The effect of learners' L1 and proficiency on lexical complexity in L2 speech. Evidence from the Trinity Lancaster Corpus.

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This study explores the effect that learners' L1 and proficiency have on lexical complexity in the Trinity Lancaster Corpus (TLC). The TLC is a 4.2-million-word learner corpus of spoken L2 English. It is based on the Graded Examination in Spoken English (GESE), administered by Trinity College London, a large international examination board. Different measures of vocabulary knowledge have been proposed in the field and lexical complexity plays a key role among them (Kyle, 2019). However, few studies have investigated lexical complexity in spoken L2 production (e.g. Crossley et al., 2019). This study uses the new *Lex Complexity Tool* which includes indices specifically tailored to analyse spoken language. It examines three proficiency levels (B1, B2, and C of the CEFR), looking into lexical diversity and sophistication, and their relationship with test-takers' L1. The results show a significant main effect of both learners' L1 ($\eta^2 = .18$) and proficiency ($\eta^2 = .10$) on lexical diversity and sophistication scores. Implications for SLA, language assessment, and language teaching will be discussed.

Crossley, S. A, Skalicky, S., Kyle, K., & Monteiro, K. (2019). Absolute frequency effects in second language lexical acquisition. *Studies in Second Language Acquisition, 41*, 721–744.

Kyle, K. (2019). Measuring lexical richness. In S. Webb (Ed.), *The Routledge Handbook of Vocabulary Studies* (pp. 454–476). Routledge.