

Undertaking Online Collocation Dictionary to Enhance Textual Translation Ability: An Experimental Study of Mainland Chinese EFL Learners

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Abstract

Collocation competence, if incontestably stated, poses a significant influence on ESL/EFL students' writing performance alongside mutual communication effectively. Even so, very limited attempt was made to clarify the relationship between learners' collocation competence and textual translation ability. The objectives of current paper were to: 1) examine Chinese EFL university learners' collocation knowledge and their textual translation ability before and following the treatment of collocation-based instruction; 2) observe the correlation between Chinese EFL university learners' collocation knowledge and their textual translation ability; and 3) to explore on effects of instruction adopting online English collocation dictionary on Chinese university learners' textual translation ability. This study in terms of research design was quantitatively conducted along with an experimental and control group being compared. The control group (N=38) received a generally-traditional vocabulary instruction while the experimental group (N=37) was conducted with the use of an online collocation dictionary as intervention. Results suggested: 1) a significant improvement was found in collocation knowledge and textual translation ability after the treatment; 2) collocation knowledge and textual translation ability were found significantly and positively correlated. The research outcomes substantially provided evidences of the relationship between collocation competence and textual translation ability. With this in mind, it can benefit EFL teaching by offering writing teachers with practical guidance on how collocation knowledge enables to serve as an optimal solution to EFL learners' problem with textual translation production.

Keywords: Online Collocation Dictionary, Collocation Knowledge, Textual Translation Ability

1. Introduction

1.1 Background of the study

Over the last few decades, globalization as the most-frequently-heard term, has had considerable crucial effects on our daily life from all perspectives. Among all effects, that the increase of English use as a target global language, making the teaching and learning of English an globally-urgent demand appears the most incontrovertible fact to be aware of. Ever since English has utterly transformed into a principal communication tool throughout this globalized world, level of English fluency and proficiency would be perceived as a weighty part to attain ultimately objective of education. This is to say, productive skills (i.e., speaking or writing) would turn into the most crucial foundational in reaching mutual communication and understanding. Being capable to write effectively in a foreign language would lie in writers'

having a “certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use, lexical and syntactical knowledge or specific lexicon with which they want to communicate to their readers” (Godwin-Jones, 2018). Accordingly, an indispensable key factor to the production of effective textual translation work involves learners “having a good command of usage of English words correctly and appropriately for meaningful expression and communication” (Kang & Han, 2015).

By the same token, another prerequisite component concerning foreign language mastery would tightly link to knowing the meaning of the words being used and the understanding of words frequently associated with them— “collocational knowledge” or “collocability”. Collocational ability, “formulaic language”, has for many years occupied a prominent role in the study of language learning (Ghazali, 2015). Despite this, questions have been raised about whether or not EFL learners would demonstrate a native-like collocational knowledge and ability capacitating them to put together potentially-effective written production for mutual effective communication. Additionally, extensive research has shown that lexical instruction is thought of as the other integral component in the teaching of language writing and speaking, considered as “natural production associated with native speakers of the language” (Ellis et al., 2016). According to Men’s (2018) study, “the exhibited difficulties” for L2 writers in explicitly expressing themselves in writing include “understanding the meaning of writing, integrating ideas, and choosing appropriate vocabulary”. EFL learners’ written production could presumably be deemed as “nonnative-like” on grounds of the problems with “lexical poverty, miscollocations”, which are commonly detected in their writing task (Luo, 2016). Considering this issue, an acceptably-apt panacea to pedagogically facilitate students’ appropriately completing textual translation tasks for effective communication can be believed in and sustained by understanding the awareness of accurate collocation usage. The principal objective of the current research, accordingly, aims to explore whether online collocation dictionary enhances Mainland Chinese EFL students’ textual translation ability.

1.2. Objectives of the study

This paper assesses the significance of how collocation instruction (a.k.a Lexical Approach) impacts Mainland Chinese EFL university learners’ textual translation ability. As mentioned previously, conducting collocation instruction to EFL learners would foster and reconstruct their collocational knowledge, which also no or less strengthen their language ability to reach a native-like fluency. With this in mind, the present study serves an attempt to supplement the findings of those previous collocation-related studies, particularly in exploring the effects of the integration of online collocation dictionary on Mainland Chinese EFL learners’ translation writing ability alongside the correlation between collocational knowledge and textual translation ability. Putting all these concerns together, this research has three objectives: 1) to examine Mainland Chinese EFL learners’ collocation knowledge and textual translation ability before and after the treatment; 2) to explore the correlation between Mainland Chinese EFL learners’ collocation knowledge and their textual translation ability.

1.3. Research questions

In light of the preceding research objectives, the present study attempts to answer these specific questions: 1) to what extent do Mainland Chinese EFL learners’ collocational and textual translation abilities exactly improve with the adoption of an online collocation dictionary; 2) Is there a correlation between Mainland Chinese EFL learners’ collocation and their textual translation abilities.

1.4. Significance of the study

This study is absolutely worthy of attention in laying the groundwork for exploring how collocation knowledge enables to minimize the negative impact of first language interference or cross-meaning (language learners attempt to apply the knowledge from their native language to a foreign language they pick up). Online English collocation dictionary substantially brings potential benefits, simplifying Chinese EFL university learners' analysis and understanding of translated text bilingually in the process of translation works. Research pertaining to the correlation between collocation knowledge and textual translation ability in the area of Mainland Chinese EFL university education/learners remains still in its infancy, and as such it is of great interest and weightiness to explore how collocational knowledge could appreciably play as the decisive role as a facilitator to foster and improve Mainland Chinese EFL learners' textual translation. This study predictably holds the promise that online English collocation dictionary adopted as a rudimentary reference for vocabulary acquisition and enhancement of textual translation ability can be put into practice while teaching different academic levels / majors of Chinese EFL learners in the future.

2. Literature Review

2.1. Wakeup call to EFL learner's awareness of collocation knowledge

Numerous studies have demonstrated that EFL/ESL students are deficient in collocational knowledge, and that some language instructors seem to neglect collocation instruction as the facilitative element of FL vocabulary development and language proficiency (Al-Zahrani, 1998; Yumanee & Phoocharoensil, 2013). Lewis (2000) points out that language teachers have to help raise ESL/EFL learners' awareness of collocations and promote to explore the realm of collocation is essential; by doing so, learners are able to make further progress of using language in terms of some part unknown to them as learning "because the stored sequences of words are the bases of learning, knowledge and use" (Nation, 2009). As learners receive collocation instruction at class, they not only absorb the knowledge of collocations but also learn skills to develop collocational knowledge by independence because independent language learners would be risky to take challenge particularly (Woolard, 2000). In addition, Woodlard (2000) suggests some practical methods to help raise learners' awareness of collocations; by way of his classic illustrations, selecting and reviewing of those mis-collocations learners experience can stimulate them in language production. Most importantly, learners' high concentration focused on collocation extends their ability to explore other significant collocations themselves in the process of their language learning inside and outside ESL/EFL settings. Concerning learners' awareness of knowledge in collocation, in recent years there have been many studies on that efficient language acquisition requires collocation knowledge because learning language in chunks, such as set phrases or routines, can efficiently quicken language acquisition (Ellis & Laporte, 2001). On the other hand, ESL/EFL learners' psycholinguistic perspectives tend to lead them to internalize word knowledge they acquire into their mental lexicon as part of long-term memory, and collocations seem one of the promising ways to work this out because "lexical phrases in language reflect the way the mind tends to chunk language in order to make it easier to process" (Schmitt, 2000), and those chunks obtained in learning are "powerful and long-lasting links between words in mind" (Aitchison, 2002). With the evidence accumulated from research above collocations are organized to enable efficient language reception and production. For this reason, an emphasis should be put upon the value of collocation in ESL/EFL instruction.

2.2 Collocation as highlight in ESL/EFL instruction

Many researchers and language teachers note the importance of collocational instruction, with some proposing that more attention should be paid to them due to a lack of equivalents in the first language (Tekingul, 2013; Thongvitit & Thumawongsa, 2017). Language teachers would have to choose and teach collocation with caution in order not to pose extra problems, troubles, and challenges to ESL/EFL students in the classroom. Hill's (2010) recommendation for adopting medium-strength collocations between strong and weak ones should be considered the first priority. This recommendation also indicates that language teachers are the ones responsible for teaching both collocations themselves as well as the words themselves used in these collocations, which would possibly otherwise not be taught outside of collocation lessons. As these language teachers conduct their disposal supplementary activities with collocation-related aid, textbook, materials surrounded during the classroom instruction, this may be a great help with navigating the teaching of those language chunks involved in common collocations (Meechai & Chumworathayee, 2015). Various strategies to help introduce collocations and lexical knowledge to learners are offered by Hill et al. (2000). The use of larger units in ESL/EFL setting can help learners internalize and transfer the lexical items they add to their mental lexicon. Following that, learners should be encouraged to repeatedly redo the same task in order to have their production (output) of collocations in writing or speaking. An increasing number of instructional methods in collocation have become available over the last few decades following suggestions of researchers and language teachers. With this in mind, the issue on the relationship between collocation knowledge and learners' language ability toward native-like fluency remains an important continuum in need of attention.

2.3 Online English collocation dictionary

In the previous section, common collocational expressions in English is taken as the principal information as well as data collected based on accumulated hands-on experience. According to Liao (2016), foreign language users or learners, taking Chinese EFL learners for example, always mistakenly collocated together in a less-nativelike way, which was critically considered as a matter with "Chinglish" or failure in effective mutual communication or misunderstanding. This could possibly be traced back to the issue on the interference of mother language (a.k.a. Language Transfer). For this reason, Liao (2016) strongly suggests EFL learners to adopt all sorts of collocation dictionaries or even the Corpus of Contemporary American English (COCA) to facilitate learners' understanding of accurate word choice or combination of words precisely. It is encouraged that language learners must heavily count on collocation dictionaries in order to become further familiar with the usage of word choice and then build up a self-collocation database by learners themselves. In Lin's (2016) study on collocational approach to teaching Taiwanese college low-achieving learners in an EFL writing classroom, the results suggested that EFL low-achieving learners' awareness of collocations, following the collocation instruction, has been substantially improved while the instruction of word classes facilitates students' collocations learning. Most significantly, collocation dictionaries and online corpora are considered practical and useful sources of instructional materials for collocation instruction. Last but not least, adopting the chunk-for-chunk translation approach was genuinely beneficial to students' learning of collocations and their translation writing skill. For the present study, the Online English Collocation Dictionary (OECD) is one tool that can be of benefit in the teaching of collocations, as well as enable students to be self-teaching, fulfilling both aspects of learner-based education discussed above. Online dictionaries such as this one are practical and useful tools for language learners. It is also a tool used to facilitate and enhance language acquisition. However, the OECD has limited specific information regarding collocation, though the

examples and sentences explaining word usage and expression listed in the dictionary can also be adopted for the identification of collocation by teachers and learners. On the other hand, English collocation dictionaries, such as The BBI Dictionary of English Word Combinations, Oxford English Collocation Dictionary, Longman Collocation Dictionary of Contemporary English can offer direct collocational learning to the student, which can be used in written texts or utterances. As EFL learners receive the new inputs of collocation usage from collocational dictionaries, then they are able to benefit from the learning itself along with having a simple and clear reference resource for future use.

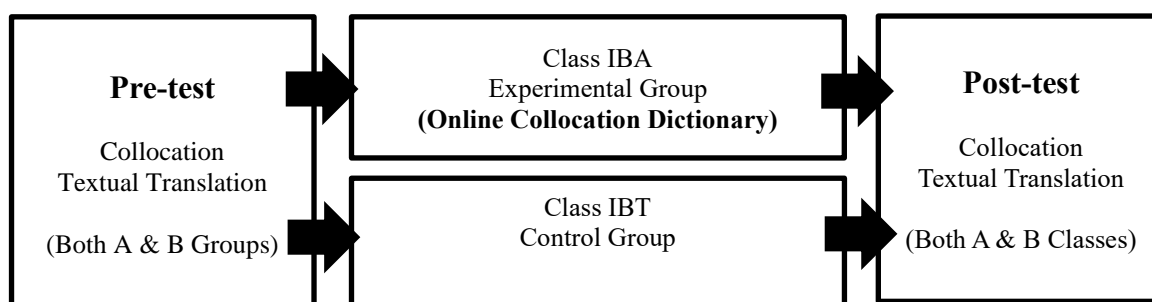
3. Research Method

3.1 Research design

In this study, the researcher conducted an “Experimental Design” consisting of experimental group and control group to collect and analyze quantitative data in three consecutive phases within one study (Creswell et al., 2010). The first phase was a pre-test given to participants for assessing their collocational knowledge and textual translation ability before any intervention was provided. The second phase was to implement an eight-week-long online-collocation-collocation experimental instruction. Finally, a post-test of both collocation and textual translation writing were administered to both groups. A prototypical version of quasi-experimental design is illustrated in Figure 3.1.

Figure 3.1

Prototypical version of experimental design



3.2 Research participants

The target participants for this present research are consist of two Mainland Chinese EFL university-level classes/groups with a total of 75 students (38 and 37, respectively), ranging in age from 18 to 21 years. All participants are native Mandarin-speaking Mainland Chinese, who come from a household where Mandarin is their native language (L1). The groups are divided by class in this study, with Class IBT (N=38; 14 female and 24 male) marked as the control group and Class IBA (N = 37; 12 female, 25 male) as the experimental group.

3.3 Instruments

3.3.1 Pre-test and post-test collocation exercise

The first stage of the study was to assess Chinese EFL university student participants' collocation and textual translation ability. In this stage, a collocation and textual translation pre-test were given to both the control and experimental groups before any intervention, and a follow-up post-test after the intervention. Collocation pre-tests / post-tests respectively were

consist of 20 collocation tests, and the textural translation questions will be a set of 10 Chinese to English textual translation exercises extracted from official university-level English textbook approved by the Taiwan Ministry of Education in Taiwan. Samples of collocation exercises, pre-test and post-test translation exercises are shown below:

英文搭配詞測驗卷

請於下列空格中填入你認為最適當的搭配詞彙，劃線的中文字可提供你翻譯時的提示：

➤ 「動詞+名詞」或「名詞+動詞」

1. 我的父親記憶力很好，容易保留資訊。

My father has a good memory and finds it easy to facts.

2. 這位導演的新片引起許多人的興趣，每個人都在談論這部電影。

This director's new film has a lot of interest. Everybody is talking about it.

3. 將來必須興建更多的托兒所，以符合高品質兒童照護的需求。

More nurseries will have to be built to the need for high-quality child care.

Cited from Liao (2016, p.37)

Chinese to English Translation *Pre-Test* Sample

過去 18 年來，為通過高中或大學入學考試而設立的補習班數量激增逾 6.5 倍之多。這現象顯示教育部 18 年前所推動的教育改革實際上充斥嚴重弊病。18 年前政府邀請眾多學者專家集思廣益，規劃一大型教改計畫，希望能解決國內學生長久來課業壓力所招致的苦痛。

Cited from Liao (2016, p.55)

Chinese to English Translation *Post-Test* Sample

為了通過高中或大學入學考試，過去 18 年來，設立的補習班數量激增逾達到 6.5 倍之多。這種現象表示教育部於 18 年前於教育上所推動的改革實際上充斥著嚴重弊病。於 18 年前台灣政府積極邀請眾多學者專家一起集思廣益而規劃大型教育改革計畫，並且希望能解決國內學生長久以來因為課業壓力所招致的苦痛。

Cited from Liao (2016, p.55)

All the collocation exercises, translation pre-test and post-test are adopted and adapted from Dr. Posen Liao (2016)¹ who has professional training in the domain of translation and collocation. For this reason, all the exercises for assessing high-school student participants' collocation and translation ability in terms of validity are considered highly reliable for the current research.

3.3.2 Collocation instruction—online English collocation dictionary

The second phase of the study was the implementation of collocation instruction (treatment / intervention) for both Class IBA (experimental group) and Class IBT (control group). Class IBA received a direct intervention via adopting an online English collocation website as assistance while no intervention was given for Class IBT. The online collocation dictionary

¹ Dr. Posen Liao is currently full-time professor at National Taiwan Normal University. His professional discipline includes Theories of T&I Teaching, Translation Testing and Assessment, Quantitative Research Methods, and Qualitative Research Methods

adopted for collocation instruction at Class IBA (experimental group) was shown below with the introduction to this online collocation dictionary usage while samples of collocation exercise sheet for V-N, Adj-N, Adv-V types and chunk-for-chunk collocation translation exercise. The site was built by the National Institute of Education for The Foundation, which is expected to provide the “Taiwan Light” of The Ministry of Foreign Affairs. Taiwan Panorama). Each month, with Chinese, English, Japanese, Thai, Vietnamese, Indonesian and other languages, Taiwan’s political, social, cultural and other orientations, it is very appropriate for the participants to learn how to use English to introduce Taiwan-related culture and Taiwanese feelings. Through the operation of this index system, we can easily search any keywords in Chinese or English bilingually to explore the related sentence expressions with collocation usage provided. However, the learner users should be reminded that although this is the text of the Chinese and English, but it is not a directly translated word to word, but the transforming of the text. Learners are able to pick up a large number of examples how to make English in different contexts and in different contexts. Next, the Collocation Panel at the bottom right of the interface is very useful and practical, and learners are able to see the various Chinese words that are paired with the “potential and possible word combination”. The root of Collocation Panel’s claims and the large number of examples it provides can be used to extract the Chinese and English for translation writing practice.

國教院英英雙語索引典系統

語料庫 光華雜誌 關鍵詞: 討論 搜尋

總共找到 1374 句
<< 上一頁 1 下一頁 >>

1. They received a "distress" call from a volunteer in Daniao this very morning, and rushed up like a house afire. As soon as they arrive they pull out chairs and invite the locals to "sit down with us and we'll **discuss things** together."

他們上午接到一通大烏義工的「求援」電話，因此火速趕來，一來就拉椅子邀請眾人：「坐過來、靠近一點，一起來**討論**！」

2. On the one hand this system will help broaden the perspective of local students, and on the other it can attract foreign students to Taiwan, making Taiwan's education sector more competitive. Points of **contention**: Healthcare and agriculture

2大**討論**焦點：國際醫療與農業加值然而，只要有改革，就會有公共**討論**的聲浪。

3. We should always keep in touch with our children's academic progress, help them with difficulties in their schoolwork, observe their psychological and physical development and be ready to communicate with them and **discuss things** whenever appropriate.

隨時注意孩子功課的進度，從旁解決孩子課業的難題，並觀察他們的心理及生理變化，適時地溝通**討論**。

4. What I want to **discuss** with you today is the question of point of view and feelings in writing and literature.

在這樣一個中國現代史的架構中，我們對自己人生的遭遇，對國家民族的境況，都有很多的感觸，所以在文學作品裡就常常**討論**這些問題。我今天所要跟各位**討論**的，就是文學與著述的角度，以及所抱持的情懷等問題。

5. I feel that comparisons of Eastern and Western art or **discussions about** realism versus freehand brushwork [in traditional Chinese painting] are for the convenience of holding conferences or writing books ; they have nothing at all to do with the creative artists .

我覺得東西藝術的比較、寫實寫意的**討論**，好像是為了開會或寫書方便

自動對應翻譯

discussion (265)

discuss (141)

discussions (114)

discussions (90)

discussing (79)

debate (54)

discusses (21)

自動抽取搭配詞

引起~, 經過~, 公開~, 提出來~,

[~N]

~議題, ~話題, ~焦點,

[~Vi]

~熱烈

討論 [N]

[DET~]

諸多~,

[N~]

議題~,

[Vi~]

廣泛~, 熱烈~,

[V~]

引起~, 引發~,

3.3.3 Scoring rubrics for textual translation and collocation assessment

Waddington's (2010) scoring rubric for textual translation assessment is adopted as the rating criteria for the measurement of participants' Chinese-to-English textual translation ability. The rubrics consist of a five-level range of textual translation abilities: Level 5-Successful task completion / 9-10 marks, Level 4-Almost completely successful / 7-8 marks, Level 3-Adequate / 5-6 marks, Level 2-Inadequate / 3-4 marks, and Level 1-Totally Inadequate / 1-2 marks, as

shown in Table 3.2 below. Chinese EFL learners' textual translation writing works were collected and given marks based on the indicators of textual translation rubrics, which would rely on the actual content of EFL learners' textual translation writing tasks. These scores are used to explore Chinese EFL learners' textual translation writing performance on pre-test and post-test textual translation writing as assessment before and after the use of online collocation dictionary. Meanwhile, two English instructors were assigned to mark Chinese EFL learners' textual translation writing tasks. All the textual translation writing tasks were marked and assessed by both two English instructors via adopting the scoring rubrics for marking the tasks to acquire the average scores as the indicators of Chinese EFL learner's textual writing performance.

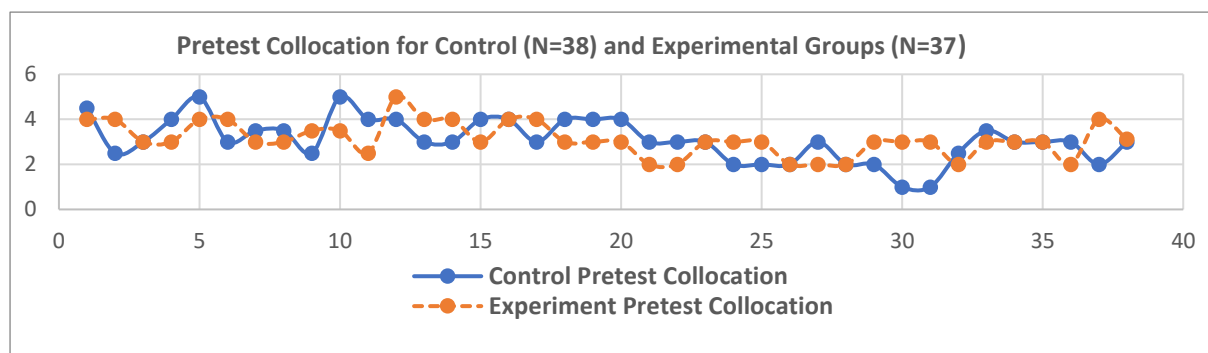
4. Research Results

4.1 To what extent do Mainland Chinese EFL Learners' collocational and textual translation abilities improve with the use of an online English collocation dictionary?

The first research question looked at the improvement in Chinese EFL learners' collocation and textual translation ability for both control and experimental groups. The researchers adopted Waddington's (2010) scoring rubric for textual translation assessment (Level 5-Successful task completion / 9-10 marks, Level 4-Almost completely successful / 7-8 marks, Level 3-Adequate / 5-6 marks, Level 2-Inadequate / 3-4 marks, and Level 1-Totally Inadequate / 1-2 marks) to assess EFL learners' performance of pretest / posttest textual translation abilities while the pretest and posttest collocation exercises were used to evaluate EFL learners' collocation knowledge. According to the Chart 4.1, the results showed that before the experiment the averaged collocation exercise scores for both control and experimental groups stayed close without any doubt. The highest scores were 5 points for both control and experimental groups. Meanwhile, the lowest scores were 1 point for control group and 2 points for experimental group.

Chart 4.1

Pretest collocation exercise scores for control and experimental group



Concerning the posttest averaged collocation exercise scores; the results showed that the highest scores of collocation exercise were 4 points for control group and 6 points for experimental group with the treatment of the collocation instruction. Apparently, the experimental group Chinese EFL learners' collocation knowledge under the use of online collocation dictionary as classroom instructional aid were enhanced and shown a noticeable improvement in comparison to control group as indicated in Chart 4.2.

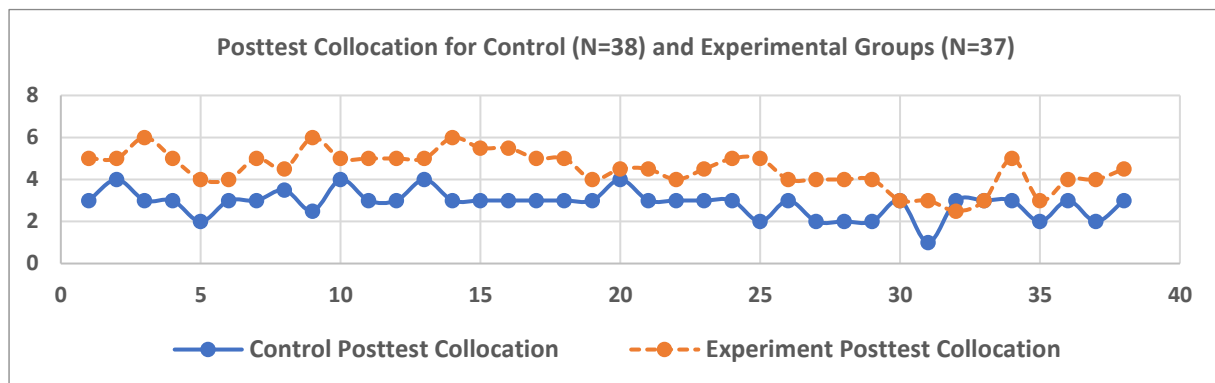
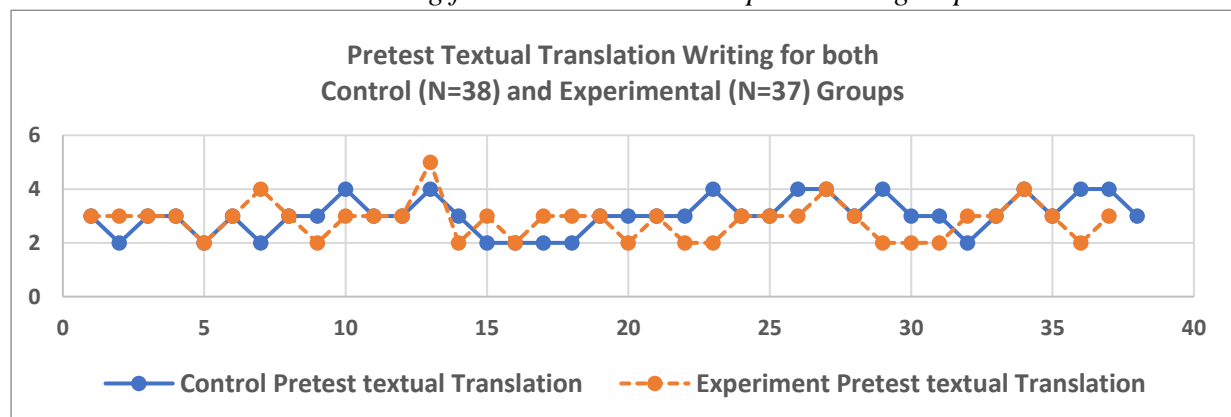
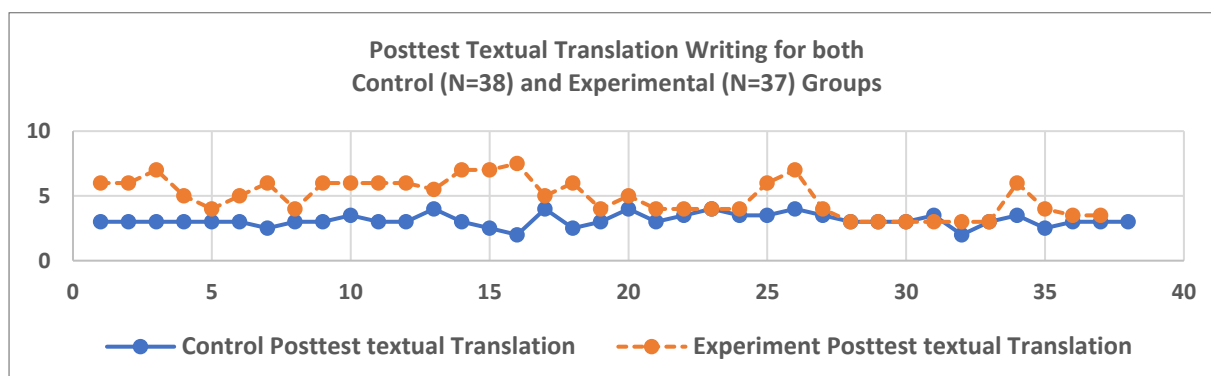
Chart 4.2*Posttest collocation exercise scores for control and experimental group*

Chart 4.3 reports an overview of pre-test results of Chinese EFL learners' textual translation abilities for both groups. The highest scores of pre-test textual translation writing of control-group EFL learners were 4 points and the lowest were 2 points. Contrastingly, the highest pre-test textual translation writing scores of Chinese EFL learners in experimental group were 5 points and the lowest were 2 points as well. From this chart, both control and experimental groups of EFL learners' actual textual translation abilities before the treatment appear not significantly different.

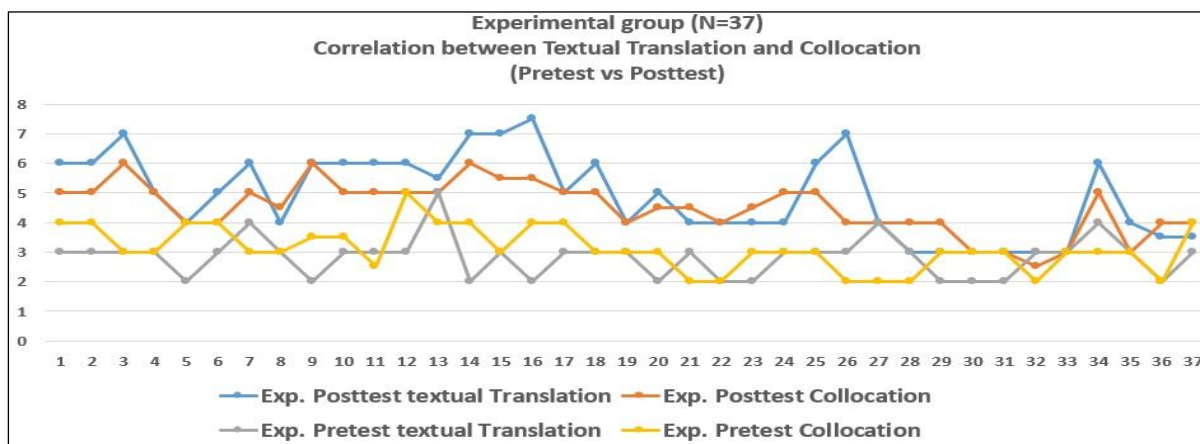
Chart 4.3*Pretest textual translation writing for both control and experimental groups*

On the other hand, it can be seen from the data in Chart 4.4 that experimental-group Chinese EFL learners' posttest textual translation writing scores reported significantly higher than the control group. The line chart below shows some of the breakdown of the posttest textual translation writing performance. The highest scores of posttest textual translation writing were approximately 7.5 points for the experimental group and 4 points for the control group, which means that following the treatment the experimental group learners' textual translation writing performance were significantly improving in comparison to the pre-test textual translation writing scores. These results support one of the directional hypotheses in the present study—Chinese EFL learners' textual translation ability would be significantly improved with the use of online English dictionaries.

Chart 4.4*Posttest textual translation writing for both control and experimental groups*

4.2 Is there a correlation between Mainland Chinese EFL learners' collocation and their textual translation abilities?

The second research question focuses on discovering correlations between Chinese EFL learners' collocation knowledge and their textual translation ability. To test the research hypothesis and answer the current research question, the scores collected from both pretest / posttest of textual translation writings and collocation exercises were used to find out the correlations between textual translation ability and collocation knowledge of experimental-group Chinese EFL learners before and after the treatment of the use of an online collocation dictionary.

Chart 4.5*Comparison of scores for pre / posttest textual translation and collocation*

As we take a closer inspection of the Chart 4.5 above, the scores of textual translation writing and collocations were evidently correlated from several learners' cases. First of all, in No.1 and No.2 learners' cases, their pretest textual translation and pretest collocation scores were both 3 points and 4 points. Following the treatment, learners No.1 and No.2 scores for posttest textual translation and posttest collocation were both improved to 5 points and 6 points. Similar cases with minor improvement in both textual translation and collocation can be found in learner cases No.6, 7, 10, 11, 12, 34, etc. Then, that what is striking about the scores in this chart would be learner cases No. 3 (3-3 points to 6-7 points), No.9 (2-2.5 to 6-6 points), No.14 (2-4 points

to 6-7 points). To sum up, these cases show a strong and positive correlation between textual translation and collocation knowledge. Similar cases with drastic improvement in textual translation and collocation following the use of an online collocation dictionary as experimental treatment can be found in learner cases No.15, 16, 18, 25, 26, etc. Simply stated, Chinese EFL learners with higher scores of collocational knowledges would produce better in textual translation writing performance. Besides, in order to examine the correlation between textual translation writing and collocation knowledge, the Pearson product-moment correlation coefficient through SPSS 22.0 was used and a positive correlation coefficient of 0.8 was found between textual translation writing and collocation knowledge as shown in Table 4.1.

Table 4.1

Correlation coefficient between textual translation and collocation

		Exp_Posttest_Translation	Exp_Posttest_Collocation
Exp_Posttest_Translation	Pearson Correlation		
	Sig. (2-tailed)		
	N		
Exp_Posttest_Collocation	Pearson Correlation	.805**	
	Sig. (2-tailed)	.000	
	N	37	37

** . Correlation is significant at the 0.5 level (2-tailed).

5. Conclusion and Discussion

The aim of this study was to explore the effect of an online collocation dictionary on English textual translation writing ability of Chinese EFL learners. This paper sought to address the following research questions: 1) To what extent do EFL learners' collocational and textual translation abilities improve with the use of an online collocation dictionary; 2) Is there a significant correlation between Chinese EFL learners' collocation and their textual translation abilities. The results showed that the experiment-group Chinese EFL learners' collocation and textual translation abilities were significantly improved with the use of an online collocation dictionary. A second major finding of this study was that a slight positive correlation was found between Chinese EFL learners' collocation and their textual translation abilities. The results from this study support the notion that online collocation use serves to effectively assist Chinese EFL learners' vocabulary acquisition based on collocationally-correct expression adopted for written communication. With collocation dictionary use for textual translation in writing class, Chinese EFL learners were able to more effectively acquire a broader knowledge of word choice instead of learning or cramming vocabulary in isolated cases. For this reason, students should be encouraged to use a collocation dictionary during any practice writing tasks in the classroom. Students not only learn how to use language in a more fluent manner but also how to avoid making textual translation errors in a "Chinglish" style. From this research, the experiment confirmed that collocation has a positive correlational effect on translation writing. For this reason, one of the most significant findings to emerge from this study is that classroom English instructors are suggested to intensively develop language learners' awareness of collocation through all sorts of collocation-related textbooks, dictionaries or mobile technological Apps. That is to say, that adopting collocation instruction would enable students gain more chances to acquire broader knowledge of word choice instead of learning or cramming them in isolated cases. For this reason, students should be encouraged to have a collocation dictionary with them

when carrying out any writing tasks in the classroom for practice only. Chinese EFL learners' would bump into the issues or problems with Chinese-English textual translation writing ability due to the effect of mother language transferring to a foreign language. In this case, Chinese EFL learners never make any further progress in doing translation writing practice. However, Chinese EFL learners in order to foster their textual translation writing ability to reach a more advanced level of fluency and accuracy in writing are required to compile and organize their own bank of collocation or word chunks for repeating and practicing them for further translation writing drills.

6. References

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