Effects of Predictability in L1 on the Use of L2 Verb-Noun Collocations

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This paper examines the use of L2 verb-noun collocations by Korean learners of English focusing on predictability in L1. In order to investigate this, a test which consisted of a production and comprehension test was administered to 85 university students. The collocations used in the test were classified into 20 predictable and 20 unpredictable collocations according to the predictability in L1. The findings revealed that overall the Korean learners of English had insufficient collocational knowledge. Particularly, producing collocations seemed to be harder than comprehending collocations for the participants. A significant finding was that the participants made more errors in unpredictable collocations than in predictable collocations. In respect of the patterns of errors, a considerable number of errors appeared to be affected by their L1, while some of the errors were influenced by the overgeneralization of their prior learning such as overuse of delexical verbs. The study suggests that more attention should be paid to the effect of L1 in the use of L2 collocations and teaching collocation needs to be emphasized in the second language classroom in order to enhance learners' communicative competence.

I. INTRODUCTION

In recent years, collocations have received increasing attention in language teaching (e.g., Granger, 1998; Nesselhauf, 2003). Many studies have emphasized the importance of learning collocations, and a large number of collocation books for students have been published. Most vocabulary books, particularly, tend to include collocation usage as well as the meanings of the words. Despite this recent attention to collocations, however, it seems that collocations are still neglected in language classrooms.

One of the probable reasons that collocations are neglected in language teaching is the

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long tradition that has placed more emphasis on grammar than on vocabulary. However, as Hatch (1983) admitted, basic communicative competence includes the use of strategies to solicit vocabulary they need in order to convey intended meaning. It is not difficult to imagine a situation that insufficient vocabulary knowledge causes communication breakdown (Lee, 2007).

In addition, as Bahns and Eldaw (1993) observed, although learners can comprehend and translate English sentences containing collocations, they often cannot produce the same collocations in the target language. For example, advanced students would have no difficulty comprehending *make a reservation,* but when they want to express the same meaning, they often produce *do a reservation* or *get a reservation*. It means that the lack of collocational knowledge can be a more critical issue in language production (i.e., writing and speaking) than in language comprehension (i.e., reading and listening), and thus learning collocation is crucial for improving learners' language output.

Collocational knowledge can enhance not only accuracy but also fluency in language production. The chunked expressions enable learners to reduce cognitive effort to save processing time and to have language available for immediate use (de Glopper, 2002; Nation, 2001). Considering the advantages, it seems that teaching collocations to students is essential to improve their communicative competence. However, one of the fundamental problems in teaching collocations is that there are a considerable number of collocations. As it is clear that language teachers cannot cover all the collocations, some standards should be established to classify collocations to teach. The classification has been attempted by many researchers. While the most prevalent standard of classification is 'frequency' and 'fixedness,' a few studies have considered the effect of L1. The researchers focusing on L1 factor believe that a large number of errors of collocations are caused by learners' native language. According to Bahns (1993), learners should concentrate on L2 collocations which do not have equivalence in their L1 as the majority of collocational errors can be traced to L1 influence. Shin (2006) used the criterion of 'predictability in L1,' which means whether learners can predict the meaning of L2 collocations by direct translation into their L1. He also argued that it could be possible to extract predictable items from the collocation list or at least mark them as items requiring little learning effort.

The primary concern of this study was to analyze the use of L2 collocations by Korean learners of English. As learners' language is likely to be affected by L1, this study aimed to investigate how Korean learners' use of L2 collocations is affected by their L1.

The main objectives of the study were threefold: 1) to examine the students' overall collocational knowledge in terms of production and comprehension, 2) to investigate the number of errors made by the learners according to predictability in L1, and 3) to explore the patterns of the errors made by the learners.

II.   REVIEW OF THE LITERATURE

1. The Classification of Collocations

The term 'collocation' is used in widely different and often rather vague senses in linguistics and language teaching (Nesselhauf, 2003). Firth (1957), who first used the term 'collocation,' defined collocations as the habitual co-occurrence of lexical items. Since then, many researchers have endeavored to define collocations in different ways. However, it is true that there has been no agreement on classification of collocations.

Many researchers defined collocations according to 'frequency': a combination of words which frequently co-occurs is defined as a collocation. This approach has been further developed within the boundary of corpus linguistics, which is a growing field in language pedagogy. As Butler (1997) pointed out, the development of computational techniques of text analysis has made possible the qualitative and quantitative analysis of large corpora of authentic text. The importance of frequency-based classification has been based upon the premise that highly frequent collocations are more likely to be encountered by learners and are thus given a more primacy in language teaching.

Some researchers have attempted to further define collocations based on how strongly words are combined with each other. Cowie (1992) categorized collocations according to the criterion of transparency and substitutability. Transparency refers to whether the elements of the combination and the combination itself have a literal or a non-literal meaning, and substitutability refers to whether and to what degree the substitution of the elements of the combination is restricted. In addition to Cowie's classification, Nasselhauf (2003, 2004) suggested more specific classification of verb-noun collocations. Nesselhauf pointed out a problem with Cowie's classification that the two criteria, although correlating to some degree, do not regularly coincide. In order to avoid the confusion, Nesselhauf considered only substitutability when classifying collocations and proposed three categories: free combinations, collocations, and idioms. Free combinations are that both verb and noun in the combinations can be used without arbitrary restriction on their substitutability such as *want a car*. Collocations are the ones that the noun can be used without arbitrary restriction in the sense in which it is being used, but the verb is to some degree arbitrarily restricted to certain nouns like *shrug one's shoulders*. Lastly, idioms are that no separate senses can be identified for the verb and the noun or they both can only be used in certain restricted environment such as *kick the bucket*.

While both the frequency-based classification and fixedness-based classification have been based on the native speakers' use of collocations, some researchers have argued that in teaching collocation, learners' collocation needs to gain attention. They have attempted to focus on the learners' L1 influence. Bahns (1993) provided a list of collocations that are

classified according to the translational equivalence. Shin (2006) also suggested that classification of collocations should consider the predictability in L1 based on the contrastive analysis. According to Shin, L2 collocations can be divided into predictable and unpredictable collocations, so unpredictable collocations in L1 need to be emphasized in teaching collocations.

2. Research on L2 Learners' Collocation Use

Since learners' native language is an influential factor in using L2 collocations, researchers have conducted studies on learners' collocations in respect of their L1.

Biskup (1992) investigated L1 influence on learners' errors in collocation use. In order to discover the relationship between L1 and learners' collocations, Biskup observed Polish and German learners and conducted a comparative study. The students were asked to supply the English translation equivalents of lexical collocations in Polish and German respectively. The result showed that there was a difference in using collocations between Polish and German students. Polish students' errors were either loan translations or extensions of L2 meaning on the basis of the L1 word. On the other hand, the German students tended to produce errors resulting from assumed similarity in forms.

Nesselhauf (2003) explored the types of mistakes and the relationship between the degree of restriction and the number of errors. Examining 32 essays, Nesselhauf found that even advanced learners had considerable difficulties in producing collocations. They made many errors of English collocations which are not equivalent to their L1 in translational meaning. Nessalhauf concluded that a great number of errors made by participants were influenced by their L1. In order to find out how the degree of a combination's restriction and the errors made by the learners are related, a further subdivision was added to the initial classification of free combinations, collocations, and idioms. Nesselhauf subdivided collocations into two types: RC1 and RC2. RC1 involved a lot of restriction and RC2 a little restriction. It was found that participants had more difficulty in using RC2. According to Nesselhauf, this is because participants misjudged that RC2 are not collocations but free combinations, because RC2 involves only a little restriction. While the classification between RC1 and RC2 is a little vague, the study suggested that more emphasis should be on collocations in terms of restriction.

As mentioned earlier, Shin (2006) developed new criterion of predictability in L1 based on the contrastive analysis. He investigated the degree to which native or near-native speakers of English recognize the difficulty of English collocations for learners of English. In other words, he examined whether native or near native speakers could predict what English collocations would be transparent to users of another language while they had no knowledge of that language. 20 participants were asked to guess which items in a set of 50

collocations might have a parallel construction in Korean or not. Shin concluded that over 50% of the choices the participants made were correct and the three participants who had studied the Korean language made better guesses on unpredictable collocations. Therefore, native or near-native speakers of English do not make strikingly accurate guesses of predictability. This indicated that a systematic process is needed to find out which collocations are predictable or not in another language rather than relying on intuition.

In summary, most studies focusing on L1 found that L1 factor would affect the learners' collocations. The results also showed that there are certain collocations which are difficult for certain groups of learners while there was no widely agreeable standard for collocation. However, few studies have analyzed learners' errors affected by L1 factor in detail, which calls for future research on learners' collocation use focusing on the L1 factor and predictability in L1.

III. METHODOLOGY

1. Research Questions

This study addressed the following three research questions:

1. What is the overall collocational knowledge of Korean learners of English in terms of production and comprehension?
2. Is there any relationship between predictability in L1 and the number of errors made by the students?
3. What are the patterns of errors made by the learners?

2. Testing Material

The collocational knowledge test consisted of a production and comprehension test, and each test included twenty questions respectively. The production test was a cloze test comprising twenty conversations of two people to offer the context to the participants. There was a blank in the middle of the conversation, and the participants were asked to fill in the blank with the proper verb. The participants needed to choose the verb in their lexical knowledge without any given choices.

Following the production test, the participants took a comprehension test on collocations. It consisted of 20 sentences including 20 collocations. The collocations were marked by bold print and underlying. The participants were instructed to translate the meaning of the verb-noun collocations into Korean.

After giving each answer, the participants were asked to check ① I gave the answer with full comprehension or ② I guessed the answer. This question was to examine whether the participants gave the answers with full comprehension or they just randomly guessed the answers.

Among the various collocation types such as verb-noun, adjective-noun, and adverb-noun collocations, this study focused on verb-noun collocations as they are often seen as the most difficult collocations that require sufficient lexical knowledge. Given the proficiency level of participants, twenty predictable and twenty unpredictable collocations were chosen. The collocations used in the test were extracted from two books: *English collocations in use* (Cambridge, 2005) and *How can we say this movement and that action?* (Lee, 2006). In addition, all of them were rechecked by *Oxford collocations dictionary for students of English* (Lea, 2002) to confirm that they can be categorized as collocations. This study followed Nasselhauf's (2003) criterion 'restricted sense' to distinguish collocations from free combinations and idioms.

As noted earlier, the collocations in this study were divided into two categories: predictable collocations and unpredictable collocations. To determine the predictability in L1, two steps were used that adopted Shin's (2006) procedure.

First, primary meanings of collocations were considered to determine predictability of collocations. *Longman dictionary of contemporary English* (2001) and *Dong-A prime English-Korean dictionary* (2005) were used for this purpose. Second, direct translations of English collocations were compared with Korean collocations which have the same meanings as the English collocations, for which *Korean collocation dictionary for learners* (2007) was used. If the translation of English is equivalent to the Korean collocation in the dictionary or it is prevalently used by Korean native speakers, it was classified into predictable collocation. For example, the direct translation of *make a reservation* is 예약을 만들다 but it is not used by Koreans. Hence, *make a reservation* is classified into unpredictable collocation. On the other hand, *make a list* is equivalent to 목록을 만들다 in Korean, as the direct translation of *make a list* is also 목록을 만들다 and it is prevalently used by Korean native speakers. Therefore, *make a list* is classified into predictable collocation.

Based on this criterion, twenty collocations were categorized into predictable collocations and the other twenty collocations were categorized into unpredictable collocations, and then they were arranged randomly.

3. Participants

The study's participants consisted of 85 students who were enrolled in English reading courses (Reading 2). Reading 2 course is for students who have already taken Reading 1,

which is a basic level course. Therefore the participants were considered to be at an intermediate level. The intermediate level was chosen in order to avoid the possibility that the basic level of students could not understand the context of conversations. While the participants were enrolled in two different classes, they were taught by the same teacher. The class met for two hours once a week for 16 weeks.

4. Procedure

The participants took the test during a class time in the middle of the semester. A direction for the test was given to them before the test. They were asked to answer the forty questions but they were not forced to fill up all of the questions if they did not know the answer. Using dictionary was not allowed in order to make participants guess verbs with their own lexical knowledge. There was no time limit but most participants finished the test within thirty minutes.

5. Data Analysis

The answers given by the participants were classified into errors and correct answers. In the production test, there were some collocations which accept other verbs. For example, *win* in *win the medal* can be replaced by *get.* These collocations were also sorted into correct answers. On the other hand, a few verbs provided by the participants made grammatical collocations but they were not proper in the context. These answers were sorted into errors. 502 questions of all 3400 questions (40 questions x 85 students) were left blanks. They were also sorted into errors.

IV.   RESULT AND DISCUSSION

1. Overall Collocational Knowledge

The first research question was concerned with the overall collocational knowledge of Korean learners of English in terms of production and comprehension. In order to investigate this, the errors made by the participants in the test were all counted. In addition, the answers were classified into two: the answers given by the participants with full comprehension and the answers guessed by the participants.

The result shows that overall the participants had insufficient knowledge in producing and comprehending collocations. It was found that the entire number of errors made by learners was 1,724 of the whole number of 3,400 questions. Thus, the rate of errors is

50.7 %, which means that a participant made over twenty errors on the test on average.

As shown in Table 1, the participants made more errors in the production test than in the comprehension test. The number of errors in the production test was 1,029 (60.5%) while the number of errors in the comprehension test was 698 (41%). This result reveals that the participants had more difficulty in producing proper verbs of the collocations than in translating the meaning of the collocations. In other words, producing collocations appeared to be more problematic than comprehending collocations.

TABLE 1
The Number of Correct Answers and Errors

	Production test			Comprehension test		
	FC [a]	RG [b]	Total	FC	RG	Total
Correct answers	289	382	671	447	555	1,002
Errors	108	921	1,029	57	641	698
Total	397	1,303	1,700	504	1,196	1700

[a] FC: The number of answers given by the participants with full comprehension
[b] RG: The number of answers randomly guessed by the participants

As also seen in the table, the participants were not aware of a large number of questions in the test. The number of the answers guessed by the participants was 2,499 (73.5%), which means the participants did not exactly know two thirds of the collocations in the test. This might prove the participants' lack of collocational knowledge and confidence in using collocations.

In particular, the insufficient collocational knowledge was revealed more obviously in the production test than the comprehension test. While the participants responded that they knew 504 of 1,700 collocations in the comprehension test, they believed that they knew only 397 out of 1,700 collocations in the production test. Again, the gap in awareness between production and comprehension shows that learners had more difficulty in producing collocations than in comprehending them.

As shown in column 3 and 6 of Table 1, there was a remarkable difference between the production and the comprehension test in terms of the number of correct answers guessed by the participants. In the production test, the rate of correct answers by learners who guessed the answers was 29.3% (382/1,303). In the case of the comprehension test, the rate of correct answers by learners who guessed was 46.4% (555/1,196). It means that while the learners were not aware of the collocations it would be easier to guess the meaning of the whole collocations than to guess the verbs of the collocations. In addition, the fact that the rate of the errors guessed by the participants was over 50% in both production and comprehension test reveals that guessing does not lead the participants to make correct

answers. Thus, it seems clear that collocations should be taught explicitly in the language classroom.

2. Predictability in the Native Language

The second research question was concerned with whether there is a relationship between predictability in L1 and the number of errors. To explore the effect of L1, this study adopted the notion of predictability in L1. The collocations included in this test were classified into twenty predictable and twenty unpredictable collocations.

1) Predictability in L1 and the Collocational Knowledge

It was found that the learners made a greater number of errors in unpredictable collocations than predictable collocations in both the production and comprehension test.

TABLE 2
The Number of Errors According to Predictability in L1

	Errors in PC [a)]	Errors in UC [b)]	Total
Production test	458	568	1,026
Comprehension test	284	414	698
Total	742	982	1,724

[a)] Errors in PC: The number of errors in predictable collocations
[b)] Errors in UC: The number of errors in unpredictable collocations

As Table 2 shows, there is a big difference in the number of errors between predictable and unpredictable collocations. It indicates that the participants had more difficulty in using unpredictable collocations than in using predictable collocations in L1.

In the production test, the rate of errors in unpredictable collocations accounted for 55.3% of the total number of errors, while the rate of errors in predictable collocations was 44.7 %. In the comprehension test, while the rate of errors in unpredictable collocations was 59.3%, the rate of errors in predictable collocations was 40.7%. It shows the fact that the participants could not predict English collocations in Korean was one of the important causes of errors. This means that learners' L1 has a negative effect on using L2 collocations.

2) Predictability in L1 and the Awareness of Collocation

There did not seem to be a strong relationship between predictability and the degree of

awareness of collocations, although the participants were more aware of predictable collocations than unpredictable collocations. However, the following data shows a remarkable difference in the number of errors made by the participants with full comprehension between predictable and unpredictable collocations.

As Figure 1 shows, the rate of errors in unpredictable collocations with full comprehension in the production test (32.0%) is higher than those in predictable collocations (22.5%). It shows that the participants chose wrong verbs of the collocations while they thought they were aware of the collocations especially for unpredictable collocations. In addition to the production test, the rate of errors made by the participants with full comprehension in the comprehension test was higher in unpredictable collocations (18.1%) than in predictable collocations (6.3%). The reason why learners made more errors in unpredictable collocations might be that unpredictable collocations are more confusing because the participant cannot rely upon their L1 as a resource to learn L2 collocations.

FIGURE 1
The Rate of Answers with Full Comprehension in the Production and Comprehension Test
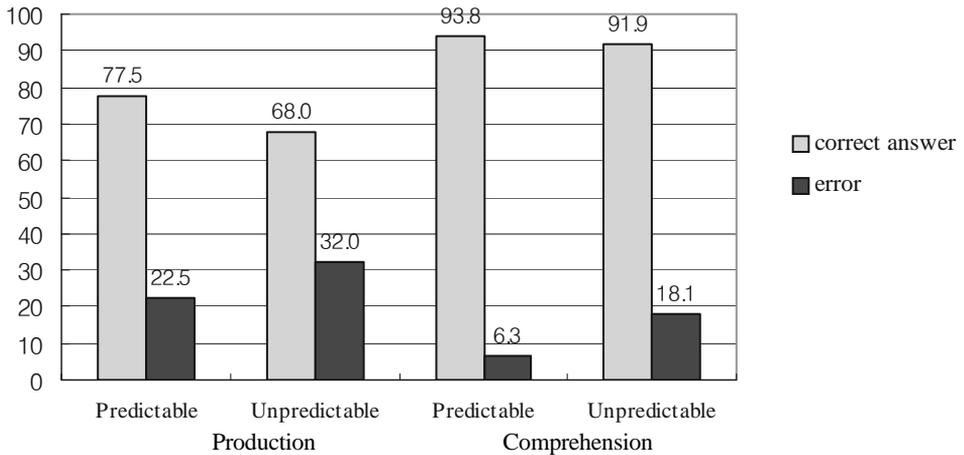
On the other hand, as pointed out earlier, 2,499 collocations were randomly guessed by the learners, which means they guessed the answers in 73.5% of the entire questions. Figure 2 shows the number of answers guessed by the participants classified according to the type of the test. In the production test, the rate of the correct answers guessed by the participants in the unpredictable collocations was 22.2% (145/653). It reveals that guessing was not an efficient way to give the correct answer for unpredictable collocations.

FIGURE 2
The Rate of Answers Randomly Guessed in the Production and Comprehension Test
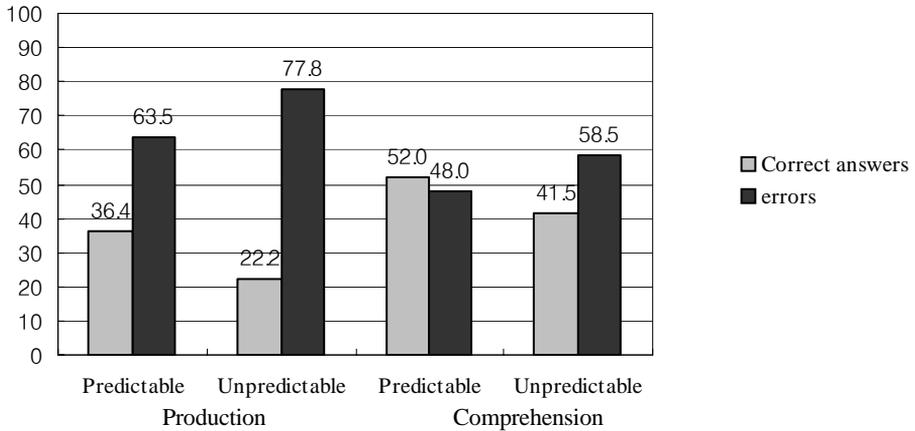
Meanwhile, in the comprehension test, the rate of correct answers guessed by the participants in the predictable collocations was 52.0% (292/562). It is higher than the rate of correct answers in the unpredictable collocations the participants guessed. It shows that learners could guess the appropriate meaning of predictable collocations while they were not aware of the collocations.

In summary, there was a large difference in the number of errors between predictable and unpredictable collocations. It means that the participants' use of L2 collocations was affected by their L1. Also, the gap in the production test between predictable and unpredictable collocations in terms of the rate of the correct answers was higher than the gap in comprehension test. It indicates that guessing is less efficient in producing collocations than in comprehending collocations.

3. The Patterns of Errors

The third research question dealt with the effect of L1 on the patterns of errors made by Korean learners of English. Errors made by the participants were extracted to examine the causes of the errors.

1) Production

(1) Predictable collocations
Table 3 shows diverse types of errors in predictable collocations. In particular, D1

(Deviation1) is a group of verbs selected by the participants that were affected by their L1.

In the case of *accept one's proposal,* the participants picked mainly *get, receive and allow*. *Accept one's proposal* means 청혼(제안)을 받아들이다 in Korean. The participants would be confused because 받다/허락하다 can be translated into *receive, allow* and *get* instead of *accept.*

In addition, while 48 participants answered correctly in *lose one's balance,* some participants wrote *miss* and *break. Lose one's balance* is equivalent to 균형을 잃다 or 균형이 깨지다. As 잃다 of the Korean collocation can be translated into *lose* and *miss,* some of the learners picked them. In the case of *spend money,* it is equivalent to 돈을 사용하다 or 돈을 쓰다 in Korean. 사용하다 corresponds to *use* in English and 쓰다 of the collocation 돈을 쓰다 is equivalent to *pay*. It seems clear that the difference between L1 and L2 collocations was a considerable factor of errors.

TABLE 3
The Answers to the Predictable Collocations in Production Test

C1[a]	f[b]	C2[c]	f	D1[d]	f	D2[e]	f	D3[f]	f
lose one's patience	15			Break	7			get bear go take	5 3 3 3
make a list	65	write	25			Take	5		
dry one's hair	74			Get	1	Take Make	1 1	cut brush	2 2
have a baby	43			Bear	5	Get Make	19 7	want	6
do yoga	20	learn start	9 9			Play take Go	11 9 4		
spend money	29			pay Use	1 6			earn need	7 3
accept one's proposal	17			get receive Allow	15 9 3	Take	7		
lose one's balance	48			Miss Break	7 3			have take	4 3
leave a message	42					Give	3	take send have	10 7 3
cross the street	39							walk go	19 8

[a] C1: correct verbs; [b] f: frequency; [c] C2: other acceptable verbs; [d] D1 (Deviation1): incorrect verbs affected by L1; [e] D2 (Deviation2): incorrect verbs affected by L2 learning; [f] D3 (Deviation3): incorrect verbs by misunderstanding of the context

Apart from L1 effect, D2 (Deviation2) shows that overgeneralization of the students' prior learning was one of the influential causes in producing collocation. The verbs *get, take, make* and *have* were chosen very frequently no matter what the meaning of collocation is. These verbs are often called delexical verbs. According to McCarthy (1999), delexical verbs are high-frequency verbs such as *do, make, take* and *get* in their combinations with nouns, prepositional phrases and particles. They are termed delexical because of their low lexical content and the fact that statements of their meaning are normally derived from the words they co-occur with. What is complicated is that it is hard to define those verbs with exactly equivalent verbs in Korean. For example, *make* corresponds to 만들다 in Korean. If learners define *make* as only 만들다, they will not be able to use *make* properly because the use of *make* is so extensive. As shown in D2, the majority of verbs given by the students consisted of delexical verbs. In addition to the overuse of the delexical verbs, some learners chose *play* and *go* for *do yoga.* It is assumed that nouns concerning sports are often combined with *go* and *play* such as *go staking* or *play football,* and this collocational knowledge might affect their choice of the verbs.

Some of the predictable collocations such as *dry your hair, have a baby, lose one's balance* were used correctly, whereas the participants were not aware of the collocations. This may be due to the high predictability of those collocations in L1 and the literal translation of the English collocations can be used directly by Koreans.

In summary, L1 seemed to have a considerable effect on learners' L2 collocation use in predictable collocations. In addition to L1, overuse of delexical verbs was also a significant factor. It means that the main cause of errors was not only the difference in meaning between L1 and L2 but also overgeneralization of L2 learning.

(2) Unpredictable collocations

As seen in Table 4, four of 10 unpredictable collocations in the production test have other possible answers such as *ride a bus,* which was classified into C2. The rate of choice of those verbs was quite high. *Ride a bus, hold a party* and *get the medal* are likely to be rather predictable collocations than unpredictable collocations. Furthermore, most of the participants who chose those verbs were not aware of the collocations. In other words, while they did not know the unpredictable collocations, they could guess correct answers by approaching them as predictable collocations.

D1 shows that there were many errors which seemed to be affected by L1 in unpredictable collocations. *Make a bed* was one of the most problematic collocations in the production test. *Make a bed* can be translated into 침대를 만들다 in Korean, which has a different meaning (*manufacture a bed*) from the English phrase. Therefore the participants tended to select *clean* and *arrange* instead of *make,* which can mean 정리하다 in Korean.

TABLE 4
The Answers to the Unpredictable Collocations in Production Test

C1 [a]	f [b]	C2 [c]	f	D1 [d]	f	D2 [e]	f	D3 [f]	f
take a bus	78	ride	13						
have a party	34	hold	16	open	4	take	3	go join	14 4
win the medal	47	get	30	receive	3	take	16		
make a bed	3			clean arrange order	41 7 3			go	19
have the wrong number	20			call	23	take get	7 6		
set target	5			make	8	have take	9 7	reach	2
set the table	31			move prepare	2 4	make take	10 5		
make a reservation	30	have	22	do book	3 2	take	18		
break the speed limit	8			have over	8 11	violate	6	get take	3 3
take a bite	24	have	12	eat	30	try get	2 3		

[a] C1: correct verbs; [b] f: frequency; [c] C2: other acceptable verbs; [d] D1 (Deviation1): incorrect verbs affected by L1; [e] D2 (Deviation2): incorrect verbs affected by L2; [f] D3 (Deviation3): incorrect verbs by misunderstanding of the context

Have the wrong number was also one of the most difficult collocations in the production test. *Have the wrong number* can be translated into 잘못된 번호를 가지다 but Koreans do not use this expression. Instead, 잘못된 번호로 전화하다 is correct in Korean. 전화하다 is translated into *call* in English, so the 23 participants chose *call* instead of *have*.

Take a bite corresponds to 한 입 먹다 in Korean. *Take* does not have any equivalence in Korean. Therefore it would be hard for the participants to find the proper verb. Instead of *take*, 30 participants chose *eat* because 먹다 in Korean can be translated into *eat* in English.

In summary, it seems clear that the participants were affected by their L1 when they produce unpredictable collocations. In particular, when the learners' collocational knowledge is insufficient, they tended to choose a verb which is equivalent to the translation of Korean collocation. This indicates that L1 is one of the most key factors in the use of collocations. Therefore, teaching collocations, especially in the case of unpredictable collocations, needs to focus on L1 factor which is a significant cause of errors.

2) Comprehension

There were many errors made by the participants in the comprehension test, while the number of errors in the comprehension test was lower than that of errors in the production test. Some of the errors in the comprehension test seemed to be influenced by L1. *Steal* of *steal the ball* is equivalent to 훔치다 in Korean, but the whole collocation should be translated into 공을 가로채다 or 공을 빼앗다. Therefore, 공을 훔치다 is an error, the result of the direct translation of *steal the ball* into Korean.

In addition, *claim* of *claim one's suitcase* was likely to be translated into 주장하다. As 72 participants answered that they were not aware of the collocation, only 4 participants gave the correct answer. Therefore, the majority of the participants who were not aware of the collocation tended to translate the verb *claim* directly into 주장하다 in Korean.

An analysis of the patterns of the entire errors showed that the L1 factor was not the most significant factor in the comprehension test. It seems that the nouns in the collocations were more influential in translating the meaning of the whole collocations than the L1 factor. For example, in the case of *take a shortcut,* the participants appeared to translate it into 머리를 자르다. This may be because *shortcut* is usually used in Korean as a loan word that means *cut one's hair short,* thus the learners interpreted the whole collocation based on the meaning of the noun. The incorrect translation of *step on some gum* was also caused by the meaning of the noun of the collocation. The participants guessed the whole meaning from the noun *gum.* The number of verb-noun collocations with *gum* is very limited such as *swallow the gum, chew the gum* and *step on the gum,* and the most common collocation is 껌을 씹다. This might lead the participants to translate *step on some gum* into 껌을 씹다.

On the other hand, many participants gave the correct answers in the collocations when their meanings were dominated by the meaning of the noun regardless of predictability in L1. In the case of *make preparation,* while it is an unpredictable collocation, 66 participants provided the correct answer. In addition, 48 participants translated *keep the record* correctly while *keep the record* is also an unpredictable collocation. A possible speculation for the reason would be that here the nouns *preparation* and *record* dominate the entire meaning of the collocations and the translation of the whole collocation based on the nouns produced the correct meaning of the collocations.

In summary, there were a few factors that caused errors in the comprehension test. As the result shows, learners' native language was not the only factor that affected the translation of collocations. Instead, the lack of overall language proficiency and the effect of nouns were likely to be also influential in the translation of collocations.

V. CONCLUSION

This study investigated the use of collocations by Korean learners focusing on the effect of their native language. The result of this study reveals the learners' lack of collocational knowledge. In particular, the learners had more difficulty in producing collocations than comprehending collocations. In respect of predictability in L1, it was found that producing unpredictable collocations was the most problematic part for the learners. There was a tendency that learners guessed correct answers in predictable collocations while they thought they were not aware of the collocations. On the other hand, learners tended to make errors in unpredictable collocations even when they thought that they were aware of the collocations. In addition, the patterns of errors showed learners are likely to use translation of L2 collocations in both the production and comprehension. It was also found that there was not only L1 effect but also overgeneralization of L2 learning.

The findings of the study provide significant implications for teaching collocation in foreign language classrooms.

First, this study found that learners are likely to make more errors in producing collocations than in comprehending collocations. In other words, while there is little problem with reading and listening collocations, it would be more problematic for students to write and speak collocations. As learning collocations is important for learners to develop communicative competence, teaching collocations should include a variety of production practices to lead learners to produce proper collocations. Teachers need to help learners enhance collocational knowledge to the level of producing collocations beyond the level of comprehending collocations.

Second, this study showed that L1 is one of the most significant factors in using collocations. It reveals that the negative effect of L1 is likely to be a considerable cause of errors. Therefore, the choice of collocations to teach and the methodology of teaching collocation should consider learners' L1 as an important factor. In addition, overuse of delexical verbs was also one of the significant causes of errors. Therefore, teachers need to teach their students to know delexical verbs clearly through constant exposure and practices. It might be an essential task for teachers to grasp learners' frequent errors affected by L1. Also, teachers need to make the students notice the difference between L1 and L2 collocations explicitly. Teachers should let students realize which collocations are usually problematic for them.

Third, as pointed out earlier, there should be further research on L2 learners' collocations. It is essential to discover what is problematic for L2 learners before teaching collocations. In order to this, it would be a preceding task to know what the learners' problems are. Therefore, analysis of learners' collocations should be regarded as a significant task.

There is a considerable difference in collocations among languages. This difference can often lead learners to make errors. It seems obvious that learners' native language is a significant factor in using collocations. If we disregard this aspect, the learners would use incorrect L1-like (non-native-like) collocations. Thus it might be a priority for teachers and researchers to note what is problematic for the students before pushing learners to memorize all the collocations.

Tens of thousands of words in learners' head should be combined with each other appropriately when learners use them for successful communication. If learners know those words as a chunk, they would not only make less error but also take less time to speak and write. In addition, as an obstacle of communication caused by non-native-like expressions will be reduced, learners will have more confidence in their L2 use and be able to enhance their communicative competence. Thus, teaching collocation is needed to be emphasized in the second language classroom.

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APPENDIX

TEST 1

[1-20] 다음 A와 B 두 사람의 대화를 읽고 괄호 안에 들어갈 적절한 '**동사**'를 써 넣으시오. 또한 자신이 쓴 답안이 이전에 학습하여 알고 있었으면 ①에 알지 못하고 썼다면 ②에 표기하시오.

1. A: How far city hall is from here? Can I walk?
   B: I think you have to (＿＿＿＿＿＿) a bus.
   ① 확실히 알고 썼다   ② 추측하여 썼다

2. A: My wife got extremely angry at me because I came home late again.

   B: You should have come home early before she (＿＿＿＿＿) her patience.

   ① 확실히 알고 썼다   ② 추측하여 썼다

3. A: This weekend, Helen is (＿＿＿＿＿) a party. Do you want to go, too?

   B: Should I? Is there anything special I should prepare?

   A: Everyone is supposed to bring a dish to share.

   ① 확실히 알고 썼다   ② 추측하여 썼다

4. A: I have a lot of things to buy. Oranges, apples, cheese, some meat and… I can not memorize all things.

   B: Why don't you (＿＿＿＿＿) a list of the things to buy. Then you don't have to memorize all of them.

   ① 확실히 알고 썼다   ② 추측하여 썼다

5. A: Did you see CNN News today? Olivia (＿＿＿＿＿) the golden medal at the Olympics.

   B: I did. She is the best swimmer in the world.

   ① 확실히 알고 썼다   ② 추측하여 썼다

6. A: Your hair is still wet.

   B: I know. I was pretty busy in this morning so there is no time to (＿＿＿＿＿) my hair.

   ① 확실히 알고 썼다   ② 추측하여 썼다

7. A: Toni, I said you have to (＿＿＿＿＿) a bed when you get up. Your bed is messy.

   B: OK, Mom.

   ① 확실히 알고 썼다   ② 추측하여 썼다

8. A: Hello. May I please speak to Mr. Kim?

   B: I'm sorry, but there's no one here by that name. You must (＿＿＿＿＿) the wrong number.

   ① 확실히 알고 썼다   ② 추측하여 썼다

9. A: I think she is workaholic.

   B: Yes, but she (＿＿＿＿＿) herself target. I think she is doing her best for her goal.

   ① 확실히 알고 썼다   ② 추측하여 썼다

10. A: They just got married. Mike wants to (_____) a baby.
   B: But I have heard the wife doesn't want to be pregnant.
   ① 확실히 알고 썼다   ② 추측하여 썼다

11. A: I gained my weight. So I will (_____) yoga.
   B: That is a great idea.
   ① 확실히 알고 썼다   ② 추측하여 썼다

12. A: Jessy, mommy needs your help. Can you (_____) the table for supper?
   B: Yes. Where are the knives, forks and spoons?
   ① 확실히 알고 썼다   ② 추측하여 썼다

13. A: Why don't we go to the restaurant over there?
   B: The restaurant is very famous so we should (_____) a reservation.
   ① 확실히 알고 썼다   ② 추측하여 썼다

14. A: I want to buy a big car.
   B: If you buy a big car, you'll have to (_____) more money on gasoline.
   ① 확실히 알고 썼다   ② 추측하여 썼다

15. A: I (_____) the speed limit again and I got a speeding ticket.
   B: Oh, that is too bad. You should the fine.
   ① 확실히 알고 썼다   ② 추측하여 썼다

16. A: He proposed to me yesterday.
   B: Really? Did you (_____) his proposal? Are you getting married?
   ① 확실히 알고 썼다   ② 추측하여 썼다

17. A: There are some scars on your face. What happened?
   B: When I was biking, I (_____) my balance and fell off my bike.
   ① 확실히 알고 썼다   ② 추측하여 썼다

18. A: Do you want to (_____) a bite? It has really a special taste.
   B: No, that's all right. I'm so full I couldn't possibly eat any more.
   ① 확실히 알고 썼다   ② 추측하여 썼다

19. A: Did you tell Mr. Davis that the meeting tomorrow has been changed to 10 o'clock?
   B: I called him, but no one was there so I (＿＿＿＿＿＿) a message on his answering machine.
   ① 확실히 알고 썼다   ② 추측하여 썼다

20. A: Before you (＿＿＿＿＿＿) the street at a crosswalk, first look both ways.
   B: Definitely. There are a lot of cars that just run right through cross walks.
   ① 확실히 알고 썼다   ② 추측하여 썼다

TEST 2

[21-40] 다음 문장을 보고 **밑줄 그은** 부분의 의미를 한국말로 쓰시오. (명사의 의미를 모를 경우에도 동사의 의미를 안다면 동사의 의미를 적으시오.)

21. My mom wants me to **take her advice** but I don't want to.
   ① 확실히 알고 썼다   ② 추측하여 썼다

22. They were more like badly **tied shoelaces**.
   ① 확실히 알고 썼다   ② 추측하여 썼다

23. I got stuck in a traffic jam because the students were **having a demonstration** on the main street
   ① 확실히 알고 썼다   ② 추측하여 썼다

24. He nervously **bites his lower lip** and slowly shakes his head.
   ① 확실히 알고 썼다   ② 추측하여 썼다

25. It is difficult to **draw** any other **conclusions**, since so much of the information is aggregated.
   ① 확실히 알고 썼다   ② 추측하여 썼다

26. A stubborn, argumentative child may try to draw you into too many debates as you try to **establish a connection**.
   ① 확실히 알고 썼다   ② 추측하여 썼다

27. Always **keep a record** of what you do then you will not forget anything.
   ① 확실히 알고 썼다   ② 추측하여 썼다

28. Two hundred of them **accepted the invitation**, ending their visit with tea and scones in the school hall.
   ① 확실히 알고 썼다   ② 추측하여 썼다

29. Carlos decided to **take a shortcut** home.
   ① 확실히 알고 썼다   ② 추측하여 썼다

30. I **called the waiter** many times, and he never came.
   ① 확실히 알고 썼다   ② 추측하여 썼다

31. Roy **steals the ball** four times in the first half, Red and B each score twelve points.
   ① 확실히 알고 썼다   ② 추측하여 썼다

32. I **stepped on some gum**. It makes me so angry. Who would spit gum out in a place like this?
   ① 확실히 알고 썼다   ② 추측하여 썼다

33. I **took early retirement** from the College last year, so I have time available for this.
   ① 확실히 알고 썼다   ② 추측하여 썼다

34. If you want to send this file to his email, you have to click here and then **attach the file**
   ① 확실히 알고 썼다   ② 추측하여 썼다

35. In reality, most attorneys have **made** almost no **preparation** for this phase and do not really understand it.
   ① 확실히 알고 썼다   ② 추측하여 썼다

36. Should we cross the street and **catch a taxi**? There aren't many taxis on this side.
   ① 확실히 알고 썼다   ② 추측하여 썼다

37. Uninvited people were barred from even **setting foot** on the wide and well-tended road leading to his Pyongyang residence.
   ① 확실히 알고 썼다   ② 추측하여 썼다

38. Who **emptied this wastebasket**? I think an important document fell into the wastebasket with some of the trash.
   ① 확실히 알고 썼다   ② 추측하여 썼다

39. After waiting an hour to **claim my suitcase**, I found it torn and all tapes up.
① 확실히 알고 썼다   ② 추측하여 썼다

40. You **prepared so much food**. You really put in a lot of effort.
① 확실히 알고 썼다   ② 추측하여 썼다

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