

Sample of Level 3 English Editing

Field of research: Linguistics

Learning vocabulary is crucial ~~in the process of~~ to second language (L2) learning. Wilkins (1972, cited from Chan, 2004) ~~pointed out~~ highlighted the importance of vocabulary ~~ability~~: “Without grammar very little can be conveyed, without lexis nothing can be conveyed.” (p.111) Knowing a vocabulary requires more than just familiarity its ~~the~~ meaning and form, but also includes ~~ing~~ a series of word knowledge, such as grammatical behavior, associations, collocation, frequency and register (Schmitt & McCarthy, 1997). ~~Amongst~~ ~~And among this~~ the series of knowledge, collocations plays a fundamental role in L2 vocabulary learning or acquisition. Nation (2001, cited from Chang, Chang, Chen, Liou, 2008) claimed that “Language knowledge is collocational knowledge.” (p.318). Collocations ~~refers~~ to the natural cooccurrence of a string of fixed, identifiable, non-idiomatic phrases and constructions (Benson, Beson, Ilson, 1997). Examples include ~~for instance,~~ *heavy rain, strong wind, and heavy drinker*. By allowing L2 learners to develop a deeper understanding of the learned words, collocation learning is associated with a variety of outcomes, including ~~Collocation learning enables second language (L2) learners to have deep understating to the learned words and therefore~~ enhance ~~ds~~ L2 ~~their~~ learning (Cobb, 1997, 1999), ~~to making~~ ing passive vocabulary active (Wu, 1996 & Yong, 1999), and ~~to contribut~~ ing to native-like language (Benson et

Comment [SL1]: CHECK: In this context ‘vocabulary learning’ and ‘vocabulary acquisition’ mean the same thing. Please choose one or the other rather than ‘vocabulary learning or acquisition’.

Comment [SL2]: CHECK: If these examples are from Benson et al., then the sentence should read: ‘Collocations refer to the natural co-occurrence of a string of fixed, identifiable, non-idiomatic phrases and constructions, such as *heavy rain, strong wind, and heavy drinker* (Benson, Beson, Ilson, 1997).’

al., 1997; Lewis, 2001; Shei & Pain, 2000).

In the past, Taiwanese students usually received systematic collocation learning during ~~usually when they were~~ senior high school. ~~The possible reason was that~~ This is possibly because senior high students have ~~who had~~ a greater amount of pre-made items in memory (Chan & Liou, 2005) and were therefore ~~were~~ considered to be more suitable for ~~to~~ learning collocations.

Nowadays, nevertheless, English education in Taiwan has started at the elementary stage since the 94 school year. Students

graduating from elementary school already ~~have~~ possessed a certain amount of vocabulary (at least 2000 words ~~vocabulary~~);

Thus ~~therefore~~, junior high school ~~stage is just a perfect~~ is an ideal time to begin ~~start conducting~~ collocation instruction. ~~In~~

~~addition~~ Moreover, ~~the~~ English textbooks used in ~~of~~ junior high schools have ~~has~~ started introducing the concept of collocations ~~to~~ junior high students. Lin (2008) analyzed a number of ~~the~~ junior

high school English textbooks and reported that teaching sections containing dialogue and reading ~~are the teaching sections~~ as having the most collocations. It indicates that collocations have started

presenting in the English textbook of junior high. ~~Last but not the~~

~~least, s~~ She also indicated ~~emphasized~~ that teaching vocabulary teaching in junior high still focuses on memorizing words instead of actively using them. Therefore, students may not understand that these learned words s can be collocationally combined ~~into a couple of~~ collocational combination

Comment [SL3]: CHECK: 'Pre-made items in memory' seems semantically anomalous in this context, do you mean 'already learned vocabulary items'?

Comment [SL4]: CHECK: I am unsure what you meant by 'since the 94 school year'. Does the sentence mean: 'Since 1994, English has been taught in Taiwan in elementary schools.'

Comment [SL5]: CHECK: The information presence in the previous two sentences renders this sentence redundant. I would suggest that it be deleted.