Preliminaries

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We are proud to announce a further issue (Vol. 4, No. 2) of the *Journal of Research Design and Statistics in Linguistics and Communication Science*.

Among the contributions in this issue, we find Jorge Aguilar-Sánchez' 'Copula + Adjective: An a-posteriori power analysis for the generalizability of results'. His paper argues on how researchers sometimes, unknowingly, exclude the existence of the phenomenon in the population under study to develop investigations that try to explain discrepancies observed in the literature. Explanations justifying each study are based on theories; or conjecture related to specific independent variables and how researchers disagree with the construct proposed originally. These disagreements create variants of the original study, but not proper replications of it. This practice produces 'a contradictory research literature, apparently dynamic, but failing to resolve uncertainties; therefore, failing to establish statistical consensus.' To resolve these uncertainties, this paper addresses the concerns that arise by not reporting two statistics: power and effect size. Power calculations were conducted for the studies on copula choice in bilingual Spanish.

The contribution by Tobias Alf Kroll, A. Alexandre Trindade, Amber Asikis, Melissa Salas, Marcy Lau, Chelsey Saenz, Madison Head, Chalani Prematilake and Carolyn Perry 'The DUT task: A novel experimental paradigm to investigate the variability of eye movements in whole-text reading for meaning', reports on the development of a novel experimental paradigm for the investigation of the statistical properties of eye movements in whole-text reading, with a focus on variability. Eye movements in reading for meaning were compared to eye movements in proofreading without comprehending, using texts as stimuli that were deemed to be difficult and uninteresting to participants,

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and hence to effectively preclude reading for meaning in the proofreading condition.

The third contribution, Scott Sterling, 'Investigating the complexity of consent forms in ESL research,' describes how consent forms tell potential participants what to expect when joining a research project and are considered critical documents to the research process. However, there has been limited investigation into how to properly create a usable consent form for ESL learners. Most of our current knowledge on the topic comes from various governmental mandates, rules of thumb, or from fields outside of linguistics or TESOL research. This paper details an investigation looking into the practices of consent form writing in 40 published ESL-based dissertations. Findings show that the average consent form was around 2.38 pages long and written above the 11th grade level. Additionally, vocabulary from the forms included a large representation of infrequent words that might not be known by ESL participants. Consent forms written for ESL participants appear to be highly complex documents with their difficulty unlikely to provide truly informed consent. A troubling finding since these researchers could be considered experts in understanding ESL learner needs.

The last contribution by Koenraad Kuiper, Robert Fromont and Daniel Gerhard replicates Zipf's approach with data drawn from different sources to those available to Zipf, namely, for word frequency, the Kilgarrieff most frequent word list drawn from the BNC and, as a measure of polysemy, the Word Net data for the polysemy of the words in Kilgarrieff's list. It also takes note of the syntactic category of lexemes. More advanced statistical modelling is used. Zipf's observations are confirmed with some provisos. Explanations for this relationship remain to be established.

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