

# LiC Journal

*The Journal of the Lost in Citations Podcast*

## Volume 1



August 2026

## Editors' Note

This first edition of the LiC Journal has been six years in the making, and its contents come from the most-engaged-with episodes from our eight contributing editors: Jonathan Shachter, Christopher G. Haswell, Todd Beuckens, Robert S. Murphy, Kate Maher, Lisa M. Barker, Chris Cooper, and Shaun O'Dwyer.

The range of topics covered has been varied, but the focus has always been on academic communication, an attempt to form a network during a time when circumstances limited our ability to meet new people, shake new hands, hear new voices, and exchange new ideas.

This first volume of the LiC Journal is a collection of materials related to eight interviews from the more than 200 published under the title '*Lost in Citations*' since March 2020. It is our hope that you enjoy the interviews themselves, find use for the supporting materials provided here, and are inspired to contact an academic you know or know of, whose voice you think others could benefit from hearing their voice.

Provided in this volume are an introduction to the eight interviews, a summary of key details from each of the interviews, links to relevant sources, and the blog reports I made for each of the interviews when they were republished in the spring/summer of 2026.

**Please also note:** some of the contents of the individual articles, specifically *Key Words*, *Summary*, and *Outline* sections, were produced with assistance from AI transcription service *Otter.ai*. This was done to provide sufficient information to allow you, dear reader, to skim and word search through for relevant sections of the interviews you would like to review in more detail. Therefore, if the text appears, at times, to be mechanically produced, that is because it was. I thought it best to make that clear before you read any further. Full transcriptions are available on request.

From here, we will continue the work towards Volume 2, hopefully in less than two years.

Any questions, suggestions, comments, or requests can be sent to us at [lostincitations@gmail.com](mailto:lostincitations@gmail.com)

*Chris Haswell & Jonathan Shachter*

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## Introduction

To begin, the first interview is Todd Beucken's interview with Rob Waring from Notre Dame Seishin University. It was first published on October 7th, 2020, and to date has 2,693 engagements. The interview covers a great deal of territory about extensive reading, vocabulary learning, and (mis)understandings about language research. Anyone who has investigated ESL/EFL will have heard of Professor Waring, and his words bear listening to, particularly if you find yourself in a position trying to persuade someone to try an extensive reading course in their curriculum.

The next interview is Kate Maher's interview with Neil Curry from Kanda University of International Studies. It was first published on 28th April, 2021, and to date has 170 engagements. The interview covers Professor Curry's investigation of cognitive behavioral therapy (CBT) in the classroom. We are all encouraged to understand our students' individual stresses, motivations, strengths, and weaknesses to maximize the benefits of our courses. This interview covers the relationship between CBT and the preparation of courses, classes, and activities.

Following this, the interview is Robert S. Murphy's interview with Tracey Tokuhamma-Espinosa from Harvard University. It was first published on June 3rd, 2021, and to date has 429 engagements. Ever the consummate interviewer, they discuss neurobiology and how behavioral patterns can be beneficial in education.

Our next interview is Jonathan Shachter's interview with Paul Silvia from UNC Greensboro. It was first published on September 7th, 2022, and to date has 418 engagements. The interview covers Paul's book "How to Write a Lot" and addresses the emotions associated with writing, the psychology of procrastination, and why the rule should be to embrace and enjoy the process rather than fear it. If you find yourself in a situation where you need the inspiration to complete a writing project, it will be a helpful distraction, and not at all an expression of procrastination, to hear Paul's inspiring words.

Our next included interview is Lisa M. Barker's interview with Christopher G. Haswell from Kyushu University. It was first published on September 14th, 2022, and to date has 255 engagements. Lisa was interested in interviewing me about my publication on 'broken English,' and I was happy to accept the offer. We talk about all things varieties of English, the points of view with which we disagree, and our shared love of the creative potential of languages.

The next interview is Chris Haswell's interview with Rupeshika Gunawardana from Kelaniya University. It was first published on February 8th, 2023, and to date has 407 engagements.

Next, we have Chris Cooper's interview with Atsushi Mizumoto from Kansai University. It was first published on January 8th, 2025, and to date has 314 engagements. This is an interview for the ages if you are interested in how analytical tools can measure language complexity and accuracy.

Finally, we have Shaun O'Dwyer's interview with Chris Haswell from Kyushu University. It was published on July 22nd, 2026, our most recent episode. In this interview, we discuss the process of writing a book, both single-writer texts and edited volumes, and the difficulties (and joys) of seeing something within which you believe come together before your eyes. It is also a great overview of the entire 'Lost in Citations' project and the journey that brought us to this point.

So there you have it: the best of our work from the team who produced it.

# Todd Beuckens

interviews

## Rob Waring

Wednesday Oct 07, 2020

Nation, I. S. P., & Waring, R. (2019). *Teaching extensive reading in another language*. London: Routledge.

<https://lostinthecitations.podbean.com/e/citation-29-nation-i-s-p-waring-r-2019-teaching-extensive-reading-in-another-language-london-routledge/>

### Interview keywords:

*words, students, reading, extensive, teachers, books, text, language, graded readers, learning, meaning, written, learner, knowledge, vocabulary, learn, grammar, practice, phrases, structure*

### Summary:

The conversation centered around the benefits and challenges of extensive reading in language acquisition. Dr. Rob Waring emphasized the importance of extensive reading for second-language acquisition, while Todd Beuckens questioned its effectiveness for vocabulary acquisition. Rob Waring highlighted the need for a balanced approach that combines conscious learning with exposure to large volumes of language. Later, Rob Waring discussed the challenges of learning and mastering phrases, and Speaker 1 noted the difficulty of memorizing them mechanically. The speakers also discussed the potential of technology for language learning and the limitations of current language-learning tools. Finally, Rob Waring shared their experience creating and editing graded readers for English language learners and provided an overview of the Extensive Reading Foundation, a website that offers resources for language learners and teachers.

## **Outline:**

### **1. ER Theory and Vocabulary Acquisition**

- Measuring Learning: Traditional tests overlook deep vocabulary growth, which involves lexical access speed, reading fluency, and collocations (word partnerships).
- The ER Text: Dr. Stuart Webb (referred to as Dr. Warren in the transcript) and Paul Nation's Teaching Extensive Reading in Another Language addresses these complexities and clarifies the mechanics of incidental acquisition.

### **2. L1 vs. L2 Reading Mechanics**

- L1 vs. L2 Baselines: L1 children possess massive spoken vocabularies before reading. L2 learners must simultaneously acquire word meaning, pronunciation, spelling, and grammar.
- Morphological Scaffolding: L2 readers require structured instruction, where learning word parts (affixes) helps them decipher unfamiliar words encountered in context.

### **3. Curriculum Balance: Intensive vs. Extensive**

- The Ideal Program: Language learning requires a balance between intensive reading (deliberate phonics, strategies like skimming/scanning, and guessing from context) and extensive reading.
- The Driving Analogy: Intentional skill-building serves as the prerequisite baseline before an L2 learner can build fluency "behind the wheel" through massive exposure.

### **4. Administrative and Practical Challenges**

- Metrics and Resistance: Administrators resist ER due to a lack of easily measurable goals. Teachers can counter this by demonstrating long-term gains in vocabulary.
- Frequency Thresholds: Reaching advanced proficiency requires exposure to millions of running words to satisfy the statistical frequency needs for word retention.

### **5. Idioms, Polysemy, and Text Co-Creation**

- Linguistic Hurdles: True homonyms are rare (around 100), but polysemy (words with multiple meanings) and formulaic phrases such as "at the end of the day" pose steep learning challenges.
- Output and Interaction: Textbooks fall short of capturing spoken nuances; students need massive spoken practice and co-created, interactive conversations to build productive skills.

### **6. Digital Scaffolding and Tools**

- Graded Readers vs. Standalone Text: Standalone native materials (e.g., Netflix transcripts) lack structured repetition, causing faster attrition than scaffolded graded readers.

- ER Central & Text Helper: These free digital ecosystems allow teachers to manage student tracking and provide tools that highlight unfamiliar words and offer definitions.
- Word Learner App: This vocabulary application utilizes gamified learning, native dictionary support, and student progress tracking up to intermediate levels.

## **7. Teacher Resources and Program Development**

- Materials Availability: The speaker has written/edited over 250 graded readers for major international publishers.
- Implementation Support: The Extensive Reading Foundation provides free pedagogical frameworks, including a 16-page setup guide and an EMOOC, to help institutions successfully launch and measure ER programs.

## Interview Blog

Professor Waring achieved legend status in the vocabulary and ESL reading learning field way before *Lost in Citations* was a twinkle in Jonathan Shachter's steely eye. His papers have been cited thousands of times and read many tens of thousands of times more. Pairing him with the OG online graded learning master, Todd Beuckens, was a great idea, and all the credit must go to Todd and his network of knowing everyone and having connections to almost everything ELT in Japan and beyond.

Their discussion was about Professor Waring's 2019 paper, "Teaching extensive reading in another language," which was very recent at the time of the 2020 interview. It is indicative of Dr. Waring's enduring relevance that his work in the field has been required reading for ELT and ELF post-grads since the late 1990s.

Dr. Waring begins by following Todd's prompt to explain how graded reading courses are usually designed and why they don't often lead to the learning of new vocabulary:

**(02:54)** *One thing that we typically hear when people talk about research into extensive reading is they talk about the question how many new words are learned or how much vocabulary is learned from reading. And when this is operationalized into research, this typically means that a researcher or teacher would test the students on their vocabulary before the study. They would then give them some reading to do, or they would test the students again on the vocab read, probably the same vocabulary or the vocabulary in their reading. And the idea is to measure the difference between before and after the reading was done. And typically, the test would have been either a multiple-choice test or sometimes a translation test from the English into the mother tongue. This sounds from the outside like a very logical thing to do.*

Indeed, it does sound like a very logical thing to do. It is also the approach expected by both students and top-down course administrators, so that students can demonstrate to themselves that a learning activity has been undertaken, and administrators can see either a diagnosis of a lack of progress or actual progress. What Dr. Waring goes on to explain is how this does not necessarily match with the concept of extensive reading:

**(03:48)** *The problem with that is that if you think about the way that extensive reading works, is that in order to read extensively, you already need to know quite a lot of the words already. So 98, 99% of the words should already be known. The idea of extensive reading is to build fluency and automaticity when reading. So what that means is if students are reading extensively, let's say 100,000 or 200,000 words, most of these words they know already. What that means is, of course, they're not going to pick up many new words because they're not meeting many new words. And therefore, the data show that not a lot of learning was done from graded reading. And that's an outcome of the way the research was structured ... we have quite a lot of confusion about people saying, "Well,*

*we don't learn much from extensive reading." That's what the studies say. Well, that's true, because you're looking at only new words. And as we know, it takes maybe 15 or 20 times that student has to meet the word before it's available. receptively. So we just have to be very careful about how we structure the research question. And we wanted to try to make sure that that confusion was, was clarified.*

Essentially, the point is that extensive reading has a credibility problem because what is actually being taught is not vocabulary but systematicity and reading confidence. However, this is very rarely communicated well to either of the other stakeholders in the learning system, namely the administrators and the students themselves. What remains is whether the process of extensive reading is relevant to the overall intended outcomes of the course, which is to say, if the intention is to teach systematicity, then that is what should be demonstrated in any testing so as to reduce confusion as to why an extensive reading element of the ESL course is being recommended or implemented.

When learning a new language, we often hear that seeing, reading, saying, and using words lead to improved receptive abilities and, in time, productive abilities. And, this is generally true: more often generally means better retention and confidence in use. The problem with this approach is the sheer amount of time it takes to encounter new words through reading, because to understand the overall meaning of the text and situate any new words in a comprehensible context, we need about 99% comprehension.

This interview goes into great detail on the methodological prescription that addresses the shortcomings of extensive reading courses that focus mainly on reading a lot:

**(14:33)** *What needs to happen in any program is to have balance. And Paul Nation has put forward the idea of four strands and the four strands involve deliberate learning of the grammar, the vocabulary, the phonics, and all those aspects of language which you can pay attention to deliberately learn, probably be deliberately tested on and you can check your knowledge, whether you've got it right or wrong, we also need to make sure that students have access to materials that they that they meet in volume. So lots and lots and lots of access to language. So the conscious learning that deliberate learning, that Paul talks about in his four strands, is something that I was talking about before, about training students how to guess words from context, making sure they know their morphological knowledge, making sure that they've got the phonics. So this is really important to have that. But they also need to see words in context and see how words are joined together with collocations, or in collocations, how the patterns fit, and just get a sense of what words go with what grammar and get a feeling for how the grammar works. But on top of that, they also need to have fluency.*

There is also a discussion of what this means in practice, not just in conceptual methodology:

**(16:03)** *So a dream reading program, probably, I think, is not the way I would look at it, I would say what's the dream language learning program, because it has to be seen as a*

*whole, the reading component should involve some deliberate learning of safe phonics or maybe some intentional word learning some for some phonics if necessary, if you're if your students at the really low level, and quite a lot of building on vocabulary, skills and strategies, but also we need to have the intensive work where we're teaching students usually as a class, about particular strategies, reading strategies, obviously skimming, scanning, how to guess from paragraph, how to see the the structure of the text, and so on, all of this work needs to be done.*

I'll leave this blog here because you will get a lot more value from hearing the words of Dr. Waring on your own, considering them carefully, and then deciding how this approach to reading learning maps onto the time you have available in your courses and the intended outcomes of the courses themselves. As Professor Waring points out, most language learning courses are intended to improve fluency, with the aim of helping learners feel more confident using the language when it is most productive for them, be it in a personal or professional context. Extensive reading, intensive reading, or vocabulary study for specific purposes are, beyond a certain age, learner-defined routes of study, so while you listen, consider which routes are best for either you or your students.

**Christopher G. Haswell**

April 28th, 2026

# Kate Maher

interviews

# Neil Curry

Wednesday, April 28, 2021

Curry, N. (2014). Using CBT with anxious language learners: The potential role of the learning advisor. *Sisal Journal*, 5(1), 29–41.

<https://lostinthecitations.podbean.com/e/curry-n-2014-using-cbt-with-anxious-language-learners-the-potential-role-of-the-learning-advisor-sisal-journal-51-29%E2%80%9341/>

**Interview keywords:** motivation, people, Gardner, psychology, Zoltan, book, language, psychologists, research, anxiety, linguistics, read, applied, learning, idea, wrote, hypothesis, talk

## Summary:

Neil Curry, Learning Advisor at Kanda University of International Studies, discusses his role in helping students overcome language anxiety through Cognitive Behavioral Therapy (CBT). He emphasizes the importance of autonomy and self-directed learning, using techniques like goal setting, reflection, and Socratic questioning. Curry's research, published in 2014, focused on applying CBT to help freshmen with language anxiety. He highlights the need for early intervention and the benefits of classroom activities to foster a positive learning environment. Curry also plans to integrate these techniques into a new curriculum aimed at enhancing students' confidence and effective learning skills.

## **Outline:**

### **1. Language Anxiety and Student Autonomy**

- The Classroom Challenge: Reticence and a fear of speaking in class are common, frustrating issues for language learners, deeply rooted in anxiety about making mistakes and facing negative judgment.
- The Self-Access Learning Center (SALC) Framework: Mitigating this anxiety requires a focus on learner autonomy, in which students learn to set personal goals and actively manage their emotional states.
- The Shift to Cognitive Behavioral Therapy (CBT): The need for structured emotional tools led to an intersection between academic advising and CBT frameworks, notably inspired by foundational work in language-learning advice.

### **2. Practical Application of CBT Techniques**

- Cognitive Restructuring: Instructors use goal setting, structured reflection, and Socratic questioning to show students how their automatic thoughts directly dictate their feelings and behavior.
- Case Study Insights: In a research project tracking three anxious freshmen, this approach helped students test their core beliefs, take communicative risks, and establish small, manageable in-class goals to rebuild confidence.
- Actionable Scenarios: Using a "Managing Your Emotions in the Classroom" tool, students analyze hypothetical scenarios to advise peers on anxiety. This warm-up activity helps them externalize their fears and safely reflect on personal experiences.

### **3. Goal Setting, Reflection, and Metacognition**

- Process over Outcome: Effective goal setting requires students to possess psychological ownership of realistic, achievable milestones rather than focusing strictly on the end result.
- The Role of Reflection: Continuous reflection helps students evaluate their learning processes, allowing them to decipher behavioral patterns and make better strategic choices.
- Holistic Management: These cognitive tools naturally extend beyond language acquisition, offering students actionable frameworks for broader life skills, such as time and energy management.

### **4. Curricular Integration and Future Research**

- Classroom Implementation Hurdles: Applying individual advising techniques within an entire classroom requires long-term tracking and specialized student monitoring.
- Curriculum Design: To address anxiety early, CBT techniques are being explicitly integrated into a new self-directed learning curriculum focused on confidence-building and emotional reflection.

- Future Outlook: Longitudinal research is essential to evaluate the new curriculum's efficacy. Continued collaborative tracking aims to assess the extent to which these emotional regulation tools foster long-term student well-being and lifelong autonomy.

## Interview Blog

The topic they discussed was cognitive behavioral therapy (CBT). In the good old days, when I was training to be a language teacher, we focused mainly on tasks and testing, on methodologies and their application. At this level of consideration, the individual student is a token of the class, not necessarily someone who requires particular attention. When I moved on from conversation school classes to university-level courses, such an approach became lacking. When conversations are to be had about student anxiety and the identification of problems students have severely or student populations have jointly when interacting with classroom activities, the diagnosis has to be precise, yet the prescription flexible enough to allow for individual differentiation.

Although the interview is discussed primarily in the paper's Japanese context, the points raised are relevant to both in-class and self-motivated learning. When we are set the task of learning something or put in a classroom with the intent of being taught something, people react in different ways. Neil introduces the context of the Japanese classroom for listeners who may not be familiar with it:

*(14:25) The Japanese classroom is much more stressful in terms of the pressure that students feel from the other students in the class. They feel that they're being watched ... they're being judged on their performance and what they say, and how they act ... when I was at school, of course we did to some degree, right, but here it does, it does seem to be very strong. And people are very wary about taking risks and being embarrassed. I think maybe more so than some other places. So it's especially relevant in this context. And I think it's especially important that students do feel confident when they're speaking. And they can feel free from this, this feeling.*

These feelings of being observed and judged are not unique to Japan. However, when this context is investigated, one must identify the specific problems under consideration.

In his introduction, Neil lays out two important points about the study and application of Cognitive Behavioral Theory. It is not enough to consider it something that happens to other people, but to recognize it is a natural reaction we all have. One must also recognize that it is not, as with any consideration of the mind in application, a binary state: stress or otherwise is not an 'on' or 'off' position of the mind but a spectrum of reactions on a variety of metrics.

In relation to classroom activities from the perspective of the teacher, Neil continues:

*(20:10) This is why I believe it's really important to start this kind of conversation early on. Reflection, mastering how to reflect on what you're doing, can take a lot of time. Because we're not all naturally reflective, or we don't always know how to really reflect on learning processes. So, if you start this early, the ideas and the ways of doing it begin to get framed. So, hopefully, after students been doing it for a while, by the time they get*

*to the third or fourth years, they should hopefully be able to better understand learning processes and better interpret.*

Essentially, from the teacher's position in any classroom, the application of this approach begins before a student even enters the classroom. The instructor should encourage reflection from the beginning of the course, possibly not actively at first, but by building time into the lesson for students to take in what is passing before them. Once this class mood has been established through a cognitive approach, class time can be used more explicitly to apply it.

Neil also makes the point that it is not only the students who should be considered when addressing classroom stresses:

*(27:06) [T]he other very common behavior that you see, which also has to be addressed a lot of the time is, is comparing one's own abilities to other people's. And I see students do that a lot, though, they'll come so everyone else in the class is better than me. And so I feel like I can't speak. You see that a lot. And not just especially for freshmen, but even the fourth years, what your parents say, stuff like that. And so, again, they have to kind of learn how to change that view, to stop making that kind of comparison.*

Again, comparisons are not inherently negative and can be seen as natural occurrences in activities where hierarchies are likely to develop. What should be encouraged is that, if comparisons are made, they should be between where the students used to be and the progress they have made, rather than their skills and scores relative to their colleagues.

Having an open and ongoing dialogue about awareness of the mental barriers that can arise in the classroom context is a very positive and practical discussion, one which I enjoyed relistening to and thinking about how it has affected my student counseling activities and ways I approach the education of my children. Where stress and other mental effects of study are likely to occur and can be considered a natural reaction to the environment, it is always helpful for instructors, students, parents, and others involved in the process to keep mental health an important part of learning strategies.

**Christopher G. Haswell**

April 4th, 2026

# Robert S. Murphy

interviews

## Tracey Tokuhama-Espinoza

Wednesday, June 23, 2021

Tokuhama-Espinoza, T. (2019). *Five pillars of the mind: Redesigning education to suit the brain*. WW Norton & Company.

<https://lostinthecitations.podbean.com/e/64-tokuhama-espinosa-t-2019-five-pillars-of-the-mind-redesigning-education-to-suit-the-brain-ww-norton-company/>

**Interview keywords:** brain, patterns, people, relationships, kids, teachers, categories, pillars, symbols, understanding, learning, studies, question, idea, fascinating, teach, education, book, heuristics, habituated

### Overview:

Robert Murphy interviews Dr. Tracy Tokuhama-Espinoza about her book "Five Pillars of the Mind," which explores the neuroscience of education. Espinoza discusses the five pillars: symbols, patterns, order, categories, and relationships, and their implications for teaching. She emphasizes the importance of transdisciplinary education and the need for teachers to document their practices and think like learning scientists. Espinoza also suggests that students should be grouped by level of understanding rather than by age to better address individual learning needs. The conversation highlights the potential benefits of integrating these principles into educational systems.

## **Outline:**

### **1. Introduction and Foundations of the Five Pillars**

- Mind, Brain, and Education: The discussion centers on Dr. Tracy Tokuhama-Espinosa's work in transdisciplinary education—the intersection of neuroscience, psychology, and pedagogy—and her text, *Five Pillars of the Mind*.
- Discovery and Validation: Originally identified during an early literacy and mathematics study for the Costa Rican government, the five pillars framework represents the core cross-cutting concepts the brain uses to process all information.
- The Transdisciplinary Shift: Spurred on by educational shifts during COVID-19, the model advocates moving away from rigid, age-segregated subjects toward problem-based learning that aligns with natural neural mechanisms.

### **2. Deconstructing the Five Pillars**

- Symbols: The brain utilizes distinct neural pathways to process letters, numbers, and shapes. According to the triple-code hypothesis, presenting a single concept through multiple symbolic representations strengthens learning pathways and prevents conceptual deficits.
- Patterns: The brain acts as a prediction machine, naturally comparing incoming data with existing knowledge to conserve metabolic energy. Educators can leverage this by teaching students to consciously identify structural patterns in language, sequences, and rules.
- Order: Distinct from patterns, order governs the sequential formulas, timelines, and structures (such as essay outlines or mathematical operations) that provide the essential framework for a pattern to exist.
- Categories: The brain groups information based on subjective criteria, similarities, and differences to make sense of the world. In classroom settings, categorization helps organize vast data sets, though it carries the cognitive risk of forming rigid stereotypes.
- Relationships: This pillar addresses how concepts connect through proportions, correlations, and magnitudes (e.g., ratios or cause-and-effect relationships). Cultivating an understanding of relationships allows students to map out how separate ideas influence one another.

### **3. Teachers as Learning Scientists**

- Evidence-Informed Practice: To successfully implement the five pillars, educators must become "learning scientists" who document classroom interventions, rely on empirical evidence, and intentionally design lessons grounded in these cognitive foundations.
- Habituating Core Thinking: Instead of waiting for advanced schooling, teachers should habituate students to look for symbols, patterns, order, categories, and relationships from a very young age, creating a lifelong framework for learning.

#### **4. Systemic Challenges and Future Outlook**

- **The Status Quo Friction:** A primary obstacle to transdisciplinary education is the systemic convenience of the current industrial model, such as grouping students strictly by chronological age rather than developmental readiness.
- **Mastery-Based Sorting:** Drawing on Benjamin Bloom's mastery learning theories, the framework advocates a systematic restructuring in which students are grouped by their actual level of understanding, ensuring that foundational cognitive pillars are secure before advancing to more advanced concepts.

## Interview Blog

We notice things all the time, but we very rarely think about them: we internalize, construct, test, confirm, and reject inferences and hypotheses constantly, but we rarely externalize these processes through verbal or written production. They happen without concrete manifestation, but we don't forget them. These patterns we notice form the models and heuristics that we apply to future situations, even in the abstract.

I'll let Professor Tokuhamma-Espinosa explain it in her own words:

**(16:39)** *Your brain is always, always comparing what it knows with the new things out in the world, not just when you're in a classroom, but in life in general. You know, how is New York different from Quito, though, you know, you're always looking for things that are novel, and things that don't show a pattern? So what is the pattern of something that I already know? Well, I typically used to do my grocery shopping in this way. And now I have to do my grocery shopping in this way. So there's patterns in life, there's patterns of activities, but there's also patterns and things like sentence structures, you know, what is? What is the basic pattern of a sentence in, you know, simple past tense in English, okay, when you're teaching this to somebody else? Well, here's our basic structure. Okay. But when you deviate from the pattern, when is it acceptable? And when is it not acceptable, at least grammatically speaking, right? And so your brain is always looking for what it knows and comparing it with what is new.*

I use the analogy of driving a car when I bring up this easily grasped but abstractly explainable neurobiological activity. When you first learn to drive a car, everything is new, the wheel, the pedals, the mirrors, the buttons, the gear stick (if you learned to drive properly), and so everything is terribly confusing and stressful because every move of your eyes, hands, and feet is what Daniel Kahneman would call a "Type 2" decision, i.e. it is slow thinking because everything is done consciously, sometimes with vocalizations of the activities themselves ("hands on the wheel," "10 and 2," "find the bite," etc.) or your honest reaction to getting the action wrong ("F\*\*k THIS!!"). Over time, as nothing YOU are doing in the car is new, it becomes automated, systematized, subconscious, and a lot less stressful. The majority of your decisions are "Type 1" decisions; you are "thinking fast" or, in reality, not 'thinking' at all. This leaves your brain open again to the things that ARE new, i.e., the actions of other drivers, changes in traffic lights, and the movements of pedestrians or animals.

This is similar to my point before about knowing that Robert and Tracey are friends and long-time friends at that. This is why I prefer questions about register, genre, and tone to come early in any comprehension test. I don't have the listener answer single-point questions first; I will ask, "How would you describe this relationship?" And give options such as "a) Friends at a bar; b) Colleagues discussing research; c) Customers in a clothes shop; d) Strangers meeting on a

bus.” This item generally works well to start a comprehension check because the listener can apply their pattern recognition to actively discard options such as strangers, narrow it down to at least the options that include a degree of familiarity, and then recall other aspects of the dialogue. “But isn’t this an easy question?” I hear some of you ask, to which I would reply, “Yes, it should be, IF you have actually listened to the dialogue: this answer cannot be guessed without context, and it cannot be answered correctly without applying some degree of heuristic appreciation of the task at hand. More focused “Who, What, Why, When, Where, How?” questions can be asked later once this schema has been activated by the tone/register question and consideration of the options.

The interview moves on to discuss applications of this understanding of neural patterns: how, when we know how the brain develops patterns, can we apply it to the way we teach and to encouraging more creativity in expression and interaction?

Tracey moves on to talk about “categories”:

**(27:33)** *So everything around you can be categorized. Basically, categories are very subjective to the user, how you decide to categorize things. Now, within schooling systems, we spend a whole lot of time trying to help people see similar categories. So the kid who saw the spaghetti, the apple, the cereal, and the tennis shoe, who now decides the tennis shoe does belong, the tennis shoe belongs with the apple and cereal, because those are the things that go together in my morning. I have to put on my tennis shoes, I have my cereal for breakfast. Spaghetti is a dinnertime thing, you know, and so the kid might have a totally different categorization of understanding. But the idea is, we and I do think it's a problem. We talk about divergent thinking when I encourage kids to innovate and think differently, and we slam them for thinking of categories that aren't the same as what we expect. So anyways, that is the relationship to school situations with categories.*

This is a very good explanation of how we can and should encourage learners to play with the patterns we know develop naturally, creating something unexpected. And here Tracey reminds us to be patient because what may seem ‘wrong,’ as it does not fit our expected pattern, is correct because it demonstrates a different path of thought without being a different method of thinking: the same neurochemistry is at work but is being applied differently due to personal context. As soon as the student who groups shoes and cereal together explains how they arrived at that grouping, we all learn something new. And it’s always fun to learn together. The teacher sets the task, and the students lead the way.

Robert then asks about one aspect of pattern recognition and heuristics: the ‘applicability heuristic’: what are our expectations of a situation or person prior to encountering it or them, and how closely does the event or person match these expectations? These are also known as ‘stereotypes’:

**(28:38)**

*Robert: So my question for you now, then, is: stereotypes are a form of categorization, right? Now, so how inevitable and how evil are stereotypes? I mean, typically, normal conversation, if you say a stereotype, you're talking about something with a negative connotation, but can you explore that a bit for me?*

*Tracey: Well, actually, negative and positive. I just had a student in the class at Harvard last semester write this fantastic essay that had to do with them. I guess it was the curse of giftedness. And the other was the negative nature of the positive stereotype of Asian Americans. So it's basically the negative nature how it's so bad on Asians to be categorized as the perfect minority in the United States. 'Wow, they're the perfect they never break the rules. They're always the conformance; they do the right thing, they do, and how bad that is to the individual. Because I know he's born, you know, Korean American, and here he is, now all of a sudden, he's been categorized as being an x-type of a person. So categories, you know, typically you're right them When we have those kinds of stereotypes, they typically are negative, but you would think calling somebody gifted or Asian wouldn't be a negative, but to the person themselves, the reason they're negative is because there's a, it comes with baggage of expectations, this is how that person is, without even knowing the individual, right. And so this type of stereotyping that you're mentioning is a really huge problem in terms of your brain seeks heuristics, because it's a faster way to process information, right? Yeah, but if you've just lumped all Asians into one category, or all kids who are gifted in one category, you are missing human variability, which is the key idea in the uniqueness of how each individual approaches information based on their baggage of their past life.*

I always say that stereotypes are like Wikipedia, 90% accurate and save time. And stereotypes are stereotypes for a reason: we can notice similarities in the behaviors of certain identifiable groups, but this can have both positive and negative implications if the person forming the heuristic is unwilling to change the stereotype based on context.

A very good example of this was given by Erin Mayer in her book “The Culture Map” when she discussed the concept of high-context and low-context communication, and she used the example of “Reading the air” (kuuki wo yomu, as it is expressed in Japanese), where high-context cultures appear to be able to express so much information and convey so much meaning while actually saying relatively little when compared to low-context communication. The entire context of the interaction, the careful selection of words and their arrangement, will express far more than just saying more words ever could. And this is fine if everyone in the discussion is ‘in on it,’ so to speak. If a Japanese CEO gives a very short but poignant speech to his workers, they are applying the heuristic that all their workers will ‘read the air’ and ‘fill in the spaces’ with their contextual understanding. However, this message will break down or be seen as inadequate

if any worker is non-Japanese or is unable to fill in those spaces due to a lack of experience in these contexts. The application of the Japanese high-context communication stereotype has not led to a positive interaction. The same can be said of applying the stereotype of the ‘gifted Asian’ to a person who, though ethnically Asian, is culturally American.

**Christopher G. Haswell**

March 13th, 2026

# Jonathan Shachter

interviews

## Paul Silvia

Wednesday, September 7, 2022

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

<https://lostinthecitations.podbean.com/e/116/>

### Interview keywords:

people, writing, book, journals, academic, teaching, write, email, read, article, part, majors, talk, thought, graduate students, students, publish, manuscripts, big, German

### Summary

In this episode of Lost in Citations, host Jonathan Shachter interviews Dr. Paul Silvia, a psychologist from UNC Greensboro known for his book "How to Write a Lot." The conversation covers Silvia's academic journey, his approach to writing and email management, and the challenges of academic productivity. Silvia shares insights on balancing writing with other responsibilities, the importance of setting boundaries (like "cave mode" for email), and the value of clear, concise writing—especially for non-native English speakers. He discusses his experiences studying and working in Germany, the evolution of academic publishing, and offers practical advice for early-career researchers on publishing, collaboration, and teaching. The episode also touches on Silvia's personal life, humor in academia, and the process of revising his book for a broader audience.

## **Outline:**

### **1. The Academic Inbox Friction:**

- Managing digital communication is a central professional challenge.
- Scholars must constantly navigate the tension between an academic culture that demands rapid email responsiveness and the deep focus required for scholarly writing, a struggle illustrated by Melissa Febos's essays on balancing external needs with creative output.

### **2. Strategic Boundary Management:**

- To mitigate communication overload, academics rely on structured boundary strategies.
- These include utilizing automated email auto-responders to establish predictable contact windows, prioritizing strictly urgent messages, and deploying public notifications, such as a website "cave mode," to explicitly manage peer expectations.

### **3. Work-Life Integration:**

- Standard, rigid productivity metrics are often incompatible with personal life.
- Academics must instead develop highly flexible, individualized daily routines to balance heavy institutional timelines with domestic responsibilities and the unique logistical demands of parenthood.

### **4. Non-Linear Career Trajectories:**

- Academic paths are frequently circuitous.
- Overcoming early-career displacements—such as transitioning from an ill-suited initial focus in mechanical engineering toward humanistic fields like psychology and religious studies—can ultimately provide scholars with a richer, more diverse perspective.

### **5. Mentorship and International Exchange:**

- Foundational professors exert a profound, lifelong influence on shaping an academic's research methodologies and pedagogical values.
- Additionally, living and studying within foreign university environments, such as the German higher education system, reveals stark cultural variations in institutional design.

### **6. Inclusive Writing Pedagogy:**

- International academic experiences highlight a critical need for structural empathy within the academy.
- Higher education institutions must design inclusive writing pedagogies to support non-native English speakers who carry unique cognitive and systemic burdens when trying to publish in global, English-dominated journals.

### **7. Publishing Mechanics and Workflows:**

- Transitioning a thesis into a standalone journal article requires strategic journal selection aligned with the audience.
- Authors maximize their chances of success by using recently peer-reviewed papers as literal architectural templates for formatting and tone, while utilizing rigid version control and strict file management systems to maintain multi-author collaborative efficiency.

#### **8. Balancing Teaching and Research:**

- Early-career researchers face acute anxieties about their dual identities, often worrying that heavy publishing demands will compromise the quality of their teaching.
- Alleviating this institutional tension requires systematic professional development and a shift toward a graduate-level coaching model rather than maintaining rigid, top-down instructional hierarchies.

#### **9. Reframing Student Disengagement:**

- Classroom non-participation should be reinterpreted as an expression of student autonomy or a symptom of performance anxiety and low self-efficacy, rather than immediate personal disrespect.
- Educators must carefully balance proactive, encouraging interventions with a respect for a student's deliberate choice to remain passive.

#### **10. Textual Evolution and Feedback Loops:**

- Major manuscripts undergo massive structural and thematic shifts over time.
- For instance, Paul Silvia's *How to Write a Lot* was originally written for a narrow cohort of psychology graduate students, but its unexpected global appeal necessitated a rigorous, comprehensive rewrite for its second edition.

#### **11. Iterative Book Revision:**

- The execution of a successful text revision relies heavily on robust feedback loops.
- Incorporating honest evaluations from advanced graduate students alongside formalized publisher commentary allows an academic project to organically expand into comprehensive, contemporary domains such as fluid productivity, life transitions, and long-term work-life balance.

## Interview Blog

In order that I don't breach my own copyright (I analyzed this interview in my book "Using podcast interviews as a source of qualitative data" in my chapter on the topic of publishing), will focus on an area of the interview I have not yet covered in other publications. And that area is the tension between being an academic and being a teacher. Late in the interview, after discussing the difficulties of the writing process and how to overcome them by embracing them as part of the process, Paul talks about one of the key problems in turning research into a career: the need to acquire additional skills to meet employment requirements.

**[1:08:46]** *I do think I mean teaching and writing are in a real tension ... If someone's at a big time research university, there's in some ways less of attention because the university has has picked a side for the most part, like they've picked the side of if you're a tenured, tenured-track professor here, you do research and we have people to do the teaching, either horribly exploited adjuncts or graduate students or a non-tenure track, it's it's bad, it's, it's bad, and unjust.*

The act of research can become a career, but for the vast majority of academics who want to work in universities for an extended period of time, even their whole career, what Paul is describing here is the norm. There are times when the research you want to do almost becomes a hobby, a side hustle you do in your free time. While I wouldn't necessarily consider it 'unjust,' it can be disheartening, especially when you know your prospects for promotion are based on your productivity in the area of your career where you sometimes have no time to work.

Although this stage of your career can be difficult, it doesn't always get easier over time; the route becomes clearer.

**[1:10:43]** *As you get more experience, you start to, I think, become better at teaching, maybe a little less idealistic, but maybe just a little bit more insightful. A lot of the teaching cliches you hear - there's a lot to them, and it's things like we can't invest more into students than they're going to invest in themselves, that students need to meet us at least halfway.*

This is good advice, particularly if you are considering how much of your own time to devote to improving others. The 'better at teaching' you are, the more naturally you can allocate your time to the students who need it more; the 'little less idealistic, a little bit more insightful' is a good way to consider experience.

Then, once you have mastered your craft, as much as one can, you have more time to correctly evaluate your role in the class as you teach, out of class as you prepare and administrate, and the way your attitude affects the image your students have of you:

**[1:12:19]** *At a certain level I think teaching starts to look a lot like, a lot more like coaching, that someone really wants it ... it's not our goal to make them really want it, like professional athletes, and people want to be professional athletes, like we can't make*

*them want to do that, they, they came to us because they wanted to do that, and we can, we can help galvanize their expertise and hopefully show them some things and cultivate their potential and their skills, but we can't make them want, like, I can't make someone want to be an academic psychologist. It's in some ways just kind of not appropriate, like if someone wants to, I can, I can show them how to do these things, but if someone doesn't want to, I should just respect and honor that, like that's actually always a perfectly sensible thing to not want to do.*

A fair evaluation of career development, in my opinion. I could go on, but I recommend you go and listen to the whole interview. These sections were taken from after the hour mark, which some listeners might not get to during their commute, but this interview held my attention the whole time. Insightful, helpful, and thought-provoking.

**Christopher G. Haswell**

June 23rd, 2026

# Lisa M. Barker

interviews

## Christopher G. Haswell

Wednesday, September 14, 2022

Haswell, C. G. (2022, July 12). "Broken English" and the continued 'othering' of English speakers. ELFCommunication.

<https://www.elfcommunication.com/post/broken-english-and-the-continued-othering-of-english-speakers>

<https://lostinthecitations.podbean.com/e/117/>

**Interview keywords:** English, language, students, speak, people, variety, Japan, teacher, ELF, broken, accent, hear, creole, point, talking, intercultural communication, Jamaica, listen, person, interaction

### Summary:

Lisa M. Barker interviews Chris Haswell, an associate professor at Kyushu University, about his blog post on ELF (English as a lingua franca) and the term "broken English." Haswell explains ELF as a communication tool rather than a language variety, with funding from a Kaken grant. He discusses the challenges of conducting research during the pandemic and the creation of the ELF Communication website, which features condensed interviews with English speakers from around the world. Haswell emphasizes the importance of promoting an ELF mindset in language teaching to foster international communication and understanding. He also addresses the negative connotations of "broken English" and advocates for a more inclusive approach to English language education.

## **Outline:**

### **1. Defining ELF (English as a Lingua Franca)**

- Conceptual Clarification: ELF is not a fixed linguistic variety or dialect, but rather a dynamic description of how English functions as a shared medium for international and intercultural communication.
- The ELF Communication Platform: Funded by a Japanese Kaken (scientific research) grant, the project investigates how English is used in intercultural interactions on university campuses, using video interviews to document multilingual students' journeys.
- Pandemic Adjustments: Institutional lockdowns forced the project to adapt, shifting from classroom research to building a dedicated media studio for creating online instructional materials and digital focus groups.

### **2. Deconstructing "Broken English" and Linguistic Othering**

- The "Broken English" Label: The term "broken English" is frequently used by native and non-native speakers to delegitimize regional varieties of English, dismiss diverse accents, and artificially elevate a monolithic standard.
- Historical and Postcolonial Context: Rooted in historical prejudices, the label functions as a tool for "othering." In places like Jamaica, standard native norms are routinely used to marginalize local linguistic varieties.
- The Translanguaging Reality: Modern international communication relies heavily on translanguaging—a practice in which non-Anglophone speakers dynamically and fluidly mix shared non-English terms and innovations to maximize understanding, defying rigid monolingual rules.

### **3. Student Perceptions and Accents in Higher Education**

- Anxiety Over Named Varieties: Research reveals significant concern among Asian university students regarding regional, named varieties (e.g., Indian, Japanese, or Chinese English). Students often express anxiety about their ability to comprehend or be understood by peers from these backgrounds.
- Strategic Countermeasures: Rather than enforcing native-speaker standards, institutions should foster peer-to-peer interactions that reduce communicative tension. The ultimate goal of an ELF interaction is practical negotiation and mutual comprehensibility.
- Professional Bias: Educators from diverse backgrounds—including native speakers with distinct regional accents—frequently face systemic prejudice or professional rejection based purely on accent metrics.

### **4. Curricular Implications and Future Directions**

- Sociolinguistic Inclusion: Traditional curriculum design must evolve to explicitly include sociolinguistic concepts, shifting away from a monolithic "native-speaker" target toward a pluralistic approach.

- The ELF Mindset for Educators: Training programs must actively instill an ELF mindset in language teachers. By treating English as a flexible, globally owned tool, educators can build inclusive classrooms that respect the multilingual realities of the modern global student body.

## Interview Blog

The topic of the conversation was a blog I had written and posted to my research website, “ELF Communication,” called “Broken English and the continued ‘othering’ of English speakers.” The link is provided [here](#). It was written in response to a felt need to put out a kind of policy statement of what I try to represent in my research and university coursework. As a speaker of multiple languages and a person with worldly experience of how languages are used in various contexts, Lisa wanted to talk about the topic.

We started with a general overview of my motivation for the blog post, and I was able to introduce my text/subtext/hypertext theory of linguistic interactions:

**(10:57)**

*Lisa: And I'm really curious about the background to this blog post. What prompted you to write it?*

*Chris: Well, it's, it's like, when you study something like English literature, and you study it to a high level, or you study critical thinking to a high graduate level, nothing is ever the same again. ... I started studying world English and Global English teachers back in 2003. So, it's been nearly 20 years that this thing has been switched on. So, anytime I hear phrases like “broken English,” or “not English native speaker,” or “a non-native speaker of English,” it's something that triggers me to think about the reason why this is being used. So, is it being used in a positive is probably the wrong word to say, but is it being used in a way that is positively discriminating and making sure that the right decisions are being made in order to put the right person in the right classroom or choose the right material for the right students? For the goal of the course? Or is it being used in a negatively discriminatory way in order to exclude something from the classroom or from the students' experience?*

Please allow me to make the case for the text/subtext/hypertext method of viewing interactions. We all have the ability to monitor our own speech (something I notice I do A LOT when I am being recorded - if you ever meet me in real life, I speak a lot more quickly and fluently than I do on the podcast), and this comes with the commensurate ability to monitor others. When you choose to activate this ability, it is like watching the world with subtitles, community notes, and pop-up explanations à la “Behind the Music” for those of you old enough to remember the reference. That is not to say that all of this interfering hypertext is true or contradictory to the message, but it is Socratically consistent: based on your experience, you question the message as you receive it. It always confuses me when people for whom it is ostensibly their job to monitor others' output are seemingly unwilling to do so for themselves. Understanding the text/subtext/hypertext dynamic is why I embrace the words of the great Dr. Maya Angelou: “When people tell you who they are, believe them the first time.”

Lisa then went on to ask how an ‘ELF mindset’ in relation to second language interactions using English has affected my approach to language teaching:

**(31:28)** *That has been what my research has been for the last 10 years, to try and increase the amount of peer-to-peer interaction using English as a shared second language, a linguistic resource. And in that way, reducing the tension. Because in heuristic terms, if you're a Japanese user of English, and you'll never have the chance to speak to a Chinese user of English, then you might have an image of that person before you speak to them. And that will cloud your efforts in that interaction. Whereas if you go into the interaction knowing that their performance is going to be different from yours, but also your performance is going to be different from what they expect from what they've seen in American movies, or listened to in English, Anglophone radio, or whatever, or in the textbooks. If you both go into that interaction, knowing that, then you're prepared for it. And negotiation can be more free-flowing, and you're more likely to achieve the goal of the interaction.*

Here we see the word “heuristic” being brought up again, as it has in blogs on previous podcasts in this series (I know, I keep bringing it up). Expectation before interaction is an important way we frame what is to come: what we expect determines how we prepare. When we expect the interaction to be in English, a second-language user of English may practice what they are going to say, but not how they are going to say it, nor how they might adapt it based on the context of the interaction.

**Christopher G. Haswell**

March 14th, 2026

# Christopher G. Haswell

interviews

## Rupeshika Gunawardana

Wednesday Feb 08, 2023

Gunawardana, R. (2022). An analysis of how current social media trends affect the transformation of Sri Lankan English morphological processes; A study based on ‘Aunty Netta’ YouTube channel.

<https://lostinthe citations.podbean.com/e/130/>

### **Interview keywords:**

English, Sri Lanka, Sri Lankan, language, speak, variety, people, called, videos, Colombo, word, processes, study, borrowing, burrowing, suffix, Instagram, blending, country, usage

### **Summary:**

Rupeshika Gunawardana, a university ambassador from the University of Kalinya in Sri Lanka, discussed her research on the impact of social media trends on Sri Lankan English morphological processes, specifically through the YouTube channel Auntie Netta. She highlighted the linguistic history of Sri Lanka, noting its multicultural influences and the evolution of Sri Lankan English from British colonial English. Her study used a qualitative content analysis of eight videos, identifying borrowing and compounding as the most common and productive morphological processes, respectively. She emphasized the need for further research and codification to document and standardize Sri Lankan English.

## **Outline:**

### **1. Socio-Linguistic History of Sri Lankan English (SLE)**

- Colonial Legacy to Independence: SLE evolved from British colonial rule. Its institutional trajectory was disrupted by the Official Language Act of 1956, which declared Sinhala the sole official language, before English was reinstated as an official language in 1987.
- Geographical and Social Stratification: English proficiency remains highly uneven. In the commercial capital of Colombo, an elite demographic speaks SLE as a first language. In rural areas, its presence is largely confined to the school system rather than daily life.
- Linguistic Metacognition: A significant portion of the Sri Lankan population lacks awareness of SLE as a distinct, legitimate variety of World Englishes, often assuming they are speaking British English.

### **2. Methodology and Digital Data Collection**

- The Value of YouTube: YouTube was selected over text-based social networks because its audiovisual format provides highly credible, multimodal evidence of spoken linguistic journeys and actual phonetic usage.
- Case Study Selection: The research examines the Antie Netta YouTube channel, a prominent channel that has been active for over 12 years. The creator, Neta Netta, has deep Sri Lankan roots and consistently uses SLE, providing an ideal corpus for tracking language change over time.
- Analytical Framework: The methodology involved transcribing and coding eight specific videos through qualitative content analysis. Data were systematically categorized under four core morphological processes: borrowing, compounding, affixation, and reduplication.

### **3. Morphological Innovations and Findings**

- Primary Drivers: The study concludes that borrowing is the most common morphological process observed, while compounding stands as the most productive mechanism for creating new vocabulary.
- Multilingual Input: Borrowings occur predominantly from Sinhalese but also pull from Tamil, Malay, and Chinese. For instance, the growing Chinese demographic in Colombo has accelerated specific lexical borrowing into the urban variety of SLE.
- Neologisms and Affixation: SLE displays highly creative blending, derivation, and compounding (e.g., combining local concepts such as "baila" music or adding suffixes to create words like "sweetify"). These innovations mirror global social media trends, where hashtags and localized neologisms gradually move from digital spaces into formal dictionaries.

#### **4. Institutional Codification and Future Outlook**

- The Codification Gap: Despite its rich evolution, formal documentation of SLE remains severely limited. The last major systematic effort was a single dictionary published in 2007.
- The Path Forward: The research underscores a critical need for continuous, systematic documentation to standardize practices across the range. Overcoming local linguistic insecurity requires fostering greater societal acceptance and recognizing SLE as an expanding-circle reality within the broader global framework of English varieties.

## Interview blog

The backstory to this interview technically began with me writing a paper in 2013, believing I could explain the diaspora of English in socioeconomic terms - this paper became “The Global Model of English” discussed in interview #2 of the podcast. This paper came to the attention of a linguistics professor in Sri Lanka, who set their students the task of investigating this paper and another academic's work, Edgar Schneider, whom I cite very often. The students, being the industrious types they were, contacted the writers of the papers for input into the investigation from the source. And nothing could be more ‘Lost in Citations’ than that kind of approach.

As I put it in the introduction:

**(0:58)** *Yeah, that was an interesting move, because, well, first of all, it was very flattering that your professor had decided, first of all, to use my model as something in your class, but also that he put me up against Edgar Schneider, who is obviously a much higher-level, much more highly rated researcher than I. But also, it's a smart move. It was really nice that you thought the best thing to do was, well, we'll just contact the writers.*

So began my connection with Rupeshika Gunawardana and her merry band of Kelaniya academics - I say this not in jest but in exultation: imagine living a life of asking the question “why?” and then being asked “why?” by others on the same path. It was a wonder of academia in the modern age that our paths could cross.

However, it was the manner of this connection that kept Rupeshika in mind as someone who might have something to contribute to the podcast. A year or so after our first introduction, I asked if she had any work she would like to have more widely promoted. Asking academics at various stages of their careers to be part of the podcast was part of my mission from the beginning: I wanted to speak with people from undergraduates to the emeriti, and this is a mission you will see continued in the coming months with Dr. Edgar Porter joining Dr. Narahiko Inoue and Dr. Jennifer Jenkins in the catalog of interviewees who are in the ‘emeritus’ stage of their careers.

The topic of the interview was Rupeshika’s linguistic investigation of a popular YouTuber called ‘Auntie Netta.’ The reason for focusing on this medium of social networking was related to her understanding of how online content is curated:

**(12:05)** *As an example, I'm from Sri Lanka, and if I post something on Facebook or Instagram, it does not have a wider community or wider audience and does not reach people across countries due to privacy policies and location algorithms. So YouTube is very much different from that, and mainly it's audio-visual content ... YouTube makes it possible for viewers who are often geographically distant from each other, like you and I, to participate in the enjoyment of the content they watch. So in this context, I think the languages that YouTubers use to communicate with their viewers may significantly*

*influence respect for social groups in many ways, and also the evidence that I bring out in the study is credible in that sense, because it is very much obvious. You can see that you can hear that. And the study has focused on Sri Lankan English morphological processes that can be found in those videos. Videos so that anyone who wishes to listen to how they are pronounced or how they are used in speaking are just one click away. So, more than the written discourse, I think the videos and other audiovisual data sources are much more obvious and credible in the study. That's why I chose YouTube videos.*

As someone very interested in world Englishes and contextualized English language use, I found this area particularly interesting. The internet has enabled the wider dissemination of localized varieties of English than could ever have been available on radio or television. YouTube channels are an open and democratic method of finding, hearing, and investigating the global nature of English use

In this vein, the interview continued:

**(26:17)** *I must say that even in the English language, well-known examples of blends include brunch, like breakfast and lunch, smoke and sitcom, motel, and chillax. Those are there like and in the other social media platforms, such as Instagram, is one of the new and popular social media platforms by present, and it attracts people's attention, and on this platform, users are able to communicate, where media photos and video sharing. And of course, we all know what Instagram is, and it contributes to making some new words which are related to word formation processes.*

I could go on, but I encourage you to listen to the whole interview, as it contains a great deal of analysis of what makes contextually valuable English use, while also being an operationalizable model we should all work towards for English as a lingua franca.

**Christopher G. Haswell**

July 1st, 2026

# Chris Cooper

interviews

## Atsushi Mizumoto

Wednesday Jan 08, 2025

Mizumoto, A. (2024). CAF Analyzer [Web application]. <https://cafindex.pythonanywhere.com>

<https://lostinthecitations.podbean.com/e/mizumoto-a-2024-caf-analyzer-web-application-httpscafindexpythonanywherecom/>

### **Interview keywords:**

Kansai University, corpus linguistics, vocabulary research, strategy training, generative AI, ChatGPT, accuracy measurement, fluency metrics, complexity analysis, open science, Python programming, R language, research methodology, language learning, AI tool

### **Summary:**

Dr. Atsushi Mizumoto, a professor at Kansai University, discussed his extensive experience in linguistics and his research focus on vocabulary, strategy training, and generative AI. He highlighted the development of the CAF Analyzer, a tool for measuring language complexity, accuracy, and fluency, built with Python and the Grok API. Mizumoto emphasized the importance of open science and shared his insights on the challenges and benefits of using AI in language learning. He also mentioned his collaboration with other researchers and the potential for future developments in AI-driven language assessment tools.

## **Outline:**

### **1. Academic Journey and Research Evolutions**

- **Foundations in Applied Linguistics:** Dr. Atsushi Mizumoto began his career teaching at a language school in Kyoto before completing an MA at Ritsumeikan University and a PhD at Kansai University, becoming the institution's first doctoral graduate specializing in corpus linguistics.
- **Shifting Research Focus:** His core academic interests encompass vocabulary acquisition (initially inspired by Paul Nation), strategy training, lexical bundles, data-driven learning (DDL), statistical methodology, and generative AI.
- **Methodological Rigor:** The conversation highlights the growing need for advanced computational skills in modern linguistics, particularly the integration of R and Python for robust statistical analysis.

### **2. Generative AI and Academic Productivity**

- **Responsible Integration:** Addressing his recent publications on ChatGPT, Dr. Mizumoto emphasizes the ethical use of AI in academia. He warns against outsourcing actual paper writing or blind copy-pasting, urging researchers to treat AI as a collaborative tool instead.
- **Pedagogical and Workflow Benefits:** Generative AI offers immense potential to deliver personalized student feedback and reduce teacher workloads. For research workflows, tools like Grammarly and LLMs serve effectively for proofreading and initial error detection.

### **3. Developing the CAF Analyzer**

- **The Software Mechanics:** The interview highlights the development of the CAF Analyzer, a specialized computational tool designed to measure Complexity, Accuracy, and Fluency in language production. Built in Python, it leverages the spaCy library to automate parsing of structural elements such as clauses and T-units.
- **Accuracy and Fluency Metrics:** To track accuracy, the tool integrates the Grok API for automated grammatical error detection, which demonstrates strong consistency for this specific task. The fluency engine relies on standardized corpus metrics, including type-token ratios (TTR) and sentence length.
- **The Error Identification Challenge:** A central obstacle in automated text analysis is defining what constitutes a linguistic error, a task heavily dependent on context and register, and one that still requires human validation.

### **4. Deployment, Open Science, and Future Outlook**

- **Hosting and Architecture:** Transitioning a local script into a public web application presents distinct technical challenges. The CAF Analyzer is hosted on PythonAnywhere,

in contrast to alternative desktop-based design approaches built for local batch processing.

- **Commitment to Open Science:** Reflecting the values of open science, the CAF Analyzer source code is fully available on GitHub, along with comprehensive user tutorials. This allows the global research community to inspect, modify, and expand upon the tool's programming.
- **Next Steps:** Future developmental tracks aim to combine fine-grained, multi-dimensional complexity measures with emerging generative AI frameworks to push the boundaries of automated linguistic profiling.

## Interview blog

Chris begins the interview by noting how many interviewees we have had on the podcast from Kansai University: there have been 16 interviews with people from this institution covering subjects such as university internationalization, metaphor and metonymy, translation work in Japanese hospitals, and, of course, Professor Mizumoto's CAF analyzer, a link to which can be found here: [langtest.jp](http://langtest.jp).

They then talk about how the introduction or acceptance of AI is not always easy for many people already well established in the field; when one has done something one way for so long, why would one want to change?

[11:39]

Chris:

*Some of the teachers that I work with, some people are kind of against using AI. They've completely banned it. And then I've been more like in the last couple of years, actually, probably just the last year or a year and a half, because it's really, yeah, it's still really soon, right? Trying to give my students advice how they should and shouldn't [use it], like you said, kind of, but it's still kind of difficult finding the boundaries*

...

Atsushi:

*Exactly, because that's all based on the teachers' or learners' beliefs, perceptions, or mindsets. Learning, acquisition, learning, language learning, yeah, teachers didn't learn in that way.*

*And, that is the way you have to address changes in technology: when there is no apparent allegory for the procedure in your experience, why would you embrace it?*

*Atsushi Mizumoto's job is made harder by the perception that AI doesn't just make the job more efficient; it replaces the need for a human participant.*

Professor Mizumoto then goes on to give specific examples of how the system he is developing helps and supports rather than overtakes and replaces human participation:

*[33:33] OpenAI API, okay, works in the same way as OpenAI API. So in any API. And you know, the documentation gives you all the Python code, so I was really surprised, actually, to find the how accurate it is. Yeah, and especially for this specific task, accuracy measurement or the detecting errors in writing, because it's really consistent. Because, you know, when it comes to using generative AI, it produces different outputs every time, but right, not for this one ... you're familiar with Grammarly, it's like the stimuli.*

At this point, generative AI is giving you, the human operator, suggestions for your output and edits, but you are still in control. As someone who uses Grammarly extensively in the final editing stage of my writing, I like the options I receive from the perspective of the reader: am I

making my point as clearly as possible, or have I, as I am wont to do, gone down an ungrammatical wormhole of a sentence from which I need rescuing? Case in point...

I'll not parse out any more of the interview for this blog - I think you will get a much better understanding from listening to Chris and Atsushi go back and forth on the topic and the contents of the tools available at the website, once again available here: [langtest.jp](http://langtest.jp).

**Christopher G. Haswell**

May 4th, 2026

# Shaun O'Dwyer

interviews

## Christopher G. Haswell

Wednesday, July 22, 2026

Haswell, C. G. (2025). Using Podcast Interviews as a Source of Qualitative Investigation. Ethics International Press.

<https://lostinthecitations.podbean.com/e/201-haswell-c-g-2025-using-podcast-interviews-as-a-source-of-qualitative-investigation-ethics-international-press%e2%80%8b/?token=62a9dad6d6894717bedb5ecf070fa5a7>

### **Interview keywords:**

Podcast interviews, qualitative investigation, academic project, Lost in Citations, humanizing element, conference presentations, psychological impact, grounded theory, register analysis, academic communication, research and publishing, imposter syndrome, networking, international collaboration, podcast success.

### **Summary:**

In this podcast episode, Sean O'Dwyer interviews Associate Professor Christopher Haswell about his book "Lost in Citations," which uses podcast interviews as a source of qualitative investigation. The project, which began in 2015, has amassed 208 interviews with researchers, educators, and writers from diverse fields. Haswell highlights the podcast's unique ability to humanize academic voices and provide a platform for in-depth discussions. He discusses the impact of the COVID-19 pandemic on the project, the use of grounded theory in qualitative analysis, and the importance of overcoming imposter syndrome in academic writing. The podcast has seen significant success, with over 65,000 downloads.

## **Outline:**

### **1. Demystifying Academia Through Audio**

- **Humanizing the Literature:** The Lost in Citations podcast serves a distinct academic function by attaching human voices to standard text citations, making remote, heavily cited scholars accessible and relatable to early-career researchers.
- **Alternative Scholarly Media:** Compared with rigid conference presentations or dense journal articles, the conversational format allows interviewees to elaborate on their underlying motivations and feelings. This format captures an intellectual passion that traditional academic production often strips away.

### **2. Platform Growth and Interdisciplinary Expansion**

- **Cross-Disciplinary Casting:** While early episodes reflected the hosts' respective backgrounds in psychology, English as a Foreign Language (EFL), and World Englishes, the project deliberately expanded its scope. The production team utilized online societies and academic repositories to actively recruit interviewees from diverse scientific and humanities fields.
- **The Pandemic Catalyst:** The physical isolation of COVID-19 accelerated the podcast's trajectory. Universal institutional pivots to remote communication normalized online video interviews, smoothing the technical transition for senior academics and providing a vital digital space for intellectual interaction.

### **3. Methodological Design of the Interview**

- **A Grounded Approach:** The interviewing ethos mirrors Grounded Theory, using open-ended qualitative inquiry to allow theoretical insights to emerge naturally from the interviewees' lived research and career experiences.
- **Register Flexibility:** To preserve an authentic narrative, the interviewer consciously balances structured framing questions with improvised, responsive follow-ups. The conversational register shifts dynamically from formal academic discourse to casual reflection based entirely on the guest's comfort level.

### **4. Addressing Institutional Barriers and Imposter Syndrome**

- **Combating Professional Isolation:** Listening to established professors discuss their personal setbacks, procedural doubts, and professional trajectories helps junior scholars overcome imposter syndrome and build confidence in their own academic identity.
- **Demystifying the Publishing Process:** Drawing on insights from seasoned academic writers, including Professor Paul Silvia, the podcast offers actionable psychological advice for early-career scholars. It emphasizes the need to establish regular writing habits, maintain intrinsic motivation, and build collaborative peer networks.

## **5. Community and Future Trajectories**

- **Fostering Academic Community:** The ultimate objective of the audio medium is to dismantle systemic silos and create an inclusive, global community grounded in scholarly collaboration and public accessibility.
- **Strategic Evolution:** Future expansion plans aim to broaden the podcast's impact within higher education and translate complex, specialized academic knowledge for public audiences outside the university ecosystem.

## Interview blog

This interview was in response to Shaun's offer to interview me, Chris Haswell, about my second book, "Using podcast interviews as a source of qualitative investigation," after I had previously interviewed Shaun about his books on Confucianism for the podcast. The interview was conducted in the LiC studios over a cup of coffee and a decade of working together, so the mood was conversational but focused on the academic objective at hand. We were intending to discuss how a podcast can be viewed as its own medium for data collection, unlike a standard journalistic or research interview. The medium of podcasting, as it relates to being a vector of academic endeavor, is, for want of a better word, different.

The first thing we discussed was the source of the material for the book, the podcast, and how it was itself illustrative of an alternative form of data collection:

**(01:28)** *I go back to its initial founding ... it was an attempt to create something that myself and Jonathan hadn't found before, which was the ability to talk to people whom we'd cited a lot in our work, that maybe other people because, you know, they hadn't gone to the conferences where these people speak. A lot of them come from different countries, and so they might not have been able to actually meet them in person; they'd actually hear the voices. And so I think that's what makes it different from other projects, in that you can actually hear the voice of a person that you've seen the name of before, and it allows them outside of the realms of maybe a five to 8000 word journal article to really elucidate how they were feeling at the time, and perhaps how their thoughts have developed since they actually wrote everything down, locked it off, sent it off to be published.*

As expressed here, the initial motivation for podcast is elucidated: we couldn't go to conferences and we, Jonathan and I, both believed that it was the conference down-time, the coffee-and-chat meet-ups that can often be the most productive for networking and forming long-term connections with shared interests - hearing someone's voice as they explain something that may have been central to the writing process but was not included in the paper is the real value of being able to speak with people who you cite.

The interview then goes on to investigate what it is about the podcast medium that is its own realm of investigation.

**(21:53)** *The podcast, when viewed from the outside, appears to be a genre of interview. But given how many different categories it is in and the way that the medium is used, it isn't a single genre, so once you've gone past genre, you get into register analysis and then understanding that some might be comedic, some might be highly academic. Some are more, you know, close-knit, and you know, familial, familiar between the two people, and so the data you're collecting cannot ever be put into a single genre category. Once you get past that level, other frames of analysis have to be included if you're going to get*

*any value from it, and then create a theory upon which you can apply to future interviews. So it was all about creating an effective frame that could be either replicated and/or tested in future interviews.*

The podcast is not a sub-genre of interview; it is its own genre of informed conversation. That is to say, the register rarely rises to ‘formal’ even though the content is not ‘informal.’ All the interviewers we have had so far have been very good at preparing for the interview and marshaling their background knowledge to ensure the interview goes beyond, sometimes way beyond, the scope of the original paper to give a lot of insight into the thought processes of the interviewee.

We also discussed the value of having an established academic podcast attached to a university faculty because it provides another method of networking with visiting academics who are looking for other avenues to publicize their work:

*(31:57) I certainly think that when the idea of the podcast comes up. It seems like everyone in our department kind of knows that I have this podcast because I've interviewed enough people around, not just in the FLC, but also in the humanities department and also in the economics department: "Oh, there is an academic on campus who has a podcast," that was one of the motivating things behind publishing it and trying to find a vector for it academically to show that, no, it's not just me wasting my time trying to fill up a media space. I lose money making this. So I had to find some other value that wasn't just financial. It had to be cultural, social, even, you know, for want of a better word, a moral way of justifying the time that I put into it. And I think if it forms networks outside of the university, knowing that someone in this department reaches out to people, and I think that the current numbers are 27 different universities that have been featured in the 200-plus interviews that we've done, and that those are just the main ones.*

Overall, the content produced by the podcast interviews benefits more than just the people in the room in front of the microphones. By finding multiple avenues for disseminating the interview's content, the podcast becomes an advertisement for itself, a proof of concept that what used to be called ‘new media’ is becoming the primary medium of interaction among people with shared interests. My interest is academia, and I am happy to have discovered that others would like to share the space.

**Christopher G. Haswell**

July 2nd, 2026

## Call for submissions

Lost in Citations is an audio journal: we accept interview contributions, much like a paper or online journal accepts written works. We encourage academics to interview people in their field or profession and to reach out to those they believe produce work that would interest others.

If you have any further questions at this stage, please contact us: [lostincitations@gmail.com](mailto:lostincitations@gmail.com)

A good way to start the process is to review the interviews already available in our catalog (<https://www.lostincitations.com/contributors>) to get a feel for their structure. This being said, please feel free to adopt your own structure once you feel comfortable with the process.

The main point to consider is that the episode should be centered on the citation. For further ideas on interview style, read these tips:

<https://www.lostincitations.com/post/10-tips-for-interview-style>

From our experiences, we can say it has been valuable to connect with other researchers both within and beyond our fields of interest, learn a great deal about the wide range of fields across academia, and improve our skills as interviewers and online content providers. We hope that your experience will be the same.

If you are interested in submitting an interview, please submit the following:

- a 5-minute audio sample to demonstrate the sound quality of your recording equipment.
- A short bio of yourself and the guest
- The citation in APA formatting
- A digital copy of the publication and/or a link to read (e.g., Google Scholar, ResearchGate, Academia.edu)

As with contributions to any journal, certain factors must be considered, and quality issues addressed first. For people interested in submitting an interview for consideration, please read the following directions carefully.

Some key points about the recordings:

- Take time to set up the recording equipment for both you and your interview subject. Trust us: it will save you time later. Most microphones and speakers built into personal computers are not sufficient for the sound quality we require (see the Resources tab for suggestions for a good quality microphone - however, these are not as expensive as you might expect): <https://www.lostincitations.com/resources>
- To prevent feedback, please use earphones and encourage your interviewee to use headphones.

- Using ZOOM is a helpful alternative to a complex recording setup. In addition, the recorded output is an m4a file, which is relatively simple to use and edit. Nevertheless, the first point about taking time to set up the recording equipment of both you and your interview subject stands paramount.
- A good idea is to have a practice call and set up the hardware and software before the recording. This can be submitted as the above-noted ‘sound check’ prior to the full interview; we can then advise you about any changes we would suggest to either your or your interviewee’s sound set-up - we do not want you to take the time to conduct a full interview then have to edit your work for submission, only to be rejected on the grounds of quality.