

Advisor and Advisee co-presenting and co-publishing

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Michigan State University
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My advisor – Peter I. De Costa

- Associate professor at MSU
- Research areas:
 - The role of identity and ideology in SLA
 - Language policy and planning
 - English as a lingua franca



Co-presenting/co-publishing

- The Second Language Research Forum (SLRF)
- The American Association of Applied Linguistics (AAAL)
- The Teachers of English to Speakers of Other Languages (TESOL)
- The Language Policy and Planning Conference (LPP)

Individual papers (4)

Green-Eneix, A.C., [Li, W.](#), & De Costa, P.I. (2019, March) at AAAL

[Li, W.](#) & De Costa, P.I. (2018, March) at AAAL

De Costa, P.I., [Li, W.](#), & Rawal, H. (2017, October) at SLRF

Panel organizers (3)

De Costa, P.I., Lee, J., & [Li, W.](#) (2019, September) at SLRF



Co-presenting/co-publishing

Journal articles (3)

De Costa, P.I., Rawal, H., & Li, W. (2018). Broadening the second language teacher agenda: International perspectives on teacher emotions. *Chinese Journal for Applied Linguistics*, 41(4), 401-409.

Li, W. & De Costa, P.I. (2017). Professional Survival in a Neoliberal Age: A Case Study of an EFL Teacher in China. *The Journal of AsiaTEFL*, 14(2), 277-291.



Book Chapters (6)

De Costa, P.I., Li, W., & Rawal, H. (2019). Classroom qualitative methods. In J. W. Schwieter & A. Benati (Eds.), *The Cambridge handbook of language learning* (pp. 111-136). New York: Cambridge University Press.

Li, W. & De Costa, P.I. (2019). English teaching in the globalization age: rethinking English teaching in China and non-native English teacher agency. In H. Kayi-Aydar, A. Gao, E. Miller, M. Varghese, & G. Vitanova (Eds.), *Theorizing and analyzing language teacher agency* (pp. 182-202). Bristol, UK: Multilingual Matters.

Book project (1)

De Costa, P.I., Li, W., & Lee, J. (Eds.) (under contract). *International students' multilingual literacy practices: An asset-based approach to using semiotic resources*. Bristol: Multilingual Matters.



Co-presenting/co-publishing

- When preparing for writing the article
 - Discussion – First draft – Feedback and comments – Second draft – Feedback and revision – Final draft
- When presenting our paper at conferences
 - Practice talk – Feedback - Divide the twenty minutes – Respond to the questions together
 - Introduced me to other researchers and scholars at the conferences

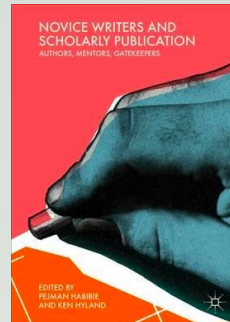
Benefits of co-presenting/co-publishing

- Receive continuous guidance and feedback
- Develop scholarly interests and inquiries
- Socialize into the discourses of an academic community
- Build social networks in academia
- Collaborate with other colleagues and scholars

Benefits of co-presenting/co-publishing

Collaborative Writing, Academic Socialization, and the Negotiation of Identity

Ron Darvin and Bonny Norton



“From theorizing and writing to presenting and establishing networks, Bonny encouraged me to imagine a community for myself and to construct my identity not just as a student but as an emerging scholar.”

(Darvin & Norton, 2019, p. 184)

Challenges

- Stress related to high expectations
 - “want to impress my advisor”
 - “co-presenting - high-quality work is expected”
 - “co-publishing – good academic writing”
- Say “yes” to every project
 - leads to stress
 - affects the quality of the work
 - lose track of priorities

Tips

If you are looking for opportunities to co-presenting and co-publishing with your advisor

- Have regular meetings with your advisor
 - talk about
 - readings you found inspiring or interesting
 - projects you are doing (research ideas you are developing)
 - conferences you went and presentations you enjoyed
 - ask for recommended readings or feedback on research ideas
 - invite him to be the co-author of your projects

Tips

- Authorship
 - Discuss the authorship with your advisor at the very beginning of a working relationship
 - Discuss the distribution of responsibilities in relation to the authorship

AAAL Ethics Guidelines

“Researchers should include graduate students who contribute substantively to the conceptualization, design, execution, analysis, interpretation, and editing/writing of any reported research as co-authors. However, advisors should not expect automatic co-authorship on their students’ work (Smith, 2003)”

- <https://www.aaal.org/ethics-guidelines>

Tips

When co-presenting and co-publishing with your advisor,

- Communication is the key
 - Talk to your advisor about any concerns or problems you have
 - Ask for feedback on your presentation and your academic writing
- Balance your own projects (your QRPs, your dissertations) and the co-projects



Thank you!

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