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USING COMPUTERIZED CORPUS IN AN TERTIARY LEVEL EFL TRANSLATION CLASSROOM AS A TEACHING AND LEARNING TOOL

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The purpose of this research is to determine the perceptions of the translation students in a tertiary level EFL setting towards the use of computerized corpus as a translation research tool. For this purpose, a mixed method research methodology was used in the study and the data were obtained through questionnaires and semi-structured interviews. Forty five tertiary level EFL students at a Turkish university participated in the study. The results suggest that most translation students favored using computerized corpus as yet another research tool in the translation process. However, the potential of corpus to offer wide range of information at one time may be difficult to grasp as reported by few samples.

Keywords: Perception, Translation, Corpus, EFL, Benefits

Introduction

In spite of the tendency towards the communicative approach, the teaching of translation in EFL (English as a Foreign Language) setting is a long practice by now in Turkey, preserving its unique position in literature, linguistics and language education departments as well as the translation departments of both the state and private universities. The teaching of translation and translation activities in EFL context are long supported by some researchers such as Duff (1996), Prodomou (2000), and Deller and Rinvolucri (2002) who claim that translation provides learners with the practice and skills necessary to communicate accurately and meaningfully and promotes interaction among learners as well as helping EFL learners interpret and negotiate meaning from different perspectives. This, in turn, encourages the reflection on language usage and the exchange of different points of view (Fish, 2003).

A recent approach to the teaching of translation in EFL classes is related to the use of corpus, which is an electronically collection of naturally occurring texts, for translation purposes. Considering the fact that the use of computerized corpus software and concordance tools have developed rapidly and are constantly being improved, corpus may well be an available channel for obtaining abundant and illustrative translation teaching and learning materials. As well as supplementing the deficiencies of conventional teaching methods, computerized corpus-based approach has also shown great potential in translation studies and turned out to be a new alternative approach for improving students' translation competence.

With this in mind, this paper aims to find out the perceptions of the translation students towards using computerized corpora as an alternative tool while translating. The integration of computerized corpus tools into the practice of translation is thought to bring some

potentials for the prospective translation students such as practicality, authenticity, variation, accuracy and appropriateness as well as 'an aid in translation activities' (Zanettin, 2001, p. 193). It may even be a very useful tool in the training of translators (Bernardini, 2002; Bowker & Pearson, 2002). The word *corpus* was used for any collection of writings by a specific author (Baker, 1995, p. 225). According to McEnery and Wilson (2001), corpus is primarily 'a body of texts' kept in electronic form and which can be analyzed automatically in various ways for various purposes and which includes spoken as well as written texts from a variety of sources, on different topics (p. 197).

Despite the fact that corpora have been used by linguists for research, they may not yet be sufficiently known by either teachers of foreign languages or student translators. The use of corpora may be an efficient, flexible, and extremely useful tool in translation pedagogy, which increases students' knowledge of target language patterns and translation quality (Bowker, 1998, 1999; Pearson, 1998,1999). Moreover, computerized corpora help access to real life examples of language usage, prepare authentic materials, and carry out linguistic analysis or lexicographic analysis, checking the frequency of usage for a particular term and word order in collocations, as well as checking for correct translations of specific terms and phrases. Finally, rather than providing conclusive answers, corpora may contribute to proving claims and supporting theses, as well as disproving hypotheses about the language (Dias, 2004).

The growing interest towards computerized corpora in translation research represents a change from the traditional translation procedures and applications to the use of new technology. Therefore, the use of corpora as a result of new technology is likely to change our research techniques and create more ground for reliable and more objective analysis of the translation. This study is based on the assumption that the use of corpus may bring more flexibility, richness, reliability and variability to the translation process as opposed to the challenges posed by the use of dictionaries while translating. The need for integrating the use of corpus into the actual translation practices seems greater than ever, especially after the inclusion of computerized corpora.

Theoretical Background

Translation in FLT

Newmark (1995) defines translation as 'often, though not by any means, always ...rendering the meaning of a text into another language in the way that the author intended the text' (p.5). In support of this, Naveen Mehta (2010) argues the vitality of translation for ELT as a means rather than as an end**.** According to Ross (2000), it is a very important tool of language learning to advanced and intermediate level users of language because they have the ability to code switch or translate from L1 to and L2 and vice versa. For many learners, translation may be a tool through which they can express their ideas, feelings, and emotions as well as being an instrument to transmit culture and truths. (Bahadur, 2005). All this indicates that translation itself is not a bad technique as opposed to many criticisms in this direction and it may even be a useful device for developing communicative competence in students (Krishnaswamy et al. 1992). The opposition towards translation as a teaching technique was based on the belief that the mother tongue would hinder the learning of the target language. Kopczynski (1983) claimed that translation should not be used in second language teaching because it causes language interference and prevents thinking in the foreign language as well as preventing the acquisition. Another criticism. According to the Newson (1998) was that the use of translation directs the learner's attention to the formal

properties of language items rather than their communicative functions and 'encourages thinking in one language and transference into another with interference'(p. 63).

These claims, however, appeal to oral communication in ESL context rather than EFL context where learning rather than acquisition takes place and where translation may be a tool for written communication. There are, however, counter arguments that translation is extremely important for foreign language teaching simply because it allows conscious learning and control of the foreign language, reducing native language interference. Using translation can make learning meaningful because the learner is an active participant in the process as well as becoming aware of both L1 and L2 patterns and the correspondence between them, since learning a foreign language is not like acquiring the native language. Translation forms a natural part of the learning process and is something that students probably do often outside the classroom (Gonzalez & Celeya, 1992).

Translation students have now had the chance of making well-informed decisions based on descriptive language rather than prescriptive one presented with some limit in dictionaries. Therefore, the revival of translation with the emergence of corpus as a new area in connection with technology may offer new perspectives.

Corpora

Electronically created texts are used widely by scholars for a long time and these texts present language structures that have never been available before the corpora.. Corpus is one of the few fields that give the opportunity to study authentic materials in ELT. For many years, the use of corpus has been underestimated by language teachers and the perceptions towards corpus use changed very slowly (Alan, 2009; O'Keeffe, A. et. al, 2007). First of all, corpus was used by language teachers in the field of teaching lexical and phraseological structures. The reason was that these topics gained prominence in language teaching at the time and the researchers were unable to come up with reliable research evidence through the traditional ways (McCarthy & Carter, 2004; Schmitt, 2004). Following the use of corpora efficiently and continuously and thanks to its' rich terminology and availability of comparison, researchers could come up with findings more accurate and reliable. This start was good enough to motivate many language teachers all around the globe to take seriously the potential benefits it may have on their teaching. Corpora became an important pedagogical tool in the language teaching and learning with its easy access and fast software make up.

The availability of computers and large amounts of target language data on internet is also a factor for using corpora in the classroom and material development. Awareness of the power of corpora makes it possible to create new activities, teaching materials and also syllabus design. Krajka stated that language teachers need to consider the use and type of activities to be performed in the corpus once they understand how to raise the awareness towards the specificity of the type of information included in the corpus (as cited in Gabrielatos, 2005, p. 45). Corpora can also be applied to translation. According to Hunston (2002), corpora has the potential to contribute much to the translation training as well as pointing up potential problems for translation (p. 123).

The use of raw linguistic data obtained from concordances develops students' reasoning skills inductively as well as integrating authentic tools into the learning procedure, in which students take the control of their learning so that their competence develops by increasing their linguistic performance. Moreover, when the students see the word or chunks of words in new contexts in corpus it is likely that their knowledge and awareness of that word or word chunks will increase naturally as well as making well-informed intuitive judgments on selecting appropriate words for translation since the corpus present them with real life language data as a source.

However, the use of corpus is not without problems as well. For instance, lexical information may be vast and confusing to learners, and even though words appear in rich contexts, many of the words in the contexts are certainly unknown. The context are rich, varied and plentiful but they are also short, incomplete, and do not form a coherent on the whole. (Cobb, 1997). Corpus is not a kind of dictionary so learners may get difficulty in understanding the database. As it is difficult for language learners to independently formulate queries to observe subtle patterns in language, the role of the teacher as a facilitator is indispensable (Stevens, 1995). Overreliance on corpora also may give wrong impressions about the language, because corpora may not give proper information to use in classroom by teachers. Corpora use in vocabulary may be like the lexicographers who build their dictionaries by using corpus, implementing vocabulary-based concordance sheets, classroom projects and task based learning-filling gaps (Tribble & Jones, 1990; Chen, 2004).

The significance of corpus for translation studies lies in the fact that corpus concordances reveal a rich collection of patterns of language usage which would not be easily detected with the help of a dictionary. According to the Sinclair (1991), 'The language looks rather different if we look at a lot of it at once' (p. 100). According to Kayaoglu (2008), on the other hand, 'the use of corpus may help non-native speakers of English to make well-informed and intuitive decisions for chosing the approriate words and word combinations while translating' (p. 138). It appears that the integration of corpus and translation activities seem vital if the new perspective provided by the corpus-based approach to translation is to dominate the translation pedagogy.

Methodology

This is a mixed method research study that addressed the following two research questions.

1. What are the *perceptions* of EFL translation students towards using corpus as a new search tool in their translation practices?
2. What are the *benefits* of using corpus as an alternative tool in the students` translation practices?

The rationale for employing a mixed method research design was complementarity, which 'seeks elaboration, enhancement, illustration, the clarification of the results from one method with the results from the other method' (Greene, Caracelli, and Graham, 1989; cited in Christensen and Johnson, 2004, p. 423). A quantitative Likert scale (1-5) questionnaire was conducted first. The questionnaire also included three open-ended items probing into the likes and dislikes about using corpus. The questionnaire results helped detect specific issues. Based on the feedback, a semi structured interview was conducted second to gain further insights. The qualitative data was analyzed through the content analysis, as suggested by Miles and Huberman (1994) and Weber (1990) which involves the coding for themes, looking for patterns, and making interpretations. The quantitative data were analyzed through the frequencies of each item. The use of both qualitative and quantitative data helped to the understanding of the phenomenon from different perspectives of participants who study in the same department.

Research Setting and Participants

The study was conducted in the Department of English Language and Literature at Karadeniz Technical University, Trabzon, Turkey. Participants included forty (40) third-year-English-majoring studentsaged between 21and 24. The participants, 30 of whom were females and 10

were males, were taught Basic and Advanced Translation courses in the last two years. At the time of the study, the students were having literary translation course.

Procedure

This research study was implemented in the literary translation course that aims at enabling students to translate the literary texts, poems and short stories from the English Literature. The instructor of the class was also the one of the researchers of the study. The first term is allocated to translation of various literary texts and the students were asked to use their bilingual and monolingual English-English dictionaries (Oxford Advanced Learners Dictionary, Collins Cobuild Dictionary, Longman Advanced Learners Dictionary...etc) while translating. At the beginning of the second term, the students were introduced to BNC Corpus and COCA Corpus, which had user friendly interfaces that allow for detailed search for every word or word chunks. The students received two-hour instruction related to the use of BNC and COCA corpus including the use of different registers, POS and KWIC analysis and the search for collocations. An instruction on how to conduct a concordance search and how to interpret the results of such a search were also given. To help students learn this process, in the first few weeks of the term the students were divided in pairs and asked to create, and later present to the class, prototype strings for key words they had provided on a main list. The classes were done in the computer lab a at the School of Foreign Languages and the each student used the computer allocated to her/his use as well as using BNC and COCA corpus at home. The translation tasks both Turkish-English and English-Turkish texts were done in the lab space and the students used BNC and COCA corpus. The use of monolingual and bilingual dictionaries was allowed, but the students were encouraged to use BNC or COCA corpus interfaces while translating.

Table 1. Texts used in the study.

Text Title	Author	Date	Source
On the Right Use of Time (600 words)	*Addison*	1891	The Spectator: Proper Methods of Employing Time NO: 93 Volume 1
Preface to Fables, Ancient and Modern (450 words)	John Dryden	1700	Famous Prefaces.The Harvard Classics. 1909–14.
Tamburlaine the Great, Part I	Marlowe	1587	http://www.gutenberg.org
Of Dramatic Poesy: An Essay (500 words)	John Dryden	1668	http://www.poetryfoundation.org
The Moon of Ramazan Hendaye, *August* 1907. (535 words)	Zeyneb Hanoum	2005	Cultural Dialogues: A Turkish Woman`s European Impressions
The Tell-Tale Heart (300 words)	E.A. Poe	1843	*Pioneer*

The students were observed to be exploring samples themselves, search for related words seperately and comparatively and act as a language detectives to observe nuances of meaning and patterns of usage on corpus while translating. The texts used for translation purposes included narratives related to life and works of the two well known novelists C. Dickens and Jane Austen as well as three short stories by Virginia Woolf, Herman Melville and Edgar Allan Poe. Another text used in the study was a critical interpretation of W. Shakespeare by John Dryden. In the table 1 above some of the translation texts used in the study were given.

The students spent each class time in the computer-lab and were observed to become BNC corpus users thanks to the user friendly aspect of the web. All the students were allocated a computer and they seized the opportunity to check every single word or word combinations as well as most commonly used collocations for each register. During the translation process in the computer-lab, the researcher as the instructor of the class talked to the students individually for their probable problems and observed that the students experienced no problems in terms of using BNC and COCA corpus. During the translation the students were asked to report five text-based translation problems they were challanged. Below is the table that shows some of the problematic lexical combinations and problem areas where the student dictionaries remained inadequate in terms of lexical and syntactic structures.

Table 2. Problem areas and comparision of Dictionary and BNC-COCA data.

Problem areas	**Word Combination adj+noun / verb+noun**	**Dictionary**
Shakespeare was the man who of all the modern and ancient poets had the largest and *most comprehensive* soul	*comprehensive* soul	1.Adj:*including all items that may be concerned* (Oxford Advanced Learners Dic.2002) 2.Adj: *includes everything that is necessary* (Collins Cobuild English Language. Dic. 1990)
Chaucer must have been a man of a most *comprehensive nature*, as it has been truly observed of him	*comprehensive* nature	3.Adj*: including all necessary facts that need to be dealt with* (Longman Dic.of Contemporary English, 2003) 4.Adj:*including everything that is necessary* (Cambridge Academic Content Dic. 2009)
The userer would be very happy to have all the *time anihilated* that lies between...	to *annihilate* time	1.Verb: *to destroy something-someone completely* (Oxford Advanced Learners Dic.2002) 2. Verb: *To put an end to something* (Collins Cobuild English Languga. Dic. 1990)
That perfect bliss and sole felicity, the sweet *fruition* of an earthly crown.	sweet *fruition*	1.Noun: *succesful result of a plan* (Oxford Advanced Learners Dic.2002) 2.Noun: *A plan succesfully put into action and completed* (Longman Dic.of Contemporary English, 2003

The reference dictionary definitions and the contextual clues remained inaduquate in terms of giving the text-based contextual equivalent of the combinations above. The meaning of the 'comprehensive' as an adjective are given in the related column in Table 2. When compared with the text-based content, the dictionary-based meaning appears to be insufficient. The meaning of the 'comprehensive' has to be taken together with the complementing nouns such as 'soul' and 'nature'. However, the students reported that they found the approriate contextual equivalents of the given words whey they search the items in the COCA corpus for academic texts (Figure 1). And they could interpret the meaning of the given word combinations at a relative ease. The context-bound clues in the corcordance lines clearly give away the most probable meanings of the adj+noun combinations.

The treatement period lasted for 12 weeks and a total of 48 class hours were done. The students used BNC and COCA corpus during the treatment. At the end of the treatment, the students were delivered a Likert Scale questionnaire and an open ended interview regarding their corpus use. The questionnaire consisted of both agree/disagree and open-ended questions especially in terms of reliability and validity. This was helpful to measure consistency among the responses. The items were related to students` general feelings about using corpora, their background knowledge of corpora, perceptions and possible benefits of the use of corpora as well as the reasons why they use corpora. The questionnaire also

consisted of two open ended questions related to their likes and dislikes about the using the corpora. Interviews act like oral questionnaires during which the oral information that the subjects give can provide the researchers with insights and a true understanding of the topic under investigation. (Best and Kahn, 1998; Oppenheim, 1992; Blaxter et al, 1996).A total of 15 students were interviewed. The interview consisted of five open ended questions related to their perceptions of corpus use, as well as difficulties they experienced, feelings they had about corpus use and overall evaluations of the translation course based on corpus use.

Data Analysis and Findings

This section aims to report the results of the qualitative and quantitative data analysis respectively. As to the qualitative data analysis, the interview results overlapped with those of the questionnaire to a considerable extent. In fact, most of the common themes that emerged from the interviews were found to be in line with the questionnaire results. The following themes or codes were created by the researcher based on the responses students gave to the interview. In the following section the interview findings will be given, which will be compared qualitatively with thequestionnaire findings that will follow.

Benefits of Using Corpus

The following themes concerning the benefits of using corpus as an alternative tool in the students' translation practices emerged in the interviews.

Table 3. The Encoded analysis of the responses for the 1. Research Question

1. Research Question	Themes / Codes
"What are the *benefits* of using corpus as an alternative tool in the students` translation practices?"	1. Comparision of Words and Collacation 2. Help Chose the Correct Equivalent 3. Useful for Literary Translation 4. Approriate Word 5. Grammar Accuracy 6. Contextual Usage 7. Necessary for Good Translation 8. Offer Examples from the Texts

Below are the findings related to the first specific research question. In the actual interview, four questions were asked to the respondents in order to seek answer to the specific research questions above. The students were asked to report the benefits of using corpus for translation. The responses given by the students prove that they perceive many benefits in the use of corpus. From the students` responses, the issue of collocations appears to be one of the most beneficial sides of the corpus use:

ST 1: 'I think corpus is very useful for checking the words going together and we can get use of it in the translation'

ST 2: 'Collocation and word comparison are really useful'

ST 4: 'See collocations, which words are used with other words, verbs and so on'

ST 5: 'To check our thoughts about collocations during translation'

ST 7: 'It helps you to find collocations'

ST 8: 'It prevents you from reflecting in the target language as it provides you synonyms collocations, comparison of the word and you can chose the best one of them'

ST 10: 'It provides good information and the collocation of the words gives the usage percent so it will become a reliable source'

ST 11: 'To compare the appropriateness of two words or collocations, to find the most appropriate word for another word.'

ST 12:'You can find a collocation to this word, you can find synonym and you can see the usages at the words in many area.'

The responses were related to the comparisons of the words and collocations in many ways through the use of corpora. One student in the interview (ST 7) highlights the potential of corpus to help students find collocations. Another student claimed that corpus provides good information about the collocation of words. Yet, another student claimed that corpus is a good source of finding the best collocations for translation. One student perceived the potential to reveal rich word combinations and collocations as one of the greatest strength of corpus. The questionnaire results are compatible with the results of the interview in that almost 60 % of the samples *frequently* preferred to use the corpus in order to obtain information about the usages of specific words (Table 4). Another 35% of the samples *sometimes* used corpus for specific words. The samples reported using corpus for the collocations and comparisons of the two words in the same or different registers at an average percentage of 75%. This data obtained through the questionnaire reveals that samples have tendency towards using various functions of corpus such as KWIC, COMPARE and POS lists.

Table 4. Questionnaire results related to the Corpus use.

6. I use corpus to see ...	Never	Sometimes	Frequently
Coincidental examples in concordance lines.	17%	55%	28%
Collocations.	15%	15%	70%
Comparisions of two words	5%	15%	80%
Comparison of the usages of the words in different registers.	10%	30%	60%
Concordance lines	14%	58%	28%
General frequency in corpus.	10%	30%	60%
Information about the usages of specific words	5%	35 %	60%
More context for some concordance lines	14%	43%	43%
Usages in different registers.	14%	55%	31%

In the interviews, students also reported that the use of corpus helped them choose the correct equivalent in the target language as well as being useful in literary translation. Majority of the responses were based on the idea that corpus use was best in its capacity for helping students find the appropriate word equivalents in translation. Student 1 below focuses on the potential of corpus to reveal word and word combinations and their usages. The other student emphasizes the fact that corpus is a reliable source he/she can consult.

ST 1: 'Sometimes, we can have a difficulty in choosing the true words. We cannot be sure which word gives the meaning better in these plights, corpus is a great solution'

ST 2: 'I feel very sure about a word or expression because i check whether it is used in such a way or not'

The interview findings given above show that the students used corpus in order to find the appropriate expressions or words while translating. This finding is also compatible with the questionnaire results in that 90 % of the samples who responded the questionnaire reported a clear preference towards using corpora for finding the appropriate word equivalents. As can be seen in Table 5 below, students believe that corpora can be a useful tool in order to see if a word or an expression is appropriate.

Table 5. Questionnaire results related to the benefits of Corpora.

3. I think corpora can be useful to...	SD	N	SA
find an idea.	15%	20%	65%
check an idea.	3%	7%	90%
see if a word / an expression exists.	1%	4%	95%
check the meaning of a word / an expression.	3%	7%	90%
see if a word / an expression is appropriate.	3%	7%	90%
see how a word / an expression is used grammatically.	1%	4%	95%
compare two words / expressions.	5%	7%	88%
check spelling.	18%	22%	60%

Another finding was related to the usefulness of corpora for translation activities. The students in the interview clearly stated that corpora is useful for different types of translation such as academic, literary and professional translation translation. Student 2 considered corpus as the most useful for translation while student 5 highlighted the potential of corpus to present word usages as well as helping to learn collocations.

ST 2: 'I think it is most useful for more academic, literary and professional translation'

ST 5: 'I think it is an advantage in translation because we can check many examples of words before using them. And we can learn about collocations'

ST 6: 'I feel as if my translation does not only appeal to students like me but also people who have mastery in translation because corpus is a way of trustable relevant translation'

As to the students` feelings about using corpora, the table 4 below shows that students have positive feelings towards the use of corpus for translation purposes. The questionnaire results are similar to the interview data in that samples' (60%) perceptions towards corpus as a useful tool for translation are positive.

Table 6. Questionnaire results related to the general feelings about using Corpora

2. My general feelings about using corpora:	SD	N	SA
I think corpora are easy to use.	10%	20%	70%
I can use corpora effectively.	20%	10%	70%
I think corpora are useful for translation.	15%	25%	60%
I think corpora can be useful for other aspects of learning English (vocabulary, grammar, style, etc.)	5%	15%	80%
I think corpora can be useful for other courses (literature, civilisation, linguistics, etc.).	10%	35%	55%
I think corpora can be useful outside my studies.	10%	40%	50%

The students were observed to seize the opportunity to revise their grammar through the sample sentences to appear in concordance lines. The contextual clues that the students needed during the translation were ample in concordance lines and they were able to use these contexts in order to make sound translations. As can be seen in the interview findings below, the students used corpus in order to check the correct use of words and grammatical structures. The findings from the interview reveal that student perceive corpora as a tool through which they can use correct forms of words as well as grammatically correct structures. According to the student 8, corpus is very useful for checking the correct forms of words while student 10 further elaborates on the role of corpus as a way of checking the grammatical corrrectness of the words and structures.

ST 3**:** 'to find the grammatical use of words'

ST 8: 'Corpus use is beneficial for check on idea, see how a word is used grammatically'

ST 10: 'It is very useful for target language. It allows us to learn the correct forms of the words and grammatical structures in target language.'

ST 11: 'to examine the grammatically correct use of a word in a sentence'

ST 12: 'I can find the words and how they are used grammatically correct in sentences'

The questionnaire results, also, tell us (Table 6 above) that 80 % of the samples agreed that corpora can be useful for other aspects of learning English. Table 5 reveals that 95 % percent of the students believe that corpora is useful in finding out whether a word or an expression is used grammatically. In other words, the samples are of the opinion that corpora can aid other language skills as well as translation and grammar. The perceptions of the students towards corpora as an aid to grammar can be accounted for by the fact that the students considered grammar as yet another problematic issue they have to overcome, and corpora as a means to do so.

The students in the interview reported that corpus analysis is necessary for good translations since they offer examples from the related texts. The potential of corpus to offer good examples for the students may be an important factor for improving the students translators. The students` responses in the questionnaire are compatible with the interview

ST 11: 'I feel hopeful about using corpus in translation because it may improve my ability of translation with a strong supporter as corpus'.

ST 3: 'As I said before in order to translate text the use of corpus can be helpful because it can help to understand the second or third meaning of the word in sentence'

ST 6: 'Corpus is one of the biggest source that we can use in translation. Therefore there are a great number of examples that we can investigate. Sometimes it can turn into a plight for us.' results in that 60% of the samples *frequently* used corpus for general frequency. (See Table 4: above). The use of corpus for general frequency means that the samples were using the concordance lines and making comparisons of various elements of language with the corpus.

In conclusion, the responses obtained through the interview and the questionnaire for the first research question reveal very similar results regarding the benefits of using corpus as a need in the students` translation practices. Based on the findings it may be possible to conclude that the students, once they gained the necessary skills required for corpus use, were able to understand the true benefits of corpus and were able to put their skills into practice. There were, however, some negative points reported by the students doing the translation practices. Although corpus appears to have been welcomed by a great majority of students there are, yet, some who were neutral and even negative as to the benefits of the corpus. Below some of the questionnaire findings related to the use of the corpus.

Questionnaire ST 15: 'Being confusing'

Questionnaire ST 17: 'It is a complicated. I need less information'

Questionnaire ST 22: 'Sometimes, it can be a little complex to use'

Questionnaire ST 25: 'It is too complex'
Questionnaire ST 29: 'Find dictionary meaning like any other dictionary'

Perceptions towards Corpus

The following themes concerning the *perceptions* of EFL translation students towards using corpus as a new search tool in their translation practices emerged in the interviews:

The students` responses for the second research question were related to the perceptions concerning the use of corpus for translation procedure. The responses given by the students indicate that their perceptions are influenced by various factors such as the difficulty of using the corpus and their feeling towards using it during the translation process. First of all, the negative perceptions are given.

Table 7. The Encoded analysis of the responses for the 2. Research Question.

2. Research Question	**Themes / Codes**
What are the *perceptions* of EFL translation students towards using corpus as new search tool in their translation practices?"	1. CONTEXTUAL MEANING DIFFICULT 2. HARD TO DECIDE THE EXACT MEANING 3. NO USER-FRIENDLY SOFTWARE 4. NO ENOUGH INFOMATION 5. WORD MEANING 6. EFFECTIVE IN ONE DIRECTION 7. OFFER EXAMPLES FROM THE TEXTS 8. HELPFUL SOURCE 9. NO NEED FOR DICTIONARY 10. NECESSARY FOR GOOD TRANSLATION

In the interview, some students also reflected negative perceptions towards corpus use in translation mostly because of the fact that it is rather difficult to understand the contextual meaning of the given word or word groups. This is because, the target words or the combination of words are used in a difficult contextual contents and this content is too complex for students to understand. This is often seen when a word has many contextual usages.

ST 1: 'We have to deduce the meaning from one sentence and the process of search'
ST 13: 'Only sentences are given to us not direct meaning.'
ST 14: 'I had difficulty in matching words with each other'.

The findings above indicate that the students found it difficult to figure out the contextual meaning of a given word from the concordance lines. The contexts that are given in the corpus may be too many for the students to distinguish the contextual variations in the meanings of the words and structures. In the questionnaire, students demonstrated similar views to the open ended questions related to the contextual content of the corpus. The potential of corpus to offer a wide range of contexts for a given word or a larger unit may be a challenging issue for some students as reflected below.

Questionnaire ST 2: 'It is sometimes difficult to understand the meaning of the words, I can usually use it for the learning of the usage of the words.'

Questionnaire ST 5: 'For me, corpus is not helpful to find the meaning of a word and translate because sometimes a technical term does mean anything although we read the sentences or examine the context'.

Questionnaire ST 11:'In order to check two words or collocations, we need know exact words so it is problem'

Questionnaire ST 15:'I cannot find the means of the individual words from the context they are in'.

The most challenging issue that the students reported to have come across is that there are many possible meanings of the same words or words, making it a daunting to decide what meaning is exactly conveyed in a given sentence. For a simple word, the students have to spend a considerable amount of time.

ST 5: 'I have sometimes have difficulty in understanding the meaning of the words.'ST 6: 'It is useful however sometimes I face difficulties in finding meaning.'ST 7: 'When the internet isnt available, it is useless. Even if it is available, corpus is not useful for translation. To find the right expression among thousands of expression is causing my eyes to ache and I become angry.'

ST 31:'In translation from Turkish to English it is hard to find the exact words. In Translation from Turkish to English it is hard to find the word for Turkish in English.If you don't know the meaning of the Turkish, it is pointless to use corpus.'

ST 32: 'From Turkish to English, it is difficult because of unknown words but from English to turkish it is beneficial that we can see how and where the words are used.'

In te questionnaire, samples demonstrated similar views. The variation in the meanings of the same words used in similar context was difficult to distinguish for the samples and they considered them to be very complex and time consuming.

Questionnaire ST 1: 'It is complex I think, it can be difficult to make searches. Because when we search some words, everyone in the class found different information'.

Questionnaire ST 2: 'It is a little bit difficult and can take time while searching the appropriate word meaning.'

As can be seen in the Table 10 below, 45 % of the samples in the questionnaire responded that they would have liked more information on how to use corpora as efficiently as possible. At an average of 59% of the students added that they would have liked more methodological explanations, demonstrations and concrete exercises to practice on their own.

Table 8. Knowledge of Corpora .

3. To use these corpora...	SD	N	SA
On the whole, I think I have enough information.	45%	25%	30%
I would have liked more theoretical background.	10%	30%	60%
I would have liked more methodological explanation.	10%	35%	55%
I would have liked more demonstrations.	9%	36%	55%
I would have liked more concrete exercises to practice on my own.	15%	20%	65%

Few students reported that corpus has less options for examples and even useless. Other reported that working with corpus is a waste of time unless you have sufficient knowledge of word meanings. This is probably related to their overall perceptions of the functions of the corpus as a research tool. They may have

ST 4: 'To have less options of examples.'

ST 5: 'Useless.'

ST 8: 'Before sentences, some or little info can be given.'

ST 11: 'if I don't know English meaning I can't search its synonyms or check it whether appropriate or not'

ST 16: 'Sometimes I cannot find the word which I search.'

ST 17: 'When I am using corpus in translation, I feel anxious because I think that I cannot find the word.'

ST 7: 'If you don't know the meaning of word, it is useless.'

ST 9: 'To find appropriate words and limit the search. We don't use effectively so we have

some problems to use and find the words we are searching'

ST 12: 'The most diff part is to find the main word. Then you will come across several alternative. To decide among them is the most difficult part.'

ST 10: 'sometimes it could be challenging to decide on which word is the most suitable so while making translation in exam it can take lots of time.'

considered corpus as the provider of the word meanings tool rather than a way to discover a larger context of the words they are looking for. The interview data shows that they are also experiencing some problems related to the matching of appropriate word combinations (collocations). Below are some of their perceptions towards the use of corpus to as the provider of word meaning.

Questionnaire ST 2: 'It is a very well-prepared program and it makes easier to spot themost suitable words.'

Questionnaire ST 5: 'I have so many alternatives to use a word instead of a word generally used before I can find many synonyms, verbs, and adjectives to use effectively in my text.'

Questionnaire ST 16: 'It facilitates my studies I feel very relaxed because I know that I will find the exact word I need to use.'

It is interesting to note that the abundance of context clues is a source of motivation for other students. The positive perceptions of the students who used corpus while translating are given below. ST 3: 'I can say that corpus is an ideal source for foreign learners. It helps us not

to have dilemma in choosing the correct form. We can look at many examples

We can compare the words usage.'

ST 18: 'I can see the exact examples of the words in target language. It helps me for adaptation.'

These examples, the students say, are used for comparing the words and word combinations as well as choosing the correct forms. However, few students reported that corpus is effective only in one direction. This is true for Turkish students since BNC doesn't have a Turkish component yet.

ST 27: 'It improved my translation from Turkish to English.'

ST 31: 'In translation from Turkish to English it is hard to find the exact words. InTranslation from Turkish to English it is hard to find the word for Turkish in English. If you don't know the meaning of the Turkish, it is pointless to use corpus.'

ST 32: 'If I have not English word of the Turkish one, I can't use it.'

Within the scope of the study, it can be concluded that the students provided various responses to the two research questions related to their perceptions towards corpora as a translation tool and the possible benefits while translating. The positive responses the students provided were mostly based on the potential of corpus to create a greater and richer context for the search items as well as allowing for variations in the use words and word combinations. The students' perceptions towards corpora as a multi-functional research tool are also positive and that corpus is an efficient source for translation. The negative responses, on the other hand, focused on the potential of corpus to create a wide ranging examples and contextual clues in complicated and long sentences and the students were unable to interpret

the corpus findings accurately. The fact that they may have been overwhelmed by the corpus data and that they have the habits of dictionary use for a long time were assumed to be the factors behind negative perceptions they reported in the interviews.

Results and Discussion

Despite the fact that the use of Corpus for translation students is relatively new phenomena, there is a growing awareness towards using the corpus and the benefits the corpus may have for the students. The results of the questionnaire and the open ended interviews were generally positive towards the use of corpus activities in translation. The students generally agreed that corpus use was particularly useful for acquiring new patterns of words, word chunks and collocations in enhancing their translation skills. On the other hand, the students did not report serious difficulty in gaining access to computers and the internet, as opposed to Sun's (2000) study that identified the speed and stability of internet connections as major problems in corpus use. In addition, while some studies, e.g. Sun's (2000) and Thurstun and Candlin's (1998), presented concerns about the new forms of display of concordance information, the students in the study did not report the same level of concern. They generally seemed to know how to deal with words in context, as corpora display them. The students were engaged in hands-on and in-class corpus related class activities, which encouraged them to explore the corpus outside class. Therefore, having received direct training and practice in corpus use, the students may have developed favourable feelings about corpora. It is also important to note that some samples reported fewer problems in corpus use than the other samples, suggesting that the former may have achieved a greater level of mastery of corpus search techniques as a result of their additional training in class and at home. This is consistent with the literature that has argued for the need to train learners for successful use of corpora (Cobb, 1997; Flowerdew, 1996; Kennedy & Miceli, 2001).

Some of the negative perceptions towards the use of corpora for translation purposes may stem from the fact that the students may have felt overwhelmed by the huge amount of data corpus provides at one time. The students also have the habit of using monolingual and bilingual dictionaries for a long time while translating. So, this natural tendency to use dictionaries for a long time may lead the students to be asking for different type of information which basically a corpus is not designed for.

In addition, the nature of the class may have had an influence on student evaluations as well as on their uses of the corpus. They were the literary translation students with an advanced level of English and thereby may have created more interest in this new technique for improving their language and translation skills. The interview data validated the survey findings and provided more insights into the student assessment of the value of corpus activity. The participants concurred that corpus use was particularly beneficial for acquiring common usage of words, which resulted in their increased confidence about translation. Participants in Sun's (2000) study expressed a preference for print dictionaries and grammar books over corpora due to their direct presentation of information. However, students in our study recognized the strengths of each resource and found that they could complement each other. This distinction between corpus use and the use of dictionaries may cast some new light on the roles corpora can play in L2 learning as well as translation and the integration of a new approach with conventional and more familiar methods (Tribble, 1999). Finally, and as we saw earlier, the interview results also suggested that the degree of corpus use may be closely related to, or inspired by, student enthusiasm for improvement in their translation. In the long run, students will be more engrossed in referring to the corpus.

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APPENDIX 1: Questionnaire

Dear Students

This questionnaire has been prepared to discover your perceptions about corpus use. Your responses will be used for research purposes and will be kept confidential. Thank you for your cooperation !

Ali Sukru OZBAY

1. I use these sites…

	yes	no	comments:
BNC DAVIES (for British English)			
CoCA(for American English)			
Other ones…			

SD: Strongly disagree **D**: Disagree **N**: Neutral **A**: Agree **SA**: Strongly Agree

2.My general feelings about using corpora:

	SD	D	N	A	SA
I think corpora are easy to use.	1	2	3	4	5
I can use corpora effectively.	1	2	3	4	5
I think corpora are useful for translation.	1	2	3	4	5
I think corpora can be useful for other aspects of learning English (vocabulary, grammar, style, etc.)	1	2	3	4	5
I think corpora can be useful for other courses (literature, civilisation, linguistics, etc.).	1	2	3	4	5
I think corpora can be useful outside my studies.	1	2	3	4	5
OTHERS:					

3. **To use these corpora:**

	SD	D	N	A	SA
On the whole, I think I have enough information.	1	2	3	4	5
I would have liked more theoretical background.	1	2	3	4	5
I would have liked more methodological explanation.	1	2	3	4	5
I would have liked more demonstrations.	1	2	3	4	5
I would have liked more concrete exercises to practice on my own.	1	2	3	4	5
Comments:					

4. I think corpora can be useful to:

	SD	D	N	A	SA
find an idea.	1	2	3	4	5
check an idea.	1	2	3	4	5
see if a word / an expression exists.	1	2	3	4	5

check the meaning of a word / an expression.	1	2	3	4	5
see if a word / an expression is appropriate.	1	2	3	4	5
see how a word / an expression is used grammatically.	1	2	3	4	5
compare two words / expressions.	1	2	3	4	5
Check spelling.	1	2	3	4	5
Comments :					

5.**With these corpora, I know how to formulate queries:**					
	SD	**D**	**N**	**A**	**SA**
to find an individual word.	1	2	3	4	5
to find an expression.	1	2	3	4	5
to find collocates.	1	2	3	4	5
to find synonyms.	1	2	3	4	5
by part of speech, such as [v*] for verbs.	1	2	3	4	5
for lemmas, such as [work] for *work*, *works*, *worked*, *working*.	1	2	3	4	5
using 'wild cards', such as ? and * .	1	2	3	4	5
for a single register sub-register or the time period.	1	2	3	4	5
I also think that…					

6. I use corpus to see the							
	Never	Sometimes	Frequently			Never	Sometimes	Frequently
general frequency in corpus.	1	2	3		Informations about the usages of specific words	1	2	3
usages in different registers.	1	2	3		Collocations.	1	2	3
concordance lines	1	2	3		Comparions of two words	1	2	3
coincidental examples in concordance lines.	1	2	3		Comparison of the usages of the words in different registers.	1	2	3
More context for some concordance lines	1	2	3					
Further :								

7. Use the corpus for these functions…							
(If you do not know thesefunctions select '1')	Never	Sometimes	Frequently			Never	Sometimes	Frequently
'chart'.	1	2	3		'sorting and limits'.	1	2	3

'compare'.	1	2	3		'history'.	1	2	3
'collocates'.	1	2	3		'more information'.	1	2	3
'POS list'.	1	2	3		'lists'.	1	2	3
'random'.	1	2	3		'context'.	1	2	3
'sections'.	1	2	3		'sample: 100'.	1	2	3
Also :								

8. I appreciate most in corpus :
9. I appreciate less in corpus :
10.Other comments:
Thanks for your participation.

APPENDIX 2: Interview Questions.

1. In what ways do you think corpus use is beneficial for translation?
2. What difficulties do you have in using a corpus while translating?
3. Whatare your overall evaluations of corpus use in translation in target language?
4. How do you feel about using a corpus in translation?

Gender: male□ female □
Class:
Date of Birth:

Tables with Captions

Table 1: Texts used in the study
Table 2: Problem areas and comparision of Dictionary and BNC-COCA data
Table 3: The Encoded analysis of the responses for the 1. Research Question
Table 4: Questionnaire results related to the Corpus use
Table 5: Questionnaire results related to the benefits of Corpora
Table 6: Questionnaire results related to the general feelings about using Corpora
Table 7: The Encoded analysis of the responses for the 2. Research Question
Table 8: Knowledge of Corpora

Figure with Caption

Figure 1: The COCA hits for the sample problem area *"comprehensive nature*".