

Title:

How to Minimize the Negative Impact of L1 translation on Chinese L2 Vocabulary Acquisition

Abstract:

According to Jiang's (2000, 2002, 2004) L1 lemma mediation hypothesis, when learners acquire an L2 word via L1 translation provided in a word list, they often rely on the L1 translation as a mediator rather than directly linking the L2 word to the concept it represented. This can lead to negative transfers, such as “我们都是老师” or “我问她帮忙.”

In this talk, I will share strategies I've used to reduce the negative impact of L1 mediation in the process of Chinese L2 vocabulary acquisition. These include using refined online word lists, guiding students to create visual representations to compare the semantic ranges of L1 and L2 counterparts, providing targeted translation exercises, and encouraging metacognitive reflection.

I will also present examples of students' L2 word usage in formative and summative assessments to show the effectiveness of these approaches.

Key words:

pedagogical strategies

L2 vocabulary acquisition

L1 translation

word list