

## **L2 learners' development of productive collocation knowledge in German: The effect of destination country and L1 congruency**

In recent years, research interest in the effect of study abroad (SA) on L2 learners' linguistic development has increased considerably (e.g., Kinginger, 2009; Llanes, 2011). This interest includes several studies on the effect of SA on the development of L2 learners' formulaic competence (e.g., Arvidsson, 2019; Bardovi-Harlig & Bastos, 2011; Boone, 2021; Taguchi et al., 2013). Nevertheless, only a few studies have explored the effect of SA on students' development of collocation knowledge, focusing on an immersion experience in the target language country (e.g., Edmonds & Gudmestad, 2021; Nesselhauf, 2005). The aim of this study is to extend this line of research, by exploring the effect of destination country and L1 congruency on L2 learners' development of productive collocation in German during SA. To this end, a pretest-posttest two group design was used. Participants were 45 Belgian students (L1 = Dutch) majoring in German and another foreign language. One group ( $n = 26$ ) spent the semester abroad in a German-speaking country, while the other group ( $n = 19$ ) went to a country with a different vernacular. To gauge participants' productive collocation knowledge in German, a gap-fill collocation task with 50 collocations, containing 20 congruent and 30 incongruent collocations, was administered pre- and post-SA. Although a large proportion of the variance was due to variation among participants and items rather than to the effects of SA and L1 congruency, the results point to a slight advantage in acquiring incongruent collocations for students spending a semester in the target language country.

### **References**

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