

CLEAR ENGLISH

Communication Framework

Information Packet

A simple guide to clear, flexible, and confident English communication

Core belief: “It is okay to make mistakes; that is how we learn.”

Prepared for the general public

Reading level: designed for native English speakers, non-native English speakers, and English Language Learners

About This Packet

This packet explains the Clear English Communication Framework in simple language. It is written for people who use English in many different ways. You may speak English as your first language. You may speak English as another language. You may also be learning English now.

Clear English is not presented as a new teaching method. It is a communication framework. A framework is a set of ideas that helps people understand a problem and make good choices.

Clear English asks two main questions: Can people understand you? Can you understand them?

What This Packet Covers

- The purpose of Clear English
- The main beliefs and principles
- The five core communication abilities
- How Clear English views accents, grammar, and mistakes
- How speakers and listeners share responsibility
- How to repair communication when it breaks down
- How Clear English compares with other language approaches
- What research supports the framework
- What Clear English does not claim
- What still needs to be developed

1. What Is Clear English?

Clear English is a communication framework for adult English learners. It focuses on real communication between people from different language backgrounds.

The goal is not to make every person sound American, British, or like any other native speaker. The goal is to help people speak clearly enough to be understood and listen well enough to understand many kinds of English.

Clear English = clear speaking + flexible listening + practical language + communication repair + communication confidence

Why Call It a Communication Framework?

Clear English does not yet tell every teacher exactly how to teach every lesson. It does not have one required lesson plan, one full course, or one complete test system. Because of this, calling it a teaching method would be too strong.

The word framework is more accurate. Clear English gives teachers and learners a set of goals and principles. These ideas can guide lessons, feedback, practice, and future course design.

2. Purpose of the Framework

Clear English exists to help adults use English successfully in the real world.

Many learners study grammar, vocabulary, and pronunciation for years. They may still have trouble speaking with new people. They may understand their teacher but struggle with a new accent. They may know the correct grammar rule but become afraid to speak because they do not want to make a mistake.

Clear English tries to solve these problems.

Main Purpose

To help adult English learners communicate clearly and confidently with people from different language backgrounds.

Two Main Outcomes

1. Make yourself understood. A speaker should organize words, grammar, pronunciation, and pace so the listener can understand the message.
2. Understand other people. A listener should learn to understand different accents, speaking speeds, word choices, and communication styles.

These two outcomes are equal. Clear English does not place all responsibility on the speaker.

3. Core Belief and Principles

“It is okay to make mistakes; that is how we learn.”

This belief does not mean mistakes do not matter. It means mistakes are part of learning. A mistake can show the learner and teacher what needs more practice.

Eight Principles

Communication comes first. English is a tool for sharing meaning. Grammar, vocabulary, and pronunciation support that goal.

Being understood matters more than sounding native. A person can have a clear accent from their home language and still communicate very well.

Listening is an active skill. Learners should practice understanding different English speakers, not only one teacher or one accent.

Communication is shared. The speaker should try to be clear. The listener should try to understand.

Accuracy serves meaning. Correct English is useful, but correction should have a clear purpose.

Not all mistakes are equal. A mistake that changes the message is more important than a small mistake that causes no confusion.

Repair is a real language skill. Good communicators know how to repeat, reword, check, and ask for help.

Confidence grows through use. Learners need safe chances to speak, make mistakes, receive feedback, and try again.

4. Five Core Communication Abilities

1. Clear Speaking

Use pronunciation, stress, pace, grammar, and word choice so the message is easy to follow.

- Speak at a useful speed.
- Stress important words.
- Choose words the listener is likely to know.
- Repeat or reword when needed.

2. Flexible Listening

Learn to understand English spoken in different ways.

- Hear different accents.
- Listen at different speeds.
- Use context to understand meaning.
- Ask questions when something is unclear.

3. Practical Language

Use grammar and vocabulary to build clear meaning.

- Use grammar that helps the listener follow the message.
- Choose simple words when they work better.
- Learn language for real situations.

4. Communication Repair

Fix a conversation when understanding fails.

- Ask for repetition.
- Ask the speaker to slow down.
- Check meaning.
- Say the same idea in a new way.

5. Communication Confidence

Use English even when it is not perfect.

- Take reasonable speaking risks.
- Accept useful correction.
- Try again after a mistake.
- Focus on progress and communication.

5. The Two-Way Communication Principle

Clear English treats communication as teamwork.

The Speaker	The Listener
Speak clearly enough to follow.	Pay attention and try to understand.
Use useful words and sentence patterns.	Use context and known words.
Adjust speed when needed.	Ask for help when needed.
Repeat or reword unclear ideas.	Check meaning instead of guessing.
Notice signs of confusion.	Accept reasonable differences in accent.

Good communication needs effort from both sides.

This principle is important in international English. A speaker may use English with people from many countries. The listener may also hear many accents and styles.

6. Accents, Grammar, and Vocabulary

Accents

Clear English does not teach that one accent is the only correct accent. Research on speech intelligibility shows that a strong accent does not always make a speaker hard to understand. A person can sound clearly different from a native speaker and still be easy to understand (Levis, 2018).

However, Clear English also does not say that pronunciation never matters. Some sound, stress, and word problems can make a message hard to understand. These should receive more attention.

Grammar

Grammar helps people organize meaning. Clear English does not remove grammar. It changes the reason for teaching it. Grammar should help learners say what they mean clearly.

Vocabulary

A difficult word is not always a better word. Clear English supports useful vocabulary. A simple word that the listener understands may be better than a rare word that causes confusion.

Clear English does not choose between accuracy and communication. Accuracy should support communication.

7. How Clear English Views Mistakes

Traditional correction can treat every mistake as a problem. Clear English proposes a different way to think about mistakes.

The first question is not only, “Is this correct?” The teacher or learner should also ask, “What did this mistake do to the message?”

Proposed Communication Mistake Hierarchy

Level	What Happens	Priority
1. Minor Mistake	The message is still easy to understand.	Low
2. Unclear Moment	The listener understands, but it takes extra effort.	Medium
3. Meaning Problem	The listener may understand the wrong meaning.	High
4. Communication Breakdown	The listener cannot understand the message.	Highest

This four-level system is a Clear English framework tool. It is not taken directly from one research source. It is inspired by research showing that some language and pronunciation features affect understanding more than others (Levis, 2018).

Correct the problems that hurt communication first.

8. Communication Repair

Real conversations do not always work the first time. Strong communicators know how to repair a problem.

Useful Repair Tools

- “Could you repeat that?”
- “Could you say that more slowly?”
- “What does ___ mean?”
- “Do you mean ___?”
- “I understood the first part, but not the last part.”
- “Let me say that another way.”
- “Is this what you mean?”

A learner who asks a good question after missing part of a message is not failing. The learner is using a communication skill.

A Simple Repair Cycle

Notice the problem → Ask or adjust → Check meaning → Continue

Clear English treats successful repair as part of successful communication.

9. The Learner and Teacher

The Learner's Role

- Use English often.
- Accept that mistakes will happen.
- Listen to different kinds of English.
- Ask questions when meaning is unclear.
- Practice saying the same idea in more than one way.
- Use feedback to improve the next attempt.
- Focus on being understood, not on hiding an accent.

The Teacher's Role

In Clear English, the teacher acts more like a communication coach than an accent police officer.

- Create real chances to communicate.
- Give clear and useful feedback.
- Correct high-impact problems first.
- Teach grammar and vocabulary for meaning.
- Expose learners to different English speakers.
- Teach repair skills.
- Build a classroom where learners can try again after mistakes.

10. Clear English in Real Life

Clear English should prepare learners for situations outside the classroom.

Example: International Meeting

A Chinese engineer, an Indian manager, a Brazilian client, and an American consultant may all use English in one meeting. Their accents and word choices may be different.

A Clear English learner should not need every person to sound the same. The learner should use listening skills, context, questions, and repair tools to understand the group.

Example: Asking for Help

A learner asks a worker for directions. The worker speaks quickly. The learner does not understand.

Instead of giving up, the learner says, “Could you say that more slowly?” Then the learner checks: “So I turn left after the bank?”

The learner did not understand everything the first time. The conversation was still successful because the learner repaired it.

Example: Grammar Mistake

A learner says, “Yesterday I go to the store.” The grammar is not standard because “go” should be “went.” However, the word “yesterday” may make the meaning clear.

The teacher can still correct the grammar, but it may not need the same urgent attention as a mistake that changes the message.

11. What Clear English Is Not

- It is not an accent removal program.
- It is not a promise that grammar does not matter.
- It is not a system where every form of English is always clear or correct.
- It is not a replacement for all English teaching methods.
- It is not a complete curriculum yet.
- It is not a complete testing system yet.
- It is not presented as a new language-learning theory.
- It is not presented as a unique teaching method.

Clear English can work with existing teaching methods. A teacher may use communicative activities, tasks, pronunciation work, grammar lessons, or listening practice while following Clear English principles.

Clear English tells us what to value in communication. Other teaching methods can help decide how a lesson is taught.

12. Research Foundations

Clear English brings together ideas from several established areas of language teaching and research. The framework does not claim to have invented these ideas.

Communicative Language Teaching (CLT)

CLT puts communication at the center of language learning. Clear English shares this goal. It adds a stronger focus on clear international communication, listening flexibility, and repair.

Task-Based Language Teaching (TBLT)

TBLT uses meaningful tasks as a main part of learning. Nunan explains that task-based teaching connects classroom language with language used outside the classroom. Clear English can use tasks to practice real communication (Nunan, 2004).

English as a Lingua Franca and English as an International Language

These fields study English as a language used between people from many language backgrounds. They help support the idea that English communication is not only about copying native speakers.

Global Englishes

Global Englishes research looks at the many ways English is used around the world. Rose and Galloway bring together research on World Englishes, English as an International Language, and English as a Lingua Franca for language teaching (Rose & Galloway, 2019).

Intelligibility-Based Pronunciation

Levis explains that a foreign accent does not automatically make speech hard to understand. His work supports teaching pronunciation based on intelligibility and choosing the features that matter most for understanding (Levis, 2018).

13. Comparative Analysis

The table below shows where Clear English fits beside other approaches.

Approach	Main Question	Clear English Borrows	Clear English Difference
Traditional ESL/EFL	Is the English correct?	Grammar, vocabulary, pronunciation	Correctness matters, but communication impact helps set priority.
CLT	Can the learner communicate?	Real communication	Adds stronger attention to listener flexibility and repair.
TBLT	Can the learner complete a real task?	Real-life tasks and outcomes	Can judge whether both understanding and being understood were successful.
ELF	How do people with different first languages use English?	International communication	Turns related ideas into simple learner and teacher principles.
EIL	How does English work as an international language?	International purpose	Focuses on practical adult communication behaviors.
Global Englishes	How is English used differently around the world?	Language diversity	Asks learners to practice understanding that diversity.
Intelligibility-based teaching	Can the listener understand the speaker?	Understandable speech and selective correction	Adds equal attention to the learner as a flexible listener.

14. What Clear English Organizes Differently

The parts of Clear English are not all new. Its value comes from putting several useful ideas together in one simple communication framework.

The Clear English Combination

- The speaker works to be clear.
- The listener works to understand.
- Different accents are expected.
- Grammar and vocabulary support meaning.
- Mistakes are ranked by their effect on communication.
- Repair skills are treated as success skills.
- Learners practice real situations.
- Confidence grows through repeated attempts.

The proposed two-way principle and four-level mistake hierarchy are Clear English organizing tools. They should be tested and improved before anyone claims that they are proven systems.

Why This Matters

A framework can still be useful even when it is built from known research. The important questions are whether the framework is clear, practical, supported by evidence, and useful for learners and teachers.

15. Current Status and Limits

Clear English is still developing. It should be described carefully.

What Exists Now

- A clear purpose
- A core belief
- Eight guiding principles
- Five communication abilities
- A two-way communication principle
- A proposed mistake hierarchy
- A communication repair model
- A clear view of accents, grammar, and confidence
- Connections to established research

What Does Not Exist Yet

- A fully tested curriculum
- A required lesson sequence
- A complete assessment system
- Published research testing Clear English itself
- Validated learner levels
- Teacher certification standards
- A large set of tested teaching materials
- Evidence that Clear English produces better results than other frameworks

Clear English should not claim research proof that does not yet exist.

Future research can test whether the framework helps learners become easier to understand, better at understanding unfamiliar speakers, better at repairing communication, and more willing to use English.

16. Future Development

Clear English can grow without changing its main purpose.

Possible Next Steps

3. Create clear learner outcomes for each of the five abilities.
4. Design sample lessons and real-life communication tasks.
5. Create listening materials with speakers from different backgrounds.
6. Build a simple assessment system for speaking, listening, and repair.
7. Test the framework with adult learners.
8. Collect learner and teacher feedback.
9. Improve parts that do not work well.
10. Compare learner results with other forms of English instruction.
11. Publish the framework and research clearly.
12. Only make stronger claims when evidence supports them.

If Clear English later develops its own repeatable teaching procedures and those procedures are tested, a separate Clear English instructional model could be created. Until then, communication framework is the more accurate name.

17. Key Terms

Accent: The way a person pronounces a language. Everyone has an accent.

Accuracy: How closely language follows expected grammar, word, or pronunciation forms.

Communication repair: A way to fix a misunderstanding during a conversation.

Comprehensibility: How easy or difficult speech feels to understand.

English Language Learner (ELL): A person who is learning English.

Framework: A set of connected ideas used to guide thinking and action.

Intelligibility: How much of a speaker's intended message a listener actually understands.

Lingua franca: A shared language used by people who may have different first languages.

Native speaker: A person who learned a language as a first language in early life.

Non-native speaker: A common term for a person who learned a language after another language. Clear English uses the term carefully because skill is not decided only by first language.

Practical language: Grammar and vocabulary used to communicate useful meaning.

Communication confidence: The willingness and ability to use English even when it is not perfect.

18. Clear English at a Glance

Purpose: Help adult English learners communicate clearly and confidently with people from different language backgrounds.

Core Belief

It is okay to make mistakes; that is how we learn.

Two Main Questions

- Can people understand you?
- Can you understand them?

Five Abilities

- Clear Speaking
- Flexible Listening
- Practical Language
- Communication Repair
- Communication Confidence

Main Rule

Communication is shared. The speaker works to be clear, and the listener works to understand.

View of Accents

An accent does not need to disappear. Pronunciation should be improved when it makes communication clearer.

View of Mistakes

Mistakes should be corrected based partly on how much they affect meaning and understanding.

Current Identity

Clear English is a developing communication framework, not a unique teaching method.

19. Sources and References

The sources below support the established research ideas discussed in this packet. They do not prove that the Clear English Communication Framework itself is effective. Clear English still needs its own testing and research.

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Research Note

Clear English should continue to use primary research and major academic books as it develops. New claims should be linked to evidence. Clear English-created tools should be labeled as proposed framework tools until they have been tested.

Closing Statement

English is spoken by people from many countries, cultures, and language backgrounds. They do not all sound the same. They do not always use the same words. Successful communication therefore needs more than perfect grammar or one preferred accent.

Clear English focuses on a simple goal: help people understand one another.

Speak clearly. Listen flexibly. Repair problems. Keep communicating.

The framework accepts that mistakes will happen. It also expects learners to improve. Clear English does not lower the value of good grammar, useful vocabulary, or clear pronunciation. It gives those skills a purpose: helping people share meaning.

As the framework grows, its ideas should be tested, improved, and supported with evidence. Its claims should remain clear and fair.

It is okay to make mistakes; that is how we learn.