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Robert Chartrand is from Montréal, Canada and has been living in Fukuoka since 1983. He is a professor at the Institute of Foreign Language Education, Kurume University. His research interests are in second language acquisition and educational technology. He completed a master's degree in TESOL at the School for International Training, and a PhD in Information Engineering at the Kyushu Institute of Technology. He has served in various leadership roles in JALT for over 20 years.

JALT2024 Featured Speaker • Charles Browne

The NGSL Project: Words and Tools for Success

Charles Browne

Meiji Gakuin University

Sponsor: Kinseido Publishing Company Ltd.

This presentation introduces the *New General Service List Project*, consisting of seven open-source vocabulary lists tailored for ESL/EFL learners. It showcases various free online tools for teaching, learning, and research, including gamified flashcards, a *Wordle* game, and an AI-powered text profiling tool. Each corpus-based list targets specific genres like daily English and academic English, offering extremely high coverage. Modular development enables flexibility, and ongoing research confirms their efficacy in various contexts, including high-stakes exams.
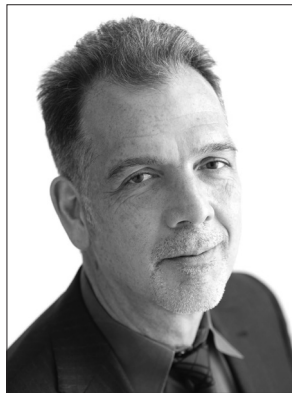
Practice-Oriented Short Workshop

NGSL Profiler: Simplifying EFL Materials the Easy Way!

The NGSL Profiler is a novel corpus-based tool designed to simplify materials to learners' levels (Browne, 2024). Part of the New General Service List Project, it joins a suite of free teaching resources. Inspired by tools like OGTE and AntWordProfiler, it caters to educators and content creators, offering intuitive profiling and AI-powered text creation and simplification. This session introduces the NGSL Profiler and explores its integration with other NGSL resources for enhanced language learning.

Reference

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Charles Browne is Professor of Applied Linguistics at Meiji Gakuin University as well as Director of the English Department's MA and PhD Program and creator of their EFL teacher-training program. He is an internationally renowned public speaker having given more than 50 plenary or keynote addresses at academic conferences around the world as well as a TEDx Talk on his main area of research, second language vocabulary acquisition. Dr. Browne is also a US State Department English Language Specialist, helping governments around the world with tailor-made teacher training programs that promote

cross-cultural understanding and excellence in teaching. He was the first National Chairperson of the cross-cultural exchange JET (Japan Exchange & Teaching) Program and has served on multiple Japanese Ministry of Education national committees, including the steering committee for the JET Program. Dr. Browne has written dozens of books, articles, and research in the areas of second language learning. In addition to his work in creating

many 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 countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps, and has worked relentlessly to share this knowledge through presentations, seminars, and hands-on workshops around the world.

JALT2024 Featured Speaker • Melissa Reed

Teacher Connectivity: Empowering Growth
Melissa Reed

Macquarie University

Sponsor: Macquarie University

Over the last few years, teachers have been increasingly self-directing their professional development to adapt to rapidly changing circumstances (Mercer et al., 2022). This includes an increase in the importance of face-to-face and online networks and communities. However, with the vast number of networking opportunities, it is important to be strategic. In this workshop, participants will identify professional development needs, and opportunities to meet these through developing connections and productive learning conversations with peers.

Practice-Oriented Short Workshop

The Power of Talk: Dialogic Learning in the Classroom

Not all classroom talk is created equal. Dialogic learning offers a framework for classroom dialogue and education in general which encourages deep learning, critical thinking, collaboration, and empa-

thy (Wegerif et al., 2019). Through valuing different perspectives, it can promote inclusive learning environments and improve learner outcomes (Phillipson, 2020). In this workshop, participants will learn about implementing strategies for dialogic learning in the classroom and engage in discussion activities encompassing the principles of dialogic learning.

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Melissa Reed is a Lecturer in Applied Linguistics and TESOL at Macquarie University. She has over 15 years' experience in the English language teaching sector as a teacher, manager, researcher, and teacher educator. Her research interests focus on professional development and teacher education

(e.g. Reed & Chappell, 2021; Reed et al., 2024), and she is currently involved in a classroom project investigating dialogic approaches in university education. She has presented papers at national and international conferences. She was a member of the English Australia CPD Framework Review Steering Committee.

JALT2024 – Opportunity, Diversity, and Excellence
Granship, Shizuoka
November 15~18, 2024
https://jalt.org/conference/

JALT2024 Featured Speakers • Ryoko Okamoto & Erin Noxon

Global Village: Inquiry to Develop International Mindedness

Ryoko Okamoto

Erin Noxon

Sagano High School

Sponsor: Teaching Younger Learners SIG

This interactive workshop will engage participants in exploring global diversity and issues through various activities including the "If the World Were a Village of 100 People" concept. Through these active lessons designed around inquiry-based learning and international exchange, attendees will learn and share practical strategies for integrating global education into language teaching. As teachers, we can foster global citizenship and empathy in students through creative, exciting, and thought-provoking learning experiences.

Practice-Oriented Short Workshop

Learning Diversity Through Inquiry and Global Citizenship

We'll discuss inquiry-based learning and international mindedness in education, reviewing important points about diversity everyone should teach in our global world. We'll outline benefits, challenges, and strategies for integrating these concepts into teaching practices that aid in developing empathy and critical thinking skills. Later in our workshop, we'll review a variety of activities covered in-depth. Our goal is to prepare students to be global citizens who are capable of navigating and contributing to a diverse world.

Ryoko Okamoto has been a high school teacher for more than 30 years in Japan. She has developed and launched a variety of international exchange, study abroad, and global education programs in Kyoto Prefectural Schools as well as assisting with the development of National debate programs for English language education. She is currently the head of the Global Education department at Sagano High School.

Erin Noxon has taught grades K-12 over the past 20 years and is currently teaching at the high school level with Ms. Okamoto in Kyoto. She is a Google Certified Innovator and helps to coordinate international exchange programs and interactions at Sagano High School. Together, Dr. Noxon and Ms. Okamoto have developed a variety of inquiry-based classes and experiences for students and have aided Sagano High School in the reception of grants from MEXT, Panasonic, and Mitsubishi.

JALT2024 Featured Speaker • Morten Hunke

CEFR Quo Vadis? Myths, Recent Trends, and Perspectives

Morten Hunke

Brandenburg University of Applied Sciences

Sponsor: CEFR and Language Portfolio SIG

The recent development of the CEFR looks towards creating opportunities for more transparent language education, with an emphasis on mediation to raise awareness and foster inclusion in the interaction of groups with a diverse background. As a framework it aims to simultaneously develop excellence for learners and teachers by means of its reference levels. The speaker will exemplify by a range of international case studies what the CEFR contributes to the future.

Practice-Oriented Short Workshop

The Journey of the CEFR Journal: Multiplying Best Practice

Creating a platform for teachers, researchers, practitioners in the field of language learning and teaching has been the prime objective of this journal. We pride ourselves in helping, aiding, and guiding potential contributors along the way to getting published. We have incorporated the principle of epistemic respect into our reviewer guidelines, and we have installed strong peer review components into the reviewing process. In short, we are attempting to multiply best practice in many ways.

Morten Hunke is a long-term CEFR LP SIG member and officer. He has teaching experience in the UK, Sweden, Germany, and Japan. At the high-stake test developing TestDaF-Institute in Bochum, Germany, he oversaw strategy and innovation. He is a member of EALTA and is co-founder and a co-editor of the CEFR Journal, *Research and Practice*, which has gained a lot of international attention.

We address the challenges of doing research, describe best practices, and discuss the dos and don'ts of writing a literature review. We also discuss the ethics of student participation in research and how to navigate institutional review board requirements.

A Forum by the Peer Support Group (PSG)

& the Research Ethics Committee (JALT)

Saturday, Nov. 16, 2024

13:00 – 14:30 PM, Hikae 1 (2F)

Breaking in (to research) is hard to do !!!