

Raising language awareness for English learners through speaking consultations

Erik D. Goodale

Learning Skills Unit, Iowa State University, Ames, IA 50011, United States

Email: egoodale@iastate.edu

(Received 20 September, 2024. Published online 3 March, 2025.)

Speaking consultations are an innovative service offered by universities for English learners. One-on-one sessions with a trained consultant can help a learner raise awareness about aspects of spoken language such as pronunciation, presentation delivery style, or cultural nuance specific to that individual's needs. This newfound awareness can have implications for the learner's academic progress and career goals, so how consultants work with their students to increase awareness is of consequential importance. However, speaking consultations are underrepresented in the literature with most research studies focusing on writing consultations. To address this gap, the aim of this study is to investigate speaking consultations and identify the development of language awareness for English learners. This study used transcribed consultation recordings as observational data which were segmented by turns and coded according to areas of feedback. The researcher then utilized content analysis and semi-structured interviews to gain an understanding of how language awareness is co-constructed between consultant and student. The findings of this study revealed that student learning occurred from opportunities for students to speak, student and consultant collaboration, and the consultants serving as models. The sessions addressed a variety of language features ranging from pronunciation to pragmatics. The findings of this study have implications for consultant training and program development.

Key Words: speaking consultations, language awareness.

1. Introduction

Universities in the United States are becoming increasingly global with international student enrolments steadily increasing since the 1960s and rapidly increasing in the mid to late 2000s until the mid to late 2010s (Opendoors, 2023). While international students come with English communication skills strong enough to be admitted to universities where English is the medium of instruction, many of them still need academic language support. One way to provide supplemental practice of language skills covered in classes, individualized help for language skills not covered by classes, and additional opportunities to communicate is individual consultations which offer one-on-one appointments with a trained language consultant. These services are typically offered by a writing or communication centre operated by the university. The history of such centres begins with writing centres which started in the early 1900s. Known as writing laboratories or clinics, they focused on supporting struggling students, though this focus would eventually turn into a stigma during the 1950s through the 1970s as such places were viewed as remedial centres

for poorly prepared or intellectually deficient students (Pandey, 2024). Work was done to counter this stigma, and in the 1990s the emphasis was placed on helping students to develop better writing skills as opposed to focusing primarily on error correction to fix a poorly written paper (Denton, 2017). The 1990s also saw a shift in writing centres to include online sessions, digital and multimodal media, and multiliteracies (Pandey, 2024). It was also during the 1980s and 90s that communication centres first arose. Much like writing centres, communication centres provided additional instruction and feedback but focused on speaking. However, due to limited funding, lack of leadership, and neglected institutional integration, over half of communication centres disappeared by the mid-1990s. Communication centres recovered in the 2000s driven by an emergence of interest in the topic at a couple of conferences (LeFebvre et al., 2017). Writing centres subscribe to the pedagogical practices of collaboration, non-directive and minimalist tutoring, and individualized instruction (Pandey, 2024). My experience is that communication centres take a similar approach albeit with a greater emphasis on individualized instruction and collaboration.

However, what occurs during language consultations to raise language awareness has been under-researched. Many if not most of the studies accessed for the writing of the literature review focus on the effectiveness of consultations (Chen, 2014; Hanham et al., 2021; Kozar & Sweller, 2014; Xia et al., 2021; Yeh & Lai, 2019; Yurt & Aktas, 2016), ignoring what occurs during the consultations themselves that makes them effective. Others examine what occurs within the consultations but focus on power dynamics related to direction versus collaboration (Hrastinski et al., 2018), error correction (Lee, 2015), argumentation versus content (Theron, 2019), or the role of the consultant as a cultural informant (Blau et al., 2002), and very few of these studies compare in-person and online consultation environments. Furthermore, the majority of studies that do exist focus on consultations that help students with their writing rather than their speaking skills.

This study is one of the few studies to examine speaking consultations and what takes place during such sessions. For this reason, it is at the forefront of research in this area within the United States and establishes a foundation that other studies could expand and build upon. Observations from this study provide insight into the ways in which language awareness is developed in speaking consultations. The methods and techniques used by consultants, the aspects and features of language addressed, the various roles consultants assume with their students, and the modality of the sessions all play a part in the development of language awareness. Understanding how these factors influence how consultants work with their students to develop language awareness can inform the training of consultants and the development of programs in university communication centres.

2. Literature review

This section explores themes related to language awareness and consultations. To establish the concept of language awareness, the first theme relates to defining and understanding language awareness, including its benefits and how it can be raised. To outline the role of consultations in education, the second theme is a brief history and background of consultations in general, while the third theme is on the effectiveness of consultations for students in terms of improved language performance. In a shift from focussing on students to focussing on consultants, the fourth theme is the various roles a consultant assumes when holding consultations. Finally, to highlight consultations that focus on English speaking, the fifth theme is an examination of studies that have specifically looked at individual sessions to improve speaking and pronunciation.

2.1. Language awareness

The Association of Language Awareness defines language awareness as “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (Association of Language Awareness, 2023). Other scholars also place a heavy emphasis on consciousness and cognition (Donmall, 1987; Flora, 2021; Svalberg, 2016). With conscious perception being a significant part of this definition, language awareness shares many connections with Schmidt’s noticing hypothesis (Schmidt & Frota, 1986). However, Schmidt

(2012) posits “noticing” as a conscious attention to the specifics of language while “understanding” involves a higher awareness of generalization within a language, and whereas noticing only includes conscious attention, language awareness encompasses both noticing and understanding. It should come as no surprise then that language awareness covers a broad range of linguistic knowledge such as graphemes, phonemes (Melby-Lervag & Lervag, 2011), semantics (Zheng, 2014), and language acquisition concepts, pragmatics, registers, and different varieties of language (Anthonissen, 1994). This focus on explicit knowledge and conscious perception influences this study’s examination of what is said during speaking consultations as indicators of awareness.

A learner’s language awareness has been found to have a relationship with their language skills. Venkatagiri and Levis (2007) found a positive correlation between a language learner’s phonological awareness and comprehensibility to native speakers of English. A systematic review of 47 empirical studies also found moderate to high correlations between a learner’s L1 and L2 phonological awareness and decoding written language (Melby-Lervag & Lervag, 2011). Research has also found that one’s awareness of the German lexical stress system, measured as the ability to describe the rules for lexical stress, predicted the ability to use it accurately (O’Brien, 2019). In their study of university students divided into proficiency levels based on Intensive English Program scores, Dushku and Paek (2021) note a correlation between a learner’s semantic prosody awareness and proficiency level. Language awareness can influence more than just language skills. In an examination of the relationship between language awareness and agency for refugees in Austria, Radinger (2018) found that learners with high degrees of language awareness actively shape their learning environment, establish a common framework of interaction, and negotiate positions in society. Radinger thus concluded that agency is closely connected with linguistic resources and language awareness. Related to agency, a student’s ability to identify and highlight vocabulary gaps is important for accessing help from instructors with the vocabulary checks serving as learning opportunities leading to explanation and correction (Duran & Jakonen, 2022). Higher language awareness also enables feedback and language exposure to be transformed into more opportunities for learning (Kiely, 2009). Therefore, for this study, I noted what aspects of language such as vocabulary or how to initiate conversation were being addressed during a session.

Language awareness can be raised by engaging in activities that provide students opportunities to become more aware of their linguistic environment such as signs being written in multiple languages, teachers welcoming students in their L1, and so on (Tjandra, 2021). Research also indicates that instruction raises language awareness of both graphemes and phonemes as well as their relationship to each other (Melby-Lervag & Lervag, 2011). Using an approach that encourages contact with linguistic diversity from a young age results in improvement in awareness, as reflected by transcripts of students’ interactions revealing that the students were observing, analyzing, and comparing different aspects of language (Lourenco & Andrade, 2014). Even outside of formal instruction, contact with multiple languages increases language awareness and the intensity of contact with a target language is a predictor of grammatical awareness (Trebits, 2021). Teachers also benefit from improved language awareness, and researchers have found that such awareness is presently built by data analysis, course book analysis, sociopolitical context, and classroom materials development (Krajka, 2019). Thus, to help identify how language awareness is being raised, I noted what activities the consultant and student engaged in during their sessions as well as how attention was drawn to a particular aspect of language.

2.2. Consultations

University writing and communication centres are designed to collaboratively assist individuals to become better communicators. They work with students of all levels from undergraduate freshman to PhD students in the final year of their program and are also open to other members of the university community such as faculty and postdocs (Pandey, 2024). Writing and communication

centres are able to provide individualized assistance that a classroom cannot, especially for ESL students. For example, a writing centre consultant can address a variety of linguistics backgrounds and focus on an individual student's questions, cultural presuppositions, writing processes, language learning experiences, and English writing conceptions (Harris & Silva, 1993). Writing and communication centres can help students with a wide variety of tasks including classroom assignments, research articles, theses and dissertations, oral presentations, general spoken English, and so on. Its practices typically include individualized instruction, collaboration, and nondirective guidance. Language consultations share much in common with language advising, but language advising focuses on how to learn a language, while language consultations also address content (Reinders, 2008).

2.3. Effectiveness for Students

Naturally, when students attend a consultation, they have specific goals that they wish to achieve, and students report that their ideal consultant would be someone who provides results in the form of improved language performance (Kozar & Sweller, 2014). Therefore, it is important to examine consultations for their effectiveness. Research has shown that consultations help both high proficiency (those whose pretests were in the top 33%) and low proficiency (those whose pretests were in the bottom 33%) language learners improve their speaking vocabulary, accuracy, and fluency, while low proficiency learners additionally improve their pronunciation (Yeh & Lai, 2019). Both high and low proficiency learners benefit from textual displays that come with computer mediated consultations, and explicit feedback from consultants is particularly beneficial for low proficiency learners (Chen, 2014). The benefits for those who attend consultations over those who do not can be observed after only six weeks of participation (Yurt & Aktas, 2016). Moreover, it has also been observed that the longer participants use consultation services, the higher their grades (Hanham et al., 2021).

The consultants themselves have also been found to matter as students who worked with several different consultants and thus less consistency had lower performance (Xia et al., 2021). Consultants' involvement in collaborative communication was also found to be a performance booster (Chen, 2014). Such collaborative communication afforded by consultations provides an environment rich in language output allowing students to practice their skills (Yeh & Lai, 2019). Consultants play an important role in their students' academic achievement by facilitating conditions that increase the perceived usefulness of the sessions by the students. This increase in perceived usefulness increases the student's feeling of self-efficacy, and this increase in self-efficacy is connected to higher student grades (Hanham et al., 2021). Thus, the role of the consultant is discussed next.

2.4. Role of the Consultant

Consultants fill a variety of roles when meeting with their students. In their role as a teacher, consultants prioritize errors, look for patterns, and help students with language learning (Harris & Silva, 1993). Furthermore, consultants work to encourage discussion and reflection by students (Hrastinski et al., 2018) as well as enhance awareness of errors, structure, and vocabulary (Lee, 2015). However, while consultants can fill the role of a teacher, there often is not the same power dynamic as is found in a student-teacher relationship, which can allow consultants to be more collaborative in their approach, provide feedback that is not tied to a grade, and focus on structure and argumentation rather than content when advising students whose work is outside of the consultant's area of expertise (Theron, 2019). In fact, if students perceive the consultant to bear most of the responsibility for the session, they will contribute less than those who believe the sessions are a collaboration with shared responsibility (Lee, 2016). Another distinction from teachers is the amount of preparation that comes beforehand. While a teacher will prepare a lesson plan for the day's class, writing consultants may or may not have access to a student's work prior to their session, and a speaking consultant typically has little to no opportunity to prepare ahead of time. Thus, it should come as no surprise that consultants have shown an ability to adapt to the format,

whether synchronous or asynchronous, to ensure that activities take a more communicative approach rather than an approach that simply transmits information (Fandino & Velandia, 2020).

Consultants serving second language speakers also serve important roles as cultural informants helping their students adjust to life in a new location (Blau et al., 2002). They can be an important source of emotional support and cultivate an empathetic environment (Fandino & Velandia, 2020; Hrastinski et al., 2018). Dillon (2021) emphasized this by recounting discussions she had with students about the COVID-19 pandemic. She reflected on her students' limited understanding of terms related to COVID-19 and her belief that this was a reason why people for whom English is not their first language had a higher risk/rate of infection. Dillon stated that posters and public service announcements containing language inaccessible to non-native speakers of English were examples of this. She emphasized that this makes English consultants even more important to their students.

The importance of consultant training must not be overlooked. Scholars argue that consultants should prioritize collaboration over directives and global over local writing features (Blau et al., 2002). While untrained consultants have been found to use authentic materials and be creative in creating their lessons, they also expressed concerns about the length of their sessions and whether they were capable of adequately explaining vocabulary and grammar (Wong, 2009). One scholar reflected on how her training and experience as a consultant helped her be collaborative rather than judgmental and gave her a broader perspective on how to give feedback (Theron, 2019).

2.5. Speaking Consultations

While there is a plethora of studies that investigate speaking and pronunciation teaching, almost none of them investigate speaking consultations. In fact, only three such studies were found. Ro (2023) examined recordings of six, 30-minute speaking sessions at a university speaking centre in Hong Kong conducted by a speaking consultant with two students, one from mainland China and the other from Hong Kong. The sessions covered interview skills, and the researcher used conversation analysis to investigate the consultant's note-taking. Ro found that the consultant's notes served two primary functions. First, they allowed the consultant to ground and guide her feedback of each student's performance without needing to interrupt the student in the moment and disrupt the student's turn. Second, the notes also served as evidence to support the consultant's advice by allowing her to show the student specific examples from the interview. In both functions, the notes allowed the consultant to share her thinking process with the student.

Seo and Koshik (2010) used conversation analysis to investigate 23 hours of one-on-one English conversation speaking sessions between 8 native English speakers trained in ESL teaching and 8 Korean learners of English at various proficiency levels. The consultants had been hired by the students to practice English conversation and provide feedback on how well they were speaking. This study focused on two types of gestures, a head poke with a forward lean and a head turn/tilt, and how they were used to initiate repairs. Seo and Koshik found that the gestures functioned like other forms of repair such as verbal cues. They were systematically produced by the listener to signal a lack of understanding to the speaker, interrupted the sequence of turns to deal with the problem, and engendered a response from the speaker. The use of gestures was unique in that the gestures were held until the problem was resolved.

Kochem (2021) conducted interviews and observations of 10 novice pronunciation consultants to better understand the relationship between teacher education, teacher cognition, and teacher practices. His study tracked the use of Celce-Murcia et al.'s (2010) communicative framework for pronunciation teaching during four weeks of sessions and found that while all consultants used description and analysis, listening discrimination, controlled activities, and guided activities, consultants fit into one of three categories regarding their use of communicative activities. The first category consisted of consultants who incorporated the communicative activities into all of their sessions. In the second category were consultants who gradually built up to using communicative

activities in their sessions, and the third category had consultants who never used communicative activities in their sessions. The consultants also tended to use the framework as an order of operations despite being explicitly told not to during their training. While this was not a major concern, it was viewed as a potential cause for the more limited use of communicative activities due to time constraints.

Though far less examined than writing consultations, communication centres that provide spoken language assistance are increasingly present in university settings (LeFebvre et al., 2017). The above studies show that consultants are an important source of guidance and feedback. Thus, investigating what takes place during speaking consultation sessions and what techniques are being used would be valuable for consultant training and program development. However, it is not just consultants who contribute, learners also play a role in their language development. Therefore, the purpose of this research is to investigate speaking consultations and identify the development of language awareness for English learners focusing not only on the contributions of the consultants but also on those of the learners. To accomplish this, the following research question was asked.

How does language awareness develop during consultations?

3. Methods

3.1. Design/approach

This is a qualitative case study of speaking consultations for university graduate students and postdocs. This study included three cases with each case examining four sessions between a speaking consultant and a graduate student or post-doctoral researcher. To account for different modalities, each case was structured differently. In Case 1, Penny and David held all four sessions online. In Case 2, Cindy and Pam held two online sessions and two in-person sessions. In Case 3, Cindy and Robin conducted all four sessions in-person. The names used in the cases and throughout the rest of this study are pseudonyms. The transcripts were inductively coded by the researcher for qualitative content analysis to provide a better understanding as to how language awareness is co-constructed. Finally, semi-structured interviews with the consultants were conducted to gain their insights into observed consultation practices and patterns.

3.2. Setting

The study involves online and in-person speaking consultations at a communication centre at a large midwestern university in the U.S. This centre only works with graduate students and postdocs and has two types of speaking consultations. Type 1 consultations help in the preparation for a specific task such as a conference presentation, while Type 2 consultations focus on general language improvement. While both types could offer interesting insights, this study examines Type 2 consultations as, based on personal experience and implied in the name, there is a greater focus on improving language proficiency and a wider variety of opportunities to raise language awareness. Type 2 consultations are further divided based on goals of the sessions with the first and second sessions being dedicated to assessing student needs and subsequent sessions focused on instruction. This study examines sessions focused on instruction as there were likely to be more interactions centred on addressing student needs assessed in the previous sessions. As Type 2 consultations are typically long-term in duration with multiple sessions, this study uses four sessions per student to both increase the variety of needs and interactions and potentially allow for insights into differences over time.

3.3. Participants

Participants for this study were chosen through purposive sampling. Selection criteria for students were that they be university graduate students or postdocs and that they schedule a speaking consultation through the communication centre. Selection criteria for consultants were that they be consultants currently working at the communication centre specifically trained to facilitate

speaking consultations. This training consists of a course covering assessing student needs, how to approach various situations and scenarios related to students' language needs, and documentation. Trainees then undergo a series of observations first observing sessions facilitated by an experienced consultant and then facilitating their own sessions while being observed. The number of participants was one university graduate student, two post-doctoral researchers, and two speaking consultants. All the students were non-native speakers of English and from a variety of L1 backgrounds including Korean, Portuguese, and Farsi, while the L1s of the consultants were Macedonian and Turkish. Approval for the methods of this study was obtained from the local Institutional Review Board, and informed consent was obtained from all participants. All participants were informed that they could opt out of any portion of the study at any time, and the researcher was not in a position of power such as teacher or supervisor over any of the students or consultants.

3.4. Procedures

This study recorded consultations held by speaking consultants working with the communication centre. Data collection was followed by transcription of the recordings into text along with other notations to provide additional contextual information. Once transcription was completed, consultant and student turns were coded in preparation for analysis. Finally, quantitative and qualitative content analysis of codes were conducted. More information on each of these steps is provided below.

3.5. Data

For this study, 12 consultation recordings were used as observational data. The consultants recorded online consultations using the record feature within the Webex platform they were using. The consultant who had in-person consultations also recorded them using the same Webex platform she used for online consultations. I transcribed the recordings and segmented the transcripts by turns between consultant and student using a program called Descript in preparation for content analysis. I also went through the transcripts while listening to the recordings and made any corrections as necessary. For occurrences of crosstalk, I inserted the crosstalk within the turn of the original speaker using < and > symbols and the relevant label to mark the text as speech from either the consultant or the student. I also used [] when inserting my own voice to add more information about the speech. I used {} to note participant actions such as laughter, internet searches, or longer than normal pauses. For errors due to pronunciation, I decided that since this study is not investigating pronunciation directly, I would use the correct spelling of the word the student intended to say even if the student's pronunciation did not match, unless the change in pronunciation was intentional or caused a disruption in communication. Figure 1 is a portion of a conversation about phrasal verbs and shows an example of turn-taking and notations.

S: It's up to you. For me, all of them are the same. I don't have familiarity with any- No one.

C: Yeah. Oh, you, you don't have familiarity?

S: No.

C: Find out?

S: Y- Yes, find out. Find out. Yes, actually, yes. Sometimes I can understand during the sentence because I understand the meaning of all sentence, but when I look individually, or sometimes, like, with together with some expressions, it's almost impossible.

C: Yeah, since this is speaking practice, I think it would be good to look at, uh, these phrasal verbs in oral context. **<S: Okay.>** So I'm going to look up Youghlish and we're going to see how people are using these phrasal words. But we started with find out and you know what it means. It means to what? Can you tell-

S: Uh. For me, find out is, uh. To to figure out something.

C: Okay, that's good. Can you use it in a sentence?

S: Um, I wish find out my life purpose? {laughs}

C: Yes! That wa- **<S: Very different. {laughs}>** Yeah. That was a really good example. So what you said the meaning is correct, but there's a more direct meaning.

Figure 1. Example of turn-taking between student and consultant.

3.6. Coding

This study utilized qualitative descriptive coding. The qualitative codes were generated from the text and framed based on three main questions: what activities were conducted during the session, what kind of language awareness was raised, and what resources were used. Some examples of codes for the first category, what activities were conducted during the session, include small talk and fluency exercises. Some examples of codes for the second category, what kind of language awareness was raised, include pronunciation and grammar, and some examples of codes for the third category, what resources were used, include YouGlish videos and internet searches. I also took note of the topics discussed during the consultations. Figure 2 below provides an example of how the qualitative coding was done.

C: So we would actually say kept.			Direct feedback
S: Kept. Oh. <C: Yep.> Kept. Got it. <C: Yep.>Kept. Kept.			
C: Yep. And then similarly, the next one, you said felt, but it's actually pronounced felt.			Pronunciation
S: Felt.			
C: Yeah, yeah.			Direct feedback
S: Felt. Felt. Kept. {reading from the text chat} Sound.			
C: Yeah. And, and then sound, it was just a matter of getting the ow, like we've worked on before.			Pronunciation
S: Sound.			Direct feedback
C: Yep. Yep. Yep.			
S: Got it. Yeah. Unnatural.			
C: Unnatural.			
S: Na- /æ/- Then, uh, is, like is there any pronunciation like na- natural?			Webex chat
C: So, yeah, so this is, this is a weird one because this word {types in chat} is pronounced nature.			Pronunciation
S: Nature-			Direct feedback
C: So, so the A makes an /eɪ/ sound. But this word {types in chat} is pronounced natural. The A makes<S: Natural.> an /æ/ sound. <S: Okay.> Natural. <S: I see. Natural.>And when, and then when you add the "uh," when, when you add the "uh" to it, it, it remains natural. So unnatural.			
S: Yes. Yes. Unnatural. Unnatural. Got it.			
C: Yup. Yup. Yup.			
S: I see.			Conversation
C: So, uh, what, what else did you, uh, see at your symp- or do at your symposium?			Symposium

Figure 2. Example of coding.

3.7. Interviews

After coding was completed, I conducted semi-structured interviews with both consultants and all three students. For the consultant interviews, I asked each consultant to give an overview of the student's needs and plan as well as how long the consultant had been meeting with the student prior to this study. This information would help to understand consultation goals and the depth of the relationship between the student and consultant. I then went over each session as a form of stimulated recall and asked the consultant to walk me through her thought process. Finally, since one consultant had two students participating in this study, I asked her to compare her approach to sessions with one student with those of the other student.

For the student interviews, I first asked the student how long he or she had been meeting with the consultant. This was to confirm the consultant's response and to get a sense for how much work the student and consultant had done together prior to the sessions used in this study. I then asked the student to give his or her general thoughts on the helpfulness of the speaking consultations and of the consultant specifically. As with the consultants, I also went over each consultation as a form of stimulated recall and asked the student to give his or her thoughts on the helpfulness of each session. Finally, I provided each student with the definition of language awareness, went

over it with the student to ensure understanding, and then asked the student how he or she thought the four sessions helped raise his or her language awareness.

3.8. Analysis

To gain an understanding of how language awareness is raised during speaking consultations, the words and phrases used in the sections coded for language awareness were analysed. This was done through a compilation and comparison of the qualitative descriptive codes, text associated with those codes, and stimulated recall responses. During these comparisons, I looked for how structured a session was, how consultants approached each session, how language awareness was potentially raised, and which aspects of language were addressed. I also made comparisons across sessions to gain an understanding of the consultant's approach to building language awareness, and I compared across students and consultants to gain an understanding of how language awareness is addressed in consultations more broadly.

4. Findings

4.1. The three cases

Each of the three cases were unique as to the amount of time spent together prior to this study, the needs of each student, and the feedback given. This section covers a brief background of each case. This background is followed by the types of feedback observed in the transcripts.

Prior to this study, Penny and David had only had the session for assessment and diagnosis of David's language needs. When asked to give an overview of David, Penny said that she noticed he had a lot of issues, but fluency stood out the most and she felt like that was what she needed to prioritize with him. To address this, Penny thought David needed to spend more time communicating, and he told her that he was open to working on anything. During this study, their first session focused on fluency exercises, their second session focused on debate, their third session focused on small talk, and their fourth session returned to focusing on debate. The most common forms of feedback related to vocabulary or lack thereof, signal language or noticing its use, and expressions. Table 1 lists what types of feedback were given during these sessions.

Cindy and Pam had worked together for around a year during which Pam's needs changed over time. Pam initially lacked confidence, so Cindy worked with her on pronunciation and later worked on whatever Pam brought up such as vocabulary, pronunciation, presentation skills, or fluency. During this study, the first session focused on phrasal verbs, the second session also focused on phrasal verbs but expanded to more general vocabulary

Table 1. Penny's feedback to David during all four sessions giving the number of occurrences of each type of feedback within a session.

Feedback	S1	S2	S3	S4
Lack of vocabulary	2		1	
Need to translate	1			
Lack of grammar	1			
Using synonyms	1			
Introductory sentences	1			
Transition words	1			
Organization strategies	1			
Structure	2			
Alternative expressions	3			1
Grammar	2			
Topic influence	1			
Lack of exact translation	1			
Determining main points	1			
Giving examples	1			
Vocabulary		4	2	
Signal language		1		2
Giving the floor		1		
Pronunciation		1		
Initiating small talk			1	
Maintaining conversation			1	
Using open-ended questions			1	
Noticing use of signal language				3

and pronunciation, the third session dealt with giving presentations, and the fourth session centred on engaging in conversations. The most common forms of feedback related to phrasal verbs, vocabulary, and pronunciation. Table 2 provides a breakdown of the feedback provided in each session.

Table 2. Cindy's feedback to Pam during all four sessions giving the number of occurrences of each type of feedback within a session.

Feedback	S1	S2	S3	S4
Phrasal verb meaning	6	5		
Different situations in which phrasal verbs are used	1			
Why phrasal verbs are used	1			
How to learn phrasal verbs	1			
Is issue language or social		1		
How to ask for clarification		1		
Keeping language journal		1		
Pronunciation		2	3	
Vocabulary		4		6
Self-perception different than consultant's			1	
Expression			1	
Presentation context			1	
Emotions while presenting			1	
Adapting to setting			1	
Sentence case			1	
Keeping focus			3	
Slide formatting			2	
Using notes			1	
How to practice			1	
Dealing with nerves			1	
Audience management			2	
Voice tone			1	
Grammar				1

Cindy has been meeting regularly with Robin for the past two years. He originally came to work on pronunciation, but by the time of this study they had exhausted pronunciation activities and Robin had gained confidence and just wanted to practice conversation. In fact, all four of their sessions focused on small talk and engaging in conversation. The most common forms of feedback related to vocabulary, pronunciation, and expressions. Table 3 provides a list of the feedback provided during their sessions.

Table 3. Cindy’s feedback to Robin during all four sessions giving the number of occurrences of each type of feedback within a session.

Feedback	S1	S2	S3	S4
Vocabulary	4	3	2	1
Expression			1	
Pronunciation				2

4.2. Awareness raising

A number of observations were made regarding the strategies, technologies, and other ways used to help students raise their language awareness. Some were consultant driven such as making statements, asking the student questions, and recasting words or phrases. Others were student driven such as commenting on an aspect of language they noticed on their own or having the consultant answer their questions. Still others, such as technologies and the opportunity to speak, were often initiated by the consultant but taken advantage of by the student. The sections below provide more detailed observations.

4.2.1. Making statements

The most commonly observed strategy was the consultant making statements to inform the student about some aspect of language. Statements were not limited to lower order language features such as pronunciation or grammar but also interpersonal communication such as social interactions. For example, during Cindy and Robin’s second session, Robin recounted an interaction he had with a “friend” in which he offered some mild criticism of recycling in the United States. The friend responded by stating if Robin did not like it, he could return to his home country, a response that was very narrow-minded at best and bigoted at worst. After confirming that the response was serious and not made in jest, Cindy made it clear that such a statement was not appropriate and gently pushed back against Robin’s insistence that it was okay since he did not take it personally and thought it was funny. Another example of this occurred during Penny and David’s second session which used a debate-style activity. During their reflection after one debate, Penny pointed out that while David was allowing her to speak, he was not signalling to her when it was her turn to speak. Table 4 illustrates how Penny explained “giving the floor” to another person during a discussion.

Table 4. Excerpt from Penny and David’s second session.

Speaker	Utterance
Penny	Yes, so I was saying, as you are, you know, we are taking turns to speak, right?
David	Yeah.
Penny	And when you're done talking, <D: Yeah.>it's good occasionally to ask like, Oh, so what do you think?
David	Yeah
Penny	You know, kind of to give the other person, um, the phrase is, “give the person the floor,” which <D: Ahhh.>means let the other person speak.
David	Ahhh, <P: I mean, not that->I I understand yeah, yeah.
Penny	Yes. Not that you're not, when you're done, you're letting me speak, but kind of give me, Show me that you're done and I can start speaking, you know? {both laugh}
David	Yeah, I mean, I will store that idea. Yeah.

4.2.2. Asking questions

Another highly observed strategy was the consultant asking questions to encourage the student to reflect on some aspect of language. The questions were typically open-ended and often general in nature. Sometimes the questions narrowed to specific areas such as vocabulary or grammar. The consultant would also often ask questions about how the student used their linguistic knowledge, such as awareness of other vocabulary options, to overcome any challenges. Table 5 below is an example of Penny having David reflect on his speech and then providing her own observations of how he incorporated her earlier suggestions of using a greater variety of expressions into their discussion.

Table 5. Excerpt from Penny and David’s fourth session.

Speaker	Utterance
Penny	Right? Yeah, that can be tricky. But in general, we can agree that tests are needed. {both laugh} Okay. So. Now, short reflection on this conversation. Anything you want to add, how did you feel about...
David	I tried to use the “for example,” as because it is commonly usable via conversation. <P: Mhmm.>So, uh, it's very hard to start in the, uh, something because the when I need to use that, uh, I need to know how to say fully in the uh fact word. So. It was very hard. Uh, it's the time for taking a calculation for, at this time I need to use the this one, uh, this time. So if I- <P: Yes.> yeah, if I talk the long speech or something like that, I will, I'll prepare about that. But, uh, in common, uh, conversation like this, it is very hard to think about the uh some transition word. Yeah.
Penny	Yes, absolutely. You know, you don't have to overdo it or think about it like, oh, a lot, but just to add some to kind of, um, I don't know, make the conversation flow a little bit better. So you can just use the ones that, you know, that are that you already know, and are simple, like, for example, um, and those those things, or however, you know, that one, you know, the ones that you, you know, and you don't have to think, “Which one should I use where,” just the ones that, you know, but to use them a little bit more, but I hear, “in my opinion,” “in my perspective,” I, right? Those are, I hear a lot of more of those. I did not hear a lot, “I think” this time. So, but don't don't remove it completely. That's completely fine to have. {both laugh} Okay. One more topic and we'll wrap it up. Let me see. [14 second pause] Okay, something very general. Uh, should cell phones be allowed in schools?

4.2.3. Answering questions

A third way in which awareness was raised was when a student asked the consultant a question about some aspect of language. Table 6 demonstrates one such exchange in which Pam asks a question about the term “significant other” which she heard Cindy use and which she had earlier seen used in an email, but which she was unsure of the meaning. Cindy clarified the meaning of the term and inquired about whether Pam’s L1 had a similar expression.

Occasionally, students asked questions to which the consultant did not know the answer. An example of this occurred in Cindy and Robin’s third session when Robin asked what an ant’s home is called. In this case, Cindy readily acknowledged that she did not know the name of an ant’s home and then modelled using the internet as a resource to find the answer.

Table 6. Excerpt from Cindy and Pam's fourth session.

Speaker	Utterance
Pam	But before you go ahead, I have a question.
Cindy	Sure.
Pam	You, you said, uh, significant others. I already, I know the meaning. Actually, I don't know if I know the real meaning. <C: Mmhmm.> But what means the significant others? <C: Mmhmm.> Is like our<C: Partner.> friends? <C: No.> Or-no? Okay.
Cindy	No romantic <P: Okay.>partner.
Pam	Because, uh, my supervisor send an email for our group inviting for something, I don't remember what, and he puts on the mail, uh, significant others are also invited.
Cindy	Ooh, nice!
Pam	And uh, mm. Maybe [name] is my significant other. {both laugh}

4.2.4. Recasting

One technique employed by consultants was to recast what the student said in an effort to model pronunciation. Typically, this was simply the consultant restating a single word. A more complex example of recasting occurred during Cindy and Pam's third session when Pam expressed concern over a fellow student who interrupted her with questions which had the effect of breaking her rhythm and flow. Cindy not only provided options for what Pam could say, she also demonstrated how Pam could use her tone of voice to assert her authority, and then role played with her to practice. Table 7 below shows a portion of their discussion. As can be seen, Pam's initial attempts, while assertive, conveyed anger which Cindy pointed out to Pam. She then initiated a short role-play to model for Pam how she can use her intonation to assert her authority while at the same time maintaining a friendly, professional tone.

Table 7. Excerpt from Cindy and Pam's third session.

Speaker	Utterance
Pam	Thank you. Thank you for your question.
Cindy	That's angry. That's angry.
Pam	Yeah, but I prefer that you ask me questions in the end of my presentation because as you, as you ask me about my title, I already started to talk about that and you will show in my presenting in my next slides about your question.
Cindy	Okay. I like that, but that's angry. You want to be friendly, but yet you are in power. So, how about this? Tell me if you are insulted. {laughs}
Pam	Okay. {laughs}
Cindy	Um, so I'm saying blah blah blah, you will interrupt me, okay?
Pam	Mmhmm.
Cindy	Okay, my name is [name] and today my topic is-
Pam	I have a question about your title. I didn't understand the meaning.
Cindy	Thank you for your question. I think I will address this at the end of the presentation. Okay, as I was saying, my topic is-
Pam	You are perfect in that. {laughs}

4.2.5. Self-noticing

On some occasions, students were able to notice on their own, without direct input from the consultant, some aspect of English. Table 8 below gives an example this with Robin noticing he could not remember a specific vocabulary word, “sacrifice” in this case. For Robin, just the act of expressing his thoughts and processing out loud with only minor input from Cindy helped to facilitate his remembering the word.

Table 8. Excerpt from Cindy and Robin’s first session.

Speaker	Utterance
Robin	Yeah, <C: just thinking about it.>it's a big challenge because you should make a balance between the two parts, and sometimes you should, uh, what's the name of that? I don't know. I don't remember the name of that, uh, com- you should have a kind of compensation.
Cindy	Compensation?
Robin	Compensation maybe? I don't remember... Sacrifice! You should sacrifice one aspect in favor of the other.
Cindy	Mmm yeah.

Another example of self-noticing occurred during Penny and David’s first session in which David noticed a lack of vocabulary, grammar limitations, and a need to first think about what he wanted to say in his native language and then translate it into English as things with which he was struggling. This is consistent with the concept of “noticing the gap” proposed by Schmidt and Frota (1986). Eventually, these struggles culminated into what David labelled as brain overload, and he seemed unable to continue with the fluency exercise. Penny was very responsive, initially offering a suggestion for how to continue when he was faltering, but after he expressed having brain overload, she quickly adjusted and offered reassurance and support followed by changing the activity to one that might be less difficult for him.

4.2.6. Combination

One thing that was also observed is that the above ways in which awareness was raised were often seen in combination with each other. For example, what begins as a question from the consultant to prompt reflection from the student often shifts to statements by the consultant to further the student’s awareness as seen in Table 5. Another example is when a consultant initially makes a statement about how intonation can be used to assert authority but then uses a recast to more effectively demonstrate its use as seen in Table 7.

4.2.7. Technology tools

The consultants, especially Cindy, also used various technologies as tools to help raise awareness. Some technologies such as YouTube were employed primarily to further conversation and keep the sessions interesting. Other technologies such as YouGlish, a website that collects video clips and allows users to conduct searches of words or expressions to view their use in context, and ESL Lab, a website focused on English listening, were accessed to improve language awareness by observing authentic language use. Still other technologies such as internet searches were used to both further conversation and raise language awareness by looking up a word’s meaning. The students also used technology such as conducting their own internet searches and using online translators to better understand how to use English.

4.2.8. Opportunities to speak

All three students indicated in various ways during their interviews that just the opportunity to speak was helpful to them. David stated that the chance to speak English was helpful along with Penny's ability to quickly determine his needs and talk to him about them. David referred to his difficulty with small talk to support his opinion that the third session's conversation activity was most helpful for increasing his language awareness. Pam commented that the consultations were not like regular classes with a professor just teaching about grammar rules or vocabulary. Instead, Cindy was very friendly, and their consultations felt more like two friends talking rather than a professor and student. In Pam's opinion, the friendly language and closer relationship that she had with Cindy worked very well for raising language awareness during their sessions. Robin believed that Cindy helped him raise his language awareness by not only giving him feedback but also by just having him speak.

5. Discussion

As stated earlier in this article, explicit knowledge and conscious perception are featured components of the definition of language awareness influencing this study. This section discusses how the findings of this study raise language awareness.

5.1. Direct feedback

One prominent way in which language awareness was raised was through direct feedback from the consultant in the form of making statements about an aspect of language. Such statements are an efficient way to draw a student's attention to a language feature but run the risk of being less interactive and placing the student in the role of passive recipient. However, while these statements could occur on their own, consultants often used them in combination with other techniques such as asking questions. Statements were also sometimes phrased as presenting options for approaching a situation rather than as definitive answers which encouraged the student to think about which option would work best in a given situation.

5.2. Collaboration

Providing direct feedback is not the only way in which consultations help build language awareness. This study also found that the consultations were collaborative in their approach, which research has found enhances learning during such interactions (Ammar & Hassan, 2017). The practice of asking students questions and fostering an environment in which students are comfortable asking questions or commenting on language aspects they noticed on their own encourages collaboration between consultant and student. This collaborative mindset and mutual respect and trust between consultants and students has been found to help raise language awareness and increase student uptake of feedback by increasing interaction and receptivity (Sato & Ballinger, 2012; Watanabe & Swain, 2007).

5.3. Consultant serving as a model

Consultants also raised language awareness through the modelling of language. The use of recasts is the most obvious use of language modelling. Most of this was in the form of the consultant recasting a word to help the student with vowels, consonants, and word stress. However, Cindy also made use of recasts for Pam to demonstrate how a difference in intonation can allow someone to take charge of a situation. She then had Pam practice using her own intonation in the same way, giving her feedback to help her improve. As Cindy said during her interview with me, "So I think I also shaped their understanding of how, you know, language works, how speaking works, what happens when someone doesn't understand their pronunciation, what's going on." This modelling and practice of intonation is an example of the skilful tutor proposed by Vygotsky (1978) in his Social Interaction theory and illustrated by Schaffer (1996) as a father helping his daughter learn how to complete a puzzle.

5.4. Opportunities to speak

One of the ways speaking consultations were found to raise language awareness in this study was by giving opportunities for students to produce output. Such output has been argued by Unlu (2015) to be an important way for students to notice something is missing or different when compared to the target. Both consultants subscribed to this belief with each one stating in some form or fashion that an important goal of theirs during the consultations was to have their student speak. Indeed, activities such as the fluency exercises between Penny and David with reflection questions asked afterwards were designed to provide the student with maximal speaking time. The reflective questions also had the intended effect of guiding the student to “notice the gap” as coined by Schmidt and Frota (1986), and each session also showed instances of the student self-noticing such gaps lending support to previous studies that found that increased output tasks result in increased noticing by students (Izumi, 2002; Russell, 2014; Song & Suh, 2008). Furthermore, while activities such as conversation could run the risk of the consultant doing more speaking than the student, the consultants involved in these conversations were careful to ask questions and/or select topics designed to encourage speaking from the student. These speaking opportunities did not go unnoticed by the students with both David and Robin specifically stating that one thing they appreciated about the consultations was the opportunity to speak.

5.5. Language features

While lower order language features such as pronunciation, vocabulary, and grammar were consistently addressed during consultations, this study shows that many other aspects of language use and cultural knowledge were also addressed. Penny’s sessions with David provided examples of their work on giving the floor to another person in a debate. Cindy’s sessions with Pam demonstrated how she walked through with Pam ways for her to practice. This is consistent with assertions that consultants serve an important role as cultural informants (Blau et al, 2002), or as Cindy stated during our interview, “We are their cultural coach.” Cindy’s sessions with both Pam and Robin provided examples of how consultants can guide students on how to stand up for themselves socially and could be regarded as lessons on interpersonal communication. All of this aligns with the assertion by Anthonissen (1994) that language awareness includes a great variety of language aspects.

6. Conclusion

This study provides insight into what can occur during speaking consultations. It has shown that consultations have the potential to raise language awareness through direct feedback, facilitating collaboration between consultants and students, and modelling language use for students, and providing opportunities for students to speak. This study has also revealed that consultations can raise language awareness not only for features such as pronunciation, vocabulary, and grammar, but also higher order language features such as structuring arguments, language practice techniques, cultural influences on language, and interpersonal communication. The qualitative evidence for these findings contributes to the literature for future research and training.

6.1. Limitations

The different lengths of time that students had been meeting with the consultants prior to this study is one limitation of this study. Robin had been meeting with Cindy for around a year and a half, which would be considered a long period of time. Pam had been meeting with Cindy for several months which is a more moderate length of time, and David and Penny had only had their assessment session prior to this study. This means that Robin and Pam had already well-developed relationships with their consultant by the time of this study, while David had no prior relationship with his consultant. While this difference gives us a glimpse into different stages of consultations that meet over extended periods of time, it does add another variable.

6.2. Implications

This study has implications for communication centres and offers support for their continued operation in universities. The findings revealed that the speaking consultations examined in this study raised student awareness of a wide range of language aspects. It should be emphasized that this study only examined a few sessions of three students, and the communication centre involved in this study serves several hundred each semester, so the impact these sessions have is likely far greater.

This study also has implications for consultant training. The findings illustrate consultants' use of statements, questions, and recasts to raise students' language awareness. Additional and/or refresher training could accentuate the benefits of these techniques. For example, while consultants frequently asked questions to spur reflection from their students and students asked questions as the need arose, the consultants in this study were less likely to ask the students if they had any questions.

A noteworthy observation of this study was the diversity of approaches and tools used by the consultants. While the communication centre in this study has trainees observe experienced consultants, it might be worthwhile to implement a system by which even experienced consultants can regularly observe each other's sessions thus allowing them to learn from each other.

6.3. Future Directions

Speaking consultations are ripe for further research. As mentioned earlier, the student participants of this study had differing levels of familiarity with their consultant. Future studies could compare the different stages a student experiences during a series of consultations. For example, a beginning stage is likely experienced in the first few weeks where the student and consultant are becoming familiar with each other. This would likely be followed by an intermediate stage in which the student and consultant are more familiar with each other. Eventually, the two might enter an abiding stage in which the student and consultant are very familiar with each other. How these different levels of familiarity are expressed and what influence they have on the consultations would be interesting questions to explore.

This study gives important insight into speaking consultations by using observational data to provide a descriptive, not idealized or prescriptive view of how consultations are conducted. As Cindy remarked near the end of our interview,

We were already like we didn't change anything. We didn't try to make it look pretty. This is what, what we do. So basically, you took a peek at our consultations, and you saw what was behind the, you know, curtain.

This study has shown how consultations can raise language awareness, what language features can be raised, and that consultants go beyond language in their service to their students. The findings of this study can be used to inform training for consultants to provide even better service in the future.

References

- Ammar, A., & Hassan, R. M. (2017). Talking it through: Collaborative dialogue and second language learning. *Language Learning*, 68(1), 46-82. <https://doi.org/10.1111/lang.12254>
- Anthonissen, C. (1994). Distinguishing between critical linguistics and critical language awareness: Implications for first language teaching in secondary schools. *Stellenbosch Papers in Linguistics Plus*, 26, 249-264.
- Association for Language Awareness. (2023). *About*. Retrieved June 25, 2023 from http://www.languageawareness.org/?page_id=48.
- Blau, S., Hall, J., & Sparks, S. (2002). Guilt-free tutoring: Rethinking how we tutor non-native English-speaking students. *The Writing Center Journal*, 23(1), 23-44.

- Celce-Murcia, M., Brinton, D., Goodwin, J., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- Chen, W. (2014). Proficiency as a factor in English-medium instruction online tutoring. *English Language Teaching*, 7(3), 134-149. <https://doi.org/10.5539/elt.v7n3p134>
- Denton, K. (2017). Beyond the lore: A case for asynchronous online tutoring research. *The Writing Center Journal*, 36(2), 175-203.
- Dillon, E. (2021). Reflection: The impact of Covid-19 on an ESOL tutor's role. *InSPIRE*, 1(1), 1-5.
- Donmall, B. G. (ed.) (1985). Papers 6. London: Language awareness. *NCLE Reports and Centre for Information on Language Teaching (CILT)*.
- Duran, D., & Jakonen, T. (2022). Mobilizing 'context': Vocabulary checks in ESL tutoring sessions. *System*, 107, 1-14. <https://doi.org/10.1016/j.system.2022.102816>
- Dushku, S., & Paek, Y. (2021). Investigating ESL learners' awareness of semantic prosody across proficiency levels. *Language Awareness*, 30(3), 234-256. <https://doi.org/10.1080/09658416.2020.1871360>
- Fandino, F. G. E., & Velandia, A. J. S. (2020). How an online tutor motivates E-learning English. *Heliyon*, 6, 1-7.
- Flora, N. (2021). Students' language awareness on linguistics problems during negotiation of meaning in pair work discussion. *Kredo*, 4(2), 459-474.
- Hanham, J., Lee, C. B., & Teo, T. (2021). The influence of technology acceptance, academic self-efficacy, and gender on academic achievement through online tutoring. *Computers & Education*, 172, 1-14. <https://doi.org/10.1016/j.compedu.2021.104252>
- Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College Composition and Communication*, 44(4), 525-537.
- Hrastinski, S., Cleveland-Innes, M., & Stenbom, S. (2018). Tutoring online tutors: Using digital badges to encourage the development of online tutoring skills. *British Journal of Educational Technology*, 49(1), 127-136. <https://doi.org/10.1111/bjet.12525>
- Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis: An experimental study on ESL relativization. *Studies in Second Language Acquisition*, 24, 541-577. <https://doi.org/10.1017/S0272263102004023>
- Kiely, R. (2009). Observing, noticing, and understanding: Two case studies in language awareness in the development of academic literacy. *Language Awareness*, 18(3-4), 329-344. <https://doi.org/10.1080/09658410903197298>
- Kozar, O., & Sweller, N. (2014). An exploratory study of demographics, goals and expectations of private online language learners in Russia. *System*, 45, 39-51. <https://doi.org/10.1016/j.system.2014.04.005>
- Kochem, T. (2021). Exploring the connections between teacher training and teacher cognitions related to L2 pronunciation instruction. *TESOL Quarterly*, 1-27. <https://doi.org/10.1002/tesq.3095>
- Krajka, J. (2019). Teacher language awareness and world Englishes – where (corpus) linguistics, digital literacy and teacher training meet. *CROSSROADS. A Journal of English Studies*, 25(2), 28-51. <https://doi.org/10.15290/CR.2019.25.2.02>
- Lee, C. (2015). More than just language advising: Rapport in university English writing consultations and implications for tutor training. *Language and Education*, 29(5), 430-452. <http://dx.doi.org/10.1080/09500782.2015.1038275>

- Lee, C. (2016). Second language learners' self-perceived roles and participation in face-to-face English writing consultations. *System*, 63, 51-64. <http://dx.doi.org/10.1016/j.system.2016.08.010>
- LeFebvre, L., LeFebvre, L., & Anderson, D. (2017). The communication center at U.S. colleges and universities: A descriptive overview II. *Communication Education*, 66(4), 440-450. <https://doi.org/10.1080/03634523.2017.1322211>
- Lourenco, M., & Andrade, A. I. (2014). Promoting phonological awareness in pre-primary education: Possibilities of the 'awakening to languages' approach. *Language Awareness*, 23(4), 304-318. <http://dx.doi.org/10.1080/09658416.2013.783585>
- Melby-Lervag, M., & Lervag, A. (2011). Cross-linguistic transfer of oral language, decoding, phonological awareness and reading comprehension: A meta-analysis of the correlational evidence. *Journal of Research in Reading*, 34(1), 114-135. <https://doi.org/10.1111/j.1467-9817.2010.01477.x>
- North, S. M. (1994). Revisiting "The Idea of a Writing Center." *Writing Center Journal*, 15(1), 7-19. <https://doi.org/10.7771/2832-9414.1313>
- O'Brien, M. G. (2019). Attending to second language lexical stress: Exploring the roles of metalinguistic awareness and self-assessment. *Language Awareness*, 28(4), 310-328. <https://doi.org/10.1080/09658416.2019.1625912>
- OpenDoors (2023). Fast Facts. Retrieved September 6, 2024 from https://opendoorsdata.org/wp-content/uploads/2023/11/Open-Doors-2023_Fast-Facts.pdf
- Pandey, H. L. (2024). Establishing a university writing center: A lesson learned from universities outside Nepal. *SCHOLARS: Journal of Arts & Humanities*, 6(1), 1-13. Doi: <https://doi.org/10.3126/sjah.v6i1.62716>
- Radinger, S. (2018). Language awareness and agency in the availability of linguistic resources. A case study of refugees and locals in Austria. *Language Awareness*, 27(1-2), 61-78. <https://doi.org/10.1080/09658416.2018.1435674>
- Reinders, H. (2008). The what, why, and how of language advising. *MexTESOL*, 32(2), 1-7.
- Ro, E. (2023). Note-taking/making as a resource for substantiating advice at a second language speaking center. *Text & Talk*, 43(6), 797-825. <https://doi.org/10.1515/text-2021-0034>
- Russell, V. (2014). A closer look at the Output Hypothesis: The effect of pushed output on noticing and inductive learning of the Spanish future tense. *Foreign Language Annals*, 47(1), 25-47. <https://doi.org/10.1111/flan.12077>
- Sato, M. & Ballinger, S. (2012). Raising language awareness in peer interaction: A cross-context, cross-methodology examination. *Language Awareness*, 21(1-2), 157-179.
- Schaffer, R. (1996). *Social development*. Blackwell.
- Schmidt, R. (2012). Attention, awareness, and individual differences in language learning. In W. M. Chan, K. N. Chin, S. K. Bhatt & I. Walker (Eds.), *Perspectives on individual characteristics and foreign language education* (pp. 721-737). De Gruyter Mouton.
- Schmidt, R., & Frota, S. (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In R. R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 237-326). Newbury House.
- Seo, M. S. & Koshik, I. (2010). A conversation analytic study of gestures that engender repair in ESL conversational tutoring. *Journal of Pragmatics*, 42, 2219-2239. <https://doi.org/10.1016/j.pragma.2010.01.021>
- Song, M. & Suh, B. (2008). The effects of output task types on noticing and learning of the English past counterfactual conditional. *System*, 36, 395-312.

- Teo, T., Khazaie, S., & Derakhshan, A. (2022). Exploring teacher immediacy-(non)dependency in the tutored augmented reality game-assisted flipped classrooms of English for medical purposes comprehension among the Asian students. *Computers & Education*, 179, 1-20. <https://doi.org/10.1016/j.compedu.2021.104406>
- Theron, C. B. (2019). Power dynamics in writing consultations and potential lessons for teaching: An English Studies perspective. *Stellenbosch Papers in Linguistics*, 57, 211-214. <https://doi.org/10.5774/57-0-821>
- Thurston, A., Duran, D., Cunningham, E., Blanch, S., & Topping, K. (2009). International online reciprocal peer tutoring to promote modern language development in primary schools. *Computers & Education*, 53, 462-472. <https://doi.org/10.1016/j.compedu.2009.03.005>
- Tjandra, C. (2021). Supporting newcomer children's language awareness, incidental language learning, and identity negotiation through the multilingual linguistic landscape: An exploratory case study. *The Canadian Modern Language Review*, 77(1), 1-22. <https://doi.org/10.3138/cmlr-2019-0060>
- Trebits, A. (2021). Degree of multilingualism, code-switching and intensity of target language contact predict pragma-linguistic awareness in an English as a foreign language context. *International Journal of Multilingualism*, 18(3), 475-490. <https://doi.org/10.1080/14790718.2019.1678626>
- Unlu, A. (2015). How alert should I be to learn a language? The noticing hypothesis and its implications for language teaching. *Procedia - Social and Behavioral Sciences*, 199, 261-267.
- Venkatagiri, H. S., & Levis, J. M. (2007). Phonological awareness and speech comprehensibility: An exploratory study. *Language Awareness*, 16(4), 263-277. <https://doi.org/10.2167/la417.0>
- Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*. In M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman (Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research*, 11(2), 121-142.
- Wong, C. (2009). Are native speakers "good" language instructors? A case study of untrained ESL tutors. *ARECLS*, 6, 122-140.
- Xia, M., Zhao, Y., Erol, M. H., Hong, J., & Kim, J. (2021). Understanding distributed tutorship in online language tutoring. In *LAK22: 12th International Learning Analytics and Knowledge Conference*, 1-11. <https://doi.org/10.1145/3506860.3506883>
- Yeh, H., & Lai, W. (2019). Speaking progress and meaning negotiation processes in synchronous online tutoring. *System*, 81, 179-191. <https://doi.org/10.1016/j.system.2019.01.001>
- Yurt, S. U., & Aktas, E. (2016). The effects of peer tutoring on university students' success, speaking skills and speech self-efficacy in the effective and good speech course. *Educational Research Review*, 11(11), 1035-1042. <https://doi.org/10.5897/ERR2016.2718>
- Zheng, Y. (2014). The fluctuating development of cross-linguistic semantic awareness: A longitudinal multiple-case study. *Language Awareness*, 23(4), 369-388. <http://dx.doi.org/10.1080/09658416.2013.864298>