

Age:

Sex:

Degree:

Native language:

University major:

Please read the following description of situations and then write what you would SAY in each situation.

1. You have borrowed your friend's notes and because of the rain yesterday, some of the notes have been wet and damaged. What would you say when you want to return the notes?
2. You have promised to deliver a report in class but due to a very bad cold, you have not been able to even attend the class. What would you say to your professor the next session you attend the class?
3. The university bus is very crowded so you are standing in the bus. The bus-driver suddenly brakes and you lose your control and step on a fellow student's foot. What would you say?
4. You have promised one of the university staff to fill in and return a form two days ago but you have a two- day delay. What would you say when you want to return the form?
5. You have promised your younger sister/brother to take her/him to the cinema and you have forgotten to do so. She/he has been waiting for you at home for hours. What would you say to her/him as you get home?
6. You have been supposed to meet your close friend at the university library to exchange some books and you get there an hour later and find your friend still waiting for you at the library. What would you say to your friend as you see her?
7. You have been waiting in line in the library of the university, you suddenly get the book of your choice. What would you say?
8. You have promised to your supervisor to deliver some of your assignments next week. However, you are not at university this week. What would you say to your supervisor as you are leaving?
9. You are waiting in line in the library of the university, you meet a fellow student who has a book that you need. What would you say?
10. You have promised your younger sister/brother to take her/him to the cinema but you have forgotten. What would you say to her/him?
11. You are waiting in line to change your library. However, you have just suddenly found you have lost your library card. What would you say to the library staff? (1 hour)

# Written Discourse Completion Task Questionnaire

**D Keegan**



## **Written Discourse Completion Task Questionnaire:**

**Interlanguage Refusals** Susan M. Gass, Noël Houck, 1999 Language acquisition is a human endeavor par excellence As children all human beings learn to understand and speak at least one language their mother tongue It is a process that seems to take place without any obvious effort Second language learning particularly among adults causes more difficulty The purpose of this series is to compile a collection of high quality monographs on language acquisition The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and or about language acquisition in specific contexts Interlanguage Pragmatic Competence of EFL Learners in China's University Xu

Lan, 2019-12-01 Interlanguage Pragmatic Competence of EFL Learners Post hoc Scheffe

**Synthesizing Research on Language Learning and Teaching** John M. Norris, Lourdes Ortega, 2006-05-09 This volume presents the first collection of work on research synthesis in applied linguistics It introduces readers to a cutting edge approach for reviewing and summarizing exactly what accumulated research has to say about theoretical and practical subjects John Norris and Lourdes Ortega first elucidate the value and practice of synthesis and they challenge all members of the research community to adopt a synthetic ethic The book then features seven empirical syntheses each modeling rigorous synthetic practice in definitively reviewing the state of knowledge and research quality in important domains Included are five meta analyses on Universal Grammar Task Based Interaction Corrective Feedback Instructed Pragmatics Development and Reading Strategy Training Also included are a qualitative meta synthesis on Effective Teaching for English Language Learners and a historiographical synthesis of Proficiency Assessment practices Rounding out the collection are commentaries by two renowned experts in language learning and teaching research Nick Ellis and Craig Chaudron *Politeness in Mexico and the United States* J. César Félix-Brasdefer, 2008 This book explores the issue of politeness phenomena and socially appropriate behavior in two societies Mexico and the United States in three different contexts refusing invitations requests and suggestions In addition to a state of the art review of the speech act of refusals in numerous languages the book provides a rigorous analysis of data collection methods utilized to examine speech act behavior at the production and perception levels Many examples of native speaker interactions illustrate the similarities and differences observed in the realization patterns and the perception of refusals by Mexicans and Americans in formal and informal situations The data are analyzed in terms of refusal sequences and pragmatic strategies which are strategically used to carry out relational work during the negotiation of face The results of the quantitative and qualitative analyses are interpreted in light of the notions of face politeness and relational work in Mexico and the United States This publication will be of interest to researchers and students in pragmatics and discourse analysis cross cultural communication and sociology **Third Language Learners** Maria Pilar Safont Jordà, 2005-01-01 The book aims to provide a bridge between two applied linguistics subfields namely those of interlanguage pragmatics and third language acquisition It examines the production and identification of request acts formulas on the part of bilingual

learners of English in the Valencian Community Spain Previous to the empirical study itself we present an overview of the theoretical background and the sociolinguistic context where the experiment was conducted

**The Routledge Handbook of Second Language Acquisition and Language Testing** Paula Winke, Tineke Brunfaut, 2020-12-27 This Handbook with 45 chapters written by the world's leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers

Acquisition in Interlanguage Pragmatics Anne Barron, 2003 The Longitudinal investigation which provides the basic material for this book consists of a corpus of requests offers and refusals of offers elicited from Irish learners of German over a ten month study abroad period using production questionnaires and a variety of metapragmatic instruments

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

**Interlanguage Pragmatics** Junko Baba, 1999 The purpose of this study was to identify what sociolinguistic variables are problematic for learners of Japanese and English as second languages and how those variables may affect the types of Compliment Responses Crs the learners chose in conversation

**Testing Sociolinguistic Proficiency with a Multiple-choice Test (MCT)** Dzakiria Hisham, 1996

**Linguistics and Language Behavior Abstracts** ,2008-02

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**Coherence in Spoken and Written Discourse** ,1984

The Social Studies ,1928

*Bulletin of the Transilvania University of Braşov* ,2005

Fremdsprachen an Hochschulen Heiner Pürschel, 2001

*School & Society* James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1934

Mran' mā Nuiñ'' nam Vijjā nhañ'' Sippaṃ Paññā rhañ' 'A phvai' chu ra pāragū kyaṃ'' sutesana lup' nañ'' 'a cī rañ' khaṃ cā myā'' ,2010

**Papers and Studies in Contrastive Linguistics** ,1999 Vol 1 contains papers delivered at the 2d Karpacz Conference on Contrastive Linguistics 1971

*Current Index to Journals in Education* ,2001

## The Enigmatic Realm of **Written Discourse Completion Task Questionnaire**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Written Discourse Completion Task Questionnaire** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of people who partake in its reading experience.

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### **Written Discourse Completion Task Questionnaire Introduction**

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