

## **Introduction**

Many researchers believe amplifier collocation by EFL learners is influenced by their L1 (Lorenz, 1999; Granger, 1998), and corpora have been used by SLA researchers as the instrument to detect EFL learners' collocation use (Wang & Chen, 2007; Tao, 2007). The most common corpus-based study is to compare native speakers' corpora with EFL learner corpora to find their differences in use. To have a more integrated view of EFL learners' collocation use and L1 influence, however, EFL learners' amplifier collocation use in both L1 and L2 corpora are also needed. In this way, researchers not only see the different collocation use between native speakers and learners, but also see the role of learners' L1. This provides a more solid explanation of L1 influence from EFL learners' daily language use revealed in the corpora rather than from researchers' intuition.

## **Amplifier collocation and second language learning**

In SLA and corpus linguistics, learners' collocation use helps researchers investigate their learning process, and EFL learners were found that they are often incapable of handling collocations of the target language (Farghal & Obiedat, 1995). Martynska (2004) maintains that collocation errors such as combination of atypical words may hinder the process and communication. ESL learners' mastery of these arbitrary combinations of words in the target language is often correlated with their language proficiency, considered by many researchers (Fernando, 1996; Wray, 1999; Schmitt, 2000), and mastery of collocations is considered one of the native like features of the target language (Kukulska-Hulme, 2000). Therefore, learners' collocation has been studied by researchers in many ways.

Amplifier collocation, as one type of collocation, has been studied by many researchers with corpora. Intensifiers in language serves to increase the intensity of meanings and reveal relatively higher or lower intensity scale of certain point, and they can be divided into amplifiers and downtoners (Greenbaum & Quirk 1990). Amplifiers are degree words that "express degrees of increasing intensification upwards from an assumed norm" such as "absolutely, completely, really, and very"

(Kennedy, 2003, p. 469), or “operate on certain linguistic elements to magnify the degree of intensification or to amplify certain qualities” (Tao, 2007, pp. 5-6). In contrast, downtoners reduce the intensity of the modified verbs or adjectives (Greenbaum & Quirk 1990). Amplifiers can be further subdivided into maximizers and boosters based on the degree of intensification. Generally speaking, degree of magnification by boosters is less signified than that of maximizers. Based on Quirk et al. (1985), maximizers differ from boosters in that maximizers indicate the absolute degree rather than the relative degree of words. Common maximizers include *totally*, *entirely*, *absolutely*, and *completely*, while boosters may include *badly*, *clearly*, and *deeply*. Therefore, maximizers are often used to modify non-scalar words, while boosters are used for scalar words (Wang & Chen, 2007).

Studies of amplifiers were conducted by many researchers. Kennedy (2003) analyzed British National Corpus (BNC) to discuss how different amplifier adverbials collocate in English. He shows collocation patterns in maximizers and boosters respectively, and generates Implications for English teaching. This study provides us rich resource in English amplifier collocation patterns, showing how certain amplifiers are more easily than others to be collocated with certain adjectives and verbs in English.

### **Amplifiers by Mandarin speakers and L1 influence**

Many studies show that L1 influence may be one of the possible reasons for different amplifier collocation use by native speakers and English learners. Lorenz (1999) analyzed the use of amplifiers by native speakers and German learners of English, and he found German learners’ overuse of amplifiers in the target language. Lorenz also mentioned that fewer lexicons in learner’s language may be one reason for their misunderstanding of amplifiers in the target language. Tao (2007) also provides a corpus-based analysis of *absolutely* in English. Granger (1998) compared amplifier collocations used by French learners of English and native speakers of English. He found out that English learners tend to overuse *totally* and *completely*, and underuse *highly*. The general results showed that French learners

of English used far fewer amplifiers than native speakers, and the researcher attribute this phenomenon to learners' fewer lexicons than native speakers'. Although these studies show both authentic collocation patterns used by native speakers and the comparison of collocation use by L1 and L2 speakers, learners' L1 structure and their L1 collocation use are needed to help us explain how learners' L2 collocation use is influenced by their L1 and even more.

Based on Greenbaum and Quirk (1990), amplifier is the subsystem under intensifier. In Mandarin, Lin and Guo (2003) listed 85 most frequently used intensifiers by Chinese speakers, and they are divided into absolute degree adverbs and relative degree adverbs, each being subdivided based on different degrees from extremely high to low. Though so far, no researchers has proposed any systematic classification of Mandarin amplifiers, Lin and Guo (2003, p.74) classified degree adverbs in Chinese based on whether they are absolute or relative and their degree from extremely high to low, as shown in Table 1.

Table 1. Classification of degree adverbs in Chinese by Lin and Guo

Absolute Adverbs	1-1	Extremely High	最，最為，完全
	1-2	High	更，更加，更為，更其，越，越發，備加，愈，愈加，愈發，愈益，越加，格外，益發，還
	1-3	Medium	較，比較，較為，還
	1-4	Low	稍，稍稍，稍微，稍為，稍許，略，略略，略為，些微，多少
Relative Adverbs	2-1	Extremely High	太，極，極為，極其，極度，極端，至，至為，頂，過，過於，過份，份外，萬分
	2-2	High	很，挺，怪，老，非常，特別，相當，十分，好，好不，甚，甚為，頗，頗為，尋常，深為，滿，蠻，夠，多，多少，殊，特，大，大為，何等，何其，尤其，無比，尤為，不勝
	2-3	Medium	不大，不太，不很，不甚
	2-4	Low	有點，有些

According to Quirk et al. (1985) and Kennedy (2003), we can define maximizers and boosters in two ways, including whether they indicate absolute degree or relative degree of words, and the degree of magnification. It is believed that maximizers indicate absolute degree of words, and express greater degree of intensification; boosters indicate relative degree of words, and express less degree of magnification. Therefore, following the two criteria in theory for maximizers and boosters mentioned above and definitions by Lin and Guo (2003), maximizers in Mandarin should fall into category 1-1, and boosters into 2-2, theoretically (see Table 1). Three maximizers (Zui 最, ZuiWei 最為, WanQuan 完全) and six common boosters (Hen 很, FeiChang 非常, TeBie 特別, XiangDang 相當, ShiFen 十分, Po 頗) in each category are thus chosen for further investigation.

### **Purpose of the study**

The purpose of this study is to investigate Chinese English learners' amplifier collocation use and how it is influenced by L1.

To achieve this, two analyses were conducted. In analysis 1, the researcher analyzed amplifier collocations by native English speakers and Chinese English learners to find learners' collocation use in the target language. In analysis 2, Chinese learners' English amplifier collocation use and Mandarin amplifier collocation use were compared to investigate L1 influence.

### **Method**

#### **Instruments**

The instruments used in this study include three corpora and one concordance tool.

The British National Corpus (BNC) serves as an instrument to collect English native speakers' amplifier collocation data. The huge size of BNC (100 million words are contained, including 90 % written texts and 10% spoken texts) and its broad resources provide researchers a window to investigate English native speakers' corpora. Kennedy (2003), based on the BNC, listed the 24 most

frequently used amplifiers and their collocations by native speakers, including 8 maximizers and 16 boosters (see Kennedy, 2003, pp. 474-480). After ruling out 6 amplifiers with obviously less frequency (*utterly*, *dead*, *severely*, *terribly*, *enormously*, and *incredibly*), the researchers use the rest 18 amplifiers by English native speakers as the benchmark to investigate amplifier collocation patterns by Chinese learners of English. It should also be noted that BNC may have its limitations in including British English only, as opposed to American English. Therefore, the term English native speakers should be restricted to “as per BNC.”

The Chinese Learner English Corpus (CLEC) is a corpus consisting of 1 million words from Chinese learners of English. CLEC is directed by Professor Gui Shichun and Professor Yang Huizhong and it covers English compositions written by Chinese learners from senior high school students, English-major, and non-English-major in China. This corpus also marks learners’ writing errors with tags based on its 61 error type scheme.

Academia Sinica Balanced Corpus of Modern Chinese (ASBCMC) is a corpus designed for Mandarin analysis, and one of the most representative corpora of Mandarin. The corpus includes 5 million words, with multifarious areas including literature, science, philosophy, daily use, and so on. Tags are used to mark syntactical functions and morphological features of words. Nine Mandarin amplifier collocations, including three maximizers (Zui 最, ZuiWei 最為, WanQuan 完全) and six common boosters (Hen 很, FeiChang 非常, TeBie 特別, XiangDang 相當, ShiFen 十分, Po 頗) were analyzed with Academia Sinica Balanced Corpus of Modern Chinese to investigate L1 influence.

AntConc 3.2.1 is a concordance tool developed by Laurence Anthony of Waseda University. This program not only helps generate concordance with key words in context, but also works on collocates, clusters, N-grams, and word list. Collocates in AntConc 3.2.1 can be sorted by word, frequency, and statistical measures (mutual information or T-score).

## **Procedure**

In analysis one, the researcher compared amplifier collocations used by

English native speakers and Chinese learners of English. The 18 most frequently used amplifiers and their associations from Kennedy's (2003) list are compared one by one with those used by Chinese learners of English in CLEC. Based on Durrant, (2009), many lists of collocation created for learners failed to consider positionally-variation factor. Positionally-variable collocations refer to collocations beyond the exclusion of lexical bundles, as in sentences "he made a powerful argument; he made a powerful, but ultimately unconvincing, argument; his argument was a powerful one" (p.158). Suggested by Durrant, these variations are often overlooked and thus require our attention. Thus, the present study set a three-word-span on each side of the amplifier. To generate a more integrated view, both adjective and verb collocates are included to share the same criteria with Kennedy's design.

In analysis two, where L1 influence was tackled, Chinese learners' use of amplifiers in Academia Sinica Balanced Corpus of Modern Chinese and CLEC were compared by the researcher to investigate the influence of L1 on amplifier collocations.

In both analyses, target amplifier collocates by Chinese learners were analyzed according to their frequency, rank, and mutual information (MI) scores to reduce any possible influence of different size of corpora on the results, instead of word counts analysis. The use of MI scores further helps researchers see the degree of association between words without being influenced by the size of different corpora.

## **Results and discussion**

### **Amplifier collocations in CLEC**

In the first analysis, frequency and rank of amplifiers by English speakers and Chinese learners are presented, as showed in Table 2 and 3. Besides, the MI measure further decided probability of two words occurring together in the analysis. In Table 2, we first analyzed amplifier collocations by Chinese learners of English. As for the six maximizers, the frequency of *fully* is 40, and it has more verb collocates (21%) than adjective collates (12%). 47% adjective collocates have –ed

suffix, e.g., *utilized*, *reflected*, *equipped*, and *arranged*. *Realize* is the verb most frequently collocated with *fully*, and all verb collocates are positive or neutral, except for *harm*.

The frequency of *completely* is 88, and its 6% associations end with -ed suffix. The adjective collocates are 16%, of which 41% have abolition or negation meaning, e.g., *decayed*, *destroyed*, *wiped*, *illogical*, and *unacceptable*. *Completely different* is the most frequent collocation used by Chinese learners.

The frequency of *entirely* is 39. Only six adjective associations are found, including both positive (*professional* and *prepared*) and negative meanings (*impatient*, *impossible*, *wrong*, *different*).

The frequency of *absolutely* is 32. 13% are adjective collocates, and no hyperbolic adjectives are found, contradicting to the finding in BNC. These adjective associations by Chinese learners indicate power relationship or obligation (*necessary*, *permitted*, *obeyed*, *ruled*, *dominant*) or judgment (*valuable*, *negative*, *good*, *true*, *longer*, *practical*).

The frequency of *totally* is 55. 15% are adjective associations, of which 40% have negative meaning (*wrong*, *unfair*, *evil*) and 23% have positive meaning (*better*, *attracted*, *amazing*). This echoes English native speakers' more use of negative associations. 30% have an -ed suffix (*eliminated*, *destroyed*, *disordered*), which is one third less than that used by native speakers. *Totally different* is the most frequent associations by Chinese learners.

The frequency of *perfectly* is 53. It has only nine adjective associations (*true*, *suited*, *solved*, *natural*, *limited*, *fast*, *famous*, *enough*, *correct*). *Limited* is the only word that has negative meaning, and no adjective ends in -able or -ible, as found in the BNC. One third adjectives have -ed suffix.

As for the 12 boosters, there exist some inconsistency between Chinese learners and English native speakers. The frequency of *very* is 3397, around three times of the use by native speakers in BNC. It has both positive (*happy*, *good*, *beautiful*, *useful*) and negative associations (*difficulty*, *bad*, *harmful*, *limited*). 2% end in -ing (*interesting*, *surprising*, *disgusting*, *outstanding*); 5% have a -y suffix (*easy*, *happy*, *dirty*, *lucky*); 7% end in -ed (*pleased*, *embarrassed*, *disappointed*,

*excited*). Chinese learners seem to associate *very* with *adjective -ed/ -ing* for affective implication.

The frequency of *really* is 435. It has more positive (*happy, great, wonderful*) than negative collocates (*afraid* and *tortured*). 12% collocates have -y suffixes; 6% end in -ing; 12% end in -ed. The frequency of *particularly* is 19, including 13 adjective associations (*foreign, developing, white, undertaken, troublesome, present, natural, living, joyful, improved, enough, blind, better*). The frequency of *clearly* is 89. It has only 10 adjective associations, which is far less than that of native speakers. 21% are verb associations, most of which account for perception (*know, see, remember, understand, express*). *Clearly know* and *clearly see* account for 13% and 12% of verb associations. The frequency of *highly* is 58. 14% are adjective collocate, of which most are positive (*developed, educated, civilized, improved*) and 50% end in -ed.

The frequency of *very much* is 440. It associates more with verbs, of which the top three are *like, thank, and love*. Unlike native speakers of English, Chinese learners do not associate *very much* with comparisons, and not all their associations are positive (*hate* and *disappointed*). The frequency of *extremely* is 37. Like native speakers, Chinese learners have more negative than positive associations. However, they have only three collocates in common (*painful, difficult, dangerous*). The frequency of *badly* is 63. It has only 12 associations, of which 75% end in -ed and most are associated with damage (*polluted, wounded, destroyed*). The frequency of *heavily* is 33. It has six associations (*used, polluted, punished, influenced, impaired, guarded*) of which all end in -ed and half associations are related to damage. For Chinese learners, *impaired* and *guarded* share the greatest strength of associations between *heavily* (MI score = 15.17), but the strength of *guarded* is relatively weak for native speakers (MI score = 4.3).

The frequency of *deeply* is 92. *Deeply* most frequently associates with *moved* and *loved*, accounting for 23% associations and 88% adjective collocates end in -ed. These collocates indicate one's mental state (*impressed, encouraged, shocked, interested, attracted, afraid*), or change of state (*magnetized, affected, influenced*). *Deeply* also collocates with certain verbs to show perception (*think, felt,*



*understand, remember*). The frequency of *greatly* is 212. It has more positive than negative associations, and the top six most frequently collocated are all positive (*improved, changed, increased, helped, developed, encouraged*). 72% end in -ed, showing Chinese learners use more passive voice than active voice with *greatly*. The frequency of *considerably* is only 4. They describe the changing state of quantity or comparative abstract notion, e.g., *long (time), low (income), and decreased (number of unemployment)*.

The researcher further compared Chinese learners' collocation use in CLEC with native English speakers' collocation use in BNC (also see Kennedy, 2003 for detailed information). Based on the comparison of amplifier collocations by English native speakers and Chinese learners, similarities and differences are found. Three most salient generalizations include Chinese learners' overuse and underuse of certain amplifiers; preferences for amplifiers are different between native speakers and Chinese learners; there exists inconsistency of what is collocated by a certain amplifier between two groups of speakers.

Compared with English native speakers, Chinese learners obviously overuse certain amplifiers including *very, very much, deeply, and greatly*. Frequency of these amplifiers by Chinese learners ranges from three times to six times of that by English native speakers. These overused amplifiers are all boosters, indicating Chinese learners' overreliance on certain boosters. Amplifiers underused are common in both maximizers and boosters, including *fully, entirely, absolutely, particularly, clearly, highly, extremely, and considerably*, but the levels of being underused are different between maximizers and boosters. Frequency of these maximizers by Chinese learners is around two times less than that by native speakers, but the frequency of boosters by Chinese learners can be far less than that by native speakers (11 times less in *particularly* and seven times less in *considerably*). Based on these findings, we may conclude that Chinese learners mainly underuse some maximizers, and obviously rely on and avoid certain boosters. The underused phenomenon is more obvious in the latter. These findings correspond to Wang and Chen's (2007) argument that Chinese learners of English overuse *so, very, and very much*. They suggested that learners sometimes underuse certain amplifiers because they are not certain about correct collocation usages in

the target language. In other words, Chinese learners “play safe principle” by using fixed or limited numbers of collocations (Wang & Han, 2010).

Table 2. Frequency of amplifiers by English speakers and Chinese learners

<b>Amplifier</b>	<b>Frequency by native English speakers (per million words)</b>	<b>Frequency by Chinese learners (per million words)</b>
<b>Maximizer</b>		
Fully	89	40
Completely	86	88
Entirely	69	39
Absolutely	58	32
Totally	58	55
Perfectly	44	53
<b>Booster</b>		
Very	1228	3397
Really	476	435
Particularly	219	19
Clearly	153	89
Highly	91	58
Very much	80	440
Extremely	68	37
Badly	43	63
Heavily	41	33
Deeply	37	92
Greatly	33	212
Considerably	30	4

Amplifier	Rank by native English speakers	Rank by Chinese learners
<b>Maximizer</b>		
Fully	1	4
Completely	2	1
Entirely	3	5
Absolutely	4	6
Totally	5	2
Perfectly	6	3
<b>Booster</b>		
Very	1	1
Really	2	3
Particularly	3	11
Clearly	4	6
Highly	5	8
Very much	6	2
Extremely	7	9
Badly	8	7
Heavily	9	10
Deeply	10	5
Greatly	11	4
Considerably	12	12

Table 3. Rank of amplifiers by English speakers and Chinese learners

The rank of amplifier frequency indicates different preference by native speakers and Chinese learners. In Wang and Han's (2010) findings, amplifiers most frequently used by Chinese learners and native English speakers are quite similar. In this study, however, both differences and similarities were found. For both native speakers and Chinese learners, *completely* are used quite often, ranked as the first and second frequently used maximize. On the other hand, native speakers use *totally* and *perfectly* with the least frequency, but they are listed as the second and third favorite maximizers by Chinese students. In boosters, *very* and *really* are highly frequently used by both speakers. Chinese speakers rank *very much* second to *very*, which is in the middle place by native speakers. Similar phenomenon is found in *greatly* and *deeply*, seldom used by native speakers but frequently used by Chinese learners. In contrast, *particularly* is included in the first three favorite boosters by native speakers, but least used along with *considerably* by Chinese learners.

In addition to amplifier choices, collocations by two groups of speakers also show inconsistency. Chinese learners seem to have more freedom to collocate both positive and negative associations, while some constraints may lead native speakers to collocate words indicating either one. For example, *very* has more positive than negative associations in BNC, but the gap decreases in CLEC. *Really* has both positive and negative associations in BNC, but Chinese learners collocate *really* with negative words less frequently. *Very much* associated with positive words by native speakers, but negative associations are allowed by Chinese learners.

### **Amplifier collocations in Chinese learners' L1 corpus**

In analysis two, the researcher investigated Mandarin amplifier collocations and how they potentially influence English amplifier collocation use by Chinese learners.

Firstly, frequency of Mandarin amplifiers was calculated within one million words. Frequency of maximizer *Zui* 最 is 1000; *ZuiWei* 最為, 29; *WanQuan* 完全, 327. It shows Mandarin speakers' more reliance on *Zui* 最 than the others, and most English maximizers can be translated in Mandarin as *WanQuan* 完全, rather than *Zui* 最. This may explain why Chinese learners of English in CLEC cannot use maximizers very well or underuse certain maximizers.

In boosters, frequency of *Hen* 很 is 1000; *FeiChang* 非常, 550; *TeBie* 特別, 429; *XiangDang* 相當, 432; *ShiFen* 十分, 210; *Po* 頗, 137. In Mandarin, both *very* and *very much* are usually translated either as *Hen* 很 or *FeiChang* 非常. Mandarin speakers' more reliance on *Hen* 很 and *FeiChang* 非常 may lead to their overuse of *very* and *very much* in CLEC because of translation. Moreover, *particularly* is often translated as *TeBie* 特別, and *considerably* as *XiangDang* 相當, *ShiFen* 十分, and *Po* 頗 in Mandarin. It is possible that Chinese learners' far less use of *particularly* and *considerably* in CLEC is related to the relatively low frequency of certain Mandarin boosters. It should be noted, however, that corresponding translation between English and Mandarin is flexible, not rigid. In other words, it is believed that these English amplifiers are translated relatively more often as certain words

than others in Mandarin, rather than falling into rigid and one to one translation.

Mandarin amplifier collocations were analyzed and some tendencies were shown by Mandarin speakers. For the three maximizers, both *Zui* 最 and *ZuiWei* 最為 collocate positive associations most often, including *ChongYao* 重要 (important), *Hao* 好 (good), and *JingCai* 精采 (splendid). On the other hand, *WanQuan* 完全 associates with words containing negation and abolition meaning, as it is found in CLEC, including *Bu* 不 (not), *BuTong* 不同 (different), *MeiYou* 沒有 (not have), *XiaoShi* 消失 (disappear), *BuNeng* 不能 (not able to), of which *WanQuanBuTong* 完全不同 ranks the third high frequent collocation, reflecting Chinese learners' use of *completely different* and *totally different* with the greatest frequency in CLEC.

For the six boosters, both *Hen* 很 and *FeiChang* 非常 are allowed to associate positive and negative collocations, though *Hen* 很 has more positive associations, including *ChongYao* 重要 (important), *Hao* 好 (good), *YanChong* 嚴重 (serious), and *TongKu* 痛苦 (painful). Mandarin speakers often associate *FeiChang* 非常 with words expressing politeness, including *XieXie* 謝謝 (thank), *GanXie* 感謝 (thank), and *HuanYing* 歡迎 (welcome). Words showing emotions are also collocated with *FeiChang* 非常, including *GaoXing* 高興 (happy), *XiHuan* 喜歡 (like), *GanDong* 感動 (touched), and *TongKu* 痛苦 (painful), as this tendency was found in Chinese learners' use of *very* in CLEC. *TeBie* 特別 collocates either positive adjectives or verbs more often, including *Duo* 多 (many), *ZhiDe* 值得 (worth), *JiangDiao* 強調 (emphasize), and *XiHuan* 喜歡 (like); *XiangDang* 相當 has more positive collocations than negative ones, including *ChongYao* 重要 (important) and *ChengGong* 成功 (successful); both *ShiFen* 十分 and *Po* 頗 allow positive and negative associations. Words associated with *Po* 頗 often describe states of concrete or abstract objects, including *Da* 大 (big), *Gao* 高 (tall), *Shen* 深 (deep), *Duo* 多 (many), and *Di* 低 (low), reflecting Chinese learners' use of *considerably* in CLEC. Table 4 provides some salient similarities and differences between English speakers and Chinese learners in their amplifier collocation usages. Besides, table 4 also shows Chinese learners' L1 amplifier collocation usage for us to see potential L1 influence.

From table 4, it shows that some similarities and differences exist between English speakers and Chinese learners in their use of English amplifier collocations, including frequency and ability to recognize negative or positive bias of certain terms. Previous studies showed that L1 influence does not necessarily lead to errors (negative transfer), but appear in the form of facilitation (positive transfer), avoidance, and overuse (Ellis, 1994). Those unexpected and unnatural collocation usage revealed in the learner corpus may not be considered errors, but they reflect Chinese learners' L1 collocation usage to some degree. It seems to imply that when using L2 amplifier collocations, Chinese learners resort to L1-L2 equivalents in mind and consult their L1 experience. This L1 experience may influence how learners underuse or overuse certain amplifiers, and what possible associations between two words are. Research has shown learners' unnatural L2 collocation use may result from their L1 (Chang, et al., 2008), and these corpus-based results can serve as solid evidence for this claim.

Table 4. Examples of amplifier collocation analysis in three corpora

BNC	CLEC	ASBCMC
Frequency of <i>very</i> (1228), <i>very much</i> (80), <i>deeply</i> (37), and <i>greatly</i> (33) is relatively low.	Frequency of <i>very</i> (3397), <i>very much</i> (440), <i>deeply</i> (92), and <i>greatly</i> (212) is relatively high. (Chinese learners obviously overuse certain amplifiers)	<i>very</i> , <i>very much</i> , <i>deeply</i> , and <i>greatly</i> are often translated as <i>FeiChang</i> 非常 in Mandarin. <i>FeiChang</i> 非常 is highly used in the L1 corpus.
Frequency of <i>particularly</i> (219) and <i>considerably</i> (30) is relatively high.  <i>considerably</i> tends to be associated with change of state (e.g., loosened, broadened, slowed, altered ).	<ul style="list-style-type: none"> <li>Frequency of <i>particularly</i> (19) and <i>considerably</i> (4) is relatively low. (Chinese learners obviously underuse certain amplifiers).</li> <li><i>considerably</i> is used to describe the changing state of quantity or comparative abstract notion</li> </ul>	<ul style="list-style-type: none"> <li><i>particularly</i> is often translated as <i>TeBie</i> 特別, and <i>considerably</i> as <i>XiangDang</i> 相當, <i>ShiFen</i> 十分, and <i>Po</i> 頗 in Mandarin. They are far less used in the L1 corpus.</li> <li>Words associated with <i>Po</i> 頗 often describe states of concrete or abstract objects, including <i>Da</i> 大 (big), <i>Gao</i> 高 (tall), <i>Shen</i> 深 (deep), <i>Duo</i> 多 (many), and <i>Di</i> 低 (low).</li> </ul>
<i>very</i> has more positive than negative associations in BNC	<ul style="list-style-type: none"> <li><i>very</i> has both positive than negative associations in CLEC. Chinese learners seem to associate <i>very</i> with adjective for affective implication.</li> </ul>	<i>very</i> and <i>very much</i> are often translated as <i>FeiChang</i> 非常 in Mandarin. <i>FeiChang</i> 非常 often associates with words showing both positive and negative emotions, including <i>GaoXing</i> 高興 (happy), <i>XiHuan</i> 喜歡 (like), <i>GanDong</i> 感動 (touched), and <i>TongKu</i> 痛苦 (painful).
<i>Very much</i> associated with positive words	<ul style="list-style-type: none"> <li><i>very much</i> associated with both positive and negative words</li> </ul>	
<i>completely</i> tends to be associated with abolition and <i>totally</i> tends to have mainly negative associations	<ul style="list-style-type: none"> <li>Chinese learners' use of <i>completely different</i> and <i>totally different</i> with the greatest frequency in CLEC.</li> <li><i>Completely</i> associates with abolition or negation meaning; <i>totally</i> more with negative associations.</li> </ul>	<ul style="list-style-type: none"> <li><i>completely</i> and <i>totally</i> are often translated as <i>WanQuan</i> 完全 in Mandarin.</li> <li><i>WanQuan</i> 完全 associates with words containing negation and abolition meaning, including <i>Bu</i> 不 (not), <i>BuTong</i> 不同 (different), <i>MeiYou</i> 沒有 (not have), <i>XiaoShi</i> 消失 (disappear), <i>BuNeng</i> 不能 (not able to).</li> </ul>

## **Conclusion**

The present study investigates Chinese English learners' amplifier collocation use and how it is influenced by L1. The researcher conducted two corpus-based analyses and found Chinese students' L1 may influence their English collocation use. However, it should be noted that the classification of degree adverbs in Chinese by Lin and Guo (2003) and CLEC used in the present research mainly discuss the Mandarin use in mainland China rather than other Chinese speaking areas, e.g., Taiwan and Hong Kong. Although the written form of Mandarin used in these areas is almost the same, potential differences in language use should be taken into consideration in the future study.

Based on previous findings and discussions, the study suggests some pedagogical implications. The findings indicate that L1 influence is one of the main causes for Chinese learners' unexpected amplifier collocation usage in L2. It is thus suggested that English teachers pay more attention to those collocations used differently in Mandarin and receive proper training and awareness to address the source of different usages. Fan (2009) also suggested that one of the best ways to teach EFL students collocations is to raise their awareness of problematic collocations use in L1. Such awareness is important not only at the level of noticing but also at the level of understanding. In other words, students learn to analyze and test their hypothesis in problematic collocations use. One of the approaches to raise learners' awareness in L2 collocation instruction is through data-driven learning (e.g. corpora). With these available data, students notice the different collocation structures in L1 and L2 as well as analyze how they are used by native speakers of each language. Moreover, the importance of context for formulaic language learning is also needed. McCarthy (1998) maintains that since the nature of these languages are interactive to both speakers and listeners, it is thus suggested that de-contextualization of learning should be avoided. Kennedy (2003) also agrees the importance of context by arguing that in addition to explicit teaching, implicit learning of collocations, such as in reading, can maximize learners' opportunities to acquire collocations.



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