 30 (3.2 %) responded with "never." These findings suggest that although research-oriented supervision is valued by many students, some students do not receive adequate supervision, which reduces motivation for research collaboration.

5. Conclusion

The findings indicate a critical lack of research-based mentorship, limited familiarity with research activities, and low levels of professional preparedness among Pakistani EFL teachers. PhD holders tend to possess a more structured understanding of research methodologies. In contrast, MPhil and BS English teachers struggle with handling research workloads, applying theory in practice, and advancing their professional

development. These varying levels of qualification impose different intrinsic, extraneous, and germane cognitive loads on teachers, thereby influencing their research potential. Structured interventions and training programs to facilitate research supervision and academic socialization through discovery and innovation are necessary to bridge these gaps.

5.1.Findings

- Only 26.4% of teachers are consistently aware of specialized research trends (PhD holders recognize this gap).
- 79.2% of respondents rated their supervisors as supportive, while 22.4% of MPhil holders reported experiencing non-supportive supervision.
- PhD holders experience the best research efficiency but are the most scrutinized, with 80% receiving broad corrections.
- Only 35.2% of teachers recognize the need for research training, highlighting the importance of structured professional development programs.
- Generally, the supervision of research deadlines aligns with these timelines, although enhanced monitoring of students' research processes would help most students manage their time more effectively.
- Supervision is generally adequate; however, students may need extra assistance in establishing a clear management framework for their research, which could reduce the time spent sorting out expectations.
- Good writing and structuring skills are crucial for Ph.D. researchers, as they face detailed external (and internal) scrutiny.
- Most teachers have a solid understanding of the fundamental elements of research; however, variability in findings was observed regarding qualifications, with PhD holders appearing to have a higher awareness of evaluation and critical assessment of research.
- Many EFL teachers are aware of how to consider different professional contexts, and interdisciplinary perspective awareness is potentially included.
- These results indicate that while some teachers are astute in their careers, others may be misguided in understanding how their research expertise aligns with the job market.
- Many teachers understand professional requirements well, but more formalized training opportunities could enhance their comprehension.
- Despite strong guidance from many EFL teachers, some require training to effectively support students and supervise research.

- The findings show that although most teachers recognize the benefits of research, a more structured approach is necessary to align research with students' future requirements.
- Most teachers have a clear understanding of their professional landscape; however, a few may benefit from increased proximity to industry trends and job market expectations.
- A significant number of teachers possess substantial theoretical knowledge and understanding of trends, yet additional training is necessary to teach them how to implement research relevant to their profession.
- While many teachers seem to have a broad understanding of research trends, there is a need for more training and access to up-to-date research literature to close the existing knowledge gaps.
- It was also found that while many teachers are aware of research opportunities, others need more exposure to grant funding, publication paths, and academic partnerships.
- Many teachers can recognize the impact of research on their job success; however, some may not fully leverage their research knowledge for professional growth.
- Teachers understand the significance of related fields, but greater academic collaboration is needed to expose teachers to cross-disciplinary research and to gain a comprehensive theoretical background.
- Although many teachers support research collaboration, some might need further training on how to effectively guide students through their research process.
- Many members of the teaching workforce advocate for professional research training, yet gaps exist in setting a structured agenda around research across all education levels, particularly for postgraduate teachers.

5.2. Recommendations

5.2.1. For Institutes

- Offering pre-research workshops and mentorship programs should be undertaken to avoid unnecessary cognitive burden for MPhil and BS researchers.
- The use of digital tools for research supervision can provide real-time guidance and collaboration.

- Faculty development initiatives can promote interdisciplinary collaborations, and research funding provisions may enhance EFL teachers' exposure in this area regard.
- By enhancing the professional aspects of academic courses, research can be integrated into the curricula, ensuring that BS and MPhil studies align with research-oriented industry practices.

5.2.2. For Teachers

- Teachers should employ Scaffolding Techniques, Stepwise approaches, and cognitive chunking also help simplify research concepts for students.
- Teachers should support autonomy in student research by reducing extraneous load through independent critical thinking and an organized research plan.
- To enhance research, writing, and evaluation, teachers should utilize technology-enabled feedback solutions to minimize revision workload and boost writing productivity.
- Teachers should collaborate across disciplines on joint projects to build schema-driven expertise and reduce intrinsic load.

5.2.3. For Students (BS, MPhil and PhD Levels)

- *BS Level:* Basic research abilities should be developed under supervision during a guided internship, along with literature reviews and limited experience in research methods. At the early stages, adopting model-based research could enhance learning.
- *MPhil Level:* Students should engage in formal workshops focused on time management, theoretical applications, and selection of research frameworks.
- *Doctoral Level:* Students should cultivate independence in research through self-directed initiatives and interdisciplinary collaborations.

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