

Attitudes Towards Research Among College Educators

Lauren Landsberry

Nagoya College

Reference Data

Landsberry, L., (2018). Attitudes towards research among college educators. In P. Clements, A. Krause, & P. Bennett (Eds.), *Language teaching in a global age: Shaping the classroom, shaping the world*. Tokyo: JALT.

Many researchers argue that teacher development can only occur, and the best curriculum can only be available, when the teachers themselves have actively been involved in research. In the past few decades, researchers have proposed that English language teachers should be at the centre of research so they may be able to hone their teaching practices and improve their professional development. The author investigated the attitudes toward research held by English language teachers in Japan and found that the majority of higher education English language educators enjoyed research. The author further examined their motivations for engaging in research and looked at whether or not they received institutional support for their research practices. The differences in carrying out research based on employment status and gender were also scrutinized.

教師が活発に研究に関わって初めて、教師が成長し最良のカリキュラムができると多くの研究者が唱えている。過去数十年間、英語教師が指導技術を磨きプロとしての成長ができるように、教師自らが研究の中心的役割を担うべきだと提案されてきた。筆者は、日本において英語教師が行った研究への態度を調査し、大多数の高等教育の英語教員は研究を享受していることが判明した。筆者は更に、英語教師の研究に従事する動機付けと、短期大学と大学からの研究への支援の有無についても調べた。研究を実行するうえでの雇用形態と性別の差異についても吟味した。

In the past few decades there has been much discussion regarding the conducting of research by teachers. It began with Stenhouse's argument in 1975 that teachers themselves must be involved in research for it to have any positive outcome on their teaching practice and has since only gained momentum. Many researchers and

academics have been enthusiastic to promote teaching as an evidence-based occupation (Burton, 1998; Nunan, 1997; Stenhouse, 1975, 1981).

Underlying this discussion is the belief that an engagement in research will not only benefit teachers' professional development but also lead them to an understanding of their teaching and cause them to reflect and reexamine their classroom practices while they become more autonomous and experimental in their pedagogy (Borg, 2008; Everton, Galton, & Pell, 2002). Burton (1998) said, "As stakeholders in TESOL (Teaching English as a Second Language) research, teachers' insights on and involvement in the research processes are essential, valuable contributions to curriculum innovation and professional renewal" (p. 422).

However, Allison and Carey (2007) noted the worst-case paradigm between teaching and research. They described it as a "feudal" activity in which tenured teachers/academics in positions of privilege conduct the majority of research, utilising teachers for data collection and reaping most of the benefits. At the same time, EFL teachers work long hours for limited pay and put in extra time and effort in the hope of obtaining better qualifications and potential career advancement. This is no different for those who work at university in Japan, as both limited-term positions and positions of tenure require a teacher to have a number of published works—generally a minimum of three for the former and even more for the latter (McCrostie, 2010). For those hoping for any kind of position advancement when working at universities and colleges in Japan, it does not take long to realise that one must either publish or perish.

The information that teachers can provide about classroom practice and pedagogical successes and failures makes them potentially invaluable contributors to data collection and research. It has been found that teachers who conduct research are more likely to apply their findings and analysis to their own classrooms, with both their own and others' research affecting their teaching and behavior in the classroom (Burton, 1998; Pajares, 1992). Numerous researchers (see Burton, 1998; Nunan, 1997; Pajares, 1992; Stenhouse, 1975) in the industry now believe that teachers should not simply be

Landsberry: *Attitudes Towards Research Among College Educators*

teachers but rather teacher-researchers. The Qualifications and Curriculum Authority in England, responsible for the English national curriculum, also “believe that education, like medicine, should be an ‘evidence-based’ profession in which research findings are used by teachers” (Everton, Galton, & Pell, 2002, p. 373).

Although numerous articles have been published in the past few decades about teachers and conducting research, there appears to be very little research investigating how teachers feel or think about research (Borg, 2007). Borg (2007, 2008, 2009) has been a leading researcher in this field, investigating the beliefs of teachers across different countries (Burton, 1998; Borg, 2007). However, this activity remains largely unknown in the EFL sector and in Japan in particular.

Although beliefs about SLA have been investigated since the mid-1980s, the beliefs of the teachers themselves remained a relatively untouched subject until the turn of this century (Kalaja & Barcelos, 2011). Pajares (1992) called beliefs a “messy” construct. They are in flux, elusive, and often secretly held thoughts of the beholder. Teachers’ thinking and pedagogical practices will be influenced by their beliefs. In turn, teachers’ attitudes may align with or go against their beliefs. For instance, a teacher may believe that their¹ research is beneficial not only to their teaching practice but also to others in their field, but at the same time they may have a negative attitude when it comes to engaging in research and hate the process. Both beliefs and attitudes are influenced by emotions, actions, and experience and are subject to change throughout one’s teaching career (Kalaja & Barcelos, 2011; Richardson, 1996).

New to university teaching and academia, this researcher wondered whether the attitudes behind the unfavourable talk amongst the part-time teachers about research were held by all English language teachers and academics in Japan, or whether it was just talk in one of the staffrooms she frequented. However, upon further investigation it appeared to be a topic that had not been investigated, so the thoughts and beliefs of teachers towards research in Japan have remained unknown and deserved further inquiry.

The Study and Research Questions

This study was aimed at ascertaining the thoughts and feelings of higher education English language teachers in Japan towards research, to investigate whether the teachers undertook research and whether or not they enjoyed their research process. The following questions were addressed:

- RQ1. How do college and university educators (CUEs) in Japan feel about conducting and publishing research?
- RQ2. What are their motivations for conducting research?

Methods

Data Collection and Analysis

I designed an anonymous questionnaire consisting of eight sections using both closed- and open-ended questions. The questionnaire was based on an earlier questionnaire developed by Borg (2009) and original questions that I developed (see Appendix). The questionnaire, titled “Investigating English Teacher’s Attitudes Towards Reading and Publishing Research,” was distributed to potential participant English teachers from August to October 2017 using the social media platform Facebook. The Japan Association for Language Teaching (JALT) Special Interest Groups (SIGs) and chapters as well as several other Facebook teaching groups were contacted as sources for potential participants in the study. As I only posted to groups’ Facebook pages with permission of their administrators, one of the main challenges was getting responses to correspondence. Respondent participation proved more difficult than expected, so although originally planned as a 2-month project, data collection was extended by one month with the goal of increasing participation, in an attempt to build a more robust sample.

The questionnaire was distributed using the online program Google docs and the data was collated automatically on a spreadsheet. A number of responses were excluded from the analysis, as they were not from CUEs. The quantitative data was then subjected to manual frequency counts. The percentages are provided in the Findings and Discussion section. When comparisons were made in the study, responses were analysed against each other. Using the content analysis method as described by Ryan and Bernard (2000), the trends in the qualitative data were also analysed and a number of responses were chosen to represent several of the categories presented in this paper.

The Questionnaire

The first section of the questionnaire (see Appendix) was aimed at collecting demographic data for each participant so the results could be broken down into categories including sex, age, nationality, level of education, and so on. In Section 2, information was sought about the extent to which the participants themselves had conducted research. In Section 3, I investigated the participants’ frequency of conducting

Landsberry: *Attitudes Towards Research Among College Educators*

research, research expectations from their employer or the EFL industry, and their beliefs and feelings about conducting research.

I further investigated the support teachers received (whether in the form of time or financial support for their research), how they generally presented their research, and how they felt about their peers reading their work. In Section 4, I looked at whether they had presented at any ELT conferences. Section 5 was aimed at getting information as to how they felt about undertaking academic writing and publishing. In Sections 6 and 7, teachers were asked their reasons for reading or not reading academic literature, however, these reasons are not examined in this paper. Lastly, in Section 8, details as to their reasons for not conducting research were sought.

Findings and Discussion

Findings indicated that the majority of CUEs realised that engaging in research was necessary for both their professional development and pedagogical practices. In fact, the majority of CUEs reported enjoying the research process.

The Participants

Responses to the questionnaire were received from a total of 205 participants across the ELT sector in Japan, 138 of whom were in higher education; it is these participants' responses that will be examined in this paper. The majority of respondents were highly educated: 54% reported having an MA, 16% a PhD, and 6% a BA; 24% responded that they were currently working towards their PhD. Although a number of participants indicated that they worked at more than one institution, only their main place of employment was considered. Seventy-three percent were employed full-time, 25% part-time, and 1% other.

It should be acknowledged that in some regards, the participants were not representative of the higher education sector in Japan as a whole. First, female voices were somewhat overrepresented. In Japan, only 22.5% of higher education faculty are female (MEXT, 2015) but the participant group was 59.4% male and 38.4% female; 2.2% responded "prefer not to say." Faculty members at national and public universities were also somewhat overrepresented: 32% of responses came from publicly funded (national or public universities), 66% from private universities, and 2% from 2-year junior colleges; despite that only 23% of universities in Japan are national or public (MEXT, 2018). There was also a lack of Japanese voices in the sample: Only 15% of respondents were Japanese. North American respondents made up 50%, Europeans accounted for 18%, respondents

from Oceania were 12%, and the Middle East, South America, and Southeast Asia made up the remaining 5%. The non-Japanese respondents had been in Japan for a median 16-20 years.

This researcher recognizes that due to the way in which the recruiting process was carried out, this research is based on a biased sample of mostly native speakers of English with connections to research-orientated groups such as JALT. These are major limitations of this study, which was aimed at representing college educators in Japan. This study would best be redone representing a more balanced sample that includes more teachers who are Japanese and those who do not have ties to ELT research associations.

Feelings About Research

The first research question was focused on CUEs' feelings about research. A total of 83% of CUE participants in this study reported that they did their own research; 17% said that they did not conduct research. In terms of the frequency of research, 22% indicated that they *always* engaged in research, 27% *often*, 30% *sometimes*, and 4% *rarely*. Of the teachers who engaged in research, 49% said that they *love it*, 41% reported that *it's ok*, 8% chose *I do not want to, but I have to*, and 2% reported that they *hate it*.

Overall, there seems to be an understanding amongst the ELT community in Japan that they are not only expected to teach, but also to conduct research. Given that the majority of teachers who conducted research reported either loving the process or rating it as okay (90% in total), that attitude would appear to support the process. Of the participants who reported that they enjoyed research, 80% worked full-time. Among those employed exclusively part-time, only 50% reported positive feelings about research. Although further research is required, this researcher imagines that with a lighter teaching load, more institutional support, and more available time for research, these full-time employed participants would find it more enjoyable.

Motivations for Engaging in Research

The second research question was meant to examine teachers' motivations for engaging in research. As shown in Table 1, the most popular reason for conducting research was *I feel I have to conduct research and publish to get ahead in my career*. Of those who answered *Other*, there were a range of reasons provided. A North American male who had been in Japan for 11-15 years, held an MA, and worked full-time at a private university remarked, "I like doing research, but I don't get much support from my institution and I don't have

Landsberry: *Attitudes Towards Research Among College Educators*

enough time for it.” Another participant, a female from Oceania who was currently undertaking PhD study, had been in Japan for 16-20 years, and worked full-time at a private university stated, “I want to contribute to my field.” Another male from Oceania who held a PhD, had been in Japan for 21-25 years, and worked full-time at a publicly-funded university responded, “It is not so much pressure as an expectation. If I don’t do it, I won’t get in trouble, but I wouldn’t be doing my job.” A European female with a PhD working full-time at a private university said, “I want to make myself as employable as possible worldwide.” A Japanese male with an MA working part-time at a private university also stated, “I feel it will benefit my teaching skills and I want to apply it to my classes.”

Table 1. Motivations for Engaging in Research (n = 115)

Reported motivations	Number	Percentage
I feel I have to conduct research and publish to get ahead in my career	89	77%
I feel pressure by my institution / employer to publish	37	32%
I feel pressure by the ELT industry to publish	13	11%
None of the above	6	5%
Other	24	21%

Note. Individuals gave multiple responses. Percentage is of total individuals.

Although there is no doubt that teachers at all levels of education are involved in some form of research, perhaps informal study groups and discussion circles for their professional development, the results for those conducting research in this study align with other research. That is, it was found that teachers are most likely to be engaged in research to be published if they have undertaken postgraduate study. Generally, research is conducted by CUEs rather than by those in lower levels of education (Borg, 2010), and this is consistent with the view that CUEs often see themselves as lifelong learners, carrying out research to become more effective teachers (Borg, 2010; Rose, 2002; Worrall, 2004).

When participants did not do research, they were asked to select a reason from the list provided or to provide their own reasons. Of the 23 participants who reported not conducting research, 48% selected *I don't have time*. This is consistent with researchers who have found that teachers have very heavy workloads, which often cannot accommodate research projects (Allison & Carey, 2007; Borg, 2009). Another 43% chose *I don't know enough about research methods*; this is also in line with research that has found that many teachers remain unsure of what constitutes “research,” even after completing postgraduate education (Allison & Carey, 2007). *My job is to teach and not do research or I don't believe it would affect or improve my teaching* were chosen by 31% as reasons for not doing research.

Some of those who did not do research provided their own reasons. For example, a North American female who worked full-time at a private university and had been in Japan for 16-20 years said she did not conduct research due to “family obligations and time constraints.” A European male who worked part-time at a 2-year junior college and who had been in Japan less than 5 years responded, “My institution does not encourage it. I’ve never really got the chance.” These responses show agreement with those that Worrall (2004) collected, that there are still teachers and institutions who have not accepted that teachers need to be at the centre of the research around language and classroom teaching.

Of the participants who did not do research, 70% were employed part-time and more than half (56%) were women. Discussing similar findings, Hayes (2013) concluded that this may be due to the inequality between men and women in university teaching positions in Japan, along with the obstacles and time pressures that women face, similar to the “family obligations and time constraints” referred to by the North American female participant in this study. This is also an area that requires further enquiry.

One possible reason for CUEs doing or not doing research is the amount of support they received for their research efforts. Because a lot of teachers utilise ELT conferences and their postpublications as a place to present their research, attendance is of the utmost importance. See Tables 2 and 3 for how much support participants were given for attendance and also whether the CUEs received financial support for their research. It was found that teachers were generally allowed to take time off to attend; however, they were expected to make up missed classes.

Table 2. Institution’s Support for ELT Conference Attendance (n = 115)

Type or amount of support	Number	Percentage
Some financial support	54	47%
Full financial support	41	36%
No support	19	17%
Allow teachers to take time off work	43	37%

Note. Individuals gave multiple responses. Percentage is of total individuals.

One fully employed North American male said that “for part-time teachers, there is zero support.” Another North American male who was previously employed full-time said, “Now I teach part-time at two universities. One does not provide any financial support. The other provides partial support (conference fee only but not transportation) but only because I am involved in joint research with a tenured professor at that university.” Eighty-eight percent of teachers receiving no financial support for conference attendance and research were employed part-time.

Table 3. Institution’s Support for Research (n = 115)

Type or amount of support	Number	Percentage
Some financial support	56	49%
Full financial support	30	26%
No support	29	25%
Allow teachers to take time off work	29	25%

Note. Individuals gave multiple responses. Percentage is of total individuals.

Apart from the question of conducting research, the issue of writing up research results was explored. Although a majority of participants reported positive feelings about research itself, they were much less positive about academic writing and publishing their research results. As can be seen in Table 4, more than 25% of participants did not feel confident with academic writing and 47% found it stressful. This may be due to the heavy workloads of teachers and other responsibilities they face (Allison & Carey, 2007). All these issues deserve further inquiry.

Table 4. Feelings Toward Academic Writing (n = 115)

Reported feelings	Number	Percentage
I enjoy it	68	59%
I do not like it	23	20%
I hate it	5	4%
I do not feel confident	30	26%
I find it stressful	54	47%
Other	17	14%

Note. Individuals gave multiple responses. Percentage is of total individuals.

Some of the *other* comments included “It’s a love-hate relationship,” made by an Oceanian male from a private university who had been in Japan for 11-15 years. A North American female from a publicly funded university who had been in Japan for 36-40 years said, “I like it if I have the time to do it.” A North American male who had been in Japan for 6-10 years and was employed by a private university responded, “It depends on the personality of my editor.”

Conclusion

The researcher recognizes that this study has a number of limitations and it would be beneficial to replicate the study with a greater and more gender- and nationality-balanced sample of respondents. It would also be advantageous to attempt recruitment of teachers through means other than teaching groups to try to eliminate the bias that arises in recruiting participants who belong to research-orientated groups or academic associations. Whether or not teachers use their research findings in their own teaching practice also requires further inquiry.

The literature is full of discussions presenting the logic behind the promotion of teachers being engaged in the research process (Borg 2007; Burton, 1998; Everton, Galton & Pell, 2002; Rose, 2002). This study established that some CUEs in Japan are already conscious of their role as teacher-researchers and of the research expectations that confront them. Results indicated that although full-time CUEs receive financial support for research, much more could be done for part-time teachers who lack time and support. The study has also showed that there are those in higher education who

Landsberry: *Attitudes Towards Research Among College Educators*

enjoy conducting and presenting research. Many of those who participated said they find the research process stressful and do not like academic writing, but they understand that it is necessary for their careers, professional development, and also to improve their pedagogical practices. I believe that greater support and access to additional resources would likely turn around negative attitudes and ultimately benefit both teachers and students.

Note

1. In this paper, I have chosen to use the pronouns they and their as singular pronouns of indeterminate gender.

Bio Data

Lauren Landsberry has been in ELT for 15 years, holds an MA in applied linguistics from Monash University, and is currently undertaking further study at Macquarie University. She teaches at several universities in Nagoya and her interests include bilingualism, world Englishes, SLA, and teacher development. <laurenlandsberry@gmail.com>

References

- Allison, D., & Carey, J. (2007). What do university language teachers say about language teaching research? *TESL Canada Journal*, 24(2), 62-81. <https://doi.org/10.18806/tesl.v24i2.139>
- Borg, S. (2007). Research engagement in English language teaching. *Teaching and Teacher Education*, 23, 731-747. <https://doi.org/10.1016/j.tate.2006.03.012>
- Borg, S. (2008). English language teacher's beliefs about research: Perspectives from the Netherlands. *Levende Talen Tijdschrift* [Journal of the Dutch Association of Modern Language Teachers], 9(3), 3-13.
- Borg, S. (2009). English language teachers' conceptions of research. *Applied Linguistics*, 30(3), 358-388. <https://doi.org/10.1093/applin/amp007>
- Borg, S. (2010). Language teacher research engagement. *Language Teaching*, 43(4), 391-429. <https://doi.org/10.1017/S0261444810000170>
- Burton, J. (1998). A cross-case analysis of teacher involvement in TESOL research. *TESOL Quarterly*, 32(3), 419-446. <https://doi.org/10.2307/3588116>
- Everton, T., Galton, M., & Pell, T. (2002). Educational research and the teacher. *Research Papers in Education*, 17(4), 373-401. <https://doi.org/10.1080/0267152022000031388>
- Hayes, B. (2013). Language teachers: Promoting equality through and within Japanese universities. *Journal and Proceedings of the Gender Awareness in Language Education, Japanese Association for Language Teachers*, 6(1), 27-43. Retrieved from <http://gale-sig.org/website/galejournalv6a.pdf>
- Kalaja, P., & Barcelos, A. M. (2011). Introduction to beliefs about SLA revisited. *System*, 39, 281-289. <https://doi.org/10.1016/j.system.2011.07.01>
- McCrostie, J. (2010). The right stuff: Hiring trends for tenured university positions in Japan. *The Language Teacher*, 34(5), 31-35.
- MEXT. (2015). *Gakkou kyouiku soukatsu* [General overview of school education]. Available from http://www.mext.go.jp/b_menu/toukei/002/002b/1356065.htm
- MEXT. (2018). *Shiritsudaigaku* [Private universities]. Retrieved from http://www.mext.go.jp/a_menu/koutou/shiritsu/
- Nunan, D. (1997). Standards for teacher-research: Developing standards for teacher-research in TESOL. *TESOL Quarterly*, 31(2), 365-367. <https://doi.org/10.2307/3588053>
- Pajares, F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332. <https://doi.org/10.3102/00346543062003307>
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York, NY: Macmillan.
- Rose, R. (2002). Teaching as a 'research-based profession': Encouraging practitioner research in special education. *British Journal of Special Education*, 29(1), 44-48. <https://doi.org/10.3102/00346543062003307>
- Ryan, G.W., & Bernard, H. R. (2000). Data management and analysis methods. In Denzin, N., & Lincoln, Y (Eds) *Handbook of Qualitative Research*, (2nd ed., pp. 769-802). London, England: Sage.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London, England: Heinemann.
- Stenhouse, L. (1981). What counts as research? *British Journal of Educational Studies*, 29(2), 103-114. <https://doi.org/10.1080/00071005.1981.9973589>
- Worrall, N. (2004). Trying to build a research culture in a school: Trying to find the right questions to ask. *Teacher Development*, 8(2&3), 137-148. <https://doi.org/10.1080/136645304002000020228>

Appendix The Questionnaire

Investigating English Teachers' Attitudes Towards Reading and Publishing Research

Section 1. Demographics

I identify myself as

- Male
- Female
- Prefer not to say

Age

- Under 25
- 26 – 30
- 31 – 35
- 36 – 40
- 41 – 45
- 46 – 50
- 51 – 55
- 56 – 60
- Over 60

What region are you from?

- Oceania Japan
- Southeast Asia (outside Japan)
- Central Asia
- Africa
- Europe
- North America
- Central America
- South America
- Other: _____

What is your highest level of education?

- PhD
- PhD candidate
- MA
- BA
- Vocational College
- High School
- Junior High School

English is my..... language.

- first
- second
- third
- fourth

How long have you been in Japan?

- Less than 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- 26 – 30 years
- 31 – 35 years
- 36 – 40 years
- More than 40 years

What kind of institution do you work for? (more than one answer is ok)

- Public University
- Private university
- 2-year Junior College
- Public High School
- Private High School
- Public Junior High School

Landsberry: *Attitudes Towards Research Among College Educators*

- Private Junior High School
- English Conversation School
- Public Primary School
- Private Primary School
- Other: _____

I am hired...

- full-time
- part-time
- other: _____

Section 2. Research

Are you willing to participate in others' research?

- Always
- Often
- Sometimes
- Hardly ever
- Never

Do you conduct research?

- Yes
- No

Section 3. Yes, I conduct research!

What area do you conduct research in? _____

How often do you conduct research?

- Always
- Often
- Sometimes
- Rarely

Do you feel like you are expected to conduct research?

- Yes
- Somewhat
- No

How do you feel about conducting research?

- Love it!
- It's okay
- I do not want to, but I have to
- Hate it

Which of the following describe your thoughts on research? (more than one answer is ok)

- I feel pressure by my institution/employer to publish
- I feel pressure by the ELT industry to publish
- I feel I have to conduct research and publish to get ahead in my career
- None of the above
- Other: _____

In what way does your institution/employer give support to teachers who would like to attend ELT conferences? (more than one answer is ok)

- No support
- Some financial support
- Full financial support
- Allow teachers to take time off work
- Other: _____

In what way does your institution/employer give support to teachers who would like to conduct research? (more than one answer is ok)

- No support
- Some financial support
- Full financial support
- Allow teachers to take time off work
- Other: _____

Landsberry: *Attitudes Towards Research Among College Educators*

How do you usually present your research? (more than one answer is ok)

- Research-Orientated Short Presentation
- Practice-Orientated Short Workshop
- Practice-Orientated Long Workshop
- Research-Orientated Long Presentation
- Forum
- Poster Session
- Roundtable Exchange
- Dialogue
- Teaching tip
- Other: _____

On average, how many presentations do you do a year?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 6

On average, how many publications do you publish a year?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 6

How do you feel about your peers reading your work?

- I hate the thought
- I do not mind
- I love the thought

Are you a member of any academic associations?

- Yes
- No

Section 4. Academic Associations

Which academic associations?

- The Japanese Association for Language Teaching (JALT)
- The Japanese Association for College English Teachers (JACET)
- TESOL International Association
- National Council of Teachers of English
- American Association for Applied Linguistics (AAAL)
- Linguistic Society of America / Conference on English Education
- International Journal of Arts and Science (IJAS)
- International Association of Teachers of English as a Foreign Language (IATEFL)
- English Teachers of Japan (ETJ)
- Other: _____

Have you ever presented at any ELT conferences?

- Yes
- No, but I would like to in the future
- No, and I'm not planning to

Do you think teachers in Japan should be expected to conduct research?

- Yes
- No
- It should be their own choice

Do you think that teachers should be judged according to their:

- Research (theory)
- Practical skills (teaching skills)
- Both

Section 5. Carrying out research

If you enjoy research, what do you enjoy? (more than one answer is ok)

- Observations
- Surveys
- Interviews
- All of the above
- I do not like anything about it
- Other: _____

What methods do you commonly use to collect data? (more than one answer is ok)

- Observations
- Surveys
- Interviews
- All of the above
- Other: _____

How do you feel about undertaking academic writing and publishing? (more than one answer is ok)

- I enjoy it!
- I do not like it
- I hate it
- I find it stressful
- I do not feel confident

Do you read academic literature?

- Yes
- No

Section 6. Yes, I read academic literature

Why do you read academic literature? (more than one answer is ok)

- I want to keep up with the latest research
- I am interested to see what others are researching
- I feel it will benefit my teaching skills and I want to apply to my classes
- For a postgraduate course I am enrolled in
- I feel obliged to do it
- Other: _____

Section 7. No, I do not read academic literature

Why don't you read academic literature? (more than one answer is ok)

- Published research does not give me practical advice for the classroom
- I do not have time
- I do not have access to research books and academic journals
- I am not interested in research
- I find academic writing difficult to understand
- I think I would read it if it were easier to understand
- Other: _____

Section 8. No, I do not conduct research

Why don't you conduct research? (more than one answer is ok)

- I'm not interested in doing research
- I don't have time
- I don't know enough about research methods
- I'm confused as to what would constitute as research
- My job is to teach and not do research
- I don't believe it would affect or improve my teaching
- Most of my colleagues do not do research / My institution does not encourage it
- My colleagues would not cooperate if I were to do research
- My students would not cooperate if I were to do research
- Other: _____