

# Second Language Research Methods Helbert

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A New New English Anja Kellermann 2001 Gibraltar is a mere 2.5 square miles of British rock at the southern tip of the Iberian peninsula. Yet this microcosm is home to 20,000 Gibraltarians. In the wake of age-old geo-political, social and cultural tensions, a unique language contact situation has emerged. Since the arrival of the British in 1704, Spanish and English have coexisted in the colony: English as the language of the colonial masters, and Spanish/Yanito as that of the local people. Over the last 60 years, however, this diglossic situation has gradually changed, with the Gibraltarians adopting English as their 'mother tongue'. The result has been the institutionalisation of the language and the emergence of a new New English. This empirical study conducts an instrumental analysis of this localised form of English, revealing its nativisation process. The analysis pinpoints the distinctive features of 'Gibraltarian English' and posits that a focussing process is in progress. Implementing a qualitative/quantitative analysis of sociolinguistic data, the author also explores the mechanisms behind the speech community's language usage, attitudes and ideology. Over time Gibraltarians' changing conceptions about English and Spanish have reflected their perceived identity of themselves as British and/or Gibraltarians. This book reveals Gibraltar as speech community in search of an identity. It is a people aware of its multicultural heritage, determined in its continued rejection of Spanish claims on sovereignty, and increasingly ambivalent toward its colonial past.

**Methods in Pragmatics** Andreas H. Jucker 2018-06-25 *Methods in Pragmatics* provides a systematic overview of the different types of data, the different methods of data collection and data analysis used in pragmatic research. It offers authoritative and comprehensive surveys of the entire breadth of methods and methodologies. Part 1 covers introspectional, philosophical and cognitive pragmatics. Part 2 is devoted to experimental pragmatics, including discourse completion and dialogue construction tasks, role-plays and other production and comprehension tasks. Part 3 reviews observational pragmatics including ethnographic and discourse analytic methods, and part 4, finally, is devoted to corpus pragmatics including accounts of corpus compilation, annotation and data retrieval specific to pragmatic research. Each contribution provides a state-

of-the-art account of the precise workings of one particular method, its applications in the relevant research literature as well as a critical assessment of its strengths and weaknesses and the type of pragmatic research questions for which it is most suitable.

**The Oxford Handbook of Pragmatics** Yan Huang 2017-01-19 This volume brings together distinguished scholars from all over the world to present an authoritative, thorough, and yet accessible state-of-the-art survey of current issues in pragmatics. Following an introduction by the editor, the volume is divided into five thematic parts. Chapters in Part I are concerned with schools of thought, foundations, and theories, while Part II deals with central topics in pragmatics, including implicature, presupposition, speech acts, deixis, reference, and context. In Part III, the focus is on cognitively-oriented pragmatics, covering topics such as computational, experimental, and neuropragmatics. Part IV takes a look at socially and culturally-oriented pragmatics such as politeness/impoliteness studies, cross- and intercultural, and interlanguage pragmatics. Finally, the chapters in Part V explore the interfaces of pragmatics with semantics, grammar, morphology, the lexicon, prosody, language change, and information structure. The Oxford Handbook of Pragmatics will be an indispensable reference for scholars and students of pragmatics of all theoretical stripes. It will also be a valuable resource for linguists in other fields, including philosophy of language, semantics, morphosyntax, prosody, psycholinguistics, and sociolinguistics, and for researchers and students in the fields of cognitive science, artificial intelligence, computer science, anthropology, and sociology.

*Second Language Research Methods - Oxford Applied Linguistics:* H. W. Seliger 2013-09-27 Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

Second Language Acquisition Susan M. Gass 2013-08-21 Now in a fourth edition, this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition (SLA). Its chapters have been fully updated, and reorganized where appropriate, to provide a comprehensive yet accessible overview of the field and its related disciplines. To reflect current developments, new sections on using learner corpora, semantics and morphosyntax (within formal approaches to SLA), sociocultural approaches, gesture, priming research, and chaos theory have been added. Students will also find expanded discussions of heritage language learning, bilingualism, pragmatics, and much more. The redesigned fourth edition of Second Language Acquisition retains the features that students found useful in the current edition but also provides new pedagogical tools that encourage students to reflect upon the experiences of second language learners. As with previous editions, discussion questions and problems at the end of each chapter help students apply their knowledge, and a glossary defines and reinforces must-know terminology. This clearly-written, comprehensive, and current textbook, by

expert Sue Gass, is the ideal textbook for the introductory SLA course in second language studies, applied linguistics, linguistics, TESOL, and language education programs.

*Second Language Research* Alison Mackey 2021-09-30 *Second Language Research: Methodology and Design* is a clear, comprehensive overview of core issues in L2 research. Authored by well-known scholars in SLA and supported by a wealth of examples from actual studies and extensive pedagogical resources, this book first introduces students to the key topics and debates in L2 research. It then guides readers step by step through the research process—from basic principles and collection methods through study design and reporting—to the point of being able to conduct their own research from beginning to end. This book is an essential text for students and novice researchers of SLA, applied linguistics, and second and foreign language teaching. Key Features A wealth of graphics, visuals, and exercises in each chapter. "Time to Think" and "Time to Do" boxes within chapters Helpful glossary and subject index New to This Edition Substantially reorganized chapters Significantly expanded chapters on qualitative and mixed methods Substantive revised material on computer/technology-based research Spotlights a variety of new software packages and databases, including video-mediated technology and games Discusses the Open Science Movement Expanded coverage of corpora, processing, and psycholinguistics-based research Updated references throughout

*Discourse Topics* Richard Watson Todd 2016-11-24 Discourse topics are a frequently mentioned but rarely operationalised concept in linguistics. Taking a text linguistic approach and defining discourse topics as clusterings of concepts, this book examines and compares methods for investigating topic boundaries, topic identification and topic development. The first book to be devoted to topics in extended discourse, *Discourse Topics* examines topics in several genres and generates new insights into the nature of discourse topics that challenge the status quo. It is essential reading for researchers in linguistics, discourse analysis, natural language processing and psychology whose work concerns topics.

*The Role of Output in Acquisition of Second Language Syntax* Elizabeth Harriett Glew 1994

*Variability and Stability in Foreign and Second Language Learning Contexts* Liliana Piasecka 2013-02-22 This book contains a wide spectrum of topics organized within a relatively fixed framework of Applied Linguistics theory and practice, revolving around the concepts of stability and variability that capture the dynamic nature of the phenomena characterizing language, learning and teaching. The primary strength of individual chapters lies in the fact that the vast majority report original empirical studies carried out in diverse second/foreign language learning contexts – investigating interesting issues across various nationalities, ages, educational and professional groups of language learners, and teachers. The issues under scrutiny entail the 'classic' recurrent topics related to language learning and teaching, such as

communicative competence, input, orality and literacy, learner characteristics and strategies, and teacher development – to mention just a few. In addition, ‘recent arrivals,’ to borrow a marketing metaphor, are also present, as the authors consider learning and teaching implications resulting from the status of English as a language of international communication, and discuss related concepts of intercultural competence along with language learners’ identity and creativity. The multilingual and multicultural contributors to the present volume are researchers – foreign and second language learners and teachers themselves – who offer the reader a range of methodological designs that have been successfully used in Applied Linguistics research. The framework of stability and variability suggests that changes leading to progress and development derive from stable foundations that account for the sense of continuity and belonging in applied linguists’ communities of practice.

### **Second Language Instruction/acquisition Abstracts 1997**

**Second Language Research Methods** Herbert W. (Professor of Linguistics Seliger, Professor of Linguistics City University New York) 1989 Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

*The SAGE Handbook of Social Research Methods* Pertti Alasuutari 2008-02-25 The SAGE Handbook of Social Research Methods is a must for every social-science researcher. It charts the new and evolving terrain of social research methodology, covering qualitative, quantitative and mixed methods in one volume. The Handbook includes chapters on each phase of the research process: research design, methods of data collection, and the processes of analyzing and interpreting data. The volume maintains that there is much more to research than learning skills and techniques; methodology involves the fit between theory, research questions research design and analysis. The book also includes several chapters that describe historical and current directions in social research, debating crucial subjects such as qualitative versus quantitative paradigms, how to judge the credibility of types of research, and the increasingly topical issue of research ethics. The Handbook serves as an invaluable resource for approaching research with an open mind. This volume maps the field of social research methods using an approach that will prove valuable for both students and researchers.

**Practicing Theory in Second Language Writing** Tony Silva 2010-01-15 Theory has been used widely in the field of second language writing. Second language writing specialists—teachers, researchers, and administrators—have yet to have an open and sustained conversation about what theory is, how it works, and, more important, how to practice theory. *Practicing Theory in Second Language Writing* features fourteen essays by distinguished scholars in second language writing who explore various aspects of theoretical work that goes on in the field.

Research Methods for English Language Teachers Jo McDonough 2014-05-12 This book offers a lively introduction to the research methods and techniques available to English language teachers who wish to investigate aspects of their own practice. It covers qualitative and quantitative methodology and includes sections on observation, introspection, diary studies, experiments, interviews, questionnaires, numerical techniques and case study research. Each method is illustrated with examples in language teaching contexts, and techniques of data collection and analysis are introduced. The authors focus particularly on research in the classroom, on tests, materials, the effects of innovations, and they discuss methods appropriate to research in various collaborative modes as well as by individuals. A key feature of the book is an introduction to the debate surrounding different approaches to research, with an evaluation of traditional research in relation to the paradigms associated with reflective practice and action research. The book is ideal for teachers on initial training and post-experience courses, students on degree programmes in applied linguistics and TEFL and, of course, practising teachers with an interest in research methods in language teaching.

**Talk and Interaction in Social Research Methods** Paul Drew 2006-05-11 'This book admirably fulfils its stated objective of describing social research methods in action and exploring, from a range of perspectives, the linguistic shaping of social context. Overall, this is a balanced, well-edited and coherent collection of papers, bringing together high quality work from recognized authorities in the analysis of talk-in-interaction. It is also highly accessible; it would certainly make an excellent resource book for undergraduate, graduate (and practising!) social scientists' - Rebecca Clift, University of Essex 'Talk and Interaction in Social Research Methodologies is a much-needed methods text. Focusing on research methods in action, the volume offers a new way of viewing the realities of social research. By taking language use seriously, the text reveals the details and depths of a wide range of research projects as they have seldom been presented before. This is the first book of its kind to offer such a powerful and insightful depiction of the role of talk-in-interaction in relation to social research methods. The book's plan is creative and unparalleled. There's nothing else like it. The editors—Paul Drew, Geoffrey Raymond and Darin Weinberg—represent the very best from multiple traditions of researching talk-in-interaction—from both sides of the Atlantic. The chapters are written by a sterling collection of researchers—a virtual honor roll of conversation analysts and kindred spirits. This book is a "must read" for social researchers of all disciplines who are interested in social interaction. It should be assigned reading for all graduate students being introduced to qualitative methods. It should be on every qualitative researcher's book shelf. It is a tour de force in demonstrating the absolutely fundamental position that language use holds in social science methodology' - James A Holstein, Marquette University This is a methodology text with a difference. It demonstrates the importance of talk in a variety of social research methodologies. Even documents, the seemingly least interactional form of social data, are shown to have important interactional dimensions. The book focuses systematically on how sociological methods are

essentially conducted through forms of spoken interaction, and how these interactions shape the results that emerge in research. The book demonstrates: " How spoken interactions shape the outcomes of core research methodologies " The role which talk-in-interaction plays in key substantive areas of sociology notably race, crime, gender and media " Reveals the interactional underpinnings of research methodologies This is the first text aimed at an undergraduate and Master's audience in Sociology and Social Research, which shows the crucial part that spoken interaction plays in the conduct and products of conventional sociological methodologies.

**Second Language Research Methods** Herbert W. Seliger 1990

Research in Language Learning American Council on the Teaching of Foreign Languages 1993

**The Dubbing Translation of Humorous Audiovisual Texts** Pietro Luigi Iaia 2015-09-04 This book provides a theoretical and practical framework for researchers and practitioners who focus on the construction, interpretation and retextualisation of audiovisual texts. It defines translation as a communicative and interpretative process, with translators seen as cross-cultural mediators who make the denotative-semantic and connotative-pragmatic dimensions of source scripts accessible to target receivers, prompting equivalent perlocutionary effects, while still respecting the original illocutionary force. While existing research on audiovisual translation generally adopts a product-based perspective, examining the lexico-semantic and syntactic features of source and target versions, this book proposes an "Interactive Model", in order to explore what happens in the translators' minds, as well as the influence of the interaction between the linguistic and extralinguistic dimensions in the construction and interpretation of audiovisual texts. The application of this Model to the analysis of a corpus of humorous films, TV series and video games foregrounds the integration between the analysis of the source-text features and the knowledge of the target linguacultural backgrounds in the creation of pragmalinguistic equivalent scripts. At the same time, this book also provides valuable insights into the audience's reception of these translations, by submitting close-ended and open-ended questionnaires to subjects representing empirical receivers, thus helping to evaluate the degree of linguistic and functional equivalence of target versions.

**Intercultural Pragmatics** Istvan Kecskes 2014 In *Intercultural Pragmatics*, the first book on the subject, Istvan Kecskes establishes the foundations of the field, boldly combining the pragmatic view of cooperation with the cognitive view of egocentrism in order to incorporate emerging features of communication.

**Learner-directed Assessment in ESL** Glayol V. Ekbatani 2012-10-12 This text integrates the theory and practice of learner-based assessment. Written in response to two recent movements in language teaching--learner-centered teaching and a renewed interest in authenticity in language testing--it

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examines the relationship between the language learner and language assessment processes, and promotes approaches to assessment that involve the learner in the testing process. Particular attention is given to issues of reliability and validity. Grounded in current pedagogical applications of authentic assessment measures, this volume is intended for and eminently accessible to classroom teachers and program directors looking for ways to include their students in the evaluation process, graduate students, and professional language testers seeking authenticity in assessment and desiring to create more interactive evaluation tools.

**USING SCAFFOLDING TECHNIQUE TO IMPROVE VOCABULARY ACHIEVEMENT OF THE FIFTH GRADE PUPILS OF SD NEGERI 1 SEMBAWA BANYUASIN III** ISTIQOMAH P. RATU BANGSAWAN  
2020-04-16 This is an experimental study which is aimed to see whether or not there was a significant difference in vocabulary achievement between the pupils who were taught by using scaffolding technique and those who were taught by using conventional technique. For this purpose, a non equivalent control group design was used. The population was the fifth grade pupils at SD Negeri 1 Sembawa Banyuasin III in the academic year of 2009/2010. The total number of population was 47 pupils. The sample involved in this study was all pupils in the population. The pupils were grouped into two: the experimental group and the control group. The experimental group consisted of 24 pupils participated in the 10-week intervention of scaffolding technique while the control group consisted of 23 pupils received typical classroom instruction without intervention of scaffolding technique. To collect the data, test and questionnaire were used. To assess pupil's vocabulary knowledge, the writer proceeded the pre-test at the beginning of the research and followed the posttest at the end of the research. The vocabulary achievement was analyzed by examining vocabulary gains that participants made from the pre-test to the post-test. To find out whether there was a statistically significant difference on pupils' vocabulary learning achievement before and after the treatment, the t-analysis was used. The result of the study indicated that there was a significant difference between the pupils who were taught by using scaffolding technique and those who were taught by using common technique. It was found that the t-obtained value was 4.515 at significant value of 0.05 for two tailed test and degree of freedom 45, t-table value was 1.6794. Since the value of t-obtained is higher than that of t-table, the null hypothesis was rejected and the alternative hypothesis was accepted. Based on the result of the questionnaire, it was found that the total score of positive response was 225 of all 24 pupils. This means that 93.75% pupils who participated in 10-week intervention of scaffolding technique had positive response to all of the statements in the questionnaire. In other words, the pupils agreed that the use of scaffolding technique in vocabulary learning had positive effects on their vocabulary learning.

*Key Issues in Chinese as a Second Language Research* Istvan Kecskes 2017-06-26  
Key Issues in Chinese as a Second Language Research presents and discusses research projects that serve as theoretical grounding for improving the teaching and learning of Chinese as a second language (CSL) in order to help

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researchers and practitioners better understand the acquisition, development, and use of CSL. With the exception of the first chapter, which is state-of-the-art, each chapter makes an attempt to bring together theory and practice by focusing on theory building and theory application in practice. The book is organized around areas where most future research is needed in CSL: phonology, semantics, grammar, and pragmatics. Consisting of contributions from an international group of scholars working on cutting-edge research, this is the ideal text for researchers, graduate students, and practitioners in the area of Chinese as a second or foreign language.

*Research Methods in Interlanguage Pragmatics* Gabriele Kasper 1991

**To Define and Inform** Saihong Li Rasmussen 2010-05-11 "To Inform and Define: An Analysis of Information Provided in Dictionaries Used by Learners of English in China and Denmark" presents a masterly synthesis of lexicographical theory in relation to bilingual and learner's dictionaries and advances a radical argument about how such dictionaries are used and how they should be improved for the convenience of students. By tracing the history of the terms 'semantic' and 'pragmatic' in linguistics and philosophy, Saihong Li shows the weakness of any conceptual distinction between them. She goes on to demonstrate how inappropriate these terms are for thinking about the ways in which words are defined and explained in dictionaries. The theoretical argument is supported by detailed and comparative empirical research: learners of English as a second language in both China and Denmark were interviewed about their experiences as users of standard learner's dictionaries. The results are presented in tabular form and their interpretation is statistically informed. This is a path-breaking study. Saihong Li makes an important contribution to lexicographical theory, and advances a sophisticated methodology for the comparative study of English-language learning on an international scale and in the global marketplace of learner's dictionaries. Her work will be of great value for language teachers, lexicographers, and students of interpretation, translation and language pedagogies. "To Inform and Define" should also attract serious attention from editors and publishers of learner's dictionaries.

**Resources in Education** 1993-04

*Linguistics and Language Behavior Abstracts* 2006-10

*Sociolinguistics / Soziolinguistik. Volume 2* Ulrich Ammon 2008-07-14 Since the publication of the first edition of the handbook Sociolinguistics/Soziolinguistik, the then young discipline has changed and developed considerably. The field has left behind its status as an interdiscipline between sociology and linguistics and is now a worldwide established field. Sociolinguistics continues to contribute to solving practical problems in areas such as language planning and standardization, language policy, as well as in language didactics and speech therapy. Moreover, new topics and areas of application have arisen from the autonomy of the discipline - these have been systematically and extensively included in the

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perspectives. The chapters deal with the globalisation of English in itself and with the origin, development and status of varieties of English, often seen as a testing ground for different research traditions, including typological linguistics, second language acquisition, contact linguistics and sociolinguistics.

*Teaching and Learning English in the Digital Age* Inez De Florio-Hansen  
2018-04-23 TEFL in the 21st century First of all, teaching and learning English in the digital age means using digital tools in TEFL classrooms. This introduction exemplifies how to implement them in a meaningful way in combination with reliable methods (for additional practice-oriented teaching and learning suggestions see: <https://www.deflorio.de/blog> . A further important aspect of digitization is teaching and learning about media. Teachers have to create and deploy opportunities that allow students to develop a critical stance toward media in general and digital media in particular. This introduction to TEFL shows that the rapidly increasing influences of digitization lead to more internationalized and globalized science-based approaches to teaching and learning English. In this perspective, digitization offers an opportunity to rethink and reshape didactic concepts.

**Language Output, Communication Strategies and Communicative Tasks** Cynthia Fong King Lee 2004 This innovative book examines the relationship between foreign (L2) language acquisition and task-based learning from an output perspective, with a concentration on the learner's discourse and retrospection. Author Cynthia Lee explores this issue in an experimental context; with particular reference to Hong Kong Chinese tertiary learners of English. Lee's study contributes to research on L2 acquisition and casts light on task-based learning and pedagogy in Hong Kong classrooms and beyond. English language teaching practitioners, researchers, and applied linguists will find special value in this book.

**Email Discourse Among Chinese Using English as a Lingua Franca** Yuan-shan Chen  
2015-10-24 This edited volume makes a valuable contribution to the burgeoning research field of English as a lingua franca. In a pioneering step, the collection is exclusively devoted to the English email discourse of Chinese speakers. The studies address innovative topics related to various contexts and relationships, using several different approaches and theories, which taken together shed light on how English serves as a lingua franca in multiple types of global written communication. The research topics presented are organized into four thematic sections, including emails from students to professors, emails from students to the international academic community, emails from peer to peer, and emails at the workplace. This collection of empirical research invites readers to consider the special features of apologies, requests, terms of address, politeness, and discourse organization, and how cultural differences may affect the use or interpretation of each. Throughout the book, readers will also discover how Chinese speakers use special features and strategies to construct their identity, establish relationships, and achieve successful communication in English. This highly informative, thought-provoking

book also provides insights on methods for teaching email discourse using English as a lingua franca and suggests directions for future research.

**Information Highlighting in Advanced Learner English** Marcus Callies 2009 This book presents the first detailed and comprehensive study of information highlighting in advanced learner language, echoing the increasing interest in questions of near-native competence in SLA research and contributing to the description of advanced interlanguages. It examines the production and comprehension of specific means of information highlighting in English by native speakers and German learners of English as a foreign language, presenting triangulated experimental and learner corpus data as corroborating evidence. The study focuses on learners' use of discourse-pragmatically motivated variations of the basic word order such as inversion, preposing, and it- and wh-clefts, an underexplored field in SLA research to date. The book also provides a critical re-assessment of the study of pragmatics within SLA. It has largely been neglected to date that L2 pragmatic knowledge includes more than the sociopragmatic and pragmalinguistic abilities for understanding and performing speech acts. Thus, the book argues for an extension of the scope of inquiry in interlanguage pragmatics beyond the cross-cultural investigation of speech acts. It also discusses pedagogical implications for foreign language teaching and will be of interest to applied linguists and SLA researchers, language teachers and curriculum designers.

**Research Methods for Early Childhood Education** Rosie Flewitt 2020-01-23 Research Methods for Early Childhood Education takes an international perspective on research design, and illustrates how research methods are inextricably linked to cultural and theoretical understandings of early childhood, young children's competences and the purposes of education. The book offers a critical and reflective approach to established and innovative research methods in early childhood education, making links between diverse methodologies, methods and theory, with illustrative examples of research in practice. Each chapter addresses a specific methodological approach, linking the methodology to early childhood education with vignettes as examples of research practice in the global north, south, east and west, offering practical examples and critical thinking around new theoretical understandings of early childhood across geographical and cultural contexts. The book critically examines: - the role of the researcher - conceptualisations of how research is undertaken; - the often sensitive nature of conducting research with young children; - how early childhood education is understood; - how young children can be included as active research participants. Throughout, the book emphasises ethical and methodological issues that arise from undertaking research in mono-cultural and cross-cultural contexts. Annotated further reading lists provide a selection of seminal and recent studies that have adopted each methodological approach.

**Issues in Second Language Acquisition** Leslie M. Beebe 1988

**English as a Lingua Franca in Higher Education** Ute Smit 2010-05-26 With

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English-medium higher education burgeoning in Europe and elsewhere outside the English-speaking world, this book is the first to offer an ethnographically-embedded analysis of such classroom discourse by taking cognizance of English functioning as a lingua franca (ELF) in international student groups. By virtue of investigating one such educational programme in its entirety, the study also enlarges the present knowledge on ELF discourse as it offers novel insights into the interactional dynamics that shape and develop an educational community of practice.

*On Apologising in Negative and Positive Politeness Cultures* Eva Ogiermann  
2009-10-28 This book investigates how speakers of English, Polish and Russian deal with offensive situations. It reveals culture-specific perceptions of what counts as an apology and what constitutes politeness. It offers a critical discussion of Brown and Levinson's theory and provides counterevidence to the correlation between indirectness and politeness underlying their theory. Their theory is applied to two languages that rely less heavily on indirectness in conveying politeness than does English, and to a speech act that does not become more polite through indirectness. An analysis of the face considerations involved in apologising shows that in contrast to disarming apologies, remedial apologies are mainly directed towards positive face needs, which are crucial for the restoration of social equilibrium and maintenance of relationships. The data show that while English apologies are characterised by a relatively strong focus on both interlocutors' negative face, Polish apologies display a particular concern for positive face. For Russian speakers, in contrast, apologies seem to involve a lower degree of face threat than they do in the other two languages.

Research on Translator and Interpreter Training Jackie Xiu Yan 2017-11-29 This book comprehensively examines the development of translator and interpreter training using bibliometric reviews of the state of the field and empirical studies on classroom practice. It starts by introducing databases in bibliometric reviews and presents a detailed account of the reasons behind the project and its objectives as well as a description of the methods of constructing databases. The introduction is followed by full-scale review studies on various aspects of translator and interpreter training, providing not only an overall picture of the research themes and methods, but also valuable information on active authors, institutions and countries in the subfields of translator training, interpreter training, and translator and interpreter training in general. The book also compares publications from different subfields of research, regions and journals to show the special features within this discipline. Further, it provides a series of empirical studies conducted by the authors, covering a wide array of topics in translator and interpreter training, with an emphasis on learner factors. This collective volume, with its unique perspective on bibliometric data and empirical studies, highlights the latest development in the field of translator and interpreter training research. The findings presented will help researchers, trainers and practitioners to reflect on the important issues in the discipline and find possible new directions for future research.

Research Methods in Education Louis Cohen 2013-03-07 This rewritten, expanded and updated 7th edition of the long-running bestseller *Research Methods in Education* encompasses the whole range of methods currently employed by educational research at all stages. It offers plentiful and rich practical advice, underpinned by clear theoretical foundations, research evidence and up-to-date references. Chapters new to this edition cover: Causation, critical educational research, evaluation and the politics of research, including material on cross-cultural research, mixed methods and participatory research Choosing and planning a research project, including material on sampling, research questions, literature reviews and ethical issues Meta-analysis, research syntheses and systematic reviews Virtual worlds and internet research Using and analysing visual media and data in educational research Organizing and presenting qualitative data, content analysis, coding and computer analysis, themes, narratives, conversations and discourses, grounded theory Understanding and choosing statistical tests, descriptive and inferential statistics, multi-dimensional measurement and factor analysis *Research Methods in Education* is essential reading for both the professional researcher and students of education at undergraduate and postgraduate level, who need to understand how to plan, conduct, analyse and use research. The textbook is accompanied by a website: [www.routledge.com/textbooks/cohen7e](http://www.routledge.com/textbooks/cohen7e). PowerPoint slides for every chapter contain an outline of the chapter structure followed by a thorough summary of the key points, ideal for both lecturers and students.? Within the book a variety of internet resources are referred to and these references have been included here, with links to the websites.? A wide range of supplementary documents are available for many chapters, providing additional guidance and examples.? They range from guidelines for the contents of a research proposal with a worked example, to screen-print manuals for using SPSS and QSR N6 NUD\*IST (exportable to N-Vivo) plus data files.