A repository of data collection instruments for research into second language learning

http://www.iris-database.org

Emma Marsden (York)
Alison Mackey (Georgetown)
Today…

1. What it is and rationale
2. Content to date
3. Creating Ontologies
4. Usage, and what we did in Phase 1
5. Next steps
6. Your thoughts and suggestions
1. What is IRIS? and Rationale
What is IRIS?

*Instruments for Research Into Second Languages*

- An open access digital repository
- Wide range of **materials used to collect data:**
  - e.g. questionnaires, grammaticality judgment tests, observation & interview schedules, word lists, sound & video files, language tests, pictures, experimental teaching methods, meta-analysis coding scheme... etc etc
- Up- and downloadable
- **Searchable**
  - e.g. instrument type; research area; participant characteristics (e.g. teachers, learners, trainees); L1; L2; language feature; proficiency
Quality assurance = Criteria for upload:
Instrument used to collect data published in peer-reviewed:
- Journal article
- Book/chapter
- Conference proceedings
- Approved PhD thesis

Independent: Cross-institution, -country, -journal, -publisher, -funder
Previously:

Researchers create and keep own instruments (…re-invention of wheel)

Maintenance and access to the instruments is *ad hoc*

Usually brief descriptions with occasional short samples available in published work
Does anything else like IRIS exist?

- Now, a few journals have their own ‘overflow’ webspace for any extra material, BUT...
  - Not searchable across journals, topic, instrument
  - Not independent
  - Not just data collection materials

- American Psychological Association, at same time, have been developing PsycTests, BUT...


  - NOT FREE! $150 + …
Does anything else like IRIS exist?

- Max Planck Institute [http://fieldmanuals.mpi.nl/](http://fieldmanuals.mpi.nl/)
  - BUT...
    - L1 (cross-linguistic)
  - BUT...
    - Small scale
    - Not searchable
    - L1
    - Links to IRIS!

Both these have relatively narrow theoretical and methodological perspectives, and range of topics
Rationales behind IRIS

- Materials can be adapted to suit different contexts, learner types, languages, etc.
- Reduce re-invention of wheel
- Make research process more transparent for e.g. teachers, students
- Easier to evaluate the quality and reliability of research
- Facilitate replication studies, improve meta-analyses
Ethical issues...intellectual property, copyright

- Creative commons licensing
  - Promoting: derivatives allowed; non-commercial; share-alike

- Awareness that instruments are often built on previous instrument
  - IRIS team helps to pursue permission requests
  - Acknowledgements to previous versions held on IRIS (but uploaders’ ultimate responsibility)
Feedback & interactive features

- **Downloaders** can give feedback about:
  - further use of an instrument
    - “used in teaching - adapted for MA dissertations”
    - “I just downloaded it to show my Ph.D. students how IRIS works.”
  - new contextual information
  - problems
  - updated reliability statistics (generalisability)

- **Uploader** encouraged to allow on-line comments
  - Or can request to be sent personally to them
  - Or refuse feedback

- Can “Request Materials” -> IRIS team contacts the researchers
2 Content to date
Content

270 data collection instruments

- 24 languages
- 38 language combinations
- 600 authors cited
- 74 journals
- 195 individuals

40 main instrument types
- 88 sub-types
- Data covers 87 research areas
- 36 linguistic features
Scope and size

- As wide as the field of L2 research, ... diverse research aims... diverse contexts... diverse types of data
Self selection bias in the content?

Instruments and paradigms that seem easy to collect
- Cloze test
- Grammaticality judgements
- Lab stimuli
- Questionnaires

Significant search terms with zero returns
- CLIL (content and language integrated learning)
- Immersion
- Significant researchers:
  - Mike Long
  - Nick Ellis
- Discourse analysis

Does it matter?
Search terms that need the filters

- ‘Task’ (86) includes lab stimuli to classroom information exchange
- ‘Acquisition’ (120) – but under half the content
- ‘English’ (198) – could be the L1 or L2, or instructions!
3 Creating the ontologies
or...
how we chopped up the field
The IRIS ontologies

Terms for classifying:
- Research Areas
- Instrument types
- Linguistic feature
- Data type (closed response, reaction times...)
- Participant type (early bilingual; FL; SL...)
- Proficiency of learner (beginner, IELTS, CEFR...)
- Domain of use of language being learnt (home, school...)

See HELP with searching
http://www.iris-database.org/iris/app/home/search-help

- Informed by mainstream textbooks, handbooks, review articles
  - And responsive to suggestions and developments
- N.B. “Other” – IRIS is organic
- We approve new terms,
  - but decline duplicates, paraphrasing, anomalies
Theoretical frameworks reflected

- Huge range of approaches, lenses, perspectives:
  - Cognitive
  - Generative
  - Interactionist
  - Socio-cultural
  - Motivation and identity theories
  - Pedagogical theories and approaches
  - Processing (incl. online measures)
- Also, from ‘bottom-up / data-driven’ research (e.g. data elicitation methods to create corpora)
Labelling challenges

- Participants: definable, fairly discrete
  - Foreign language learners (163)
  - Second language learners (128)

- Learning theories and models: more tricky
  - Universal grammar (27)
  - Skill acquisition (1) Explicit knowledge (5) Fluency (5)
  - Emergentism (0)
  - Connectionism (0)
  - Processability theory (0)
  - Shallow Structure Hypothesis (0)
  - Efficiency Driven Processor (0)

- No forced labelling for learning theory or model

- Does it matter? Instruments can be re-used from perspectives other than those originally intended
4 Usage, and what we did in Phase 1
Usage

- Approx 4000 downloads
- 12,300 visits
- Announcements, posters, flyers, inserts, adverts at academic, teacher & student conferences
- Direct emailing, citing particular papers
- Plenaries at conferences
- Reduced conference registration rate for contributors
Contributors can be alerted when their instrument has been downloaded

‘My IRIS’ summarising downloads & feedback on your own instruments

Public statistics on downloads and submissions
  - Per author; per journal citation
Who is downloading?

- Total 4000

http://www.iris-database.org/iris/app/home/statistics

Of those reporting (now obligatory, one measure of impact):

- $1/5 = \text{language instructors + teacher trainers}$
  (action researchers?)

- $3/5 = \text{students (PhD, Masters, UG)}$

- $1/5 = \text{academic (early, mid-, established)}$
Getting established

- 23 top ranking journal editors now encouraging uploads
  - [http://www.iris-database.org/iris/app/home/index](http://www.iris-database.org/iris/app/home/index)
- Independent citations, unprompted by us!
  - In journals and book chapters
- Other funding
  - British Academy Research Project – long term, impact & engagement and technical sustainability
Getting established

- Workshops, presentations
  - Impact amongst language teachers
    - teacher-researcher workshop, BAAL funded, York Feb 2014
  - Impact amongst students
    - research training?
    - Workshops at UG/PG/ teacher/academic conferences

- Publications
  - academic (Marsden & Mackey 2013)
  - teachers (King & Marsden 2013; Key, Marsden, Mackey & Taylor 2013)
5 Future Directions
Improving quality and quantity of replication


Repeated demands for more replication in L2 research

“essential, methodical support for theory” (Porte (ed.) 2012)

9 discussion pieces on replication

7 on ‘L2 writing’ (+ 1 book chapter)

Special call in Calico

Strand in Language Teaching, SSLA

Special issues, e.g. JSLW
Extent of replication...

- Search across all journals in LLBA

- 40 studies that call themselves ‘replication’ in 40 years...
  - 1973 – 2013

- **But of course:** Exchanges and agendas not necessarily self-badged as replication
  - Williams/Hama & Leow/Faretta-Stutenberg & Morgan-Short
  - Muñoz 2005
Are replications informative?

- Of these 40, 32 could be assessed for their contribution to the relevant debate:
  - 21/32 supported or corroborated original e.g. Sparks, R. L., & Ganschow, L. (1993)
  - 13/32 context dependent differences e.g. Cheng & Dornyei (2007)
  - 12/32 contradictory findings e.g. Eubank (1989)
  - Overlap in the above
  - Narrow focus of replications (morphosyntax, processing)
  - Particular tools (writing tests, questionnaires)
Proposal to promote replication

► Psychological Science new scheme Multi-site Replication Reports (Association of Psychological Science)

► Multi-site Collaborative Replication Projects possible in language learning and teaching research?
  - Researchers propose and justify significant research to replicate
  - Detailed protocol published
  - (Ideally, funding for research across multiple sites)
  - Paper published regardless of findings
Sustaining & enhancing what we have

- Widen **range** of theoretical perspectives:
  - Processability theory; Socio-cultural theory; Dynamic systems theory

- Increase **amount** of content
  - Experimental intervention materials
  - Qualitative data materials e.g. prompts, unstructured interview schedules for socially situated research

- Continue **workshops** amongst teachers & researchers

- Continue to **monitor usage**
  - Does IRIS:
    - Facilitate replication?
    - Increase downloads of and citations of journal articles?
    - Relations between downloads and journal impact ratings
New directions?

- Expand the nature of what IRIS holds?
  - Linked research methods training materials
  - Metadata on research design and theoretical perspectives
  - Linked informed consent forms (ethical issues)

- Enhance user experience
  - Remember individual search history?

- More up and download statistics out-facing?

- Other discipline areas…
  - Science education?
Thanks to

- Julie Allinson (York Digital Library Manager)
- Frank Feng (IRIS systems developer)
- David O’Reilly (current IRIS project assistant)
- Julia Key (former IRIS project assistant)
- Becky Taylor (IRIS research assistant)

- Journal editors for encouraging uploads
- IRIS contributors to date (over 600 authors)
- The downloaders
Please help make it part of the community!

- Visit [www.iris-database.org](http://www.iris-database.org)

- For help and support, e-mail: [iris@iris-database.org](mailto:iris@iris-database.org)

- Please
  - help to raise awareness
  - use IRIS for research methods training
  - tell us about improvements needed

- **Contribute an instrument**
  - Approx. 15 minutes online
  - OR email it and we will upload it for you!
  - OR......
If you don’t find what you are looking for please

REQUEST MATERIALS!!!!

http://www.iris-database.org/iris/app/home/index
1. Center for Applied Linguistics, US (Donna Christian, President)
2. Committee for Linguistics in Education, UK (Graeme Trousdale, Chair)
3. Early Language Learning in Europe (Janet Enever, Director)
4. Higher Education Academy’s Subject Centre for Languages, Linguistics and Area Studies, UK (Mike Kelly, Director)
5. International Association for Teachers of English as a Foreign Language (Herbert Puchta, President)
6. Language Learning Journal (Norbert Pachler, Co-Editor)
7. Modern Language Association’s Committee on Information Technology, US (Barbara Lafford)
8. Research Special Interest Group of the International Association for Teachers of English as a Foreign Language (Anthony Bruton, Co-ordinator)
9. UKOLN, Centre of Excellence in Digital Information Management (Michael Day, Research and Development Manager and Team Leader, UKOLN, University of Bath, UK)
Support from research community

- **Letters from journal editors**
  - *Annual Review of Applied Linguistics* (Charlene Polio, Editor-in-Chief)
  - *Bilingualism: Language and Cognition* (Ping Li, Co-ordinating Editor)
  - *International Journal of Bilingualism* (Li Wei, Editor)
  - *Journal of French Language Studies* (Florence Myles, Chief Editor)
  - *Language Learning* (Robert DeKeyser, outgoing Editor, and Lourdes Ortega, incoming Editor)
  - *Language Teaching* (Graeme Porte, Editor)
  - *Language Teaching Research* (Rod Ellis, Editor)
  - *Language Policy* (Kendall King, Editor)
  - *Second Language Research* (John Archibald, Co-Editor)
  - *Studies in Second Language Acquisition* (Susan Gass, Associate Editor)
  - *System* (Norman Davies, General Editor)

- **Letters from presidents of professional research associations**
  - *American Association for Applied Linguistics* (AAAL) (Jeff Connor-Linton, President)
  - *British Association of Applied Linguistics* (BAAL) (Susan Hunston, Acting Chair)
  - *European Second Language Association* (EUROSLA) (Jean-Marc Dewaele, President)
  - *International Association for Applied Linguistics* (AILA) (Martin Bygate, President)
  - *Language Learning and Teaching Special Interest Group (BAAL LLT SIG)* (Suzanne Graham, Convenor)
  - *Linguistics Association of Great Britain* (LAGB) (Kersti Börjars, President)
The IRIS Advisory Board

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Professor Peter Skehan (Emeritus, Chinese University of Hong Kong, China)
Instrument type: Motivation Questionnaire
In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Slightly disagree</th>
<th>Slightly agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

(Ex.) If you strongly agree with the following statement, write this: I like skiing very much.

1. I study English because close friends of mine think it is important. 1 2 3 4 5 6
2. My parents/family believe that I must study English to be an educated person. 1 2 3 4 5 6
3. Studying English can be important to me because I think it will someday be useful in getting a good job and/or making money. 1 2 3 4 5 6
4. I have to study English because I don’t want to get bad marks in it. 1 2 3 4 5 6
5. Learning English is important to me because I would like to travel internationally. 1 2 3 4 5 6

[Excerpt; Farsi version also available]
Research area

Motivation

Research question

To test the “L2 Motivational Self System” (Dörnyei, 2005) on Japanese, Chinese and Iranian learners of English (especially with regard to the “ideal L2 self”, “integrativeness” and “instrumentality”)
Data elicited by instrument

After a structural equation modelling (SEM) analysis

After a correlational analysis

Table 4.4 The relationship between the ideal L2 self and integrativeness

<table>
<thead>
<tr>
<th></th>
<th>Middle school students</th>
<th>University students (English majors)</th>
<th>University students (non-English majors)</th>
<th>Adult learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan (1534)</td>
<td>0.59</td>
<td>0.48</td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>China (1328)</td>
<td>0.51</td>
<td>0.46</td>
<td>0.46</td>
<td>0.53</td>
</tr>
<tr>
<td>Iran (2029)</td>
<td>0.53</td>
<td>0.55</td>
<td>0.35</td>
<td></td>
</tr>
</tbody>
</table>

Note: All the correlations are significant at the p < 0.01 level

Conclusions

- The “L2 Motivational Self System” is not country specific
- “Integrativeness” can be relabelled the “ideal L2 self”
Instrument type: Grammaticality Judgement Test
**Research article**


> Implicit and explicit recasts in L2 oral French interaction

**Test 1**

*Elle était plus courageux que son frère*

*J’ai revenu des vacances et j’ai repris mon travail*

Arc-en-Ciel était le plus beau poisson des océans.

*La femme n’était pas belle mais elle était très intelligent.*

La fille est devenue de plus en plus belle.

Je lui demande s’il est allé à l’école hier

*Il vient de s’acheter une grand voiture.*

Une femme ambitieuse n’est jamais satisfaite.

[Excerpt]
Research areas
- Morphosyntax
- Teaching methods

Research question
- To examine the effectiveness of implicit and explicit corrective feedback
- Focus on noun–adjective agreement in American learners of French, which is difficult to acquire even after many years of exposure (Harley, 1989)
Data elicited by instrument

- Participants had **1 hour of instruction** with either explicit or implicit feedback
- Participants took the **grammaticality judgement test** (pre-test, post-test, delayed post test)
- Participants got 1 point for every sentence they (a) recognised as ungrammatical and (b) corrected (scores were reported as means)
- **No difference** was found between explicit and implicit feedback (Perhaps the implicit feedback was too salient because of the experimental setting?)


Sample instruments (1)
(Silver, 2000)

Instructions for Silver2000_Aliens_PictureDifferences

Spot the Difference, Aliens Scene

Before the session:
Print the images and separate them so there are two pictures, an A and a B. It does not matter which picture is A or B as long as they are separate so interlocutors cannot see the other person's picture.
Arrange seating so interlocutors are across from each other with a low barrier in between to block view of the images but not of faces. This pushes the interlocutors to describe the pictures without looking but allows for eye contact.

During the session – if one of the interlocutors is the researcher:
1. Give the learner task sheet B.
2. Learners should be told that they have to find out what the differences are between the pictures. You could follow the format:

"We both have a picture some aliens. Our pictures are not the same.
We have to find the differences. There are 10 differences.
We can talk each other about our picture and ask each other questions to find out what the differences are.
We should ask lots of questions."

If learners seem to be following the same pattern for each question you could model other ways, or try just describing parts of your picture. You can use phrases such as:

I have a __________. Do you have a __________? Where is it?
What does it look like?
Can you tell me where it is?
Is it __________, small, near the bench, flying, etc.?
What color is it?
What else do you see in your picture?

During the session – if the task is being done as peer work and the researcher is not involved in the interaction:
1. Give each learner one sheet.
2. Learners should be told that they have to find out what the differences are between the pictures. They cannot look at each other's sheets but must try to describe and ask questions in order to find out the differences. You could follow the format:

"You both have a picture some aliens. Our pictures are not the same.
You have to find the differences. There are 10 differences.
You can tell each other about your pictures and ask each other questions to find out what the differences are.
You should ask lots of questions."
An enquiry into Romanian students’ attitude to the English class

WITH ITEM NUMBERS

This study is part of a research doctorate at the University of Nottingham (UK) and it aims to help students have a more rewarding time at school. We would really appreciate it if you could help understand students’ motivation better, by telling us a little about your attitude to the English class. You don’t have to complete this questionnaire if you don’t want to. If you do, we won’t ask for your name and your answers will be used in the strictest confidence, for research purposes only. The results of the study will be published in anonymised form, so that neither you nor your school can be identified.

There is no right or wrong answer: all that matters is your personal opinion. Please read the instructions carefully and choose the answer which you feel most suitable for yourself. Please, don’t allow other people’s answers to influence you. We would really appreciate your honest opinion, as only in this way can we hope to improve the time that students like you spend at school.

Thank you very much!

1. Please read the following paragraphs very carefully and choose the one that best suits your English teacher, your classmates, your best friends and your family. Please mark one corresponding better in every box, as in the example. Thank you!

A) They know very well what sort of person I am. What they would like to do in life is different from what I would like to do, so that’s why I prefer to give up my intentions and do what they think it’s better for me. What they want me to do is more important than what I’ve had, so I’ll do what they say.

B) They don’t really know what sort of person I really am, and it’s not important for me that they do. They would like me to do something else in life than I would, and that’s why I’ll pursue my own dreams without letting them know. At the same time, they’ll give me the impression that I do what they ask me to, even though I’m actually doing my own business, I know better.

C) What they would like me to do in life is different from what I would like to do, so that’s why I’ll pursue my own dreams even if I have to rebel against them. They know me, well, I haven’t got anything to hide, and if they want to force me into doing something, I am likely to refuse it openly. What they want me to do is less important than what I want.

D) They know me very well and appreciate me for what I am. My dreams for the future are very similar to what they’d like me to do in life. They don’t want to impose anything on me, but give me the total liberty to choose, and they always appreciate my decisions about my future. They help me feel really fulfilled.

<table>
<thead>
<tr>
<th>Example</th>
<th>my English teacher</th>
<th>my classmates</th>
<th>my best friends</th>
<th>my family</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D</td>
<td>A B C D</td>
<td>A B C D</td>
<td>A B C D</td>
<td>A B C D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Scale</th>
<th>Subscales</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>System subtypes (not a scale proper)</td>
<td>English teacher</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classmates</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best friends</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Private self</td>
<td>Cognitive appraisals</td>
<td>5, 19, 22, 39, 44, 50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Affective appraisals</td>
<td>10, 16, 24, 29, 32, 41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frame of reference – internal</td>
<td>8(9), 20, 25, 36, 45(9), 51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frame of reference – external</td>
<td>6, 11, 12, 30(9), 38, 48</td>
</tr>
<tr>
<td>3</td>
<td>Public selves</td>
<td>English teacher</td>
<td>100, 104, 108, 112, 116, 125</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classmates</td>
<td>103, 105, 106, 113, 117, 121</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best friends</td>
<td>102, 106, 110, 114, 116, 122</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family</td>
<td>103, 107, 111, 115, 119, 123</td>
</tr>
<tr>
<td>4</td>
<td>Ideal self</td>
<td>Present</td>
<td>1, 7, 17, 21, 23, 33</td>
</tr>
<tr>
<td>5</td>
<td>Imposed selves</td>
<td>Present</td>
<td>22, 56, 60, 64, 72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classmates</td>
<td>33, 57, 61, 65, 69, 73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best friends</td>
<td>54, 58, 62, 66, 70, 74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family</td>
<td>55, 59, 63, 67, 71, 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Future</td>
<td>76, 80, 84, 88, 92, 96</td>
</tr>
</tbody>
</table>
Sample instruments (3)  
(Garcia Mayo, 2002)


Close

Complete the following text. You will find that important words are missing. Work with your partner to insert the missing words and make whatever other changes you think would be necessary to produce a meaningful and grammatically correct paragraph. Explain why you would make each change.

Transplant surgery, once only _____ futuristic notion, is fast becoming ______ daily event. For many, _____ the bitter reality is a long waiting list and in _____ case of heart-lung candidates, _____ before a donor appears. In some countries, the donor shortage problems _____ be alleviated now that people can pledge their organs after death. Signing their consent ____ their driver’s license ____ the signed consent gives legal permission ____ the use of organs, the transplant team ____ to relatives whenever possible before going ahead. However, the pledge does not mean that if relatives cannot be found ____ do not exist, a person wishing to donate organs can do so legally without depending ____ others’ permission.


Multiple choice

A. Insert a/an/the where necessary in the blanks following the passages. Explain the reason(s) for your choice.

Mrs. Bridge, emptying several wastebaskets, discovered ___ dirty comb in Ruth’s basket. “What’s this doing here?” Ruth inquired late that afternoon when she got home and found ___ comb on her dresser. “I found it ___ wastebasket. What was it doing here?” Ruth said she had thrown it away. “Do you think we are made of money?” Mrs. Bridge demanded. “When ___ comb gets dirty you don’t throw it away, you wash it; young lady.” “It cost ___ nickel,” Ruth said angrily. She flung her books onto ___ bed and stripped off her sweats. ____ nickels don’t grow on ____ tree,” replied Mrs. Bridge replied by her manner.


Voilà Professeur Maffard! Hier matin il n’a pas entendu son réveille-matin.
TBLT related instruments
“Information Gap”: 14 hits

- Gass, Mackey, et al. (2000); Mackey (1999); Mackey (2002); Mackey & Oliver
**Task 2: Small group task**

**Personal Trust Foundation #2 $10,000,000**

The Board has $10,000,000 to allocate from this fund. Proposals received from various organizations for projects are listed below. Each project is in need of $10,000,000 but can benefit from any contribution that the Board might make. The greater the contribution that the Board makes to a particular project, the more likely it is that the chosen project will succeed.

*First, make your decision alone. (5 minutes)*

<table>
<thead>
<tr>
<th>Proposed Project</th>
<th>Amount Allocated</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To create a fund for the School of Arts at the Bronx Community College.</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>2. To develop and operate a consulting service to assist local businesses to</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>develop and market new products.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To renovate government facilities, including the court house, police</td>
<td>$___________</td>
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<td>headquarters, and administrative offices in the Bronx.</td>
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<tr>
<td>4. To construct bike paths and jogging trails throughout the Bronx park system.</td>
<td>$___________</td>
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<tr>
<td>5. To provide emergency financial assistance to families whose homes are lost</td>
<td>$___________</td>
<td></td>
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<td>due to fire, flooding, earthquake, or other natural disasters.</td>
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<tr>
<td>6. To provide subsidized medical care for low-income families living in the</td>
<td>$___________</td>
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<tr>
<td>Bronx.</td>
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</tbody>
</table>

**TOTAL FUNDS ALLOCATED**

$ 10,000,000
TBLT related instruments

“Cloze Test”: 17 hits


2.

Founded in 1878 by Bishop Isaac Hellmuth and the Anglican Diocese of Huron as “The Western University of London Ontario”, Western is one of Canada’s oldest and best universities. The fi__________ students grad__________ in ar__________ and medi__________ in 1883. To__________, The University of Western Ontario is a vib__________ centre of lear__________ with 1,164 fac__________ members and alm__________ 29,000 undergrad__________ and graduate stud__________. Through i__________ 12 Facu__________ and Sch__________, and three affi__________ Colleges, the University off__________ more th__________ 60 diffe__________ degree and dip__________ programs to London’s comm__________.

Founded in 1878 by Bishop Isaac Hellmuth and the Anglican Diocese of Huron as “The Western University of London Ontario”, Western is one of Canada’s oldest and best universities. The first students graduated in arts and medicine in 1883. Today, The University of Western Ontario is a vibrant centre of learning with 1,164 faculty members and almost 29,000 undergraduate and graduate students. Through its 12 Faculties and Schools, and three affiliated Colleges, the University offers more than 60 different degree and diploma programs to London’s community.
The nature of published self-labelleld replications to date

- Research areas in which replication happens:
  - 18 on “morphosyntax”
  - 12 on “acquisition”
  - 11 on “processing”
  - 3 on “motivation”
  - 1 on “learning styles”

- Data elicitation methods used in replication:
  - 16 Writing test
  - 11 Questionnaire
  - 10 Listening test
  - 2 Elicited imitation
  - 2 Working memory test
  - 1 Interview protocol
  - 1 Decision-making task