

# Research in Applied Linguistics: A 21st-Century Bibliography

© 2020, Dr. Thirumalaikolundu Rose Kumar

Applied Linguistics Research Group, Republic of Fiji

doi: 10.5281/zenodo.4117508

---

---

## Introduction

I have been interested in the study of language since I was a very young kid, and this caused me to give up everything else just to focus on the study of language. Applied linguistics has specifically been my passion and blessing, and every now and then I prepare a bibliography of research on applied linguistics for people who are interested in this very fascinating area. I have done a comprehensive search for the most trustworthy research studies conducted in this area in the first one-fifth of the 21st century which I present here to all of the interested people. This bibliography also includes a few research studies from the 20th century, but its main focus is on the studies conducted between 2000 and 2020. I hope this small help can be beneficial to all of the people who love language. I hope graduate students will find this bibliography useful in doing their projects. God bless you all.

Here I first provide in-line citations and then I list the references which I covered in this bibliography.

## Section 1: In-line Citations

Abudonia, 2014; Ademilokun, 2012; Adéniyì, 2008; Adeniyi, & Bello, 2007; Aeginitou, 1994; Agbo, 2009; Agis, 2012; Agis, 2012; Aijmer, 1996; Ajayi, & Balogun, 2014; Ajayi, & Balogun, 2014; Al Shalabi, & Salmani Nodoushan, 2009; Al-Abed Al-Haq, & Al-Masaeid, 2009; Alaghbary, 2013; Albury, 2014; Alcón-Soler, 2008; Alcón-Soler, Martínez-Flor, & Safont-Jordà, 2005; Alfattah, H. & Ravindranath, 2009; Alharbi, & Al-Ajmi, 2008; Al-Jarf, 2007; Al-Jarf, 2011; Allan, 2015; Allan, 2018; Allan, & Salmani Nodoushan, 2015; Allport, 1937; Al-Magableh, 2010; Al-Mansoob, 2012; Alsheikh, & Elhoweris, 2011; Ananda, Fitriani, & Samad, 2020; Anderson, Vanderhof, & Donovick, 2013; Anderson, 2017; Anwar, 2009; Arikan, 2008; Arndt, & Janney, 1985; Arndt, & Janney, 1991; Arundale, 2006; Arundale, 2009; Arundale, 2010; Arundale, 2013; Asmali, & Yavuz, 2014; Atechi, 2011; Atechi, 2015; Austin, 1962; Azhari, Sari, & Rasyimah, 2020; Baayen, H., Davidson, & Bates, 2008; Baghdadi, 2017; Bahri Ys, Achmad, Burhansyah, & Syafriyana, 2020; Baltus, & Belhiah, 2013; Bardovi-Harlig, & Hartford, 1991; Bardovi-Harlig, & Hartford, 1993; Bardzokas, 2019; Bargiela-Chiappini, &

Haugh, 2009; Baroudy, 2008; Barron, 2003; Bataller, 2010; Baumeister, 1999; Baumeister, F., Campbell, D., Krueger, & Vohs, 2003; Baxter, 1984; Bayyr-Ool, & Voinov, 2012; Béal, 1990; Bednar, L., Wells, & Peterson, 1989; Beebe, 1985; Beebe, & Cummings, 1996; Beeman, 1976; Beeman, 1986; Bektas-Cetinkaya, 2012; Bektas-Cetinkaya, 2020; Ben Maad, 2008; Ben Maad, 2015; Bernouss, 2007; Bhatia, & Salmani Nodoushan, 2015; Bilbow, 1995; Billmyer, & Varghese, 2000; Bimpong, 2019; Björkén-Nyberg, 2018; Björkén-Nyberg, 2020; Blascovich, & Tomaka, 1991; Bloom, 1954; Blum-Kulka, 1982; Blum-Kulka, 1983; Blum-Kulka, 1987; Blum-Kulka, 1989; Blum-Kulka, 1991; Blum-Kulka, 1992; Blum-Kulka, & House, 1989; Blum-Kulka, & Levenston, 1987; Blum-Kulka, & Olshtain, 1984; Blum-Kulka, Danet, & Gherson, 1985; Blum-Kulka, House, & Kasper, 1989; Bolton, & Bronkhorst, 1996; Bordet, 2017; Boxer, 2010; Brown, 1994; Brown, 2013; Brown, 2016; Brown, & Salmani Nodoushan, 2015; Brown, & Levinson, 1978; Brown, & Levinson, 1987; Brown, & Gilman, 1960; Brown, & Gilman, 1989; Bu, 2012; Burhansyah, & Whong, 2020; Burhansyah, Aziz, & Yusuf, 2020; Byrne, 1996; Cai, & Cai, 2015; Caliendo, & Scotto Di Carlo, 2019; Canfield, & Wells, 1994; Cansler, C. & Stiles, 1981; Capone, 2016; Capone, 2018; Capone, & Salmani Nodoushan, 2014; Carlock, 1999; Carreon, & Watson Todd, 2013; Casan-Pitarch, 2015; Casan-Pitarch, 2016; Catalano, & Waugh, 2013; Cava, 2011; Celik, & Kobul, 2012; Chang, W-L. M. & Haugh, 2011; Chang,-2014; Chang, 2006; Chauke, 2020; Chen, & Chen, H. 2007; Cherry, 1988; Chinelo Obasi, & Udofo, 2013; Christiansen, 2017; Christodoulidou, 2011; Cohen, & Olshtain, 1993; Cohen, 1987; Cohen, 1996; Cohen, 2004; Cohen, & Olshtain, 1994; Cooley, [1902] 1964; Corcoran, 2011; Covin, Donovan, & MacIntyre, 2003; Covington, 1989; Covington, 1992; Crandall, 1973; Crocker, & Major, 1989; Cubukcu, 2007; Cubukcu, 2009; Cudmore, 2018; Cummings, 2013; Cummings, 2013; Cummings, 2018; Cummings, 2018; Dahou, E. 2016; D'andrea, Ferri, & Grifoni, 2014; Davis, & Henze, 1998; De Almeida N. & De Albuquerque, 2019; DeCapua, 1998; Demeter, 2007; DeMil, 2019; Demo, 1985; Derkich, 1386/2007; Détourbe,- 2017; Dewi, & Muzammil, 2020; Di Martino, Williams, & Di Martino, 2017a; Di Martino, Williams, & Di Martino, 2017b; Di Martino, & Polese, 2019; Diaz Collazos, & Cabo, 2011; Diaz Perez, 1999; Domenec, 2017; Donadio, 2019; Dörnyei, 2005; Edmondson, 1981; Ehlich, 1992; Ennser-Kananen, 2012; Epstein, 1973; Erbay, 2013; Erbay, 2015; Ericsson, & Simon, 1998; Eshreteh, K. 2017; Esimaje, 2014; Færch, & Kasper, 1989; Fakoya, & Yuka, 2014; Faraway, 2006; Farnham, D., Greenwald, & Banaji, 1999; Farrell, 2015; Fata, A., Gani, & Husna, 2020; Félix-Brasdefer, 2002; Félix-Brasdefer, 2003; Félix-Brasdefer, 2005; Félix-Brasdefer, 2006; Félix-Brasdefer, 2007; Félix-Brasdefer, 2008; Félix-Brasdefer, 2010; Félix-Brasdefer, 2012; Ferreiro, & Luchini, 2015; Fiorito, 2019; Fitts, 1965; Fitzpatrick, & Winke, 1979; Fleming, & Watts, 1980; Forchini, 2017; Foster, 2019; France, 1992; Francomacaro, 2019; Fraser, 1978; Fujii, 2012; Fukushima, 2000; Fukushima, & Haugh, 2014; Fusaroli, Rączaszek-Leonardi, & Tylén, 2014; Garcia Laborda, & Alvarez, 2011; Garcia Laborda, & Litzler Jerman, 2015; García-Ponce, E., Crawford, Lengeling, & Mora-Pablo, 2018; Gass, & Houck, 1999; Gass, & Mackey, 2000; Gergen, 1965; Gevara, 2013; Giampieri, 2019; Giampieri, 2019; Gilabert, & Barón, 2013; Goffman, [1955] 1967; Goffman, 1955; Golato, 2003; Golato, 2005; Golovko, 2011; Gonzalez, 2016; Gordon, & Lakoff, 1975; Grainger, & Mills, 2016; Grainger, Kerkam, Mansor, & Mills, 2015; Gray-Little, Williams, S. & Hancock, 1997; Grego, 2019; Grice, 1975; Griffiths, A., Beumont, J. V., Giannakopoulos, Russell, Schotte, Thornton, Touyz, & Varano, 1999; Grigoryan, 2016; Guzzo, & Gallo, 2019; Gupta, Romano, & Walker, 2005; Hadikin, 2013; Hadjiconstantinou, 2017; Häggström, 2020; Hahn, 2006; Haim, 1987; Hannell, 2012; Harlow, 1990; Harter, 1982; Hartford, & Bardovi-Harlig, 1992; Hassall, 2003; Haugh, 2007; Haugh,

2009; Haugh, 2012; Haugh, 2013; Haugh, & Bargiela-Chiappini, 2010; Haverkate, 1984; Heatherton, & Wyland, 2003; Heberle, & Morgado, 2016; Held, 1996; Hendriks, 2008; Herat, 2014; Herat, 2014; Herat, 2018; Herat, 2020; Heritage, 2005; Heritage, 2009; Hermans, & Sloep, 2015; Hermans, & Sloep, 2018; Hermas, 2014; Hermas, 2019; Higgins, 1996; Hildebrand, 2018; Hogg, & Vaughan, 2002; Holmes, & Stubbe 2015; Holmes, 1990; Holmes, 2006; Holtgraves, & Yang, J-1990; Holtgraves, Srull, & Socall, 1989; Hong, 1999; Hood, & Lander, 2016; Hou, Loerts, & Verspoor, 2018; House, 1989; House, & Kasper, 1981; House, & Kasper, 1987; Hu, 2016; Huang,-2013; Ide, 1989; Iraqi, 2017; Jabeen, Rai, & Arif, 2011; James, [1890] 1983; Janis, & Field, 1959; Jesus, D., Figueiredo, D. & Nascimento, 2016; Johns, & Salmani Nodoushan, 2015; Jung, 2004; Kanakri, 2017; Karlsson, 2014; Karlsson, 2018; Karlsson, 2020; Kasper, 1994; Kasper, 1997; Kasper, 2000; Kasper, 2004; Kasper, 2006; Kasper, & Dahl, 1991; Kaur, & Shamsudin, 2011; Kazemi, & Salmani Nodoushan, 2018; Khalema, 2016; Kintsch, 1998; Kissau, Wang, Rodgers, Haudeck, & Biebricher, 2019; Kissau, Rodgers, & Haudeck, 2015; Kobia, 2009; Koike, 1989; Komariah, Erdiana, & Mutia, 2020; Kosta, & Krivochen, 2012; Koutlaki, 1997; Koutlaki, 2002; Krivochen, 2011; Kryston-Morales, 1997; Kumar, 2011; Kumazawa, 2016; Kuznetsova, Brockhoff, & Christensen, H. 2017; Kwon, 2004; Lakoff, 1972; Lakoff, 1973; Lakoff, 1977; Lakoff, 1979; Laleko, 2011; Le Pair, 1996; Lee, J-2015; Lee,-2011; Lee,-2011; Leech, 1980; Lee-Wong, 1994; Leonard, 2013; Lepore, & Stone, 2015; Lewis, 1979; Li,- & Lai,- 2011; Li, 2013; Liang, 2018; Lieberman, 1979; Lindhout, Teunissen, & Lindhout, M 2012; Liu, 2015; Locher, 2004; Locher, 2008; Locher, & Watts, 2005; Lu, 2014; Lu, & Catalano, 2015; Luchini, 2010; Luchini, & Arguello, 2009; Luchini, & Roldán, 2007; Lyubomirsky, Tkach, & DiMatteo, 2006; Mack, 1983; Macken-Horarik, & Sandiford, 2016; Mackey, & Gass, 2005; Maden, 2012; Maglie, 2017; Mahmud, & Slabakova, 2020; Mak, 2014; Mammadova, 2016; Mancheno, 2015; Marfuaty, & Wahyudi, 2015; Margalef-Boada, 1993; Márquez Reiter, 2000; Márquez Reiter, 2002; Márquez Reiter, Rainey, & Fulcher, 2005; Marsh, 1986; Marsh, & Shavelson, 1985; Martín Del Pozo, Á. (2017; Martínez-Flor, 2009; Master, 2013; Matsumoto, 1988; Mattiello, 2017; McQueen, 2016; Meier, 1995; Mendez Vallejo, 2013; Mendez Vallejo, 2013; Menghini, 2017; Meutem Kamtchueng, 2015; Meutem Kamtchueng, 2016; Miller, & Moran, 2012; Miller, 1974; Mills, 2014; Moore, & Salmaso, 2016; Morkus, 2009; Morkus, 2014; Mutaka, 2014; Naddeo, 2019; Narayanan, Nair, & Iyyappan, 2008; Nasti, Venuti, & Zollo, 2017; Natsir, 2012; Ndhlovu, 2013; Nelson, al-Batal, & el-Bakary, 2002; Ngefac, 2009; Nguyen, & Zuckermann, 2012; Nittono, 2003; Nordlund, & Norberg, 2020; O'Driscoll, 2011; Obeng, 1999; Ocampo, & Ocampo, 2020; Okuizumi, 2020; Olshtain, & Blum-Kulka, 1985; Olshtain, & Cohen, 1983; Onu, & Solomon-Etefia, 2019; Ortú, 2019; Oteiza, & Pinuer, 2016; Oyedokun-Alli, & Babatope, 2019; Patharakorn, & Ho, 2016; Pavlidou, 2000; Pennarola, 2019; Piazzoli, 2014; Pichette, & Lesnewska, 2018; Polese, 2017; Ponniah, 2008; Ponniah, 2009; Ponton, 2014; Pratt, 2011; Pregot, 2013; Puig, & Benedicto, 2012; Purkey, 1988; Raffini, 1996; Rajandran, 2008; Rajandran, 2009; Reid, 2012; Richards, 2017; Richardson, 2003; Rinnert, & Kobayashi, 1999; Rintell, 1981; Rintell, & Mitchell, 1989; Rivas, & Germani, 2016; Rolstad, Macswan, & Mahoney, 2012; Rose, 2000; Rose, 2001; Rosenberg, 1384/2005; Rosenberg, 1965; Rosenberg, 1976; Rosenberg, 1979; Rosenberg, 1989; Rosenberg, & Simmons, 1972; Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995; Rosendale, 1989; Rubrecht, & Ishikawa, 2012; Runnels, 2012; Safadi, & Rababah, 2012; Safont-Jordà, 2005; Safont-Jordà, 2008; Sahoo, 2014; Sahardin, Heriansyah, & Yuniarti, 2020; Salmani Nodoushan, 1992; 1995; 1998; 2002; 2003; 2004a; 2004b); 2005; 2006a; 2006b; 2006c; 2006d; 2006e; 2007a). Are ; 2007b; 2007c; 2007d; 2007e; 2007f; 2007g; 2007h; 2007i; 2007j; 2008a; 2008b; 2008c; 2008d; 2008e; 2008f;

2008g; 2008h; 2009a; 2009b; 2009c; 2009d; 2009e; 2009f; 2010a; 2010b; 2010c; 2010d; 2010e; 2011a; 2011b; 2011c; 2011d; 2011e; 2011f; 2011g; 2011h; 2011i; 2012a; 2012b; 2012c; 2012d; 2012e; 2012f; 2013a; 2013b; 2013c; 2014a; 2014b; 2014c; 2014d; 2014e; 2014f; 2014g; 2015a; 2015b; 2015c; 2015d; 2015e; 2015f; 2015g; 2015h; 2016a; 2016b; 2016c; 2016d; 2016e; 2016f; 2016g; 2017; 2018a; 2018b; 2018c; 2018d; 2018e; 2019a; 2019b; 2020a; 2020b; 2020c; Salmani Nodoushan, 2021; Salmaso, & Moore, 2016; Saniboo, & Sinwongsuwan, 2016; Sari, & Yusuf, 2012; Sasaki, 1998; Saville-Troike, 1989; Scarcella, Brunak, 1981; Schauer, 2007; Schauer, 2009; Schegloff, 1980; Schegloff, 1986; Schepens, Aelterman, & Van Keer, 2007; Schneider, & Turkat, 1975; Scollon, & Scollon, 2001; Scott, 1998; Scotto Di Carlo, 2020; Searle, 1969; Searle, 1975; Searle, 1976; Sembiring, 2015; Seung, & Schallert, 2004; Shaaban, 2014; Sherif, & Cantril, 1947; Shum,-K., Shi, & Tai,-2016; Sifianou, 1992; Sifianou, 1999; Silviyanti, M., Fitriani, & Wahdini, 2020; Sime, 2006; Siyli, & Kafes, 2015; Solomon-Etefia, 2018; Solomon-Etefia, & Nweya, 2017; Spencer-Oatey, 2000; Spencer-Oatey, 2002; Spencer-Oatey, 2005; Stalnaker, 1978; Stanwyck, 1983; Steingass, 1992; Stough, 2001; Sullivan, Schatz, & Lam,-2012; Susilowati, 2020; Svensson, 2018; Svensson, 2020; Svensson, 2020; Svensson, & Karlsson, 2020; Swann, 1987; Taiwo, 2014; Tananuraksakul, 2012; Tananuraksakul, 2013; Tehseem, 2016; Terkourafi, 2001; Terkourafi, 2005; Terkourafi, 2008; Thomas, 1995; Thompson, Collado-Isasi, Omana, & Yousuf, 2012; Thompson, 2011; Tran, 2006; Trenchs, 1995; Trisnawati, & Netta, 2020; Trosborg, 1995; Tseng,-2015; Tseng,-2017; Tumansery, & Munden, 2020; Turnbull, 2001; Ugorji, 2014; Ugorji, 2014; Ussama, & Sinwongsuwan, 2014; Valentine, C., DuBois, & Cooper, 2004; Van der Bom, & Mills, 2015; Van Mulken, 1996; Vukovic, 2013; Waedaoh, & Sinwongsuwan, 2019; Wahyuni, Qamariah, Syahputra, Yusuf, & Gani, 2020; Walters, 1979; Watson Todd, 2013); Watts, 1992; Watts, 2003; Weigand, 2018; Weizman, E (1993; Weizman, 1989; White, & Demil, 2013; Wierzbicka, 2003; Wiggers, 2015; Wolfson, 1986; Wolfson, 1989; Wong, 2016; Wyatt, 2014; Wylie, 1989; Yang, 2013; Yankova, 2017; Yeo,- & Ting,-2012; Yoestara, Putri, & Ismail, 2020; Yuka, 2007; Yuka, 2008; Yuka, 2014; Yusuf, 2009; Yusuf, Q., Inayah, & Mutiarani, 2020; Yusuf, Q., Nasir, & Andib, 2018; Zeng, 1996; Zhang, 2017; Zimin, 1981; Zollo, 2019; Zwaan, & Radvansky, 1999; Zwaan, 1999; Zuppa, & Rezzano, 2016;

---

## Section 2: APA-Style Reference Entries for the Works Cited

- Abudonia, R. (2014). Overt and non-overt NPs in Luganda. *International Journal of Language Studies*, 8(1), 33-48.
- Ademilokun, M. A. (2012). Nigerian undergraduate football fans' discourse: Visuals as Communication tools. *International Journal of Language Studies*, 6(1), 65-76.
- Adéníyì, H. (2008). The sociolinguistics of Edo personal name constructions. *International Journal of Language Studies*, 2(3), 325-344.
- Adeniyi, H., & Bello, R. (2007). Urban linguistics in Nigeria: A case of language use in Lagos metropolis. *International Journal of Language Studies*, 1(2), 119-132.
- Aeginitou, V. (1994). The power of politeness in the Greek EFL classroom. In I. Philippaki-Warburton, K. Nicolaïdis, & M. Sifianou (Eds.), *Themes in Greek linguistics. Papers from the first international conference on Greek linguistics*, 11(8), 297–304.

- Agbo, M. (2009). Subject-object switching in Igbò verbs: A revisit. International Journal of Language Studies, 3(2), 209-224.
- Agis, D. F. (2012). Gender and politeness: Politeness strategies in the popular Turkish series "Avrupa Yakası" ("European Side"). International Journal of Language Studies, 6(1), 91-106.
- Agis, D. F. (2012). Gender and politeness: Politeness strategies in the popular Turkish series "Avrupa Yakası" ("European Side"). International Journal of Language Studies, 6(1), 91-106.
- Aijmer, K. (1996). Conversational routines in English. London, New York: Longman.
- Ajayi, T. M., & Balogun, K. O. (2014). Politeness in Yoruba and French. International Journal of Language Studies, 8(4), 77-94.
- Ajayi, T. M., & Balogun, K. O. (2014). Politeness in Yoruba and French. International Journal of Language Studies, 8(4), 77-94.
- Al Shalabi, M. F., & Salmani Nodoushan, M. A. (2009). Personality theory and TESOL. Journal on Educational Psychology, 3(1), 14-22.
- Al-Abed Al-Haq, F., & Al-Masaeid, A. L. (2009). Islam and language planning in the Arab world: A case study in Jordan. International Journal of Language Studies, 3(3), 267-302.
- Alaghbary, G. S. (2013). Review of the book Critical stylistics: The power of English, by L. Jeffries. International Journal of Language Studies, 7(3), 137-140.
- Albury, N. (2014). Introducing the folk linguistics of language policy. International Journal of Language Studies, 8(3), 85-106.
- Alcón-Soler, E. (2008). Learning how to request in an instructed language learning context. Peter Lang.
- Alcón-Soler, E., Martínez-Flor, A. M., & Safont-Jordà, M. P. (2005). Towards a typology of modifiers for the speech act of requesting: A socio-pragmatic approach. Asociación Española de Lingüística Aplicada, AESLA, (4), 1-35.
- Alfattah, M. H. A., & Ravindranath, B. K. (2009). Politeness strategies in the English interlanguage requests of Yemeni learners. International Journal of Language Studies, 3(3), 249-266.
- Alharbi, L. M., & Al-Ajmi, H. (2008). Greet with the same or render a better greeting: Some translational discourse of Gulf-Arabic greetings. International Journal of Language Studies, 2(1), 115-146.
- Al-Jarf, R. S. (2007). Using online dialogue to develop cross-cultural understanding. International Journal of Language Studies, 1(1), 15-28.
- Al-Jarf, R. S. (2011). Helping medical students with online videos. International Journal of Language Studies, 5(3), 99-110.
- Allan, K. (2015). Review of the book A slap in the face: Why insults hurt--and why they shouldn't, by W. B. Irvine. International Journal of Language Studies, 9(2), 131-134.

- Allan, K. (2018). Review of the book Politeness, impoliteness and ritual: Maintaining the moral order in interpersonal interaction, by D. Z. Kádár. *International Journal of Language Studies*, 12(4), 107-113.
- Allan, K., & Salmani Nodoushan, M. A. (2015). Pragmatics: The state of the art (An online interview with Keith Allan). *International Journal of Language Studies*, 9(3), 147-154.
- Allport, G. W. (1937). Personality: A psychological interpretation. New York: Holt, Rinehart, & Winston.
- Al-Magableh, A. M. F. (2010). An evaluation of English practicum at Yarmouk university from cooperative teachers and student-teachers' perspectives. *International Journal of Language Studies*, 4(4), 19-56.
- Al-Mansoob, H. (2012). Socio-cultural and religious boundaries: Can teaching cognitive stylistics be fully implemented in Arab/Muslim universities? *International Journal of Language Studies*, 6(1), 43-64.
- Alsheikh, N. O., & Elhoweris, H. M. (2011). United Arab Emirates (UAE) high school students' motivation to read in English as a foreign language. *International Journal of Language Studies*, 5(4), 53-68.
- Ananda, R., Fitriani, S. S., & Samad, I. A. (2020). EFL teachers' perceptions on the causes of students' sentence errors. *International Journal of Language Studies*, 14(3), 99-118.
- Anderson, E. C., Vanderhoff, A. M., & Donovick, P. J. (2013). A manifestation of the bilingual disadvantage in college-level writing. *International Journal of Language Studies*, 7(1), 139-150.
- Anderson, R. (2017). Parallel ESAP courses: What are they? Why do we need them? *International Journal of Language Studies*, 11(3), 13-30.
- Anwar, B. (2009). Urdu-English code switching: The use of Urdu phrases and clauses in Pakistani English (A non-native variety). *International Journal of Language Studies*, 3(4), 409-424.
- Arikan, A. (2008). Formalist (Linguistic) criticism in an English language teacher education program: The reward approach. *International Journal of Language Studies*, 2(4), 417-430.
- Arndt, H., & Janney, R. W. (1985). Politeness revisited: Cross-modal supportive strategies. *IRAL International Review of Applied Linguistics in Language Teaching*, 23(1/4), 281-300.
- Arndt, H., & Janney, R. W. (1991). Verbal, prosodic, and kinesic emotive contrasts in speech. *Journal of pragmatics*, 15(6), 521-549.
- Arundale, R. B. (2006). Face as relational and interactional: A communication framework for research on face, facework, and politeness. *Journal of Politeness Research. Language, Behaviour, Culture*, 2(2), 193-216.
- Arundale, R. B. (2009). Face as emergent in interpersonal communication: An alternative to Goffman. In F. Bargiela-Chiappini, & M. Haugh (Eds.), *Face, communication and social Interaction* (pp. 33-54). London: Equinox Publishing.

- Arundale, R. B. (2010). Constituting face in conversation: Face, facework, and interactional achievement. *Journal of Pragmatics*, 42(8), 2078–2105.
- Arundale, R. B. (2013). Face as a research focus in interpersonal pragmatics: Relational and emic perspectives. *Journal of Pragmatics*, 58, 108–120.
- Asmali, M., & Yavuz, A. (2014). The apology strategies of Turkish, Polish and Latvian prospective English teachers. *International Journal of Language Studies*, 8(3), 55-84.
- Atechi, S. (2011). Pidgin English in Cameroon: To teach or not to teach. *International Journal of Language Studies*, 5(1), 17-30.
- Atechi, S. (2015). English and French in Cameroon today: Revisiting a previous statement. *International Journal of Language Studies*, 9(1), 75-90.
- Austin, J. L. (1962). How to do things with words. London: Oxford University Press.
- Azhari, T., Sari, D. K., & Rasyimah, R. (2020). TOEFL requirement: Students' and lecturers' perspectives. *International Journal of Language Studies*, 14(3), 67-84.
- Baayen, R. H., Davidson, D. J., & Bates, D. M. (2008). Mixed-effects modeling with crossed random effects for subjects and items. *Journal of Memory and Language*, 59(4), 390–412.
- Baghdadi, A. (2017). Language acquisition socialization: Sociocognitive and complexity theory perspectives. *International Journal of Language Studies*, 11(1), 1-22.
- Bahri Ys, S., Achmad, D., Burhansyah, B., & Syafriyana, I. (2020). The implementation of teaching English to young learners: A study at a private bilingual school in Banda Aceh. *International Journal of Language Studies*, 14(3), 119-136.
- Baltus, R., & Belhiah, H. (2013). Teaching practices of ESL teachers in Ontario. *International Journal of Language Studies*, 7(3), 89-118.
- Bardovi-Harlig, K., & Hartford, B. S. (1991). Saying 'No': Native and nonnative rejections in English. In L. F. Bouton, & Y. Kachru (Eds.), *Pragmatics and Language Learning* (Vol. 2, pp. 41–57). Urbana-Champaign: University of Illinois, Division of English as an International Language.
- Bardovi-Harlig, K., & Hartford, B. S. (1993). Learning the rules of academic talk: A longitudinal study of pragmatic development. *Studies in Second Language Acquisition*, 15(3), 279–304.
- Bardzokas, V. (2019). The meaning of 'because' on a Gricean view. *International Journal of Language Studies*, 13(2), 1-32.
- Bargiela-Chiappini, F., & Haugh, M. (2009). Face, communication and social Interaction. London: Equinox Publishing.
- Baroudy, I. (2008). The Implementation of Process writing: Writing-teacher roles. *International Journal of Language Studies*, 2(1), 1-18.
- Barron, A. (2003). Acquisition in interlanguage pragmatics: Learning how to do things with words in a study abroad context, 108. Amsterdam: John Benjamins Publishing.
- Bataller, R. (2010). Making a request for a service in Spanish: Pragmatic development in the study abroad setting. *Foreign Language Annals*, 43(1), 160–175.

- Baumeister, R. F. (1999). Low self-esteem does not cause aggression. *APA Monitor*, 30(4), 3–22.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4(1), 1–44.
- Baxter, L. A. (1984). An investigation of compliance-gaining as politeness. *Human communication research*, 10(3), 427–456.
- Bayyr-Ool, A., & Voinov, V. (2012). Designing a tagset for annotating the Tuvan National Corpus. *International Journal of Language Studies*, 6(4), 1-24.
- Béal, C. (1990). Its all in the asking. *Australian Review of Applied Linguistics. Supplement Series*, 7(1), 16–32.
- Bednar, R. L., Wells, M. G., & Peterson, S. R. (1989). Self-esteem: Paradoxes and Innovations in Clinical Theory and Practice. Washington, DC: American Psychological Association. doi:10.1037/10068-000
- Beebe, L. M. (1985). Cross-cultural differences in the sociolinguistic rules of a speech act: The case of refusals. In Sixth Annual Colloquium on TESOL and Sociolinguistics at the 19th Annual TESOL Convention. New York.
- Beebe, L. M., & Cummings, M. C. (1996). Natural speech act versus written questionnaire data: How data collection method affects speech act performance. In S. M. Gass, & J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in a second language* (pp. 65–88). Berlin: Mouton de Gruyter.
- Beeman, W. O. (1976). Status, style and strategy in Iranian interaction. *Anthropological Linguistics*, 18(7), 305–322.
- Beeman, W. O. (1986). Language, status, and power in Iran. Bloomington: Indiana University Press.
- Bektas-Cetinkaya, Y. (2012). Pre-service EFL teachers' pragmatic competence: The Turkish case. *International Journal of Language Studies*, 6(2), 107-122.
- Bektas-Cetinkaya, Y. (2020). Writing self-efficacy in English as a foreign language: Turkish Context. *International Journal of Language Studies*, 14(2), 89-102.
- Ben Maad, M. R. (2008). New research directions for the cognitive approach to task. *International Journal of Language Studies*, 2(4), 387-399.
- Ben Maad, M. R. (2015). On demystifying L2 learner goal differences in task-based production. *International Journal of Language Studies*, 9(4), 109-132.
- Bernouss, M. R. (2007). A moraic approach to syllables: Evidence from Moroccan Arabic. *International Journal of Language Studies*, 1(3), 155-170.
- Bhatia, V. K., & Salmani Nodoushan, M. A. (2015). Genre analysis: The state of the art (An online interview with Vijay Kumar Bhatia). *International Journal of Language Studies*, 9(2), 121-130.

- Bilbow, G. T. (1995). Requesting strategies in the cross-cultural business meeting. *Pragmatics, Quarterly Publication of the International Pragmatics Association (IPrA)*, 5(1), 45–55.
- Billmyer, K., & Varghese, M. (2000). Investigating instrument-based pragmatic variability: Effects of enhancing discourse completion tests. *Applied Linguistics*, 21(4), 517–552.
- Bimpong, W. K. (2019). Teaching purposefully: Considering the perspectives of foreign language learners in language skill development. *International Journal of Language Studies*, 13(3), 17-36.
- Björkén-Nyberg, C. (2018). Vocalising motherhood: The metaphorical conceptualisation of voice in listener responses to The girl on the train by Paula Hawkins. *International Journal of Language Studies*, 12(4), 1-28.
- Björkén-Nyberg, C. (2020). Hearing, seeing, experiencing: Perspective taking and emotional engagement through the vocalisation of Jane Eyre, Heart of darkness and Things fall apart. *International Journal of Language Studies*, 14(1), 63-88.
- Blascovich, J., & Tomaka, J. (1991). Measures of self-esteem. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.), *Measures of personality and social psychological attitudes* (pp. 115–160). New York, San Diego, CA: Academic Press.
- Bloom, B. S. (1954). The thought processes of students in discussion. In S. J. French (Ed.), *Accent on teaching: Experiments in general education* (pp. 23–46). New York: Harper.
- Blum-Kulka, S. (1982). Learning how to say what you mean in a second language: A study of speech act performance of learners of Hebrew as a second language. *Applied Linguistics*, 3(1), 29–59.
- Blum-Kulka, S. (1983). Interpreting and performing speech acts in a second language: A cross-cultural study of Hebrew and English. In N. Wolfson, & J. Elliot (Eds.), *TESOL and Sociolinguistic Research* (pp. 36–55). Rowley, MA: Newbury House.
- Blum-Kulka, S. (1987). Indirectness and politeness in requests: same or different? *Journal of Pragmatics*, 11(2), 131–146.
- Blum-Kulka, S. (1989). Playing it safe: The role of conventionality in indirectness. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 37–70). Norwood, NJ: Ablex Publishing.
- Blum-Kulka, S. (1991). Interlanguage pragmatics: The case of requests. *Foreign/second language pedagogy research*, 255–272.
- Blum-Kulka, S. (1992). The metapragmatics of politeness in Israeli society. In R. J. Watts, S. Ide, & K. Ehlich (Eds.), *Politeness in language: Studies in its history, theory and practice* (pp. 255–280). Berlin: Mouton de Gruyter.
- Blum-Kulka, S., & House, J. (1989). Cross-cultural and situational variation in requesting behaviour. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 123–154). Norwood, NJ: Ablex Publishing.
- Blum-Kulka, S., & Levenston, E. A. (1987). Lexical-grammatical pragmatic indicators. *Studies in Second Language Acquisition*, 9(2), 155-170. doi:10.1017/S0272263100000450

- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, 5(3), 196–213.
- Blum-Kulka, S., Danet, B., & Gherson, R. (1985). The language of requesting in Israeli society. In J. Forgas (Ed.), *Language and social situations* (pp. 113–141). New York, Berlin: Springer Verlag.
- Blum-Kulka, S., House, J., & Kasper, G. (1989). Investigating cross-cultural pragmatics: An introductory overview. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 1–36). Norwood, NJ: Ablex Publishing.
- Bolton, R. N., & Bronkhorst, T. M. (1996). Questionnaire pretesting: Computer assisted coding of concurrent protocols. In N. E. Schwarz, & S. Sudman (Eds.), *Answering Questions: Methodology for Determining Cognitive and Communicative Processes in Survey Research* (pp. 37–64). San Francisco: Jossey-Bass Publishers.
- Bordet, G. (2017). Translation, ESP and corpus studies: Bridging the gap in a French context. *International Journal of Language Studies*, 11(3), 31-52.
- Boxer, D. (2010). The speech act of complaints. In A. Martínez-Flor, & E. Uso-Juan (Eds.) *Speech act performance: Theoretical groundings and methodological innovations*. (pp. 163–178). Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall Regents
- Brown, J. D. (2013). My twenty-five years of cloze testing research: So what? *International Journal of Language Studies*, 7(1), 1-32.
- Brown, J. D. (2016). Professional reflection: Forty years in applied linguistics. *International Journal of Language Studies*, 10(1), 1-14.
- Brown, J. D., & Salmani Nodoushan, M. A. (2015). Language testing: The state of the art (An online interview with James Dean Brown). *International Journal of Language Studies*, 9(4), 133-143.
- Brown, P., & Levinson, S. C. (1978). Universals in language use: Politeness phenomena. In E. N. Goody (Ed.), *Questions and politeness: Strategies in social interaction* (pp. 56– 311). Cambridge: Cambridge University Press.
- Brown, P., & Levinson, S. C. (1987). Politeness: Some universals in language usage. Cambridge: Cambridge University Press.
- Brown, R., & Gilman, A. (1960). The pronouns of solidarity and power. In T. A. Sebeok (Ed.), *Style in language and social context* (pp. 253–276). Cambridge: MIT Press.
- Brown, R., & Gilman, A. (1989). Politeness theory and Shakespeare's four major tragedies. *Language in society*, 18(2), 159–212. doi.org/10.1017/S0047404500013464
- Bu, J. (2012). A Study of the effects of explicit and implicit teachings on developing Chinese EFL learners' pragmatic competence. *International Journal of Language Studies*, 6(3), 57-80.
- Burhansyah, B., & Whong, M. (2020). The acquisition of English L2 lexical and phrasal plural marking. *International Journal of Language Studies*, 14(3), 85-98.

- Burhansyah, B., Aziz, Z. A., & Yusuf , Y. Q. (2020). The acquisition of English L2 lexical and phrasal plural marking. *International Journal of Language Studies*, 14(4), 63-78.
- Byrne, B. M. (1996). Measuring self-concept across the life span: Issues and instrumentation. Washington, DC: American Psychological Association.
- Cai, H., & Cai, L. J. (2015). An exploratory study on the role of L1 Chinese and L1 English in the cross-linguistic influence in L3 French. *International Journal of Language Studies*, 9(3), 1-30.
- Caliendo, G., & Scotto Di Carlo, G. (2019). The importance of Italian Mafia “culturemes” and their translation in the harmonisation of EU Anti-Mafia Legislation. *International Journal of Language Studies*, 13(4), 105-124.
- Canfield, J., & Wells, H. C. (1994). 100 ways to enhance self-concept in the classroom. Boston, MA: Allyn & Bacon.
- Cansler, D. C. & Stiles, W. B. (1981). Relative status and interpersonal presumptuousness. *Journal of Experimental Social Psychology*, 17(5), 459–471.
- Capone, A. (2016). Slurring in indirect-reporting. *International Journal of Language Studies*, 10(4), 19-36.
- Capone, A. (2018). Indirectly reporting grammatical, lexical and morphological errors. *International Journal of Language Studies*, 12(1), 19-36.
- Capone, A., & Salmani Nodoushan, M. A. (2014). On indirect reports and language games: Evidence from Persian. *Rivista Italiana di Filosofia del Linguaggio*, 8(2), 26-42.
- Carlock, C. J. (1999). Enhancing self-esteem: A model for change. In C. J. Carlock (Ed.), *Enhancing self-esteem* (pp. 3–38). New York: Routledge.
- Carreon, J. R., & Watson Todd, R. (2013). Conflicts between prioritizing medical care and profit-making for a Thai hospital: A critical discourse analysis research. *International Journal of Language Studies*, 7(1), 117-138.
- Casan-Pitarch, R. (2015). The genre 'about us': A case study of banks' corporate webpages. *International Journal of Language Studies*, 9(2), 69-96.
- Casan-Pitarch, R. (2016). Case study on banks' webpages: The use of personal pronouns. *International Journal of Language Studies*, 10(4), 37-58.
- Catalano, T., & Waugh, L. R. (2013). The language of money: How verbal and visual metonymy shapes public opinion about financial events. *International Journal of Language Studies*, 7(2), 31-60.
- Cava, A. M. (2011). Abstracting science: A corpus-based approach to research article abstracts. *International Journal of Language Studies*, 5(3), 75-98.
- Celik, S., & Kobul, M. K. (2012). Review of the book Aspects of culture in second language acquisition and foreign language learning, by J. Arabski, & A. Wojtaszek. *International Journal of Language Studies*, 6(2), 155-157.

- Chang, H.-H. (2014). Review of the book Constructing the heritage language learner: Knowledge, power and new subjectivities, by A. M. Dorr & K. Kiri Lee. *International Journal of Language Studies*, 8(2), 141-147.
- Chang, W-L. M. & Haugh, M. (2011). Evaluations of im/politeness of an intercultural apology. *Intercultural Pragmatics*, 8(3), 411-442. doi:10.1515/iprg.2011.019
- Chang, Y. F. (2006). An inquiry into pragmatic data collection methods. Paper presented at the Korea Association of Teachers of English (KATE) International Conference. Seoul, Korea.
- Chauke, L. (2020). The attitudes and opinions of young students towards their own language: The case of Tsonga-speaking students at the University of Johannesburg. *International Journal of Language Studies*, 14(2), 73-88.
- Chen, S. C., & Chen, S. H. E. (2007). Interlanguage requests: A cross-cultural study of English and Chinese. *Linguistics Journal*, 2(2), 33–52.
- Cherry, R. D. (1988). Politeness in written persuasion. *Journal of Pragmatics*, 12(1), 63–81.
- Clark, H. H. (1996). Using language. Cambridge: Cambridge University Press.
- Chinelo Obasi, J., & Udofo, I. (2013). Pragmatics and effective communication in English: A study of selected Nigerian university undergraduates. *International Journal of Language Studies*, 7(4), 77-100.
- Christiansen, M. S. (2017). Multimodal L2 composition: EAP in the digital era. *International Journal of Language Studies*, 11(3), 53-72.
- Christodoulidou, M. (2011). Language style as audience design in Greek and Cypriot interaction.
- Cohen, A. D. & Olshtain, E. (1993). The production of speech acts by EFL learners. *TESOL Quarterly*, 27(1), 33–56.
- Cohen, A. D. (1987). Using verbal reports in research on language learning. In C. Færch, & G. Kasper (Eds.), *Introspection in second language research* (Vol. 3, pp. 82–95). England, Clevedon: Multilingual Matters.
- Cohen, A. D. (1996). Speech acts. In S. L. McKay, & N. H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 383–420). Cambridge: Cambridge University Press.
- Cohen, A. D. (2004). Assessing speech acts in a second language. In D. Boxer, & A. D. Cohen (Eds.), *Studying speaking to inform second language learning* (pp. 302–327). Clevedon, UK: Multilingual Matters.
- Cohen, A. D., & Olshtain, E. (1994). Researching the production of second-language speech acts. In E.E. Tarone, S. M. Gass, & A. D. Cohen (Eds.), *Research methodology in second-language acquisition* (pp. 143–156). Hillsdale, NJ: Lawrence Erlbaum Associates Publishers.
- Cooley, C. H. ([1902] 1964). *Human nature and the social order*. New York: Scribner's.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: Freeman.
- Corcoran, J. (2011). Power relations in Brazilian English language teaching. *International Journal of Language Studies*, 5(2), 1-26.

- Covin, R., Donovan, L. A., & MacIntyre, P. D. (2003). The relationship between self-esteem and performance when information regarding others' performance is available. *The Journal of Social Psychology*, 143(4), 541–544.
- Covington, M. V. (1989). Self-esteem and failure in school. The social importance of self-esteem. In A. M. Mecca, N. J. Smelser, & J. Vasconcellos (Eds.), *The social importance of self-Esteem* (pp. 72–124). Berkeley, Los Angeles, California, London: University of California Press.
- Covington, M. V. (1992). Making the grade: A self-worth perspective on motivation and school reform. Cambridge: Cambridge University Press.
- Crandall, R. (1973). The measurement of self-esteem and related constructs. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.), *Measurements of social psychological attitudes* (Vol. 2, pp. 45–167). San Diego, CA: Academic Press.
- Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96(4), 608–630.
- Cubukcu, F. (2007). Foreign language anxiety. *International Journal of Language Studies*, 1(2), 133-142.
- Cubukcu, F. (2009). Towards an integrative approach of values in language learning. *International Journal of Language Studies*, 3(1), 31-42.
- Cudmore, D. M. (2018). Prophet, poet, seer, skald: Poetic diction in Merlínusspá. *International Journal of Language Studies*, 12(4), 29-60.
- Cummings, L. (2013). Clinical linguistics: A primer. *International Journal of Language Studies*, 7(2), 1-30.
- Cummings, L. (2013). Clinical linguistics: State of the art. *International Journal of Language Studies*, 7(3), 1-32.
- Cummings, L. (2018). Public health reasoning: The contribution of pragmatics. *International Journal of Language Studies*, 12(1), 1-18.
- Cummings, L. (2018). Public health reasoning: The contribution of pragmatics. *International Journal of Language Studies*, 12(1), 1-18.
- Dahou, F. N. E. H. (2016). Modern Standard Arabic in Algeria: Problems and challenges. *International Journal of Language Studies*, 10(1), 31-48.
- D'andrea, A., Ferri, F., & Grifoni, P. (2014). Prosodic analysis: An Italian case study. *International Journal of Language Studies*, 8(4), 107-126.
- Davis, K. A., & Henze, R. C. (1998). Applying ethnographic perspectives to issues in cross-cultural pragmatics. *Journal of Pragmatics*, 30(4), 399–419.
- De Almeida N. C., & De Albuquerque, D. B. (2019). The variations and changes of Portuguese in postcolonial Timor-Leste. *International Journal of Language Studies*, 13(2), 69-90.
- DeCapua, A. (1998). The transfer of language speech behavior into a second language: A basis for cultural stereotypes? *Issues in Applied Linguistics*, 9(1), 21–35.

- Demeter, G. (2007). Role-plays as a data collection method for research on apology speech acts. *Simulation & Gaming*, 38(1), 83–90.
- DeMil, A. (2019). Effectiveness of grammar activities in Portuguese teaching: An exemplar. *International Journal of Language Studies*, 13(1), 1-18.
- Demo, D. H. (1985). The measurement of self-esteem: Refining our methods. *Journal of Personality and Social Psychology*, 48(6), 1490–1502.
- Derkich, (1386/2007). Chera khareji-ha taarof-e Farsi ra nemifahmand. *Namah Parsi*, 42, 17– 42.
- Détourbe, M.-A. (2017). Mapping specialized domains through a wide-angled interdisciplinary approach: The case of British higher education and research. *International Journal of Language Studies*, 11(3), 73-94.
- Dewi, S. L., & Muzammil, L. (2020). Students' attitudes to metacognitive strategies for learning how to read. *International Journal of Language Studies*, 14(4), 51-62.
- Di Martino, E., Williams, C., & Di Martino, G. (2017a). Editorial. *International Journal of Language Studies*, 11(3), 1-12.
- Di Martino, E., Williams, C., & Di Martino, G. (2017b). Editorial. *International Journal of Language Studies*, 11(4), 1-3.
- Di Martino, G., & Polese, V. (2019). The PhD Programme in ESP at the University of Napoli Federico II: Looking back and forward. *International Journal of Language Studies*, 13(4), 1-6.
- Diaz Collazos, A. M. D., & Cabo, D. P. (2011). Vocalic instability in L3 acquisition: The case of falling diphthongs [aj] [oj] among Japanese learners of Spanish. *International Journal of Language Studies*, 5(1), 1-16.
- Diaz Perez, F. J. (1999). Requesting in British English and Peninsular Spanish: A comparative analysis of politeness strategies. In G. Alvarez Benito (Ed.), *Lenguas en contacto* (pp. 171– 180). Mergablum, Seville.
- Domenech, F. (2017). An interdisciplinary approach to ESP: The milieu, discourse and culture of American technological risk companies. *International Journal of Language Studies*, 11(3), 95-132.
- Donadio, P. (2019). Special languages vs. languages for special purposes: What's in a name? *International Journal of Language Studies*, 13(4), 31-42.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Edmondson, W. J. (1981). *Spoken discourse: A model for analysis*. London: Longman. Eelen, G. (2001). A critique of politeness theories. Manchester: St Jerome Publishing. Elias, N. ([1939] 1978). *The civilizing process: The history of manners*. Oxford: Basil.
- Ehlich, K. (1992). In R. Watts, S. Ide, & K. Ehlich (Eds.), *Politeness in language: Studies in its history, theory and practice* (pp.71–108). Berlin, New York: Mouton de Gruyter.
- Ennser-Kananen, J. (2012). "Survival of the fittest": Language attitudes in a German classroom. *International Journal of Language Studies*, 6(2), 39-66.

- Epstein, S. (1973). The self-concept revisited: Or a theory of a theory. *American Psychologist*, 28(5), 404–416.
- Erbay, S. (2013). Review of the book Practice teaching: A reflective approach, by J. C. Richards & T. S. C. Farrell. *International Journal of Language Studies*, 7(2), 154–156.
- Erbay, S. (2015). Review of the book Principles and practices of teaching English as an International Language, by A. Matsuda. *International Journal of Language Studies*, 9(1), 161–165.
- Ericsson, K. A., & Simon, H. A. (1998). How to study thinking in everyday life: Contrasting think-aloud protocols with descriptions and explanations of thinking. *Mind, Culture, and Activity*, 5(3), 178–186.
- Eshreteh, M. K. M. (2017). A pragmatic analysis of diminutives in Palestinian society. *International Journal of Language Studies*, 11(1), 45–62.
- Esimaje, A. U. (2014). Language and computers: New directions in language research and teaching. *International Journal of Language Studies*, 8(1), 1–14.
- Færch, C., & Kasper, G. (1989). Internal and external modification in interlanguage request realization. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 221–247). Norwood, NJ: Ablex Publishing.
- Fakoya, A. A., & Yuka, L. C. (2014). Discordant notes and scores in students' performance. *International Journal of Language Studies*, 8(1), 89–108.
- Faraway, J. J. (2006). *Extending the linear model with R: Generalized linear, mixed effects and nonparametric regression models*. Boca Raton: Chapman & Hall/CRC.
- Farnham, S. D., Greenwald, A. G., & Banaji, M. R. (1999). Implicit self-esteem. In D. Abrams, & M. Hogg (Eds.), *Social identity and social cognition* (pp. 230–248). Cambridge, MA: Blackwell Publishers.
- Farrell, P. (2015). Teacher-research and the art of the professional experiment: Reflective practice in the practical-knowledge tradition. *International Journal of Language Studies*, 9(1), 1–22.
- Fata, I. A., Gani, S. A., & Husna, N. (2020). Cultural elements: A textbook evaluation in Indonesia. *International Journal of Language Studies*, 14(4), 93–104.
- Félix-Brasdefer, J. C. (2002). Refusals in Spanish and English: A cross-cultural study of politeness strategies among speakers of Mexican Spanish, American English, and American learners of Spanish as a foreign language. (Unpublished doctoral dissertation). University of Minnesota, Twin Cities, MN.
- Félix-Brasdefer, J. C. (2003). Validity in data collection methods in pragmatics research. In P. Kempchinsky, & C. E. Piñeros (Eds.), *Theory, practice, and acquisition. Papers from the 6th Hispanic linguistics symposium and the 5th conference on the acquisition of Spanish and Portuguese* (pp. 239–257). Somerville, MA: Cascadilla Press.
- Félix-Brasdefer, J. C. (2005). Indirectness and politeness in Mexican requests. In D. Eddington (Ed.), *Selected Proceedings of the 7th Hispanic Linguistics Symposium* (pp. 66–78). Somerville, MA: Cascadilla Press.

- Félix-Brasdefer, J. C. (2006). Linguistic politeness in Mexico: Refusal strategies among male speakers of Mexican Spanish. *Journal of Pragmatics*, 38(12), 2158–2187.
- Félix-Brasdefer, J. C. (2007). Natural speech vs. elicited data: A comparison of natural and role play requests in Mexican Spanish. *Spanish in Context*, 4(2), 159–185.
- Félix-Brasdefer, J. C. (2008). Politeness in Mexico and the United States: A contrastive study of the realization and perception of refusals (Vol. 171). Amsterdam: John Benjamins Publishing Company.
- Félix-Brasdefer, J. C. (2010). Data collection methods in speech act performance: DCTs, role plays, and verbal reports. In A. Martínez-Flor, & E. Usó-Juan (Eds.), *Speech act performance: Theoretical, empirical, and methodological issues* (pp. 41–56). Amsterdam: John Benjamins Publishing.
- Félix-Brasdefer, J. C. (2012). Pragmatic variation by gender in market service encounters in Mexico. In J. C. Félix-Brasdefer, & D. A. Koike (Eds.), *Pragmatic variation in first and second language contexts: Methodological issues* (pp. 17–48). Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Ferreiro, G. M., & Luchini, P. L. (2015). Redirecting goals for pronunciation teaching: A new proposal for adult Spanish-L1 learners of English. *International Journal of Language Studies*, 9(2), 49-68.
- Fiorito, L. (2019). English for Special Purposes as a research field: From practice to theory. *International Journal of Language Studies*, 13(4), 43-54.
- Fitts, W. H. (1965). Tennessee self concept scale. Nashville, TN: Counselor Recordings and Tests.
- Fitzpatrick, M. A., & Winke, J. (1979). You always hurt the one you love: Strategies and tactics in interpersonal conflict. *Communication Quarterly*, 27(1), 3–11.
- Fleming, J. S., & Watts, W. A. (1980). The dimensionality of self-esteem: Some results of a college sample. *Journal of Personality and Social Psychology*, 39(5), 921–929.
- Forchini, P. (2017). A multi-dimensional analysis of legal American English: Real-life and cinematic representations compared. *International Journal of Language Studies*, 11(3), 133-150.
- Foster, S. (2019). Review of the book *Idiomatic mastery in a first and second language*, by Monica Karlsson. *International Journal of Language Studies*, 13(2), 121-128.
- France, P. (1992). Politeness and its discontents: Problems in French classical culture. Cambridge: Cambridge University Press.
- Francomacaro, M. R. (2019). The added value of teaching CLIL for ESP and subject teachers. *International Journal of Language Studies*, 13(4), 55-72.
- Fraser, B. (1978). Acquiring social competence in a second language. *RELC Journal*, 9(2), 1–21.
- Fujii, Y. (2012). Raising awareness of interactional practices in L2 conversations: Insights from conversation analysis. *International Journal of Language Studies*, 6(3), 99-126.

- Fukushima, S. (2000). Requests and culture: Politeness in British English and Japanese. Bern: Peter Lang.
- Fukushima, S., & Haugh, M. (2014). The role of emic understandings in theorizing im/politeness: The metapragmatics of attentiveness, empathy and anticipatory inference in Japanese and Chinese. *Journal of Pragmatics*, 74(12), 165–179.
- Fusaroli, R., Rączaszek-Leonardi, J., & Tylén, K. (2014). Dialog as interpersonal synergy. *New Ideas in Psychology*, 32, 147–157.
- Garcia Laborda, J., & Alvarez, M. F. (2011). Teachers' opinions towards the integration of oral tasks in the Spanish University Examination. *International Journal of Language Studies*, 5(3), 1-12.
- Garcia Laborda, J., & Litzler Jerman, M. F. (2015). External validation of the foreign language speaking tasks of the High School Leaving diploma. *International Journal of Language Studies*, 9(2), 97-112.
- García-Ponce, E. E., Crawford, T., Lengeling, M. M., & Mora-Pablo, I. (2018). Complexity and likely influence of teachers' and learners' beliefs about speaking practice: Effects on and implications for communicative approaches. *International Journal of Language Studies*, 12(1), 125-146.
- Gass, S. M., & Houck, N. (1999). Interlanguage refusals: A cross-cultural study of Japanese-English. Berlin, New York: Mouton de Gruyter.
- Gass, S. M., & Mackey, A. (2000). Stimulated recall methodology in second language research. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Gergen, K. J. (1965). The effects of interaction goals and personality feedback on the presentation of self. *Journal of Personality and Social Psychology*, 1(5), 413–424.
- Gevara, J. R. (2013). Using Generalizability Theory to examine error variance in the SPEAK scoring rubric. *International Journal of Language Studies*, 7(4), 25-44.
- Giampieri, P. (2019). Manual and automatic corpus compilation: A case study for legal translations. *International Journal of Language Studies*, 13(3), 1-16.
- Giampieri, P. (2019). The web as corpus in ESL classes: A case study. *International Journal of Language Studies*, 13(2), 91-108.
- Gilabert, R., & Barón, J. (2013). The impact of increasing task complexity on L2 pragmatic moves. In K. McDonough, & A. Mackey (Eds.), *Second language interaction in diverse educational contexts* (pp. 45–69). Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Goffman, E. ([1955] 1967). Interaction ritual. *Essays on face-to-face behavior*. Garden City, New York: Doubleday Anchor.
- Goffman, E. (1955). On face-work: An analysis of ritual elements in social interaction. *Psychiatry*, 18(3), 213–231.
- Golato, A. (2003). Studying compliment responses: A comparison of DCTs and recordings of naturally occurring talk. *Applied Linguistics*, 24(1), 90–121.

- Golato, A. (2005). Compliments and compliment responses: Grammatical structure and sequential organization (Vol. 15). Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Golovko, E. (2011). Linguistic identity of pottery craftsmen in Salento. *International Journal of Language Studies*, 5(2), 39-64.
- Gonzalez, M. S. (2016). Discussion and challenge: Linguistic resources. *International Journal of Language Studies*, 10(3), 95-114.
- Gordon, D., & Lakoff, G. (1975). Conversational postulates. In P. Cole, & J. Morgan (Eds.), *Syntax and semantics: Speech acts* (Vol. 3, pp. 83–106). New York: Academic Press.
- Grainger, K., & Mills, S. (2016). Directness and indirectness across cultures. Hampshire: Palgrave Macmillan.
- Grainger, K., Kerkam, Z., Mansor, F., & Mills, S. (2015). Offering and hospitality in Arabic and English. *Journal of Politeness Research. Language, Behaviour, Culture*, 11(1), 41– 70.
- Gray-Little, B., Williams, V. S. L., & Hancock, T. D. (1997). An item response theory analysis of the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 23(5), 443–451.
- Grego, K. S. (2019). The scientific debate in English-speaking texts: Between ESP and CDS. *International Journal of Language Studies*, 13(4), 15-30.
- Grice, P. (1975). Logic and conversation. In P. Cole, & J. Morgan (Eds.), *Syntax and semantics: Speech acts* (Vol. 3, pp. 41–58). New York: Academic Press.
- Griffiths, R. A., Beumont, P. J. V., Giannakopoulos, E., Russell, J., Schotte, D., Thornton, C., Touyz, S. W., & Varano, P. (1999). Measuring self-esteem in dieting disordered patients: The validity of the Rosenberg and Coopersmith contrasted. *International Journal of Eating Disorders*, 25(2), 227–231.
- Grigoryan, T. (2016). Using learner corpora in language teaching. *International Journal of Language Studies*, 10(1), 71-90.
- Gupta, S., Romano, D. M., & Walker, M. A. (2005). Politeness and variation in synthetic social interaction. In H-ACI human-animated characters interaction workshop in conjunction with the 19th British HCI group annual conference.
- Guzzo, S., & Gallo, A. (2019). “Please accept my apologies”: English, food, and identity in TripAdvisor discourse. *International Journal of Language Studies*, 13(4), 141-158.
- Hadikin, G. (2013). You know Korean English? Lexical Priming in short strings of Korean Spoken English. *International Journal of Language Studies*, 7(1), 59-78.
- Hadjiconstantinou, S. (2017). E-portfolios as professional identities for university learners in an English for communication and media program. *International Journal of Language Studies*, 11(3), 151-166.
- Häggström, M. (2020). The art of read-aloud, body language and identity construction: A multimodal interactional analysis of interaction between parent, child and picture book. *International Journal of Language Studies*, 14(1), 117-140.

- Hahn, J. W. (2006). Apologizing in Korean. Doctoral Dissertation. University of Hawaii at Mānoa, Honolulu.
- Haim, S. (1987). English-Farsi (Persian) dictionary. Tehran: Farhang Moaser.
- Hannell, G. (2012). Promoting Positive Thinking: Building children's self-Esteem, self-Confidence and optimism (2nd ed.). Oxford, New York: David Fulton Publishers.
- Harlow, L. L. (1990). Do they mean what they say? Sociopragmatic competence and second language learners. *The Modern Language Journal*, 74(3), 328–351. doi:10.1111/j.1540-4781.1990.tb01070.x
- Harter, S. (1982). The perceived competence scale for children. *Child Development*, 53(1), 87–97.
- Hartford, B. S., & Bardovi-Harlig, K. (1992). Experimental and observational data in the study of interlanguage pragmatics. *Pragmatics and Language Learning*, 3, 33–52.
- Hassall, T. (2003). Requests by Australian learners of Indonesian. *Journal of Pragmatics*, 35(12), 1903–1928.
- Haugh, M. (2007). The discursive challenge to politeness research: An interactional alternative. *Journal of Politeness Research. Language, Behaviour, Culture*, 3, 295–317.
- Haugh, M. (2009). Face and interaction. In Bargiela-Chiappini, F., & Haugh, M. (Eds.), *Face, communication and social interaction* (pp. 1–30). London: Equinox Publishing.
- Haugh, M. (2012). Epilogue: The first-second order distinction in face and politeness research. *Journal of Politeness Research. Language, Behaviour, Culture*, 8(1), 111–134.
- Haugh, M. (2013). Im/politeness, social practice and the participation order. *Journal of Pragmatics*, 58, 52–72.
- Haugh, M., & Bargiela-Chiappini, F. (2010). Face in interaction. *Journal of Pragmatics*, 42(8), 2073–2077. doi:10.1016/j.pragma.2009.12.013
- Haverkate, H. (1984). Speech acts, speakers and hearers: Reference and referential strategies in Spanish. Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Heatherton, T. F., & Wyland, C. (2003). Why do people have self-esteem?. *Psychological Inquiry*, 14(1), 38–41.
- Heberle, V., & Morgado, M. (2016). Discussing the representation of immigrants: An integrated view from SFL, CDA and Multimodality. *International Journal of Language Studies*, 10(2), 57–78.
- Held, G. (1996). Two polite speech acts in contrastive view: Aspects of the realization of requesting and thanking in French and Italian. In M. Hellinger, & U. Ammon (Eds.), *Contrastive sociolinguistics* (pp. 363–384). Berlin, New York: Mouton de Gruyter.
- Hendriks, B. (2008). Dutch English requests: A study of request performance by Dutch learners of English. In M. Pütz, & J. Neff-van Aertselaer (Eds.), *Developing contrastive pragmatics: Interlanguage and cross-cultural perspectives* (Vol. 31, pp. 335–354). Berlin, New York: Mouton de Gruyter.

- Herat, M. (2014). Avoiding the reaper: Notions of death in Sri Lankan obituaries. *International Journal of Language Studies*, 8(3), 117-144.
- Herat, M. (2014). The final goodbye: The linguistic features of gravestone epitaphs from the nineteenth century to the present. *International Journal of Language Studies*, 8(3), 127-150.
- Herat, M. (2018). You could so easily od like: Clause final and other pragmatic functions of like in Liverpool English speech. *International Journal of Language Studies*, 12(2), 87-112.
- Herat, M. (2020). Post-war letters to the Lord Mayor of Liverpool: Epistolary constructions of identity. *International Journal of Language Studies*, 14(2), 19-42.
- Heritage, J. (2005). Conversation analysis and institutional talk. In K. L. Fitch, & R. E. Sanders (Eds.), *Handbook of language and social interaction* (pp. 103–148). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Heritage, J. (2009). Conversation analysis as social theory. In B. S. Turner (Ed.), *The new blackwell companion to social theory* (pp. 300–320). Malden, Oxford: Wiley Blackwell.
- Hermans, F., & Sloep, P. (2015). Teaching the Dutch how to pronounce English. *International Journal of Language Studies*, 9(4), 55-80.
- Hermans, F., & Sloep, P. (2018). Teaching English pronunciation beyond intelligibility. *International Journal of Language Studies*, 12(1), 107-124.
- Hermas, A. (2014). Multilingual transfer: L1 morphosyntax in L3 English. *International Journal of Language Studies*, 8(2), 1-24.
- Hermas, A. (2019). Mass generics in L3 English: Acquisition route and transfer recovery. *International Journal of Language Studies*, 13(2), 51-68.
- Higgins, E. T. (1996). Knowledge activation: Accessibility, applicability, and salience. In E. T. Higgins, & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 133–168). New York: Guilford Press.
- Hildebrand, K. (2018). "As fayre an handid man": Malory's figurative language. *International Journal of Language Studies*, 12(4), 61-74.
- Hogg, M. A., & Vaughan, G. M. (2002). *Social psychology* (3rd ed.). Prentice Hall.
- Holmes, J. & Stubbe M. (2015). Power and politeness in the workplace: A sociolinguistic analysis of talk at work (2nd ed.). London: Routledge. doi:10.4324/9781315750231
- Holmes, J. (1990). Apologies in New Zealand English. *Language in Society*, 19(2), 155–199.
- Holmes, J. (1995). Women, men and politeness. London: Routledge.
- Holmes, J. (2006). Politeness strategies as linguistic variables. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (pp. 684–697). Oxford: Elsevier.
- Holtgraves, T., & Yang, J-N. (1990). Politeness as universal: Cross-cultural perceptions of request strategies and inferences based on their use. *Journal of Personality and Social Psychology*, 59(4), 719–729.
- Holtgraves, T., Srull, T. K., & Socall, D. (1989). Conversation memory: The effects of speaker status on memory for the assertiveness of conversation remarks. *Journal of Personality and Social Psychology*, 56(2), 149–160.

- Hong, G. (1999). Features of requests strategies in Chinese. Lund University, Department of Linguistics Working Papers, 47, 73–86.
- Hood, S., & Lander, J. (2016). Technologies, modes and pedagogic potential in live versus online lectures. *International Journal of Language Studies*, 10(3), 23-42.
- Hou, J., Loerts, H., & Verspoor, M. H. (2018). Exploring attitude and test-driven motivation towards English at Chinese universities. *International Journal of Language Studies*, 12(1), 37-60.
- House, J. (1989). Politeness in English and German: The functions of please and bitte. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 96–119). Norwood, NJ: Ablex Publishing.
- House, J., & Kasper, G. (1981). Politeness markers in English and German. In F. Coulmas (Ed.), *Conversational routine: Exploration in standardised communication situations and prepatterned speech* (pp. 157–185). The Hague: Mouton de Gruyter.
- House, J., & Kasper, G. (1987). Interlanguage pragmatics: Requesting in a foreign language. In W. Lörscher, & R. Schultze (Eds.), *Festschrift für Werner Hüllen, Perspectives on language in performance* (Vol. 2, pp. 1250–1288). Tübingen: Narr Verlag.
- Hu, Y. (2016). A longitudinal study on the extent of Mandarin influence on the acquisition of English. *International Journal of Language Studies*, 10(4), 59-76.
- Huang, L.-F. (2013). The use of Linear Unit Grammar (LUG) in the investigation of discourse markers in spoken English. *International Journal of Language Studies*, 7(3), 119-136.
- Ide, S. (1989). Formal forms and discernment: Two neglected aspects of universals of linguistic politeness. *Multilingua*, 8(2/3), 223–248.
- Iraqi, A. (2017). Translating the Sufi dictionary into English: Challenges and constraints. *International Journal of Language Studies*, 11(4), 5-30.
- Jabeen, F., Rai, M. A., & Arif, S. (2011). A corpus based study of discourse markers in British and Pakistani speech. *International Journal of Language Studies*, 5(4), 69-86.
- James, W. ([1890] 1983). *The principles of psychology*. Cambridge, MA: Harvard University Press.
- Janis, I. L., & Field, P. B. (1959). Sex differences and personality factors related to persuasibility. In C. I. Hovland, & I. L. Janis (Eds.), *Personality and persuasibility* (pp. 55–68). Oxford: Yale University Press.
- Jesus, F. L. D., Figueiredo, D. D. C., & Nascimento, F. S. (2016). Screening the unspeakable: The representation of gender/sex roles and same-sex love in Brokeback Mountain. *International Journal of Language Studies*, 10(2), 33-56.
- Johns, A. M., & Salmani Nodoushan, M. A. (2015). English for Specific Purposes: The state of the art (An online interview with Ann M. Johns). *International Journal of Language Studies*, 9(2), 113-120.
- Jung, E. H. S. (2004). Interlanguage pragmatics: Apology speech acts. In C. L. Moder, & A. Martinovic-Zic (Eds.), *Discourse across languages and cultures* (pp. 99-116). Amsterdam, Philadelphia: John Benjamins Publishing Company.

- Kanakri, A. (2017). Second language teacher education: Preparing teachers for the needs of second language learners. *International Journal of Language Studies*, 11(1), 63-94.
- Karlsson, M. (2014). Quantitative and qualitative aspects of advanced students' mastery of L1 (Swedish) and L2 (English) free combinations of noun/verb + preposition as compared to multi-word verbs. *International Journal of Language Studies*, 8(3), 27-54.
- Karlsson, M. (2018). Review of the book *Form-function relations in narrative development: How Anna became a writer*, by E. B. Svensson. *International Journal of Language Studies*, 12(4), 103-106.
- Karlsson, M. (2020). Review of the book *Technology-supported learning in and out of the Japanese language classroom*. Bristol, by E. Zimmerman & A. McMeekin. *International Journal of Language Studies*, 14(1), 171-179.
- Kasper, G. (1994). Politeness. In R. E. Asher, & J. M. Y. Simpson (Eds.), *The encyclopedia of language and linguistics* (pp. 3206–3211). Oxford, New York: Pergamon Press.
- Kasper, G. (1997). The role of pragmatics in language teacher education. In K. Bardovi-Harlig, & B. Hartford (Eds.), *Beyond methods: Components of second language teacher education* (pp. 113–136). New York: McGraw-Hill.
- Kasper, G. (2000). Data collection in pragmatics research. In H. Spencer-Oatey (Ed.), *Culturally speaking: Managing rapport through talk across cultures* (pp. 316–341). London: Continuum.
- Kasper, G. (2004). Speech acts in (inter)action: Repeated questions. *Intercultural Pragmatics*, 1(1), 125–133.
- Kasper, G. (2006). Speech Acts in Interaction: Towards Discursive Pragmatics. In K. Bardovi-Harlig, J. C. Félix-Brasdefer, & A. S. Omar (Eds.), *Pragmatics and language learning* (Vol. 11, pp. 281–316). University of Hawaii at Mānoa: National Foreign Language Resource Center.
- Kasper, G., & Dahl, M. (1991). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition*, 13(2), 215–247.
- Kaur, M., & Shamsudin, S. (2011). Extracting noun forms: A lesson learnt. *International Journal of Language Studies*, 5(4), 19-32.
- Kazemi, A., & Salmani Nodoushan, M. A. (2018). A conversation analytic perspective on Quranic verses and chapters. *Studies in English Language and Education*, 5(1), 1-11.
- Khalema, N. E. (2016). Linguicism and nationalism: A post-colonial gaze on the promotion of Afrikaans as a national language in apartheid South Africa. *International Journal of Language Studies*, 10(1), 91-110.
- Kintsch, W. (1998). Comprehension: A paradigm for cognition. Cambridge: Cambridge university press.
- Kissau , S., Wang, C., Rodgers, M., Haudeck, H., & Biebricher, C. (2019). The motivational profile of adolescent foreign language learners: An international comparison. *International Journal of Language Studies*, 13(1), 19-40.

- Kissau, S., Rodgers, M., & Haudek, H. (2015). Practicing what they preach? A comparison of teacher candidate beliefs and practices. *International Journal of Language Studies*, 9(4), 29-54.
- Kobia, J. M. (2009). Challenges facing the implementation of 2002 secondary Kiswahili curriculum in Kenya. *International Journal of Language Studies*, 3(3), 303-316.
- Koike, D. A. (1989). Pragmatic competence and adult L2 acquisition: Speech acts in interlanguage. *The Modern Language Journal*, 73(3), 279–289. doi:10.1111/j.1540-4781.1989.tb06364.x
- Komariah, E., Erdiana, N., & Mutia, T. (2020). Communication strategies used by EFL students in classroom speaking activities. *International Journal of Language Studies*, 14(3), 27-46.
- Kosta, P., & Krivochen, D. G. (2012). Review of the book *The biolinguistic enterprise: New perspectives on the evolution and nature of the human language faculty*, by A. M. Di Sciullo & C. Boeckx. *International Journal of Language Studies*, 6(4), 154-182.
- Koutlaki, S. (1997). The Persian system of politeness and the Persian folk concept of face, with some reference to EFL teaching to Iranian native speakers (Unpublished doctoral dissertation). Cardiff University, England.
- Koutlaki, S. A. (2002). Offers and expressions of thanks as face enhancing acts: *tæ'arof* in Persian. *Journal of Pragmatics*, 34(12), 1733–1756.
- Krivochen, D. G. (2011). The Quantum Human Computer Hypothesis and Radical Minimalism: A brief introduction to Quantum Linguistics. *International Journal of Language Studies*, 5(4), 87-108.
- Kryston-Morales, C. (1997). The production of compliments and responses in English by native Spanish speakers in Puerto Rico: An intercultural pragmatics study. Unpublished doctoral thesis. New York University.
- Kumar, K. K. (2011). Development and application of an instrument to find out the linguistic background of employees in MNCs. *International Journal of Language Studies*, 5(3), 45-74.
- Kumazawa, T. (2016). Factors affecting multiple-choice cloze test score variance: A perspective from generalizability theory. *International Journal of Language Studies*, 10(1), 15-30.
- Kuznetsova, A., Brockhoff, P. B., & Christensen, R. H. B. (2017). lmerTest package: Tests in linear mixed effects models. *Journal of Statistical Software*, 82(13), 1–26.
- Kwon, J. (2004). Expressing refusals in Korean and in American English. *Multilingua-Journal of Cross-Cultural and Interlanguage Communication*, 23(4), 339–364.
- Lakoff, R. T. (1972). Language in context. *Language*, 48(4), 907–927.
- Lakoff, R. T. (1973). The logic of politeness, or, minding your p's and q's. In C. Corum, T. C. Smith-Stark, & A. Weiser (Eds.), *Papers from the ninth regional meeting of the Chicago Linguistic Society* (pp. 292–305). Chicago: Chicago Linguistic Society.
- Lakoff, R. T. (1977). What you can do with words: Politeness, pragmatics and performatives. In A. Rogers, B. Walls, & J. P. Murphy (Eds.), *Proceedings of the Texas Conference on*

- Performatives, Presuppositions and Implicatures (pp. 79–105). Arlington: Centre for Applied Linguistics.
- Lakoff, R. T. (1979). Stylistic strategies within a grammar of style. *Annals of the New York Academy of Sciences*, 327, 53–78. doi:10.1111/j.1749-6632.1979.tb17753.x
- Laleko, O. (2011). Restructuring of verbal aspect in Heritage Russian: Beyond lexicalization. *International Journal of Language Studies*, 5(3), 13-26.
- Le Pair, R. (1996). Spanish request strategies: A cross-cultural analysis from an intercultural perspective. *Language Sciences*, 18(3/4), 651–670.
- Lee, J-Y. (2015). The use of English phrasal verbs in American spoken corpora: A comparative analysis of an academic spoken corpus and a casual conversation corpus. *International Journal of Language Studies*, 9(2), 27-48.
- Lee, Y.-C. (2011). Comparison of politeness and acceptability perceptions of request strategies between Chinese learners of English and native English speakers. *International Journal of Language Studies*, 5(3), 27-44.
- Lee, Y.-C. (2011). Comparison of politeness and acceptability perceptions of request strategies between Chinese learners of English and native English speakers. *International Journal of Language Studies*, 5(3), 27-44.
- Leech, G. (1980). Explorations in semantics and pragmatics. Amsterdam: Benjamins. Leech, G. N. (1983). Principles of pragmatics. New York: Longman.
- Lee-Wong, S. M. (1994). Imperatives in requests: Direct or impolite observations from Chinese. *Pragmatics*, 4(4), 491–515.
- Leonard, S. P. (2013). Phenomenology of speech in a cold place: The Polar Eskimo language as “lived experience”. *International Journal of Language Studies*, 7(1), 151-174.
- Lepore, E., & Stone, M. (2015). Imagination and convention: Distinguishing grammar and inference in language. Oxford: Oxford University Press.
- Lewis, D. (1979). Scorekeeping in a language game. In R. Bäuerle, U. Egli, & A. von Stechow (Eds.), *Semantics from different points of view* (pp. 172–187). Berlin, Heidelberg: Springer.
- Li, S.-M., & Lai, H.-L. (2011). Hakka aspectual Ted4 constructions: A constructional approach. *International Journal of Language Studies*, 5(1), 97-124.
- Li, Z. (2013). The issues of construct definition and assessment authenticity in video-based listening comprehension tests: Using an argument-based validation approach. *International Journal of Language Studies*, 7(2), 61-82.
- Liang, F. (2018). Parental perceptions toward and practices of heritage language maintenance: Focusing on the United States and Canada. *International Journal of Language Studies*, 12(2), 65-86.
- Lieberman, D. A. (1979). Behaviorism and the mind: A (limited) call for a return to introspection. *American Psychologist*, 34(4), 319–333. doi:10.1037/0003-066X.34.4.319

- Lindhout, P., Teunissen, G. J., & Lindhout, M P. (2012). Quick effective CEFR level evaluation of complete documents: Integrated readability appraisal of text and graphics with the L-scale algorithm. *International Journal of Language Studies*, 6(3), 37-56.
- Liu, J. J. (2015). Three concentric circles: Young Chinese English learners' perceptions of purposeful audiences. *International Journal of Language Studies*, 9(3), 83-100.
- Locher, M. A. (2004). Power and politeness in action: Disagreement in oral communications. Berlin: Mouton de Gruyter.
- Locher, M. A. (2008). Relational work, politeness, and identity construction. In G. Antos, E. Ventola, & T. Weber (Eds.), *Handbooks of applied linguistics: Interpersonal communication* (pp. 509–540). Berlin: Mouton de Gruyter.
- Locher, M. A., & Watts, R. J. (2005). Politeness theory and relational work. *Journal of Politeness Research. Language, Behaviour, Culture*, 1, 9–33.
- Lu, D. (2014). Code-mixing and its impact on language competence. *International Journal of Language Studies*, 8(2), 75-90.
- Lu, J., & Catalano, T. (2015). Let them learn English: Reader response to media discourse about dual language education. *International Journal of Language Studies*, 9(2), 1-26.
- Luchini, P. L. (2010). Evaluating the effectiveness of a complimentary approach to teaching writing skills. *International Journal of Language Studies*, 4(3), 73-92.
- Luchini, P. L., & Arguello, M. (2009). Listening skill teaching: Some pedagogical considerations. *International Journal of Language Studies*, 3(3), 317-344.
- Luchini, P. L., & Roldán, V. (2007). Monitoring the implementation of the reformulation technique in the EFL writing class: A case study in Argentina. *International Journal of Language Studies*, 1(4), 227-248.
- Lyubomirsky, S., Tkach, C., & DiMatteo, M. R. (2006). What are the differences between happiness and self-esteem? *Social Indicators Research*, 78(3), 363–404.
- Mack, J. E. (1983). Self-esteem and its development: An overview. In J. E. Mack, & S. L. Ablon (Eds.), *The development and sustaining of self-esteem in childhood* (pp. 1–42). New York: International Universities Press.
- Macken-Horarik, M., & Sandiford, C. (2016). Diagnosing development: A grammatics for tracking student progress in narrative composition. *International Journal of Language Studies*, 10(3), 61-94.
- Mackey, A., & Gass, S. M. (2005). Second language research: methodology and design. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Maden, S. (2012). The effect of drama on language teaching success. *International Journal of Language Studies*, 6(2), 67-86.
- Maglie, R. (2017). Go ask Alice! The voice of medicine and the voice of lifeworld on a website. *International Journal of Language Studies*, 11(4), 31-56.

- Mahmud, M., & Slabakova, R. (2020). A longitudinal investigation of morpheme acquisition by Indonesian learners of L2 English. *International Journal of Language Studies*, 14(4), 19-38.
- Mak, B. C. N. (2014). Instant messaging in office hours: Use of ellipsis dots at work and Hong Kong culture. *International Journal of Language Studies*, 8(2), 25-50.
- Mammadova, T. (2016). Two approaches to the teaching of grammar and their implications. *International Journal of Language Studies*, 10(1), 49-70.
- Mancheno, A. A. (2015). The effect of storytelling format (dialogic vs. narrative) on linguistic recall and comprehension. *International Journal of Language Studies*, 9(4), 1-28.
- Marfuaty, F. A., & Wahyudi, R. (2015). An analysis of thematic progression patterns: Opinion section texts of The Jakarta Post. *International Journal of Language Studies*, 9(3), 109-130.
- Margalef-Boada, T. (1993). Research methods in interlanguage pragmatics: An inquiry into data collection procedures. Unpublished doctoral thesis. Indiana University.
- Márquez Reiter, R. (2000). *Linguistic politeness in Britain and Uruguay: A contrastive study of requests and apologies* (Vol. 83). Philadelphia: John Benjamins Publishing Company.
- Márquez Reiter, R. (2002). A contrastive study of conventional indirectness in Spanish: Evidence from peninsular and Uruguayan Spanish. *Pragmatics: Quarterly Publication of the International Pragmatics Association (IPrA)*, 12(2), 135–151.
- Márquez Reiter, R., Rainey, I., & Fulcher, G. (2005). A comparative study of certainty and conventional indirectness: Evidence from British English and Peninsular Spanish. *Applied Linguistics*, 26(1), 1–31.
- Marsh, H. W. (1986). Global self-esteem: Its relation to specific facets of self-concept and their importance. *Journal of Personality and Social Psychology*, 51(6), 1224–1236.
- Marsh, H. W., & Shavelson, R. (1985). Self-concept: Its multifaceted, hierarchical structure. *Educational Psychologist*, 20(3), 107–123.
- Martín Del Pozo, M. Á. (2017). CLIL and ESP: Synergies and mutual inspiration. *International Journal of Language Studies*, 11(4), 57-76.
- Martínez-Flor, A. (2009). The use and function of “please” in learners’ oral requestive behaviour: A pragmatic analysis. *Journal of English Studies*, (7), 35–54.
- Master, P. (2013). A contrastive study of determiner usage in EST research articles. *International Journal of Language Studies*, 7(1), 33-58.
- Matsumoto, Y. (1988). Reexamination of the universality of face: Politeness phenomena in Japanese. *Journal of Pragmatics*, 12(4), 403–426.
- Mattiello, E. (2017). The popularisation of science via TED talks. *International Journal of Language Studies*, 11(4), 77-106.
- McQueen, H. J. (2016). Exploring the intonation of appraised items in one speech by Obama: The case of prominence. *International Journal of Language Studies*, 10(2), 79-102.
- Meier, A. J. (1995). Passages of politeness. *Journal of Pragmatics*, 24(4), 381–392.

- Mendez Vallejo, D. C. (2013). Conversational and prosodic patterns in Spanish requests. *International Journal of Language Studies*, 7(2), 109-142.
- Mendez Vallejo, D. C. (2013). Conversational and prosodic patterns in Spanish requests. *International Journal of Language Studies*, 7(2), 109-142.
- Menghini, M. (2017). Supporting multilingualism in academic writing. *International Journal of Language Studies*, 11(4), 107-130.
- Meutem Kamtchueng, L. M. (2015). C'est ça que je mange?/Is that what I eat?—A linguistic study of the language of corruption in multilingual Cameroon. *International Journal of Language Studies*, 9(3), 59-82.
- Meutem Kamtchueng, L. M. (2016). La bindi nga que tu know-la nyass jusqu'a le feu sort seulement: Examining strategies of intensification in Camfranglais. *International Journal of Language Studies*, 10(1), 125-148.
- Miller, D., & Moran, T. (2012). *Self-esteem: A guide for teachers*. London: Sage Publications.
- Mills, S. (2003). *Gender and politeness*. Cambridge: Cambridge University Press.
- Miller, G. A. (1974). *Linguistic Communication: Perspectives for research; Report of the study group on linguistic communication to the national institute of education*. Newark, Delaware: International Reading Association.
- Mills, G. J. (2014). Dialogue in joint activity: Complementarity, convergence and conventionalization. *New Ideas in Psychology*, 32, 158–173.
- Moore, N., & Salmaso, G. (2016). Editorial. *International Journal of Language Studies*, 10(3), 1-4.
- Morkus, N. (2009). The realization of the speech act of refusal in Egyptian Arabic by American learners of Arabic as a foreign language (Unpublished doctoral dissertation). University of South Florida, Tampa, Florida.
- Morkus, N. (2014). Refusals in Egyptian Arabic and American English. *Journal of Pragmatics*, 70, 86–107.
- Mutaka, N. M. (2014). Penultimate lengthening and stress in Kinande. *International Journal of Language Studies*, 8(1), 109-124.
- Naddeo, M. (2019). ESP@school: CLIL Art. *International Journal of Language Studies*, 13(4), 73-86.
- Narayanan, R., Nair, N. R., & Iyyappan, S. (2008). Some factors affecting English learning at tertiary level. *International Journal of Language Studies*, 2(4), 485-512.
- Nasti, C., Venuti, M., & Zollo, S. A. (2017). UK university websites: A multimodal, corpus-based analysis. *International Journal of Language Studies*, 11(4), 131-152.
- Natsir, Y. (2012). Language encounters in the workplace of Banci community. *International Journal of Language Studies*, 6(1), 107-124.
- Ndhlovu, F. (2013). Beyond neo-liberal instructional models: Why multilingual instruction matters for South African skills development. *International Journal of Language Studies*, 7(3), 33-58.

- Nelson, G. L., al-Batal, M., & el-Bakary, W. (2002). Directness vs. indirectness: Egyptian Arabic and US English communication style. *International Journal of Intercultural Relations*, 26(1), 39–57.
- Ngefac, A. (2009). Towards a re-definition of Cameroon pidgin. *International Journal of Language Studies*, 3(3), 345-358.
- Nguyen, T. N., & Zuckermann, G. (2012). Stupid as a Coin: Meaning and rhyming similes in Vietnamese. *International Journal of Language Studies*, 6(4), 97-118.
- Nittono, M. (2003). Japanese hedging in friend-friend discourse (Unpublished doctoral dissertation). Columbia University, New York, New York.
- Nordlund, M., & Norberg, C. (2020). Vocabulary in EFL teaching materials for young learners. *International Journal of Language Studies*, 14(1), 89-116.
- O'Driscoll, J. (2011). Some issues with the concept of face: When, what, how and how much? In F. Bargiela-Chiappini, & D. Z. Kádár (Eds.), *Politeness across cultures* (pp. 17– 41). London: Palgrave Macmillan.
- Obeng, S. G. (1999). Requests in Akan discourse. *Anthropological Linguistics*, 41(2), 230– 251.
- Ocampo, A., & Ocampo, F. (2020). The creation of a periphrasis: estar, ir, and venir in construction with gerunds in Rioplatense Spanish. *International Journal of Language Studies*, 14(1), 25-62.
- Okuizumi, K. (2020). An analysis of L1 readers' meaning-making processes through producing and answering questions regarding picture books: Eye-tracking measurements and interviews. *International Journal of Language Studies*, 14(2), 103-116.
- Olshtain, E., & Blum-Kulka, S. (1985). Crosscultural pragmatics and the testing of communicative competence. *Language Testing*, 2, 16–30.
- Olshtain, E., & Cohen, A. (1983). Apology: A speech-act set. In N. Wolfson, & E. Judd (Eds.), *Sociolinguistics and language acquisition* (pp. 18–36). Rowley, Massachusetts: Newbury House.
- Onu, J. O., & Solomon-Etefia, P. O. (2019). A functional-semiotic investigation of traditional funeral rites and rituals in Elugwu Ezike in Igbo land. *International Journal of Language Studies*, 13(1), 99-128.
- Ortu, C. (2019). Saps-Speak: The language of the South African police in the post- apartheid era. *International Journal of Language Studies*, 13(4), 125-140.
- Oteiza, T., & Pinuer, C. (2016). Appraisal framework and critical discourse studies: A joint approach to the study of historical memories from an intermodal perspective. *International Journal of Language Studies*, 10(2), 5-32.
- Oyedokun-Alli, W. A., & Babatope, J. K. (2019). A jurilinguistic analysis of selected libel cases in Nigeria. *International Journal of Language Studies*, 13(2), 33-50.
- Patharakorn, P., & Ho, K. (2016). Review of the book Teaching and assessing locally defined EIL, by S. McKay & J. D. Brown. *International Journal of Language Studies*, 10(1), 149-155.

- Pavlidou, T. (2000). Telephone conversations in Greek and German: Attending to the relationship aspect of communication. In H. Spencer-Oatey (Ed.), *Culturally Speaking: Managing Rapport through Talk across Cultures* (pp. 121–140). London, New York: Continuum.
- Pennarola, C. (2019). From knowledge to empowerment: The epistemologies of ESP. *International Journal of Language Studies*, 13(4), 7-14.
- Piazzoli, E. C. (2014). Engagement as perception-in-action in process drama for teaching and learning Italian as a second language. *International Journal of Language Studies*, 8(2), 91-116.
- Pichette, F., & Lesniewska, J. (2018). Percentage of L1-based errors in ESL: An update on Ellis (1985). *International Journal of Language Studies*, 12(2), 1-16.
- Polese, V. (2017). 'Re-scaling' the discourse on immigrant integration: The role of definitions. *International Journal of Language Studies*, 11(4), 153-172.
- Ponniah, R. J. (2008). Acquisition of grammar through comprehensible input versus explicit instruction. *International Journal of Language Studies*, 2(2), 249-256.
- Ponniah, R. J. (2009). An experimental inquiry into the application of rules of grammar. *International Journal of Language Studies*, 3(3), 359-366.
- Ponton, D. M. (2014). Royal sport and social distance: Television interviews with Prince Andrew and Princess Anne. *International Journal of Language Studies*, 8(2), 51-74.
- Pratt, K. L. (2011). Review of the book Love ya hate ya: The sociolinguistic study of youth language and youth identities, by J. N. Jorgensen. *International Journal of Language Studies*, 5(4), 123-132.
- Pregot, M. V. (2013). A review of bilingual education practices in urban schools: A glorious goal or a political problem. *International Journal of Language Studies*, 7(4), 45-56.
- Puig, R. V. D., & Benedicto, E. (2012). Linguistic and technical training as a community empowerment tool: The case of the Mayangna linguists' team in Nicaragua. *International Journal of Language Studies*, 6(1), 77-90.
- Purkey, W. W. (1988). An overview of self-concept theory for counselors. *Highlights: An ERIC/CAPS Digest*. ED304630. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, MI.
- Raffini, J. P. (1996). 150 ways to increase intrinsic motivation in the classroom. Needham Heights, MA; Boston: Allyn and Bacon.
- Rajandran, K. (2008). Language planning for the Malay language in Malaysia since independence. *International Journal of Language Studies*, 2(2), 237-248.
- Rajandran, K. (2009). The use of layout in Malay language newspapers' front pages. *International Journal of Language Studies*, 3(2), 235-248.
- Reid, J. L. (2012). Questioning a world standard English. *International Journal of Language Studies*, 6(1), 31-42.

- Richards, H. (2017). Studying Chinese as a foreign language: Learner attitudes and language learning. *International Journal of Language Studies*, 11(2), 17-40.
- Richardson, C. (2003). The relationship between self-esteem and reading (Unpublished master's thesis). Kean University, New Jersey.
- Rinnert, C., & Kobayashi, H. (1999). Requestive hints in Japanese and English. *Journal of Pragmatics*, 31(9), 1173–1201.
- Rintell, E. M. (1981). Sociolinguistic variation and pragmatic ability: A look at learners. *International Journal of the Sociology of Language*, 27, 11–33.
- Rintell, E., & Mitchell, C. J. (1989). Studying requests and apologies: An inquiry into method. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 248–272). Norwood, NJ: Ablex Publishing.
- Rivas, L. I., & Germani, M. P. (2016). Analysing correlations between generic patterns and prosodic realizations in interviews in English. *International Journal of Language Studies*, 10(2), 103-126.
- Rolstad, K., Macswan, J., & Mahoney, K. S. (2012). The ineffectiveness of English immersion in Arizona. *International Journal of Language Studies*, 6(2), 137-150.
- Rose, K. R. (2000). An exploratory cross-sectional study of interlanguage pragmatic development. *Studies in Second Language Acquisition*, 22(1), 27–67.
- Rose, K. R. (2001). Compliments and compliment responses in film: Implications for pragmatics research and language teaching. *International Review of Applied Linguistics*, 39(4), 309–326.
- Rosenberg, M. (1384/2005). Arzesh-yabi shakhsiyat. Trans. Hamzeh Ganji. Tehran: Nashr-e Savalan.
- Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.
- Rosenberg, M. (1976). Beyond self-esteem: Some neglected aspects of the self-concept. Paper presented at Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3)
- Rosenberg, M. (1979). *Conceiving the self*. New York, USA: Basic Books.
- Rosenberg, M. (1989). Society and the adolescent self-image (Rev. ed.) Middletown, CT, England: Wesleyan University Press.
- Rosenberg, M., & Simmons, R. G. (1972). Black and white self-esteem: The urban school child. Washington, DC: American Sociological Association.
- Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global self-esteem and specific self-esteem: Different concepts, different outcomes. *American Sociological Review* 60, 141–156.
- Rosendale, D. (1989). Role-play as a data-generation method. *Simulation & Games*, 20(4), 487–492.

- Rubrecht, B. G., & Ishikawa, K. (2012). Language learning motivation: Applying the L2 Motivational Self System. *International Journal of Language Studies*, 6(4), 71-96.
- Runnels, J. (2012). Using the Rasch model to validate a multiple choice English achievement test. *International Journal of Language Studies*, 6(4), 141-153.
- Safadi, E., & Rababah, G. (2012). The effect of scaffolding instruction on reading comprehension skills. *International Journal of Language Studies*, 6(2), 1-38.
- Safont-Jordà, M. P. (2005). Third language learners: Pragmatic production and awareness. Clevedon: Multilingual Matters.
- Safont-Jordà, M. P. (2008). The speech act of requesting. In E. Alcón-Soler (Ed.), *Learning how to request in an instructed language learning context* (pp. 41–64). Peter Lang.
- Sahardin, R., Heriansyah, H., & Yuniarti, A. (2020). The obstacles faced by EFL students in the microteaching course. *International Journal of Language Studies*, 14(4), 39-50.
- Sahoo, K. (2014). Rituals of death in Odisha: Hindu religious beliefs and socio-cultural practices. *International Journal of Language Studies*, 8(4), 29-48.
- Salmani Nodoushan, M. A. (1992). A review of diploma English exam. *The FLT Journal (Roshd)*, 35, 14-19.
- Salmani Nodoushan, M. A. (1995). A sociopragmatic comparative study of ostensible invitations in English and Farsi (Unpublished Master's Thesis). University of Isfahan, Isfahan, Iran.
- Salmani Nodoushan, M. A. (1998). Correlation in language testing. *The Research Quarterly of Arak Islamic Azad University*, 1, 139-142. [Persian Text]
- Salmani Nodoushan, M. A. (2002). Text-familiarity, reading tasks and ESP test performance: A study on Iranian LEP and Non-LEP university students (Unpublished PhD Dissertation). University of Tehran, Tehran, Iran.
- Salmani Nodoushan, M. A. (2003). Text-familiarity, reading tasks and ESP test performance: A study on Iranian LEP and Non-LEP university students. *The Reading Matrix*, 3(1), online.
- Salmani Nodoushan, M. A. (2004a). Advanced writing. Tehran: Zabankadeh publications.
- Salmani Nodoushan, M. A. (2004b). APA style and research report writing. Tehran: Zabankadeh publications.
- Salmani Nodoushan, M. A. (2005). An introduction to phonetics. Tehran: Zabankadeh publications.
- Salmani Nodoushan, M. A. (2006a). A sociopragmatic comparative study of ostensible invitations in English and Farsi. *Speech Communication*, 48(8), 903-912.
- Salmani Nodoushan, M. A. (2006b). Does field independence relate to performance on communicative language tests? *Journal of Educational Technology*, 3(3), 79-85.
- Salmani Nodoushan, M. A. (2006c). Language teaching: State of the art. *Asian EFL Journal*, 8(1), 169-193.
- Salmani Nodoushan, M. A. (2006d). Research in the language classroom: State of the art. *Journal of Educational Technology*, 3(2), 63-72.

- Salmani Nodoushan, M. A. (2006e). The Socio-Pragmatics of Greeting Forms in English And Persia. *International Journal of Language, Culture, and Society*, 17. online.
- Salmani Nodoushan, M. A. (2007a). Are task type and text familiarity predictors of performance on tests of English for specific purposes? *Asian ESP Journal*, 3(1), 67-96.
- Salmani Nodoushan, M. A. (2007b). Conversational strategies in Farsi complaints: The case of Iranian complainers. *PhiN: Philologie Netz*, 39, 20-37.
- Salmani Nodoushan, M. A. (2007c). Error treatment in the EFL writing class: Red pen method versus remedial instruction. *Journal of Educational Technology*, 4(3), 53-58.
- Salmani Nodoushan, M. A. (2007d). Greeting forms in English and Persian: A socio-pragmatic perspective. *Pakistan Journal of Social Sciences*, 4(3), 355-362.
- Salmani Nodoushan, M. A. (2007e). Iranian complainees' use of conversational strategies: A politeness study. *Iranian Journal of Language Studies*, 1(1), 29-56.
- Salmani Nodoushan, M. A. (2007f). Is field dependence or independence a predictor of EFL reading performance? *TESL Canada Journal*, 24(2), 82-108.
- Salmani Nodoushan, M. A. (2007g). Is text cohesion a precursor to reading success? *Journal of Educational Technology*, 3(4), 87-91.
- Salmani Nodoushan, M. A. (2007h). On adopting a cognitive orientation in EFL writing classroom. *Journal on Educational Psychology*, 1(1), 15-18.
- Salmani Nodoushan, M. A. (2007i). Politeness markers in Persian requestives. *The Linguistics Journal*, 2(1), 43-68.
- Salmani Nodoushan, M. A. (2007j). Thinking on the write path. *Training Journal*, May 2007, 37-40.
- Salmani Nodoushan, M. A. (2008a). A critique of the brave new world of K-12 education. *Journal on School Educational Technology*, 4(2), 1-6.
- Salmani Nodoushan, M. A. (2008b). A framework for task-oriented language instruction. *Journal on School Educational Technology*, 3(3), 5-16.
- Salmani Nodoushan, M. A. (2008c). Conversational strategies in Farsi complaints: The case of Iranian complainees. *International Journal of Language Studies*, 2(2), 187-214.
- Salmani Nodoushan, M. A. (2008d). Language and literacy development in prelingually-deaf children. *Journal on Educational Psychology*, 2(2), 16-20.
- Salmani Nodoushan, M. A. (2008e). Performance assessment in language testing. *Journal on School Educational Technology*, 3(4), 1-7.
- Salmani Nodoushan, M. A. (2008f). Persian requests: Redress of face through indirectness. *Iranian Journal of Language Studies*, 2(3), 257-280.
- Salmani Nodoushan, M. A. (2008g). The quantum human computer (QHC) hypothesis. *Journal of Educational Technology*, 4(4), 28-32.
- Salmani Nodoushan, M. A. (2008h). The role of metacognition in the language teaching profession. *Journal on Educational Psychology*, 2(1), 1-9.

- Salmani Nodoushan, M. A. (2009a). Identifying sources of bias in EFL writing assessment through multiple trait scoring. *The Modern Journal of Applied Linguistics*, 1(2), 28-53.
- Salmani Nodoushan, M. A. (2009b). Improving learning and teaching through action research. *The Modern Journal of Applied Linguistics*, 1(4), 211-222.
- Salmani Nodoushan, M. A. (2009c). Is EFL study major a predictor of language achievement. *The Modern Journal of Applied Linguistics*, 1(3), 182-193.
- Salmani Nodoushan, M. A. (2009d). Measurement theory in language testing: Past traditions and current trends. *Journal on Educational Psychology*, 3(2), 1-12.
- Salmani Nodoushan, M. A. (2009e). Morphological make-up as the predictor of English word accent. *TESL Canada Journal*, 26(2), 13-23.
- Salmani Nodoushan, M. A. (2009f). The Shaffer-Gee perspective: Can epistemic games serve education? *Teaching and Teacher Education*, 25(6), 897-901.
- Salmani Nodoushan, M. A. (2010a). Learning strategies in proficient and less proficient readers in medicine. *Journal on Educational Psychology*, 4(2), 19-32.
- Salmani Nodoushan, M. A. (2010b). Review of the book An introduction to phonetics & phonology by J. Clark & C. Yallop. *Modern Journal of Applied Linguistics*, 2(3), 249-251.
- Salmani Nodoushan, M. A. (2010c). The impact of formal schemata on L3 reading recall. *International Journal of Language Studies*, 4(4), 113-128.
- Salmani Nodoushan, M. A. (2010d). The Interface between interim assessment and feedback: An opinion paper. *Journal on Educational Psychology*, 4(3), 1-8.
- Salmani Nodoushan, M. A. (2010e). The silent disarms: What L1 habits do to FL success. *Modern Journal of Applied Linguistics*, 2(2), 187-189.
- Salmani Nodoushan, M. A. (2011a). A structural move analysis of discussion sub-genre in applied linguistics. 6th International Conference on Languages, E-Learning and Romanian Studies, Lund University, June 3-5, 2011, Marstrand, Sweden.
- Salmani Nodoushan, M. A. (2011b). Differential item functioning (DIF): Current problems and future directions. *International Journal of Language Studies*, 5(3), 133-142.
- Salmani Nodoushan, M. A. (2011c). Globalized classroom, emancipatory competence, and critical pedagogy: A paradigm shift. In R. V. Nata (Ed.), *Progress in education* (pp. 147-162). New York: Nova Science Publishers, Inc.
- Salmani Nodoushan, M. A. (2011d). Reading for the IELTS. Raleigh, NC: Lulu Press Inc.
- Salmani Nodoushan, M. A. (2011e). Reflective teaching in English as a Foreign Language (EFL) classes: An overview. *Journal on School Educational Technology*, 6(3), 1-6.
- Salmani Nodoushan, M. A. (2011f). Supportive discourse moves in Persian requests. *International Journal of Language Studies*, 5(2), 65-94.
- Salmani Nodoushan, M. A. (2011g). Temperament as an indicator of language achievement. *International Journal of Language Studies*, 5(4), 33-52.

- Salmani Nodoushan, M. A. (2011h). The place of genre analysis in international communication. *International Journal of Language Studies*, 5(1), 63-74.
- Salmani Nodoushan, M. A. (2011i). Theses 'Discussion' sections: A structural move analysis. *International Journal of Language Studies*, 5(3), 111-132.
- Salmani Nodoushan, M. A. (2012a). A structural move analysis of discussion sub-genre in applied linguistics. *DacoRomania*, 17(2), 199-212.
- Salmani Nodoushan, M. A. (2012b). Rethinking face and politeness. *International Journal of Language Studies*, 6(4), 119-140.
- Salmani Nodoushan, M. A. (2012c). Self-regulated learning (SRL): Emergence of the RSRLM model. *International Journal of Language Studies*, 6(3), 1-16.
- Salmani Nodoushan, M. A. (2012d). The book review genre: A structural move analysis. *International Journal of Language Studies*, 6(1), 1-30.
- Salmani Nodoushan, M. A. (2012e). The impact of locus of control on language achievement. *International Journal of Language Studies*, 6(2), 123-136.
- Salmani Nodoushan, M. A. (2012f). Theses discussions: A structural move analysis. Berlin: LAP Lambert Academic Publishing.
- Salmani Nodoushan, M. A. (2013a). Review of the book Philosophical perspectives for pragmatics by M. Sbisà, J. O. Östman & J. Verschueren. *Linguistik Online*, 58(1), 119-126.
- Salmani Nodoushan, M. A. (2013b). The bilingual self or selves? *Annals Universitatis Apulensis - Series Philologica*, 14(2), 503-510.
- Salmani Nodoushan, M. A. (2013c). The social semiotics of funerary rites in Iran. *International Journal of Language Studies*, 7(1), 79-102.
- Salmani Nodoushan, M. A. (2014a). Assessing writing: A review of the main trends. *Studies in English Language and Education*, 1(2), 119-129.
- Salmani Nodoushan, M. A. (2014b). Cognitive versus learning styles: Emergence of the Ideal Education Model (IEM). *Journal on Educational Psychology*, 8(2), 31-39.
- Salmani Nodoushan, M. A. (2014c). Iconicity of cohesion in Persian causative constructions. *Linguistik Online*, 68, 29-42.
- Salmani Nodoushan, M. A. (2014d). Review of the book Perspectives on pragmatics and philosophy by A. Capone, F. Lo Piparo & M. Carapezza. *Intercultural Pragmatics*, 11(2), 301-306. (DOI: DOI 10.1515/ip-2014-0013)
- Salmani Nodoushan, M. A. (2014e). Review of the book Perspectives on linguistic pragmatics by A. Capone, F. Lo Piparo & M. Carapezza. *Intercultural Pragmatics*, 11(4), 645-649. (DOI: 10.1515/ip-2014-0028)
- Salmani Nodoushan, M. A. (2014f). Speech acts or language micro- and macro-games? *International Journal of Language Studies*, 8(4), 1-28.
- Salmani Nodoushan, M. A. (2014g). The impact of analogy on L3 reading comprehension. *The Reading Matrix: An International Online Journal*, 14(1), 112-120.

- Salmani Nodoushan, M. A. (2015a). Anxiety as it pertains to EFL writing ability and performance. *Journal on Educational Psychology*, 8(4), 1-12.
- Salmani Nodoushan, M. A. (2015b). Review of the book *An Anthropology of Learning: On Nested Frictions in Cultural Ecologies* by C. Hasse. *British Journal of Educational Technology*, 46(6), E30-E31.
- Salmani Nodoushan, M. A. (2015c). Review of the book *Cognitive coaching* by J. Ellison & C. Hayes. *British Journal of Educational Technology*, 46(5), E21-E22.
- Salmani Nodoushan, M. A. (2015d). Review of the book *Intercultural pragmatics* by I. Kecske. *Pragmatics & Society*, 6(1), 152–156. doi 10.1075/ps.6.1.08nod
- Salmani Nodoushan, M. A. (2015e). Review of the book *Networked Learning: An Educational Paradigm for the Age of Digital Networks* by C. Jones. *British Journal of Educational Technology*, 46(6), E31-E32.
- Salmani Nodoushan, M. A. (2015f). Review of the book *Teaching for creativity in the common core classroom* by R. A. Beghetto, J. C. Kaufman & J. Baer. *British Journal of Educational Technology*, 46(5), E21-E22.
- Salmani Nodoushan, M. A. (2015g). Review of the book *Ways of learning: Learning theories and learning styles in the classroom* by A. Pritchard. *British Journal of Educational Technology*, 46(6), E34-E35.
- Salmani Nodoushan, M. A. (2015h). The secret life of slurs from the perspective of reported speech. *Rivista Italiana di Filosofia del Linguaggio*, 9(2), 92-112.
- Salmani Nodoushan, M. A. (2016a). An encyclopedic dictionary of research. Tehran: Iranian Institute for Encyclopedia Research.
- Salmani Nodoushan, M. A. (2016b). Critical pedagogy, rituals of distinction, and true professionalism. *Journal of Educational Technology*, 13(1), 29-43.
- Salmani Nodoushan, M. A. (2016c). On the functions of swearing in Persian. *Journal of Language Aggression and Conflict*, 4(2), 234-254.
- Salmani Nodoushan, M. A. (2016d). Persian speakers' use of refusal strategies across politeness systems. *PhiN: Philologie Netz*, 76, 61-77.
- Salmani Nodoushan, M. A. (2016e). Review of the book *The diagnosis of reading in a second or foreign language* by J. C. Alderson, E. L. Haapakangas, A. Huhta, L. Nieminen & R. Ullakonoja. *International Journal of Applied Linguistics*, 26(3), 449-451. (doi: 10.1111/ijal.12156)
- Salmani Nodoushan, M. A. (2016f). Rituals of death as staged communicative acts and pragmemes. In A. Capone & J. L. Mey (Eds.), *Interdisciplinary studies in pragmatics, culture and society* (pp. 925-959). Heidelberg: Springer.
- Salmani Nodoushan, M. A. (2016g). Working on the 'write' path: Improving EFL students' argumentative-writing performance through L1-mediated structural cognitive modification. *International Journal of Language Studies*, 10(4), 131-152.
- Salmani Nodoushan, M. A. (2017). Lexemes, practs, and those who have yet to decide. *Linguistik Online*, 81, 77-93.

- Salmani Nodoushan, M. A. (2018a). A comparative structural move analysis of topical and biographical encyclopedia articles. *Foreign Language Research Journal*, 7(2), 453-470.
- Salmani Nodoushan, M. A. (2018b). A conversation analytic perspective on Quranic verses and chapters. *Studies in English Language and Education*, 5(1), 1-11.
- Salmani Nodoushan, M. A. (2018c). Implementation of the Beghetto-Kaufman-Baer approach to creativity and the four-c developmental trajectory in common core foreign language classrooms. In L. Caudle (Ed.), *Teachers and teaching: Practices, challenges and prospects* (pp. 157-174). New York: Nova Science Publishers, Inc.
- Salmani Nodoushan, M. A. (2018d). Toward a taxonomy of errors in Iranian EFL learners' basic-level writing. *International Journal of Language Studies*, 12(1), 101-116.
- Salmani Nodoushan, M. A. (2018e). Which view of indirect reports do Persian data corroborate? *International Review of Pragmatics*, 10(1), 76-100. (doi: 10.1163/18773109-00901008)
- Salmani Nodoushan, M. A. (2019a). A look at the linguistic politeness theory from an Archimedean point. Lecture given on June 22, 2019, at the Institute for Humanities and Cultural Studies, Tehran, Iran.
- Salmani Nodoushan, M. A. (2019b). Clearing the mist: The border between linguistic politeness and social etiquette. *International Journal of Language Studies*, 13(2), 109-120.
- Salmani Nodoushan, M. A. (2020a). English for Specific Purposes: Traditions, trends, directions. *Studies in English Language and Education*, 7(1), 247-268.
- Salmani Nodoushan, M. A. (2020b). Language assessment: Lessons learnt from the existing literature. *International Journal of Language Studies*, 14(2), 135-146.
- Salmani Nodoushan, M. A. (2020c). The concise encyclopedia of cultural studies. Tehran: Institute for Humanities and Cultural Studies.
- Salmani Nodoushan, M. A. (2021). Demanding versus asking in Persian: Requestives as acts of verbal harassment. *International Journal of Language Studies*, 15(1), 27-46.
- Salmaso, G., & Moore, N. (2016). Editorial. *International Journal of Language Studies*, 10(2), 1-4.
- Saniboo, H., & Sinwongsuwan, K. (2016). Improving English conversation skills through online conversation lessons and classroom interactions with English speakers. *International Journal of Language Studies*, 10(1), 111-124.
- Sari, D. F., & Yusuf, Y. Q. (2012). Different representations and semiotics analysis of web news texts. *International Journal of Language Studies*, 6(3), 17-36.
- Sasaki, M. (1998). Investigating EFL students' production of speech acts: A comparison of production questionnaires and role plays. *Journal of Pragmatics*, 30(4), 457-484.
- Saville-Troike, M. (1989). *The ethnography of communication: An introduction* (2nd ed.). Oxford, New York: Basil Blackwell.
- Scarella, R., Brunak, J. (1981). On speaking politely in a second language. *International Journal of Sociology of Language*, 27, 59-75.

- Schauer, G. A. (2007). Finding the right words in the study abroad context: The development of German learners' use of external modifiers in English. *Intercultural Pragmatics*, 4(2), 193–220.
- Schauer, G. A. (2009). *Interlanguage pragmatic development: The study abroad context*. Bloomsbury Publishing.
- Schegloff, E. A. (1980). Preliminaries to preliminaries: "Can I ask you a question?" *Sociological Inquiry*, 50(3/4), 104–152.
- Schegloff, E. A. (1986). The routine as achievement. *Human Studies*, 9(2/3), 111–151.
- Schegloff, E. A. (2007). Sequence organization in interaction: A primer in conversation analysis (Vol. 1). Cambridge: Cambridge University Press.
- Schepens, A., Aelterman, A., & Van Keer, H. (2007). Studying learning processes of student teachers with stimulated recall interviews through changes in interactive cognitions. *Teaching and Teacher Education*, 23(4), 457–472.
- Schneider, D. J., & Turkat, D. (1975). Self-presentation following success or failure: Defensive self-esteem models. *Journal of Personality*, 43(1), 127–135.
- Scollon, R., & Scollon, S. W. (2001). *Intercultural Communication* (2nd ed.). Malden, MA: Blackwell.
- Scott, S. (1998). Patterns of language use in adult face-to-face disagreements (Unpublished doctoral dissertation). Northern Arizona University, Flagstaff, Arizona.
- Scotto Di Carlo, G. (2020). The 'Trumpsconi' phenomenon: A comparative discourse analysis of US president Trump's and former Italian Prime Minister Berlusconi's political speeches. *International Journal of Language Studies*, 14(2), 43-72.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language* (Vol. 626). Cambridge University Press.
- Searle, J. R. (1975). Indirect speech acts. In P. Cole, & J. L. Morgan (Eds.), *Syntax and semantics: Speech acts* (Vol. 3, pp. 59–82). New York: Academic Press.
- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1–23.
- Sembiring, M. (2015). Translating Daliken si Telu texts in Karonese society into English. *International Journal of Language Studies*, 9(3), 131-146.
- Seung, L. D., & Schallert, D. L. (2004). Emotions and classroom talk: Toward a model of the role of affect in students' experiences of classroom discussions. *Journal of Educational Psychology*, 96(4), 619–634.
- Shaaban, K. A. (2014). Assessment of critical thinking skills through reading comprehension. *International Journal of Language Studies*, 8(2), 117-140.
- Sherif, M., & Cantril, H. (1947). *The psychology of ego-involvements: Social attitudes and identifications*. New York, Hoboken, NJ: John Wiley & Sons Inc.
- Shum, M. S.-K., Shi, D., & Tai, C.-P. (2016). The effectiveness of using 'reading to learn, learning to write' pedagogy in teaching Chinese to non-Chinese speaking students in Hong Kong. *International Journal of Language Studies*, 10(3), 43-60.

- Sifianou, M. (1992). The use of diminutives in expressing politeness: Modern Greek versus English. *Journal of Pragmatics*, 17(2), 155–173.
- Sifianou, M. (1999). Politeness phenomena in England and Greece: A cross-cultural perspective. Oxford: Oxford University Press.
- Silviyanti, T. M., Fitriani, S. S., & Wahdini, M. (2020). Communication strategies used by Islamic boarding school EFL students in small group discussion. *International Journal of Language Studies*, 14(4), 79-92.
- Sime, D. (2006). What do learners make of teachers' gestures in the language classroom? *International Review of Applied Linguistics in Language Teaching*, 44(2), 211–230.
- Siyli, N. A., & Kafes, H. (2015). Overrunning speaking anxiety through audio journals. *International Journal of Language Studies*, 9(1), 23-40.
- Solomon-Etefia, P. O. (2018). A semiotic analysis of outdoor HIV/AIDS pictorial campaign messages in Benin metropolis in Nigeria. *International Journal of Language Studies*, 12(2), 131-158.
- Solomon-Etefia, P. O., & Nweya, G. O. (2017). A pragma-semiotic analysis of the Catholic bishops' communiqué on the Ebola epidemic: Impact on the University of Ibadan Catholic faithful. *International Journal of Language Studies*, 11(1), 119-142.
- Spencer-Oatey, H. (2000). Culturally speaking: Managing rapport through talk across cultures. In H. Spencer-Oatey (Ed.), *Introduction: Language, culture and rapport management* (pp. 1–10). London: Continuum.
- Spencer-Oatey, H. (2002). Managing rapport in talk: Using rapport sensitive incidents to explore the motivational concerns underlying the management of relations. *Journal of Pragmatics*, 34, 529–545.
- Spencer-Oatey, H. (2005). (Im)politeness, face, and perceptions of rapport: Unpacking their bases and interrelationships. *Journal of Politeness Research. Language, Behaviour, Culture*, 1(1), 95–119.
- Stalnaker, R. C. (1978). Assertion. In P. Cole (Ed.), *Syntax and Semantics: Pragmatics* (Vol. 9, pp. 315–332). New York: Academic Press.
- Stanwyck, D. J. (1983). Self-esteem through the life span. *Family and community health: The Journal of Health Promotion and Maintenance*, 6(2), 11–28.
- Steingass, F. (1992). *A Comprehensive Persian-English Dictionary: Including the Arabic Words and Phrases to be Met with in Persian Literature*. London: Asian Educational Services.
- Stough, L. M. (2001). Using stimulated recall in classroom observation and professional development. Paper presented at the annual meeting of the American Educational Research Association. Seattle, Washington.
- Sullivan, N., Schatz, R. T., & Lam, C. M.-H. (2012). The (re)nationalization of Hong Kong: The nexus of language and social identity in 2002 and 2009. *International Journal of Language Studies*, 6(4), 41-70.
- Susilowati, M. (2020). When classroom interactions matter: Student identity (re)construction. *International Journal of Language Studies*, 14(3), 157-176.

- Svensson, B. (2018). The development of figurative competence in narrative writing: A longitudinal case study. *International Journal of Language Studies*, 12(4), 75-102.
- Svensson, B. (2020). Review of the book L2 writing beyond English, by N. Yigitoglu & M. Reichelt. *International Journal of Language Studies*, 14(1), 180-186.
- Svensson, B. (2020). The enacting of emotions in two picture books: Interpretations through a multimodal discourse analysis. *International Journal of Language Studies*, 14(2), 1-18.
- Svensson, B., & Karlsson, M. (2020). Students' relational involvement in literary worlds: Levels of engagement when reading fiction in a first and second language. *International Journal of Language Studies*, 14(1), 1-24.
- Swann, W. B. (1987). Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology*, 53(6), 1038–1051.
- Taiwo, O. P. (2014). The morpho-syntactic interaction and the derivation of nominal compounds in Yorùbá. *International Journal of Language Studies*, 8(1), 49-74.
- Tananuraksakul, N. (2012). Psychological and linguistic identities in a Thai EFL/ELF context. *International Journal of Language Studies*, 6(3), 81-98.
- Tananuraksakul, N. (2013). Power distance reduction and positive reinforcement: EFL learners' confidence and linguistic identity. *International Journal of Language Studies*, 7(1), 103-116.
- Tehseem, T. (2016). Investigating character construal of rape victims in Pakistani news reporting. *International Journal of Language Studies*, 10(2), 127-148.
- Terkourafi, M. (2001). Politeness in Cypriot Greek: A frame-based approach (Unpublished doctoral dissertation). University of Cambridge, England.
- Terkourafi, M. (2005). Beyond the micro-level in politeness research. *Journal of Politeness Research. Language, Behaviour, Culture*, 1(1), 237–262.
- Terkourafi, M. (2008). Towards a unified theory of politeness, impoliteness, and rudeness. In D. Bousfield, & M. A. Locher (Eds.), *Impoliteness in Language: Studies on its Interplay with Power in Theory and Practice* (pp. 45-74). Berlin: Mouton de Gruyter.
- Thomas, J. (1995). Meaning in interaction—An introduction to pragmatics. London: Longman.
- Thompson, E., Collado-Isasi, J., Omana, M., & Yousuf, A. (2012). The processing of asymmetric and symmetric sentential conjunction. *International Journal of Language Studies*, 6(4), 25-40.
- Thompson, G. L. (2011). Code-switching as style-shifting. *International Journal of Language Studies*, 5(4), 1-18.
- Tran, G. Q. (2006). The nature and conditions of pragmatic and discourse transfer investigated through naturalized role play. München: Lincom Europa.
- Trenchs, M. (1995). Pragmatic strategies in Catalan and English complaints: A comparative study of native and EFL speakers. *Language Quarterly*, 33(3/4), 160–182.

- Trisnawati, I. K., & Netta, A. (2020). Non-English major students' perceptions on the TOEFL prediction test as a requirement for university graduation: A case study in Aceh, Indonesia. *International Journal of Language Studies*, 14(4), 1-18.
- Trosborg, A. (1995). *Interlanguage pragmatics: Requests, complaints, and apologies*. Berlin: Mouton de Gruyter.
- Tseng, Y.-C. (2015). An OT approach on the two types of resultative constructions in Hakka. *International Journal of Language Studies*, 9(1), 123-160.
- Tseng, Y.-C. (2017). Iconicity in the syntactic structure of Mandarin Chinese. *International Journal of Language Studies*, 11(2), 41-66.
- Tumansery, G. S., & Munden, J. (2020). Communicative competence in English upper secondary school curricula in Indonesia. *International Journal of Language Studies*, 14(3), 1-26.
- Turnbull, W. (2001). An appraisal of pragmatic elicitation techniques for the study of social factors in language use. *Pragmatics, Quarterly Publication of the International Pragmatics Association (IPrA)*, 11(1), 31–61.
- Ugorji, C. U. C. (2014). Review of the book *An introduction to phonetics*, by M. A. Salmani Nodoushan & P. Birjandi. *International Journal of Language Studies*, 8(1), 125-130.
- Ugorji, C. U. C. (2014). Syllable typologies and the Igbo language. *International Journal of Language Studies*, 8(1), 75-88.
- Ussama, R., & Sinwongsuwat, K. (2014). Conversation proficiency assessment: A comparative study of two-party peer interaction and interview interaction implemented with Thai EFL learners. *International Journal of Language Studies*, 8(4), 95-106.
- Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist*, 39(2), 111–133.
- Van der Bom, I., & Mills, S. (2015). A discursive approach to the analysis of politeness data. *Journal of Politeness Research. Language, Behaviour, Culture*, 11(2), 179–206.
- Van Mulken, M. (1996). Politeness markers in French and Dutch requests. *Language Sciences*, 18(3/4), 689–702.
- Vukovic, M. (2013). Adversarialness and evasion in broadcast political interviews. *International Journal of Language Studies*, 7(4), 1-24.
- Waedaoh, A., & Sinwongsuwat, K. (2019). Enhancing English language learners' conversation abilities via CA-informed sitcom lessons: A case study of Thai high school students. *International Journal of Language Studies*, 13(1), 41-56.
- Wahyuni, S., Qamariah, H., Syahputra, M., Yusuf, Y. Q., & Gani, S. A. (2020). Challenges and solutions to develop critical thinking with the British Parliamentary Debate System in EFL classrooms. *International Journal of Language Studies*, 14(3), 137-156.
- Walters, J. (1979). Strategies for requesting in Spanish and English: Structural similarities and pragmatic differences. *Language Learning*, 29(2), 277–293.

- Watson Todd, R. (2013). Identifying new knowledge in texts through corpus analysis. *International Journal of Language Studies*, 7(4), 57-76.
- Watts, R. J. (1992). Linguistic politeness and politic verbal behaviour: Reconsidering claims for universality. In R. Watts, S. Ide, & K. Ehlich (Eds.), *Politeness in language: Studies in its history, theory and practice* (pp. 43–70). Berlin, New York: Mouton de Gruyter.
- Watts, R. J. (2003). *Politeness*. Cambridge: Cambridge University Press.
- Weigand, J. (2018). Explicit instruction of form in a task-based learning environment. *International Journal of Language Studies*, 12(3), 31-54.
- Weizman, E (1993). Interlanguage requestive hints. In G. Kasper, & S. Blum-Kulka (Eds.), *Interlanguage Pragmatics* (pp. 123–137). New York, Oxford: Oxford University Press.
- Weizman, E. (1989). Requestive hints. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 71–95). Norwood, NJ: Ablex Publishing.
- White, J. P., & Demil, A. J. (2013). Primary and secondary effects of PI. *International Journal of Language Studies*, 7(3), 59-88.
- Wierzbicka, A. (2003). *Cross-cultural pragmatics: The semantics of human interaction* (2nd ed.). Berlin: Mouton de Gruyte.
- Wiggers, H. (2015). Wij proat ock platt: Professional register and regional dialect. *International Journal of Language Studies*, 9(3), 31-58.
- Wolfson, N. (1986). Research methodology and the question of validity. *TESOL Quarterly*, 20(4), 689–99.
- Wolfson, N. (1989). Perspectives: Sociolinguistics and TESOL. Rowley: Newbury House.
- Wolfson, N., & Manes, J. (1980). The compliment as a social strategy. *Research on Language & Social Interaction*, 13(3), 391–410. doi.org/10.1080/08351818009370503
- Wong, J. (2016). A critical look at the description of speech acts. In A. Capone, F. L. Piparo, & M. Carapezza (Eds.), *Foundations of philosophical pragmatics. Interdisciplinary studies in pragmatics, culture and society* (pp. 25–855). New York: Springer, Cham.
- Wyatt, M. (2014). Reflections on supervising an in-service English language teacher's undergraduate dissertation in Oman (on developing writing skills). *International Journal of Language Studies*, 8(3), 1-26.
- Wylie, R. C. (1989). *Measures of self-concept*. Lincoln and London: University of Nebraska Press.
- Yang, W. H. (2013). Two-folded messages behind CFP: A cross disciplinary study. *International Journal of Language Studies*, 7(2), 83-108.
- Yankova, D. (2017). An attempt at redefining legal English contexts. *International Journal of Language Studies*, 11(4), 173-191.
- Yeo, J.-Y., & Ting, S.-H. (2012). Questions and interactivity in Arts and Science lecture introductions. *International Journal of Language Studies*, 6(2), 87-106.
- Yoestara, M., Putri, Z., & Ismail, N. M. (2020). School's appreciation and teachers' competence: Are they correlated? *International Journal of Language Studies*, 14(3), 47-66.

- Yuka, C. (2007). Sentence names in Lamnso'. *International Journal of Language Studies*, 1(4), 267-286.
- Yuka, C. (2008). Lamnso' verbal extensions: An overview. *International Journal of Language Studies*, 2(2), 147-172.
- Yuka, L. C. (2014). Nominal serialization in Cameroonian pidgin. *International Journal of Language Studies*, 8(1), 15-32.
- Yusuf, Y. Q. (2009). A syntactic analysis of the Acehnese phrase structure: The application of Chomsky's government and binding theory. *International Journal of Language Studies*, 3(3), 367-408.
- Yusuf, Y. Q., Inayah, N., & Mutiarani, M. (2020). Teachers' reinforcement: Building students' motivation to learn English. *International Journal of Language Studies*, 14(4), 105-128.
- Yusuf, Y. Q., Nasir, C., & Andib, N. (2018). Power and solidarity: The pronoun of address ke [ke] used in Indonesian by Acehnese speakers. *International Journal of Language Studies*, 13(1), 77-98.
- Zeng, S. M. (1996). A pragmatic study of Chinese interrogatives (Unpublished doctoral dissertation). University of Hawaii, Honolulu, Hawaii.
- Zhang, X. (2017). Exploring a novice Chinese EFL teacher's writing beliefs and practices: A systemic functional perspective. *International Journal of Language Studies*, 11(1), 95-118.
- Zimin, S. (1981). Sex and politeness: Factors in first- and second-language use. *International Journal of the Sociology of Language*, 27, 35-58.
- Zollo, S. A. (2019). Experimenting transmodal storytelling in EFL classrooms to enhance literacy. *International Journal of Language Studies*, 13(4), 87-104.
- Zuppa, L., & Rezzano, S. (2016). The construction of the role of the teachers in academic articles on ICT and education. *International Journal of Language Studies*, 10(3), 5-22.
- Zwaan, R. A. (1999). Embodied cognition, perceptual symbols, and situation models. *Discourse Processes*, 28(1), 81-88.
- Zwaan, R. A., & Radvansky, G. A. (1998). Situation models in language comprehension and memory. *Psychological Bulletin*, 123(2), 162–185. doi.apa.org