研究經驗分享

應外系 許秀貞

簡介

- 應外系 副教授
- 2013.02 ~
- 109 科技部吳大猷先生紀念獎

- **研究領域 (語言學門 英語教學研究)**
  - 第二語言習得 Second Language Acquisition (SLA)
  - 電腦輔助語言學習 Computer Assisted Language Learning (CALL)
  - 任務式教學 Task-Based Language Teaching (TBLT)

Hsiu-Chen Hsu (2020). The impact of task complexity on patterns of interaction during web-based asynchronous collaborative writing tasks. *System, 93*, 1-13. **(SSCI, Impact factor: 3.167, Rank: 15/193 Linguistics)**

Hsiu-Chen Hsu (2019). Wiki-mediated collaboration and its association with L2 writing development: An expository study. *Computer Assisted Language Learning*, *32*(8), 945-967. **(SSCI, Impact factor: 4.789, Rank: 3/193 Linguistics)**

Hsiu-Chen Hsu (2019). The combined effect of task repetition and post-task transcribing on L2 speaking complexity, accuracy, and fluency. *The Language Learning Journal, 47*(2), 172-187.

Hsiu-Chen Hsu & Yun-Fang Lo (2018). Using wiki-mediated collaboration to foster L2 writing performance. *Language Learning & Technology*, *22*(3), 103-123. **(SSCI, Impact factor: 4.313, Rank: 6/193 Linguistics)**

Hsiu-Chen Hsu (2017). The effect of task planning on L2 performance and L2 development in text-based synchronous computer-mediated communication. *Applied Linguistics*, *38*(3) 359-385. **(SSCI, Impact factor: 5.741, Rank: 1/193 Linguistics)**

Hsiu-Chen Hsu (2016). Voice blogging and L2 speaking performance. *Computer Assisted Language Learning*, *29*(5), 968-983. **(SSCI, Impact factor: 4.789, Rank: 3/193 Linguistics)**

Hsiu-Chen Hsu (2012). Investigating the effects of planning on L2 text-chat performance. *CALICO Journal*, *29*(4), 619-638.

研究

How do I get started?

- ## 如何尋找研究題目？
  - □ 由文獻中找
  - □ 在自己的研究中找

- ## 研究題目可行嗎**?**
  - □ 我的研究題目重要嗎?
  - □ 我能收到（足夠的）資料嗎?
  - □ 我有足夠的軟硬體設備支援我的研究嗎?
  - □ 我有足夠的時間完成嗎?

- ## 如何把研究與課程結合**?**
  - □ 英語會話/聽講?
  - □ 英語寫作?
  - □ 研究方法?
  - □ 外語教學?
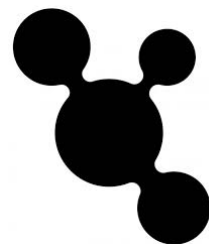
Task Planning & SCMC

- An important research topic in TBLT
  - It is still an important topic now.

However...

The Effect of Task Planning on L2 Performance and L2 Development in Text-Based Synchronous Computer-Mediated Communication

HSIU-CHEN HSU

Chung Yuan Christian University
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This study explored the effect of two planning conditions [the simultaneous use of rehearsal and careful online planning (ROP), and the careful online planning alone (OP)] on L2 production complexity and accuracy and the subsequent development of these two linguistic areas in the context of text-based synchronous computer-mediated communication. Intermediate to advanced adult ESL learners (N = 33) participated in the study. They completed four picture-based narrative tasks under the two planning conditions over a two-week period via text-chat. Two tasks were used as experimental tasks to gauge immediate planning effect on L2 production and the other two as new tasks to gauge L2 development. Results showed that both types of planning condition supported immediate production complexity but the ROP condition was more effective in leading to more accurate use of grammatical verb forms. With regard to the subsequent development of production complexity and accuracy, the ROP condition was more effective in leading to improvement on clausal complexity as well as control over the use of grammatical verb forms and avoidance of general errors.

Taking Technology to Task: Technology-Mediated TBLT, Performance, and Production

NICOLE ZIEGLER
University of Hawaii at Manoa
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ABSTRACT

Over the last few decades, task-based language teaching (TBLT) has garnered increasing attention from researchers and educators alike. With a strong and growing body of research demonstrating the efficacy of tasks to support and facilitate second language development and performance (e.g., Keck, Iberri-Shea, Tracy-Ventura, & Wa-Mbaleka, 2006), TBLT has become a leading pedagogical approach. Similarly, computer-assisted language learning (CALL) has also grown as a field, with the use and integration of technology in the classroom continuing to increase (Petersen & Sachs, 2015). As these fields have matured, a reciprocal relationship has developed (Lai & Li, 2011), with the literature on tasks and technology seeking to not only examine how technology might support and facilitate language learning, but how TBLT might serve as a framework to more thoroughly investigate CALL. In light of the expanding research on tasks and technology, this review article aims not only to provide a current state of the art of how technology-mediated TBLT facilitates and supports second language development and performance, but also to describe how technology can contribute to our understanding of how features of TBLT, such as task design features and task implementation, influence the success of second language acquisition. Suggestions for possible research agendas in technology-mediated TBLT are also made.

Pre-task planning in L2 text-chat: Examining learners' process and performance

Nicole Ziegler, University of Hawai'i at Mānoa

Abstract

Research suggests that pre-task planning time provides learners with opportunities to formulate, organize, and mentally store content, thereby freeing up attentional resources during tasks (Skehan, Xiaoyue, Qian, & Wang, 2012). However, relatively few studies to date have investigated pre-task planning in a synchronous computer-mediated communication setting (e.g., Lai, Fei, & Roots, 2008; Hsu, 2012, 2015). In addition to a scarcity of computer-assisted language learning research, relatively little is known about what learners do when they plan or how they use their plans during tasks. The goals of the current study were twofold: (a) to examine the relationship between pre-task planning and learners' production and (b) to explore the affordances offered by computer-mediated contexts to further investigate how and what learners may (or may not) be planning during pre-task and within-task planning time. Results suggest that three minutes of planning time resulted in increases in lexical complexity (but not phrasal or syntactic), although no significant findings were identified for accuracy or fluency. In addition, findings indicate that technology offers researchers a number of unique methodological affordances, such as the ability to see what learners produce, regardless of whether they transmit this information to their interlocutor, thereby providing evidence of L2 knowledge that would otherwise be unobservable.

Keywords: Task-Based Language Teaching, Pre-Task Planning, Synchronous Computer-Mediated Communication, L2 Production

Language(s) Learned in This Study: English

APA Citation: Ziegler, N. (2018). Pre-task planning in L2 text-chat: Examining learners' process and performance. Language Learning & Technology, 22(3), 193–213. https://doi.org/10125/44664/

APPLIED LINGUISTICS

Impact Factor
5.741

5 year Impact Factor
5.374

Linguistics
1 out of 193

Editor
Christina Higgins

Latest Issue
Volume 42, Issue 4
August 2021

6

Voice Blogging & L2 Speaking

- Important & Feasible

Voice blogging and L2 speaking performance

Hsiu-Chen Hsu*

Department of Applied Linguistics and Language Studies, Chung Yuan Christian University, Chung-Li City, Taiwan

This paper reports on an exploratory study that investigated the effect of extensive speaking practice on the development of L2 speaking complexity, accuracy, and fluency in voice blogging. The participants were 30 college EFL (English as a foreign language) learners in Taiwan. As a supplement to the insufficient speaking practice in class, each week over a semester, the participants were required to speak on a topic, record their speaking, and post it onto a class blog outside of class. In addition, they were required to listen to and provide comments on at least one other student's voice blog post every week. Blog posts from the first two and last two weeks were analyzed and compared for complexity (mean number of clauses per AS-unit, mean length of AS-unit, mean length of clause, modified type-token ratio), accuracy (percentage of error-free AS-units, percentage of error-free clauses, percentage of accurate use of grammatical verb forms), and fluency (number of syllables per minute, number of meaningful syllables per minute). Results showed that the participants made an improvement in their speaking complexity (greater mean length of AS-unit and clause) although no such improvement was made in their speaking accuracy and fluency.

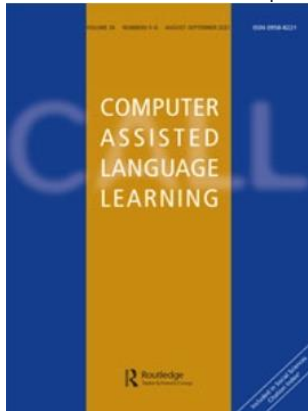Keywords: voice blogging; second language speaking performance; computer mediated communication

VOICE BLOG: AN EXPLORATORY STUDY OF LANGUAGE LEARNING

Yu-Chih Sun
National Chiao Tung University

This study uses voice blogs as a platform for an extensive study of language learners' speaking skills. To triangulate the findings, the study collected data by surveying the learners' blogging processes, investigating learning strategies, and conducting retrospective interviews. The results revealed that students (a) developed a series of blogging stages, including conceptualizing, brainstorming, articulation, monitoring, and evaluating, and used a wide variety of strategies to cope with blogging-related difficulties, and (b) perceived blogging as a means of learning, self-presentation, information exchange, and social networking. Findings suggest that blogs can constitute a dynamic forum that fosters extensive practice, learning motivation, authorship, and development of learning strategies.

INTRODUCTION

Computer-mediated communication (CMC) typically involves two dimensions: time (synchronous or asynchronous) and modality (textual or spoken) (Hubbard, 2004; Warschauer, 2001). The text-based CMC involves email, online discussion forums, online chat rooms, and other text on the Internet, whereas the spoken form includes voicemail and email with attached voice recordings (Fotos & Browne, 2004; Hubbard, 2004; Meskill & Ranglova, 2000; Warschauer, 2001). Research has shown that CMC motivates learners to engage in meaningful communication in the target language and leads to effective language learning (Brown, 1994; Hanson-Smith, 2001; Meskill & Ranglova, 2000). It shifts learning from a teacher-centered toward a learner-centered approach, allowing learners to take control of learning content and learning process (Fotos & Browne, 2004).

Studies indicate that a well-designed CMC activity can encourage students to notice and modify content and structure, enhance motivation, reduce anxiety, foster learner autonomy, and promote cooperative learning (Beauvois, 1992; 1998; Godwin-Jones, 2003; González-Bueno, 1998; Kern, 1995; Pellettieri, 2000; Shield & Weininger, 1999). Furthermore, by reducing social-context clues such as gender, race, and status, and nonverbal cues such as facial expressions and body language, CMC provides

Examining the Effectiveness of Extensive Speaking Practice via Voice Blogs in a Foreign Language Learning Context

YU-CHIH SUN
National Chiao Tung University

ABSTRACT

Educational blogs have drawn the growing interest of researchers and language teachers due to the user-friendly interfaces as well as the powerful archiving features. The purpose of the current study is two-fold: (1) to examine the effectiveness of extensive speaking practice on speaking performance in voice blogs, and (2) to examine learners' perceived gains in extensive speaking practice via voice blogs. The participants of the study were 46 college students learning English as a foreign language in Taiwan. They were taking a one-semester English speech class that lasted for 18 weeks. The participants were required to post voice blog entries during out-of-class time on a class blog as a supplement to the insufficient speaking practice in the class. The participants' gains in speaking skill were evaluated by two raters who examined the learners' first three and last three voice blog entries. Participants' perceived gains in speaking skills were collected through questionnaires. The results indicate that students generally perceived gains in their speaking proficiency. However, there was no significant improvement in their pronunciation, language complexity, fluency, or accuracy. The results corroborate previous studies that the personal and authentic nature of blogging might encourage students to focus more on meaning expression, rather than accuracy.

KEYWORDS

Blogging, Voice Blog, Speaking, English as a Foreign Language, Computer-assisted Language Learning

COMPUTER ASSISTED LANGUAGE LEARNING

Citation metrics

- **4.789 (2020)** Impact Factor
- **Q1 (2020)** Impact Factor Best Quartile
- **4.832 (2020)** 5 year IF
- **6.5 (2020)** CiteScore
- **Q1 (2020)** CiteScore Best Quartile
- **2.163 (2020)** SNIP
- **1.614 (2020)** SJR

Web-Based Collaborative L2 Writing

- Im...
  - ...
  - ...
  - ...compositio...
  - Collaborati... part of the ...
  - Data were ... (Wikispace...

Language Learning & Technology

A refereed journal for second and foreign language scholars and educators.

Year	Impact Factor		Ranking
2020	4.313	4.094	6 out of 193
2019	2.473	3.299	14 out of 187
2018	2.571	3.295	11 out of 184
2017	2.113	3.008	14 out of 181
2016	2.29	3.31	8 out of 180

Current Impact Factor

4.313

In 2017, LLT was ranked #1 in the world among Open Access journals in Linguistics, and #3 in the world among Open Access journals in Education!

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Task Complexity & Web-Based Collaborative L2 Writing

The impact of task complexity on patterns of interaction during web-based asynchronous collaborative writing tasks

Hsiu-Chen Hsu

Chung Yuan Christian University, 200, Chung-Pei Rd., Chung-Li District, Taoyuan City, 32023, Taiwan

ABSTRACT

Previous studies (e.g., Li & Kim, 2016; Li & Zhu, 2017a, 2017b) have shown that tasks play an essential role in web-based asynchronous L2 collaborative writing, influencing collaboration patterns and the resulting collaborative work. Research thus far, however, has focused primarily on the effects of different types rather than different complexity levels of tasks. This study thus investigates how task complexity, as defined by Robinson (2001), affects interaction patterns during web-based asynchronous L2 collaborative writing. Twenty-six college EFL learners worked in pairs to complete two writing tasks via Google Docs, one simple and one complex. The examination of interaction patterns was informed by Storch (2002) and Li and Kim (2016). Interaction patterns for each pair within each task were identified and compared to reveal whether task complexity affected peer interaction patterns during web-based asynchronous L2 collaborative writing: The interaction patterns remained fairly consistent across tasks and the predominant pattern of interaction, despite the tasks, was authoritative/withdrawn.

A B S T R A C T

Previous studies (e.g., Li & Kim, 2016; Li & Zhu, 2017a, 2017b) have shown that tasks play an essential role in web-based asynchronous L2 collaborative writing, influencing collaboration patterns and the resulting collaborative work. Research thus far, however, has focused primarily on the effects of different types rather than different complexity levels of tasks. This study thus investigates how task complexity, as defined by Robinson (2001), affects interaction patterns during web-based asynchronous L2 collaborative writing. Twenty-six college EFL learners worked in pairs to complete two writing tasks via Google Docs, one simple and one complex. The examination of interaction patterns was informed

patterns. Results showed the limited effect of task complexity on interaction patterns during web-based asynchronous L2 collaborative writing: The interaction patterns remained fairly consistent across tasks and the predominant pattern of interaction, despite the tasks, was authoritative/withdrawn.

METRICS

YEAR	I.F.	LINGUISTICS
2020	3.167	15/193

Task Modality & Web-Based Collaborative L2 Writing

- Does task modality play a role?
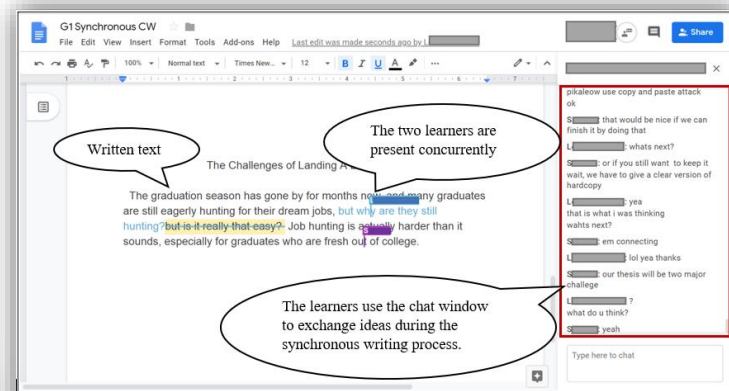- SCMC vs. Face-to-Face
- ACMC vs. SCMC
  - SCMC > AC

Figure 1. Text-based SCMC writing
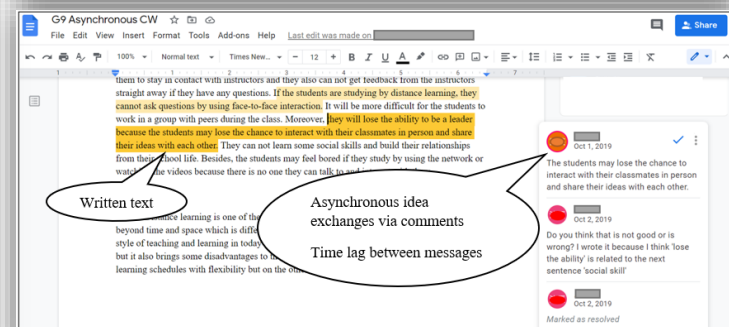

Figure 2. Text-based ACMC writing

Computer-mediated collaborative
an analysis of empirical research

Mimi Li

Department of Literature and Languages, Texas A&M Univer

ABSTRACT
Computer-mediated collaborative writing ha
increasingly implemented in L2 contexts due
awareness of affordances and benefits of
technologies. A systematic review of empirical stu
the recent decade is called forth in order t
broadened knowledge and provide new insight
promising area. This study reviews 21 representativ
on computer-mediated collaborative writing publis
2008 to 2017 in top-tier peer-refereed journals
analysis of these articles has been conducted,
context and technology, theoretical/pedagogical fra
writing task, research focus, and data and instrume
main themes are synthesized: (a) interaction/writing
(b) writing products/outcome, and (c) students' pe
and specific research strands in relation to each t
further discussed, supplemented with illustrativ
Drawing on the analyses of these empirical stu
researcher discusses pedagogical recommendations
of writing tasks, grouping, student training, and as
and addresses future research directions involving
learning contexts, varied collaborative writin
methodological innovation, and multiple researc
that deserve further examination.

Using pretask modelling to encourage collaborative learning opportunities

YouJin Kim
Georgia State University, USA

Kim McDonough
Concordia University, Montreal, Canada

Abstract
The current study examines the impact of pretask modelling on the collaborative learning opportunities that occurred when Korean learners of English as a foreign language (EFL) carried out three tasks: dictogloss, decision-making, and information-gap. Forty-four adolescents who were enrolled in a required English course at a middle school in Korea completed the tasks over a two-week period. Half of the learners viewed videotaped models of collaborative interaction prior to carrying out the tasks, while the other learners did not receive pretask modelling. The interaction between the learners was analysed in terms of the type and resolution of language related episodes (LREs) and the learners' pair dynamics. Results indicated that learners who received pretask modelling produced more LREs and correctly resolved a greater proportion of those LREs than learners who did not receive any models. They also demonstrated more collaborative pair dynamics than learners who did not receive models. Trends in the data are discussed in terms of the potential benefits of pretask modelling for encouraging collaboration between young learners in EFL settings.

Keywords
pretask modelling, learning opportunities, collaborative tasks, pair work, interaction, pair dynamics

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Pretask Training & Web-Based Collaborative L2 Writing

- Will pretask training help?
  - Yes

COVID-19 Delays

Due to the ongoing COVID-19 outbreak, there might be delays in our usual operations. We apologize for the inconvenience this may cause and hope for your understanding.

make sure that every student is paying attention, it is hard to do *the exact same thing* with distance course learning.

投稿

我應該投哪個期刊？

- Take time to explore the journals in your field, to choose the best fit for your research. Find a journal that serves

Before you start writing up your research, it's important to have a good idea of which journal you want your paper to be published in.

When writing your paper you should keep the journal you are targeting in mind, to make sure the style, structure and audience are all a good fit. This helps the editor to see how your work matches with the aims and scope of the journal, and make it more likely to be accepted for publication. (Make sure you've read the aims and scope for your target journal before you start writing, it will tell you what types of article are accepted.)

- Do not submit to the wrong journal. **This is the top reason editors give to reject articles.**

Source: Taylor & Francis Author Service

我應該投哪個期刊？(cont.)

- SSCI？

- Non SSCI?

- What if I get rejected?

The Language Learning Journal
Journal of the Association for Language Learning

THE LANGUAGE LEARNING JOURNAL
2019, VOL. 47, NO. 2, 172–187
https://doi.org/10.1080/09571736.2016.1255773

The combined effect of task rep
on L2 speaking complexity, acc

Hsiu-Chen Hsu

Department of Applied Linguistics and Language Studi

ABSTRACT
This study examined the effect of the combinat
post-task transcribing (TRPT) on the complexi
(CAF) of L2 oral performance and their su
Taiwanese university students ($N = 39$) were ra
of the three groups: TRPT, task repetition (TR)
participated in a practice and three picture-bas
four-week period. Learners' oral task perform
terms of CAF. Results indicated that the TR
effective in leading to more accurate oral prod
than the TR condition. The TRPT condition was
in promoting acquisition (in terms of accurac
over to a new context.

Applied Linguistics 2017: 38/3: 359–385   © Oxford University Press 2015
doi:10.1093/applin/amv032   Advance Access published on 7 August 2015

The Effect of Task Planning on L2 Performance and L2 Development in Text-Based Synchronous Computer-Mediated Communication

HSIU-CHEN HSU

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This study explored the effect of two planning conditions [the simultaneous use of rehearsal and careful online planning (ROP), and the careful online planning alone (OP)] on L2 production complexity and accuracy and the subsequent development of these two linguistic areas in the context of text-based synchronous computer-mediated communication. Intermediate to advanced adult ESL learners ($N = 33$) participated in the study. They completed four picture-based narrative tasks under the two planning conditions over a two-week period via text-chat. Two tasks were used as experimental tasks to gauge immediate planning effect on L2 production and the other two as new tasks to gauge L2 development. Results showed that both types of planning condition supported immediate production complexity but the ROP condition was more effective in leading to more accurate use of grammatical verb forms. With regard to the subsequent development of production complexity and accuracy, the ROP condition was more effective in leading to improvement on clausal complexity as well as control over the use of grammatical verb forms and avoidance of general errors.

APPLIED LINGUISTICS

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Linguistics
1 out of 193

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2017	2.113	3.008	14 out of 181
2016	2.29	3.31	8 out of 180

The Review Process

- It is a daunting process.

- **But...** peer review is also a very useful source of feedback, helping researchers to improve their paper before it's published.
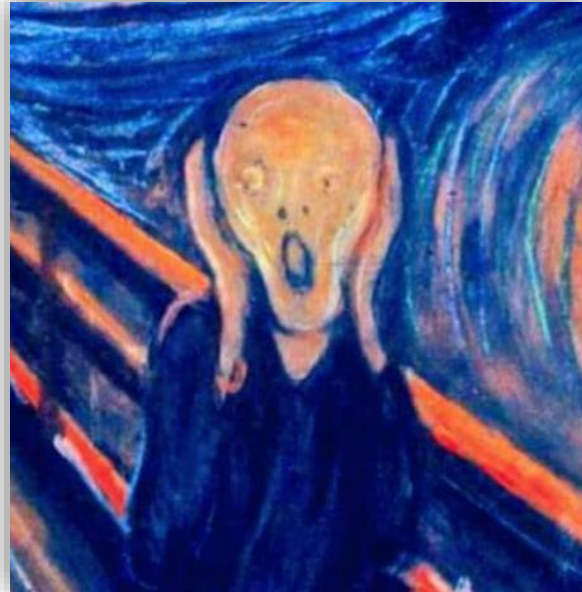
The topic sounds interesting but **there are major flaws as follows.**

First, **I could not find abstract** in the manuscript.

Second, **the sentence "Such comparisons are important" (Page 2 Line 17) could not convince me.**

Third, I doubt originality of the research since **it was similar to another published study by Wang (2019) to some extent.** (Wang, L. (2019). The impact of computer-mediated contexts on interaction pattern of ESL learners in collaborative writing, Technology, Pedagogy and Education, DOI:10.1080/1475939X.2019.1674183)

Fourth, **the research only discussed the effect of task modality on interaction and attention to form, but the reason was not investigated.** Thus its pedagogical implication was too limited.

Computer Assisted Language Learning

> " The application of the task-based approach to asynchronous web-based collaborative writing is an interesting idea, but **it seems highly questionable why the author adopted Robinson's Cognition Hypothesis to asynchronous writing tasks. There are some concerns that worries me greatly and makes me hesitate to recommend this paper for publication**, both in terms of theoretical framework and research design and analysis, which are elaborated below.
>
>> ...The reason why the impact of task complexity on L2 writing performance was analyzed along these features is because increased task complexity taxes on learners' limited working memory capacity, and hence change the way they control over their L2 resources in real-time...

System

One of the biggest problems of this manuscript is its weak literature review. Most studies in this section (2.1 Patterns of interaction and their influence on L2 collaborative texts) are **only briefly mentioned but not really reviewed.** This section needs a considerable amount of revision with more in-depth reviews and discussions.

System

The reported study examined the effect of task

Table 1
Language functions, writing change functions, text contributions, and scaffolding strategies in complex task.

Pair	Members	Language Functions			Writing Change Functions			Text Contribution (words)	Scaffolding Strategies
		Initiating	Responding	Total	Self	Other	Total		
1	Sally	3	3	6	19	61	80	231	No scaffolding strategy
	Amy	0	5	5	2	0	2	211	
2	Frank	8	4	12	5	4	9	300	Instructing
	Hanson	6	8	14	3	4	7	276	
3	Jane	10	3	13	4	0	4	213	Zero enacted scaffolding (*Instructing unresponded to*)
	Peter	4	4	8	4	0	4	221	
4	Ashley	3	8	11	5	3	8	329	Contingent responsivity/Intersubjectivity/Direction maintenance
	Dora	5	5	10	5	0	5	240	
5	Annie	7	0	7	4	9	13	255	No scaffolding strategy
	Yu	0	0	0	5	0	5	202	
6	Olivia	0	0	0	2	0	2	222	No scaffolding strategy
	Ying	0	0	0	2	0	2	283	
7	Zoey	8	3	11	12	0	12	254	Zero enacted scaffolding (*Instructing unresponded to*)
	Koko	2	4	6	6	0	6	239	
8	Lena	12	9	21	9	8	17	266	Instructing
	Hanna	8	12	20	10	9	19	205	
9	Joyce	3	5	8	7	0	7	271	No scaffolding strategy
	Mimi	4	3	7	10	0	10	246	
10	Vicky	15	12	27	3	2	5	274	Contingent responsivity/Instructing/Direction maintenance
	Luke	0	10	10	2	0	2	243	
11	Tina	5	0	5	5	18	23	245	No scaffolding strategy
	Claire	0	0	0	3	0	3	209	
12	Jason	6	0	6	9	24	33	247	No scaffolding strategy
	Hank	0	0	0	4	0	4	200	
13	Howard	1	1	2	6	0	6	201	No scaffolding strategy
	Cindy	10	4	14	12	9	21	291	

I highly encourage the authors to **consider other measurements for complexity.** The ones used for this study (clauses per T-unit C/TU and modified type-token ratio) are limited in the information they provide and also oversimplify complexity. For syntactic complexity, **see the work of Xiaofei Lu** (http://www.personal.psu.edu/xxl13/downloads/l2sca.html). For measuring vocabulary complexity and diversity, **see the work of Scott Jarvis (2013).** Using different measurement tools with these concepts might reveal more meaningful results.

Language Learning & Technology

This manuscript introduces a very interesting study which 1) analyzed the nature of wiki-mediated collaboration and 2) examined its effect on the development of L2 writing skills. Unlike the formal part of the findings (i.e., the nature of wiki-mediated collaboration), the latter part does not seem to be original but borrowed from the author's forthcoming publication. **Although the author said that the current study was follow-up research, the latter part of the results section says that the analysis (e.g., the t-test results) came from another study, which, however, constitutes a major part of the current manuscript (i.e., 2) the effect of wiki-mediated collaboration on the development of L2 writing skills). If this study is to be made original, the overlapped parts (e.g., the effect) needs to be excluded from the results section and be introduced as a previous study in detail in the literature review section**. Instead, it is rather necessary to focus on the micro-nature of wiki-mediated collaboration. For example, **the author stated that there were more successful changes than unsuccessful changes but did not provide any statistical significance level (e.g., $p < .05$). The author thus needs to perform inferential statistics for the data collected rather than for the difference between the pre- and post-writing tasks.** The author may also **take into account the student/group variables** (e.g., individual students' English language proficiency levels and their combinations per group). Finally, **the taxonomy for classifying the language-related changes needs to be more complex, including the use of the avoidance strategy (see the comments below).**

Given the role of technology in this journal, **more discussion on the affordances of technology and wikis to the collaborative writing process should be included**. What about writing with wikis might help collaborative writers with their individual writing? There is some of this (e.g., writers can work outside of class together), but this important topic should be expanded...

The authors are encouraged **to review the LLT article by Bikowski & Vithanage (2016),** given that that article reports on how web-based collaborative writing affects individual writing in the L2 (specifically since the authors state, "Relatively few studies (e.g. Wang, 2014) have reported on the effectiveness of wiki-mediated collaborative writing on L2 writing development." on p. 2). Similarly, I would encourage them to more fully explore and **relate their own study to the work by Elola & Oskoz (2010) in LLT**, as it also investigated the potential impact of collaborative writing in web-based environments on individual writing.

Language Learning & Technology

How do I reply?

Reviewer # 1

Comments	Responses
1. Literature review Given the role of technology in this journal, more discussion on the affordances of technology and wikis to the collaborative writing process should be included. What about writing with wikis might help collaborative writers with their individual writing? There is some of this (e.g., writers can work outside of class together), but this important topic should be expanded. Is writing in a "wiki" different really from web-based writing platforms such as Google Docs? If so, how? What might wikis offer? If not, then focus on core similarities and what they offer. The authors are encouraged to review the LLT article by Bikowski & Vithanage (2016), given that that article reports on how web-based collaborative writing affects individual writing in the L2 (specifically since the authors state, "Relatively few studies (e.g. Wang, 2014) have reported on the effectiveness of wiki-mediated collaborative writing on L2 writing development." on p. 2). Similarly, I would encourage them to more fully explore and relate their own study to the work by Elola & Oskoz (2010) in LLT, as it also investigated the potential impact of collaborative writing in web-based environments on individual writing.	1. Thank you for the suggestion. The revised and added texts are highlighted in red. The affordances of wikis to the collaborative writing process and its role in writing development have been expanded. Since writing in wikis and in Google Docs are similar, the similarities have been addressed. Please see "Wikis and L2 Collaborative Writing" on p. 4. Bikowski & Vithanage's (2016) study has been reviewed and cited in the article (Please see pp. 6-7). Unlike Bikowski & Vithanage's study, Elola & Oskoz's (2010) study does not explore the effect of collaborative writing on the development of L2 individual writing. Instead, their study focuses on exploring the differences in quality between collaborative texts and individual texts. The authors thus cited the part with regard to the advantages of wiki-mediated collaborative writing and related it to the current study (Please see p. 5).

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What if you don't agree with the reviewers' comments?

If there's a review comment that you don't agree with, it is important that you don't ignore it. Instead, include an explanation of why you haven't made that change with your resubmission. The editor can then make an assessment and include your explanation when the amended article is sent back to the reviewers.

You are entitled to defend your position but, when you do, make sure that the tone of your explanation is assertive and persuasive, rather than defensive or aggressive.

Source: Taylor & Francis Author Service

How are papers scored?

- **Language**
  - Errors. Clear & concise style. Scholarly writing.

- **Research**
  - Context, rationale, objectives, methodology, steps, results, evaluation.

- **Relevance**
  - Contribution to the field, originality, complementarity, interdisciplinarity, awareness of preceding research.

- **Graphics**
  - Usefulness and quality of pictures and figures (if applicable)

So, what are they looking for? This depends on the subject area, but they will be checking that:

- your work is **original** or new;

- the study design and **methodology** are appropriate and described so that others could replicate what you've done;

- you've engaged with all the relevant **current scholarship**;

- results are appropriately and **clearly presented**;

- your **conclusions are reliable**, significant, and supported by the research;

- the paper **fits the scope** of the journal;

- the work is of a **high enough standard** to be published in the journal.

Source: Taylor & Francis Author Service

Main CALL Journals

- **CALICO**
  Bryan Smith, Mat Schulze

- **CALL**
  Jozef Colpaert

- **ReCALL**
  Françoise Blin, Alex Boulton

- **System**
  Xuesong Gao, Marta González-Lloret, Ursula Stickler, Lawrence Jun Zhang

The Modern Language Journal

APPLIED LINGUISTICS

LANGUAGE LEARNING & TECHNOLOGY
a refereed journal for second and foreign language educators

Thanks!

Any questions?