**Please note that this template   
is designed for APJCR.**

|  |  |
| --- | --- |
| Asia Pacific Journal of Corpus Research  Vol. 1, No. 1, 69-94 | http://www.icr.or.kr/apjcr  e-ISSN 2733-8096  https://doi.org/10.22925/apjcr.2020.1.1.94 |



Title

Yukiko Ohashi

(Yamazaki University of Animal Health Technology)

Noriaki Katagiri

(Hokkaido University of Education)

**Ohashi, Y., & Katagiri, N. (2020). The ratios of CEFR-J vocabulary usage compared with GSL and AWL in elementary EFL classrooms and suggestions of vocabulary items to be taught. *Asia Pacific Journal of Corpus Research, 1*(1), 61-94.**

**ABSTRACT (Please note that you much include the following four sections. Do not exceed 200 words in total)**

1. **Present research/purpose (What is this study about?)**
2. **Methods/subject/procedures (How was it done?)**
3. **Results/findings (What was discovered?)**
4. **Discussion/conclusion/implications/recommendations (What do the findings mean?)**

The purpose of this study is to examine…

The main data consists of 100 online face-to-face interviews…

There are three major findings. Firstly, … Secondly,… Finally, …

We have concluded that the new methods can be applied…

***Keywords***: Corpus Linguistics, Primary Education, CEFR-J, GSL, AWL (5 keywords)

# 1. Introduction

“Elementary schools in Japan taught English as foreign language activities (FLA) …”(Charles, 2011, p. 213).

# 2. Literature Review

According to the surveys reported in Yoshida (2012), e…

1. genre in the NR is.ns”
2. genre in the ESP is... .”
3. genre in the SFL is... .” (p. 17)

Anthony (1996) has discussed…

Although the context...(Kim & Jung, 2020; Kwon, Jung & Kim, 2018)

…communication in the workplace (Cheng, Lam & Kong, 2019)...

…Cheng et al. (2019) highlight that...

Hoffmann et al. (2008) argue that…

ESP genre approach (Granger, 2002; Jung, 2011; Moody, 2012)

Biber (2012, 2013, 2015)…

Davies and Gardner (2015) suggest…

# 3. Methods

This section…

**Table 1**. GSL and AWL With Total Numbers of All Lexical Items Included

|  |  |
| --- | --- |
| Word Levels | Total Numbers |
| GSL List 1 | 1,000 |
| GSL List 2 | 1,000 |
| AWL | 570 |

**Table 2**. An Overview of UELRC (Jung & Warton, 2012, p. 12)

|  |  |
| --- | --- |
| Course | No. of Assignments |
| Civil Engineering | 2 |
| Computer Systems Engineering | 4 |
| Electrical Engineering | 1 |
| Systems Engineering | 2 |

# 4. Results

## 4.1. The Context

This section describes … University).

### 4.1.1. Setting

ABC University…. concomitantly.

|  |
| --- |
| COVER  ↓  SUMMARY  ↓  INTRODUCTION  ↓  THEORY  ↓  ANALYSIS OF RESULTS  ↓  DISCUSSION  ↓  CONCLUSION |

**Figure 1**. The Schematic Structure of UELRs

Most … present study.

Although it may be … Wei and Li (204).

### 4.2.1. Move 1 (Summarize the UELR)

A summary . 100 words.

# 5. Discussion

In this section..

# 6. Conclusions

Some NR genre …. strategically.

Acknowledgments

This study is part of a research program… Research (C) No. 19K00935.

#### References

**PLEASE NOTE THAT WE ONLY ACCPET BOOKS, CHAPTERS IN EDITED BOOKS, AND JOURNAL ARTICLES FOR REFERENCES.**

Anthony, L. (2019). Tools and strategies for Data-Driven Learning (DDL) in the EAP writing classroom. In Hyland, K., & Wong, L. C. (Eds.), *Specialised English: New Directions in ESP and EAP Research Practice* (pp. 179-194). Abingdon: Routledge.

Biber, D., Johansson, S., Leech, G., Conrard, S., & Finegan, E. (1999). *The Longman Grammar of Spoken and Written English*. London: Longman.

Charles, M. (2011). Using hands-on concordancing to teach rhetorical functions: Evaluation and implications for EAP writing classes. In Frankenberg-Garcia, A., Flowerdew, L., & Aston, G. (Eds.), *New Trends in Corpora and Language Learning* (pp. 26-43). London: Continuum.

Cheng, W., Lam, W. Y. Phoenix, & Kong, C. C. Kenneth (2019). Learning English through workplace communication: Linguistic devices for interpersonal meaning in textbooks in Hong Kong. *English for Specific Purposes, 55*, 28-39.

Davies, M., & Gardner, D. (2015). Corpus-based vocabulary support for university reading and writing. In Evans, N. W., Anderson, N. A., & Eggington, W. G. (Eds.), *ESL Readers and Writers in Higher Education: Understanding Challenges, Providing Support* (pp. 180-197). New York, NY: Routledge.

Granger, S., Gilquin, G., & Meunier, F. (Eds.). (2015). *The Cambridge Handbook of Learner Corpus Research*. Cambridge: Cambridge University Press.

Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.

Kwon, H. S., & Jung, C. K. (2012). *Corpus Linguistics Introduction*. Seoul: Hankook Publishing House.

Kwon, O. R. (Ed.). (2014). *New Horizons in English Education Research*. Seoul: Seoul National University Press.

Lee, H. K. (2020). The use of the Korean first person possessive pronoun nay vis-à-vis wuli. *Language and Linguistics, 21*(1), 33-53.

Lee, S. Jamie, & Moody, A. (Eds.). (2011). *English in Asian Popular Culture*. Hong Kong: Hong Kong University Press.

Wang, Z., & Lee, S. A. (2018). Machine translation versus human translation: The case of English-to-Chinese translation of relative clauses. *Language and Information, 22*(1), 175.201.

Wei, N., & Li, X. (2014). Exploring semantic preference and semantic prosody across English and Chinese: Their roles for cross-linguistic equivalence. *Corpus Linguistics and Linguistic Theory, 10*(1), 103-138.

Zwicky, A. (1977). *On Clitics*. Bloomington, IN: Indiana University Press.

#### Appendix

**Appendix 1**. The Frequency of CEFR-J A2 Vocabulary Items Belonging to GSL Level 2

| Type | Class 1 | Class 2 | Class 3 | Class 4 |
| --- | --- | --- | --- | --- |
| BRAVE | 0 | 0 | 18 | 34 |
| HEY | 1 | 0 | 0 | 0 |
| HURRY | 0 | 2 | 0 | 0 |
| NOON | 0 | 0 | 0 | 2 |
| PERFECT | 0 | 0 | 0 | 1 |
| TITLE | 0 | 0 | 0 | 1 |
| WORRY | 0 | 0 | 1 | 1 |

THE AUTHORS

Yukiko Ohashi is an Associate Professor at Yamazaki University of Animal Health Technology. She earned her PhD in literature in 2014 at Showa Women’s University, Japan. Her principal research lies in the field of corpus linguistics. She has published several articles on aspects of language learning, in particular corpus compilation.

Noriaki Katagiri received a PhD from Hokkaido University in 2013 in the field of international media and communication. He is currently a Professor at Hokkaido University of Education, Asahikawa campus. His research interests include building spoken corpora, classroom discourse analyses and English language acquisition at primary, secondary and tertiary education.

THE AUTHORS’ ADDRESSES

**First and Corresponding Author**

**Yukiko Ohashi**

Professor (Choose only one from Professor/Lecturer/Teacher/Research Fellow/PhD Student/  
MA Student/BA Student)

Yamazaki University of Animal Health Technology

4-7-2 Minami-Osawa, Hachioji, Tokyo, JAPAN

E-mail: y\_watanabe@yamazaki.ac.jp

**Co-author**

**Noriaki Katagiri**

Professor

Hokkaido University of Education, Asahikawa

9 Chome, Hokumoncho, Asahikawa, Hokkaido, JAPAN

E-mail: katagiri.noriaki@a.hokkyodai.ac.jp

Received:

Received in Revised Form:

Accepted: