TALK ④   13:00-13:40

Capturing the Multidimensionality of Lexical Organization Through Word Association Task: A Concurrent Validation

Masaki Eguchi et al. (University of Hawaiʻi at Mānoa)

In L2 vocabulary research, Word Association Tasks (WAT) have been used to investigating quantitative and qualitative aspects of inter-lexical networks (i.e., lexical organization; e.g., synonyms, collocations; Fitzpatrick, 2012). Previous studies investigated the validity of WAT in relation to general L2 proficiency (e.g., TOEIC), concluding that word association may not capture proficiency. In light of the multidimensionality of lexical organization, however, WAT may serve as a comprehensive measure of L2 lexicon, especially lexical use. In this presentation, we will test the potentials of WAT in relation to (a) vocabulary size and (b) depth, (c) access speed, and (d) lexical sophistication in spontaneous speech (Kyle et al., 2017).

TALK ⑤   13:40-14:20

Phonological and Lexicogrammatical Factors Underlying Comprehensibility: A Study Investigating the Effect of Listeners' First Language Backgrounds

Ryosuke Mikami (Nagoya University)

This study aimed (i) to investigate whether nine linguistic measures of phonology, lexis, and grammar differentially correlate with comprehensibility as rated on a 9-point scale by American, Chinese, and Japanese listeners; and (ii) to explore the best comprehensibility predictors for each listener group. Consequently, phonological qualities alone significantly correlate with comprehensibility as rated by American and Chinese listeners. However, phonological, lexical, and grammatical features showed significant correlations with comprehensibility for Japanese listeners. Moreover, intonation alone explained 67% of comprehensibility by American and 72% by Chinese listeners. Regarding Japanese listeners, rhythm (62%) and lexical richness (16%) accounted for 78% of comprehensibility.

TALK ⑥   14:20-15:00

What Linguistic Knowledge Underlies L2 Oral Fluency?

Shungo Suzuki et al. (Lancaster University)

In the area of L2 speaking research, scholars have explored the relationship between actual L2 performance and its underlying linguistic knowledge (De Jong et al., 2012; Iwashita et al., 2008). Furthermore, previous studies have confirmed the multi-dimensional nature of oral performance (e.g., CAF framework; Housen et al., 2012; Michel, 2017). Building on these recent trends, our on-going joint research project addresses the knowledge-performance relationship by modelling different aspects of oral performance with scores on a set of linguistic knowledge measurements (e.g., vocabulary, grammar, pronunciation). In this talk, we will share part of our findings (particularly on L2 fluency dimension) and discuss future directions of our project with an audience.