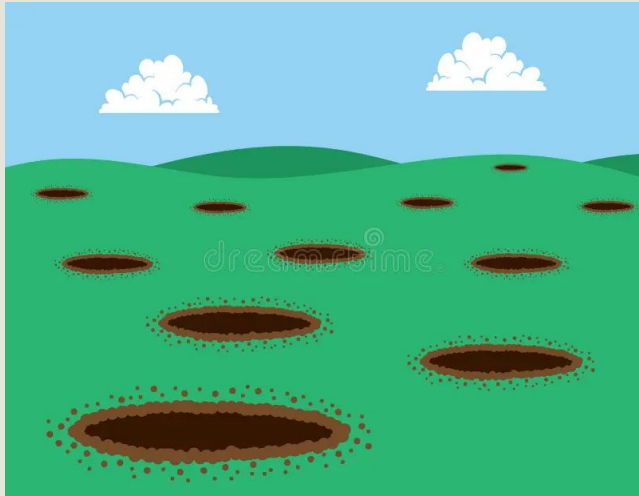


Using open research tools to conceptualise, carry out and disseminate research in the language sciences: **OASIS and IRIS**

Cylcia Bolibaugh, University of York | she/her

Lancaster PhD in Applied Linguistics residential | sustainability in language and practice | 10 July 2023

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Groundbreaking research?

Redefining research excellence:

- A move to a more collaborative, synthetic way of working (reuse, reconceptualise, ...)
- Tools and support for decentralised, networked research (multi-site replications, manylabs type approaches)
- Recognition (for individuals) for a wider variety of research outputs and contributions



Scientific Norms & Values (Merton, 1942)

Communalism

Scholarship is for everyone



Transparency

Nullius in verba



See Lupia (2012). [What's the value of social science?](https://doi.org/10.5281/zenodo.3572600) <https://doi.org/10.5281/zenodo.3572600>

Corker (2018) osf.io/5ravc/

OASIS



Open Accessible Summaries In Language Studies



What is OASIS?



Welcome to OASIS

The Open Accessible Summaries In Language Studies (OASIS) initiative aims to make

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Enter **any text you wish** into the search box (e.g. speaking, French, grammar) OR
Browse by: [All summaries](#); [Area of research](#); [Language](#); [Participant type](#); [Age of learner](#)
Click on "All Summaries" to view all content on OASIS and then use the filters to refine

Pellicer-Sánchez, A., Conklin, K., & Vilkaite-Lozdienė, L. (2021). The effect of pre-reading instruction on vocabulary learning: An investigation of L1 and L2 readers' eye movements. *Language Learning*. [www.doi.org/10.1111/lang.12420](https://doi.org/10.1111/lang.12420)

The benefits of teaching vocabulary before a reading activity

What this research was about and why it is important

Researchers believe that teaching new vocabulary before reading makes the new words more salient when reading them and makes them easier to learn. However, we have little actual evidence showing us how learners treat vocabulary when its taught ahead of reading compared to when it is encountered for the first-time during reading. Our study tracked eye movements to assess the amount of attention learners paid to new vocabulary that had been taught before reading a story compared to new vocabulary that was encountered for the first-time in the story. We found that teaching words before reading lead to more word-learning than simply encountering them in a story. In addition, the eye-tracking showed that after seeing the new words several times in the story, words that had been pre-taught were also easier to read for second language (L2) learners.

What the researchers did

- Participants were first language (L1) speakers of English (n = 92) and advanced L2 English learners (n = 88), all studying at a UK university.
- Participants were assigned to one of four groups: *Pre-reading instruction*: teaching of six new words + reading a story with those six words repeated eight times each; *Instruction-only*: teaching of six new words + reading a different text without the new words; *Reading-only*: reading a story with the six new words repeated eight times each; *Reading baseline*: reading a story with six known (real, high frequency) words.
- The amount of attention that learners paid to the new words during reading (in the pre-reading instruction and reading-only groups) was examined through recordings of their eye movements.
- Participants' knowledge of the new words was measured with [three tests](#): form recognition (selecting the correct spelling); meaning recognition (selecting the correct meaning); meaning recall (giving the meaning).

What the researchers found

- Pre-reading instruction led to more word learning.
- When L1 and L2 readers first encountered the novel words in the story, they paid more attention to them (took longer to read them) compared to known items, regardless of whether they had been taught before or not.
- For L1 readers, eye-movements when reading the new words became like eye-movements when reading known words around the third encounter of the word.
- For L2 readers, on seeing the new words for the eighth time in the story, they still spent longer reading the new words if they had *not* been taught beforehand (compared to known words); in contrast, new words that *had* been taught beforehand were read quite similarly to known words.
- No relationship was found between amount of attention to new words (time spent reading) and word learning.

Things to consider

- The better word learning in the pre-reading instruction group is expected, as participants in this group saw the new words more times.
- Participants learned better if the words were taught before the reading, but this was not due to more time spent on the words during reading (when compared to reading without having been taught the words beforehand).
- Results are limited to words for concepts that were already known, and do not reflect long-term retention.

Materials, data, open access article: Materials are publicly available at <https://www.oasis-database.org>.

How to cite this summary: Pellicer-Sánchez, A., Conklin, K., & Vilkaite-Lozdienė, L. (2020). The benefits of teaching vocabulary before a reading activity. *OASIS Summary of Pellicer-Sánchez, Conklin, & Vilkaite-Lozdienė (2021) in Language Learning*. <https://oasis-database.org>

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audience.



Why OASIS?



Marsden & Kasprovicz (2017)



Physical access



Conceptual access



Time



Issue 1: Physical access



29



68



13



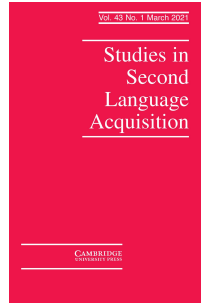
136



17



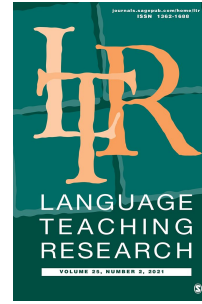
110



20



112



6



112



86 %
behind pay walls*

*of research articles in issues published in 2019, 2020, and 2021 Data from Web of Science.

Issue 2: Conceptual access

‘The readability of science is steadily decreasing’

‘Lower readability implies less accessibility, particularly for non-specialists, such as journalists, policy-makers and the wider public’



Issue 3: Time

Nassaji (2012):

>80% of teachers reported lack of time to engage with research



Marsden & Kasprovicz (2017):

75% of non-school based and **88%** of school-based teachers reported time being an issue



How does OASIS address these issues?



**Free at the point of
access**



**Avoiding or
explaining
technical terms**



**One single page of
A4 / US Letter**



An example summary: Metadata

Avoidance of phrasal verbs: The case of Chinese learners of English



Public

Deposited



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Summary details

Publication

Liao, Y. & Fukuya, Y. J. (2004). Avoidance of phrasal verbs: The case of Chinese learners of English. *Language Learning*, 54(2), 193-226. doi: <https://doi.org/10.1111/j.1467-9922.2004.00254.x>

Writer of summary

O'Reilly, D. & Liao, Y.

Upload date

22 January 2019

Topic

Figurative language (metaphor)
Acquisition
Production
Comprehension
Vocabulary
Learning
English

Language summary written in

English

Participant type

First language learners
Second (additional) language learners

Language being learned

English
Adult learners

Age of learners

Language learners

Of likely interest to ...

Professional development providers/Teacher educators
Researchers
Teachers

Licence

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[More participant details](#)

[More study details](#)

[How to cite this summary](#)

What does each summary contain?

Liao, Y. & Fulaya, Y. J. (2004). Avoidance of phrasal verbs: The case of Chinese learners of English. *Language Learning*, 54(2), 193-226.
<https://doi.org/10.1111/j.1467-9922.2004.00254.x>

Avoidance of phrasal verbs: The case of Chinese learners of English

What this research was about and why it is important

For many years, the kinds of language forms that second language (L2) learners tend to avoid has interested researchers. This study showed that Chinese learners' avoidance of phrasal verbs is affected by proficiency levels, phrasal verb type (literal vs figurative) and test type (multiple-choice, translation, recall), information that is likely to be useful for language teachers and materials developers.

What the researchers did

- **85 Participants.** Groups were:
 - **L1 (first language/'native') English speakers**, 15 undergraduate at the University of Hawai'i at Manoa;
 - **Advanced Chinese learners of English**, 30 graduates (same university), most had spent 9 months in the USA;
 - **Intermediate Chinese learners of English**, 40 learners comprising 10 graduates at the same university, most of whom had been in the USA for 5 months, and 30 university students in China.
- **Data collection materials:** Three tests, all using 15 short dialogues involving phrasal verbs (4 literal, e.g., 'get up [rise] out of bed'; 11 figurative, e.g., 'turn down [refuse] an offer') and one-word verbs equivalent in meaning.
 - **Multiple-choice test** (10 minutes) – blanks with four options including (a) the correct phrasal verb, (b) a correct equivalent one-word verb, (c) a phrasal verb distractor, (d) a one-word verb distractor (e.g., 'When the weather is nice I love to _____ early', 'Me too. It's good to enjoy the morning air': (a) get up; (b) rise; (c) look after; (d) release). Because each item had two possible correct answers, learners were asked to choose the one they considered most suitable for completing the dialogue.
 - **Translation test** (10 minutes) – Sentences with verbs missing, and the Chinese translation given at the end of each dialogue, which learners used to translate the missing verbs into English.
 - **Recall test** – Learners were given the 15 dialogues with phrasal verbs included (and five dialogues with one-word verbs to discourage targeted memorisation), 10 minutes to remember the main ideas, and after dialogues had been removed for 1 hour and returned with the phrasal verbs missing, asked to complete them from memory.
- **Procedure:** The **L1 English speakers** took the multiple-choice test to establish their preference for phrasal verbs (over one-word verbs) for all 15 items. Then, the **advanced learners** were randomly divided for the tests (10 did multiple-choice, 10 translation, 10 recall), and **intermediate learners** also (5 US-based learners did multiple-choice and 5 translation, 10 China-based learners did multiple-choice, 10 translation, and 10 recall).

What the researchers found

- On all three tasks, the advanced learners scored more highly than the intermediate learners, selecting/producing more phrasal verbs, which (in combination with previous research) indicated that regardless of whether or not L2 learners have phrasal verbs in their first language, they develop from avoiding to using them as proficiency increases.
- On the translation test (the only format not to present phrasal verbs to learners), both intermediate and advanced learners produced more literal phrasal verbs than figurative ones.
- Figurative phrasal verbs may be more difficult for learners because their meanings cannot be worked out from the component parts as easily (e.g., literal 'get' + 'up' = 'rise [out of bed]' easier than figurative 'turn' + 'down' = 'refuse [an offer]').

Things to consider

- The study provides important evidence that Chinese learners' avoidance of phrasal verbs is affected by proficiency levels (including exposure to them), phrasal verb type (literal vs figurative) and test type.
- Future researchers are advised to use more phrasal verb items and participants when designing their studies and to compare second and foreign language learning contexts (e.g., where English is and is not spoken as a main language).
- **In your context:** To what extent do these findings apply to your learners? How do you approach phrasal verb teaching?

How to cite this summary: O'Reilly, D., and Liao, Y. (2018). Avoidance of phrasal verbs: The case of Chinese learners of English. *OASIS Summary of Liao and Fulaya (2004) in Language Learning*. <https://oasis.dial.psu.edu>

Note: The summary authors were unable to contact Y. J. Fulaya and so this name is not listed as a summary author.

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<< What this research was about and why it is important

<< What the researchers did

<< What the researchers found

<< Things to consider

Text extract from original journal article (Liao & Fukuya, 2004, p. 206)

	of English	Figurative	0.26	0.19
		Literal	0.70	0.24
Recall	Advanced learners of English	Total	0.78	0.17
		Figurative	0.76	0.17
		Literal	0.83	0.24
	Intermediate learners of English	Total	0.50	0.22
		Figurative	0.48	0.21
		Literal	0.55	0.35

two-way (3×2) ANOVA with repeated measures on one independent variable (Analysis I) was conducted to investigate the performance of the three groups (the native speakers, the advanced learners, and the intermediate learners) on the multiple-choice test. The ANOVA results showed that group was significant, $F(2, 34) = 31.25, p < .01$. Phrasal-verb type was also significant, $F(1, 34) = 7.68, p < .01$, with the mean score on the literal phrasal verbs significantly higher than that on the figurative phrasal verbs.



Aim: Straightforward but faithful representation of original study



Text extract from OASIS summary

What the researchers found

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- On the translation test (the only format not to present phrasal verbs to learners), both intermediate and advanced learners produced more literal phrasal verbs than figurative ones.
- Figurative phrasal verbs may be more difficult for learners because their meanings cannot be worked out from the component parts as easily (e.g., literal 'get' + 'up' = 'rise [out of bed]' easier than figurative 'turn' + 'down' = 'refuse [an offer]').

OASIS & you

- Search for relevant summaries
- Draft a summary of research you are reading
- Summarise your own research

[names of original authors] (year of original publication). [the original article title]. [*the journal name, volume, issue*, pages. [<https://doi.org/...>]

[The title of your one page summary]

What this research was about and why it is important

Provide a short, non-technical summary of the research here. Try to include: 1) a statement about why it is important to have the knowledge that was sought in the study, 2) a very short description of the broad approach taken to doing the research, and 3) a short statement summarizing key outcome(s) or finding(s).

What the researchers did

- Provide information about the method of the study here.
- Use bullets for each relevant piece of information
- Focus on information that helps readers outside academia contextualize the study.
- Leave out information that is technical and very detailed.
- Avoid jargon about research design, methods, or analysis.

What the researchers found

- Describe the main findings of the study, in simple terms
- Use bullet points to list key findings
- Use a logical order that groups findings into easily understood 'chunks'
- Avoid reference to statistics and statistical terms

Things to consider

- Interpret the major finding(s) and state key implications or conclusions, but without over-generalizing.
- Discuss what the findings of the study may mean, without over-generalizing.
- You could perhaps discuss: possible explanations for 'odd' findings; possible avenues for future investigation; potential limitations of the study.
- You can also pose questions considering ways in which the study might relate to a likely reader's own context.
- You can use bullet points
- See the annotated summaries for examples.

Material, data, open access article: [Materials, data, or open access paper available from <https://www.iris-database.org/> or another site provided it is **permanent**, i.e., *not* a personal or institutional site. If not available write N/A.]

How to cite this summary: Surname, Initial., of each summary writer, in order of contribution, or alphabetical order if contributions were similar (year of publication of the summary on OASIS). The summary title, with lower case letters at start of each word. *OASIS Summary of [original author(s) Surname, Surname, & Surname, then et. al. if more than three] (year of publication of the original study) in [Original Publication Venue, Upper Case on First Letter of Each Word, in italics]* <https://oasis-database.org>

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- Information about the terms used in IRIS
 - Type of Instrument
 - Research Area
 - Linguistic Feature
 - Data Type
 - Participant Type
 - Proficiency of Learners
 - Domain of use for language being learnt
 - Funder

Type Of Instrum

Top Level Term (48)
Analyses
Clicker

Data Type

Top Level Term (1
Closed response forr
Coding scheme for n
Judgements
Open response
Oral comprehension
Oral production
Qualitative
Reaction times
Written comprehens
Written production
Other

Computer game
Data

Research Area

Top Level Term (56)
Acquisition
Ag
Ap

Participant Type

Top Level Term (24)
Adolescent learners
Adults learners
Artificial language learners
Bilinguals
First language attriters
First language learners
Foreign language learners
Heritage speakers
Immigrants
Language users
Migrants
Monolinguals
Native speakers
Policy-makers
Primary school
Professional translators
Second language learners
Sign language users
Teacher educators / trainers
Teacher trainees
Teachers / lecturers
Teaching Assistants (TAs)
Young learners

Linguistic Featu

Top Level Term (15
Animacy

Proficiency of Learners


Top Level Term (15)	Second Level Term (28)	Third Level Term (22)
Complete beginner		
Near beginner		
Pre-intermediate		
Intermediate		
Intermediate/advanced		
Advanced		
Near native		
Native		
Bilingual since infancy		
CFER		
	Basic Speaker	
		Breakthrough or Beginner
		Waystage or Elementary
	Independent Speaker	
		Threshold or Intermediate
		Vantage or Upper intermediate
	Proficient Speaker	
		Effective Operational Proficiency or Advanced
		Mastery or Proficiency
ACTFL		
	Novice Low	
	Novice Mid	
	Novice High	
	Intermediate Low	
	Intermediate Mid	
	Intermediate High	
	Advanced Low	
	Advanced Mid	
	Advanced High	
	Superior	

Examples of materials



Vanek &
Selinker
(2017)



Album	#	Title	Length	Rating	Contributing artist
New English File					
	1	New English File Adva...	0:15	☆☆☆☆☆	New English File
	2	New English File	0:40	☆☆☆☆☆	New English File
	3	Alternative	5:17	☆☆☆☆☆	New English File
	4	Unknown Year	4:14	☆☆☆☆☆	New English File
	5		4:15	☆☆☆☆☆	New English File
	6		4:16	☆☆☆☆☆	New English File
	7		4:17	☆☆☆☆☆	New English File
	8		4:18	☆☆☆☆☆	New English File
	9		4:19	☆☆☆☆☆	New English File
	10		5:1	☆☆☆☆☆	New English File
	11		5:2	☆☆☆☆☆	New English File
	12		5:3	☆☆☆☆☆	New English File
	13		5:4	☆☆☆☆☆	New English File
	14		5:5	☆☆☆☆☆	New English File
	15		5:6	☆☆☆☆☆	New English File
	16		5:7	☆☆☆☆☆	New English File
	17		5:8	☆☆☆☆☆	New English File
	18		5:9	☆☆☆☆☆	New English File
	19		5:10	☆☆☆☆☆	New English File
	20		5:11	☆☆☆☆☆	New English File
	21		5:12	☆☆☆☆☆	New English File
	22		5:13	☆☆☆☆☆	New English File
	23		5:14	☆☆☆☆☆	New English File
	24		5:15	☆☆☆☆☆	New English File
	25		5:16	☆☆☆☆☆	New English File
	26		5:17	☆☆☆☆☆	New English File
	27		5:18	☆☆☆☆☆	New English File
	28		5:19	☆☆☆☆☆	New English File
	29		5:20	☆☆☆☆☆	New English File
	30		5:21	☆☆☆☆☆	New English File
	31		5:22	☆☆☆☆☆	New English File
	32		5:23	☆☆☆☆☆	New English File
	33		5:24	☆☆☆☆☆	New English File

Example of materials (CALL)



	A	B	C	D	E	F	G	H	I	J	K
1	EFFECT SIZES POOLED FOR EACH UNIQUE SAMPLE										
2			participants		EFFECT SIZES (unbiased d)						
3	ID	Study	comp. points	N (CG)	N (EG)	EG pre / EG post	EG pre / EG del	CG post / EG post	CG del / EG del		
5	1	Abu Alshaar & Abuseileek 2013	8	16	16	3.00			0.87		
6	2	Ashouri et al. 2014	1	30	30	3.00		3.00			
7	3a	Bale 2013a, 2013b	2		8	2.40					
8	3b	Bale 2013a, 2013b	2		9	1.35					
9	3c	Bale 2013a, 2013b	2		4	2.03					
10	3d	Bale 2013a, 2013b	2		6	1.67					
11	4	Boulton 2007	1	51	53	0.19			-0.06		
12	5	Boulton 2008a	1		113	0.64					
13	6	Boulton 2009a	2	32	34	0.87	0.36	0.46		-0.10	
14	7	Boulton 2010a, 2008b	1	62	62	0.70			0.34		
15	8	Boulton 2011a	2	25	34				0.37		
16	9	Braun 2007	2	12	13				3.00		
17	10a	Buyse & Verlinde 2013	1	17	17				0.58		
18	10b	Buyse & Verlinde 2013	1	17	18				-0.14		
19	11	Çelik 2011	2	34	32		2.49	2.19	0.26	0.68	
20	12	Chan & Liou 2005	1		32		2.41	1.29			
21	13	Chang, P. 2012, 2010	2		7		1.40				
22	14a	Chang, W.-L. & Sun 2009	1		13		3.00	2.56			
23	14b	Chang, W.-L. & Sun 2009	1		13		3.00				
24	15a	Chatpunnarangsee 2013	1		9		1.11				
25	15b	Chatpunnarangsee 2013	1		10		1.41				
26	15c	Chatpunnarangsee 2013	1		5		2.70				
27	16a	Chen 2011	1		22		1.38				
28	16b	Chen 2011	1		29		2.64				
29	17	Chujo et al. 2013	1		22		0.65				
30	18a	Chujo & Oghigian 2012	12	23	25		1.51		1.98		
31	18b	Chujo & Oghigian 2012	12	23	14		1.12		0.73		
32	19	Cobb 1997a, 1997b	3	11	11		2.42		3.00		
33	20a	Cobb 1999a, 1997b, 1999b	2	17	18		0.70		0.44		
34	20b	Cobb 1999a, 1997b, 1999b	2	9	12		0.85		0.49		
35	21a	Cotos 2014, 2010	1		16		1.58				
36	21b	Cotos 2014, 2010	1		15		1.94				
37	22	Curado Fuentes 2007	1	20	20				3.00		
38	23	Daskalovska 2014	1	25	21		1.85	1.86	1.51	1.50	
39	24	Frankenberg-Garcia 2012	2	12	12				2.38		
40	25	Frankenberg-Garcia 2014	2	12	13				0.31		
41	26	Gan et al. 1996	1	48	48		1.60		1.27		
42	27	Gao 2011	1		21		0.67				
43	28	Gaskell & Cobb 2004	11	13	19		0.04		0.50		
44	29	Gordani 2013	?	35	35		3.00		0.87		

'Raw' effect size data from individual studies entered into a meta-analysis

Boulton & Cobb (2017)

Example of materials (CALL)

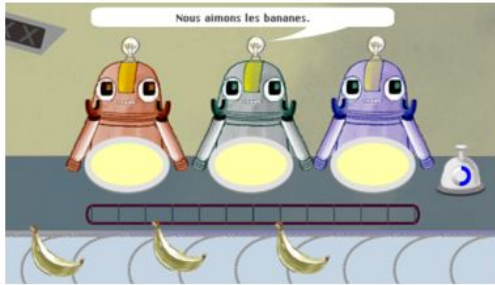


Overview of grammar training during practice sessions

Mini-game A

Grammar focus: 1st person singular (-e) vs. 1st person plural (-ons)

Game context: The player has to choose food to feed to three robots. On each turn, one of the robots will make a statement (e.g. “Je mange du chocolat” *I eat chocolate*). The player should either: a) feed only the robot that spoke (first person singular), or b) feed all of the robots (1st person plural).



Gaming Grammar Digital Game

Kasprowicz, Marsden & Sephton (2019)

Mini-game D

Grammar focus: 3rd person present (il / elle) vs. past (il / elle a)

Game context: The player must read and / or listen to a team leader's reports of their team members' missions (e.g. “Il a cherché la poste” *He found the post office*), to identify whether they are ongoing (present tense) or have been completed (past tense). The player must stamp the mission file with “ONGOING” or “COMPLETE”.

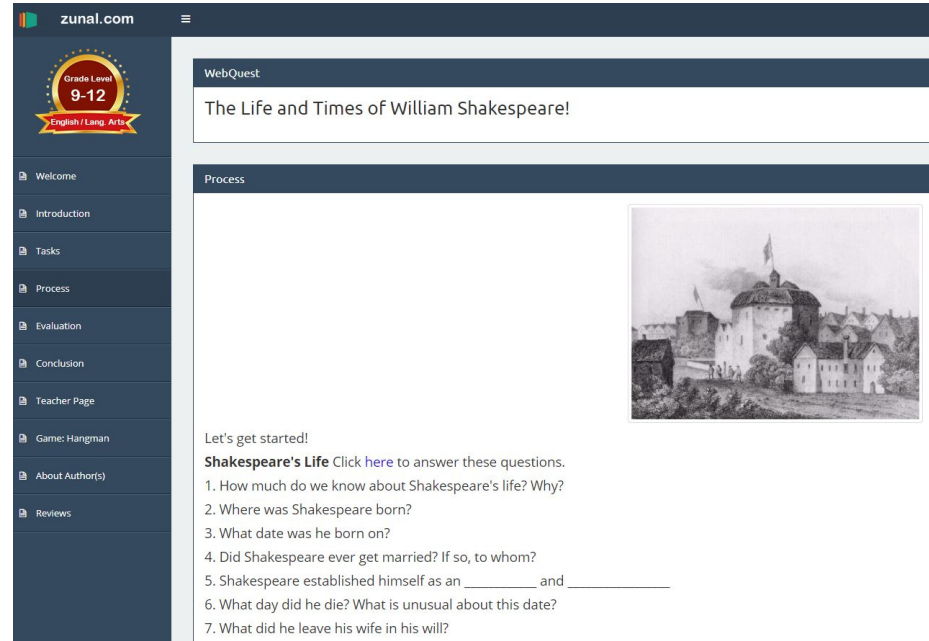


Example of materials (CALL)

WEBQUEST

WebQuest was created by Bernie Dodge of San Diego State University, the United States of America in 1995. Since then, WebQuest was continuously developed to be used by teachers around the world. As a learning format using the Web as a basis, then the use of the Internet is also a requirement in making WebQuest. Although it can be used offline (no Internet connection - in the form of Microsoft Powerpoint Slide), the Internet is still required in the preparation of the WebQuest. WebQuest is actually a lesson plan that requires children to process, apply and present the information they get from the Internet or other additional data sources.

WEBQUEST FOR TEACHING YOUNG LEARNERS
Setyaningsih (2012)



The screenshot shows a web browser interface for a WebQuest on the website zunal.com. The page title is "The Life and Times of William Shakespeare!". The page is divided into sections: "WebQuest" and "Process". The "Process" section contains a list of seven questions related to Shakespeare's life. To the right of the questions is a small illustration of a building, likely a historical site related to Shakespeare.

zunal.com

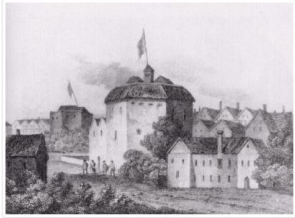
Grade Level
9-12
English / Lang. Arts

- Welcome
- Introduction
- Tasks
- Process
- Evaluation
- Conclusion
- Teacher Page
- Game: Hangman
- About Author(s)
- Reviews

WebQuest

The Life and Times of William Shakespeare!

Process



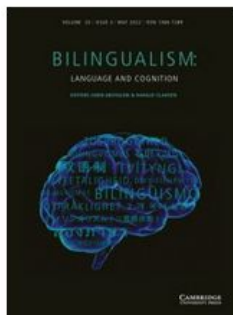
Let's get started!

Shakespeare's Life Click [here](#) to answer these questions.

1. How much do we know about Shakespeare's life? Why?
2. Where was Shakespeare born?
3. What date was he born on?
4. Did Shakespeare ever get married? If so, to whom?
5. Shakespeare established himself as an _____ and _____.
6. What day did he die? What is unusual about this date?
7. What did he leave his wife in his will?

Why share data?

- Computational reproducibility (verify)
- Analytic robustness (reconceptualise)
- Research synthesis (evaluate and build)



[Bilingualism:](#)
[Language and](#)
[Cognition](#)

Towards a credibility revolution in bilingualism research: Open data and materials as stepping stones to more reproducible and replicable research

Published online by Cambridge University Press: 27 August 2021

[Cylcia Bolibaugh](#) , [Norbert Vanek](#) and [Emma J. Marsden](#)

[Show author details](#) 

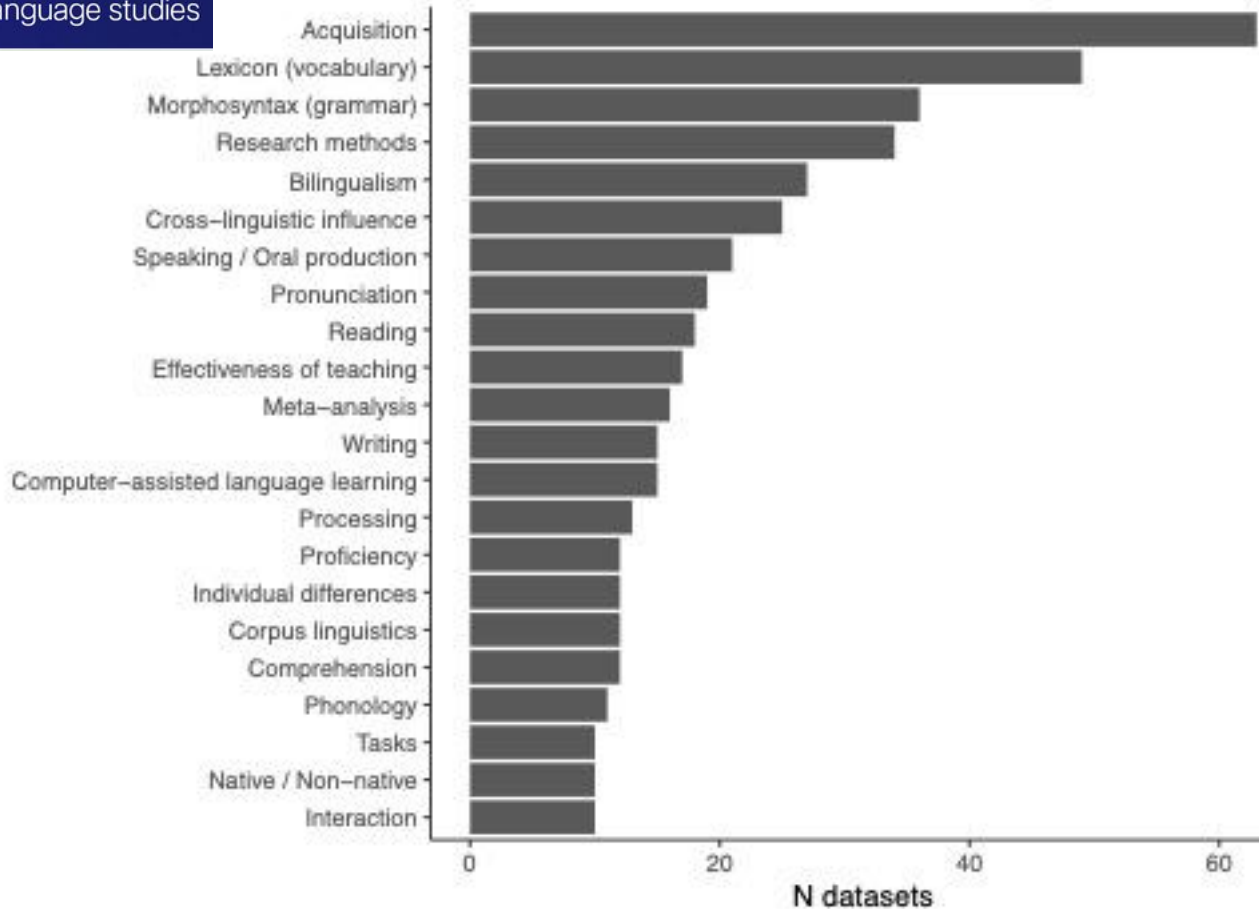
Article

Metrics

- Disciplinary scope (37 Journals, AAAL, BAAL)
- Field specific metadata
- Findable: PID
- Accessible: cc-by-sa



Top 20 research areas/datasets in IRIS (2017 – 2022)





By using IRIS we can:

- Share more materials and data within our field
 - Contact with original authors not needed.
 - Comparison of data from similar studies is facilitated.
 - Tried and tested materials can be adapted for use in other studies.
- Aid replication research (IRIS replication award encourages this)
 - Methods are clearer with full material availability
 - Full data sets and analysis protocols / script allows for reproducible analyses.
 - Many similar materials can be found easily

IRIS & you

- Search for relevant materials
- Search for data and code
- (post-viva) upload and contribute!

Search and download

Enter any text you wish into the search box below, such as an author, a type of instrument, a data collection method, a research area, a language, a linguistic feature, etc.

Search

Click search to [see everything in IRIS](#), and then use filters to narrow down your search

For terms you can search for, see the [Search Help page](#). Multiple terms separated by a space are automatically treated as term1 OR term2 OR ... searches.

Submission and upload of new material

Submit



Meet me
at the
buffet :)




Dr. Christina Bergmann

@chbergma



So glad the buffet metaphor is catching on, there are so many solutions out there. Don't try to stuff yourself on everything, select what works for this study and let's steadily improve our fields... [#openscience](#)

 @CBolibaugh

Thanks!



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