

8. Results and discussion

8.1 Changes on the SDT scales

Table 2. Changes on the SDT scales before and after the iPad intervention

8.1.1 Changes on the WTC scales

Table 3. Changes on the confidence, anxiety, and WTC scales before and after the iPad intervention

8.1.2 The SDT and WTC instrument scale correlations

Table 4. The post-intervention correlation matrix for SDT, confidence, anxiety, WTC, and iPad scales for class B

8.2 The results of the SDT integrated regulation items: Ideal L2 selves

8.3 Research questions and answers

8.3.1 Research question one and answer

8.3.2 Research question two and answer

8.4 The hypotheses and answers

8.4.1 Hypothesis one

8.4.2 Hypothesis two

9. Conclusions

Acknowledgments

Author biodata

References

In this section be sure and list every reference for each citation in the body of the paper. Articles or books for more than one author should be listed in the order in which they were published. Many journals require that the author replace their name in order to assure an anonymous review process. Therefore, instead of using your name as both a citation and reference, it may be necessary to simply write AUTHOR and the year of publication for both.

Appendix A

The SDT instrument sub-scale items

This research project used two survey instruments. The self-determination theory instrument was included as an appendix (A) and the willingness-to-communicate scales were included as

appendix B, below. There are a number of things to include as an appendix. For example, since the specific item level descriptive statistics were not included in the Results section, above, they were included in the appendices in addition to the items. The type of information to include as an appendix can be determined by the guidelines for submission.

Appendix B

The WTC instrument scale items

In conclusion, a simple way to start writing your paper would be to put these main section headers down on paper. The literature review should give the background of your understanding of the research on your subject to date, and lead into the 'gap' in the literature that your research question and hypothesis will attempt to fill.

More information about the JALT Writers' Peer Support Group

In continuation to last month's piece chronicling the *JALT Writers' Peer Support Group's* activities over the past 15 years, in this month's issue of *The Writers' Workshop*, Paul Beaufait gives a brief account of the successive PSG coordinators up until the present, and an account of the group's recent and on-going activities, along with an invitation to submit papers or also become a peer reader yourself!

The JALT Writers' Peer Support Group: PSG coordination and peer-readership spanning more than 15 years

Paul A. Beaufait

with Andy Barfield, Wayne Johnson, Torkil Christensen, Wilma Luth, and Loran Edwards

At this juncture, it is a pleasure to recount the names and periods of service for all of the volunteer PSG coordinators to date:

- Andy Barfield (1999 to 2001)
- Wilma Luth (2001 to 2004)
- Torkil Christensen (2004 to 2010)

- Wilma Luth (2010 to 2012)
 - Loran Edwards (2012 to present)
- (W. Luth, personal communication, March 31 to April 2, 2014)

All of those coordinators deserve the greatest possible recognition for their concerted endeavours in bringing the PSG to maturity. Well-deserved thanks also go to founding PSG peer-readers, JALT members, practicing teachers and professional writers themselves, who collaborated with initial writers Goddard (2000) and Luth (2000) to lay the foundations for the PSG of today.

Coordinators and founding members alike have borne witness not only to healthy, organic overlap in roles and responsibilities, but also to the satisfaction that derives from working together and helping other writers.

I remember one person sent us material, and it was quite rough, but we worked with him, and he finally did get published. I felt proud to have facilitated this process I was not with the group for very long, but I do remember we did do some amazing work in assisting people to get published, who, without our support, would probably not have done so. (W. Johnson, personal communication, March 3, 2015)

Current coordinator

The current coordinator, Loran Edwards, became active in JALT soon after arriving in Japan in 2005. With considerable writing center experience, she joined the PSG as a peer-reader “in order to not only assist other writers, but also learn more about academic writing ... and begin to build up ... [her] resumé” (Edwards, 2013).

When her predecessor decided to return to Canada, Loran volunteered her services to act as the next PSG Coordinator. PSG peer-reader membership had dwindled to about four peer-readers, herself included (JALT Publications, 2013, p. i).

Thanks to Loran’s recruitment efforts, the number of peer-readers in the PSG has quadrupled over a short period of time. Moreover, the scope of PSG-related activities under her leadership has broadened to include planning and delivering invited presentations at international conferences, as well as reading proposals submitted and arranging writers’ workshops for such conferences. In sum, Loran has demonstrated her organizational abilities by taking the PSG to the next level. (P. Beaufait, personal communication, May 13 2014).

Recent and on-going PSG activities

Along with helping writers develop their papers online, PSG members are involved with a variety of other activities. Culminating at present in project work on this new Writers’ Workshop column for TLT, current members of the PSG have been involved in a host of writer-support related activities.

These have included introductory presentations both for potential writers or “helpes” (T. Christensen, personal correspondence, 28 February 2015) and for prospective and practicing peer-readers, as well as face-to-face workshops and consultations during expositions at JALT and JALT PanSIG international conferences. Here are some recent examples of events in which the PSG participated:

JALT PanSIG 2013: Nagoya, 18-19 May 2013

- Conference presentations (Edwards, Muller, & Beaufait, 2013a-b), and
- Write-ups (Beaufait, Edwards, & Muller, 2014; and Edwards, Beaufait, & Muller, 2014).

JALT2013: Kobe, 25-28 October 2013

- Conference presentation (Edwards, Beaufait, & Muller, 2013).

JALT PanSIG 2014: Miyazaki, 10-11 May 2014:

- Conference proposal support (Rolloff-Rothman, 2014, p. 42),
- Poster presentation (Beaufait, Edwards, Hutchinson, Lucovich, & Moore, 2014), and
- Writers’ workshop (Edwards, Beaufait, Kramer, & Muller, 2014).

JALT2014: Tsukuba, 21-24 November 2014

- PSG writing conferences (<<http://jalt-publications.org/psg>>, 24 February 2015).

JALT PanSIG 2015: Kobe, 16-17 May 2015

- Conference proposal support (A. Stewart, PanSIG 2015 Review Chair, personal communication, 11 February 2015), and
- *TLT* table chats and information displays.

Members of the PSG will be playing similar roles at JALT2015:

- JALT 2015: Shizuoka, 20-23 November 2015:
- Conference presentation (n.d.), and
- *TLT* table chats and information displays.

Loran Edwards, the PSG Coordinator, is planning to attend both the JALT PanSIG and JALT international conferences this year. She is looking forward to meeting aspiring and experienced writers who

are interested in collaboration with the PSG as writers, peer-readers, or perhaps even both.

Loran and other members of the PSG will present again at JALT 2015 on academic writing for professional development in conjunction with the PSG. They all will be looking forward to a large turnout in Shizuoka.

Contact information

To find out more about the PSG and what it does, and learn how to become a peer-reader or how to submit a paper for feedback, please visit the JALT Publications PSG webpage:

<http://jalt-publications.org/psg>

Feel free to choose "Peer Support Group" as the addressee in the contact form accessible from the top bar on any JALT Publications page to volunteer as a peer-reader or to send inquiries about writing projects to the PSG Coordinator.

References

- Beaufait, P., Edwards, L., Hutchinson, B. Lucovich, D., and Moore, C. (2014). "Navigating the initial stages of academic publishing." Miyazaki Municipal University, Miyazaki, JP. 10 May 2014. Poster presentation. Retrieved from <<http://goo.gl/7DnmUJ>>
- Beaufait, P., Edwards, L., & Muller, T. (2014). Writing for academic publication: Participation and collaboration. In R. Chartrand, G. Brooks, M. Porter, and M. Grogan (Eds.), *The 2013 Pan-SIG Conference Proceedings*, pp. 339-346. Retrieved from <<http://www.pansig.org/2013/2013PanSIGProceedings.pdf>>
- Edwards, L. (2013). JALT Writer's Peer Support Group. *The Language Teacher*, 37(4), 73-74. Retrieved from <http://jalt-publications.org/tlt/issues/2013-07_37.4>
- Edwards, L., Beaufait, P., Kramer, B., & Muller, T. (2014). "JALT Writers' Peer Support Group (PSG) Writers' Workshop." Miyazaki Municipal University, Miyazaki, JP. 10-11 May 2014. Invited workshop. Retrieved from <<http://pansig.org/2014/presentation-abstracts/psg-2/>>
- Edwards, L., Beaufait, P., & Muller, T. (2013). "Academic publishing for professional development." JALT International Conference 2013. Kobe Convention Center, Kobe, Japan. 23 October 2013. Concurrent session. Retrieved from <<http://tinyurl.com/EdwardsBeaufait-Muller2013>>
- Edwards, L., Beaufait, P., & Muller T. (2014). Navigating the world of academic publishing with the JALT Peer Support Group (PSG). *Osaka JALT Journal*, 1(March 2014), 200-202. Retrieved from <<http://www.osakajalt.org/osaka-jalt-journal/>>
- Edwards, L., Muller, T., & Beaufait, P. (2013a). "Becoming a peer reader for the Peer Support Group." JALT Pan-SIG Conference 2013. Nanzan University, Nagoya, Japan. 18 May 2013. Concurrent session. Retrieved from <<http://tinyurl.com/EdwardsMullerBeaufait2013a-b>>
- Edwards, L., Muller, T., & Beaufait, P. (2013b). "Writing for academic publication: participation and collaboration." JALT Pan-SIG Conference 2013. Nanzan University, Nagoya, Japan. 18 May 2013. Plenary session. Retrieved from <<http://tinyurl.com/EdwardsMullerBeaufait2013a-b>>
- Goddard, J. (2000). Where Technology and Language Instruction Meet. *The Language Teacher*, 24(5), 25-28. Retrieved from <http://jalt-publications.org/tlt/issues/2000-05_24.5>
- JALT Publications. (2013). Special Issue: The JALT 2013 Preconference Issue. *The Language Teacher*, 37(4), i. Retrieved from <http://jalt-publications.org/tlt/issues/2013-07_37.4>
- Luth, W. (2000). Student interlanguage and classroom practice. *The Language Teacher*, 24(5), 5-7. Retrieved from <http://jalt-publications.org/tlt/issues/2000-05_24.5>
- Rolloff-Rothman, J. (2014). TLT Column: SIG News. *The Language Teacher*, 38(1), 42-48. Retrieved from <http://jalt-publications.org/tlt/issues/2014-01_38.1>

Paul Beaufait is the ICT Coordinator for the PSG. His career in language education spans three decades, and focuses largely on blending language learning opportunities and promoting grassroots language teacher development. He holds a Master's degree in French and a certificate of accomplishment in TESL from the University of Montana, as well as a certificate in technology-based distributed learning from the University of British Columbia. He now lives and teaches in Kumamoto, Japan.

Is your membership due for renewal?

Check the label on the envelope this *TLT* came in for your renewal date, then go to <jalt.org/main/membership> and follow the easy instructions to renew. Help us to help you! Renew early!