motivation: b) to account for the associations between motivational variables and L2 reading comprehension; and c) to investigate individual differences in L2 reading by identifying the motivational profiles of the participants as well as motivational differences due to gender and L2 proficiency.

The participants of the study were 1,012 Japanese university students (408 males and 565 females) enrolled in ten universities. The instruments of the study consisted of a reading motivation questionnaire and a reading comprehension test. The questionnaire was composed of nine hypothesized dimensions of motivation for L2 reading: Curiosity, Involvement, Challenge, Recognition, Compliance, Instrumental, Importance of Reading, Reading Efficacy, and L1 Reading Motivation. The questionnaire and test were administered in 2009 and 2010, and the results were statistically analyzed. Factor analysis confirmed the hypothesized dimensions of L2 learners' motivation for reading, which accounted for a total of 62.14% variance. Correlational analyses revealed that there were positive relationships between Reading Efficacy, Curiosity, and Involvement and the reading test respectively. The results of a MANOVA indicated that male and female students differ significantly in many of the identified dimensions. Further results will be reported during the presentation. (This research is supported by a Grant-in-Aid for Scientific Research from the Japan Society for the Promotion of Science.)

Problems of Word Combination in Learner
English: A Corpus-based Analysis of Adjective
Noun Sequences Produced by Japanese Students

T. Uchida (Meisei U.)

Since the 1990s or earlier, the appearance of words in sequences designated as multi-word expressions, collocations, or lexical bundles has received considerable attention in the domain of linguistics and language teaching circles, although such linguistic usage as a whole has not yet been given a common definition by researchers. Teachers and learners of an L2 have wanted to know exactly what items should be taught, and how. These questions have partially been answered, but the problem has yet to be fully solved. The present study explores lexical sequences produced by learners, focusing on the adjective noun sequences (ANSQ) produced by Japanese-speaking EFL learners. How the Japanese learners produce ANSQ compared to native speakers of English (NS) has been investigate by utilizing computer corpora. The purpose of the study is to reveal the similarities and differences between the Japanese learners and the native speakers in their use of ANSQs. Both the JEFLL Corpus along with the British National Corpus (BNC) were used in the study for the purpose of comparing between them. The former is an EFL learner corpus consisting of 700,000 words in free compositions written by Japanese high school students; the latter is well-known as a balanced and reliable corpus of modern English consisting of over 100 million words. First a list was compiled of the 100 most common attributive adjectives found in a dictionary corpus constructed from English-Japanese dictionaries for beginners by the present author. Referring to both JEFLL Corpus and BNC, concordance lines containing one of the selected adjectives were retrieved from the corpora to compare and reveal the features of the ANSQs used by the learners in terms of their frequency, dispersion, and other statistical
measures. The results of the analysis will be displayed and the implications of the study will be discussed at the presentation.

Aug. 31/9:30-10:55/Bld1 R304

Exploring the Roles of Lexical Processing in
Second Language Proficiency: Using the Newly
Developed Vocabulary Processing Test

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Vocabulary skills have often been assessed based on knowledge-based components: size and depth of vocabulary. Assessing the ability for practical use of vocabulary in L2 communication, however, requires adding a processing-based component. Speed of lexical access should be included as an equally important component. Based on this assumption, our study team has developed a new assessment method of vocabulary skills called “CELP (Computer-based English Lexical Processing) Test”, which focuses on assessing the degree of automaticity of lexical processing.

Our symposium explores the validity and reliability of this newly developed vocabulary test in terms of predicting L2 proficiency among Japanese university students. Our discussions mainly focus on the importance of measuring L2 lexical processing skills both for receptive and productive skills based on the correlation data. Effective method of vocabulary instruction is also suggested.

The present symposium consists of four sections.

The first presentation will explain the rationale behind and procedures for creating CELP Test.

The second presentation will discuss the importance of lexical processing for reading fluency, investigating the correlation between access speed measured by CELP Test and some other components of reading comprehension.

The third presentation will discuss how CELP Test can predict extensive reading performance in terms of the total amount of pages read by learners and will show that extensive reading can improve lexical processing skills measured by CELP Test.

The forth presentation will explore the predictability of CELP Test for language processing tasks related to several types of speaking skills.

Finally, the last presentation will emphasize the importance of lexical processing skills measured by CELP Test in overall English proficiency measured by TOEFL.