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Article

## The relationship between three measures of L2 vocabulary knowledge: L2 listening and reading

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### Abstract

This study explores the constructs that underlie L2 vocabulary knowledge and investigates the degree to which these constructs are able to predict, measures of second language proficiency. Two structured vocabulary tests tapping receptive and productive/orthographic (*ProOrth*) vocabulary knowledge and tests measuring L2 listening and reading were administered to 250 tertiary-level Chinese learners of English. Results showed that *ProPhon* vocabulary knowledge correlated more strongly with *ProOrth* vocabulary knowledge. Factor analysis indicated that all subcomponents of the *ProOrth* test loaded onto one factor and those of the *RecOrth* test loaded onto another. Regression modelling showed that *ProPhon* explained 51% of the variance in L2 listening scores and 33% of the variance in the L2 reading scores. The results suggest different dimensions of vocabulary knowledge are tapped by these tests.

### Keywords

L2 listening, L2 reading, regression models, vocabulary knowledge

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