

Research Conversations – Perceptions and Expectations Questionnaire Report

A survey was sent out to Warwick Applied Linguistics staff and PGR students in May 2024 as the initial activity in a research culture enhancement project conducted by a team from Applied Linguistics led by Prof. Richard Smith with team members Dr Joana Almeida, Dr Kieran File, Elyanora Menglieva, Miriam Schwiening, Lila Tennent, Yvette Wang and Dr Emma Williams). The project – 'Countering silos and hierarchies through peer-to-peer research-in-progress conversations' – had received an award from the Enhancing Research Culture Fund, located within the National Centre for Research Culture, University of Warwick.

As stated in the project proposal, the project's assumptions and rationale were as follows:

Within many departments and schools, as well as across schools and faculties, the development of new knowledge, in particular through research, doesn't seem to be discussed among colleagues in the process of development or at a planning stage but instead only highlighted (e.g. in seminars, individual web-pages and WRAP) when complete. Conversations about research among colleagues (including research students) with different specialized interests are happening even less frequently since the pandemic exacerbated a stay-at-home culture in many non-laboratory-based disciplines. This represents a poor foundation for establishing the new inter-disciplinary relationships which are needed nowadays (cf. GRPs/Spotlights). There are also hierarchies whereby (many) individuals are excluded from any research-in-progress or -in-prospect discussions that do go on, due to status or role, type of contract, lack of integration into existing research teams, and so on.

At the outset of this project, we wished to test these assumptions about needs and/or desires for peer-to-peer dialogue about research, focusing on Applied Linguistics, since we were planning a 'Research Conversations' away-day for this department. In the survey we designed for this purpose, we were specifically interested in respondents' perceptions and expectations of research culture, with particular emphasis on conversations about research and barriers to participation in such conversations. The project team came up with 15 questions, and piloting revealed that the survey should take around 15 minutes or less to complete. Respondents were informed that participation was voluntary and that the data collected in the survey would be collected anonymously. The survey was reviewed and given favourable opinion by the University of Warwick's Humanities & Social Sciences Research Ethics Committee (HSSREC).

A link to the questionnaire was sent to all Applied Linguistics staff, including non-permanent research contract and teaching contract staff, professional services staff and visiting scholars. It was also sent to all Applied Linguistics postgraduate research students.

There were 41 respondents (out of a possible total of 128), self-identifying in response to the first question as follows:

Staff (23 responses out of 48 staff members the questionnaire link was sent to)

- employed in Applied Linguistics and on a teaching & research contract – 8 (out of 16 with this status in the department)

- employed in Applied Linguistics on a research contract – 2 (out of 4)
- employed in Applied Linguistics on a teaching-focused contract – 10 (out of 17)
- employed in Applied Linguistics in a support role (professional services staff) – 3 (out of 11)

Students

- enrolled (or part-enrolled) in Applied Linguistics in a doctoral degree programme – 16 (out of 80 research students the questionnaire link was sent to)

Others

- an official visiting scholar or research student hosted in Applied Linguistics. – 2 (out of 3)

In subsequent questions, participants were asked for their perceptions about 'research conversations', defined for this purpose as:

relatively casual conversations about or relating to research, occurring spontaneously in informal settings' – in other words, *not*, for example PhD supervision tutorials, research team meetings or Q&A at the end of research presentations. Research conversations may be about or related to completed research, research-in-progress or ideas or plans for future research.

Results for individual questions follow the 'Executive Summary' below:

Executive Summary: The responses indicate a strong desire for more frequent research conversations within the department (Q4). Key motivations include curiosity, inspiration, and knowledge exchange (Q5). There is a recognized need for more structured opportunities to facilitate such conversations (Q12, Q13, Q14) and for improved research culture inclusivity overall (Q15, Q11) (though most view research culture in the department as already 'fairly inclusive') alongside addressing barriers such as workload and lack of time (Q12).

2. On a scale from 1 to 5, how frequently **do you engage** in research conversations (as defined above) within the Department of Applied Linguistics at Warwick?

- Never – 0
- Rarely – 15
- Sometimes – 14
- Quite often – 10
- Very frequently – 2

3. In what contexts have you engaged in research conversations with others in the department? (for example, 'in the kitchen', 'on trains', 'going to conferences', etc.).

Summary of answers:

- Organized: departmental social events, breaks between classes, meetings and formal academic events, research group
- Departmental/University shared space: Kitchen; cafeteria; PhD Room; hallway; ELT archive
- Online: On Teams chat or calls, social media, podcast, email
- Outside department
- Outside campus: Conference
- Upon invitation e.g., pub, office, calls, office
- Upon introduction from supervisor/Director of Graduate Studies

4. On a scale from 1 to 5, how frequently **would you like to engage** in research conversations with others in the department?

- Never – 0
- Rarely – 4
- Sometimes – 14
- Quite often – 18
- Very frequently – 5

5. What is or what would be your **primary** motivation for participating in research conversations? Please select only **one option**. [Reordered here from most to least frequent: the same applies for subsequent questions below.]

- Interest and curiosity about research – 11
- Inspiration and expansion of perspectives – 10
- Knowledge exchange – 6
- Networking – 4
- Clarification of my own research interests – 4
- Feedback – 2
- Enhancement of career prospects – 2
- Emotional support- 0
- Others:

- Well, in any social interaction, one wants to explore what's important to the other. You'd probably want to talk about tactics with Pep Guardiola, not how to make paella (whether he'd want to talk to you is a different matter!)
- To have a sense of what research is taking place and how my interests do or don't fit into that

6. What topics have you **tended** to discuss when engaging in research conversations? Please select **all that apply**.

- Research focus – 25
- Challenges and obstacles in research - 24
- Methodologies and research techniques – 23
- Possibilities of collaboration - 21
- Research findings - 13
- Emerging research trends - 16
- Bids for funding - 8
- Other (please specify):
 - Management of PhD journey, including supervision
 - Synergies or common interests or perspectives, even if collaboration isn't an aim; also sharing/recommending of books or papers
 - interesting findings/ideas/plans related to my current/future research; publication

7. What topics would you **like** to discuss when engaging in research conversations in the department? Please select **all that apply**.

- Possibilities of collaboration - 29
- Emerging research trends - 28
- Challenges and obstacles in research - 27
- Research focus - 26
- Methodologies and research techniques - 25
- Research findings - 25
- Bids for funding - 20
- Other (please specify):
 - synergies; reading recommendations
 - Just explain it to me. Why do you think it's worthwhile? And tell me interesting anecdotes about the ups and downs. Spare me too much detail!
 - a bit more about other people's research (not just my own)

8. Who in the department have you most **tended** to have research conversations with (if at all) in the past? Please select **only one option**.

- Selected PhD students - 13
- Academic research and/or teaching staff in general (including all types of contract and status) - 10
- Selected academic research and/or teaching staff (including all types of contract and status) - 10
- PhD students in general - 6

- Selected professional service staff (including all types of contract and status) - 2
- Professional service staff in general (including all types of contract and status) - 0
- Other (please specify): - 0

9. Who in the department would you most **like** to have research conversations with to a greater extent than now? Please select **only one option**.

- Academic research and/or teaching staff in general (including all types of contract and status) - 18
- Selected academic research and/or teaching staff (including all types of contract and status) - 12
- PhD students in general - 4
- Professional service staff in general (including all types of contract and status) - 2
- Selected professional service staff (including all types of contract and status) - 0
- Selected PhD students - 0
- Other (please specify):
 - No particular group. I value all conversation opportunities
 - Any member of staff or PhD student/PSS staff engaging in research: interest level relates more strongly to topic
 - anyone really
 - I don't think I have much to offer experienced researchers - but if the topic of research comes up, novices often appreciate support and encouragement (and occasional proof reading)
 - I'd like to have conversations outside of department as well as within it.

10. On a scale from 1 to 5, how important do you think research conversations (potentially) are as a contribution to positive research culture within a department, in general?

- Very important – 18
- Extremely important – 14
- Fairly important – 8
- Not very important – 1
- Not at all important – 0

Please give a reason for your answer _____

Provisional thematic analysis of reasons (see Appendix 1 for all responses):

Building knowledge community

- Enhance awareness and understanding of others' work, involvement, and attitudes to research
- Develop shared visions and create a sense of shared values and practices around research.
- Provide emotional support and motivation, boost the confidence of diligent researchers and encourage those who might otherwise slack off.

Forging collaboration

- Find and create points of connection between people and between research
- Develop common ground and collaboration
- Build collegial and collaborative relationship and reduce rivalry relationships

Benefits for individuals involved in research conversations

- Inspire new perspectives and clarify aspects of one's own research and foster self-understanding, self-reflection, self-evaluation, problem solving
- Keep researchers informed about emerging research trends, funding opportunities, and colleagues' work.
- Help PhD students to develop their identity and confidence as researchers

11. What specific groups do you think have tended to be excluded from research conversations in our department, if any?

- Professional Services staff – 12
- Teaching focused staff – 9
- None – 8
- Not sure – 7
- Part-time students and remote students – 6
- Non-permanent staff – 5
- PhD students – 3
- People with parenting / caring responsibilities – 2
- Non-PhD students – 2
- Don't know but I feel excluded – 1

12. What is the **biggest barrier or challenge** that deters you from engaging in research conversations? Please select only **one option**.

- Lack of events and opportunities for dialogue – 17
- Workload – 5
- Lack of time – 4
- Limited access to research resources or information – 4
- Feeling intimidated by peers or 'experts' – 2
- Lack of interest – 1
- Others:
 - My part time status means there are fewer opportunities for "water cooler conversations". I think that whatever the Department does, some genuine barriers will remain for part time students. Formal opportunities for interaction are easier to manage for this group as they can be scheduled into diaries. These are really valuable and can lead to informal chats.
 - Not being on campus
 - Re. 'lack of interest': We can't be interested in everything! It's not really useful to discuss 'research' as a single monolith. We each have our own interests. What I find dull and abstruse, other might find fascinating :)
 - I don't sense any major barriers or challenges. It does require effort and a pro-active attitude though, I think.

- An apparent lack of common research interests (hence the importance of conversations)
- Feeling like I don't know enough about research to do research.
- That there may not be follow up actions
- One's own research abilities
- I am socially awkward and an introvert. I have a fear of judgement.
- Living outside Coventry

13. What would motivate or help you to overcome the barrier you have selected in question 12?

and

14. What departmental initiatives or strategies do you believe could enhance participation in research conversations and promote an inclusive research culture?

Provisional thematic analysis based on responses to Questions 13. and 14. combined (see Appendix 2 for all responses):

- Events and opportunities: More role-targeted/varied-special-interest/varied-format/varied-purpose events (e.g., relevant reading group, data group, teacher-research group, informal social events, drop-in, student-led, speed-dating, peer-dialogue, research tops, research methods)
- Self: More practice, self-awareness, and proactive attitudes, plans for follow-up actions
- Encouragement for organizing and participating in events, and for networking (e.g, HoD/DA encouragement; Supervisor encouragement; Encouragement for student-initiative; setting clear expectations); Detailed info on benefits
- Time: varied time slots, varied length, regularity (weekly, monthly, annually), dedicated time
- Space: Dedicated shared space, common room, canteen
- Structural: Contract (time allocated to research, networking as one job description)
- Support: Funding for organizing events, Refreshments
- Newsletter, posters with 'lay' research summary, and info on events

15. On a scale from 1 to 5, how would you rate the current inclusivity of research culture within the Department of Applied Linguistics?

- Not at all inclusive – 1
- Not very inclusive – 2
- Fairly inclusive – 3
- Very inclusive – 4
- Extremely inclusive – 5

Please give a reason for your answer _____ (see Appendix 3 for all responses)

16. Are there any additional comments or insights you would like to share regarding research culture and research conversations?

- Organising more events where, especially, students are encouraged to grow as professional researchers
- Ultimately, for PhD students their supervisors will have an enormous influence on their experience. It is very helpful if they can signpost students to specific opportunities for participation in the research life of the Department (or externally), because otherwise students might simply not know about them.
- Our department seems a bit 'dead' when you come to walk the halls. This is possibly because people work from home or in their offices. But also because we have zero inviting common areas/spaces where people can just have a cup of coffee or use it as a space to meet. The kitchen is cramped and uninviting.
- I would rather the department first set out clearly expectations and opportunities for research (I accept it may be clear for others, but it isn't for me), but I'd welcome any initiative that promotes and supports research conversations
- Maybe try to include more intra-linguistics studies in addition to education-orientated studies.
- Stick some notes related to linguistics, research methods, culture, etc knowledge everywhere in the department. It may help create conversation topics when two meet.
- There are links between our research interests if we are open to find them.
- Apologies that this will sound a bit bitter, and for fixating on a single event. However, the weekly departmental research seminars have become symbolic for me of a failure of research culture and collegiality within Applied Linguistics. A few years ago, there was a departmental discussion about seminars being an important part of our culture and a call for everyone to attend these except when absolutely impossible. Since then, it's become routinely the case that almost no academic staff attend these seminars. The absence of academic staff at weekly seminars is a missed opportunity for colleagues to interact in the context of research. It fails to imbue our PGRs with a spirit of collegiality. It sends an embarrassing message about our research culture to external presenters. It also shows a disregard for our students and staff when they present. I admit to being cynical about encouraging new venues for research conversations when we already have a weekly focal point for our research culture that colleagues cannot, frankly, be bothered to attend.
- There are dominant and less dominant perspectives of sociolinguistics in the department, and I hope the research conversations be aware of that and try to figure out the potential familiar part to initiate the conversation rather than saying different or perspectives taken for granted as if emotional support.
- Perhaps a project we are all involved in and invested in would bring about more of an inclusive atmosphere
- I would also like to have more research conversations with colleagues in other departments. The university lacks a space where such conversations could occur spontaneously, so informal but structured events where people can get together and talk to one another about research could be organized - not to 'match-make' or artificially create research teams but as an organic basis for potential collaborations in the future - more of an icebreaker/getting to know one another kind of event
- My feeling is that workload issues must be addressed, but that in the meantime it would be better to engineer situations in which there are little snippets of time during which

these interactions might take place (rather than setting up longer events that the people under most pressure of time won't be able to attend anyway)

- It's great learning and fun to talk to others about their research and to share one's own.
- I think there is still space for development of research culture in the department further

Appendix 1: All answers to question 10 (summarized above)

How important do you think research conversations (potentially) are as a contribution to positive research culture within a department, in general?	Please give a reason for your answer
Not very important	
Very important	Feeling of belonging to the department
Very important	It is important because it helps in understanding the emerging research trends and is also helpful to find funding and networking.
Extremely important	I think we need to keep being stimulated by others' perspectives to distance from self-centred way of thinking. This intersubjectivity, for me, is fundamental in any form of knowledge production. Also, it would allow me to develop a sense of community and belonging, which mentally help me as well.
Extremely important	Whenever I talked to someone about my research project, my perspective was always widened, I learnt something from them, or I got clarification to what I was doing or planning to do,
Fairly important	It creates an opportunity for PhD students to embed their identity as researchers, get confident talking about their research and try out ideas informally. For staff in general, it foregrounds activity that people are inspired by (c.f. marking, for example). The reason for putting it as "fairly important" rather than "very" or "extremely important" is that I think formal structures are even more important and they set up an environment where informal interaction can happen.

Extremely important	If we don't have conversation, we're not aware what's going on in the field, what our colleagues are doing, what funding is available, what publishing opportunities there are, etc.
Extremely important	Seems like a good way to nurture new research and researchers
Extremely important	A positive research culture helps researchers to collaborate, thrive and have a sense of belonging within a researcher community.
Extremely important	Develop mutual understanding, build interdisciplinary/sub-disciplinary knowledge, and plot future visions together
Extremely important	it is how you learn and grow as a researcher
Fairly important	Exchange knowledge and spark inspirations.
Extremely important	We don't confine topics that are important to us (family, football, health, relationships, etc.) to hermetically sealed contexts, they appear spontaneously as part of relationship and community building, why, if it's central to our lives, should research be different? In a football team, you don't get defenders meeting secretly with defenders and attackers with attackers. That's not team building. However, I can't deny that I have been on the end of some very tedious conversations about people's research in pubs and parties. But it has to be done. See Larkin's poem 'Vers de Societe' stanza 5!
Extremely important	It is extremely important to have research conversations in the department. I believe having dialogues would enhance our ability to focus more deeply on our own work. Dialoguing helps us to self reflect and evaluate our research approach, stance and views.
Very important	exchange(explore) multiple aspects of thoughts on research.
Very important	Stimulating exchanged about research can lead to interesting new research ideas as well as serve as inspiration for new and existing projects.

Very important	To connect with others.
Extremely important	Without informal research conversations, I think there would not really be a healthy research culture, in the sense of shared values and practices around research and a sense of community
Very important	It generates interest in the academic process and enhances academic culture
Very important	Conversations shed light on shared interests and understandings and possibilities for collaboration. They can also surprise by informing you of work and interests of others for which you were previously unaware and which relate in unexpected ways to your own work. It's also nice to ensure that others are aware of the nature of your own work.
Very important	An academic department provides an opportunity for novel collaborations to emerge through complementary interests and areas of expertise.
Fairly important	The researcher should be the person most familiar with and responsible for the study, while ideas from others may be beneficial towards its development and potential collaboration within the department. Such interdisciplinary thoughts and collaboration will be importation to a department.
Very important	To explore collaboration opportunities and develop new research ideas
Fairly important	Research conversations can potentially foster a positive research culture within a department. However, they may also exert pressure on members who are not active or involved in research activities.
Very important	Sparking of interest, sharing of ideas, problem solving
Extremely important	To build a common research culture rather than a culture that is centred on a few individuals
Very important	Many reasons, but the first is to find out ways I can benefit from other's expertise, esp. if they've tackled problems I'm facing.

Very important	Communication is always a positive for me, whatever the topic. We need more of that.
Very important	I think they would be a good basis for more collaborative research; uncovering people's attitudes to and involvement with research would lead to greater empathy / inclusion in a general sense, thus a better working atmosphere; being able to discuss my own research more would help me clarify better why I do it and what I should focus on; increasing the amount and quality of research conversations could lead to less rivalry/paranoia and more collaboration and understanding of one another
Fairly important	Good way to foster collaboration and relationships, but not the only way of enhancing research culture
Fairly important	It helps people articulate their research in conversations and test how well they can convey their ideas
Very important	I think it depends on what your role is in the department. If you are on a teaching-focussed contract, RC could be key to starting a research project or to deciding if research is an activity which can inform your teaching. RC were the start of all my small research projects.
Fairly important	without concrete, practical output, conversations might not be that meaningful.
Very important	Culture is collective, so a positive research culture cannot exist if people aren't interacting with one another to construct it. Otherwise the department is just the research equivalent of PSG: a load of talented individuals doing their own thing, without inspiring each other or sharing any common vision
Very important	It contributes to knowledge exchange as well as helps us to build a supporting research community in the department.
Extremely important	The conversation helps provide emotional value and motivation, boosting the confidence of diligent researchers and discouraging laziness in those who might otherwise slack off.
Very important	this is where new ideas are born, boundaries overcome and new and exciting things created

Extremely important	It offers a new dialogical tool for both parties to clarify research interests and disentangle potential contributions, in addition to traditional ways.
Very important	We learn and get inspired from others, but as a part-time student time is limited and I want to network with people outside of the department and outside of HE too.
Fairly important	These conversations can inspire, provide a new perspective and clarify a lot of things in one's own research.
Extremely important	Such conversations help generate ideas that otherwise I might not have come up with, these conversations help take what I currently think or work about to the next level, such conversations help me things I did not know about, I have never had a research conversation that I did not learn from
Extremely important	Research conversations help you learn more about research trends, new areas for research, research interests of others with the possibility to collaborate, etc.
Very important	I think it helps the students for the collaborative projects and also helps them to know about the prospects of research in their specific fields. Also information about funding and recent research trends are discussed in research conversations which is really important for the career of the students.
Very important	From my personal experience, nearly all of my research papers were generated from a random peer research conversation.
Very important	Getting emotional support, opening doors for potential collaborations, providing reflection opportunities on my own work (kind of professional development)

Appendix 2: All answers to questions 13. and 14.

13. What would motivate or help you to overcome the barrier you have selected in question 12.?

- More events, perhaps on a specific research topic or methodology.
- If we receive more chances to meet and have a conversation, this can be solved.
- annually entire departmental gathering -- this can be at the beginning of every academic year, and new and old staff and students get chance to meet each other and just to know who are in this department and doing what!!
- Have more opportunities for such conversations

- A reading group or data group in my main area of study, that I can plan for and schedule into my diary. I appreciate that I could set one up myself, but as a part time student working full time I simply don't have time. For this reason, I am not complaining that one does not exist!
- Having an event that is specifically aimed at talking about research. Because it is intimidating to talk about it at social events/in the kitchen randomly
- Scheduled events
- Feeling that sessions are particularly directed at PSS staff as well as academic staff and students; encouragement to engage/participate in activities; time to dedicate towards these extras.
- More opportunities for dialogue through a variety of creative, constructive, and purposeful means
- its not a lack of motivation it is a lack of opportunities
- Offer more events.
- I don't consider it a barrier. However, in days gone by, there was a common room/canteen when the Dept. was over at Westwood where people mixed and discussed interests. I'm not sure if it was 'good form' to discuss one's 'research! (when I worked in an oil field, the good old boys had a rule that work, politics, religion and money were taboo topics in the bar - not a bad principle!) . Currently, if one walks around the Dept., one is faced buy a corridor of closed doors and probably empty offices. Open plan cubicles and work areas would increase conversations. Would I like that? Not likely! Like most of us, I appreciate a private office, doors without windows (as we used to have in Humanities) and working from home!
- More events on research
- receive more info from department
- I think it is tough to manage workload any better. It is just busy times. However, I hope that in the coming academic year things will be a little easier at my end.
- More detailed information about potential benefits
- More research conversations
- More practice and self-awareness
- To organise more events to facilitate communication
- If there are opportunities for professional services staff to engage in research activities
- Feeling that there IS a dedicated time for this in reality, rather than just abstractly in a workload model
- More time allocated to research. In a research-focused universities, even staff on teaching focused contracts should have more time to do research. 10% of time allocated to reserach is one afternoon which is very little.
- More informal social events, such as a weekly get-together. But everyone's too busy!
- More opportunities for discussion and other people who see that as useful / important too.
- organization of events to enable research conversations, like the June 14th away-day
- Clarity over what the benefits of this would be.
- More PhD students with similar research interests as me
- I would love to see a teacher-research group in our department.
- having plans to translate conversations into actual output/writing

- A serious reconsideration of my workload - spontaneous research conversations are less likely to occur when people are just struggling to keep their heads above water (and are being told not to take on extra things)
- Perhaps, more relevant and impactful events
- Read more and maintain a consistent research mindset.
- have a dedicated time/space for just this and nothing else -that would be amazing
- I'd be motivated if such casual events are organised more frequently, e.g., every month.
- A more pro-active approach from staff and particularly PGR students to networking. I don't believe you can organise people to talk to one another all the time. Individuals can take the initiative and not feel that it has to be done for them.
- I really do not know.
- In my specific case, the barrier is temporary, I feel I will have more opportunity and time to engage in more research conversations after my viva
- It would be good if there are more research discussions in the department. There are seminars of course but they are more one speaker-oriented. The events should be more focused on sharing ideas, research findings, directions, tips, suggestions to each other.
- I think that more interactive events should take place in the department which will help the students to have more conversations about research.
- i have no barrier, i can do research conversation with my peers whenever it is possible to be happened.
- Online gatherings to accommodate those who live far away from campus

14. What departmental initiatives or strategies do you believe could enhance participation in research conversations and promote an inclusive research culture?

- Conversations on a specific topic.
- If the department organizes more research oriented talks, seminars and workshops, it will enhance the participation of the students.
- creative AL Phd and staff showcase events alongside WICAL; explicit funding (it can just be roots coupon) provided for Phd students to organize social events (not just for SSLC but for all) -- this would encourage people to connect and be creative
- Organising such events on a regular basis
- Anything that is scheduled, rather than ad-hoc, is better for part time students as we can plan for them. I can only attend events that take place during the standard working day, but I appreciate out-of-hours is more convenient for some other people. A range of time slots would be ideal for inclusivity, but I recognise there are limits to what can be done.
- More common room type spaces (that are more inviting to spend time in than our staff kitchen). Maybe a 'speed dating' type event with a focus on research?
- I like meeting and talking with colleagues, so I'd attempt to attend anything that is scheduled
- Inclusive communication from organisers; HoD/DA encouragement to take part (would help to feel empowered to attend); setting clear expectations.

- Initiatives that resemble the type of 'dialogue events' seen in the hard sciences, for example.
- depends on if this is a priority for the department with everything else they have to get done
- Offer more interesting events.
- Not really departmental, but let me quote you David Lodge on 'theory' and research in literature, which, he says, is increasingly presented in: "...an arcane and jargon-ridden form of discourse that can only be understood after a long and strenuous initiation, if at all" (Lodge, D, 1990! After Bakhtin). Does this apply in our discipline? Might we further develop the editorial policies of ELTED and find ways of encouraging less linguistic gatekeeping in research dissemination? Controversially, and not really 'conversations', but the intimidating APA 7 Gestapo police might also relax a bit. Concerning style, I found it reassuring to students to point out that just because you can't understand it doesn't mean it's good. Sometimes it's hard to tell. I recall a dissertation that was so arcane that my co-marker (you know who you are!) and I couldn't decide whether to fail it or give it a distinction! Finally, I have enjoyed the newsletter and opening pages of the website, where staff research is presented in an accessible form, sometimes as it is reported in the general media or topic-specific journal. Reading these 'layman's' summaries has often made me want to discuss the research with the author (though the opportunity never arose - and you wonder if the researcher really wants to discuss with a non-expert. Maybe we should have a kind of speed-dating where we can chat each other up about our research... Oh ... one more random thought - I know some researchers involve students as 'assistants' -even B.Eds., on occasion. This seems to me to be an initiative that promotes inclusivity. a
- Supervisors and staff can encourage students (PGR and PGT) to launch and maintain research groups
- activities with some food for students? Linguistics or research methodology topics seminars??
- I think some more research methods-focused research conversations could attract more people since it is not topic-specific.
- More bonding activities
- I think it's important to expand our conceptions of 'research' beyond REF-related research, publications, grant applications, etc. Many colleagues engage in forms of reflective practice, pedagogical inquiry or teaching innovation but might not feel they can be part of research conversations.
- Discussing staff research interests and links between topics
- This is a difficult one. If people really want to do this they'll do it. Formal events that may be advertised as "informal" tend not to work. They feel forced and artificial. A comfortable staff common room with coffee facilities would be far more effective. Offices are naturally isolating (I hasten to say we need private offices) but a staff room would provide a welcome means to get out of the office for a while and promote research conversations..
- Drop-in sessions intended to do so
- Organising social events
- Value and support all members' participation in research activities

- Research circles
- research away days or smaller research events organised around smaller groups with common research interests. At the moment, there are no clear research stands or centres/groups in the department
- Not sure - I hope your research will come up with some good ideas.
- peer-dialogue about research (as we have about teaching) - perhaps once a month as a drop-in session with coffee and cakes (proper coffee, not nescafé!)
- Specific time allocated to this.
- More departmental activities for PhD students
- I would love to see a teacher-research group in our department. I think a specific time allocation which teachers on teaching-focussed contracts can apply for would be good. We have time for professional development but this is a mix of all kinds of activities. Activities like going to conferences, training workshops and networking are normally less time-consuming than doing teacher research.
- not sure
- 1) Long meetings can and should have proper breaks within them to allow for these more spontaneous conversations, 2) rather than holding lengthy, dedicated sessions to foster research conversations (which people who don't have or can't justify the time still won't be able to attend), we could have light touch warm-up / catch-up chats at existing department events - literally just 5 - 10 mins giving small groups who don't normally talk the opportunity to tell each other what they've been up to (or would like to get involved in)
- Perhaps, more engagement of the research and teaching staff and regular group meetings
- To build a sense of ceremony and the utmost respect to all members.
- set some time aside for all colleagues at the same time and provide lunch/tea
- This type of events can work really well if they are organised periodically based on research topics and interests.
- Put networking about research in job descriptions! (If not there already). Get supervisors to ask at supervision meetings with whom students have had a research conversation and what have been the outcome and impact.
- Research discussion groups by and for students.
- We recently had an event where invited members of staff and graduates shared the development of their academic career/stories of securing jobs. I think such events where colleagues of different ranks, positions, and experience interact with each other is very beneficial and helps to maintain the environment of inclusivity and unitedness in the department
- Seminars are nice
- I think regular discussions about recent research trends and funding in the relevant fields could increase the participation in research conversations.
- Hold more research events or seminars that can gather students and researchers together in one room.
- Special research interest groups

Appendix 3: All answers to question 15

How would you rate the current inclusivity of research culture within the Department of Applied Linguistics?	Please give a reason for your answer
Very Inclusive	
Fairly Inclusive	Non-permanent staff is not very much considered as part of the Department, and you meet very few people in the corridors.
Fairly Inclusive	This is because a lot of students do not participate in the research activities at all.
Fairly Inclusive	i feel there are existing circles and networks but little communication across different existing circles and networks
Very Inclusive	I think both staff and PhD candidates are encourage to participate in research
Fairly Inclusive	I would prefer to have an option for "don't know" here! I think the Department goes to a huge amount of effort to be inclusive. Some genuine practical barriers remain for part time students, but perhaps there is not much that can be done about these at Departmental level. I do not really know how inclusive the culture is for staff or full time students - I hope it is pretty inclusive.
Fairly Inclusive	People are very friendly at the department but I think everyone is just too permanently over-worked and too busy to engage with anyone in any meaningful way. So when you get a chance to chat with someone it's usually small talk.
Not very Inclusive	Not sure I really understand the question
Fairly Inclusive	I think AL is generally inclusive and aspires to be as inclusive as possible: lots of good intentions and positive, inclusive communication. PSS staff will naturally feel research conversations aren't aimed at them and that there isn't time to engage these. Helping to dispel this would be important if the aim is to include PSS staff. It is likely that part-time students and staff will also face barriers to inclusion and potentially some neurodiverse staff -

	session recordings or online forums to engage outside of key times would help with this.
Fairly Inclusive	Plenty of chances for students to share their research, with staff encouraging and offering ways to collaborate. There's also a number of study groups that help to connect students and staff. As a part-time student based away from campus though, I would struggle to describe the situation as 'very' or 'extremely' inclusive from my perspective.
Not very Inclusive	[if] you are talking specifically about casual conversations. even when I am on site all doors are closed, there is no-one in the phd rooms and no-one around - how can you have research conversations that are casual if no-one is there
Fairly Inclusive	Although most studies focus on qualitative analysis, increasing studies are turning to quantitative analysis.
Fairly Inclusive	Research workshops, peer conversations, ELTED, joint research, newsletter, encouraging students to submit articles & deliver papers, increasing erosion of the reputational distinction and biased promotion prospects concerning 'Teaching Fellows' and the rest.
Not at all Inclusive	I haven't found any inclusive research network in these past three years. I wasn't invited to any event like this by the department. Except for the research culture seminars, there is not much happening in the department that promotes inclusive research conversations
Fairly Inclusive	sometimes but not very often organise some activities, like language culture matter.
Very Inclusive	There are opportunities for people to engage with others. We have an inclusive climate in the department that encourages people to talk to each other. It is just always busy.
Extremely inclusive	The atmosphere is great
Fairly Inclusive	I think that we are getting better at creating opportunities for colleagues on T-focussed pathways to pursue research and be involved in departmental research conversations and activities. While there's always going to be room for improvement, I think we are also inevitably constrained by institutional HR structures (around academic pathways) and REF structures.

Very Inclusive	People are open to discuss their research
Fairly Inclusive	Some people seem quite isolated to me. This may be due to personality and working in quite niche areas.
Very Inclusive	My experience is that anyone who wants to contribute to research culture is welcome to.
Fairly Inclusive	Some researcher would feel less inclusive when their research interests are the less dominant topics in the department.
Fairly Inclusive	The department already has an inclusive research culture.
Fairly Inclusive	All are invited to the department's weekly research seminar series.
Fairly Inclusive	I feel that at times there are research projects that I would like to contribute to but I only find out about them when it is too late. Obviously, there are calls for research collaboration via SELCS but I am talking about research initiatives within our dept.
Fairly Inclusive	It needs to be inclusive if all staff and allocate a fairer percentage of time for research across different professional categories. This time should be allocated on the basis of merit too , especially because this would allow those who have less time to do research (but still do a whole lot of it) to be recognised for research accomplishments, and have working time for that rather than using their personal time (and stretching their working capacity).
Fairly Inclusive	It's pretty good in a difficult climate. I assume professional staff don't want to participate, but teaching focused staff I expect might want to.
Fairly Inclusive	There is no overt barrier to discussion it's just that people don't tend to do it.
Fairly Inclusive	The atmosphere is generally friendly; however, there are few opportunities to share ideas / feelings about research in progress - few people come in to the department, the only shared space is the kitchen and the default topic of casual discussion tends to be teaching and students, since this is what most of us _most

	obviously_ share in common. There's a need to kick-start (provide structure / motivation for) research conversations if they're to happen at all but this doesn't happen at present.
Very Inclusive	Colleagues are encouraged to share their successes and work collaboratively, with other staff and PGRs
Fairly Inclusive	People are open-minded in sharing their research but the opportunities aren't that much
Fairly Inclusive	My impression is that the importance and value of teacher-research is only really talked about only by a few individuals.
Fairly Inclusive	I think people could get support if they actively seek it, but given the size of the department, it may not be easy to let everyone (staff and PhD students) feel included and supported by the 'departmental family' for/when conducting their research. It also relates to the challenge of maintaining close/good interpersonal relationships among all staff and PhD students.
Fairly Inclusive	Given the option I would've gone for something between "not very" and "fairly inclusive" - on the positive side it strikes me that our department is quite open and inclusive in its attitude. The problems are structural, especially when it comes to workload, meaning that certain groups are often not regularly there (location- or time-wise) when these kind of conversations would come up, and/or don't necessarily feel they can justify the time to seek them out (even when they may feel it should be part of their job, and is something they desperately want to do!)
Fairly Inclusive	I feel it is fairly inclusive as I think some groups of people are not included into conversations, or not all of the member of staff is aware of others' research work.
Fairly Inclusive	A friendly and harmonious atmosphere
Fairly Inclusive	I didn't know what to answer tbh as this entirely depends on how you define inclusive - but inclusive of who?
Fairly Inclusive	The annual departmental conference WICAL has been helpful.

Fairly Inclusive	I don't understand this question so have plumped for the mid point. Inclusive of whom?
Fairly Inclusive	Engaging in research conversations is a personal choice. Although, I hardly engage in these conversations within my department, I have seen many fellow students participating in discussions.
Fairly Inclusive	Every year, a few events are organised where senior colleagues share their experience with PGRs, PGRs have a chance to engage as research assistant in the projects run by academic members of staff
Fairly Inclusive	I think PhD students particularly first year PhD students feel a bit anxious to be part of the research conversations.
Fairly Inclusive	I feel so because I personally felt included in these conversations by my colleagues.
Fairly Inclusive	according to my observation, it seems that whenever there are two PhD students in the kitchen, they will begin research conversation naturally.
Very Inclusive	I can see several collaborations between research students and staff.