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**Author Response Form**



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**Manuscript Title: A New Perspective on EFL Teaching: Applying Fuzzy QFD in TRIZ for Teaching Quality Improvement**

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**Review Cycle: □ 1st; □2nd; □3rd;**

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| **Reviewer’s Comments** | **Author’s Responses**  **(Please explain your revision with specifying the page number according to each reviewer’s comments)** | **Remarks** |
| Reviewer A  1. TRIZ references are too focused on D. Mann works, many times it would be better to cite Altshuller’s books; references about TRIz and teaching are totally lacking as for example Alexander Sokol or Nikolai Khomenko’s works.  2. Parameters related to teachers, courses, classrooms and students are mixed together… this generates confusion. I strongly suggest to define a precise ontology before suggesting the use of a TRIz tool in a new domain. Every parameters and principle needs a specific definition, otherwise It cannot be considered as a scientific work.  Reviewer B  1. Page5, ‘4. Assume X is…..equation: Xsorry, I don't understand this. The reason why the author's write double Bi. I suggested that the author’s should write it in this article.  2. Page 6, 4. Case study 2nd paragraph, line 3: ‘…and three students….’ Please add the numbers of males/females, and grade (freshman? sophomore? junior? senior).  3. Page 7, the ‘Figure 1…’should be ‘ Fig. 1….’ In addition, an illustration of figure, a Text was covered with line.  4. Page 12, line 11: ‘…No. 2, No. 10, No. 28, and No. 35.’ have to rewrite ‘…No. 2, 10, 28, and 35.’  5. Page 12, ‘Table 3 Improving…’ have to rewrite ‘Table 3. Improving…’  6. Page 13, last 1-2 line : ‘… as follows: Idea 9, Idea 6, Idea 2, Idea 8, Idea 7, Idea 5, Idea 3, Idea 4, and Idea 1.’ have to rewrite ‘… as follows: Idea 9, 6, 2, 8, 7, 5, 3, 4, and 1.’  7. Page 15, formatting error in references. Such as ‘Akay, D., Demıray, A., & Kurt, M. (2008)….’ have to rewrite ‘Akay, D., Demıray, A. and Kurt, M. (2008)….’ Please take off all references.  Reviewer C  1. The literature review is adequate and the usage of contradiction analysis is properly applied. However, whether the inventive principles originally developed from engineering cases can be applied to other fields is still disputable. The conversions and interpretations of parameters as well as inventive principles are very critical to effectively utilize the contradiction matrix. | Dear reviewers:  I am very grateful to your comments for the manuscript. Based on your request, I have made some modifications on the original manuscript. Here below is my description on the revision. Thank you very much for your kind advice.  Reviewer A  1. Thank Reviewer A for the advice. The following reference has added in the paper:  Sokol, A., Oget, D., Sonntag, M., & Khomenko, N. (2008). The development of inventive thinking skills in the upper secondary language classroom. Thinking Skills and Creativity, 3(1), 34-46.  (Please see the revision on page 3 and 18)  2. Thank Reviewer A for the advice. The determinants of teaching quality are complex and do involve different aspects (such as teachers, students, and environment). As stated in the paper, a TRIZ parameter may match more than one determinant of teaching quality, and the determinants of teaching quality are not limited to those shown in the parameter-corresponding table. It is difficult to confine each parameter or each principle within certain limits. In this study, the author endeavor to propose potential parameters and principles regarding teaching quality. Semi-structured interviews, references for each determinant, and questionnaires were adopted to ensure each row of the parameter-corresponding table represents the most similar analogical explanation between a determinant of teaching quality and a specific TRIZ parameter.  Reviewer B  1. Thank Reviewer B for the kind reminding.  Let X denote the defuzzified value of the integrated fuzzy number for each service quality determinant , and the defuzzified values can be calculated with the equation X. The equation comes from Su and Lin’s work (as stated on page 3). In order to make it more clear, the reference is cited again on page 5. (Please see the revision on page 5)  2. Those participants were Freshmen students. (Please see the revision on page 6)  Since gender was not one of the issues discussed in this paper, would the reviewer please kindly consider not adding it in the manuscript?  3. “Figure 1” has changed to “Fig. 1”. (Please see the revision on page 7)  I am sorry that I do not fully understand what “a Text was covered with line” means. So that part has not changed yet.  4. “No. 2, No. 10, No. 28, and No. 35.” has changed to “No. 2, 10, 28, and 35”. (Please see the revision on page 12)  5. “Table 3” has changed to “Table 3.”. (Please see the revision on page 12)  6. “Idea 9, Idea 6, Idea 2, Idea 8, Idea 7, Idea 5, Idea 3, Idea 4, and Idea 1.” has changed to “Idea 9, 6, 2, 8, 7, 5, 3, 4, and 1.”. (Please see the revision on page 13)  7. For references, all the “&” symbols between authors have change to “and”. (Please see the revision on page 14 to 19)  Reviewer C  1. Thank Reviewer C for the kind words and comments. This study makes a new attempt to develop a methodology for resolving teaching problems and improving teaching quality in an innovative way. There is a lack of TRIZ-specific research addressing the teaching quality domain. The current paper serves as an exploratory study, and the researcher will make an effort to deepen related topic in the near future. |  |

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