**Malaysian Polytechnic English Language Lecturers Engagement with Evidence-Based Practices for Pedagogical Practices**

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**Abstract**

Evidence-based practice (EBP) is defined as educators’ pedagogical practices based on high-quality research evidences to improve students learning outcomes. EBP is not limited to engaging with research evidence that would improve practice but it is a complex process of integrating such evidence into educators existing knowledge and practice. This study explored Malaysian polytechnic English language lecturers’ engagement with evidence-based practice specifically in terms of reading and using educational research for pedagogical practices. Data were gathered from 123 English language lecturers teaching at Malaysian polytechnics through questionnaires while in-depth interview sessions were carried out with 12 lecturers for cross validation purposes. The results of the study highlighted Malaysian polytechnic English language lecturers’ lack of engagement with evidence-based practice for pedagogical practices. The reasons for the lack of engagement were discussed and suggestions to enhance English language lecturers’ evidence-based practice for pedagogical practices were provided in order to bridge the research and practice gap in education.

**Keywords: Evidence-based practices (EBP), pedagogical practices, bridging research to practice gap**