

学位論文の要旨

論文題目 Exploring the Extent to Which Productive Vocabulary Knowledge
Tasks Detect Changes

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This thesis investigates (i) the extent to which productive vocabulary knowledge tasks can detect changes over a short period of time for two different proficiency groups and (ii) how such a change might relate to aspects of speaking and writing abilities.

The thesis consists of four experiments (one cross-sectional and three longitudinal). The first experiment (cross-sectional, $n = 105$ A2 participants) compared a widely cited measure—the Productive Vocabulary Levels Test (PVLTL)—with two tasks from Fitzpatrick and Clenton (2017): Lex30 and G_Lex. The first experiment reported that productive vocabulary knowledge might be task-dependent.

The second experiment (longitudinal, $n = 100$ A2 participants) measured participants' vocabulary knowledge with the same three productive vocabulary knowledge tasks from the first experiment at two-time intervals: 0 and 3 months. The second experiment reported that productive vocabulary knowledge change might vary

according to task for a group of A2 participants.

The third experiment (longitudinal, $n = 50$ B2 participants) (i) measured participants' vocabulary knowledge with the same three productive vocabulary knowledge tasks from the first and second experiments but with an additional productive vocabulary writing task (the LFP), and (ii) explored the extent to which productive vocabulary knowledge change (as detected by different productive vocabulary tasks) might be consistent with infrequent words use in a writing task at 0 and 3 months. The third experiment reported that (i) productive vocabulary change might vary according to task for a group of B2 participants and (ii) infrequent words use in writing might consistently relate to productive vocabulary knowledge task (the PVLТ) score.

The fourth experiment (longitudinal, $n = 45$ A2 participants) explored potential relationships between the vocabulary knowledge elicited by the same three vocabulary tasks from the first, second, and third experiments, and aspects of speaking fluency at 0 and 3 months. The fourth experiment reported that aspects of L2 oral fluency might not consistently relate to productive vocabulary knowledge task scores.

The four experiments reported in this thesis allowed me to make three main broad claims. First, the extent to which productive vocabulary tasks can detect

productive vocabulary knowledge change might be based on implicational- and developmental-scales. The implicational scale-based change might relate to the quantitative change of specific aspects of productive vocabulary knowledge (e.g., form, semantic appropriateness, or grammatical accuracy) as detected by tasks with different elicitation characteristics. The developmental scale-based change might relate to the qualitative change of productive vocabulary knowledge (i.e., the ability to produce words in context and to perform contextually demanding tasks) as illustrated by Jiang's (2000) word development theory. This claim of productive vocabulary tasks sensitivity to detect change based on two different perspectives might provide insights on how aspects of productive vocabulary knowledge construct change over time for groups of different proficiency level.

Second, the extent to which productive vocabulary tasks can detect consistent productive vocabulary knowledge change for two different proficiency groups (A2 and B2) might be task-dependent. G_Lex was the only task (when compared with Lex30 and the PVLТ) that was able to detect consistent change between the two proficiency groups (A2 in Chapter 4 and B2 in Chapter 5) in two short-term (three-month) longitudinal studies. This claim of G_Lex sensitivity to detect consistent change might offer some useful insights to the discussion about how to assess various (e.g., pre-

sessional) short-term (i.e., 12-week) language programs.

Third, the extent to which productive vocabulary tasks can detect productive vocabulary knowledge change on IELTS writing and speaking tasks might be task-dependent. The PVLT was the only task (when compared with Lex30 and G_Lex) that was able to detect the infrequent words change in the IELTS Writing Task 2 for a group of B2 participants. G_Lex, on the other hand, was the only task (when compared with Lex30 and the PVLT) that was able to detect infrequent words in Part 3 of the IELTS speaking test for a group of A2 participants. This claim of both the PVLT and G_Lex sensitivity to detect infrequent words in IELTS Writing and Speaking might offer some pedagogical implications to language teachers, skill-based (e.g., speaking and writing) courses, and test preparation (e.g., IELTS) programs.

In addition to the previous three main claims and their potential implications, the thesis developed different equivalent versions of two productive vocabulary tasks (a new version of Lex30, and two new versions of G_Lex). The newly developed versions are designed based on the original tasks' criteria, and might be of a great assist for future productive vocabulary knowledge studies.

