

Here we have a recent abstract that was submitted to the JACET conference folks here in Japan. In the following pages you'll see the results of the two of the lexical profilers on the Compleat Lexical Tutor webpage at <http://www.lextutor.ca/vp/>

JACET 2016 Proposal

**Title:** Poster Presentations: An Authentic, Effective Method of Enhancing

**Keyword** (at least one, up to five)

Poster presentation, group work, collaborative learning, vocabulary in ESP

**Abstract** (fewer than 300 words):

In the world of academia, conferences play a vital role in providing venues for presentation of work and interaction with colleagues. A typical conference includes a plethora of oral presentations, symposia, keynote addresses, and even poster presentations, and language education has increasingly come to include and require oral presentation skills. Poster presentations, however, have received very little attention in curricula and research, yet when compared to a speech or an oral presentation, a poster presentation requires students to negotiate the poster design and to select carefully poster elements. Moreover, it promotes discussion among group members as well as improvised speech in their communication with session attendees. Thus, in this presentation a new course on poster presentations will be introduced and evaluated. Targeting third-year math students at a private university in Tokyo, this required course aims to (a) enable students to plan, conduct, and review a poster presentation in English, (b) enhance their basic language skills and vocabulary in the areas of their academic interests, and (c) promote collaborative learning among students. A total of 325 students in 13 classes participated. The course reflected as much as possible an authentic regimen of creating a poster: while working in groups, students first learned to read and write proposals (which were submitted and “vetted”), then planned and created a poster, wrote scripts, participated in the poster session, and finally critiqued their poster. A post-course survey revealed that the students found the course and the poster session challenging yet interesting and conducive to improvements in their English skills. Increased knowledge of their own academic area and of other departmental seminars was a further benefit. This presentation is expected to broaden participants' knowledge of a very authentic yet underutilized method of fostering improved presentation skills, academic vocabulary, and area-specific knowledge.

## Web VP Classic

Next you will find the original text (well, almost original), a color-coded key, and the original text with each word color-coded.

Note that in the original text we have numbers (325 and 13), but those are converted into the word number in the color-coded text.

**In the world of academia, conferences play a vital role in providing venues for presentation of work and interaction with colleagues. A typical conference includes a plethora of oral presentations, symposia, keynote addresses, and even poster presentations, and language education has increasingly come to include and require oral presentation skills. Poster presentations, however, have received very little attention in curricula and research, yet when compared to a speech or an oral presentation, a poster presentation requires students to negotiate the poster design and to select carefully poster elements. Moreover, it promotes discussion among group members as well as improvised speech in their communication with session attendees. Thus, in this presentation a new course on poster presentations will be introduced and evaluated. Targeting third-year math students at a private university in Tokyo, this required course aims to (a) enable students to plan, conduct, and review a poster presentation in English, (b) enhance their basic language skills and vocabulary in the areas of their academic interests, and (c) promote collaborative learning among students. A total of 325 (?) students in 13 classes participated. The course reflected as much as possible an authentic regimen of creating a poster: while working in groups, students first learned to read and write proposals (which were submitted and “vetted”), then planned and created a poster, wrote scripts, participated in the poster session, and finally critiqued their poster . A post-course survey revealed that the students**

Here we have the frequency level for the abstract. As you can see, 69.93% of the words (i.e., the tokens) are from the 1000 most common words in English. K-# refers to a 1000-word band; thus, K-2 refers to the band with the second most common set of 1000 words. AWL denotes the Academic Word List, and Off-List Words will be, cleverly, words that are not on any of these three lists.

**Family** denotes the base word (the *lemma*), while **type** refers to a unique word and **token** refers to each individual word. Thus, in a word list if you find “present presentation presentation presentation presentations presentations presentation”, you have just one family (present), three types (present, presentation, and presentations), and one, four, and three tokens, respectively.

	<u>Families</u>	<u>Types</u>	<u>Tokens</u>	<u>Percent</u>
<b>K1 Words (1-1000):</b>	76	91	207	69.93%
Function:	...	...	(115)	(38.85%)
Content:	...	...	(92)	(31.08%)
> Anglo-Sax	...	...	(26)	(8.78%)
=Not Greco-Lat/Fr Cog:	...	...		
<b>K2 Words (1001-2000):</b>	10	11	14	4.73%
> Anglo-Sax:	...	...	(7)	(2.36%)
1k+2k			...	(74.66%)
<b>AWL Words (academic):</b>	28	36	40	13.51%
> Anglo-Sax:	...	...	(2)	(0.68%)
<b>Off-List Words:</b>	<u>?</u>	<u>26</u>	<u>35</u>	<u>11.82%</u>
	114+?	164	296	100%

Current profile	
%	Cumul.
69.93	69.93
4.73	74.66
13.51	88.17
11.82	100.00

Words in text (tokens):	296
Different words (types):	164
Type-token ratio:	0.55
Tokens per type:	1.80
Lex density (content words/total)	0.61

*Pertaining to onlist only*

Tokens:	261
Types:	138
Families:	114
Tokens per family:	2.29
Types per family:	1.21
Anglo-Sax Index:	%
<small>(A-Sax tokens + functors / onlist tokens)</small>	
Greco-Lat/Fr-Cognate Index:	%
<small>(Inverse of above)</small>	

In the first line, you can see that conferences is in yellow. When you check the key to the left, you'll find that *conferences* is in the Academic Word List (AWL) . Similarly, *academia* is in the AWL, as is *role*.

325 students in 13  
classes

became

Number students in  
number classes

in the world of **academia** **conferences** play a **vital** **role** in providing **venues** for presentation of work and **interaction** with **colleagues** a **typical** **conference** includes a **plethora** of **oral** **presentations** **symposia** **keynote** addresses and even poster **presentations** and language **education** has increasingly come to include and **require** **oral** presentation **skills** poster **presentations** however have received very little **attention** in **curricula** and **research** yet when **compared** to a speech or an **oral** presentation a poster presentation **requires** students to **negotiate** the poster **design** and to **select** carefully poster **elements** moreover it **promotes** **discussion** among group members as well as **improvised** speech in their **communication** with **session** **attendees** thus in this presentation a new course on poster **presentations** will be introduced and **evaluated** **targeting** third year **math** students at a private university in **tokyo** this **required** course **aims** to a **enable** students to plan **conduct** and **review** a poster presentation in english **enhance** their basic language **skills** and **vocabulary** in the **areas** of their **academic** interests and **promote** **collaborative** learning among students a total of number students in number classes **participated** the course **reflected** as much as possible an **authentic** **regimen** of **creating** a poster while working in groups students first learned to read and write proposals which were **submitted** and **vetted** then planned and **created** a poster wrote **scripts** **participated** in the poster **session** and **finally** **critiqued** their poster a post course **survey** **revealed** that the students found the course and the poster **session** **challenging** yet interesting and **conducive** to **improvements** in their english **skills** increased knowledge of their own **academic** **area** and of other departmental **seminars** was a further **benefit** this presentation is expected to **broaden** **participants** knowledge of a very **authentic** yet **underutilized** **method** of **fostering** **improved** presentation **skills** **academic** **vocabulary** and **area** **specific** knowledge

Finally, you will find lists of tokens (the upper figure), types (the middle image), and families (the lower figure).

Tokens

**AWL [28:36:40]** academia academic academic academic area area  
creating design elements enable enhance evaluated finally interact  
research revealed role select specific submitted survey targeting

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**Sublist 1**  
area area areas benefit created creating method require requi

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**Sublist 2**  
conduct design elements evaluated finally participants particip

Types

**AWL types: [28:36:40]** academia\_[1] academic\_[3] area\_[2] areas  
conferences\_[1] created\_[1] creating\_[1] design\_[1] elements\_[1]  
participated\_[2] promote\_[1] promotes\_[1] require\_[1] required\_[1]  
targeting\_[1]

Families

**AWL families: [28:36:40]**  
VP-negative: AWL

academy\_[4] area\_[3] benefit\_[1] challenge\_[1]  
evaluate\_[1] final\_[1] interact\_[1] method\_[1] pa  
target\_[1]

## VP-Compleat

Here we have the frequency level for the abstract. As you can see, 59.43% of the words (i.e., the tokens) are from the 1000 most common words in English. K-# refers to a 1000-word band; thus, K-3 refers to the band with the third most common set of 1000 words.

Type refers to a unique word while token refers to each individual word. Thus, in a word list if you find “paper paper paper paper paper”, you have just one type and five tokens of that one type.

<b>Freq. Level</b>	<b>Families (%)</b>	<b>Types (%)</b>	<b>Tokens (%)</b>	<b>Cumul. token %</b>
<b>K-1 Words :</b>	65 (46.76)	77 (46.95)	167 (59.43)	59.43
<b>K-2 Words :</b>	31 (22.30)	37 (22.56)	44 (15.66)	75.09
<b>K-3 Words :</b>	29 (20.86)	31 (18.90)	38 (13.52)	88.61
<b>K-4 Words :</b>	6 (4.32)	6 (3.66)	18 (6.41)	95.02
<b>K-5 Words :</b>	2 (1.44)	2 (1.22)	3 (1.07)	96.09
<b>K-6 Words :</b>				
<b>K-7 Words :</b>	2 (1.44)	2 (1.22)	2 (0.71)	96.80
<b>K-8 Words :</b>	1 (0.72)	1 (0.61)	1 (0.36)	97.16
<b>K-9 Words :</b>	3 (2.16)	3 (1.83)	3 (1.07)	98.23
<b>K-10 Words :</b>				
<b>K-25 Words :</b>				
<b>Off-List:</b>	??	3 (1.83)	5 (1.78)	100.00
<b>Total (unrounded)</b>	139+?	164 (100)	281 (100)	≈100.00

In the first line, you can see that conferences is in yellow. When you check the key to the left, you'll find that conferences is in the K-3 band. Similarly, academia is in the K-9 band, signifying that it is a much less common word.

Current profile (token %)		
K-1	(59.43)	59.43
K-2	(15.66)	75.09
K-3	(13.52)	88.61
K-4	(6.41)	95.02
K-5	(1.07)	96.09
K-7	(0.71)	96.80
K-8	(0.36)	97.16
K-9	(1.07)	98.23
OFF	(1.78)	≈100%

325 students in 13 classes

became

Number students in number classes

in the world of **academia** **conferences** play **vital** role in **providing** **venues** for presentation of work and **interaction** with **colleagues** **typical** **conference** includes **plethora** of oral presentations **symposia** **keynote** addresses and even **poster** presentations and **language** education has **increasingly** come to **include** and **require** **oral** presentation **skills** **poster** presentations however have **received** very little **attention** in **curricula** and **research** yet when **compared** to **speech** or an **oral** presentation **poster** presentation **requires** students to **negotiate** the **poster** **design** and to **select** carefully **poster** **elements** **moreover** it **promotes** **discussion** among group members as well as **improvised** **speech** in their **communication** with **session** attendees thus in this presentation new course on **poster** presentations will be **introduced** and **evaluated** **targeting** third year **math** students at **private** **university** in **tokyo** this **required** course **aims** to **enable** students to **plan** **conduct** and **review** **poster** presentation in **english** and **enhance** their basic **language** **skills** and **vocabulary** in the areas of their **academic** interests and **promote** **collaborative** learning among students total of **number** students in **number** classes **participated** the course **reflected** as much as possible an **authentic** **regimen** of **creating** **poster** while working in groups students first learned to read and write **proposals** which were **submitted** and **vetted** then planned and **created** **poster** wrote **scripts** **participated** in the **poster** **session** and finally **critiqued** their **poster** post course **survey** revealed that the students found the course and the **poster** **session** **challenging** yet **interesting** and **conducive** to **improvements** in their **english** **skills** **increased** knowledge of their own **academic** area and of other **departmental** **seminars** was further **benefit** this presentation is expected to **broaden** **participant** **knowledge** of very **authentic** yet **underutilized** **method** of **fostering** **improved** presentation **skills** **academic** **vocabulary** and area specific knowledge