EXPLICIT LEXICAL COLLOCATION TEACHING IN TRANSLATION

ÇEVİRİDE AÇIK SÖZCÜKSEL EŞDİZİM ÖĞRETİMİ

Özgür Şen BARTAN
Dr.Öğr.Üyesi, Kırıkkale Üniversitesi, Fen Edebiyat Fakültesi, Mütercim Tercümanlık A.B.D. ozgursen1@yahoo.com

Abstract

This study tries to explore the effects of teaching lexical collocations (verb+noun) explicitly through a teaching program in a translation education context. The collocation teaching program is named as Lexical Collocation Teaching for Translation (LCTT). The implementation of LCTT program to the students of Translation and Interpreting in English took 10 weeks totally. It includes pre and post-tests; finding verb +noun collocations from an English novel through a concordance tool, Compleatlextutor (http://lextutor.ca/concordancers/); spotting and analysing verb +noun collocation pairs from a Turkish novel and its English translation; translating sentences consisting of verb+noun lexical collocations which were found specifically difficult for Turkish learners (Nişancı, 2014; Şen Bartan, 2019), and lastly, translating Turkish literary texts and listing and analysing verb+noun collocations used throughout the source and the target text (bilingual collocation lists). It is a quasi-experimental research design which uses the one-group pre-test-post-test only design (Creswell, 2014). The results of the study indicate that LCTT program has a positive effect on both students' awareness of lexical collocations and translation performance of verb+noun lexical collocations.

Öz

Bu çalışmanın amacı çeviri öğretimi bağlamında açık sözcüksel eşdizim öğretimi için tasarlanan ve Çeviri için Sözcüksel Eşdizim Öğretimi (ÇSEÖ) adı verilen öğretim programının etkilerini incelemektir. ÇSEÖ programı İngilizce Mütercim Tercümanlık anabilim dalındaki öğrencilerine 10 hafta uygulanmıştır. Bu programda öntest, sontest, Compleatlextutor (http://lextutor.ca/concordancers/) adlı çevirimiçi bağımlı dizin aracını kullanarak verilen İngilizce edebi metinden eylem+ad eşdizimleri bulma, Türkçe-İngilizce çevirisi yapılmış bir romandan eylem+ad eşdizimleri eşleştirme ve çözümleme ve özellikle anadili Türkçe olan öğrenciler için zor bulunan eylem+ad eşdizimleri içeren (Nişancı, 2014; Şen Bartan, 2019) tümcelerin Türkçe-İngilizce çevirilerinin yapılması, Türkçe-İngilizce yazınsal çeviriler yapıp iki dilli eşdizim listeleri çıkarma uygulamaları yer almaktadır. Çalışmada tek grup kontrol grupsuz öntest sontest deseni benimsenmiştir. (Creswell, 2014). Çalışmanın sonuçları ÇSEÖ programının öğrencilerin sözcüksel eşdizim farkındalıklarını ve çeviri edimlerini arttırdığını göstermektedir.

INTRODUCTION

Collocations are sub-category of formulaic language (Wray, 2002) which is regarded as one of the main components in language processing and language acquisition (Schmitt, 2010). Two of the most significant views that define collocation were frequency-based and phraseological approaches (Nesselhauf, 2005; Eren, 2016; Aksu Kurtoğlu, 2016). The former approach is concerned with the frequency of co- occurrence of lexical items and its main contributors were Firth (1957), Halliday (1966) and Sinclair (1991). Seretan (2013: 90) discusses that the frequency-based approach provides "a purely statistical account of collocation phenomenon and unconcerned with the syntagmatic dimension of the combinations involved". Also, Cangır, Büyükkantarcıoğlu and Durrant (2017:467) emphasize that "if researchers rely on corpus data only, the frequency measures are likely to misguide them in their analysis and interpretation". Moreover, the latter approach defines collocation as "co-occurence of two or more lexical items as realizations of structural elements within a given syntactic pattern" (Cowie, 1978:132). Recently, the nature of the collocation was described by Hoey (2005: 5) as "a psychological association between words (rather than lemmas) which is evidenced by their occurrence together in corpora more frequently than is rational in terms of random distribution."

The reason why researchers try to explore collocation teaching, especially in the past decade, emerges from the three views that collocation knowledge is good for L2 learning; it is required to assess the collocation knowledge, and investigation of the factors that influence the pace of acquisition of (types of) collocations, and pedagogic interventions to accelerate learning is necessary (Boers & Webb, 2018: 79).

Firstly, collocation knowledge is reported to be closely associated with L2 proficiency, in that, collocation competence can contribute to L2 proficiency (Hsu & Chiu, 2008; Keshavarz & Salami, 2007). Apart from the importance of collocation knowledge, the pace of the collocation learning was discussed and the studies indicate the slow development of L2 collocation knowledge (Li & Schmitt, 2010; Levitzky-Avaid & Laufer, 2013).

Secondly, recent developments in the field of lexical collocations have led to an interest in the assessment of the collocation knowledge (Laufer & Waldman, 2011; Li & Schmitt, 2010). To illustrate, Laufer and Waldman (2011:647) investigate the use of English verb-noun collocations in the writing of native speakers of Hebrew at three proficiency levels and find that:

> learners at all three proficiency levels produced far fewer collocations than native speakers, that the number of collocations increased only at the advanced level, and that errors, particularly interlingual ones, continued to persist even at advanced levels of proficiency.

Similarly, even advanced level learners have difficulty in using collocations (Zughoul & Abdul-Fettah, 2001) or they are hesitant to use them (Demir, 2017). Demir (2017: 75) compared the use of English lexical collocations in the texts (academic articles) written by native writers of English and non-native writers (Turkish) of English, and revealed that non-native writers used 499 lexical collocations, native writers used 1548 lexical collocations. Moreover, Granger (1998) studied collocations used in advanced EFL writing and demonstrated the L1 influence on producing collocations and the difference in native and EFL corpora. Also, Boers et al. (2014:50) assessed commonly used textbook exercises and explored "poor learning outcomes" in terms of verb+noun collocations. It is clear that L2 learners have problems regarding collocations.

Lastly, the effectiveness of teaching collocations is argued in many researches (Boers et al., 2014; Chandra, 2014; Demir, 2017; Eyckmans et al., 2016; Ganji, 2012; Güleç & Güleç, 2015; Kheirzadeh, &Marandi, 2014; Lewis, 2000; Laufer, 2011; Laufer& Waldman, 2011; Laufer & Girsai, 2008; Nesselhauf, 2005; Sonbul& Schmitt, 2013; Webb & Kagimoto, 2011; Webb et al, 2013; Wray, 2000; Wray, 2013; Tekingül, 2013). One of the significant current discussions in teaching collocations is the effectiveness of explicit and incidental lexical collocation teaching. Studies on explicit collocation teaching demonstrate its effectiveness (Boers, Demecheleer, &Eyckmans, 2004; Chan & Liou, 2005; Laufer & Girsai, 2008; Lindstromberg& Boers, 2008; Sun & Wang, 2003; Webb & Kagimoto, 2011). For instance, Sonbul and Schmitt (2013) examined different conditions (enriched, enhanced, and decontextualized) under which both adult native speakers and advanced non-native speakers of English acquire collocations. It is interesting to note that all three conditions of this study led to significant long-term gains in explicit form recall and recognition both for natives and non-natives. Concerning incidental learning, Webb et al. (2013) studied the effects of repetition on the learning of collocation through reading stories incidentally and indicated that the effect of incidental learning increases if learners encounter collocations 15 times within a graded reader. Likewise, Alharthi (2018) investigated the effectiveness of reading in the incidental learning of collocations. The study also addressed the question whether out-of-class exposure such as watching TV, listening to radio or music, reading English books and using social media plays a significant role in the learning of collocations. It is noteworthy that the target collocations can be learned incidentally through reading although the level of mastery was limited (Alharthi, 2018). Also, Durrant and Schmitt (2010) found that repetition may have an effect on learning collocations incidentally. On the contrary, to compare three conditions of collocation teaching (explicit, incidental, incidental+) Vural (2011:75) conducted a research and the study demonstrated that "the subjects who received explicit instruction showed higher learning gains than those who received meaning-focused instruction of the target items". The tasks of the research were form-detection, definition-matching, fill-in-blank exercises, and translation / paraphrasing.

Another significant current issue in teaching collocations is the effectiveness of using concordancers in collocation teaching (Chan & Liou, 2005; Kheirzadeh & Marandi, 2014; Sun & Wang, 2003). Chan and Liou (2005) examined the influence of using a web-based Chinese-English bilingual concordancer to teach English verb-noun collocations and concluded that explicit online instruction of collocations through concordance was effective. Zanettin (1998:2) stated that concordances can be printed out and examined in the translation class in order to analyse the features of source and target text and learners can make use of corpora while translating..

L1 and L2 non-congruency was found to be one of the main difficulties of collocation learning (Bahns & Eldaw, 1993; Granger, 1998; Huang, 2001; Jurko, 2010; Martelli, 2007; Nesselhauf, 2003; Nişancı, 2014; Şen Bartan, 2019; Zughoul & Abdul-Fettah, 2001). Jurko (2010) conducted a study on lexical (non)congruence of collocation and mentioned that high frequency lexical collocations should be listed and instructed. The frequency of occurrence can be a decisive factor in discriminating synonymous collocations (Jurko, 2010). Jurko (2010) stated that such pair of collocations is of little contrastive pedagogical value as the L1 into L2 translation equivalent is completely predictable. For instance, "lose patience" has a relatively high frequency of occurrence in both Slovenian and English corpora however; its translation equivalent is predictable, meaning that it may be easy to translate from Slovenian to English (Jurko, 2010:61).

Additionally, it is indicated that verb+noun lexical collocations were specifically difficult for L2 (also Turkish) learners (Bahns & Eldaw, 1993; Bonelli, 2000; Liu, 2000; Nesselhauf, 2005; Nişancı, 2014; Şen Bartan, 2019; Vural, 2011). For instance, Şen Bartan (2017) examined the most common lexical collocation errors (verb+noun) in terms of restriction on collocability and L1 influence; the study suggested that more restrictions of collocation cause poorer collocation production, and L1 influence plays an important role in translators' erroneous collocations. To date there has been little agreement on the findings about restriction, in that, unlike Huang (2001), Martelli (2007), Nişancı (2014), and Şen Bartan (2019) who found that higher degree of restriction causes poorer collocation production, Bonelli (2000), Granger (1998), Howart (1998),and Nesselhauf (2005) reported that higher degree of restriction facilitates collocation production.

In addition, Laufer & Girsai (2008) studied the effect of L1-L2 translation on collocation learning. They investigated the effect of "explicit contrastive analysis and translation activities on the incidental acquisition of single words and collocations", and found that the experimental group outperformed the other two control groups on all the tests. Interestingly, comparing L1 and L2 verb+noun lexical collocations and translation help them learn collocations. However, more recently, literature has revealed contradictory findings about the effect of L1-L2 explicit contrastive analysis on collocation learning. Eyckmans et al. (2016:127) studied the "deliberate memorization of L2 phrases and tested effectiveness of two proposals for how to help learner

recall the lexical composition of L2 phrases". In one condition, the participants were asked to compare L1 and L2 verb+noun collocations (e.g., turn the tide) and in another condition, their task was to identify phrases that alliterate. In the third condition, they did not have a task to memorize the verb+noun collocations. The researchers indicate the positive effect of alliteration task, but not of the translation comparison task.

In recent years, there have been a great number of studies that focus on problems of collocations in both EFL and translation (Bahns & Eldaw, 1999; Eyckman, Boers, & Lindstromberg, 2016; Howart, 1998; Huang, 2001; Laufer & Girsai, 2008; Liu, 2000; Martelli, 2007; Mel'čuk, 1998; Modarresi, 2009; Nesselhauf, 2005; Nişancı, 2014; Noura, 2012; Şen Bartan, 2019; Seretan, 2013). Besides, it is reported that foreign language learners have greater difficulty with lexical collocations rather than grammatical ones (Bahns & Eldaw, 1999; Bıldırcın, 2014).

Having utilized the data from corpus-based and descriptive collocation studies, recently, there have been classroom based researches (Boers, Demecheleer, Coxhead, & Webb., 2014; Boers & Webb, 2018; Chandra, 2014; Demir, 2017; Ganji, 2012; Güleç & Güleç, 2015; Kheirzadeh, & Marandi, 2014; Laufer, 2011; Laufer & Waldman, 2011; Nesselhauf, 2005; Lewis, 2000; Sonbul & Schmitt, 2013; Wray, 2000; Wray, 2013; Webb & Kagimoto, 2011; Webb, Newton & Chang, 2013; Tekingül, 2013) to create learning environment in order to teach collocations.

In terms of translation process, it is not an easy task for translators to find the right collocation especially in literary translation, due to the fact that up to 70% of language is made up of fixed expressions (Hill, 2000). The translator, in the process of translation, is always looking for the most accurate and natural lexical equivalents between the source and the target language (Newmark, 1988). Noura (2012) emphasized that a collocation is one of the most important problems in translation. According to Seretan (2013: 87), "lexical collocations are a key issue for Natural Language Processing (NLP) systems since… they do not allow for word-by-word processing". Also, they are more difficult to handle than other multi-word expressions do (such as idioms), because of their morpho-syntactic flexibility. Dvorkin (1991:19) mentioned that collocations are difficult when their meaning is apparent however their constituent elements cannot be given their translation equivalents. In a translation education context, the study utilizes especially the results of the researches that demonstrate the effect of explicit contrastive analysis and translation activities (Laufer & Girsai, 2008; Eyckmans et al., 2016), and concordance studies (Chan & Liou, 2005; Kheirzadeh & Marandi, 2014; Sun & Wang, 2003) and the studies that reported the most difficult verb+noun lexical collocations for Turkish learners. The previous studies on collocation knowledge and teaching (Nişancı, 2014; Şen Bartan, 2019) have explored the most difficult verb+noun collocations for Turkish learners. To illustrate, in consequence of revealing the problematic collocations, Şen Bartan (2019) suggested that a contrastive analysis is essential and bilingual lists of lexical collocation errors should be prepared to find out the frequency of different types of

lexical collocation errors that are specific to Turkish learners of English as a foreign language.

It is important to question which collocations are pedagogically worth teaching, and which model(s) translator trainers need to implement. Yazıcı (2017: 44) summarized the reasons of failure in the field of translation from the perspective of Turkey and mentioned that one of the main barriers was "the failure in developing a translator training model peculiar to Turkish students". The general objective of the research was to try to develop a genuine model for collocation teaching consisting specifically difficult collocations for Turkish learners.

This study tries to explore the effects of teaching lexical collocations (verb+noun) explicitly through a teaching program in a translation education context. The collocation teaching program is named as Lexical Collocation Teaching for Translation (*LCTT*). It includes various activities mentioned in detail in the *Method* section. The main aim of the research is to discover the effect of *LCTT* on translating collocations in literary translation.

The main research question and its sub-questions are:

Is there a statistically significant difference between pre and post-test scores of the translation learners who were taught through *LCTT*?

1) Is there a statistically significant difference between pre-test and post-test scores of finding collocation pairs?

2) Is there a statistically significant difference between pre-test and post-test scores of verb+noun collocation translation?

METHOD

Participants

The participants of this study were Year 4 students of the Department of English Translation and Interpreting, Kırıkkale University. All the learners (3 male and 7 female participants) were the students of the researcher and took the Literary Translation (LT) course during 2018 Spring Semester (February 2018-May 2018). During this course (14 weeks) the participants were instructed topics such as major difficulties of LT, translation models and strategies for LT, to translate literary texts and *LCTT* program was implemented (10 weeks).

The program of the department offers a vocabulary course which contains collocation teaching in one of its sessions. Besides, they had no experience in using concordance tools such as Compleatlextutor (http://lextutor.ca/concordancers/).

Instruments

The implementation of *LCTT* program to the students of Translation and Interpretation in English took 10 weeks totally (see Table 1). It includes:

- pre and post tests,

- collocation instruction,

- finding verb +noun collocations from an English novel through a concordance tool, Compleatlextutor (http://lextutor.ca/concordancers/),

- spotting and analysing verb +noun collocation pairs from a Turkish detective novel and its English translation,

- translating sentences consisting of verb+noun lexical collocations which were found specifically difficult for Turkish learners (Nişancı, 2014; Şen Bartan, 2019),

- translating Turkish literary texts and listing and analysing verb+noun collocations used throughout the source and the target text (bilingual collocation lists).

The procedure of the intervention was shown in Table 1.

Table 1: Research Design

Instruments	Time	Date
Pre-test	90 min.	Week 1-February 2018
Collocation Awareness Instruction	90 min.	Week 2-February 2018
Finding verb +noun collocations from an English novel through a concordance tool, *Compleatlextutor*	180 min	Week 3&4-March 2018
Spotting and analysing verb +noun collocation pairs from a Turkish detective novel and its English translation	90 min	Week 5-March 2018
Translating sentences consisting of verb+noun lexical collocations which were found specifically difficult for Turkish learners(Nişancı, 2014; ŞenBartan, 2019)	180 min	Week 6&7-March-April 2018
Translating Turkish literary texts into English and listing and analysing verb+noun collocations used throughout the source and the target text (bilingual collocation lists)	180 min	Week 8&9-April 2018
Post-test	90 min	Week 10-April 2018

Pre and post-tests

As Table 1 shows, the participants took the pre-test in February, 2018. Two achievement tests had been prepared as pre and post- tests. The pre and post-tests encompassed two parts which were prepared parallel to the objectives of the collocation instruction: Part 1 and Part 2. While the aim of Part 1 was to evaluate the participants' awareness of verb+noun lexical collocations, the goal of Part 2 was to evaluate the translations of the sentences consisting of verb+noun lexical collocations which were found specifically difficult for Turkish learners. These collocations were compiled from two related studies (Nişancı, 2014; Şen Bartan, 2019).

Part 1: Learners were supposed to find 15 verb +noun collocations from the extract of the Turkish detective novel and their equivalents of English translations. Learners were supposed to generate a bilingual Turkish-English (TR-ENG) list of 15 verb+noun collocations. The novel chosen for the study was *Patasana* written by AhmetÜmit (2000) and translated by Amy Spangler (2011). This part was planned to assess participants' awareness of verb+noun lexical collocations. Its aim was to lead the participants to find the collocation pairs in the bilingual corpus and evaluate their collocation awareness.

Part 2: Learners were supposed to translate 15 sentences (TR-ENG) consisting of verb+noun lexical collocations. The data was gathered from various researches which explore the most difficult verb+noun collocations specifically for Turkish learners for this study as shown in Table 2. The list of the verb+noun collocations seem to be frequently used collocations in a foreign language learning context, however, they were the examples of collocation errors which were regarded as due to L1 influence (Şen Bartan, 2019) therefore, they may have the potential to reflect the TR-ENG translation difficulties of translation trainers.

Table 2 : Target verb+noun lexical collocations (Nişancı, 2014; Şen Bartan, 2019)

	Verb+noun collocations
1	to catch up with technology
2	to express someone's opinion
3	to do nothing wrong
4	to turn on/off TV
5	to kiss someone's lips/ forehead
6	to develop an addiction
7	to keep up with the world

8	to maintain a balance
9	to do / cause damage
10	to make money
11	to raise children
12	to show/demonstrate the benefit
13	to do a favour
14	To develop/have/show empathy
15	to spend time

The aim of Part 2 was to have the participants translate verb+noun lexical collocations which were found specifically difficult for Turkish learners and to find out if they could translate Turkish lexical collocations as English collocation equivalents correctly.

Briefly, the researcher prefers to use this test type due to the fact that the program is different from the EFL/ESL collocation teaching programs and it focuses on collocation awareness and collocation translation performance.

Lexical collocation teaching for translation (LCTT)

The development of the *LCTT* was initiated in the spring of 2018. The main characteristic of the *LCTT* is that it focuses on certain Turkish collocations and their English translation equivalents (see Table 2). The first activity was on collocation awareness instructed by the researcher, and the participants were introduced what collocation is, types of lexical collocations, the difficulties of translating TR-ENG collocations, sample translations from different corpora such as English translations of Turkish novels and TR-ENG translations of Turkish students which took the course in the previous years.

Having instructed the information on collocation and explored sample collocation translations, the participants were encouraged to find verb +noun collocations from an English novel through a concordance tool, Compleatlextutor (http://lextutor.ca/concordancers/) which is one of the important pillars of the program. They downloaded the concordance tool before the class to be ready to study on *The Unexpected Guest* by Agatha Christie. It is possible to study online via concordance tool, however, in case of any internet problems, it was planned to download the tool beforehand.

They, simply, copied and pasted the text (10 pages for each student) in the tool and researched for verb+noun collocations, and then they listed what they found. This activity was supposed to prepare them to study on a bilingual corpus, i.e. the Turkish novel *Patasana* by Ahmet Ümit and its English translation by Amy Spangler.

Subsequently, they spotted and analysed the verb+noun collocation pairs in this bilingual corpora. Bilingual corpora have been used to translate, to learn about terminology and content, and to explore texts (Zanettin, 1998).

Data Collection and Analysis

It is a quasi-experimental research design which uses the one-group pre-test-post-test only design (Creswell, 2014). In this quasi-experimental research design, the participants were pre-tested before the intervention and post-tested after the intervention (Büyüköztürk et al. 2008). Data analysis was performed using the statistical package for social sciences (SPSS) 21. The participants were pre-tested and post-tested before and after the *LCTT* program.

RESULTS and DISCUSSION

The results of the statistical analyses are presented in this section with regard to the relevant research questions. In order to address the main research question, -Is there a statistically significant difference between pre and post-test achievements of the translation learners who were taught through *LCTT*? - the statistical package for social sciences (SPSS 21) was used and the data were analysed via paired samples t-test to statistically conclude whether or not *LCTT* model had an impact on collocation learning. The data in Table 3 below demonstrate that the model has a statistically significant effect ($p.00001$) on collocation teaching. Participants' mean score of the pre-test was 11.5 (38%) while the mean score of the post-test was 23.4 (78%) over 30 points.

Table 3: The results of paired samples t-test scores of the pre-test and post-test

	N	Mean	SD	T	P(two tailed)
Pre-test	10	**11.50**	10.94		
				-8.58	.00001
Post-test	10	**23.40**	8.27		

p<.05

Briefly, Table 4 (See Table 4) summarises the pre and post-test results.

Table 4: The results of pre and post-test of Part 1 and Part 2

	Pre-test: Part 1	Post-test: Part 1	Pre-test: Part 2	Post-test: Part 2
Average Score	6.1	12.7	5.2	10.7
Percentage	%40	%85	%35	%71.3

The results for the dependent variables were considered separately, and to answer the first sub-question, -Is there any statistically significant difference between pre-test and post-test scores of finding collocation pairs achievements?- the data were analysed statistically via paired samples t-test and concluded whether or not *LCTT* model had an impact on finding verb+noun collocations pairs (TR-ENG). The data in Table 5 below demonstrate that the model has a statistically significant effect (p.000017) on finding collocation pairs.

Table 5: Part 1-The results of pre and post-tests of finding collocation pairs

	N	Mean	SD	T	P
Pre-test Part 1	10	61	7,43		
				-5.78	.000017
Post-test Part 1	10	12,7	5,57		

p<.05

The second sub-question was: Is there a statistically significant difference between pre-test and post-test scores of verb+noun collocation translation achievements?

In Table 6, it is clearly seen that the model has a statistically significant effect (p.000017) on translating verb+noun collocations (TR-ENG).

Table 6: Part 2-The results of pre and post-tests of translating collocations

	N	Mean	SD	T	P
Pre-test Part 2	10	52	2.62		
				-6.24	.00001
Post-test Part 2	10	10.7	512		

p<.05

Briefly, the findings of the current study support the previous researches concerning the effects of explicit contrastive analysis and translation activities (Laufer & Girsai, 2008; Eyckmans et al., 2016; Vural, 2011) and concordance studies (Chan & Liou, 2005; Kheirzadeh & Marandi, 2014; Sun & Wang, 2003) on teaching lexical collocations. To illustrate, Chan and Liou (2005) stated that learners made significant collocation improvement after the online practices. This programme gradually raised awareness on collocations through a concordance tool and it seems from the results that the participants were encouraged to use them correctly. Also Vural (2011) who found out the effectiveness of explicit collocation teaching stated that translation/paraphrasing is one of the effective explicit instruction techniques. In line with Vural's study, this research displayed that collocation translation is an effective way of improving verb+noun collocation performance.

It is possible that these results are due to the performed procedures and supportive instruments of the model. For instance, using a concordancer is an important component in the model, and plays a key role in awareness of lexical collocations, in the same token, through translations of verb+noun collocations in a sentence, learners had the chance to analyse the challenging verb+noun collocations contrastively. Also, in small bilingual corpora, analysing the translated lexical collocations (TR-ENG) gave them the chance to understand the process of translating collocations. Lastly, as the study was limited by certain number of participants, a small scale corpus, and concentrated solely on verb+noun collocations, caution must be applied, therefore the findings might not be transferable to other types of lexical collocations.

CONCLUSION

The aim of the research was to explore the effects of teaching lexical collocations (verb+noun) explicitly through a teaching program in a translation education context. The results of the analysis reveal that the model has a positive effect on both finding collocation and translating Turkish-English (TR-ENG) lexical collocations. An implication of these findings is that both exercises of finding collocation and translating lexical collocations should be taken into account when teaching collocations in the context of translation education.

To reemphasize, each translation situation is unique, no technique, model or program can offer all the possible solutions to the problems of teaching and translating lexical collocations, yet, the aforementioned exercises can raise awareness of collocations and introduce and encourage using them properly in TR-ENG translations.

The challenge is to avoid prematurely approaching or interpreting lexical collocations, and to adopt a model based teaching in a systematic framework.

Thus, this study may lead to a better understanding of the nature of acquisition of collocations in that the learners had the chance to work on collocations in a corpus and bilingual corpora. These texts were students'

TR-ENG literary translations, two detective novels and one of its English translation. Hence, the participants were exposed to an explicit contrastive analysis of verb+noun collocations both via hardcopies and a concordance tool. Soyer (2015: 577) emphasized the importance of similarities and differences between languages while teaching collocations. Even if the explicit teaching of certain collocations which are specifically difficult for Turkish learners through *LCTT* has a positive effect on learning collocations, it is not easy and true to claim that explicit approach rather than incidental one is the only way of dealing with collocations. Besides, it is crucial to focus on lexical collocations and generate "pedagogic interventions to accelerate learning" (Boers & Webb, 2018: 79) for education of especially TR-ENG translations as L2 learners produce fewer collocations than native speakers even at advanced level (Laufer & Waldman, 2011:647).

Lastly, further data collection is required to determine exactly how *LCTT* affects teaching other types of collocations such as noun+verb, adj+noun etc., in other words, it is suggested to analyse the effect of the model on the other collocation types.

Acknowledgements

REFERENCES

Aksu Kurtoğlu, Ö. (2016). A theoretical view to collocations with an argument of integrant approach in teaching level, *Mersin ÜniversitesiDilveEdebiyatDergisi, MEUDED, 13* (1), 39-70.

Alharthi, T. (2018).Minding the gap in vocabulary knowledge: Incidental focus on collocation through reading. *Arab World English Journal, 9* (2).

Bahns, J., &Eldaw, M. (1993). Should we teach EFL students collocations? *System, 21*, 101–114.

Bıldırcın, Y. U. (2014). A corpus-based analysis of the morpho-syntactic errors in the written productions of Turkish learners of English as a foreign language: Mersin University, Doctoral Thesis, Mersin University, Turkey.

Boers, F., Demecheleer, M., Coxhead, A., Webb, S. (2014). Gauging the effects of exercises on verb+nouncollocations.*Language Teaching Research 18* (1), 50-70.

Boers, F.& Webb, S. (2018). Teaching and learning collocation in adult second and foreign language learning, *Language Teaching, 51* (1), 77-89.

Cangır, H., Büyükkantarcıoğlu, S. N., &Durrant, P. (2017).Investigating collocational priming in Turkish.*Journal of Language and Linguistic Studies, 13* (2), 465-486.

Chan, T. P., &Liou, H. C. (2005).Effects of web-based concordancing instruction on EFL students' learning of verb-noun collocations.*Computer Assisted Language Learning, 18*, 231–251.

Chandra, P. (2014). Teaching collocation using lexical approach as used in Made FridaYulia's vocabulary: Lexical-based second thousands words of general service list book, *JurnalSosialHumaniora, 7* (2).

CDTT (2011). Collocation Dictionary of Turkey Turkish, National Research Project, Mersin University, Retrieved on May 1, 2016 from: http://turkcederlem.mersin.edu.tr/esdizim/

Creswell, J. W. (2014). Research design: Qualitative, quantitative and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage.

Cowie, A.P.(1978).The place of illustrative material and collocations in the design of a learner's dictionary. In: Strevens, P. (ed.) Honour of A.S. Hornby, Oxford: Oxford University Press, 127–139.

Demir, C. (2017). Lexical collocations in English: a comparative study of native and non-native scholars of English, *Journal of Language and Linguistics Studies, 13* (1), 75-87.

Durrant, P., & Schmitt, N. (2010).Adult learners' retention of collocations from exposure.*Second Language Research, 28*, 163–188.

Eren, N.T. (2016). Eşdizimlerin saptanmasına ve betimlenmesine yönelik kuram ve yaklaşımlar, Kemal Üniversitesi, *Sosyal Bilimler Enstitüsü Dergisi, 13* (33), 28-47.

Eyckman, J., Boers, F., Lindstromberg, S. (2016).The Impact of imposing processing strategies on L2 learners' deliberate study of lexical phrases.*System 56*, 127-139.

Firth, J. R. (1957).The Techniques of Semantics. Oxford: Oxford University Press

Ganji, M. (2012).The Effects on reading comprehension of lexical collocation instruction, subject matter knowledge, and cultural schema, *Theory and Practice in Language Studies (2)* 1, 105-112.

Granger, S. (1998). Prefabricated patterns in advanced EFL writing: collocations and formulae. In A. P. Cowie (Ed.), Phraseology, theory, analysis and applications (pp. 145–160). Oxford, UK: Clarendon Press.

Güleç, N., &Güleç, B. A. (2015).Lexical collocations (Verb+noun) across written academic genres in English, *Procedia-Science and Behavioral Sciences, 182*, 433-440.

Halliday, M. A. K. (2001). "Towards a Theory of Good Translation." In Exploring Translation and Multilingual Text Production: Beyond Content, edited by Erich Steiner and Colin Yallop, 13–18. Berlin: de Gruyter.

Halliday, M. A. K. (1966). Lexis as a linguistic level. In C. E. Bazell, J. C. Caford, M. A. K. Halliday, & R. H. Robinso (Eds.),In memory of J. R. Firth, London: Longman, 148-162.

Hill, J. (2001). Revising priorities: From grammatical failure to collocational success. In M. Lewis (Ed.), Teaching collocation: Further developments in the lexical approach (pp. 47–69). Hove, UK: Language Teaching Publications.

Hoey, M. (2005). Lexical priming: A new theory of words and language. Routledge.

Howarth, P. (1998). Phraseology and second language proficiency.*Applied Linguistics, 19,* 24-44.

Huang, L-S.(2001). Knowledge of English collocations: An analysis of Taiwanese EFL learners. In Texas papers in foreign language education: Selected proceedings from the Texas foreign language education conference, 6(1), 113-129. (ERIC Document Reproduction Service No. 465 288).Retrieved on May 1, 2016 from:https://eric.ed.gov/?id=ED465288

Jurko, P. (2010). Slovene-English contrastive phraseology: Lexical collocations. *ELOPE, 7* (2), 57-73.DOI 10.4312/elope.7.2.57-73.

Kheirzadeh, S. &Marandi, S.S. (2014).Concordancing as a tool in learning collocations: The case of Iranian EFL learners, *Procedia-Science and Behavioural Sciences, 98*, 940-949.

Laufer, B. (2011). The contribution of dictionary use to the production and retention of collocations in second language.*International Journal of Lexicography, 24* (1).29-49.

Laufer, B. &Girsai, N. (2008). Form focused instruction in second language vocabulary learning: A case for contrastive analysis and translation. *Applied Linguistics, 29* (4), 694-716.

Laufer, B. & Waldman, T. (2011).Verb+noun collocations in second language writing: A corpus analysis of learners' English. *Language Learning, 61* (4), 647-672.

Levitzky-Avaid,T. &Laufer, B. (2013). Lexical properties in the writing of foreign language learners over eight years of study: Single words and collocations. In C. Bardel, C. Lindqvist& B. Laufer (eds.), New perspectives on assessment and corpus. EUROSLA Monographs Series 2. European Second Language Association, 127-150.

Lewis, M.(2000). Learning in a lexical approach. In M. Lewis (Ed.), Teaching collocation : Further development in the lexical approach. Oxford: Oxford University Press

Lindstromberg, S., & Boers, F. (2008b).The mnemonic effect of noticing alliteration in lexical chunks.*Applied Linguistics, 29*, 200–222.

Li, J. & Schmitt, N. (2010). The development of collocation use in academic texts by advanced L2 learners: A multiple case study approach. In D. Wood (ed.), Perspectives on formulaic language: Acquisition and communication. New York: Continuum, 22-26.

Liu, C. P. (2000). An emprical study of collocation teaching. The proceedings of the seventeenth conference on English teaching and learning in the Republic of China, Taipei: Crane,165-178.

Martelli, A. (2007). Lexical collocations in learner English: A corpus-based approach. Edizionidell' Orso.

Mel'čuk, I., (1998).Collocations and lexical functions (Ed. A.P. Cowie) Phraseology: Theory, analysis, and applications, Oxford University Press, 23-54.

Modarresi, G. (2012). Collocational errors of Iranian EFL learners in written English.*TELL, (3)* 1,135154.Retrieved on September 1, 2017 from: http://www.parsgig.com/f/AkUov.

Nesselhauf, N. (2003). The use of collocations by advanced learners of English and some implications for teaching, *Applied Linguistics, 24* (2), 223-242.

Nesselhauf, N. (2005). Collocations in a learner corpus. Philadelphia: John Benjamins Publishing Co.

Nişancı, S. (2014). Factors influencing Turkish EFL learners' collocation production, Yeditepe University, Unpublished Master of Arts : 31

Newmark, P. (1988). A textbook of translation. London: Prentice Hall.

Noura, M. (2012).Translation of good in the history of Tom Jones, aFoundling, *International Journal of English Linguistics (2)* 3. Retrieved on September 1, 2017 from: http://www.ccsenet.org/journal/index.php/ijel/article/view/17643

OCDSE (2003).Oxford Collocation Dictionary for Students of English.Oxford University Press.

Seretan, V. (2013). A Multilingual Integrated Framework for Processing Lexical Collocations, A. Przepi´orkowski et al. (Eds.): ComputationalLinguistics, SCI 458, 87–108, DOI: 10.1007/978-3-642-34399-5 5 Berlin Heidelberg: Springer-Verlag

Sun, Y. -C., & Wang, L.-Y. (2003). Concordancers in the EFL classroom: Cognitive approaches and collocation difficulty. *Computer Assisted Language Learning, 16*, 83–94.

ŞenBartan, Ö. (2017). Lexical collocation errors in Turkish-English translations of literary texts.3rd International Conference on New Trends in English Language Teaching and Testing, Istanbul, 13 November 2017.

Şen Bartan, Ö.(2019).Lexicalcollocationerrors in literarytranslations. *Tömer Dil Dergisi, 170* (1), 71-86.

Schmitt, N. (2010). Researching vocabulary: A vocabulary research manual. Palgrave Press

Sinclair, J. (1991). Corpus, Concordance, Collocation.Oxford: Oxford University Press.

Sonbul, S. & Schmitt, N. (2013). Explicit and implicit lexical knowledge: Acquisition of collocations under different input conditions. *Language Learning 63* (1), 121-159.

Soyer, S. (2015).Translation of cultural expressions and its importance in foreign language teaching.*Turkish Studies,* 12, 567-578.

Tekgül, D. &Akbatur, A. (2013)."Literary translation from Turkish into English in the United Kingdom and Ireland, 1990-2012", Literature across frontiers. Retrieved on May 1, 2018 from: https://www.lit-across-frontiers.org/wp-content/uploads/2013/03/Literary-Translation-from-Turkish-into-English-in-the-UK-and-Ireland-NEW-UPDATE-final.pdf

Ümit, A. (2000). Patasana, İstanbul: Everest Yayınları.

Vural, E. (2011). Explicit and incidental teaching of English verb-noun collocations in EFL context.Doctoral Thesis, AnadoluÜniversitesi, Turkey.

Webb, S. &Kagimoto, E.(2011). Learning collocations: Do the number of collocates, position of the node word, and synonymy affect learning? *Applied Linguistics, (32)* 3, 259-276.

Webb, S., Newton, J. & Chang, A.C.S. (2013).Incidental learning of collocation.*Language Learning 63* (1), 91-120.

Wray, A. (2000). Formulaic sequences in second language teaching: Principles and practice. *Applied Linguistics 21* (4) 463-512.

Wray, A. (2013). Formulaic language.*Language Teaching, 46* (3), 316-334.

Vural, E. (2011). Explicit and incidental teaching of English verb-noun collocations in an EFL context, EğitimYayınevi, Konya.

Yazıcı, M. (2017).The barriers in translator training.*International Journal of Language Academy 5,* 43-50.

Zanettin, F. (1998).Bilingual comparable corpora and the training of translators.*Meta, 43* (4), 616-630.

Zughoul, M. & Abdul-Fettah, H. (2001).Collocational competence of Arabic speaking learners of English: A study in lexical semantics. *Journal of the College of Arts,* 1-19. Retrieved on September 1, 2017 from: http://files.eric.ed.gov/fulltext/ED479650.pdf