



ACADEMY
OF DISTINCTION ODV



Words for Success, Words for Life

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A few of My Free Websites & Tools:

www.newgeneralservicelist.org

www.er-central.com

www.er-central.com/ogte

Why vocabulary?...



TWO ENORMOUS PROBLEMS WITH ENGLISH EDUCATION IN JAPAN WE ARE TRYING TO ADDRESS...



not enough/wrong vocabulary



reading materials far above student's level

NUMBER OF WORDS IN
THE ENGLISH LANGUAGE:

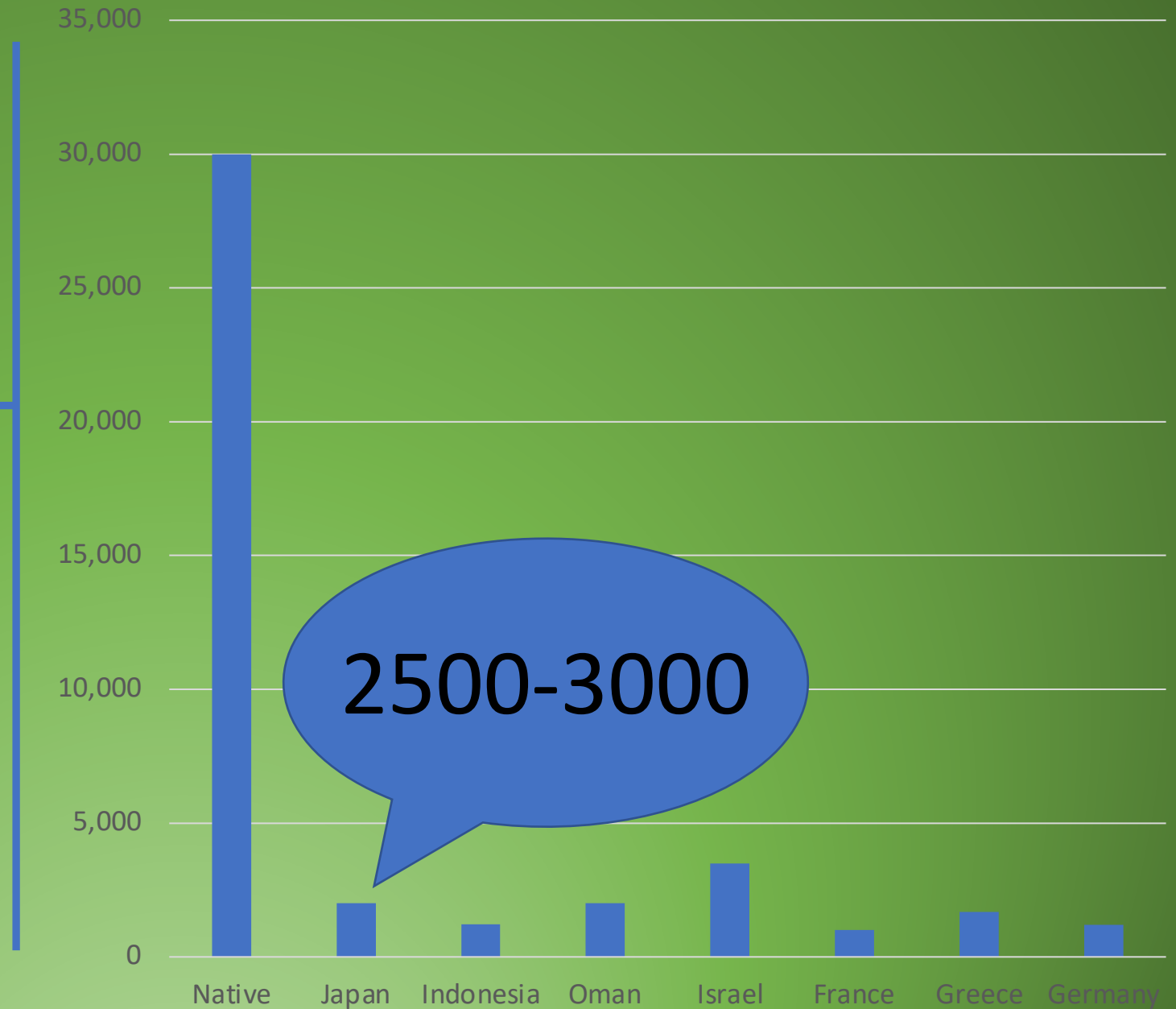
600,000

30,000

NUMBER OF WORDS
KNOWN BY NATIVE
SPEAKER GRADUATE OF
4-YEAR UNIVERSITY:



Problem 1: learners just don't know enough words...



Problem 2: English
reading materials
are too hard!



With 2000 words, Japanese students can read...

81%



With 2000 words, Japanese students can read...

87%

47TH YEAR NO. 41,466 ALL THE NEWS WITHOUT FEAR OR FAVOR ISSN 0289-1956 ©THE JAPAN TIMES, LTD., 2015

The Japan Times
INCORPORATING
International New York Times

Samurai's Art: Original & Reproduced
Japan Sword
3-8-1, Toranomon, Minato-ku, Tokyo
Tel. 03(3434-4311) R./F. 11-08-7191
http://www.japantimes.co.jp

Tuesday, January 6, 2015 Consumption tax included (44888194) ¥210

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THE LAST 70 YEARS, BY THE NUMBERS
Three charts sum up Japan's fortunes over the past seven decades. NATIONAL, PAGE 3

GIVING DIPLOMACY AN OKINAWAN VOICE
Shocked by indifference in U.S. and Japan to the island, lawyer sets up think tank. COMMUNITY, PAGE 10

IN TODAY'S INVT: MORE PUPILS AND LESS REGULATION
PAGE 3

MARKETS: TOPIX 1,401.09 ↑ 6.42 | NIKKEI 225 17,408.71 ↓ 42.06 | DOW* 17,832.99 ↑ 9.92 | NASDAQ* 4,726.81 ↓ 9.24 (*Previous trading day close)
TOKYO FOREIGN EXCHANGE (Monday 5 p.m.): W/\$ 120.37 ↓ .58 | W/€ 143.91 ↑ 1.79 | \$/€ 1.1955 ↑ .0207

Abe to express wartime remorse

Statement on 70th anniversary of surrender will be eyed closely

Ise Mie Pref. KYODO
Prime Minister Shinzo Abe said Monday he will express

the Miyayama statement, Abe said his administration "has and will uphold statements issued by past administrations."
He also said his statement will touch on Japan's determination to be a proactive contributor to world peace.
Abe's first news conference of the year was held after he visited Ise Shrine, which is dedicated to the ancestral deities of the Imperial family. Prime ministers in the past

PRIMARY COLORS

Victims flock to Benesse data suit

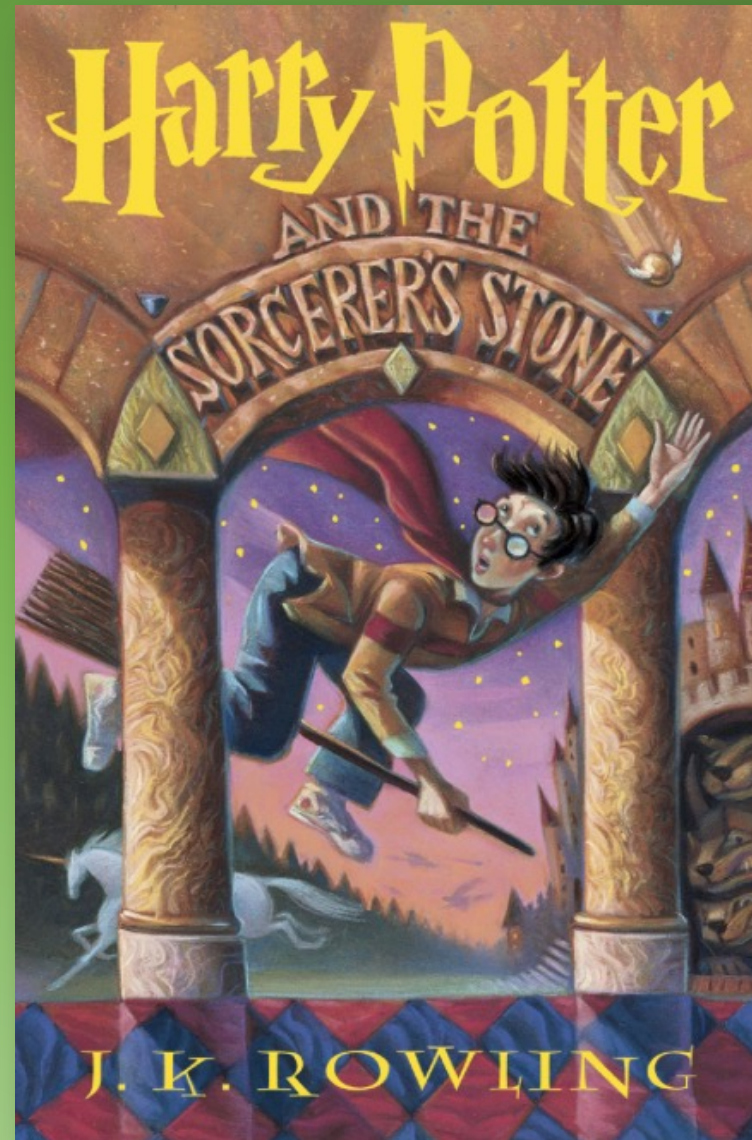
J.R.
An increasing number of Benesse Corp. customers have joined a lawsuit seeking damages for leaks of their personal information from the education service provider.
Some 35 million pieces of customer information were leaked from the subsidiary of Benesse Holdings Inc. to brokers of name lists.
The company is currently providing a ¥500 cash voucher



With 2000 words, Japanese students can read...

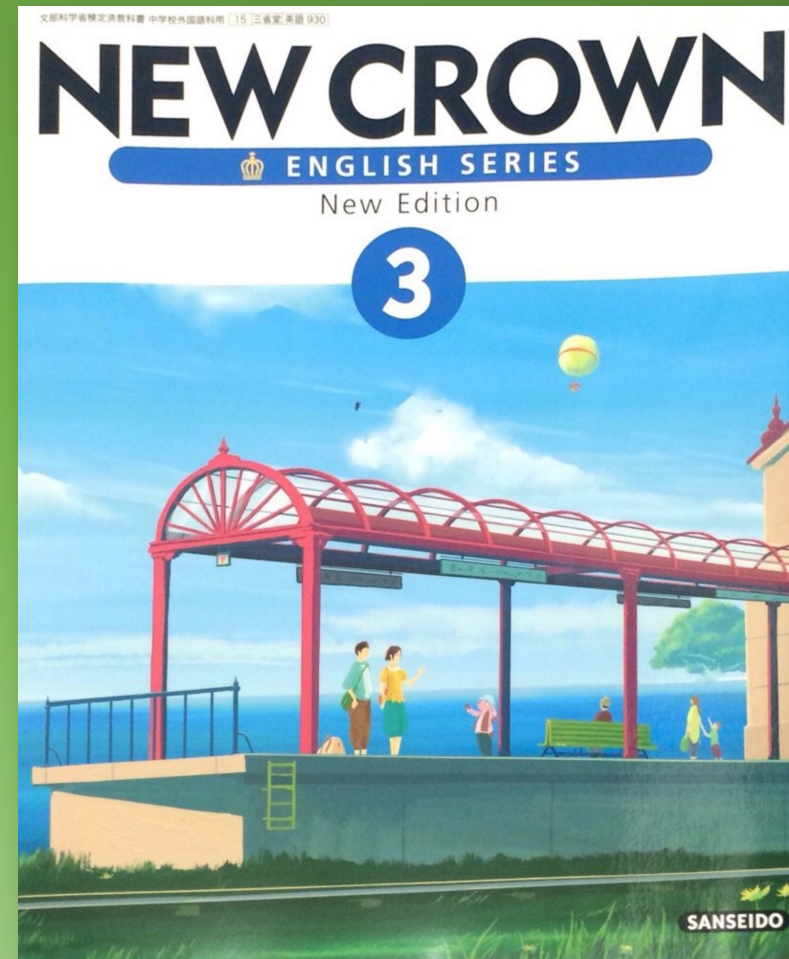
90%

Actually it's more than 94% with the NGSL...

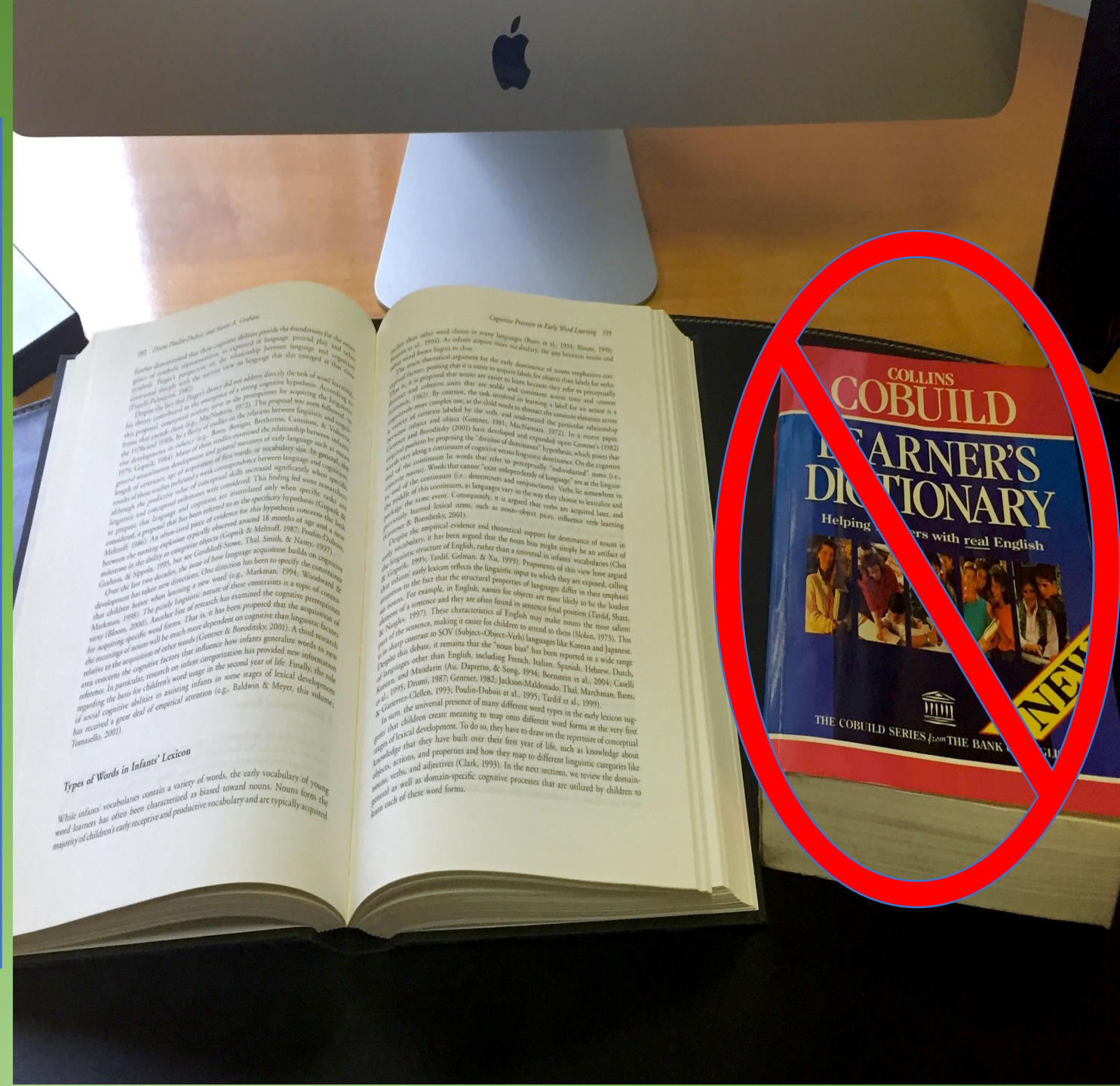


With 2000 words, Japanese students
can **ONLY** read...

75%



But maybe
75% coverage
is enough?...



Types of Words in Infants' Lexicon

While infants' vocabularies contain a variety of words, the early vocabulary of young word learners has often been characterized as biased toward nouns. Nouns form the majority of children's early receptive and productive vocabulary and are typically acquired

182 *Dieter Peuhls-Dubois and Susan A. Graham*

Further demonstrated that these cognitive abilities provide the foundations for the emergence of symbolic representation, as expressed in language. In particular, the early development of object knowledge is closely related to the relationship between language and cognition (Poulin-Dubois, 1986).

Despite the fact that Piaget's theory did not address directly the task of word learning, his theory contributed to the emergence of a strong cognitive hypothesis. According to this proposal, conceptual notions serve as the prerequisites for acquiring the linguistic forms that encode them (e.g., MacNamara, 1977). This proposal was soon followed, in the 1970s and 1980s, by a flurry of studies on the relationship between linguistic and cognitive developments in infancy (e.g., Bates, Benigni, Bretherton, Camaioni, & Volterra, 1979; Geach, 1984). Many of these studies examined the relationship between infants' general semantic development and general measures of early language such as mean length of utterance, age of acquisition of first words, or vocabulary size. In general, the results of these studies indicated a weak correspondence between language and cognition, although conceptual milestones were considered only when specific tasks and algorithms and conceptual milestones were investigated as the specificity hypothesis (Gopnik & Mehler, 1981). A proposal that has been referred to as the 'naming game' hypothesis (Gopnik & Mehler, 1981) has also been advanced, suggesting that the relationship between language and cognition is mediated by the naming of objects (Gopnik & Mehler, 1981; Tomasello, 2001).

Over the last two decades, the issue of how language acquisition builds on cognitive milestones in the ability to categorize objects (Gopnik & Mehler, 1981; Tomasello, 2001) has been a topic of controversy. One direction has been to specify the constraints (Graham, 1998; Slobin, 1998), but a second direction has been to specify the nature of the constraints (Graham, 1998; Slobin, 1998).

One of the last two decades, the issue of how language acquisition builds on cognitive milestones in the ability to categorize objects (Gopnik & Mehler, 1981; Tomasello, 2001) has been a topic of controversy. One direction has been to specify the constraints (Graham, 1998; Slobin, 1998), but a second direction has been to specify the nature of the constraints (Graham, 1998; Slobin, 1998).

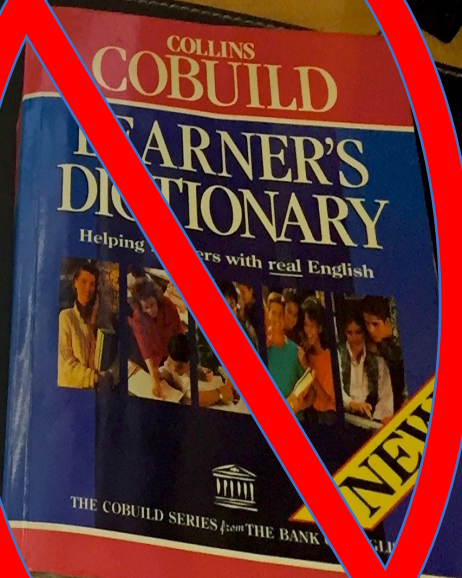
183 *Cognitive Prerequisites in Early Word Learning*

rather than other word classes in many languages (Dixon et al., 1994; Bloom, 1996; Pinker et al., 1994). As infants acquire more vocabulary, the gap between nouns and other word forms begins to close.

The main theoretical argument for the early dominance of nouns emphasizes conceptual factors, pointing out that it is easier to acquire labels for objects than labels for verbs. That is, it is proposed that nouns are easier to learn because they refer to perceptually distinct and coherent units that are stable and consistent across time and context (Gentner, 1982). By contrast, the task involved in learning a label for an action is a cognitively more complex one, as the child needs to abstract the constant elements across changes in context labeled by the verb, and understand the particular relationship between the subject and object (Gentner, 1981; MacNamara, 1977). In a recent paper, Gentner and Boroditsky (2001) have developed and expanded upon this relationship between subject and object by proposing the 'division of dominance' hypothesis. On the cognitive level of the continuum, the words that refer to perceptually 'individualized' items (i.e., objects) vary along a continuum of cognitive versus linguistic dominance. Words that cannot 'exist independently of language' (i.e., verbs and adjectives) are at the linguistic end of the continuum. Words that can exist independently of language are at the cognitive end of the continuum (i.e., determiners and conjunctions). Verbs lie somewhere in between. Words that cannot 'exist independently of language' are at the linguistic end of the continuum. Words that can exist independently of language are at the cognitive end of the continuum (i.e., determiners and conjunctions). Verbs lie somewhere in between.

Despite the empirical evidence and theoretical support for dominance of nouns in early vocabulary, it has been argued that the noun bias might simply be an artifact of the linguistic structure of English, rather than a universal in infants' vocabularies (Choi & Gopnik, 1995; Tanilh, Gelfman, & Xu, 1999). Proponents of this view have argued that infants' early lexicon reflects the linguistic input to which they are exposed, calling attention to the fact that the structural properties of languages differ in their emphasis on nouns. For example, in English, nouns for objects are most likely to be the loudest element of a sentence and they are often found in sentence final position (Tanilh, Shatt, & Nirasole, 1997). These characteristics of English may make nouns the most salient part of the sentence, making it easier for children to attend to them (Slobin, 1973). This is in sharp contrast to SOV (Subject-Object-Verb) languages like Korean and Japanese. Despite this debate, it remains that the 'noun bias' has been reported in a wide range of languages other than English, including French, Italian, Spanish, Hebrew, Dutch, Korean, and Mandarin (Au, Dapretto, & Song, 1994; Borinstein et al., 2004; Caselli et al., 1995; Dromi, 1987; Gentner, 1982; Jackson-Maldonado, Thal, Marchman, Bates, & Gonzalez-Clellen, 1993; Poulin-Dubois et al., 1995; Tanilh et al., 1999).

In sum, the universal presence of many different word types in the early lexicon suggests that children create meaning to map onto different word forms at the very first stages of lexical development. To do so, they have to draw on the repertoire of conceptual knowledge that they have built over their first year of life, such as knowledge about objects, actions, and properties and how they map to different linguistic categories like nouns, verbs, and adjectives (Clark, 1993). In the next sections, we review the domain-general as well as domain-specific cognitive processes that are utilized by children to learn each of these word forms.



Forestry

If _____ planting rates are _____ with planting _____ in each _____ and the forests _____ at the earliest opportunity, the _____ wood supplies could further increase to about 36 million _____ meters _____ in the _____ 2001-2015. The additional _____ wood supply should greatly _____, even if much is used for _____ production.

75% coverage

- First 1000 most frequent words
- Total of 15 missing words

Can you read the passage and guess the missing words easily?

Forestry

If _____* planting rates are **maintained** with planting **targets satisfied** in each _____* and the forests **milled** at the earliest opportunity, the _____* wood supplies could further increase to about 36 million _____* meters _____* in the **period** 2001-2015. The additional _____* wood supply should greatly **exceed** _____* _____*, even if much is used for _____* production.

85% coverage

- First 2000 most frequent words
- Total of 9 missing words

Is it easier to read and guess the meaning of the unknown words?

95% coverage

- First 5000 most frequent words
- Only 1 missing word

At this level, can you guess the meaning of the unknown word?
Can you read more easily?

Forestry

If current planting rates are **maintained** with planting **targets satisfied** in each **annually** and the forests **milled** at the earliest opportunity, the **available** wood supplies could further increase to about 36 million _____*_____ meters **annually** in the **period** 2001-2015. The additional **available** wood supply should greatly **exceed domestic requirements**, even if much is used for **energy** production.

VOCABULARY THRESHOLD RESEARCH

- Below 80%, reading comprehension is almost impossible (Hu & Nation, 2001)
- In studies of student performance in ESL settings, knowledge of about 90% was the point at which there were more readers than non-readers (Laufer, 1992)
- 95% coverage is the point at which most learners can read without the help of dictionaries (Laufer, 1989)



Very important targets for 2nd language learners and teachers

Analysis of Top 3 best-selling Ministry of Education-approved English textbooks for Japanese high school students

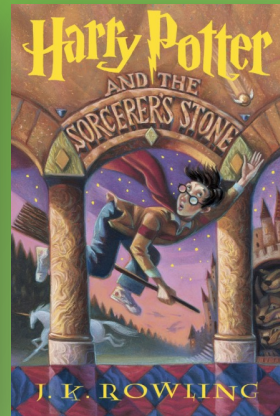
Are Japanese students **reading** the right vocabulary? (Browne, 1996, 1998)



81%



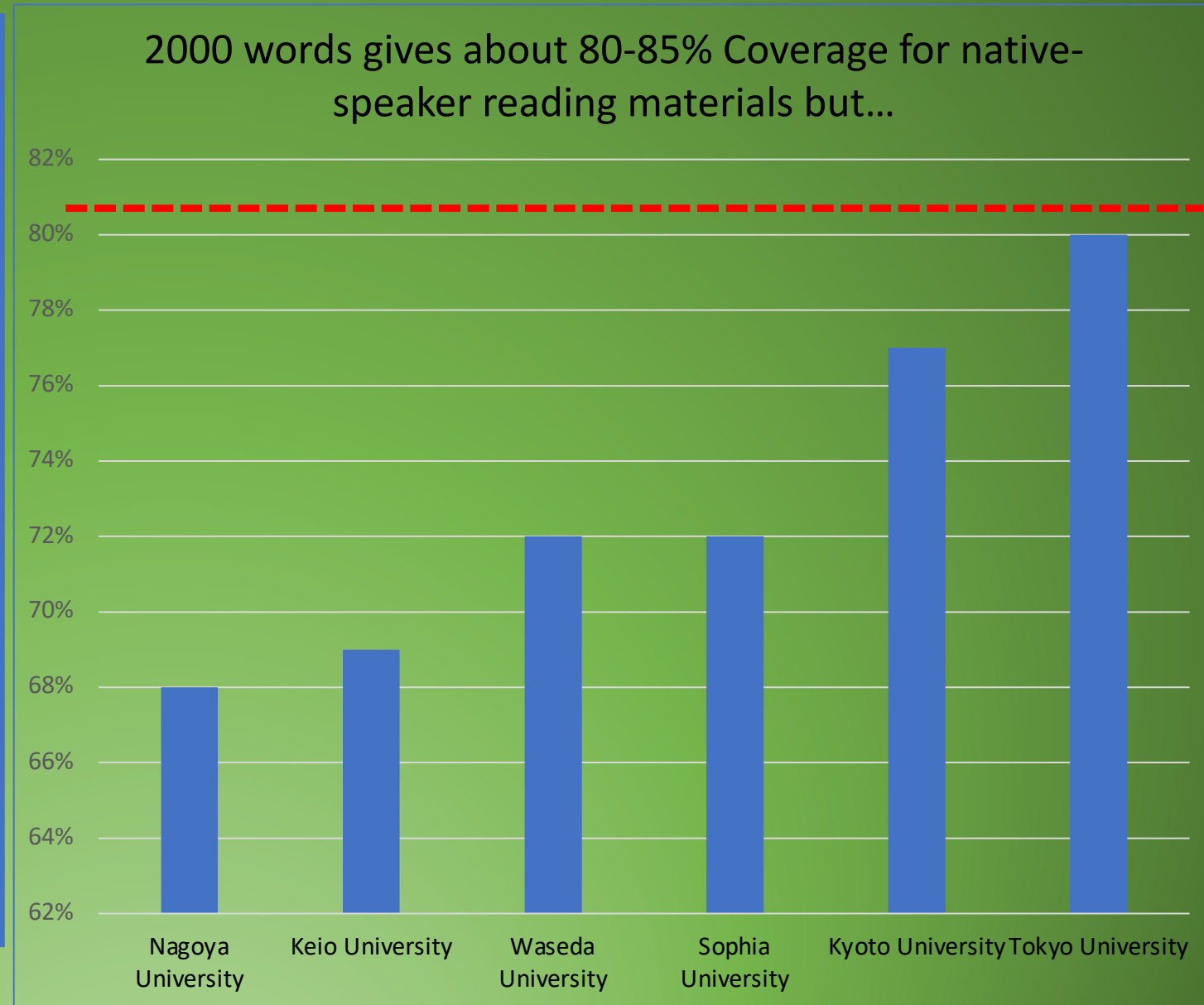
85%



90%

| Text | Coverage from 2000 High Frequency Words |
|---------------------------|---|
| Spectrum | 71% |
| Milestone | 78% |
| Unicorn | 79% |
| Unsimplified Native Texts | 80-85% |

Backwash Effect From Japanese University Entrance Exams...



What's the
solution?



THE NGSL PROJECT IS ALL ABOUT **SHORT CUTS: MAKING TIGHT
LISTS OF CORPUS-DERIVED WORDS TO HELP STUDENTS QUICKLY
REACH THE LEVEL OF INDEPENDENT LEARNING**

90% is minimum threshold for comprehension...

The 2800 New General Service List Words gets students 92% coverage for most general English texts

All English

600,000

Native speaker

30,000



2,800

The NGSL represents less than 10% of NS vocabulary

NGSL WORD LIST: a Balanced Corpus

273 million words from the CEC 2-billion-word corpus

CEC corpora included in final analysis for NSGL :

| <u>Corpus</u> | <u>Tokens</u> |
|---------------|---------------|
| Learner | 38,219,480 |
| Fiction | 37,792,168 |
| Journals | 37,478,577 |
| Magazines | 37,329,846 |
| Non-Fiction | 35,443,408 |
| Radio | 28,882,717 |
| Spoken | 27,934,806 |
| Documents | 19,017,236 |
| TV | 11,515,296 |
| <hr/> | <hr/> |
| Total | 273,613,534* |

*273 million word subsection used is 100x larger than original GSL corpus...



The screenshot shows the Cambridge University Press website. The top navigation bar includes links for Academic, Journals, Cambridge English, Education, Bibles, Digital Products, About Us, and Careers. The main header features the Cambridge University Press logo and a search bar. Below the header, there are several menu items: Who We Are, What We Do, Global, Rights & Permissions, Community & Environment, Visit Bookshop, Career Opportunities, Contact Us, and Media. The main content area is titled "Cambridge English Corpus" and features a large graphic of a stylized 'C' with the text "CAMBRIDGE ENGLISH CORPUS" around it. Below the graphic, there is a paragraph of text: "Our Corpus helps us to understand more about the English language, and how people use it when they speak and when they write." To the right of the main content, there is a sidebar with the heading "WHAT WE DO" and a list of categories: Our Mission, Cambridge Publishing, Academic Books, Cambridge Journals, Cambridge English, Education, and Cambridge Bibles. At the bottom of the sidebar, there is a link for "Cambridge English Corpus".

(Browne, Culligan & Phillips, 2013)

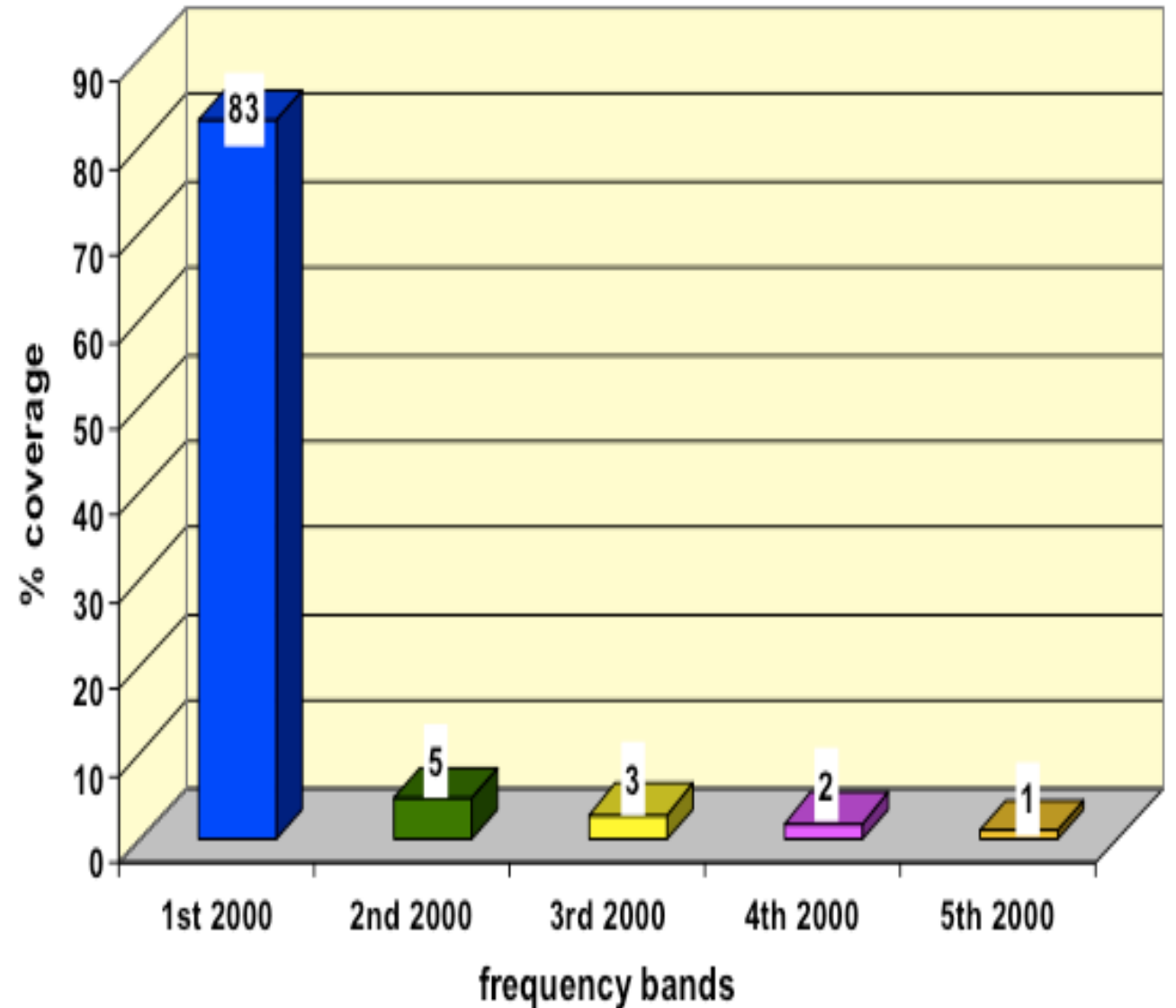
HOW IS THIS POSSIBLE?... ZIPF'S LAW...

George K. Zipf (1902 – 1950) established a mathematical model for describing frequency data:

Frequency decreases with rank. More precisely, frequency is inversely proportional to rank

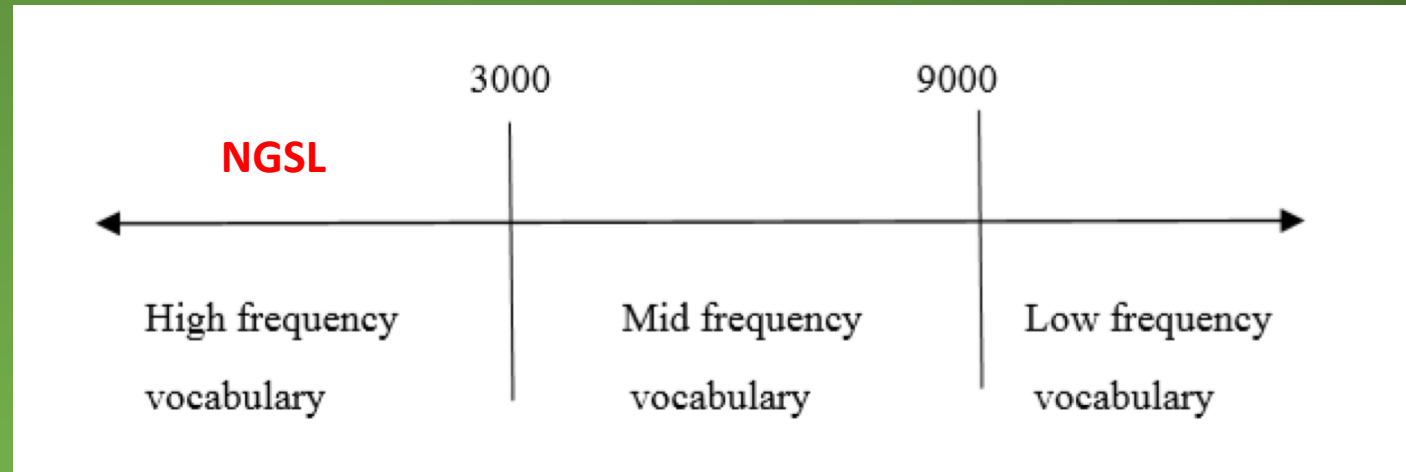
Text coverage (sp/wr) 10m corpus Data

© Cambridge University Press 2002. Research © M McCarthy 2002.



Next step after
learning the NGSL:

Mid-Frequency
Vocabulary?



3,001-4,000:

academic, consist, exploit, rapid, vocabulary

4,001-5,000:

agricultural, contemporary, dense, insight, particle

5,001-6,000:

cumulative, default, penguin, rigorous, schoolchildren

6,001-7,000:

axis, comprehension, peripheral, sinister, taper

7,001-8,000:

conversely, latitude, mediation, undergraduate

8,001-9,000:

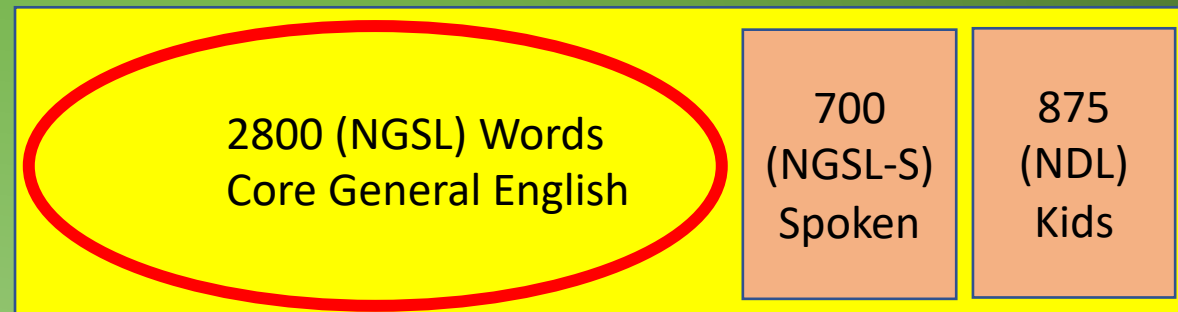
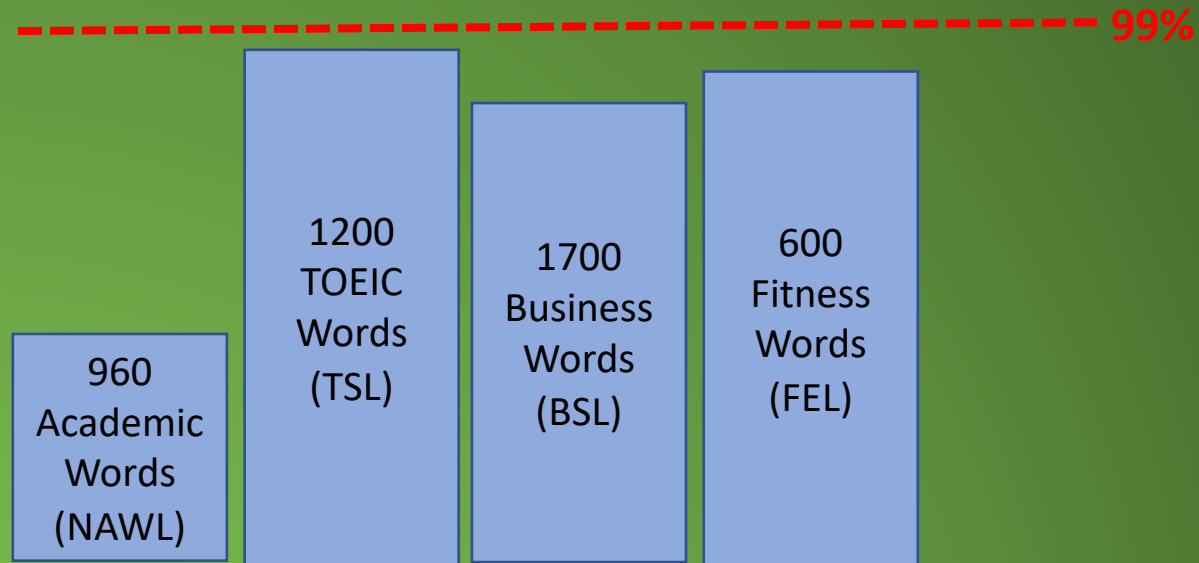
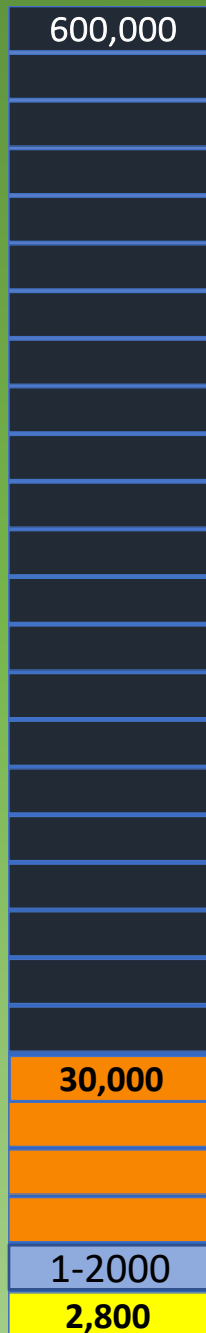
anthropology, fruitful, hypothesis, semester, virulent

** Studying mid-frequency vocabulary seems a logical next step but it takes most learners **10 years** to learn 3000 words, so taking another 20 years to learn the 6000 mid-frequency words is not practical for most learners....*

CREATING EFFICIENT PATHES TO EFL SUCCESS:

STEP 1: Learn high frequency **General English** words

STEP 2: Learn high frequency **Specific Purpose** words



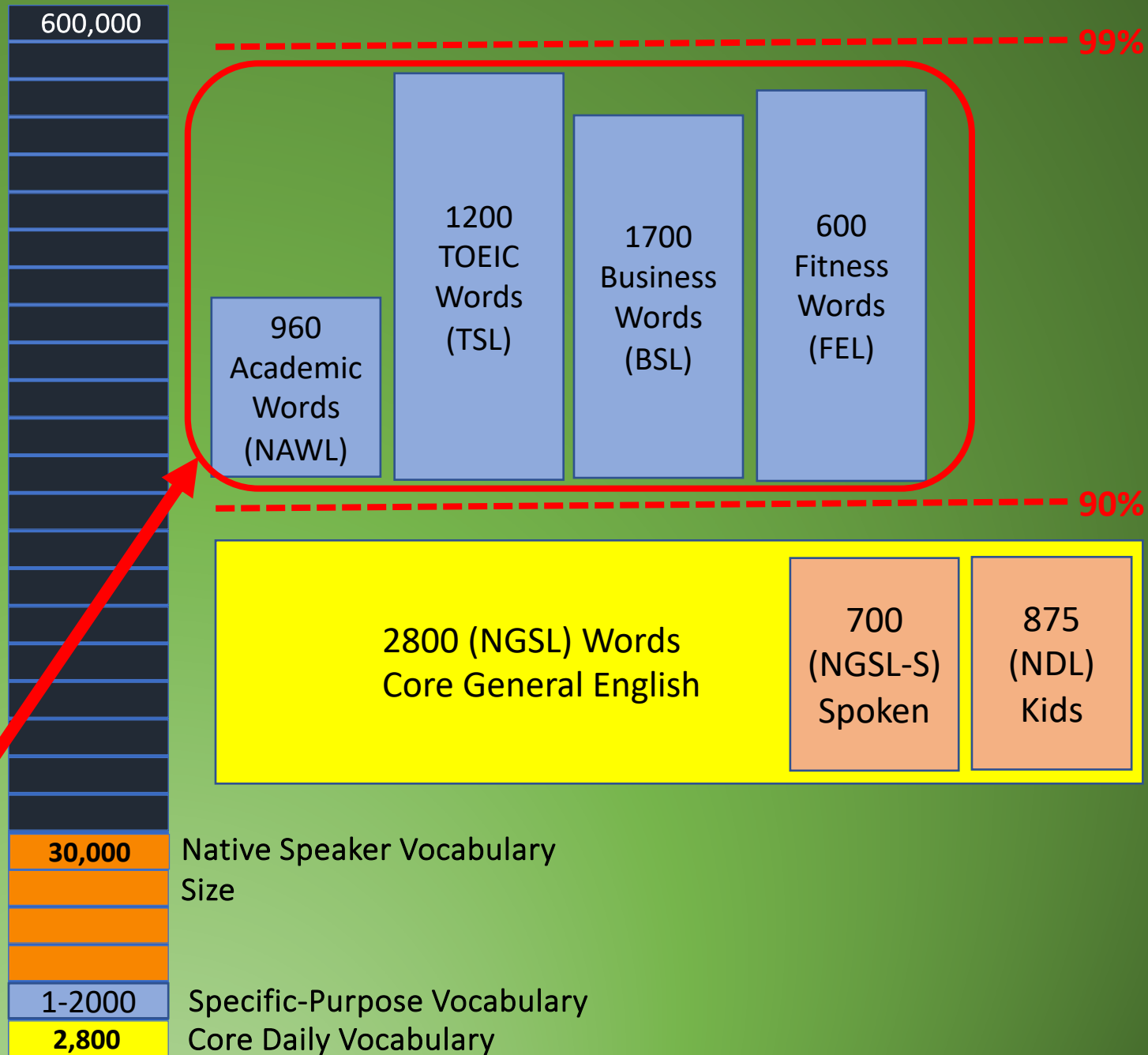
Native Speaker Vocabulary Size

Specific-Purpose Vocabulary
Core Daily Vocabulary

CREATING EFFICIENT PATHES TO EFL SUCCESS:

STEP 1: Learn high frequency **General English** words

STEP 2: Learn high frequency **Specific Purpose** words



Why do we believe that the NGSL should always be step 1?

- ▶ These words occur EVERYWHERE in student's daily life
 - ▶ Books, newspapers, magazines, internet
 - ▶ TV, radio, movies
 - ▶ Conversational English
- ▶ Knowing these words gets you **92%** of the way there for written texts in daily life, even more for many spoken genres (**95%** of the TV show FRIENDS for example)
- ▶ The 2800 NGSL words represent less than **0.5%** of the English language and only **9%** of a college-educated native speaker's vocabulary
- ▶ BONUS: The NGSL also happens to be a VERY good starting point for high stakes exams used in Japan...

Coverage of NGSL for SHS Entrance Exam and National Center Test

Iwamoto, M., Kramer, B. (2020) The Language Teacher 44:4

Abstract:

While the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) currently expects students to learn 1,200 English words in junior high school and 1,800 English words in high school (MEXT, 2017), there is little to no guidance on the specific words required. Looking at the reading sections on Japanese public high school entrance examinations and the university National Center Test, this study reports the lexical coverage provided by a well-known and publicly available word list, the New General Service List (NGSL) (Browne, Culligan, & Phillips, 2013). **The NGSL provided a high 98.11% coverage of the vocabulary on senior high school entrance examinations using only 1,000 words but was only able to cover 95.26% of the vocabulary on the National Center Test with all 2,801 words.** The results will be discussed in detail, along with the utility of the NGSL in Japanese junior and senior high school classrooms.

SOME NGSL RESEARCH



Zipf's law revisited...

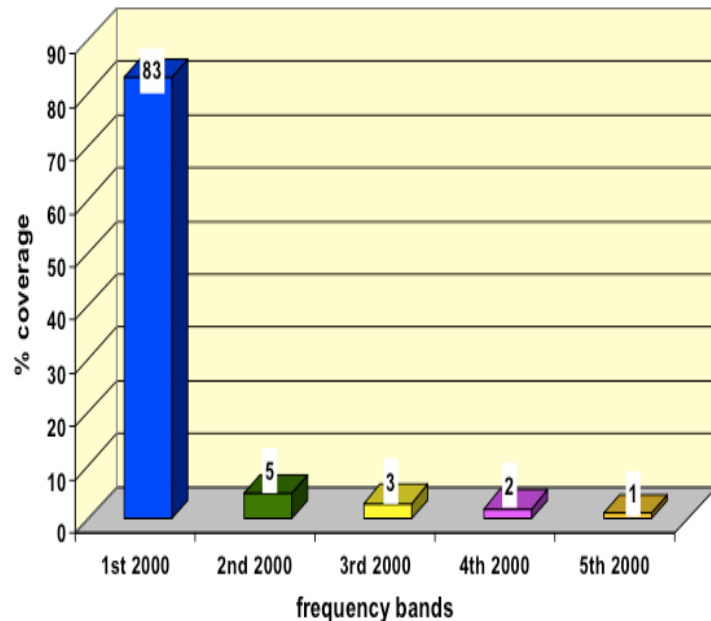
As you can see, these high frequency words are extremely useful and important for success as a 2nd language learner

The problem is that if students have any significant gaps in their knowledge of the highest frequency words (most especially the **blue** words!), it is almost mathematically impossible to reach the crucial 90%, 95% and 98% thresholds.

This means it is crucial to help your students to master ALL of the NGSL words as quickly as possible....

Text coverage (sp/wr) 10m corpus Data

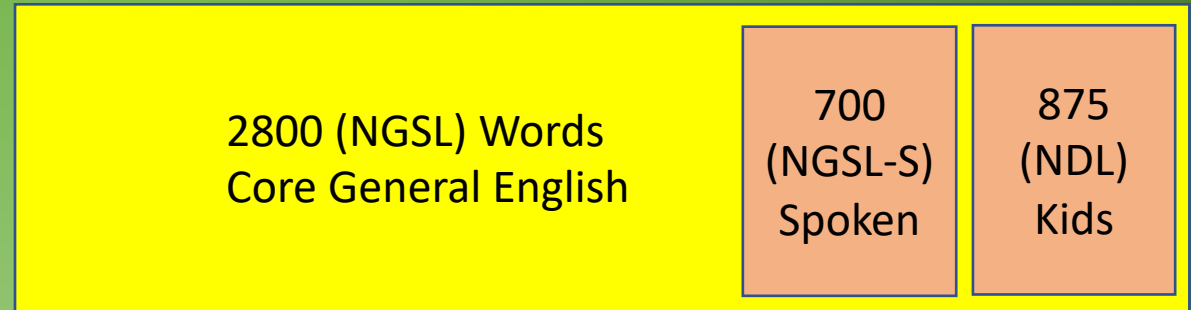
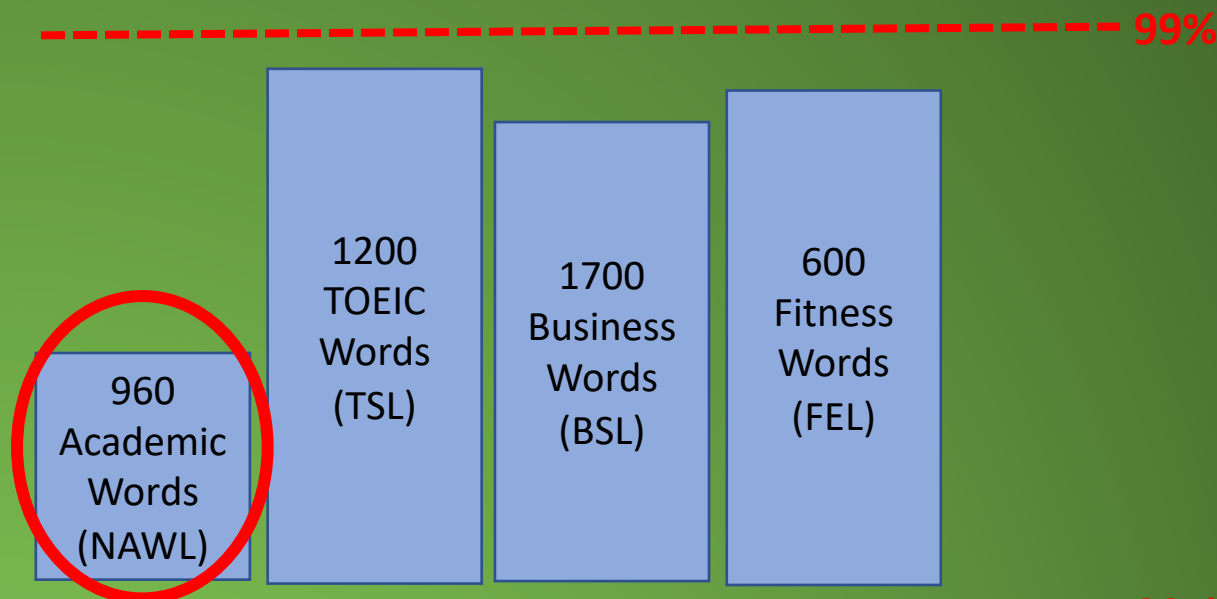
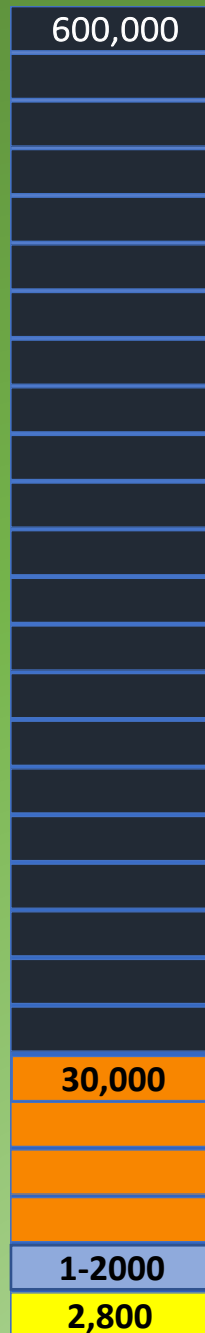
© Cambridge University Press 2002. Research © M McCarthy 2002.



CREATING EFFICIENT PATHES TO EFL SUCCESS:

STEP 1: Learn high frequency **General English** words

STEP 2: Learn high frequency **Specific Purpose** words



30,000 Native Speaker Vocabulary Size

1-2000 Specific-Purpose Vocabulary
2,800 Core Daily Vocabulary

The New Academic Word List (NAWL)

| Corpora | Size | Percent |
|--------------|-------------|---------|
| CEC Academic | 248 million | 86.30% |
| Oral | 3 million | 1.10% |
| Textbooks | 36 million | 12.60% |
| Total | 288 million | 100% |

(Browne, Culligan & Phillips, 2013)

Note that NGSL drops to 86% for academic English



288 Million Word Academic Corpus

92%

960
Academic
Words
(NAWL)

86%

2800
Core General English Words
(NGSL)

Coverage of NGSL & NAWL for Research Publications in Education

Hendry, C., & Sheepy, E. (2018). How much vocabulary is needed for comprehension of research publications in education? In P. Taalas, J. Jalkanen, L. Bradley & S. Thouësny (Eds), Future-proof CALL: language learning as exploration and encounters – short papers from EUROCALL 2018 (pp. 94-99).

Abstract.

The American Education Research Association (AERA) is one of the largest education conferences in the world. Using the AERA Open Access Repository, we created a 5,000,000 word corpus of over 18,000 abstracts. We explored the coverages of the New General Service List (NGSL), the New Academic Word List (NAWL), and the Social Science Word List (SSWL). We found that the **NGSL and NAWL provide approximately 90% coverage for abstracts from all 12 of the AERA's subject matter divisions.** The SSWL showed little additional coverage. Our discussion highlights the research and pedagogical implications of our findings and the AERA abstract corpus.

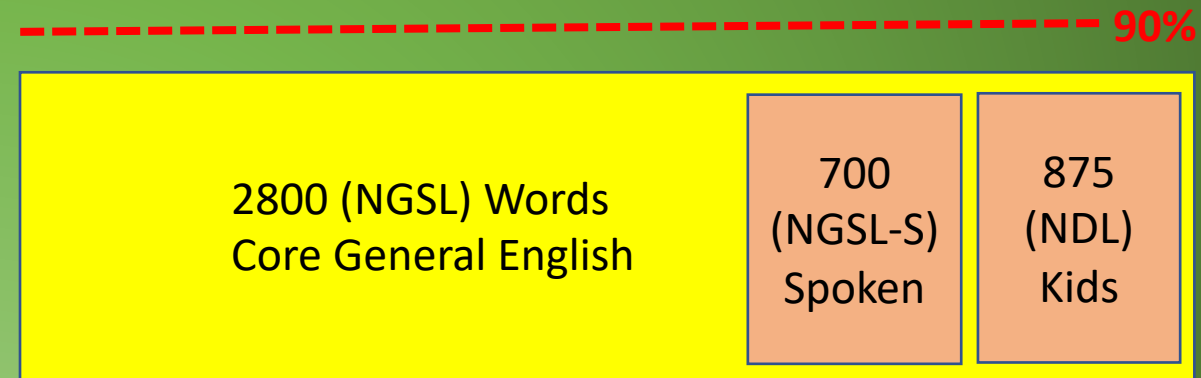
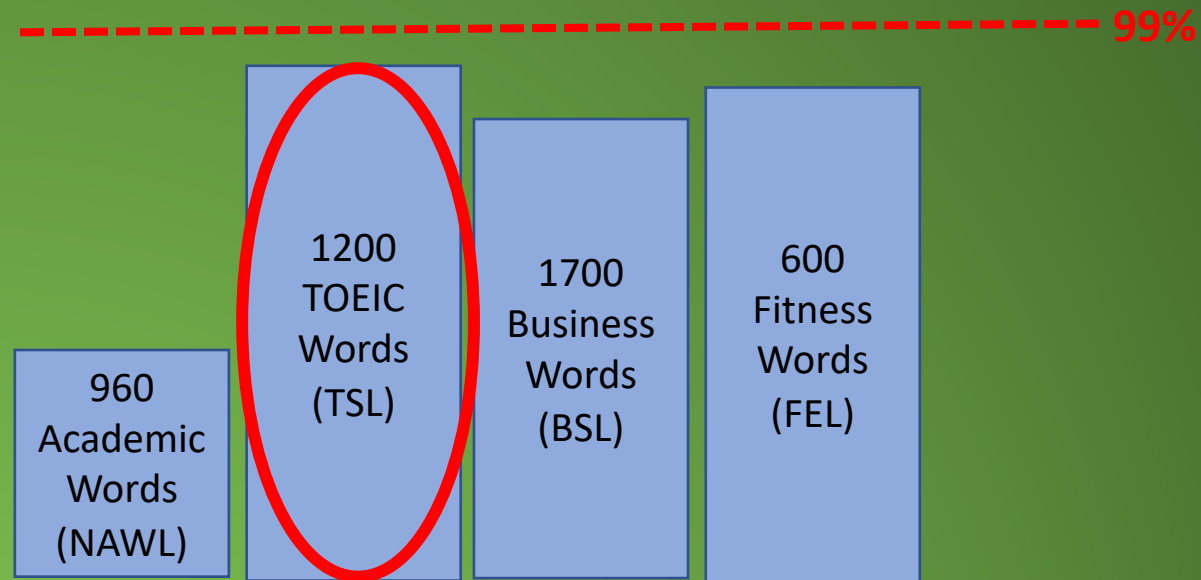
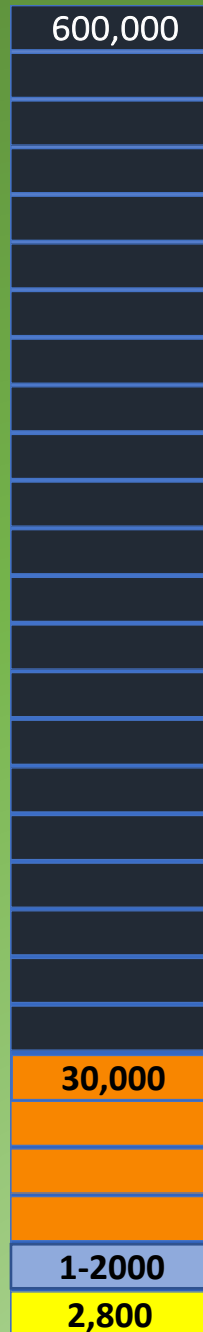
SOME NGSL RESEARCH



CREATING EFFICIENT PATHES TO EFL SUCCESS:

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30,000 Native Speaker Vocabulary Size

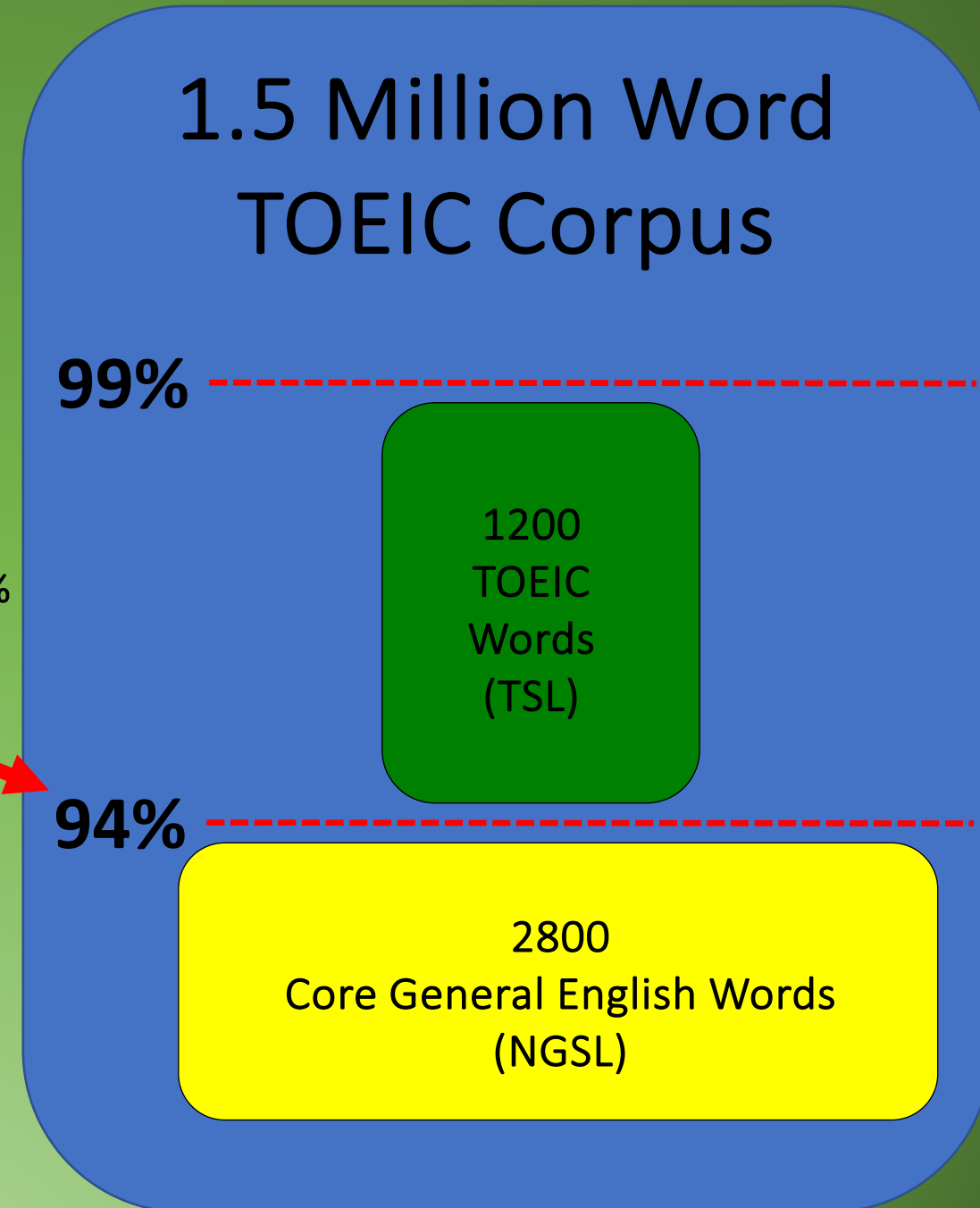
1-2000 Specific-Purpose Vocabulary
2,800 Core Daily Vocabulary

The TOEIC Service List (TSL)

- All official TOEIC practice tests from ETS
- 600 Essential Words for the TOEIC - 3rd Edition
- Achieve TOEIC Bridge
- Barron's TOEIC Practice Exams
- Collins' Practice Test for the TOEIC Test
- Oxford practice tests for the TOEIC test
- Oxford Preparation Course for the TOEIC test
- Pass the TOEIC Test Advanced
- Pass the TOEIC Test Intermediate
- Practice Examinations for the TOEIC Test
- Tactics for TOEIC Listening and Reading Tests

(Browne & Culligan, 2015)

Note that NGSL
increases to 94%
for TOEIC tests



Coverage of TSL for the new version of the TOEIC exam

Since the TOEIC Service List (Browne & Culligan, 2016) is based on a 1.5m words of TOEIC prep materials from the previous format of the TOEIC test, we thought it was time to see what kind of coverage the TSL and NGSL word lists offer for the new test.

To this end, we created a small corpus from the 8 official practice tests published by ETS in 2019 and ran the analysis. Results were quite good...

| Word List | Cumulative Coverage |
|--------------------------|---------------------|
| NGSL (version 1.01) | 93.3% |
| NGSL + NGSL Supplemental | 94.4% |
| NGSL + TSL | 98.5% |

SOME NGSL RESEARCH

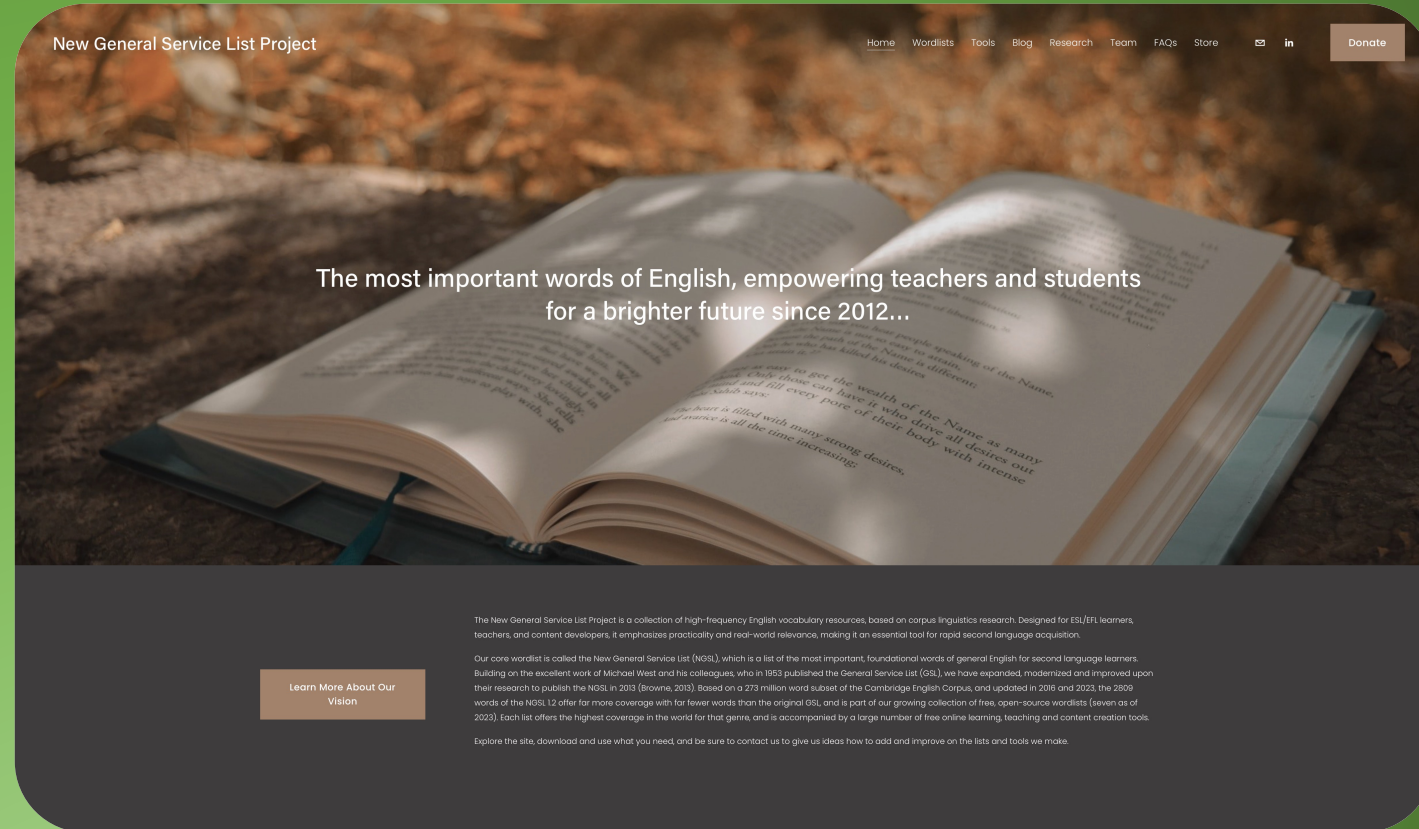


Overview of NGSL Word Lists and Coverage Provided

| Word List | Focus | Words | Coverage |
|--|--------------------|-------|----------|
| New General Service List (2013) | General English | 2801 | 92% |
| New Academic Word List (2013) | Academic English | 960 | 92% |
| TOEIC Service List (2015) | TOEIC Test | 1200 | 99% |
| Business Service List (2015) | Business English | 1700 | 97% |
| New General Service List-Spoken (2014) | Spoken English | 718 | 90% |
| New Dolch List (2021) | Children's English | 875 | 90% |
| Fitness English List (2020) | Fitness English | 600 | 98% |

The NGSL Project Resource Center

www.newgeneralservicelist.org



FREE NGSL RESOURCES INCLUDE:

- All Wordlists downloadable
- Original English definitions
- Wordlist-related research articles
- Online learning applications
- Authentic video concordance tool
- Online assessment tools
- Online research tools
- Online text analysis tools

All wordlists are available for download in multiple formats:

- Alphabetized
- Lemmatized for teaching purposes
- Lemmatized for research purposes
- With frequency and basic statistical data
- With definitions in easy English

| BSL_1.01_SFI_freq_bands | | | | | |
|-------------------------|----------|-------|--------|--------|--------|
| Word | BSL Rank | SFI | U | D | F |
| mister | 1 | 71.51 | 1416.4 | 0.3911 | 148318 |
| goods | 2 | 66.71 | 468.5 | 0.9049 | 32524 |
| equity | 3 | 66.15 | 411.67 | 0.8449 | 29962 |
| dividend | 4 | 65.15 | 327.16 | 0.7245 | 26620 |
| portfolio | 5 | 64.97 | 314.17 | 0.704 | 25984 |
| sponsorship | 6 | 62.37 | 172.54 | 0.1475 | 23455 |
| inventory | 7 | 63.62 | 230.19 | 0.5898 | 21186 |
| transaction | 8 | 64.52 | 283.43 | 0.8335 | 20846 |
| non | 9 | 64.38 | 273.88 | 0.9751 | 18037 |
| lease | 10 | 63.06 | 202.09 | 0.6443 | 17927 |
| hedge | 11 | 62.32 | 170.71 | 0.6083 | 15666 |
| distribution | 12 | 63.3 | 213.91 | 0.8564 | 15423 |
| premium | 13 | 62.93 | 196.21 | 0.7651 | 15412 |

| NAWL_1.0_with_en_definitions | | | | |
|------------------------------|----------------|---|------|-----------------|
| | Meanings | English Definition | POS | J Translation |
| 1 | | | | |
| 2 | afterward | happening after something else happened | adv | その後 |
| 3 | amongst | in or through a group | prep | ～の間に; ～の中の |
| 4 | artistic | Being able to paint, write music, etc.; creative | adj | 芸術的な |
| 5 | backward | toward what is behind you | adv | 後ろへ |
| 6 | bodily | physically, as when lifting someone | adv | 身体の |
| 7 | carrier | a company, usually an airline, that carries things | n | 運送業; 航空会社; 電話会社 |
| 8 | collective | formed by working together as a group | adj | 収集された; 集団の |
| 9 | computation | the act of calculating; method of computing | n | 計算 |
| 10 | continuity | continued existence; fact of not stopping | n | 継続性 |
| 11 | definite | Not likely to change; clearly decided | adj | 明確な; 限定的な |
| 12 | freely | (living, existing) without being controlled | adv | 自由に |
| 13 | generalization | making a statement about a group from limited data | n | 一般化; 一般概念 |
| 14 | generalize | To apply a particular idea to a large group | verb | 一般化する |
| 15 | goodness | nourishment; good food value | n | よいこと |
| 16 | historically | throughout history | adv | 歴史的に |
| 17 | importantly | in an important way; | adv | 重要なことには |
| 18 | interestingly | you'll find this surprising; in an interesting way | adv | 興味深いことに |
| 19 | locally | Concerning the area around where you are | adj | 局所的に; 地元で |
| 20 | machinery | machines in general | n | 機械 |
| 21 | marker | something that is easy to recognize or identify | n | 標識; マーカー |
| 22 | meaningful | Having importance; showing someone's intention | adj | 意味のある |
| 23 | namely | that is to say, specifically | adv | すなわち; つまり |
| 24 | nationalism | The spirit of love of your country, e.g. leading to war | n | 国家主義 |

BSL_1.01_lemmatized_for_teaching.txt

abolish, abolishes, abolished, abolishing
 absorb, absorbs, absorbed, absorbing
 absorption, absorptions
 accelerate, accelerates, accelerated, accelerating
 acceptance, acceptances
 accessible
 accommodate, accommodates, accommodated, accommodating
 accomplishment, accomplishments
 accordance
 accordingly
 accountability, accountabilities
 accountable
 accountant, accountants
 accrual, accruals
 accrue, accrues, accrued, accruing
 accumulate, accumulates, accumulated, accumulating
 accumulation, accumulations
 accuracy, accuracies
 accurately
 accusation, accusations
 acid, acids
 acre, acres
 actively
 activist, a
 adequately

BSL_1.01_alphabetised_description.txt

The Business Service List 1.0, also known as the BSL (Browne, C. & Culligan, B., 2016) is a list of approximately 1700 words that occur with very high frequency within the domain of general business English. Based on a 64.5 million word corpus of business texts, newspapers, journals and websites, the BSL 1.0 version gives approximately 97% coverage of general business English materials when learned in combination with the 2800 words of core general English in the New General Service List or NGS (Browne, C., Culligan, B., and Phillips, J. 2013)

abolish
 absorb
 absorption
 accelerate
 acceptance
 accessible
 accommodate
 accomplishment
 accordance
 accordingly
 accountability
 accountable
 accountant
 accrual
 accrue
 accumulate
 accumulation
 accuracy
 accurately
 accusation
 acid
 acre
 actively
 activist
 adequately
 adhere
 administer
 administrative
 administrator
 admission
 adoption

www.newgeneralservicelist.com

- List of NGSL research
- NGSL blog posts
- NGSL TED Talk



A Brief Introduction to the NGSL Project...

Early in the history of the NGSL Project, on October 10, 2015, Dr. Browne gave a TEDx Talk titled 'Not All Words are Created Equal' which explained the efficiency of the NGSL and NAWL in helping 2nd language learners forward as well as to the many free online NGSL resources we had created. Although we have gone on to create many new wordlist and learning tools, and revised and improved our methods and techniques including use of AI, the vision outlined in this 10 minute talk still holds true today.

A frequent public speaker, Dr. Browne has done over 3 dozen [conference plenary or keynote addresses](#), on the NGSL Project and is available to speak for your event as well.

[TED Talk Link](#)

RESEARCH

Although we have been so busy developing new corpora, new word lists and new online tools that we have not had time to write many academic papers about the NGSL Project, our open source lists have been out for more than a decade and have been utilized in dozens of academic studies. Below is a bibliography of research articles we or others have published where one or more of the NGSL Project words lists were used as a significant part of the study.

We will continue to add to this page as we come across the research. Please let us know of any others articles that you feel should be mentioned here.

Aoki, R. (2016), "Characteristics of high school entrance exams", Tokyo Women's College of Languages and Cultures Studies Journal, 24, 1-20.

Abiz, A., & Roslim, N. (2021). Relevance of the New General Service List in selecting reading passages for ESL students. European Journal of English Language Teaching, 6(6).

Bennett, P., & Stoeckel, T. (2013). Developing equivalent forms of a test of general and academic vocabulary. In N. Sonda & A. Krause (Eds.), *JALT2012 Conference Proceedings*. Tokyo: JALT.

Browne, C. (2021), "The NGSL Project: Building Wordlists and Resources to Help EFL Learners (and Teachers) to Succeed", invited Chapter in *Teaching with Technology 2020, Selected Papers from the JALTCALL 2020 Conference*, 1-18. <https://doi.org/10.37546/JALTSIG.CALL2020>

Browne, C. (2018), "The NGSL, MAWL, TSL and ESL: Building a Path to EFL Success through Word Lists and Online Tools", in *Vocab@Tokyo Published Proceedings: Paper presented at Vocab@Tokyo Conference*. Tokyo, Japan.

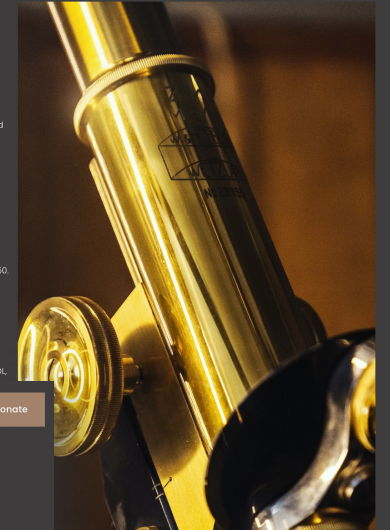
Browne, C. (2016), Miyata, Y. and Kawauchi, Y. (2016), "Does the NGSL provide good coverage for authentic listening materials such as TV shows and movies? A quick look at Star Wars and Friends", in *Vocab@Tokyo Published Proceedings: Paper presented at Vocab@Tokyo Conference*. Tokyo, Japan.

Browne, C. (2014), "The New General Service List Version 101: Getting Better All the Time", *Korea TESOL Journal, KOTESOL*, 11, 35-50.

Browne, C. (2014), "A New General Service List: The Better Mousetrap We've Been Looking For?", *Vocabulary Learning and Instruction*, 32, 1-10.

Browne, C. (November, 2013), "A New General Service Vocabulary List: Helping Students Help Themselves", *The Language Teacher*, 37(6), 43.

Browne, C. (November, 2013), "A New General Service Vocabulary for 2nd Language Learners", *The English Connection, KOTESOL*.



New General Service List Project

[Home](#) [Wordlists](#) [Tools](#) [Blog](#) [Research](#) [Team](#) [FAQs](#) [Store](#) [in](#) [Donate](#)



8/12/23

Online Graded Text Editor (OGTE)

The Online Graded Text Editor, or OGTE (<https://www.er-central.com/ogte/>), is a free web-based tool developed by Dr. Charles Browne and Dr. Rob Waring to assist teachers with tasks such as assessing the appropriateness of authentic texts for their students' ability level or with turning ungraded web pages and content into student-friendly texts at just the right level.

[Read More](#)



6/20/23

Academic English: Spotlight on the New Academic Word List (NAWL)

[Read More](#)



5/31/23

New Dolch List: paving the way for young learners of English

[Read More](#)

Tom Cobb's VocabProfile: <https://www.lex tutor.ca/vp/comp/>

Most NGSL wordlists available on key Corpus Text Analysis and Text Editing Tools...

automated data mining survey responses content transcripts qualatative root cause classificati insights ad-hoc analysis product reviews sentit vor of the customer dashboards consumer trends ad-hoc analysis early warning

Browne & Waring's OGTE: <https://www.er-central.com/ogte/>

| WORDS IN THE CURRENT LIST | WORDS OUT OF CURRENT LIST | COVERAGE |
|-------------------------------|----------------------------|-------------------|
| A 0% up to the selected level | B 0% out of selected level | C 0% Proper nouns |
| | | D 0% Ignored |
| | | E 0% other |
| A + C + D 0% | | |

| WORDS IN THE CURRENT LIST | WORDS OUT OF CURRENT LIST | COVERAGE |
|-----------------------------------|-------------------------------|----------------------|
| A 89.81% up to the selected level | B 0.00% out of selected level | C 3.77% Proper nouns |
| | | D 1.32% Ignored |
| | | E 5.09% other |
| A + C + D 94.90% | | |

NGSL Profiler (Coming Soon!)

- analyze text difficulty using all 7 NGSL lists
- simplify texts to student's ability level
- ChatGPT tool for generating texts
- Text rewriting tool to help simplification

NGSL Profiler (Now with all NGSL lists and AI tools to help you created and level texts for your class)

Text Leveler

Text Generator

Text Rewriter

Enter a passage of text in the box below. Select the desired wordlist. Choose the level of the wordlist to check against and press the **GO** button.

Wordlist

Level

NDL

levelone

GO!

Ignore this word

WORDS IN THE CURRENT LIST

A 0%
up to the
selected level

B 0%
out of
selected level

WORDS OUT OF CURRENT LIST

C 0%
Proper nouns

D 0%
Ignored

E 0%
other

COVERAGE

A + C + D 0%

Out of List

| Word | Frequency |
|------|-----------|
|------|-----------|

| | |
|----------|---|
| year-end | 3 |
|----------|---|

| | |
|----------|---|
| equities | 3 |
|----------|---|

| | |
|--------|---|
| equity | 2 |
|--------|---|

| | |
|-------------|---|
| strategists | 2 |
|-------------|---|

| | |
|---------------|---|
| interest-rate | 2 |
|---------------|---|

| | |
|------------|---|
| strategist | 2 |
|------------|---|

| | |
|-----|---|
| ... | 1 |
|-----|---|

Out of Level

| Word | Level | Frequency |
|------|-------|-----------|
|------|-------|-----------|

| | | |
|----------|--|--|
| No words | | |
|----------|--|--|

Ignored

| Word | Frequency |
|------|-----------|
|------|-----------|

| | |
|------|---|
| year | 9 |
|------|---|

| | |
|-----|---|
| s&p | 4 |
|-----|---|

| | |
|--------|---|
| that's | 3 |
|--------|---|

| | |
|-----------|---|
| america's | 2 |
|-----------|---|

| | |
|---------|---|
| goldman | 2 |
|---------|---|

| | |
|-------|---|
| sachs | 2 |
|-------|---|

Words to Ignore

Add a space separated list of words



NGSL Online Learning Tools

- flashcards
- dictionaries
- word games
- video databases

Pedagogic Principles Behind our Learning Tools

- 1) The need to learn from authentic contexts
- 2) The benefits of spaced-repetition learning
- 3) Increased motivation through gamification

Video Concordancing Resource

- Based on the idea of Data-Driven Learning
- Instantly provides thousands of short authentic video clips to teach key words
- Utilizes the free YouGlish.com website



NEW GENERAL SERVICE LIST PROJECT

the most important words for second language learners of English

CONTACT: CHARLIE@CHARLIE-BROWNE.COM

Here is a link to our latest free learning resource, an NGSJ glossary which includes direct links to an in-context video concordance to help learners hear pronunciation of the word in various authentic contexts. Also great for developing collocational knowledge. After you see one clip for the word you are interested in, click the forward button - most words have thousands of examples lined up to see! Below is a screen shot of the NGSJ glossary as well as one of the video clips that comes up for the NGSJ word "absolutely".

| Word | PoS | FpM | Pronunciation | Definition |
|------------|------|-------|---------------|--|
| a | art | 27872 | /eɪ/ | one (of something) |
| abandon | verb | 37 | /əˈbændən/ | to leave someone you should stay to take care of |
| ability | n | 123 | /əˈbɪlətɪ/ | the power, money, or skill to do something |
| able | adj | 361 | /eɪbəl/ | having the ability to do something |
| abortion | n | 24 | /əˈboʊtʃən/ | a medical operation to end a pregnancy |
| about | prep | 2967 | /əˈbaʊt/ | of (a subject); concerning |
| above | adv | 228 | /əˈbaʊ/ | in a higher place than something else |
| abroad | adv | 39 | /əˈbroʊəd/ | in or to a foreign country |
| absence | n | 43 | /æbˈsɛns/ | fact of not being present, or not existing |
| absolute | adj | 27 | /æbˈsəˌlʊt/ | complete and total |
| absolutely | adv | 84 | /æbˈsəˌlʊtli/ | completely, totally; very |
| abstract | adj | 21 | /æbˈstrækt/ | concerning something that doesn't exist physically |
| abuse | verb | | | |
| academic | n | | | |
| accept | verb | | | |
| acceptable | adj | | | |

En YouGlish for English

absolutely Q Say it!

All US UK AUS

How to pronounce **absolutely** in English (5 out of 85715):

TED How to make stress your friend | Kelly McGonigal

Watch later Share

MORE VIDEOS

11:51 / 14:28

Speed: normal

showed **absolutely** no stress-related increase in dying.

Most of our lists are available for study on the free QUIZLET and MEMRISE flashcard sites



Screenshot of the Quizlet website showing a collection of word lists. The main heading is "NGSL 50 word blocks" created by "elearnnguy". There are six cards displayed in a 3x2 grid, each representing a different frequency range of the NGSL (New General Service List). Each card shows the creator's name "manjiro PLUS" and the number of terms (50).

Screenshot of the Quizlet website showing a specific word list titled "NGSL by Frequency 2251-2300" with a 3.9 star rating and 18 reviews. On the right, a large card displays the word "foundation". On the left, there are study options: Flashcards, Learn, Write (4% finished), Spell (18% finished), Test, Match (19 secs best), and Gravity.

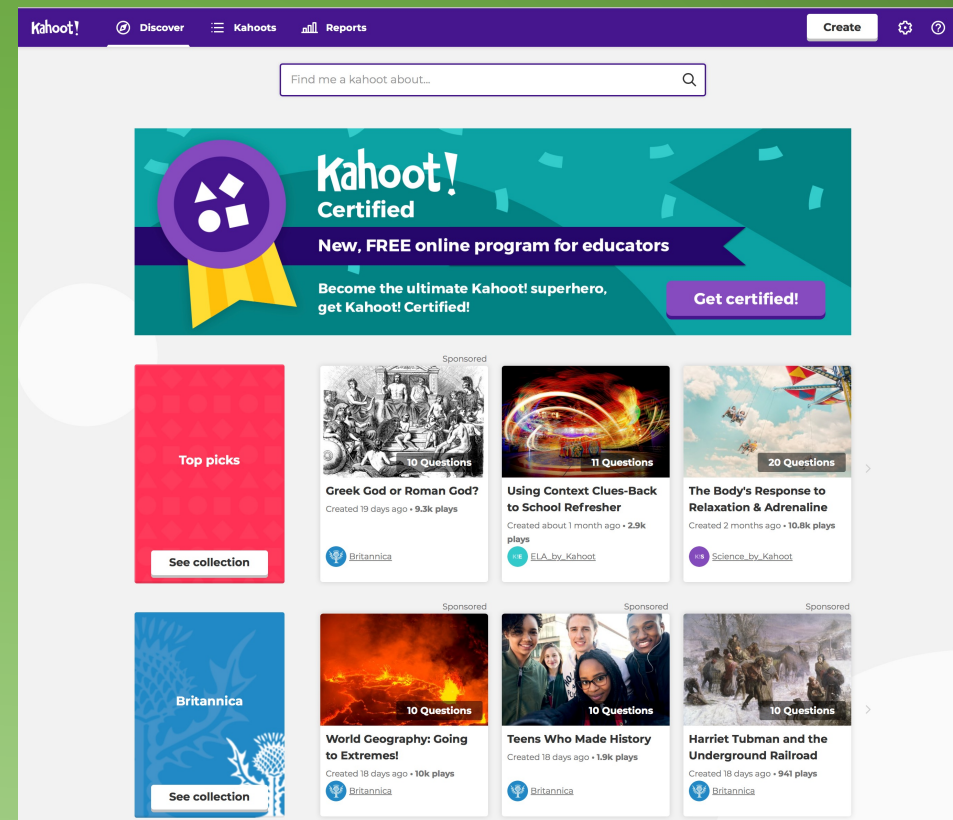
Screenshot of the Memrise website showing a user profile for "elearnnguy" at Level 3 with 0 words learned and 1,448 points. Below the profile is a "Streak Clock" showing 14 hours and 19 minutes left to complete daily goals. A list of word lists is shown, including "New Academic Word List (English definitions)", "New General Service List 1.01", and "NGSL Level 5 & NAWL (English definitions)".

Screenshot of the Memrise website showing a specific word list titled "New Academic Word List (English definitions) - Section 3". It shows 161 words and 0 ignored words. A table lists words and their definitions: "unity" (being in full agreement; being joined together), "critique" (a review of the quality of a work), "differentiation" (a discrimination between things as different and distinct), "closure" (the act of closing something), and "minimize" (to make something as small as possible).

Screenshot of the Memrise website showing a quiz question: "Choose the correct translation" for the word "being in full agreement; being joined together". The word is labeled as a "NOUN". There are four options: 1. peasant, 2. nationalism, 3. unity, and 4. scatter. A "I don't know" button is also visible.

Kahoot: A free Quiz Software for the classroom

You can find NGSL lists on Kahoot too!



Strengths & Weaknesses of Quizlet, Memrise & KAHOOT

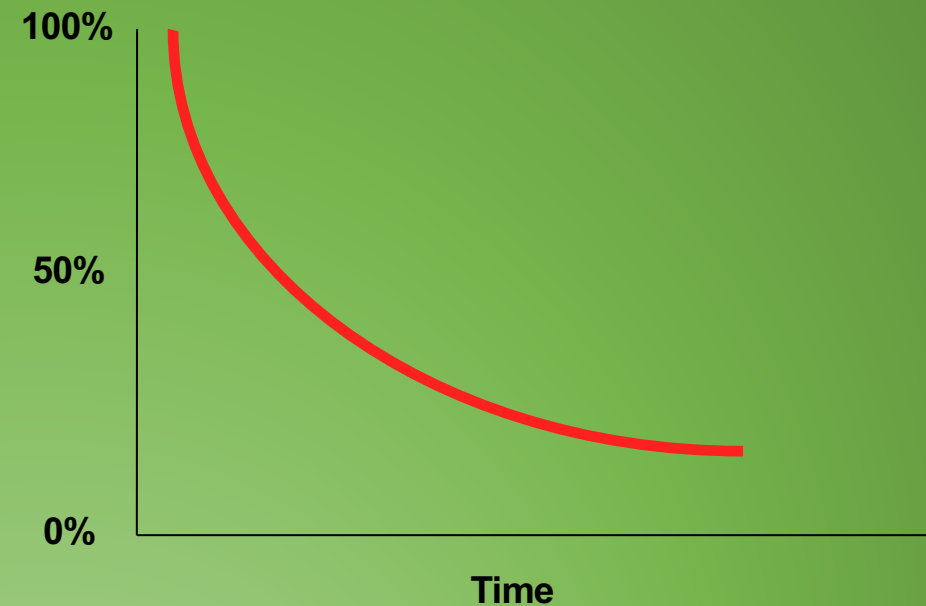
Strengths?

- Works with any word stack
- Has very attractive interface
- Teaches multiple aspects of word knowledge

Weaknesses?

- Doesn't allow for multiple repetitions or take into consideration the science of spaced-repetition and time-intervalled learning
- Not much contextualization for the words

Short-term memory loss

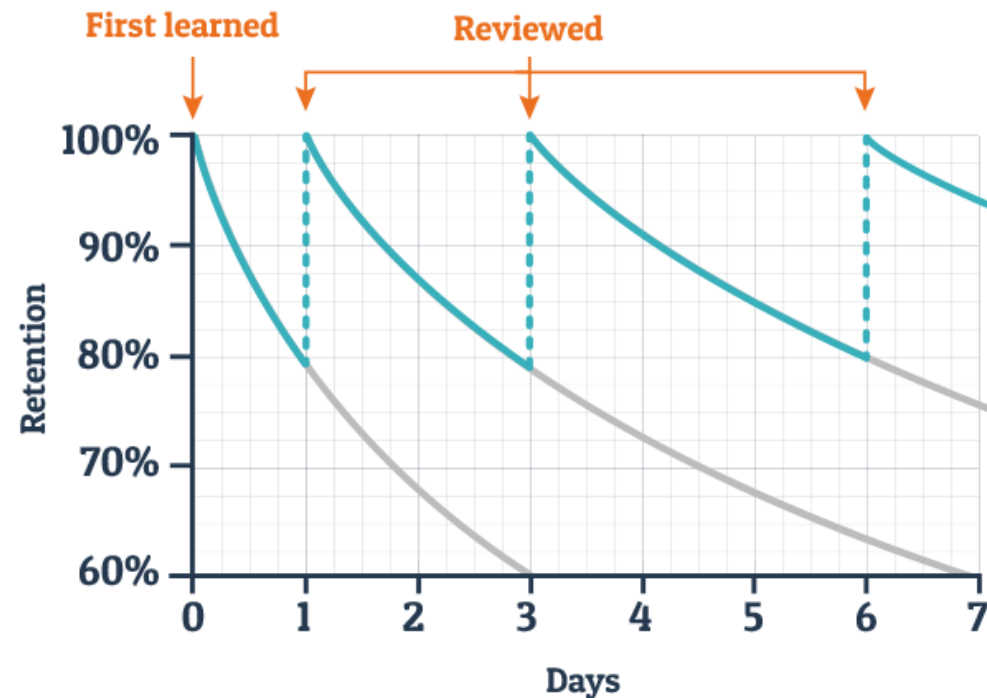


The Forgetting Curve

Ebbinghaus (1885), Leitner (1972), Pimsleur (1967), Mondria, (1994)

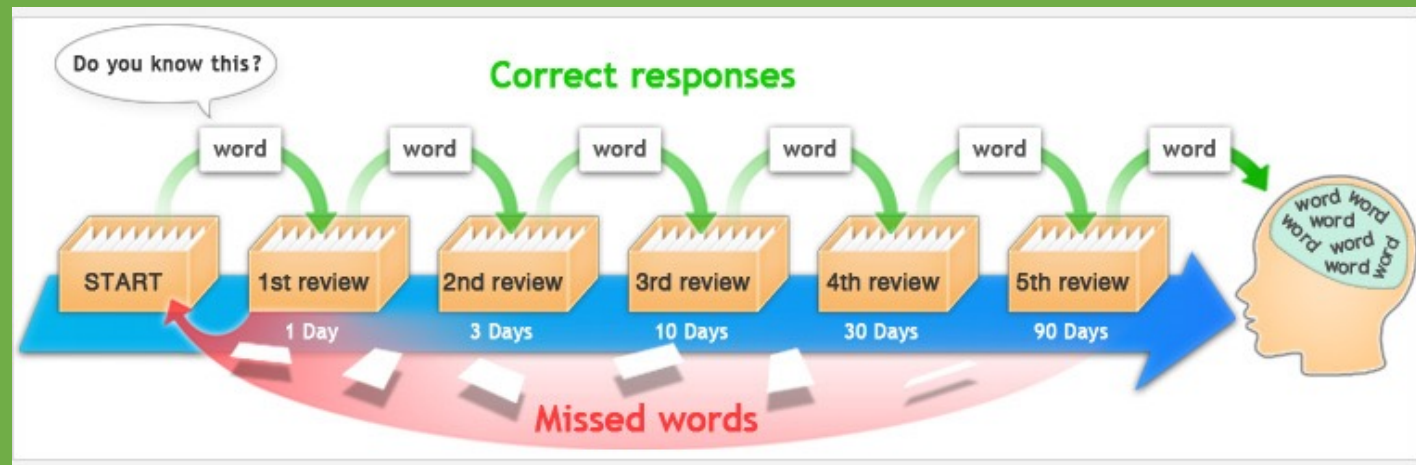
- If you study only once, you quickly forget
- If you review the words just as you are about to forget them, the memory becomes stronger and lasts longer
- Each additional review strengthens the memory until it moves to long-term memory

Typical Forgetting Curve for Newly Learned Information



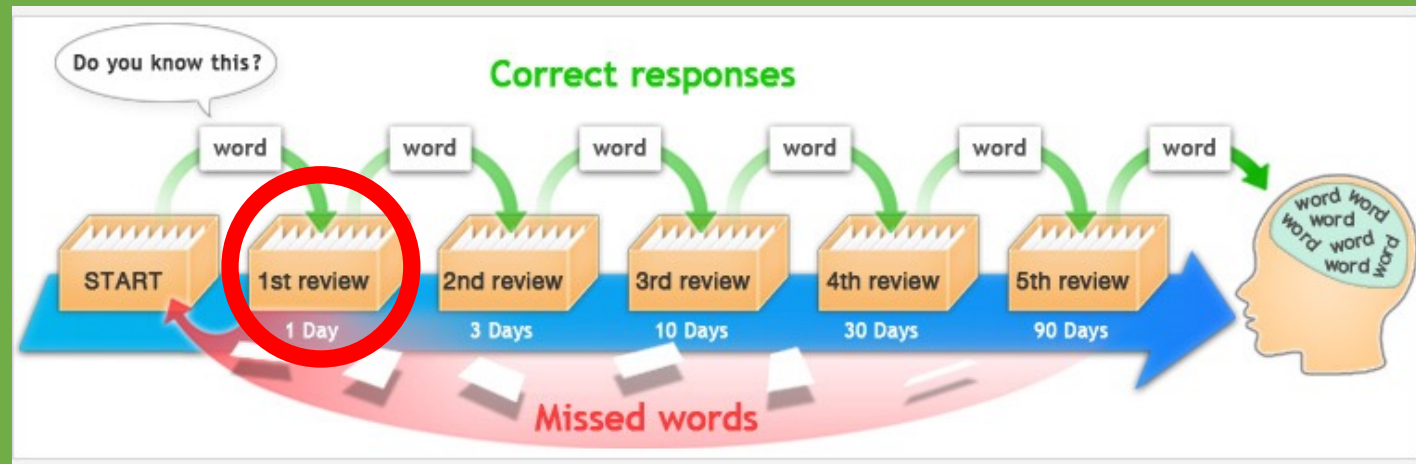
Spaced Repetition is the science of long-term memory

Based on the research of Ebbinghaus, Pimsleur, Leitner, and Mondria, electronic flashcards **automatically repeat each new word** at spaced time intervals, and until the learner achieves long-term, instant-recall ability.



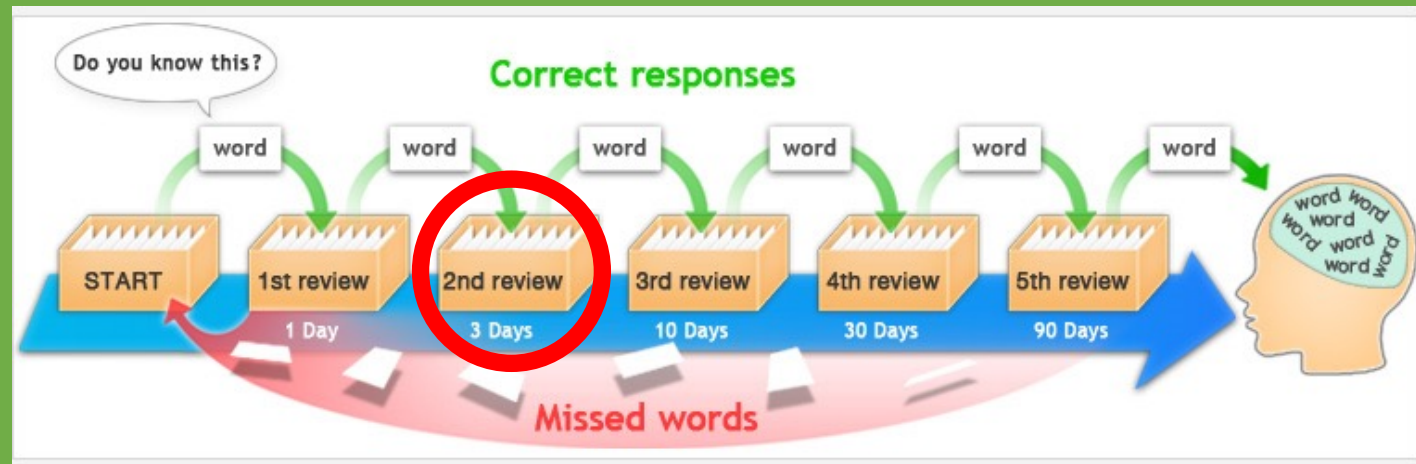
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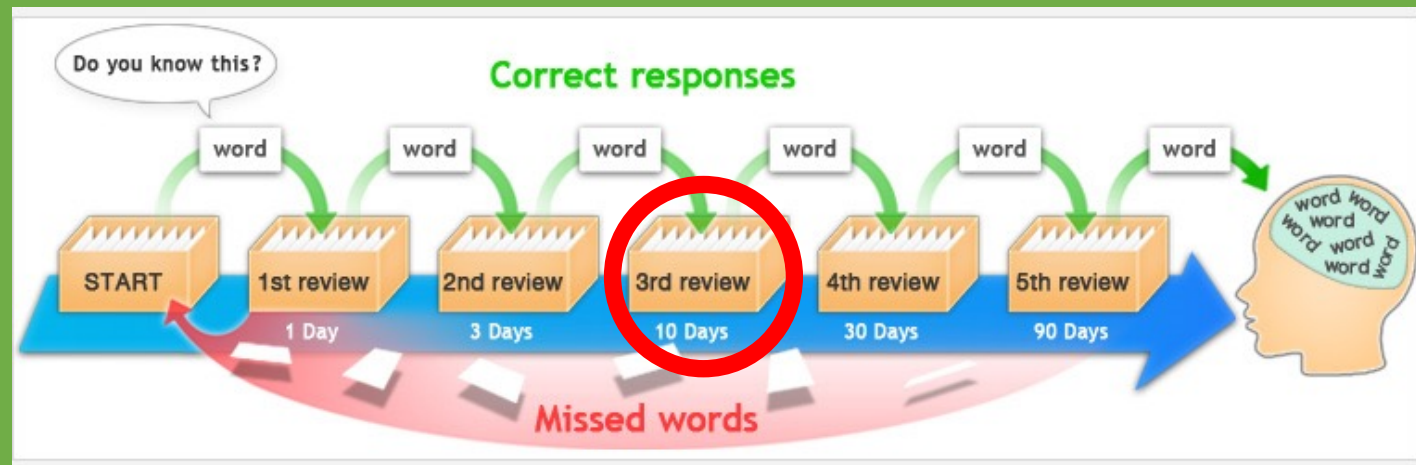
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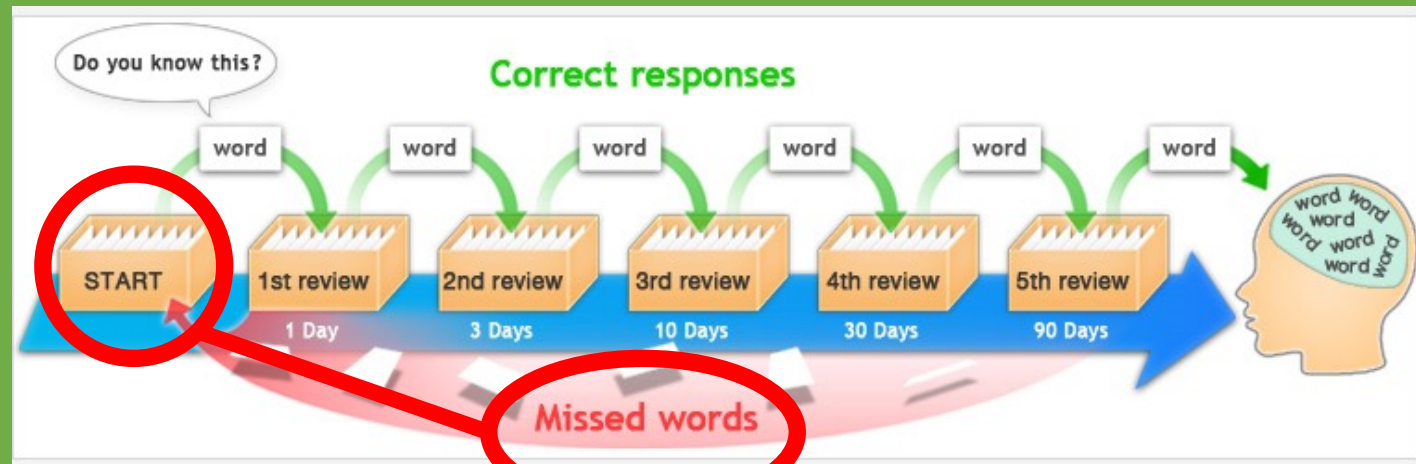
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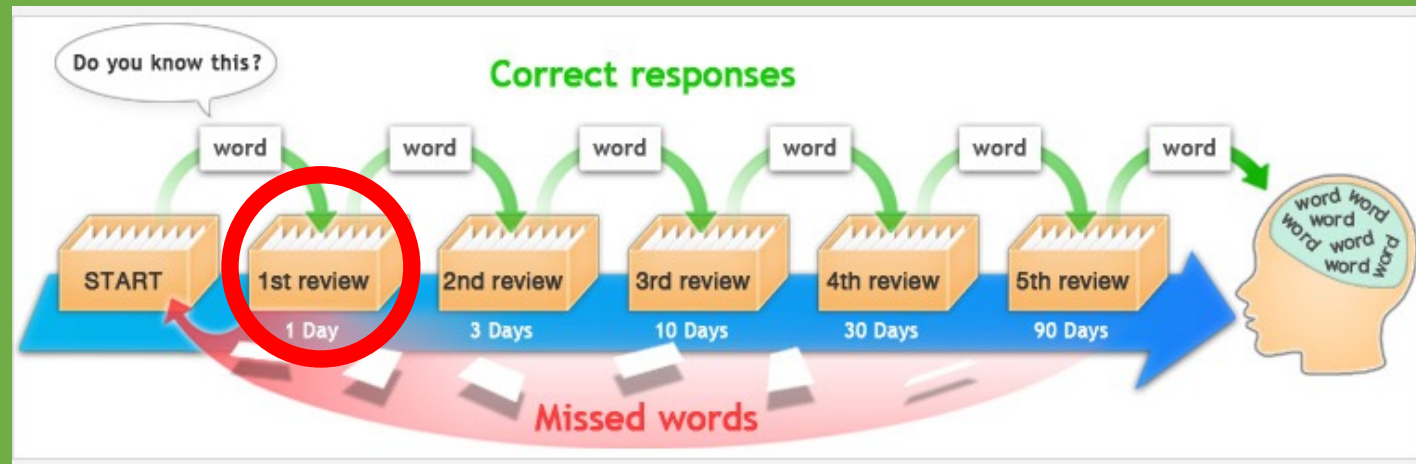
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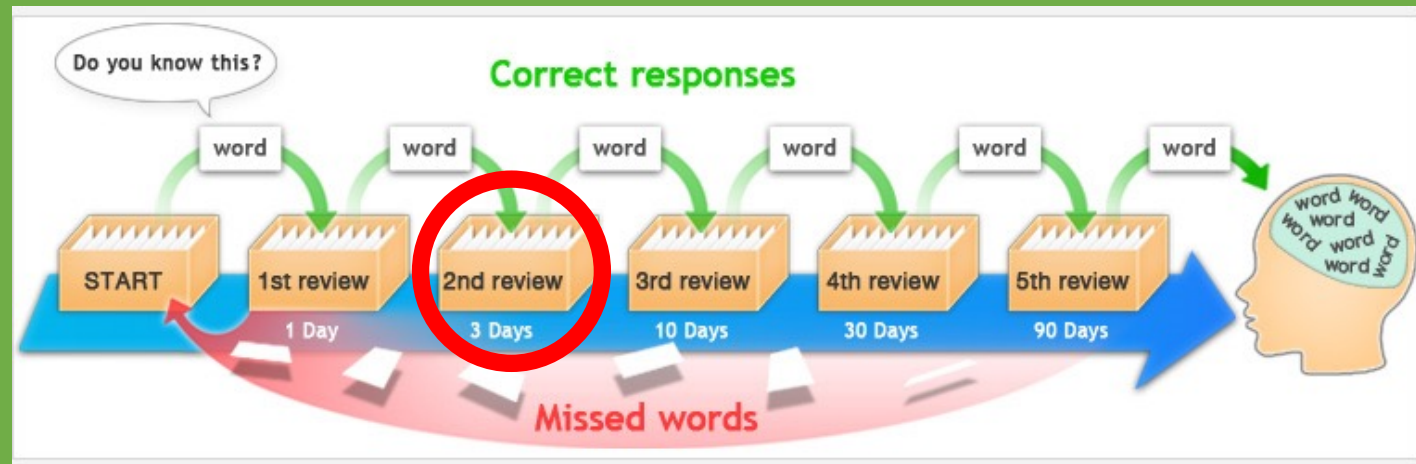
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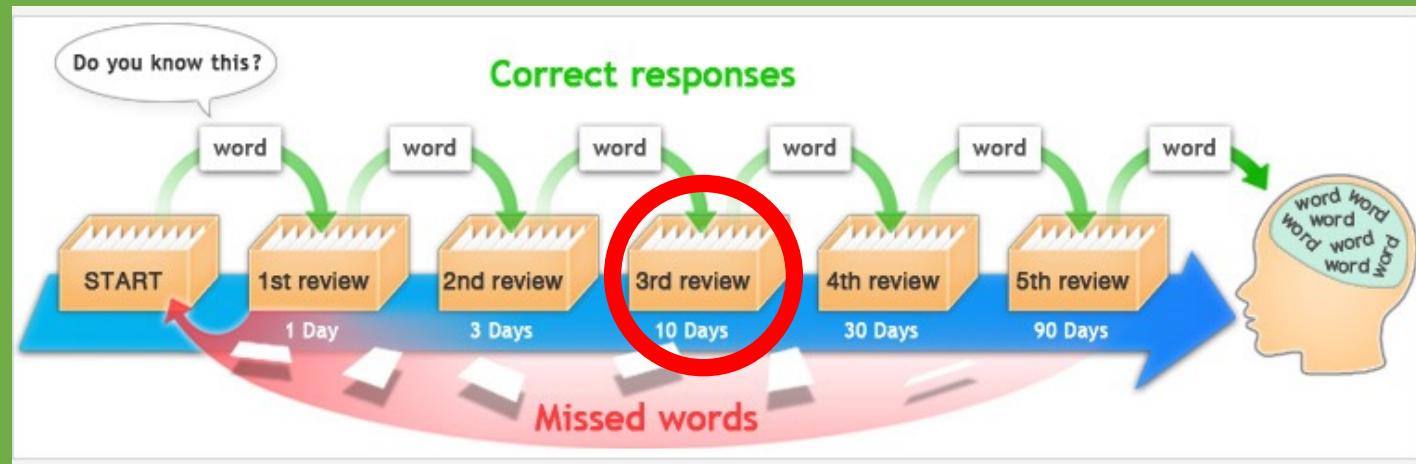
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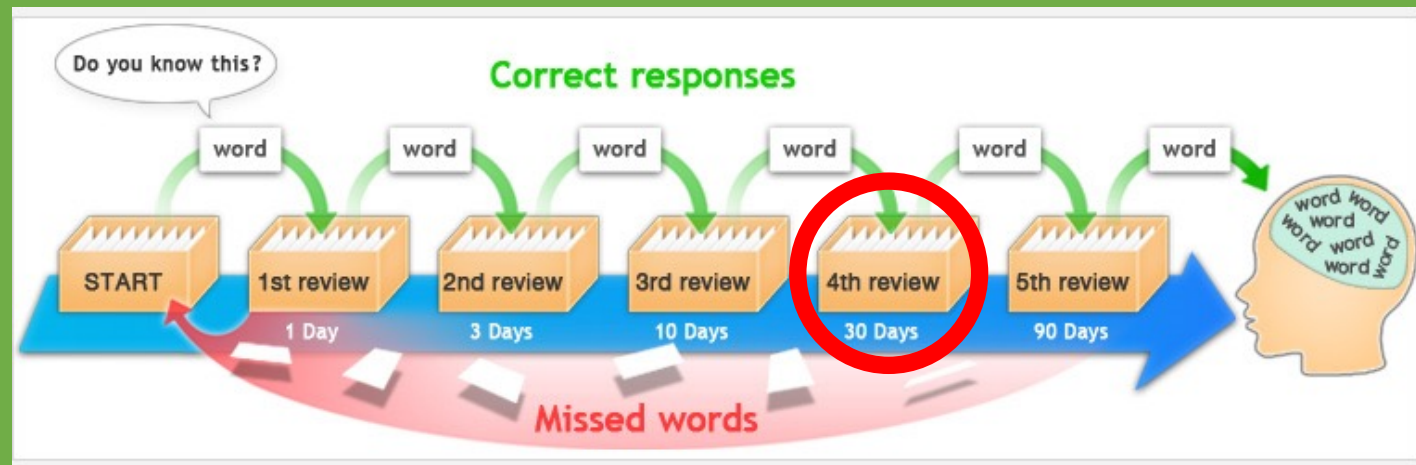
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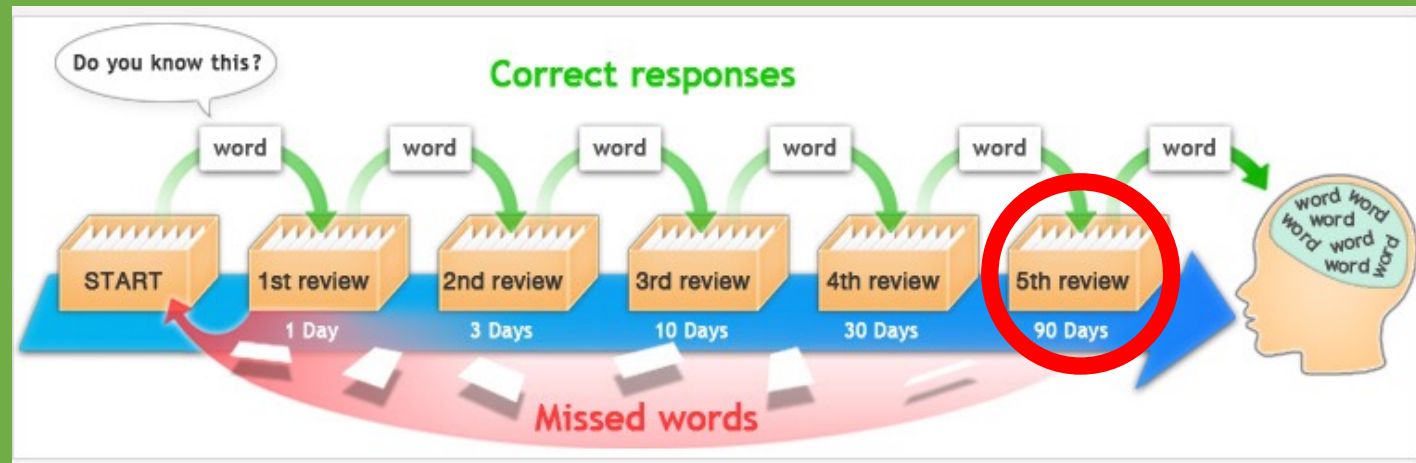
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Spaced Repetition is the science of long-term memory

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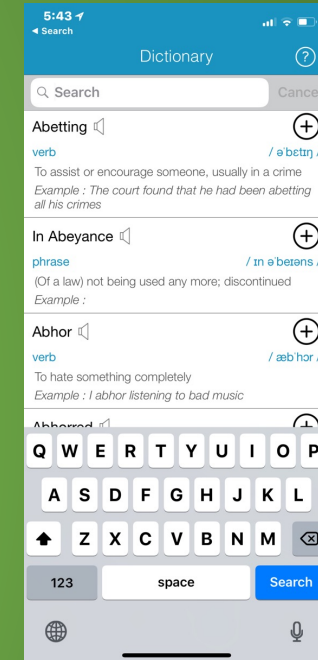
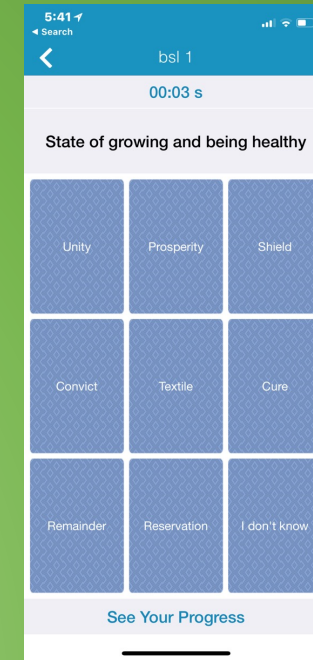
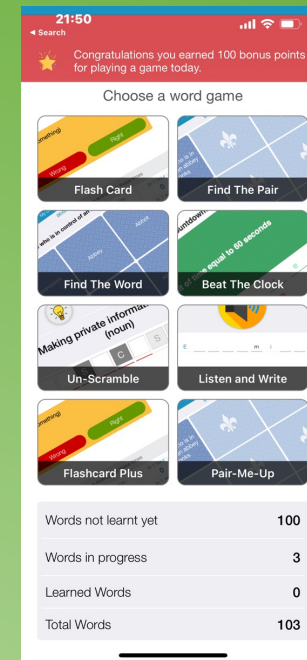
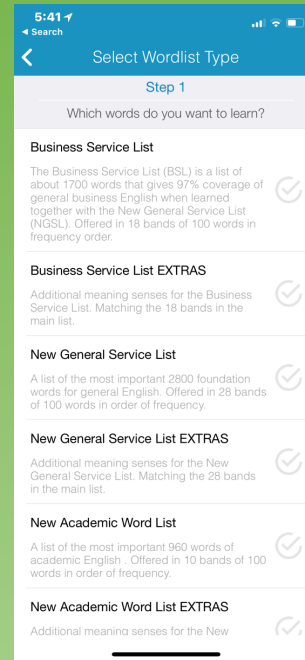
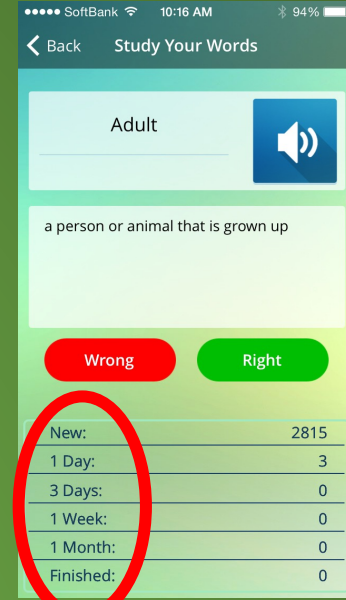
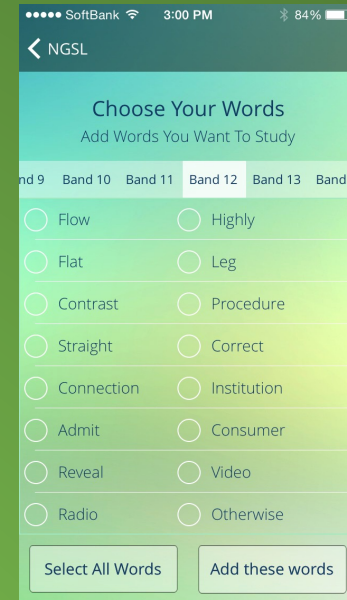
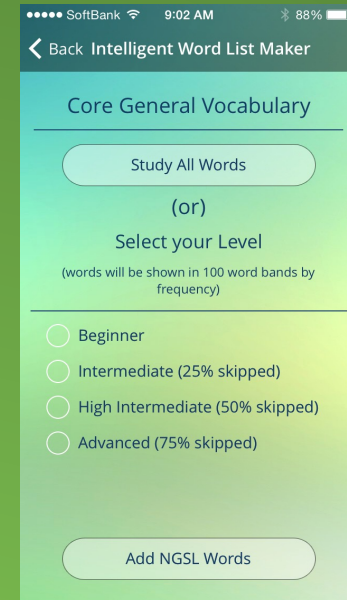
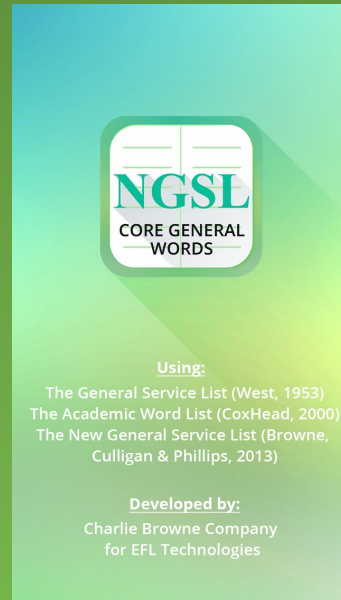
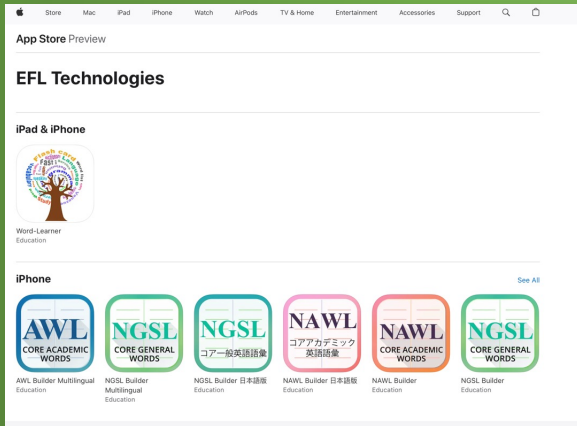
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Free Spaced-Repetition and gamified flashcard learning apps for NGSL word list

- NGSL Builder (flashcards for NGSL)
- Word-Learner (gamified for all NGSL lists)



NGSL Placement Test

- shows you where to start
- links to our learning tools

NGSL Placement Test

This is a short quiz to help you find the best set of words for you to study based on your ability. You will see a list of 20 words. Read the words and count how many you know. Then click on the number of known words below the list. This will take you to another list to narrow down the selection. Repeat the process. All together, you will see 100 words. At the end, we will suggest the best words for you to study.

[Click here to begin](#)

Read the following list of 20 words.

| | | | |
|--------|------------|----------|------------|
| peer | neglect | formula | when |
| target | condition | preserve | certain |
| human | tour | page | prepare |
| wall | nature | evil | connection |
| silly | everywhere | enhance | survey |

How many of the words do you know?

[0 - 6](#)

[7 - 13](#)

[14 - 20](#)

Congratulations

You have finished the quiz. You should study:

NGSL 1.20 Band 26: Words 2501 to 2600

For the words you should study, [Click here](#)

| Rank | Word | Pronunciation | PoS | Definition |
|------|-------------------------------|------------------------------------|------|---|
| 2542 | abortion | /ə'bɔːr.jən/ | noun | a medical operation to end the time when a female is going to have a baby |
| 2562 | allege | /ə'ledʒ/ | verb | to state without proof |
| 2521 | automatically | /ˌɔːtə'mæt.ɪ.k.li/ | adv | in a way not requiring control by a person |
| 2556 | bin | /bɪn/ | noun | a container for storing things |
| 2545 | boom | /buːm/ | verb | to make a deep hollow resonant sound |
| 2539 | boost | /buːst/ | verb | to help increasing progress or growth |
| 2583 | carbon | /'kɑːbən/ | noun | a chemical element (C) found in all living things |
| 2517 | ceremony | /'ser.ə.məʒ.ni/ | noun | special social or religious event |
| 2531 | chamber | /'tʃeɪm.bər/ | noun | a room or space inside something used for a special purpose |
| 2534 | chat | /tʃæt/ | verb | to talk in a friendly and relaxed manner |
| 2585 | cheese | /tʃiːz/ | noun | a yellow or white food made from milk |
| 2529 | clause | /klaʊz/ | noun | a separate part of a contract, a will, or another legal document |

The NGSLT and NAWLT TESTS

- Placement and diagnostics tests
- Developed by Tim Stoeckel & Phil Bennet
- Among highest reliability and validity of any current vocabulary test
- Many research articles published on these two tests
- Available for free download and use from our website

Test of Written Receptive Knowledge of the New General Service List

Level 1

1 charge: They are the **charges**.
 a. important things to think about
 b. prices for a service
 c. good things
 d. reasons

2 case: This is a good **case**.
 a. place to study
 b. way something works
 c. example of something
 d. plan for the future

3 different: They are **different**.
 a. easy to see
 b. large
 c. not easy
 d. not the same

4 room: Where is the **room**?
 a. thing we read
 b. thing to drive
 c. place to buy things
 d. space in a building

5 lead: I will **lead** you.
 a. take you to a place
 b. meet you
 c. let you
 d. give something to you

6 policy: That is a good **policy**.
 a. kind of school
 b. story
 c. place to visit
 d. way to act

11 inclu
 a. pa
 b. ch
 c. ad
 d. re:

12 build
 a. gr
 b. ro:
 c. mi
 d. pl:

13 true:
 a. co
 b. dif
 c. int
 d. na

14 teacl
 a. pe
 b. wr
 c. lea
 d. yo

15 well:
 a. fas
 b. in
 c. by
 d. of

16 retur
 a. tal
 b. se
 c. sh:
 d. tal

New General Service List Test Results

Name: Yuki Kiriya
 Instructor: Charles Browne
 Class: Eigokakyoku

This is a test of the New General Service List, a vocabulary list that covers around 2,800 of the most useful English words for language learners. There are 5 levels in the test, each covering around 560 words. You should aim for a score between 80% and 100% in each of the levels.

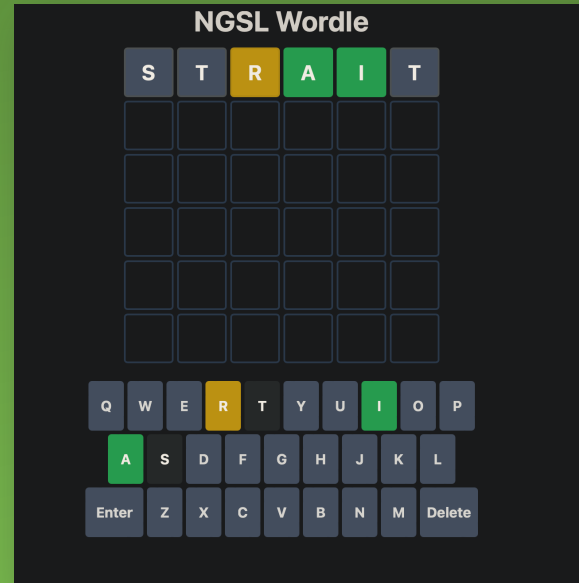
| Vocabulary level | Score |
|------------------|----------------|
| First 560 words | Level 1 86.67% |
| Second 560 words | Level 2 80.00% |
| Third 560 words | Level 3 80.00% |
| Fourth 560 words | Level 4 53.33% |
| Fifth 560 words | Level 5 93.33% |

Based on your score in this test, we have chosen a list of words for you to study. This list is on the next page.

Please look at the words on the list, highlight any words that you don't know, and try to learn them.

More Gamified Tools

(all tied to our interactive learning dictionary)



NGSL Level 5 Unit 7

↻ Revert

🔍 Reveal

? Solution

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | Q | Y | H | Q | G | Z | W | H | U | F | W | I | Z | |
| M | U | C | R | I | M | I | N | A | L | B | P | I | E | K |
| T | H | P | T | G | M | F | C | S | C | Y | G | T | C | U |
| M | X | Y | P | R | O | P | E | R | L | Y | N | I | L | L |
| Z | O | H | I | M | P | O | S | E | L | A | K | H | Q | M |
| R | M | B | C | O | M | C | S | B | T | I | G | B | S | Y |
| M | M | T | I | Y | W | O | Y | S | C | O | A | S | T | I |
| U | Z | U | J | L | L | J | I | Z | T | P | E | M | Z | E |
| C | N | Q | L | C | E | S | A | N | D | D | A | R | W | L |
| A | X | L | V | T | S | I | E | C | I | C | Z | K | B | D |
| T | A | Z | I | A | I | I | Q | S | O | C | H | O | J | F |
| T | P | M | X | K | C | P | E | N | P | U | M | A | W | O |
| A | V | U | G | N | E | B | L | H | C | I | N | E | R | Q |
| C | I | P | A | I | M | P | L | E | M | E | N | T | H | T |
| H | A | L | E | G | I | S | L | A | T | I | O | N | Y | |

ancient

assistant

attach

besides

chart

closely

coast

county

criminal

ill

implement

impose

kick

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NGSL Level 5 Unit 7

↻ Revert

🔍 Reveal

? Solution

Across

5. other than or in addition to

7. to make someone to do, believe, or accept something

10. related to illegal activity; (n) a person who has done a crime

11. to be associated or connected with

13. by going through, by way of

14. very old; having lived a very long time ago

Down

1. able to move from one place to another

2. to give way to someone or something else

3. person who helps another, usually as a job

4. act or process of writing and passing laws

6. to start and carry out a plan or government policy; (n) tool

8. many things or people

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WordSearch Wordle

| Word | Pronunciation | PoS | Definition |
|------------|---------------|------|---|
| a | /ə/ | det | one (of something) |
| abandon | /əˈbændən/ | verb | to leave someone or something you are responsible for and not return |
| ability | /əˈbɪləbəl/ | noun | power, money, knowledge, or skill to do something |
| able | /əˈbl/ | adj | having the power, skill, knowledge, or money to do something |
| abortion | /əˈbɔːʃən/ | noun | a medical operation to end the time when a female is going to have a baby |
| about | /əˈbaʊt/ | prep | of (a subject); concerning |
| above | /əˈbʌv/ | adv | in a higher place than something else |
| abroad | /əˈbrɔːd/ | adv | in or to a foreign country |
| absence | /æbˈsɛns/ | noun | a time when you are not in a place where you should be |
| absolute | /æbˈsəːlʊt/ | adj | complete and total |
| absolutely | /æbˈsəːlʊtli/ | adv | completely; totally; very |
| abstract | /æbˈstrækt/ | adj | concerning something that doesn't exist physically |
| abuse | /əˈbjuːz/ | verb | to use in an inappropriate or excessive way |
| academic | /æˈkædɪˌmɪk/ | adj | related to education or school; (n) educator who works at a college or university |

Goals of the NGSL Project...

1. To create a group of vocabulary lists that work together to teach English in an efficient and systematic way
2. To provide these lists in a variety of forms including with definitions in easy English so that they could more easily be used
3. To create (or utilize existing) online tools to help teachers, students, researchers and content creators to better utilize these lists



My 2015 TEDx Talk on the NGSL Project

Group Video Project



DIRECTIONS:

1) Take the NGSL Placement test:

www.linguaeruditio.com/word-stock/

2) Try to learn some NGSL words using any of the tools you are interested in:

www.newgeneralservicelist.com/tools

3) Study at least 10 min/day, every day for 1 week.

4) Keep a diary each day of what you noticed or felt

5) Meet again with your group to discuss your reactions – compare these tools to how you have studied vocabulary in the past

6) Make a short group video with your reaction and send it to me by February 22:

browne@ltr.meijigakuin.ac.jp

7) I will send each group a video reply within 1 week after that



Words for Success, Words for Life

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A few of My Free Websites & Tools:

www.newgeneralservicelist.org

www.er-central.com

www.er-central.com/ogte