L1 INFLUENCE ON THE ACQUISITION OF L2 COLLOCATIONS

FOREIGN LANGUAGE ACQUISITION & COMMUNICATION I

CLASS 5 NOV 7, 2024

Multiword units

Formulaic sequences: stored and retrieved as a whole, processed more quickly and accurately than nonformulaic sequences.

Creative (Rule-based) vs. Holistic (chunk-based)

Idioms vs. Collocations

Don’t pull my leg!

I can’t put up with this noise!

We have a *heavy* traffic on Saturday.

She is a *heavy* smoker.

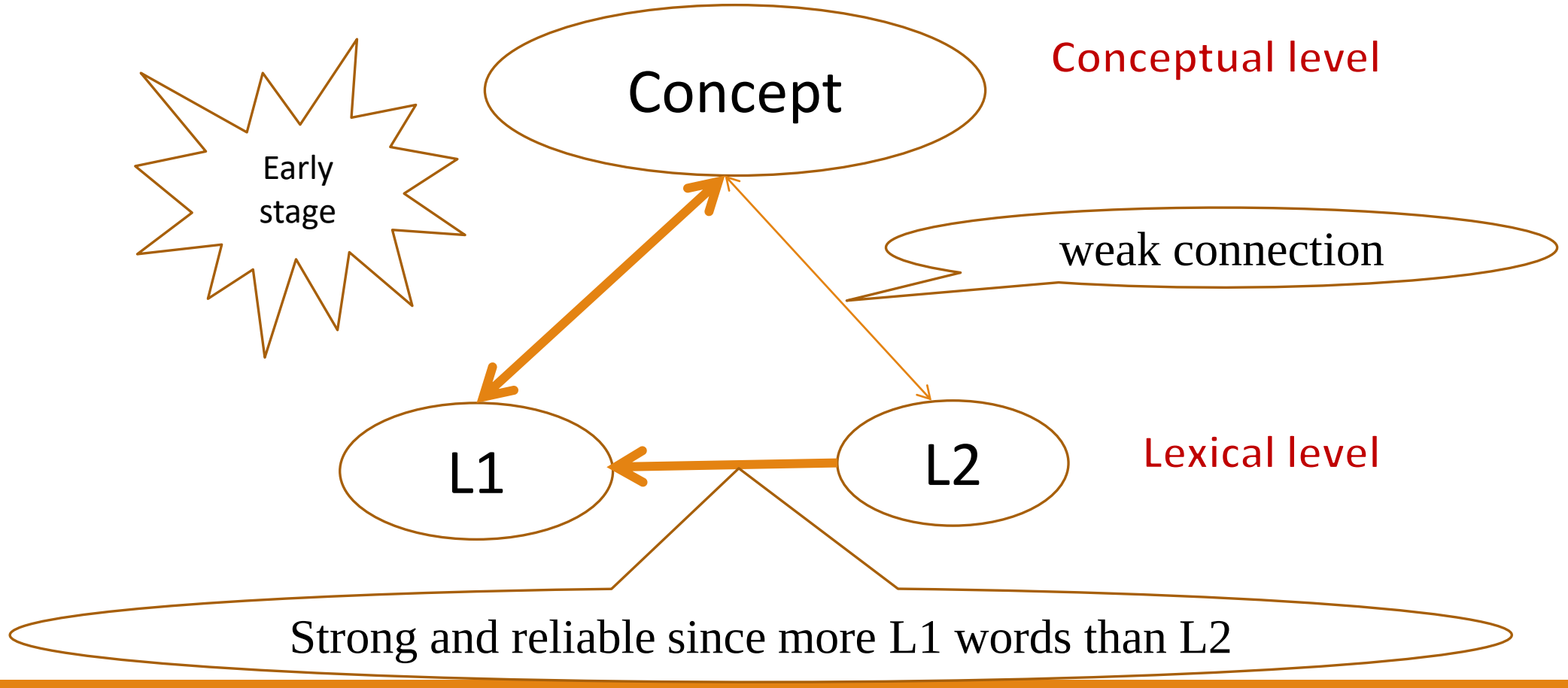
Features of collocations that create difficulties to L2 learners

- The flexibility of their component words in recombining to form other collocations: heavy ⇒ traffic, stone, and smoker
- →Less salient as multiword units, so L2 learners may not notice them, not learn the particular combinations of lexical components. ⇒They combine words freely and create non-existing collocations. ← L1 influence
- The cross-linguistic nature: strong wind = 強い風 (tsuyoi kaze)
- →With their flexibility, L2 learners assume that lexical components can be combined in case of L2 collocations in the same way they do in their L1.

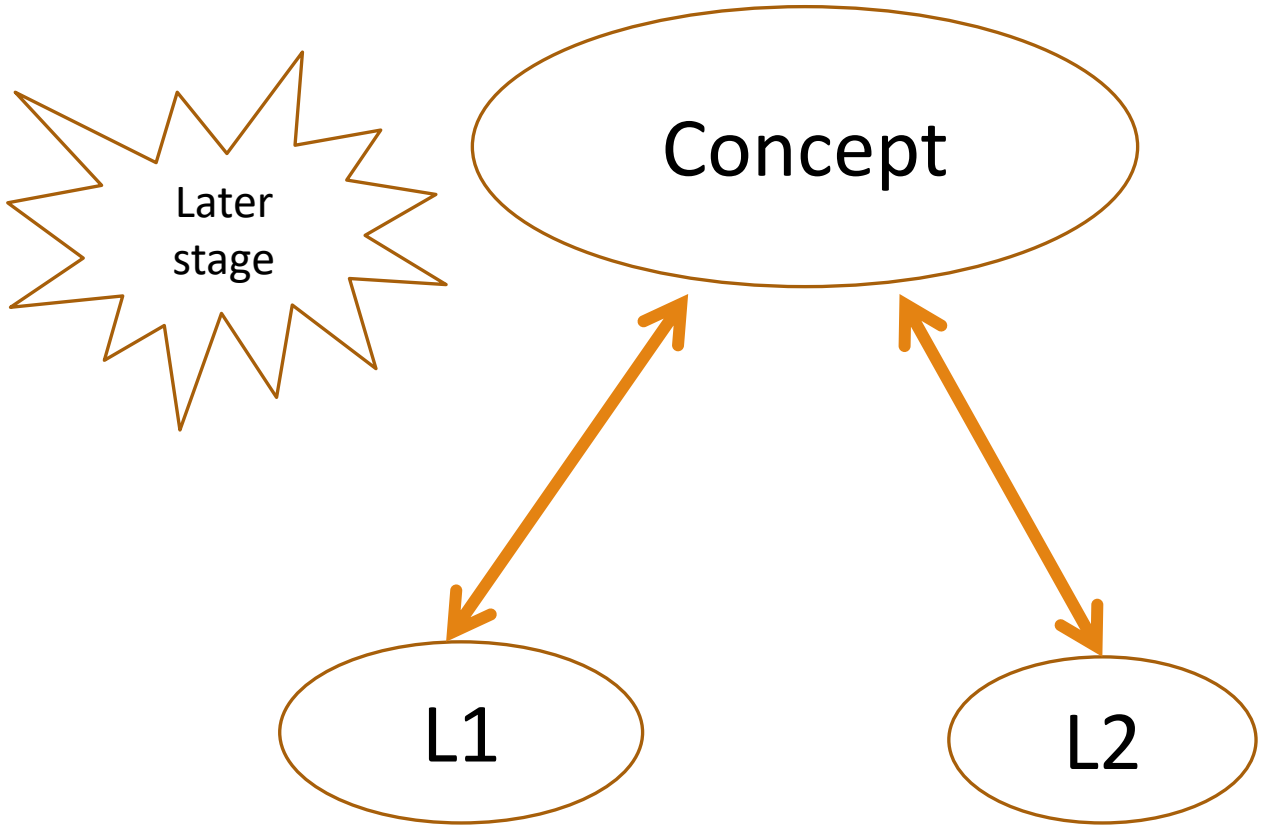
Comparison & contrast between English & Japanese

	English	Japanese
Congruent	strong wind	強い風(tsuyo-i kaze)
	hot tea	熱いお茶 (atsu-i o-cha)
Incongruent	heavy traffic	交通渋滞 (ko-tsu-ju-tai) 重い(omoi = strong) 交通(kotsu =traffic)
	strong tea	濃いお茶 (ko-i o-cha)

Conceptual framework: The revised hierarchical model (Kroll & Stewart, 1994)



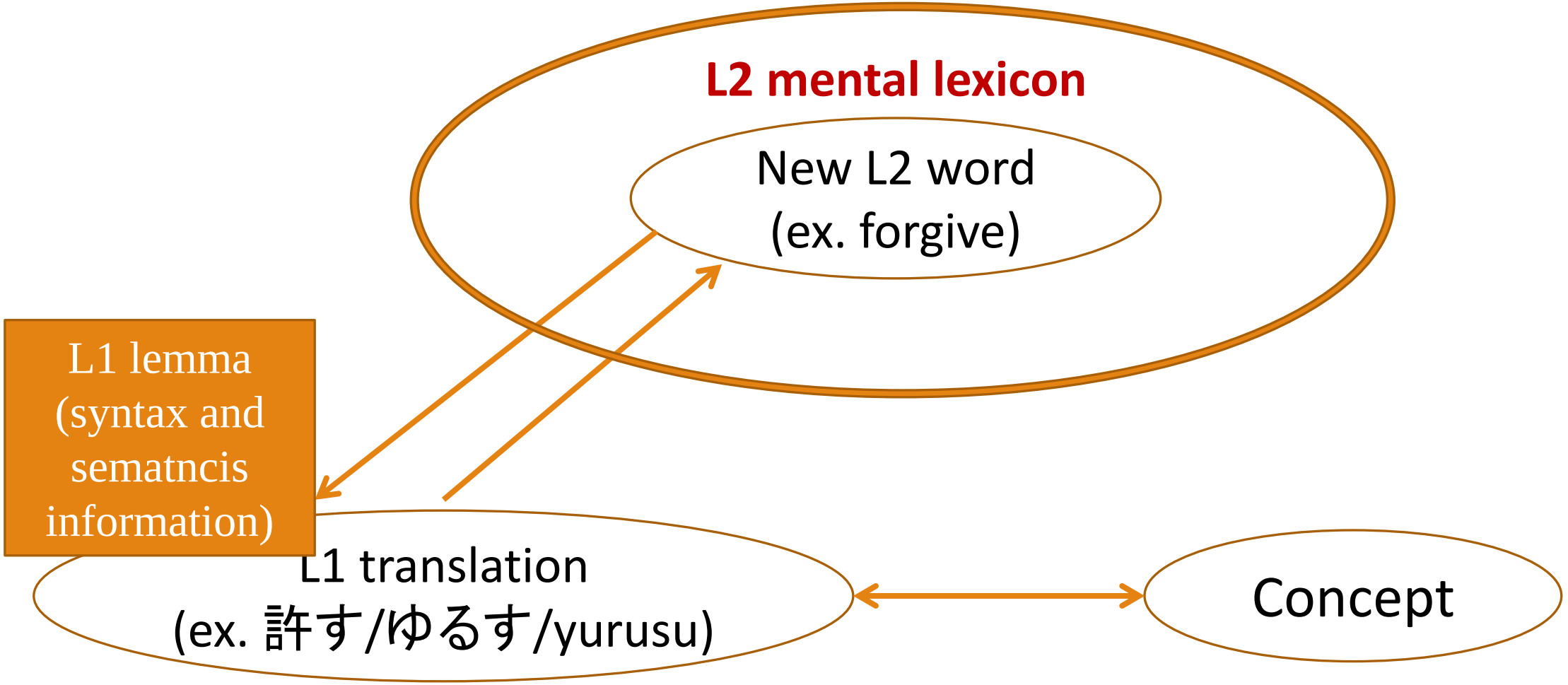
The more exposed to L2 input, the more direct access to meaning from L2 words



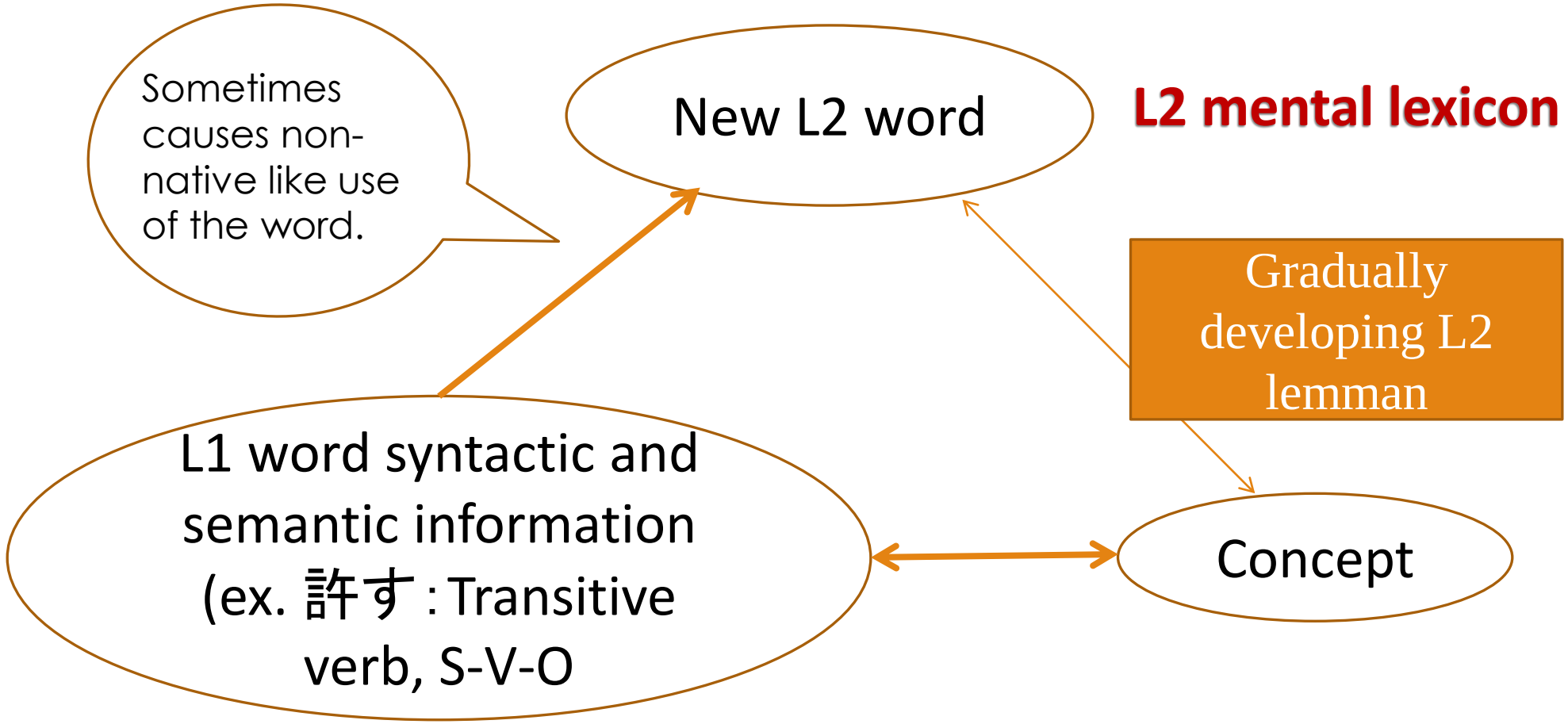
Conceptual level

Lexical level

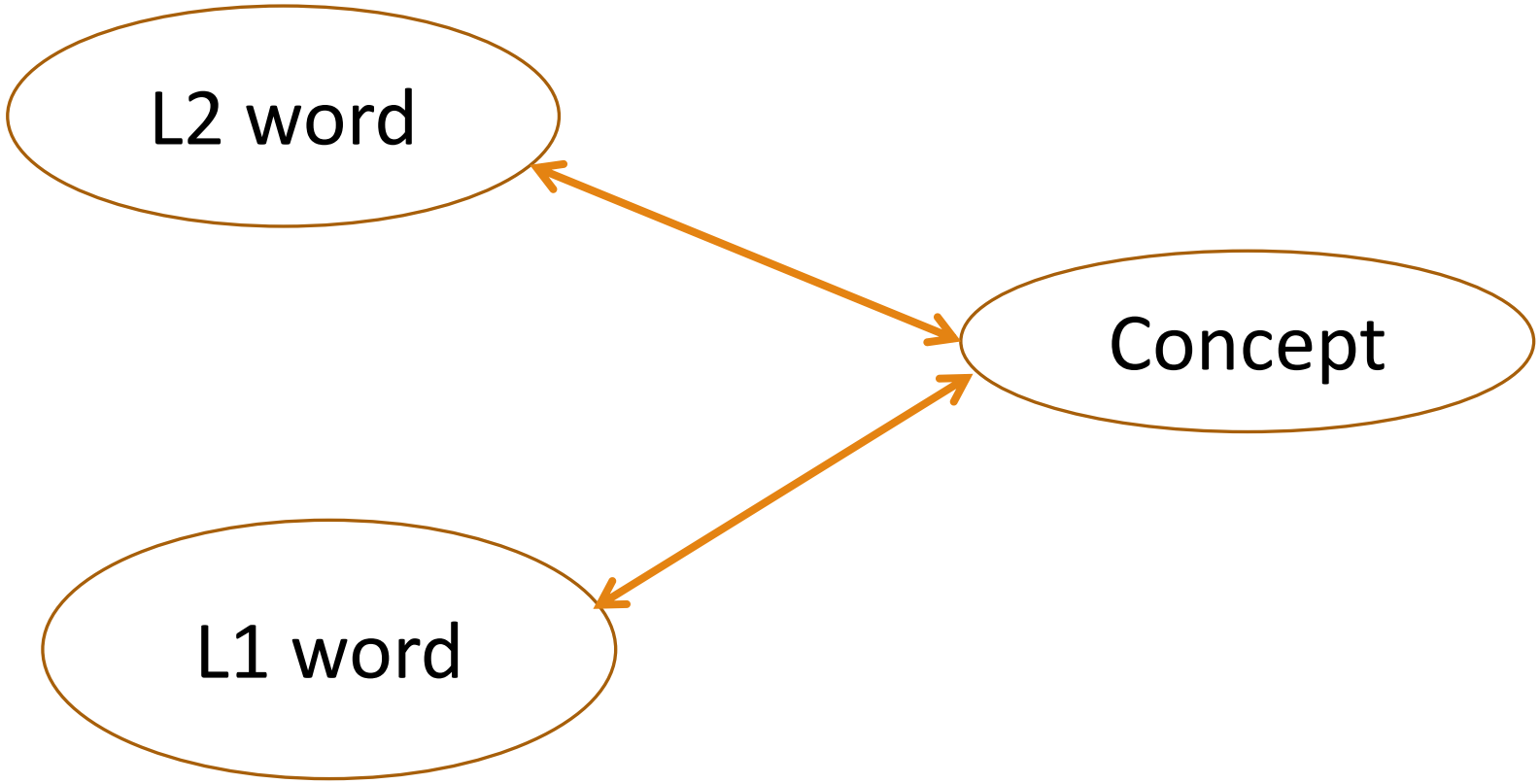
Jiang's (2000) model of the L2 mental lexicon: 1st stage [Word association]



Jiang's (2000) model of the L2 mental lexicon: 2nd stage [L1 lemma mediation]

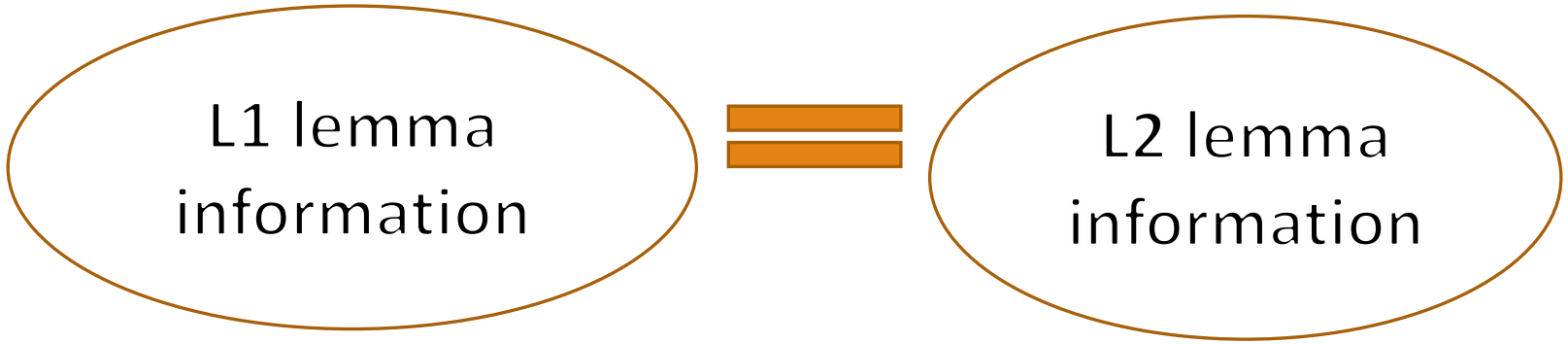


Jiang's (2000) model of the L2 mental lexicon: 3rd & final stage [full integration]



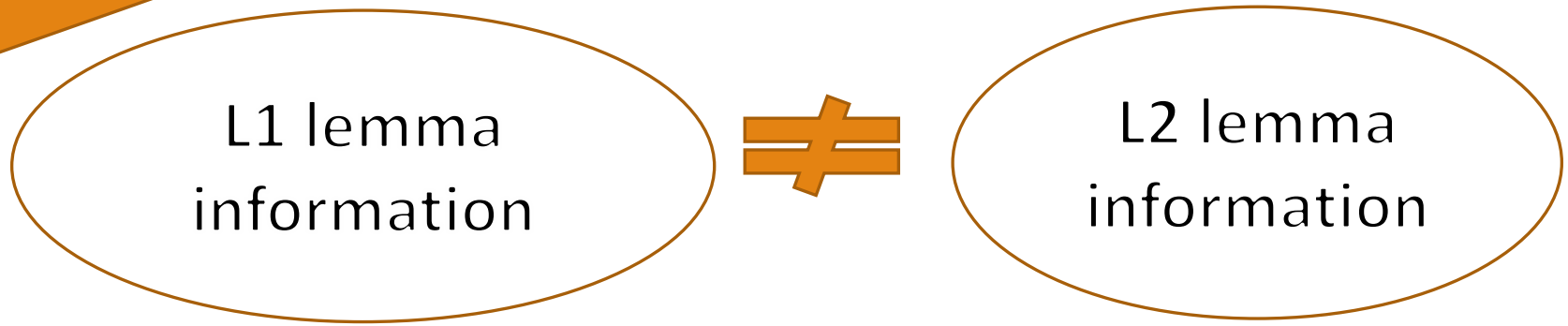
Congruent collocations

Easy to understand and fast to process



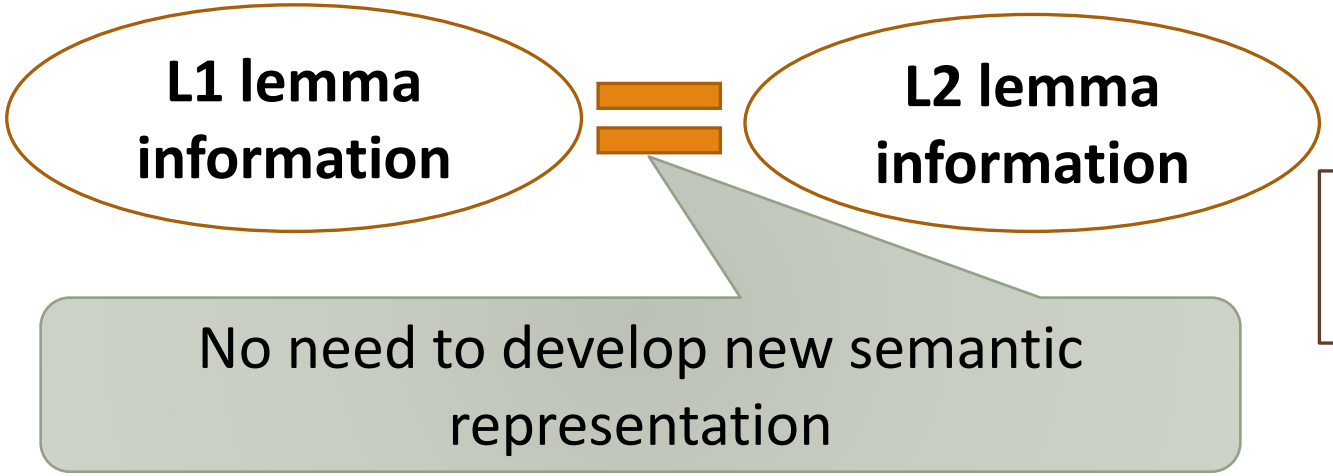
Incongruent collocations

Difficult to understand and slow to process



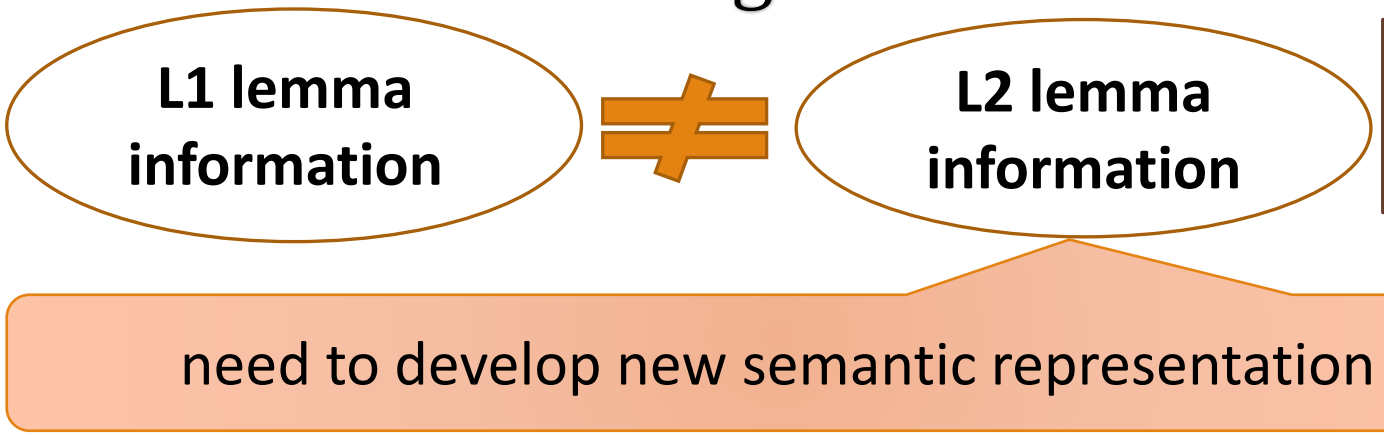
More input and more frequent exposure necessary

Congruent



L1 reliance

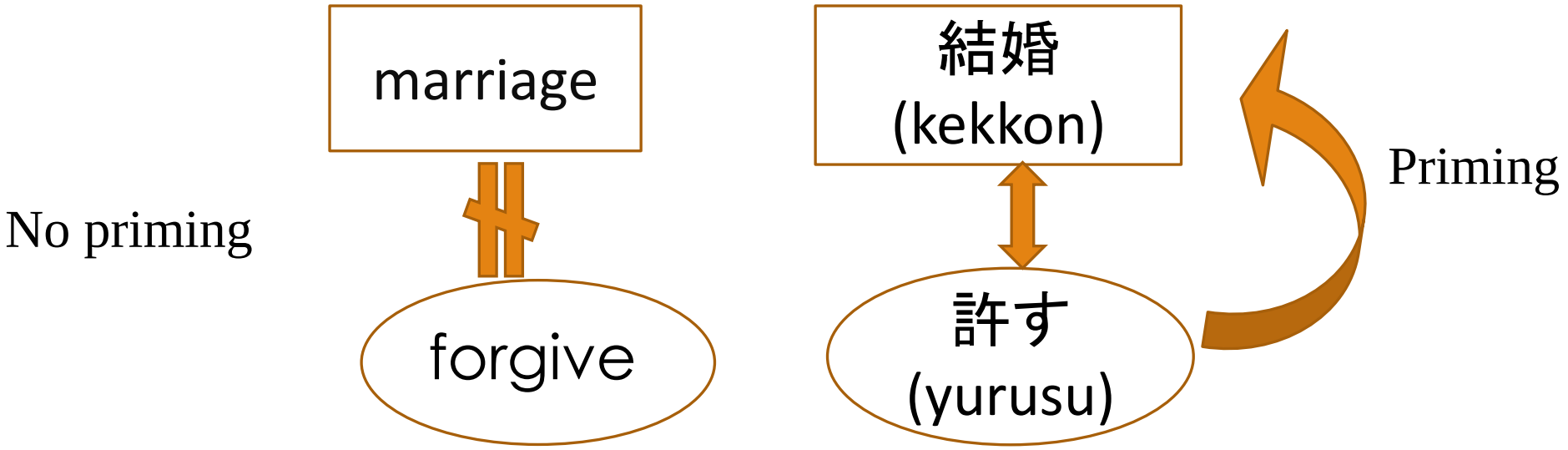
Incongruent



Not much L1 reliance

L1 translation and L1 lexical network

- L1 translation : forgive = 許す/yurusu
- Activating L1 lexical network

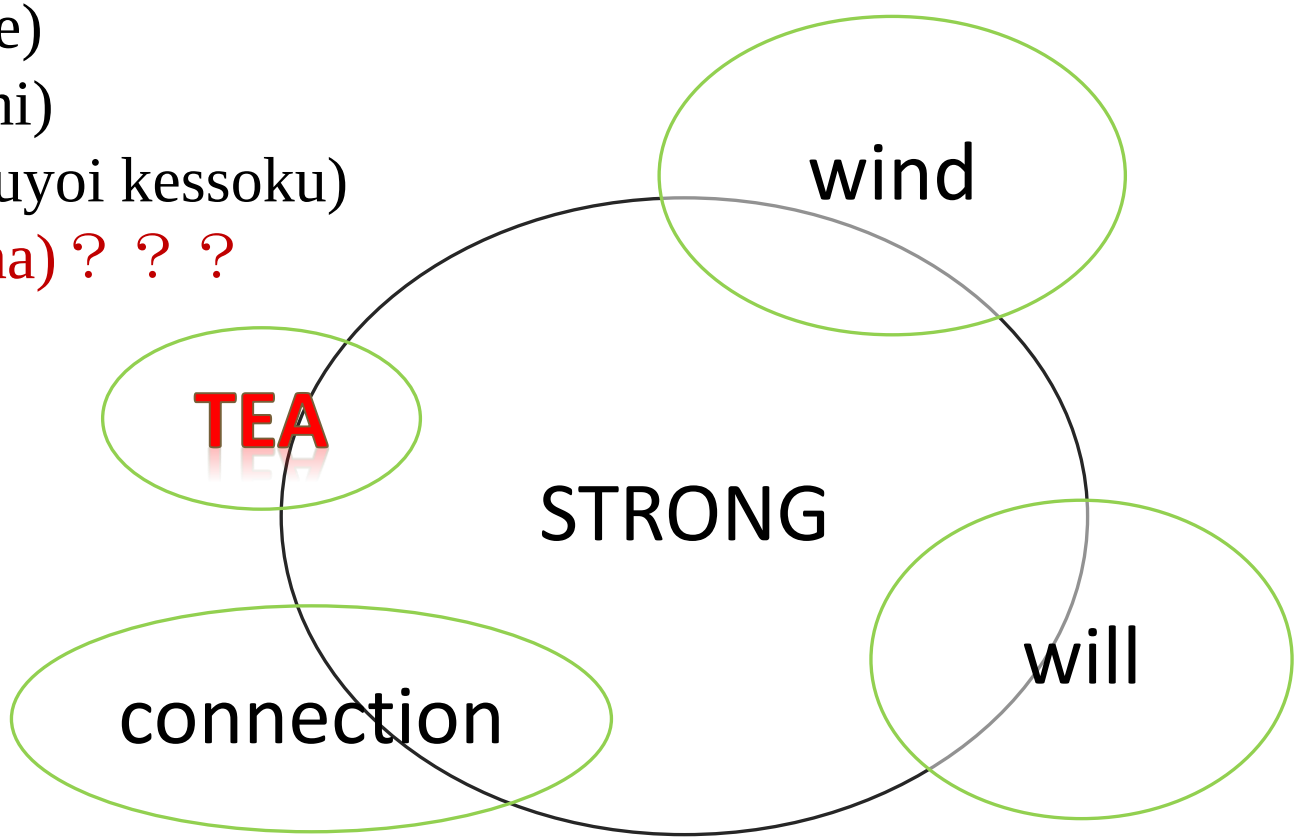


When does L1 transfer occur?

EFL learners' errors on congruent collocations ⇒ Not always occur

L2 learners appear to assume that their L1 and L2 expressions do not always coincide.→ They need to be aware in input that L1 forms and semantics are equivalent to L2. They are very conservative, otherwise.

Different role of input: frequent encounters for congruent ones to confirm direct link with concepts to be established between L1 and L2; those for incongruent ones to be noticed

Development of L2 representation for the word STRONG

Japanese equivalent:
STRONG wind = 強い風 (tsuyoi kaze)
STRONG will = 強い意志 (tsuyoi ishi)
STRONG connection = 強い結束 (tsuyoi kessoku)
STRONG tea = 強いお茶 (tsuyoi ocha)？？？