



ART
DESIGN
LANGUAGES
EDUCATION
SOCIAL WORK

LEXICAL DENSITY IN SPOKEN PODS AS A MOTIVATIONAL TOOL TO INCREASE ACADEMIC FLUENCY

Vaida Misevičiūtė

Kauno kolegija Higher Education Institution



V. Pavardė: Vaida Misevičiūtė
E. paštas: vaida.miseviciute@go.kauko.lt
Institucija: Kauno Kolegija
Adresas: Pramonės pr. 20, LT-50468 Kaunas
Telefono nr.: +370 35 23 24
Tyrimų kryptis (-ys): H 004

Research purpose. The purpose of this research study is to analyse changes in linguistic density in spontaneous recorded speech pods among advanced level students at the beginning and end of one-semester teaching period. During the first week of class, students are asked to record one minute pods on a spontaneously chosen topic following a theme of Keynote proficient textbook. Students are asked to record one to two minute pods weekly, and during the last class (week 12), students are asked to calculate their lexical density again. The changes in lexical density are compared and analyzed. The aim of the study is to understand whether lexical density measurement may work as a motivational tool for advanced level students. The research has attempted to understand what influenced the increase in lexical density and how this knowledge may inform further instruction.

Keywords: lexical density, spoken discourse

Research Methodology. The study was carried out with 60 students (Fall 2023) enrolled in an intensive English C1 level course. Student lexical density was calculated at the beginning and the end of the course using manual lexical density calculation formula (lexical wordsX100/total word count). The increases in lexical density was then analysed to understand the reasons for the increase in density.

Results/Findings. The findings indicate that the students with an increased lexical density used signposting, adverb intensifiers and adjectives more often than the students whose lexical did not change significantly. Furthermore, the study shows that the academic goals in the course had a significant influence on students lexical density due to elimination of informal lexical items such as “like,” “a,” “ what else” with more purposeful connectors as for example, furthermore, in other words, etc. While it is true that lexical density may heavily depend on the familiarity with the topic, the students whose lexical density improved reported feeling motivated by the fact that their language improved. At an advanced level it is often difficult to show students that talking helps build fluency, this tool allowed students understand that their conversation improved at a deeper level.

Originality/Practical implications. The findings suggest that this tool can be used as a motivational tool in advanced English classes. Since it is difficult to notice fluency at advanced levels, this tool provides awareness of how to make speech sound more sophisticated and informative.