

MICHIGAN STATE UNIVERSITY

Conducting, framing, and writing up research for international journals

Capital Normal University
Beijing
Thursday, May 18, 2017

Charlene Polio
Michigan State University
polio@msu.edu
<http://polio.msu.domains/>

← →

1

MICHIGAN STATE UNIVERSITY



慕田峪




1987

← →

2

MICHIGAN STATE UNIVERSITY

write up

write down



← →

4

MICHIGAN STATE UNIVERSITY

write up

- A case study
- A constitution
- A description
- A proposal
- A history
- A report
- A paper
- A summary
- A thesis
- An estimate
- My observations
- A contract
- My results
- My analysis
- Their evaluations
- My research

write down

- A memory
- A list of tasks
- A simple song
- Your phone number
- My observations
- Everything the instructor says
- My thoughts
- My interpretation
- Questions
- The address
- His name
- Our conclusions
- What you saw
- Your feelings
- Your concerns

← →

4

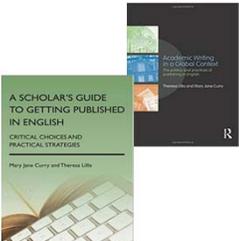
MICHIGAN STATE UNIVERSITY

“International” journal

“Whether a journal is considered ‘international’ is a complex and often subjective question. Some criteria that are used to determine whether or not a journal counts as ‘international’ can be the language(s) in which the abstracts and articles are written; whether a journals’ authors, editors, editorial board members, and reviewers come from a range of geographical and institutional locations; whether a journal is included in prestigious journal indexes; and whether a journal has an impact factor and what this might be.” (Curry & Lillis, 2013)




Mary Jane Curry Theresa Lillis



← →

5

MICHIGAN STATE UNIVERSITY

My perspective

- As editor and reviewer
- As someone who sees value in quantitative, qualitative, and mixed methods research



Here is some advice..




← →

6

Outline of talk

- The review process and “how to get your paper rejected quickly”
- Developing a research question for an empirical study and choosing an approach
- The literature search and review: Framing your research
- Choosing a journal
- Conducting a genre analysis
- Dealing with feedback

Before you write

- Understanding the current trends in research
- Understanding the history of the topic
- Understanding the requirements of rigorous research within your research paradigm and designing the study

The process

How to get your paper rejected quickly

- In-house review leading to direct reject
 - Over 300 articles a year for many journals
- Type of problems
 - Scope problems
 - Design and reporting problems
 - Writing and genre problems

What will not get your paper rejected

- Minor grammatical problems
 - But...the paper has to be comprehensible and not need extensive editing.
- Improper formatting
 - But...please check journal guidelines.
 - <https://owl.english.purdue.edu/owl/resource/560/01/>

Scope problems

- The article is not appropriate for the journal because of the topic or type of paper.
 - How do speakers switch among present and past tense when reporting crimes stories?
 - The article is not about language learning or teaching. It may describe language use in some specific context, but that description needs to be related to language teaching.
 - What happens in a classroom when I have students write for a semester with no corrective feedback?
 - The study is a descriptive small-scale action research project.
 - Is there a difference between the male and female students' syntactic complexity when they write a narrative?
 - The question is not based in any theory and is not justified.

MICHIGAN STATE UNIVERSITY

Scope problems

- What kinds of pragmatic errors do Chinese students make when making requests?
 - The research focuses very narrowly on a local context and there is no attempt to link that context to others or to talk about possible implications for other contexts.
- What is the relationship among students' choice of foreign language, gender, and anxiety?
 - The study is purely descriptive and does not examine learning outcomes.

13

MICHIGAN STATE UNIVERSITY

Reporting problems

- The study design is not clear enough for someone to evaluate it.
 - For quantitative studies:
 - The treatment and control conditions are not described well.
 - The assessment or data collection measures are not described.
 - The coding is not described with examples or no reliability is reported
 - For qualitative studies:
 - The selection of participants is not described.
 - The data collection is not described in detail.
 - The data analysis and coding procedure is not described.

14

MICHIGAN STATE UNIVERSITY

Design problems (quantitative)

- The experimental study does not have a control group.
- The study compares groups on some variable such instruction, but the participants were not randomly assigned and there is no attempt to explain if the groups were comparable.
- There is no justification for or no discussion of the validity of the measures.
- There were no observations about what actually took place in the experimental and control groups.

15

MICHIGAN STATE UNIVERSITY

Design problems (qualitative)

- The research involves a case study but collects a very limited amount of data about the one case (e.g., learner, teacher, program).
- There is no triangulation of the data.

16

MICHIGAN STATE UNIVERSITY

Writing and genre problems

- Key terms are not defined with examples or too much jargon is used. Also, terms may defined only by quoting what others have said about those terms or with examples outside of the field.
- The author assumes that all readers work within the same framework.
- The literature review starts out too general. The literature review is out of date.
- The literature review ignores important related research. There is no synthesis of the literature; the literature review reads like a list of studies.
- There is no clear focus or research question.
- There is no justification for the study other than that no one has studied the topic before.
- The paper focuses on theory outside of applied linguistics and the author does not connect that theory to the more mainstream literature.

17

MICHIGAN STATE UNIVERSITY

Developing a research question

- Research emerging from experience
 - Why do my students keep making errors in subject-verb agreement?
 - How can I motivate my students?
- Research emerging from theory
 - If students have to work together to solve a problem with more steps, will their language be more complex? (Robinson's cognition hypothesis)
- Research emerging from empirical studies
 - Flaws in studies
 - If I use a better measurement of writing quality, will I find the same results?
 - Extensions of studies: Need to be justified
 - Will the same vocabulary teaching technique work for teaching Chinese characters to English speakers?
 - Is gender related to methods of vocabulary teaching?

Process and in-house review → Question and approach → Literature search and review → Choosing a journal → Genre analysis → Feedback

MICHIGAN STATE UNIVERSITY

Some questions for discussion

- Does all research have to be based in theory?
- How original does the research have to be?
- How "local" can the research be?

"The primary purpose of a research project at the doctoral level should be to support, question, challenge, revise, extend or replace a theory, not just to solve local and immediate problems of teaching or administration."



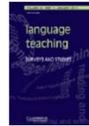
Paul Kei Matsuda

19

MICHIGAN STATE UNIVERSITY

Thinking Allowed section of *Language Teaching*

- Distance learning (White, 2014)
 - Research task 6: Carry out a study to identify specific skills and strategies needed by learners to adapt to and operate in a particular multimodal distance language learning environment; this can then form the basis of a distance learner training programme.
- Language awareness (Svalberg, 2012)
 - Research task 4: Test the relative effects of visual input-enhancement-only compared to visual-input-enhancement plus related consciousness-raising tasks, and seek explanations.
- Writing development (Polio, 2017)
 - Research task 7: Conduct intervention studies that focus on linguistic dimensions of L2 writing other than accuracy.



20

MICHIGAN STATE UNIVERSITY

Developing a research question

- Too general (not researchable)
 - Do Chinese university students have trouble reading?
- Too specific
 - Do prereading exercises benefit female Chinese high school students?
- Not important (or not justified)
 - Is there a correlation between artistic ability and language anxiety?
- Too descriptive
 - What listening strategies do university English majors use?

21

MICHIGAN STATE UNIVERSITY

Developing a research question

- Are picture glosses more effective than L2 glosses in helping L2 low proficiency students in the retention of new vocabulary?
- How are EFL learners benefited by using corpora when reading a text?
- What is the minimum vocabulary size for unassisted argumentative writing for undergraduate L2 learners?
- What multi-word units are frequently used in medical articles?
- Can freewriting activities improve the scores of students on a standardized test i.e. TOEFL?
- Do learners respond differently to corrective feedback they receive from instructors as opposed to feedback they receive from peers?
- To what extent does writing for a named (imaginary or real) audience improve the content, focus and language of L2 writing?
- Is it necessary to provide content feedback as well as linguistic feedback?

22

MICHIGAN STATE UNIVERSITY

<ul style="list-style-type: none"> Quantitative Precise hypotheses at beginning Precise definitions of variables (operationalizing) Data reduced to numbers Validity achieved through statistical procedures Random sampling Design to control for extraneous variables Breaking down complex phenomena into parts Willingness to manipulate aspects of conditions 	<ul style="list-style-type: none"> Qualitative Hypotheses that emerge from the data Definitions that change as the study progresses Data consists of narratives, but numbers can be used as well Validity through triangulation of data Purposive sampling No attempt to rule out certain variables Holistic description of phenomena Unwillingness to tamper with naturally occurring phenomena
--	--

23

MICHIGAN STATE UNIVERSITY

Mixed methods

- Read about mixed methods.
- Studies need to be carefully planned.
- Sample studies
 - Neumann, H. (2014). Teacher assessment of grammatical ability in second language academic writing: A case study. *Journal of Second Language Writing*, 24, 83-107.
 - Survey, interviews, analysis of student writing
 - Ferris, D. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 9, 6-23.
 - Survey follow by interviews and analysis of feedback
- Survey studies
 - These often get rejected in-house.



Chapter 5

24

MICHIGAN STATE UNIVERSITY

Choosing a quantitative method

- Experimental, quasi-experimental, correlational
 - Can you manipulate the variables that you want?
 - Can you randomly assign participants?
 - If not, how equivalent are your groups?
 - If you are doing correlational research, is your sample size large enough for advanced statistics?

25

MICHIGAN STATE UNIVERSITY

Choosing a qualitative method

- Most common types are case study and ethnography
 - For case studies, do you have enough data from multiple sources?
 - Should you conduct a multiple case study?
 - For ethnography, can you collect data over an extended period of time and from multiple sources?

26

MICHIGAN STATE UNIVERSITY

The literature search and review

- How to search
- Writing the review
- How to cite
- What to cite
- Avoiding plagiarism

Process and in-house review → Question and approach → Literature search and review → Choosing a journal → Genre analysis → Feedback

27

MICHIGAN STATE UNIVERSITY

How to search

- After you have theoretical background
 - Databases
 - LLBA
 - ERIC
 - Psychoinfo
 - MLA
 - Google Scholar
 - Reference sections of related articles: What are other people citing?



28

MICHIGAN STATE UNIVERSITY

Writing the literature review

- Creating a research space (CARS model) by John Swales
- Genre analysis of research articles from various fields
- Many articles examining and modifying this model of literature reviews



29

MICHIGAN STATE UNIVERSITY

The structure of literature reviews (also called introductions)

- **Move 1: Establishing a territory**
 - Step 1 Claiming importance *and/or*
 - Step 2 Making topic generalizations *and/or*
 - Step 3 Reviewing items of previous research
- **Move 2: Establishing a niche**
 - Step 1a Counter-claiming *or*
 - Step 1b Indicating a gap *or*
 - Step 1c Question-raising *or*
 - Step 1d Continuing a tradition
- **Move 3: Occupying the niche**
 - Step 1a Outlining purposes *or*
 - Step 1b Announcing present research
 - Step 2 Announcing principle findings
 - Step 3 Indicating article structure

<https://owl.english.purdue.edu/owl/resource/994/03/>

30

MICHIGAN STATE UNIVERSITY

Published articles about research articles



Journal of
ENGLISH for
ACADEMIC
PURPOSES

Journal of English for Academic Purposes 9 (2010) 267–279
www.elsevier.com/locate/joep

Research article introductions in Chinese and English: A comparative genre-based study

Chek Kim Loi^a

Department of English and Linguistics, University of Otago, PO Box 56, Dunedin, 9054, New Zealand

Abstract

This study investigates the rhetorical organisation of English and Chinese research article introductions in the field of educational psychology using Swales's (1990, 2004) framework of move analysis. A corpus of 40 research articles (20 Chinese and 20 English) was selected. The English research articles, written by first-language English speakers, were selected from *The Journal of Educational Psychology* while the Chinese research articles, written by first-language Chinese speakers, were selected from *心理發展與教育 (Psychological Development and Education)*. The findings reveal that English and Chinese research article introductions

MICHIGAN STATE UNIVERSITY

Findings from Loi (2010)

Table 1
Comparison between the Global Organisation of English and Chinese RA Introductions.

Moves in both English and Chinese RA introductions	Constituent steps		
		English introductions	Chinese introductions
Move 1 Establishing a territory	and/or Step 1	*Claiming centrality	*Claiming centrality
	and/or Step 2	Defining terms/concepts	Defining terms/concepts
	and/or Step 3	Presenting the theoretical basis	Absent
	and/or Step 4	*Reviewing literature/findings of previous research	*Reviewing literature/findings of previous research
Move 2 Establishing a niche	and/or Step 1	*Indicating a gap	*Indicating a gap
	and/or Step 2	*Raising a question	*Raising a question
	and/or Step 3	*Counter-claiming	Absent
Move 3 Presenting the present work	and/or Step 1	*Announcing the purpose of the study	*Announcing the purpose of the study
	and/or Step 2	Specifying the focus of the research	Specifying the focus of the research
	and/or Step 3	*Foreclosing the methodology	*Foreclosing the methodology
	and/or Step 4	*Introducing the research hypothesis	Absent
	and/or Step 5	*Introducing the research questions	*Introducing the research questions
	and/or Step 6	*Presenting positive justification	*Presenting positive justification
	and/or Step 7	Introducing the implications of the findings	Absent
	and/or Step 8	*Claiming the significance of the study	*Claiming the significance of the study

Note: Asterisks (*) indicate that the step is adapted from Swales's (1990, 2004) CARS model. Bold is used to highlight the similar steps found in both English and Chinese introductions.

32

MICHIGAN STATE UNIVERSITY

Writing the literature review

- Don't just list studies: synthesize and evaluate.
- Cite studies that you will come back to later.
- Synthesize the literature so that it leads to a question.
- Don't use a gap as the only justification for your study.

33

MICHIGAN STATE UNIVERSITY

Citations in literature reviews

- Structure of citations: How to cite (easier)
 - Quotations
 - Integral citations
 - Non-integral citation
- Scope of citations: What to cite (harder)
 - How far back should you go?
 - What is common knowledge?
 - What terms do you need to define?
 - How many studies should you cite?



Consider the work of Ling Shi from University of British Columbia.

34

MICHIGAN STATE UNIVERSITY

Structure of citations

- Quotations
 - Offset
 - Longer than three lines and indented
 - Full sentences following reporting verbs incorporated as noun clauses
 - Smith (2010), in his study, concluded, "Oral error correction without a doubt is helpful for beginning language students." (p. 12)
 - Clauses or phrases incorporated into a sentence
 - Smith (2010) studied oral feedback for beginning level students and found that it was "without a doubt helpful." (p. 12)
- Paraphrases
 - Integral
 - Smith (2010) concluded that oral feedback was beneficial.
 - Nonintegral
 - Research has shown that oral feedback in beneficial (Smith, 2010).
 - Misuse of integral
 - In this study, I used a mixed methods approach to examine how learners integrated feedback (Ferris, 2014).




35

MICHIGAN STATE UNIVERSITY

What to cite

- Citation is political.
- Cite **recent** related studies and theories.
 - But how far back should you go?
 - Do you need to cite every study? How many?
- Cite articles from the field and applied linguistics journals (e.g., not just psychology journals).
- Cite studies from international journals.
- Define your terms through citation, but give your own examples.
 - But what is common knowledge? Which terms should you cite?

- Use e.g.: Many studies (e.g., Smith 2010; Zhang, 2015) have demonstrated the effectiveness of prewriting activities.
- Cite research reviews or meta-analyses.

36

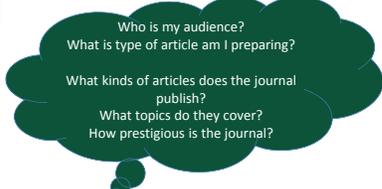
Avoiding plagiarism

- Your paper may be put through iThenticate.
 - <http://www.ithenticate.com/>
 - Minor overlap with other articles.
 - Self-plagiarism: Too similar to one of your own articles.
 - Surveys used from other articles.
- Be careful copying from articles.
- Paraphrasing is hard but quoting too much is not good either. Neither is plagiarism.



37

Choosing a journal




38

Choosing a journal

- Journal prestige
 - SCII-indexed?
 - Impact factor (<http://www.scimagojr.com/journalrank.php?category=1203>)
 - Weigh the impact factor against the audience.
- Read the mission and guidelines carefully.
 - Don't email the editor.
- Look over the issues from the last few years
 - Do you find articles somewhat similar to yours?
 - Did you cite any of the articles from that journal?
- Find articles that are similar to yours.
 - Analyze the genre.

TESOL Quarterly (ranked 20 in linguistics out of 600)
 Language Learning & Technology (ranked 43 in linguistics out of 600)

39

Charlene Polio

Michigan State University

HOME EDUCATION BOOKS ARTICLES AND CHAPTERS CURRENT PROJECTS CITATIONS (GOOGLE SCHOLAR)

Home



RECENT POSTS

- List of journals related to linguistics
- Writing on Language Learning
- TESOL.com resources
- Language difficulty aspect
- Learner corpus conference

I am a Professor and Associate Chair in the Department of Linguistics & Germanic, Slavic, Asian, & African Languages at Michigan State University, where I teach in the MA Program in Teaching English to Speakers of Other Languages (TESOL) and the Second Language Studies Program. My main area of research is second language (L2) writing. I am particularly interested in the various research methods and measures used in studying L2 writing as well as the interface between the fields of L2 writing and second language acquisition. I have also published and done

<http://polio.msu.domains/>

40

Mission of the journals

- ELT Journal links the everyday concerns of practitioners with insights gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology. ELT Journal aims to provide a medium for informed discussion of the principles and practice which determine the ways in which English is taught and learnt around the world. It also provides a forum for the exchange of information and ideas among members of the profession worldwide.
- The Journal of English for Academic Purposes provides a forum for the dissemination of information and views which enables practitioners of and researchers in EAP to keep current with developments in their field and to contribute to its continued updating. JEAP publishes articles on the linguistic, sociolinguistic and psycholinguistic description of English as it occurs in the contexts of academic study and scholarly exchange itself. A wide range of linguistic, applied linguistic and educational topics may be treated from the perspective of English for academic purposes; these include: classroom language, teaching methodology, teacher education, assessment of language, needs analysis; materials development and evaluation, discourse analysis, acquisition studies in EAP contexts, research writing and speaking at all academic levels, the sociopolitics of English in academic uses and language planning.
- As a publication that represents a variety of cross-disciplinary interests, both theoretical and practical, TESOL Quarterly invites manuscripts on a wide range of topics, especially in the following areas: psychology and sociology of language learning and teaching; issues in research and research methodology; testing and evaluation; professional preparation; curriculum design and development; instructional methods, materials, and techniques; language planning professional standards. Because TQ is committed to publishing manuscripts that contribute to bridging theory and practice in our profession, it particularly welcomes submissions that address the implications and applications of research in, for example, anthropology, applied and theoretical linguistics, communication, education, English education, including reading and writing theory, psycholinguistics, psychology, first and second language acquisition, sociolinguistics, sociology.

41

ELT Journal: List of recent articles

- Free-form writing: computerized feedback for self-correction
- Effective teacher talk: a threshold concept in TESOL
- Positive assessments in teacher learning
- Teachers' cognitions regarding continuing professional development
- Cultural learning in the EFL classroom: the role of visuals
- Language background and learners' attitudes to own-language use

42

MICHIGAN STATE UNIVERSITY

Journal of English for Academic Purposes

- Investigating the learning transfer of genre features and conceptual knowledge from an academic literacy course to business studies: Exploring the potential of dynamic assessment
- A comparison of U.S.-based and Iraqi English research article abstracts using corpora
- Shifting frames to construct a Legal English class
- A phraseological exploration of recent mathematics research articles through key phrase frames

43

MICHIGAN STATE UNIVERSITY

TESOL Quarterly

- Functional Language Instruction and the Writing Growth of English Language Learners in the Middle Years
- Negotiation of Meaning Strategies in Child EFL Mainstream and CLIL Settings
- Effects of Corpus-Aided Language Learning in the EFL Grammar Classroom: A Case Study of Students' Learning Attitudes and Teachers' Perceptions in Taiwan
- Native and Nonnative Teachers of L2 Pronunciation: Effects on Learner Performance

44

MICHIGAN STATE UNIVERSITY

Differences in guidelines

- *TESOL Quarterly*: Manuscripts should be 7,000-8,500 words including references, notes, and tables, **located in the most recent research on the topic as well as in the more general research area in which it is situated.**
- *JEAP*: Submissions should not normally exceed 8,000 words excluding tables. Please double-space your manuscript. **Please look at a recent issue of *Journal of English for Academic Purposes* to identify the usual structure of articles.**
- *ELT Journal* is not a journal of primary research. There should be a balance between theory and practice in all submissions...Articles should contain **no more than 15 references**. Of these, no more than two should relate to the author's own work.

45

MICHIGAN STATE UNIVERSITY

Research article alternatives

- Including
 - Think-pieces or non-empirical studies
 - Action research
 - Evaluation of a teaching technique
 - Replications
- *TESOL Quarterly*
 - Forum
 - Brief reports and summaries
 - Research issues
 - Teaching issues



46

MICHIGAN STATE UNIVERSITY

Research article alternatives: *Language Teaching*

- We invite contributions to the following regular strands in the journal. In the first instance, and preferably at the planning stage, contributors are encouraged to contact the editor (editor@languageteaching@gmail.com) to discuss their proposed paper and the strand for which it is intended.
- State-of-the-art articles
- A language in focus
- A country in focus
- Plenary speeches
- Surveys of Ph.D./Ed.D. Theses
- Research timelines
- Thinking allowed
- Replication studies
- Research in progress



47

MICHIGAN STATE UNIVERSITY

Conducting a genre analysis

- Discussed earlier regarding literature reviews.
- Look at articles from the journal that you wish to publish in.
 - What sections are included?
 - How in-depth is the literature review?
 - Are teaching implications included?
 - What types of audience is being targeted?
- Focus on specific sections including methods, results, and discussion.

Process → Question and approach → Literature search and review → Choosing a journal → Genre analysis → Feedback

MICHIGAN STATE UNIVERSITY

Reporting on your research

- Look at the journal guidelines.
- Look at similar articles.
- Quantitative research example
 - *TESOL Quarterly*: Experimental research
 - Include information on setting, participants, experimental conditions, research instruments, data collection, data analysis
 - Is there enough information for someone to replicate the study?
 - » Supplemental material
 - » Appendices
 - Are the measurements valid and reliable?
 - Does the design have internal validity? (design but reporting)
 - Norris, J. M., Plonsky, L., Ross, S. J., & Schoonen, R. (2015). Guidelines for reporting quantitative methods and results in primary research. *Language Learning*, 65, 470-476.
- Also available for qualitative research
 - http://www.tesol.org/docs/default-source/pdf/tesol_quarterly_research_guidelines.pdf?sfvrsn=0

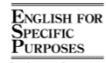
49

MICHIGAN STATE UNIVERSITY



English for Specific Purposes 22 (2003) 365–385

www.elsevier.com/locate/esp



Research articles in applied linguistics: moving from results to conclusions[☆]

Yang Ruiying, Desmond Allison*

Department of English Language and Literature, National University of Singapore, FASS Block ASS, 7 Arts Link, 117570, Singapore

Received 20 November 2001; received in revised form 21 May 2002; accepted 7 October 2002

Abstract

Our paper examines how selected research articles (RAs) reporting empirical investigations in applied linguistics proceed from first presenting results to eventually offering final conclusions or some other form of closure. After reviewing the literature on relevant aspects of RA structure and its functions, we report the findings of a genre analysis of 20 RAs in applied linguistics concerning rhetorical choices among possible Results, Results and Discussion, ...

50

MICHIGAN STATE UNIVERSITY



Journal of English for Academic Purposes 9 (2010) 280–294

www.elsevier.com/locate/jesp



Commenting on research results in applied linguistics and education: A comparative genre-based investigation

Jason Miin-Hwa Lim*

Centre for the Promotion of Knowledge and Language Learning, Malaysian University of Sabah, 8899 Kota Kinabalu, Malaysia

Abstract

As university students are frequently given the tasks of writing research reports to fulfil their respective programme requirements, teaching novice writers to present the results of their reports understandably constitutes an essential component of English lessons at tertiary level. While past research has shown that results are consistently commented on in the Discussion section in various disciplines, the degrees to which they are allowed in the Results section may vary across different disciplines and across research reports based on different research methods. Without a detailed investigation into such disciplinary and methodological differences, ...

51

MICHIGAN STATE UNIVERSITY

Dealing with feedback and rejection

- Don't panic.
- Don't send the article to another journal without revising it.
- Consider how to respond to design flaws.
- Organize the feedback from the different reviewers.
 - Points they agree on.
 - Points related to different aspects of your paper.
- Incorporate the feedback that you agree with.
- Comment on the feedback that you disagree with if encouraged to resubmit.




Process
Question and approach
Literature search and review
Choosing a journal
Genre analysis
Feedback

52

MICHIGAN STATE UNIVERSITY

Example of responses

- Comments
 - Reviewer 1: You did not report on the reliability of your coding.
 - Reviewer 2: Please check the reliability of your coding.
 - Response: Two reviewers asked me to report the reliability of the coding so I added it.
- Comments
 - Review 2: You did not discuss research related to writing assessment.
 - Response: Only one reviewer asked me to include research related to assessment, but I think it's only indirectly related and there is no room in the paper to include it.

53

MICHIGAN STATE UNIVERSITY

Getting feedback before submission: Writing groups

- Groups that motivate participants to write
 - Meet a set time and write for three hours with one break.
 - Reading should be done ahead of time.
 - Articles should be downloaded.
 - No cell phones or internet.
- Groups that share a common interest
 - Set deadlines for submission of papers to the group.
 - Everyone has to read the papers and write feedback.
 - Compare and contrast comments.
 - Revise papers.
 - Share feedback from reviewers.



54

MICHIGAN STATE UNIVERSITY

Thank you and good luck with your research.

Questions?



55