Research models, methods, and outputs

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Overview

Issues to be discussed today:

- Frameworks for research with human beings
- Methodology, methods and tools
- Meta-data and meta-documentation of research
- Inter-, multi-, trans-disciplinary research
- Creating outputs, especially journal articles
- Conclusions

Frameworks for research involving humans

Ethical research

Advocacy research

Collaborative research

Empowering research

(Cameron, Frazer, Harvey, Rampton, and Richardson 1992)

Ethical research – research **on**

"... there is a wholly proper concern to minimize damage and offset inconvenience to the researched, and to acknowledge their contributions. ... But the underlying model is one of 'research on' social subjects. Human subjects deserve special ethical consideration, but they no more set the researcher's agenda than the bottle of sulphuric acid sets the chemist's agenda."

(Cameron, Frazer, Harvey, Rampton, and Richardson 1992, p. 14-15)

Advocacy research – research **for**

"… characterized by a commitment on the part of the researcher not just to do research **on** subjects but research on and **for** subjects. Such a commitment formalizes what is actually a rather common development in field situations, where a researcher is asked to use her skills or her authority as an 'expert' to defend subjects' interests, getting involved in their campaigns for healthcare or education, cultural autonomy or political and land rights, and speaking on their behalf."

(Cameron, Frazer, Harvey, Rampton, and Richardson 1992, p. 15)

Collaborative research – research **with**

the use of interactive or dialogic research methods, as opposed to the distancing or objectifying strategies positivists use. Community members participate as agents working together **with** researchers.

(Cameron, Frazer, Harvey, Rampton, and Richardson 1992, p. 22)

Empowering research – research **by**

"In this model: (a) 'people are not objects and should not be treated as objects.' (b) 'Community members have their own agendas and research should try to address them' (c) 'If knowledge is worth having, it is worth sharing.'"

Can involve training and full participation as equals.

(Cameron, Frazer, Harvey, Rampton, and Richardson 1992, p. 24)

An example of progression from my research

I have worked with the Diyari Aboriginal community in Australia since 1974:

- for my BA and PhD thesis research (research **on**);
- publications and language learning workshops (research **for**);
- research on ethnobiology (research **with**);
- community language and culture workshops (research **by**)
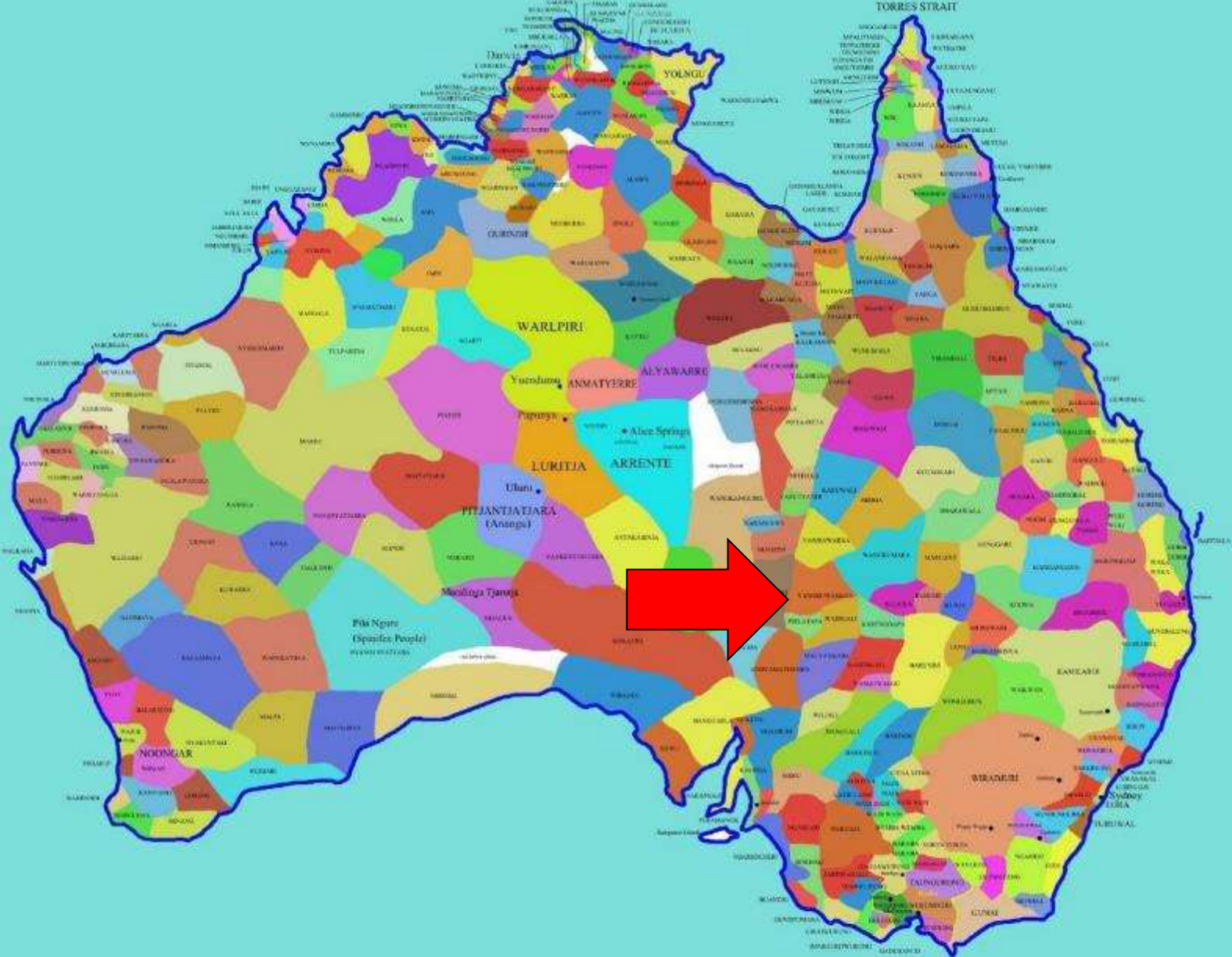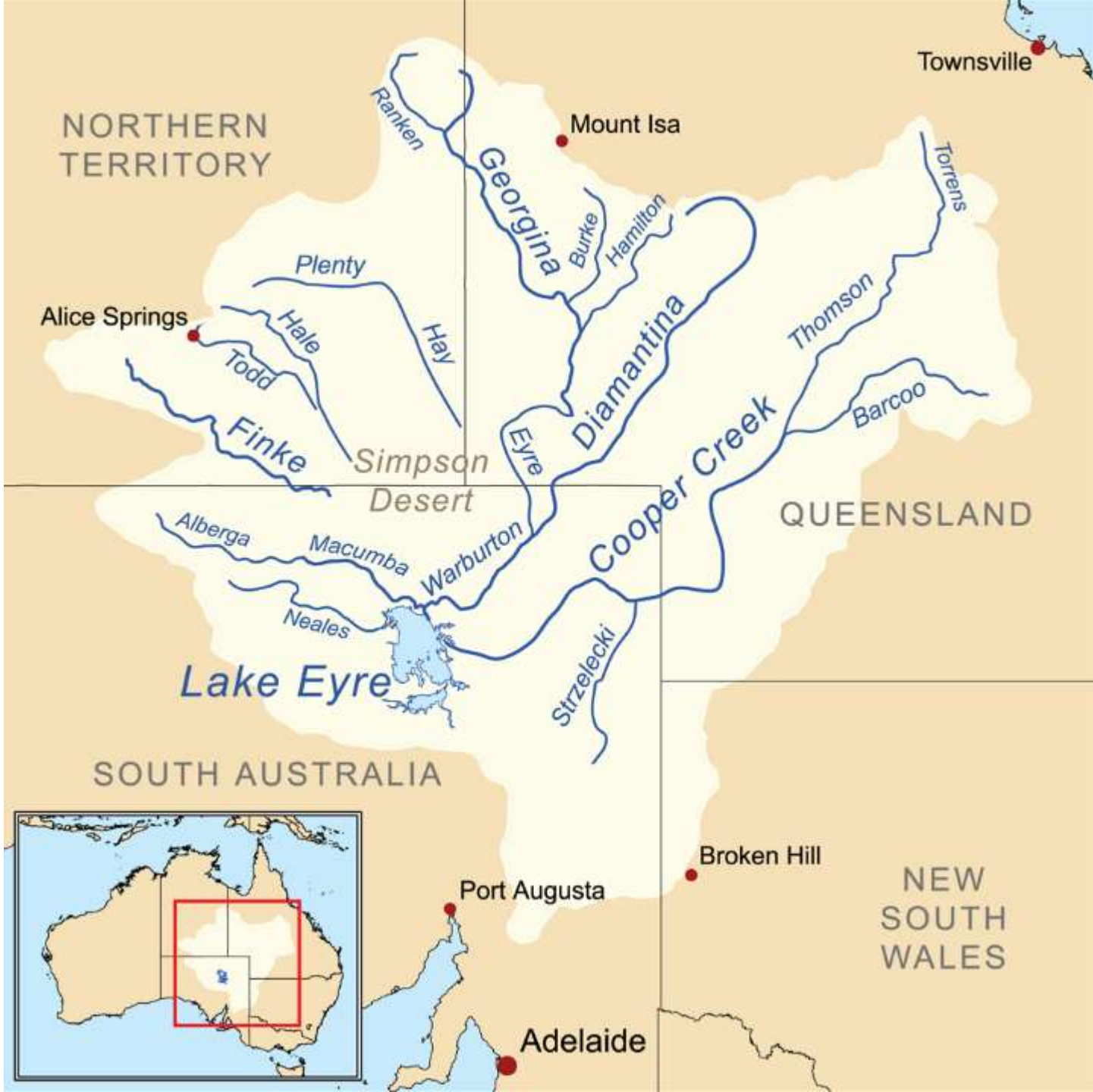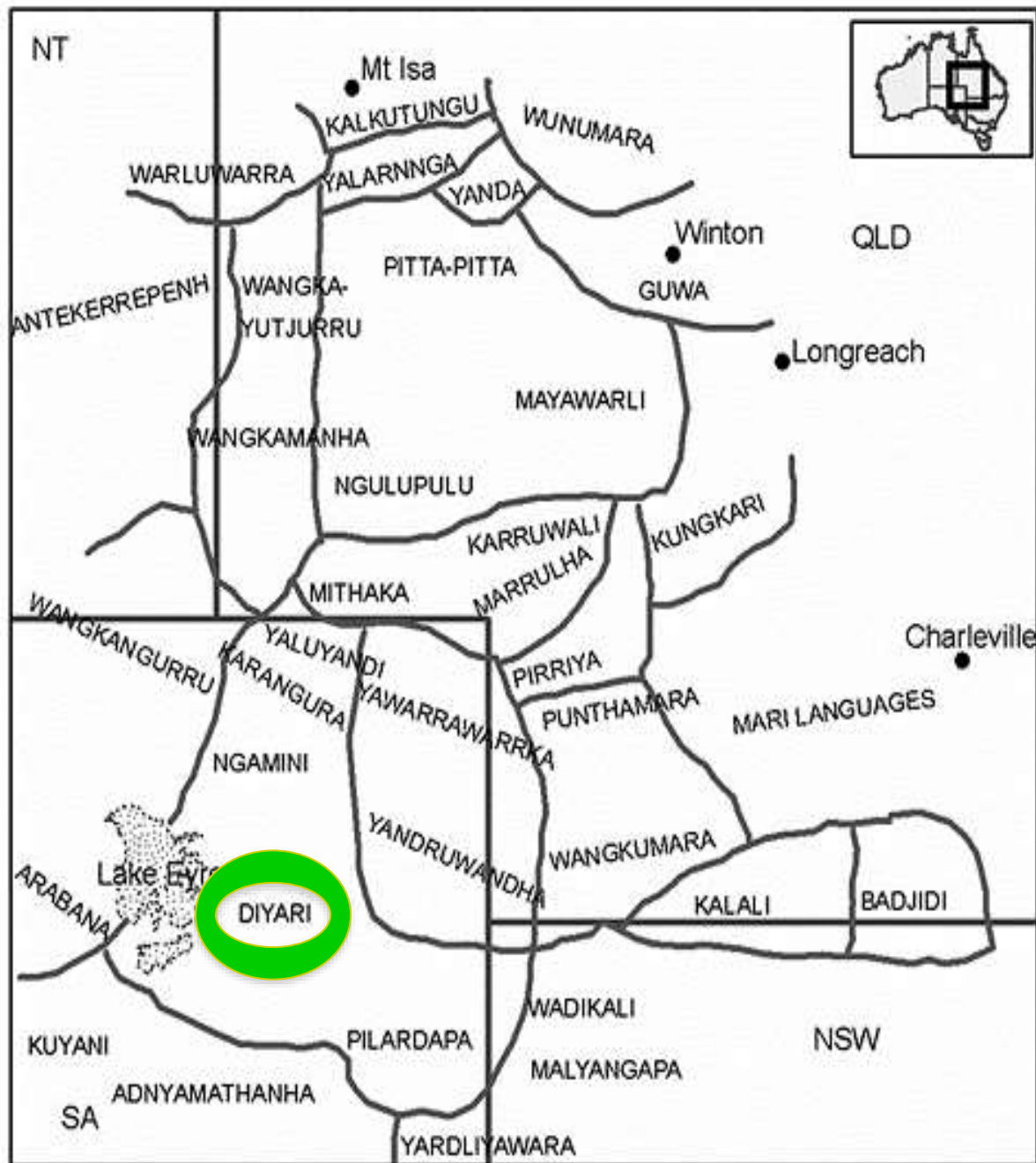
Diyari (Dieri) (1974-78)

- 4th year undergraduate honours, research **on** the language using a 'moral research' approach and methods developed by Luise Hercus: individual-centred respect, qualitative dialogic interaction, joint construction of outcomes, co-authorships
- PhD aimed at grammar production (Austin 1981)
- About 12 multilingual speakers who learned Diyari as children, in daily use in some families (for history see Austin 2014)
- Moved on to WA in 1978

Re-engagement – Dieri ILS project

- 2013 workshops (research **for**) **:** February Adelaide, March Port Augusta, April Adelaide, August Port Augusta

- Materials development with teacher-linguist Greg Wilson – songs, bilingual dictionary, Willsden Primary school language programme

- Blog dieriyawarra.wordpress.com

- 116 posts, 48,100 page views (as of 2024-02-22), gets 50-100 views per week

- (Added podcasts in 2023)

- Community inclusion and engagement process

March 2013 workshop, 4 generations

Writing songs

ngapa-ngapa pirna ngariyi
ngarrimatha wakarayi
thalara pirna kurdayi
ngayanarni mithanhi
daku pirna thana
matya ngayana pankiyilha
ngapa pirna ngakayi
parru pirna pakarna

Lots of water is coming down
A flood is coming
Lots of rain is falling
In our country
There are big sandhills
So we are happy now
Lots of water is flowing
And big fish (are coming) too

Methods

- Based on tracing connections back to people on the Lutheran mission that closed 1916 ('heritage')

- Anchor for ways of speaking is one lady born in 1930 (granddaughter of my 1970s teacher) with all interested others contributing

- Linguistic goal is creation of songs (new, translated) that iconically celebrate people-land

- Process (workshops, meeting up, participation in events) is most important outcome, not exchange of denoting and predicating and producing 'stuff'

Trip to Diyari country (2022-12-07)

- Diyari organized and funded trip to traditional lands (research **with**)

- Multi-party team: 4 generations of Diyari, linguist, anthropologist, archaeologist, plant specialist, community development specialist, videographer

- Goals and methods set by DAC participants – documenting plants and uses (culturally embedded), interviews as experientially-embedded conversations, youth engagement (research by?)

- E.g. collecting *yawa* and making *tyaputyapu*

- [Video](#)

Trip to Broken Hill (2023-11-10/13)

- Diyari families organized and funded trip to Broken Hill facilitated by Michelle (research **by**)

- Multi-party team: 4 generations of Diyari, local knowledge holders, artists, musicians. Facilitation by Michelle Warren (60 participants over 2 days)

- Linguist, and archaeologist invited as supporters but **not** leaders or presenters

- Goals and methods set by participants – greetings, body parts, lingo bingo; all learning was interactive and engaged all participants, building on existing knowledge and exploring new contexts
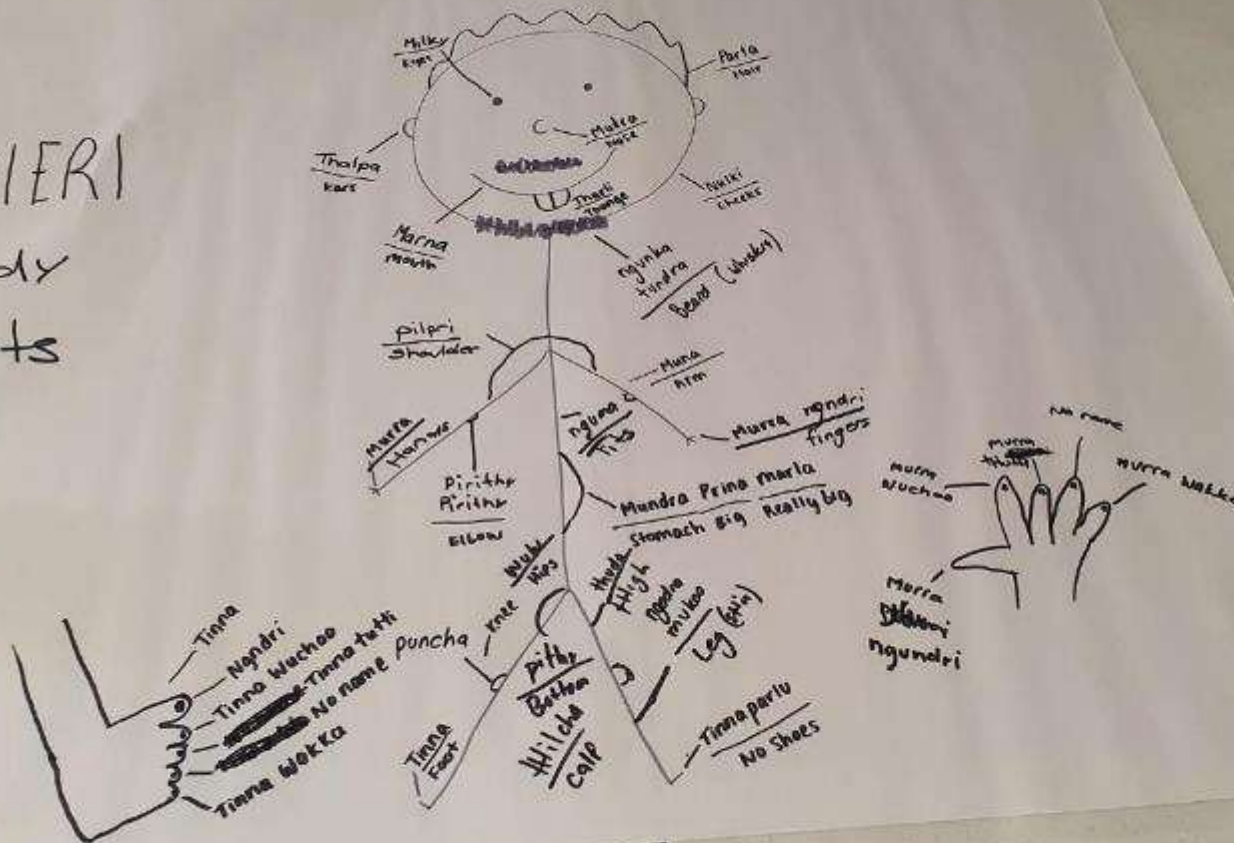
Michelle Warren on greetings

Class practice
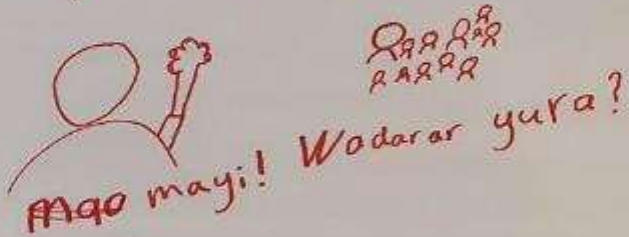
Body part terms (non-standard spelling)

Lingo bingo

Some revision questions

- What do we mean by **research methodology**?

- Answer: qualitative, quantitative, mixed

- What do we mean by **research methods**? Give some examples of the various types for each methodology

- What do we mean by **research analysis tools**? Give some examples for each method

Meta-data and meta-documentation

- The story you heard about Diyari involves **meta-data** and **meta-documentation**

- Exercise: What is meta-data for a research project?

Metadata

In order to organise, manage, understand, and analyse materials in a research project we need **metadata** – data about the data – several types:

- *cataloguing* — title, participants (speakers, collectors), time and place of experiment or recording, language name etc.
- *descriptive* — information about content, relationship to other resources etc.
- *structural* — what structural devices and patterns exist in any given research document etc.
- *technical* — performance and preservation information, description of formats etc.
- *administrative* — work log, responsibilities, access protocol statements etc.

Meta-data and meta-documentation

- Question: What is meta-documentation for a research project?

Meta-documentation (Austin 2013)

- Documentation of all aspects of a research project: project goals, history, people, biographies, methods, tools, relationships, agreements, outcomes
- Very rarely made explicit by researchers (cf. grant applic.)
- cf. Woodbury (2011: 161) 'corpus theorization': 'I will call the ideas according to which a corpus is said to **cohere** or "**add up**" its (corpus) theorization. Corpus theorizations, and even principles for corpus theorization, can both offer a space for invention and become a matter of contention and debate.' (emphasis added)
- cf. Woodbury (2011: 161) 'project design': 'the participants, their purposes, and the various stakeholders in the activity or program of activity or project'

Meta-documentation

Why? (i.e. isn't it superfluous and overkill? Doesn't it just take time we could be using for research?)

- to develop good ways of presenting and using research materials
- for future preservation of the outcomes of current projects, assisting sustainability by ensuring continuity of projects, people, and products
- helping future researchers learn from successes and failed experiments ("don't reinvent the flat tyre")
- to document IP contributions and career trajectories
- for transparency about participant roles and rights

Components

- Stakeholder identities, roles and relationships

- Attitudes and Politics

- Research methodology and methods, including tools

- Project biography and history

- Agreements (formal and informal)

Collaborative research

1. Linguists and community members
2. Linguists and other disciplines:
   - Ethnobotany, Ethnobiology, Orthithology, Ecology, Music(ology), Anthropology, Archaeology, Sociology, Development Studies, Political Science, Law …
3. Intra-disciplinary collaboration
   - Descriptive Linguistics, Applied Linguistics, Sociolinguistics, Educational Linguistics, Language Planning, Linguistic Typology, Sign Linguistics …
4. International collaboration

If various research disciplines collaborate

- Multi-disciplinary
- Inter-disciplinary
- Trans-disciplinary
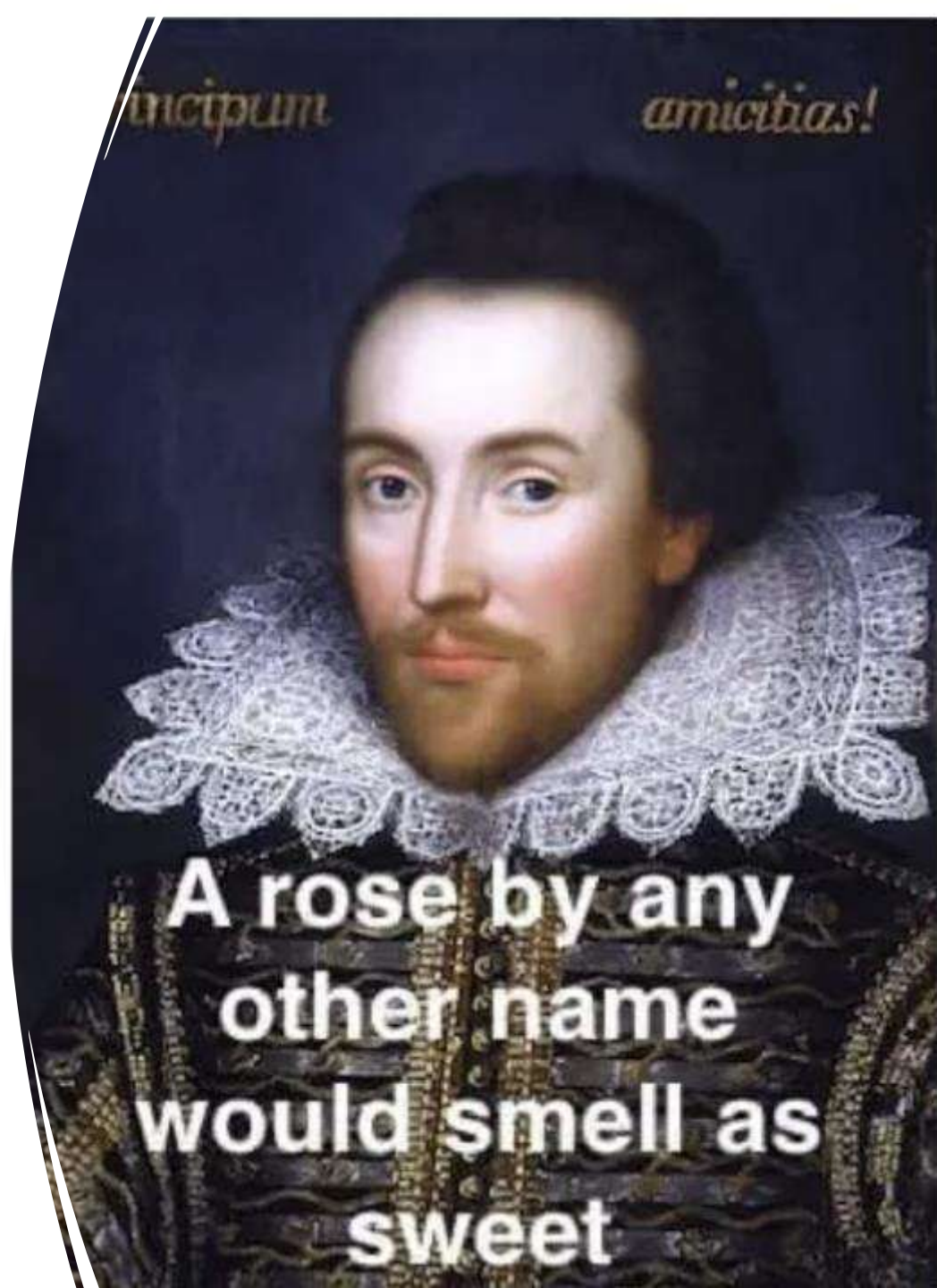
Collaborative research

1. **Multi-disciplinary**: researchers collaborate but keep their own separate paradigm (research goals, methods, tools etc.)

2. **Inter-disciplinary**: researchers collaborate but attempt to align their paradigms by translation

3. **Trans-disciplinary**: researchers collaborate and aim to create a coherent paradigm which merges the separate approaches of the various disciplines to create something new

Examples

- 'Pots, plants, and people'

  Documentation of Baïnounk knowledge systems, West Africa (Friederike Lüpke, SOAS)

  -- linguist, archaeologist, plant specialist, geologist, pot makers

- 'Uses of Arctic Plants' Lenore Grenoble and Simone Whitecloud

  -- linguist, ecological and evolutionary biologist (member of the Lac du Flambeau Anishinaabeg tribe, trained in medicinal plant uses by her uncle), climate change specialists, Inuit people

- Birds of Great Andamanese

  – Linguist, ornithologist, local community

Examples

- 'Language as cure: linguistic vitality as a tool for psychological well-being, health and economic sustainability' University of Warsaw
  - Linguists, psychologists, health professionals, economists, NGOs

- Diyari uses of plants (mentioned earlier)
  - Linguist, anthropologist, archaeologist, botanist, videographer, community development officer ('ranger projects'), community members

For discussion

1. Has any workshop participant carried out collaborative research?

2. What **opportunities** resulted from working across disciplines?

3. What **challenges** did you encounter in working across disciplines?

Challenges of collaborative research

- Institutional structures
  - Ethical review panels and funding bodies may impose structure of a Principal Investigator with set research aims
  - Publishing outlets may not recognise collaborative and cross-disciplinary work
  - However, funding bodies increasingly ask for interdisciplinary collaboration.
- Different epistemologies – what counts as 'data', 'methods', 'analysis', 'results', 'significance' and 'impact'
- Disciplinary blindness – because of how we are trained and use our knowledge we can be completely blind to things that are obvious to researchers from other disciplines – examples?

Creating publication outputs

In this section, we are going to discuss what is involved in publishing the results of your research in a journal, with a focus on international top quality publications.

We will talk about **what** is involved and **how** the process works through various steps.

We will have Discussion sections where you will be asked to think about issues, share ideas and experiences, discuss together, and report back to everyone.

Background

I have been editing books and collections of paper since 1983, and was Managing Editor of the journal *Language Documentation and Description* (LDD) from 2003 to 2022. I am on the editorial board of Cambridge University Press and several journals.

I would like to share my experiences, both as an author and as an editor, about how publishing in international journals usually works, and give you some pointers to think about for your own research and publications.

Outline

- ❑ Submitting your paper

- ❑ Reviewing

- ❑ Getting a decision

- ❑ Revising

- ❑ Acceptance

- ❑ Publication

- ❑ What next?

Submitting your paper

Each journal has a **topic** or **specialist area** of the kinds of papers they are interested in publishing – usually the journal website sets out clearly what its goals and topics are. Do some research. Look at recently published volumes.

Examples: *Language and Society*, *Journal of Applied Linguistics*, *[LDD](#)*, *Linguistics in the Tibeto-Burman Area, Nusa*

Choose the journal for your submission:
1. general and specific topic areas your work relates to
2. already published papers similar to yours
3. the status of the journal (Scopus, editorial board, citations)
4. recommendations from supervisors or teachers

The submission process

1. When you have chosen a journal, make sure your paper meets the requirements specified on the website: **maximum word length**, **structure**, and **format** (especially references) – e.g. LDD

2. If things are unclear use the Contact link or send email

3. **NEVER** submit the same paper to **multiple journals** at the same time

4. Most submissions are done online – see LDD

5. You may need to register your name, affiliation and email address and create a username and password. Some journals want an ORCID.

6. You will be asked for the title, an abstract (200 word description), keywords, and other basic metadata

The review process

1. The Managing Editor will receive your uploaded submission and will review the abstract, keywords, metadata, and read through your paper. They may consult the Editorial Board for advice.

2. Your submission might **not be appropriate** for the journal – suggest why?:
   – wrong topic area
   – too long
   – poorly structured
   – poorly expressed

3. Or **too low quality**
   – incoherent
   – poor argumentation
   – weak exemplification
   – reads like an undergraduate essay

4. You may get a **desk rejection** – you will be told your submission is rejected and the reasons why. Desk rejection is **not uncommon** and does **not** mean you are a failure.

For Discussion

What should you do if you get a desk rejection?

Possible responses:

1. politely thank the editor

2. revise the length and format as specified

3. aim to improve quality – how?

4. resubmit a better version

5. OR look for another **appropriate** journal to submit to

If your paper goes to review

1. Most journals operate a **double-blind** review process: the reviewer does not know the author's name and the author does not know the reviewer's name

2. Most journals try to arrange at least **two independent** reviewers, some more

3. The Managing Editor will decide who to approach for reviews, sometimes after consulting the Editorial Board, especially for very specialist submissions, and after considering possible **conflicts of interest**

4. Potential reviewers will be contacted by email to ask if they can review within a specified timeframe – this may take several weeks to a month to arrange. You must be **patient**.

Reviewers

1. Reviewers will be asked to assess the **suitability** and **quality** of the paper, and will have to answer a set of questions about it and provide **reasons** – let's look at an example from [LDD](LDD)

2. Reviewers are given a deadline for their report, usually 2-3 months from the date of receiving the paper. The Managing Editor will remind them regularly

3. Reviewers are busy people and have many demands on their time – be patient but if you do not hear anything after about three months check the submission system or contact the Managing Editor to ask about progress with your submission. **Be polite**.

For Discussion

1. Have you ever had anyone review or comment on something you wrote?

2. What did they say about it?

3. How did you feel when you got the feedback?

Getting a decision

1. Managing Editor considers the reviews and decides what to do (sometimes consulting the Editorial Board members)

2. Reviewers can agree or disagree in their evaluation – if there is a major disagreement, the Editor might ask for another review ("the dreaded Reviewer 2" – see also FB page)

3. The Editor will compile a **Report**, presenting and moderating the Reviewers' assessments and giving their decision:

   – Reject (up to 90%, depending on the journal)

   – Major revise and resubmit

   – Minor amendments

   – Accept as is (almost never given)

For Discussion

Why would reviewers have different opinions?

What do you think you should do if all the reviewers think your paper should **not** be published?

If the Editor says you need to **revise** your paper to respond to the reviewers' feedback, how would you feel? What should you do?

Revising

The Stages of **Revision**
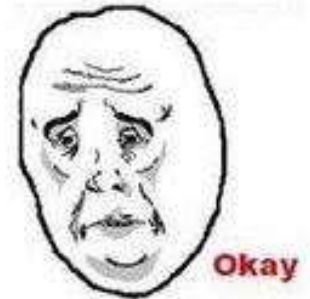
denial — anger — bargaining — depression — acceptance
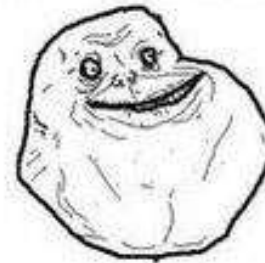
Making revisions

1. Consider the reviewers' Report carefully and decide whether the comments and feedback are **valid**, or whether you have **arguments** or **evidence** against them

2. You may need to do more reading or data collection and analysis in order to respond to the report. **Consult** with your supervisors and trusted colleagues

3. Think carefully about how to change your paper to deal with **valid criticism**, or prepare **arguments** about why the reviewer is incorrect or your approach is superior

4. Prepare a revised submission (usually **not longer** than the original!) and a statement about **how** and **why** you have responded to the Report

Resubmission

1. Submit the revised version of your paper together with **justification** for why and how you have changed it and why not

2. The Editor will decide whether to accept or reject your revised version, or whether further changes are needed to improve it more. Sometimes, the Editor will want to send the revised version for review – sometimes to the same reviewers as before, but sometimes to new reviewers

3. The Editor will make a final decision after revisions and reviews (if needed) and your paper will either be:
   – Accepted for publication
   – Rejected

For Discussion

If the editor tells you that your revised paper is accepted, should you celebrate?

Is that the end of the publishing process and you can relax now?

Acceptance

1. If your paper is accepted, it goes into **production**
2. You may be asked to submit your revised paper in a **particular format**, often with tables and images submitted **separately** as specified graphics files, e.g. png or svg or jpg
3. The revised paper may be sent to a **sub-editor** who will check it carefully for structure, format and layout (e.g. all examples in tables), spelling, style and English expression
4. After this, a **proof version** of your paper will be prepared, exactly as it will appear in the journal (online and/or printed)

Production

1. The proofs will be sent to you with a request to indicate **corrections** of any errors introduced by the sub-editor or the design and production staff

2. Indicate changes clearly so the production staff can fix them, ideally without having to change page layout (use standard proof-reading [marks](#))

3. At this stage you generally **cannot change** the body of the paper unless it is absolutely **crucial** to correct a mistake

4. Some publishers will have **second proofs** to make sure that your corrections have been incorporated, but this is less common, and the production staff will usually do final proof checking

Publication

hold copyright while the publisher has a **creative commons** licence

What next?

1. Add your publication to your curriculum vitae (CV) and put a copy in your institutional repository and/or on your personal website (if the publisher of the journal allows it – most do)

2. Let the world know that you are a published author by announcing your paper on social media (Facebook, Twitter, Instagram, blogs, WhatsApp) or email

3. If your paper is open access or you hold copyright then consider posting it on Academia.edu or ResearchGate (join if you are not already a member) so that more people who do not know you will realise it is available

And then ...

Start work on your **next article**!

For Discussion

A friend says to you: "Wow! The publication process is very complicated and takes a long time, sometimes more than a year from when you write your paper and when it gets published. Why bother?"

What do you reply?

What are **two new things** that you learnt today that you did not know before? Make a list for your group to share with others.

Thank you
and good luck with your research and publication ventures

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Author Guidelines

Submission information

When preparing your manuscript for LDD please consider these author guidelines, which draw liberally from those established by *Glossa*. Please note that formatting in accordance with the guidelines and stylesheet is not required unless the manuscript is accepted for publication.

Submissions should be made electronically through this website. Once submitted, the author can track the submission via the online journal management system.

When submitting, a word count including footnotes and references should be noted under the paper title.

The manuscript should be converted into a single PDF file containing all tables and figures. A Word file should also be submitted as a supplementary document. Separate properly formatted image files will be requested if the submission is accepted for publication.

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amlbrown.com/2015/11/10/how-not-to-be-reviewer-2/

Who is Reviewer #2? Literally, Reviewer 2 is the anonymised moniker given to the second peer to review a research paper. In common parlance, Reviewer 2 can be summarised as possessing the following qualities:

- Grumpy
- Aggressive
- Vague
- Unhelpful
- Overbearingly committed to a pet discipline
- Overly focused on a particular methodology
- Inflexible
- Unwilling to give the benefit of the doubt
- Unwilling to view the authors of a submitted paper as peers.

If you need examples, go on over to Shit My Reviewers Say. Just a quick scroll through is enough to make non-academics shake their heads in sympathy.

Group by Ayşe Pinar Saygin

Reviewer 2 Must Be Stopped!

🌐 Public group · 88.3K members

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