

NUFS Workshop 2024

Newsletter No. 2

Workshop in June

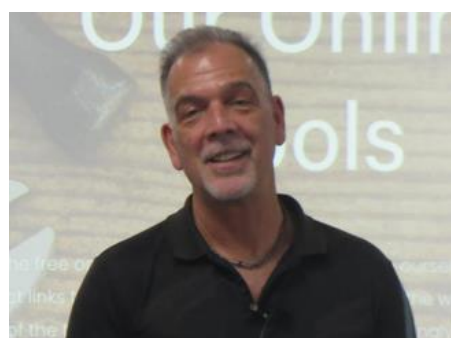
Date: June 15th, 2024 10:30-14:30**Venue:** Room ME11, NUS Meiki Campus (BIZrium Nagoya)

Title: "Practical Tips Tools and Activities for Utilizing NGSL Project Wordlists"

Presenter: Charles Browne (Meiji Gakuin University)

Abstract:

In this practical workshop, teachers will first get a brief introduction to 8 open-source, corpus-derived high frequency vocabulary word lists known collectively as the New General Service List Project which were developed by the presenter to help meet the needs of ESL/EFL learners. It will then go on to introduce and give participants practice using our growing number of free, pedagogically-driven online tools, apps and resources for helping to utilize these lists for teaching, learning, assessment, materials creation and research. The tools include gamified flashcards, an NGSL-specific Wordle game, a video-concordancing study tool, new online placement and achievement tests, text creation tools, and a brand-new AI-powered text profiling tool which helps teachers to generate and then simplify texts to the level of their students. Finally, participants will practice a number of student-centered, paper-based vocabulary learning activities.

**The number of participants: 38**

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

- Text profiler is useful. I can rewrite too difficult text for test, too. Tests can be a good opportunity for students to learn something through reading comprehension.
- I want to try crossword puzzle in pair. Crossword puzzle is very popular, but we usually do this alone. Today we enjoyed talking and using English skills by doing this puzzle with a partner.
- Text Generator, Text Rewriter, Text Profiler – When I make exams, it is very helpful. My students' levels are different. So when they do reading tasks, I can give them different level of reading tasks using these tools.



- I enjoyed crossword puzzle the most. It gives students a lot of opportunities to confirm the meaning of words and try to express them by using their own words. Students can get confident to be able to answer, guess the words and make themselves understood.
- I'm a high school teacher. I think the balance between incidental vocabulary learning and planned one is important.
- I really appreciate your recommendation about NGSD tools (Text profiler, Generator, Rewriter). All of them will help learners better comprehend the text content and explore content rather than language.

2. What you learned from today's workshop

- NGSL list tool on a website enables teachers optimize the teaching materials to student's level. By using vocabularies test, students can see their progress on their learning. That will motivate them to learn more.
- I didn't know that there are many apps that students can use in order to memorize words. Thank you for introducing your website.
- I knew NGSL and learned how important it is for learners, but I didn't know how to introduce it to my students. Today I learned how to create a suitable placement test.
- I learned how important to learn core words at the first stage and then incorporate academic ones in high school. By integrating two areas, students can do with entrance exams, too.
- I learned there are so many difficult words and phrases that we don't use so often in daily life. To help students learn English, I'll use tips that I learned today.



3. Questions and Answers

Q (1): I really liked your idea that using NGSL text profiler and text rewriter can improve readability of the assigned text. However, I was still wondering if this approach could address the issue that the authenticity of the text can be low, especially because the reliability of AI generator is on the development. Do you have any additional tips to improve the authentic use of vocabulary in coursebooks?

First of all it depends on what you mean by authenticity. In a 2001 article, Paul Nation challenges the idea that authentic for native speaker is the only way to define authenticity. Most “authentic” texts are far too difficult for non-native speakers and so students cannot read them and they cannot learn from them. He cites Henry Widdowson who states that if the simplified material is both understandable and interesting to the learner, that it can be argued that the text is then “authentic” for the learner. If my text generator is able to generate a text that is both easy to understand and also interesting for the learner then can't it be argued that the text is authentic for the learner? In terms of authentic, use a vocabulary in chorus books, what we try to do is to create texts that are interesting to the students, at level (i.e. they can read it without a dictionary), and in a way that contextualizes the keywords that we want to teach. I think

that if you keep in mind what the students are interested in, and what they can understand then you will be able to introduce keywords in a way that is both authentic and helpful to them.

2) I use Quizlet. G9 students learn words with it fun way. One concern is that limited connection of 'sound and letter correspondences'. Wordle is good to improve that skill, but many other suggestion or idea how to use your NGSL for that?

To me, when you talk about sound / letter correspondence I immediately think of dictation activities. My Word-Learner app has a few of these built-in so that students can practice listening to the word and then trying to spell it, but almost any dictation activity would give students practice in this. Our interactive dictionary is hooked up to an authentic video concordance database, so whenever a student clicks on one of the NGSL words, they immediately are brought to hundreds of examples of the word being used in authentic video contexts, with the subtitling, showing the key word in the sentence, as it is spoken in the video, which also reinforces the sound letter correspondence.



3) Kahoot is great, but could it be 'overused'? I see teachers playing every day and using it as their main activity spending 30 minutes. How could we 'safely' use Kahoot without overusing it?

Although I like Kahoot as well I would never use it in every class. As I mentioned in the workshop I think is best used as a way to review vocabulary not to teach it initially. In other word, you would teach your textbook as usual for several classes, and then in the last class for that unit you might play Kahoot for 10 or 15 minutes as a way to REVIEW the vocabulary they have been studying for the past few classes. This is a much better use of Kahoot I think.

4) If you teach a specialized list (i.e. business / academic), should I also teach the general NGSL? Or should only focus on the specialized list? How many words is it reasonable to teach at a time?

The word lists in the NGSL project are designed to be taught together, sort of like puzzle pieces. The NGSL, which represents core general. English should always be step one for almost all language learners. But then, depending upon the student schools, one of our special purpose, word list, such as business, English, or The NGSL, which represents core general. English should always be step one for almost all language learners. But then, depending upon the student schools, one of our special purpose, word lists, such as business English (BSL), academic English (NAWL) or TOEIC English (TSL) would be a suitable step two. We have created all of our word lists so they don't overlap with the NGSL. This increases efficiency of learning.



In terms of how many words is it reasonable to teach at one time, this depends on the motivation of your students as well as the goals of your program. That said I would think that 25 words a week would be the maximum that I would ever do

AR Discussion

Date: June 15th, 2024, 14:30-17:00 (Room MW10, 11, 12)

Title: Action Research Discussion

Advisors: Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

The number of participants: 14



Next Workshop will be held on July 13th, 2024. Detailed information is here:

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

NUFS Workshop

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