

## *Newsletter No. 5*

### Workshop in September

# **“The New General Service List (NGSL) Project: A Modular Approach for the Systematic Development of 2nd Language Vocabulary”**

**Presenter:** Charles Browne (Meiji Gakuin University)

**Bio:**

Dr. Browne is Professor of Applied Linguistics and TESOL at Meiji Gakuin University. He is a specialist in Second Language Vocabulary Acquisition and Extensive Reading, especially as they apply to online learning environments, and has written dozens of research articles, books, and textbooks over his 30 years in Japan. In addition to his work in creating several important new corpus-based word lists and a wide range of free online tools to teach, learn and create texts based on these lists, he has also developed many free online ER/EL and vocabulary learning sites, tools and apps, working hard to share this knowledge through countless presentations, seminars and hand-on workshops around the world.



**Date:** September 16<sup>th</sup>, 2023 10:30-12:00, 13:00-14:30

**Venue:** NUFS Meieki Campus (BIZrium Nagoya)

**Abstract:** This presentation will briefly introduce 7 open-source, corpus-derived high frequency vocabulary word lists that the presenter helped to create for second language learners of English, and then move on to introduce a large and growing number of free, pedagogically-driven online tools, apps and resources for helping to utilize these lists for teaching, learning, assessment, materials creation as well as research and analysis. The tools include interactive flashcards, diagnostic tests, games, vocabulary learning apps, text creation tools, and more. Each word list offers extremely high coverage (92% or higher) of language in that genre and includes lists for general daily English (New General Service List or NGSL), spoken English (New General Service List-Spoken or NGSL-S), academic English (New Academic Word List or NAWL), business English (Business Service List or BSL), TOEIC English (TOEIC Service List or TSL), children's English (New Dolch List or NDL) and fitness

English (Fitness English List or FEL). Most lists were developed in a modular approach so they can be efficiently mixed and matched to meet a broad range of academic needs. The presentation will also briefly review recent NGSL research, including several studies which show NGSL lists giving extremely high coverage for high stakes exams such as Japan's high school entrance exam, the Center Test and the TOEIC test.

## The number of participants: 33

### 1. Interesting activities you might want to use in your class. Why?

- Word games – Students can concentrate on games and memorize words on flash cards.
- All tools are great to support students' autonomous learning once is introduced in class.
- 'Online Graded text Editor' – When we read English books, if we know how many NGSL words are used, it's getting easy to read for students and easy to choose books for teachers. An important thing is to find suitable materials for students.
- A Modular Approach to EFL Success - Step 1: Learn high frequency General English words, Step 2: Learn high frequency Specific Purpose words.
- 'Online Graded Text Editor' – It's very useful to make small opening summaries to have students guess what's the story of a unit.
- Pretty much all of it – there was a lot of content I need to put my hands on and see what I can use for my students.



### 2. What you learned from today's workshop

- I have learned that teaching vocabulary could be fun. I want my students to learn inside and outside the classroom. I was glad Dr. Browne shared these things with us, so students can have more exposure to English.
- High frequency words can cover the entrance exams. Textbooks at junior high schools are difficult for students. Teacher should teach easier words than low frequency words.
- I learned the NGSL should be always step 1, and also I learned the vocabulary that learners should acquire is different depending on ages.
- 80-95% of the words in the context should be known to understand the content appropriately. English words in Japanese textbooks are like a test, so the words frequently used are not always covered in education.
- We teachers have to know that students might have great burden to learn low frequency words in the textbook only for the exam.



### 3. Questions and Answers

*Q (1): Do you have any resources to check coverage for tv shows or books? Perhaps using AI generated closed captions?*

You can use our OGTE tool for this as well. Copy and paste the transcript of the TV show into the box, choose one of my wordlists and level, then you will see the coverage. The link is here:

<https://www.er-central.com/ogte/>



*Q (2): Example or previous research about using Dolch Word List? Any information including reference would be helpful.*

The old Dolch list was not corpus-based and has no hard research supporting it (most of the claims are not based on real research), but here are a few links with information about it:

<https://sightwords.com/sight-words/dolch/>

[https://www.sess.ie/sites/default/files/Resources/Cirricular\\_Material/DolchWord\\_List\\_220.pdf](https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/DolchWord_List_220.pdf)

[https://en.wikipedia.org/wiki/Dolch\\_word\\_list](https://en.wikipedia.org/wiki/Dolch_word_list)

*Q (3): What programs did you use to count the number of appearances of each of the words?*

We created our own programs to help do that but there are also open-source programs you can use if you want to do that yourself. Two places to check are the websites run by Laurence Anthony (<https://www.laurenceanthony.net/software.html>) and by Tom Cobb (<https://www.lex tutor.ca>) both of which I mentioned in my session.

*Q (4): I would like to apply some apps to my lessons. Word list must be got into the apps, but I have no idea how to do it. I hoped to give us the way we can use of it in our daily activity.*

Quizlet.com allows you to upload your own lists.

*Q (5): Any suggestions for my G8 target class? What do you think is a good learning process? There is a wonderful list, but on the other hand, I'm not sure which to start with.*



Best to start with the high frequency words on my NGSL list since these occur on high stakes exams in Japan including high school and college entrance exams as well as

being good for general English. My website lists MANY MANY tools for you to teach these words to your students. The link is here (<https://www.newgeneralservicelist.com> )

## **AR Discussion**

**Date:** September 16<sup>th</sup>, 2023, 15:00-17:30

**Venue:** Meieki Campus, MW 10, 11

**Title:** Group discussion on action research

**Advisers:** Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

**The number of participants: 11**



*Next Workshop will be held on October 14<sup>th</sup>. Detailed information is here:*

<https://www.nufs.ac.jp/workshop/news/>

### **NUFS Workshop**

Nagoya University of Foreign Studies

57 Takenoyama, Iwasaki-cho, Nisshin-shi

Secretary: Chihaya Sugiura