

**Individual Paper Session 2**  
**Others**  
**Tuesday, July 4**  
**9:00-9:30am**

**Breadth and depth of vocabulary knowledge in Japanese-as-L2 text comprehension**

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The purpose of this study was to investigate which features of vocabulary knowledge more are important to the comprehension of L2 texts. Two dimensions of vocabulary knowledge, breadth (or quantity) and depth (or quality), were measured with two kinds of tests. The quantity dimension was measured with a breadth-of-vocabulary test, which was developed by adapting the format of the Nation (2001)'s Vocabulary Levels Test.

In this breadth test, the test-takers were asked to match a target word and its simple definition. The quality dimension was measured with a depth-of-vocabulary test, which was developed by adapting the format of the Read (2000)'s The Depth of Vocabulary Knowledge Test. In this depth test, the test-takers were asked to choose three words (paradigmatic, syntagmatic, and analytic) that are semantically associated with a target word.

In these two vocabulary tests, the same 48 words were used as targets, each of which is rated in terms of level of frequency of occurrence (based on a large corpus for the Japanese Language Proficiency Test). L2 learners (N = 86) and L1 speakers (N = 46) of Japanese took these vocabulary tests and a reading comprehension test. In the reading comprehension test, they read two expository passages and recalled the content of the texts and also answered comprehension questions.

Data analyzed so far indicate: Unlike L1 readers, 1) quantity and quality dimensions of L2 learners' vocabulary were highly correlated; 2) correlation between vocabulary competence (both quantity and quality) and text comprehension was significantly high in L2 learners, and 3) quantity of vocabulary, especially vocabulary with higher level of frequency, was more accountable for the variance in text comprehension, especially for the more difficult passage. Based of the findings, the features of vocabulary knowledge and their contribution to L2 text comprehension will be discussed.