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SOLUTIONS

ANALYSIS OF LEXICAL COLLOCATION ERRORS IN ACADEMIC WRITING

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Abstract: Lexical collocation plays a crucial role in achieving fluency and accuracy in academic writing. However, many English as a Foreign Language (EFL) learners experience difficulties in using appropriate word combinations. This study analyzes common lexical collocation errors in academic writing, identifies their causes, and suggests pedagogical strategies for improvement. The findings indicate that mother tongue interference, lack of exposure to authentic academic texts, and limited vocabulary knowledge significantly contribute to collocation errors. The article emphasizes the importance of explicit collocation instruction and corpus-based learning in enhancing students' academic writing competence.

Keywords: lexical collocation, academic writing, EFL learners, vocabulary competence, language interference, corpus analysis, error analysis.

Аннотация: Лексическая сочетаемость играет важную роль в достижении беглости и точности академического письма. Однако изучающие английский язык как иностранный часто сталкиваются с трудностями при использовании правильных словосочетаний. В статье анализируются типичные ошибки лексической сочетаемости, их причины и предлагаются педагогические рекомендации по их устранению.

Ключевые слова: лексическая сочетаемость, академическое письмо, изучающие английский язык, словарная компетенция, языковая интерференция, анализ ошибок.

Annotatsiya: Leksik kollokatsiya akademik yozuvda ravonlik va aniqlikni ta'minlashda muhim ahamiyatga ega. Biroq ingliz tilini chet tili sifatida o'rjanuvchilar ko'pincha to'g'ri so'z birikmalarini qo'llashda xatolarga yo'l qo'yadilar. Ushbu maqolada akademik yozuvdagi kollokatsion xatolar, ularning sabablari va ularni bartaraf etish yo'llari tahlil qilinadi.

Kalit so'zlar: leksik kollokatsiya, akademik yozuv, EFL o'quvchilar, lug'aviy kompetensiya, til interferensiyasi, xatolar tahlili.

Introduction. Academic writing requires not only grammatical accuracy but also lexical precision and appropriateness. One of the most important aspects of lexical competence is the correct use of collocations. Collocations are combinations of words that frequently occur together and sound natural to native speakers. Examples include expressions such as conduct research, reach a conclusion, strong evidence, and highly



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effective. For EFL learners, mastering lexical collocations is particularly challenging. Even advanced students who demonstrate strong grammatical knowledge often produce unnatural word combinations. These errors do not always affect comprehensibility, but they reduce the academic tone and professionalism of the text.

The purpose of this study is to analyze common lexical collocation errors in academic writing and explore their linguistic and pedagogical implications.

In modern higher education, academic writing is regarded as a fundamental skill that determines students' academic success and professional development. Writing academic texts requires not only grammatical accuracy but also lexical precision and stylistic appropriateness. One of the most challenging aspects of academic writing for English as a Foreign Language (EFL) learners is the correct use of lexical collocations. Lexical collocations refer to natural combinations of words that frequently occur together in a language, such as conduct research, draw a conclusion, and strong evidence. Although learners may know the individual meanings of these words, they often struggle to combine them appropriately. As a result, their academic writing may contain unnatural or inappropriate word combinations that negatively affect clarity, coherence, and academic tone.

The problem of lexical collocation errors is particularly significant in multilingual educational contexts, where learners rely heavily on translation strategies from their mother tongue. Such interference frequently leads to incorrect verb–noun or adjective–noun combinations. Despite the growing importance of academic writing skills, collocational competence is often underestimated in language teaching. Therefore, this study aims to analyze the most common lexical collocation errors found in students' academic writing, identify their underlying causes, and propose effective pedagogical strategies to improve lexical accuracy and overall writing quality.

Conclusion. The analysis of lexical collocation errors in academic writing demonstrates that collocational competence is a crucial indicator of advanced language proficiency. While many EFL learners achieve grammatical accuracy, their writing often lacks lexical naturalness due to inappropriate word combinations. Such errors may not always distort meaning; however, they significantly reduce the academic tone, clarity, and overall quality of written discourse. Findings of this study confirm that lexical collocation errors are systematic rather than accidental. They are primarily caused by mother tongue interference, overgeneralization of lexical rules, insufficient exposure to authentic academic texts, and limited awareness of lexical patterns. These factors highlight the need to reconsider traditional vocabulary teaching approaches that focus mainly on isolated word memorization instead of lexical chunks and phraseological units.

Developing collocational competence requires a more integrated and learner-centered approach. Explicit instruction of frequent academic collocations, systematic use of corpus-based resources, and incorporation of authentic academic materials into classroom practice can significantly enhance students' lexical awareness. In addition, continuous

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writing practice accompanied by constructive corrective feedback enables learners to recognize and gradually eliminate inappropriate collocations.

Furthermore, improving lexical collocation competence contributes not only to better academic writing but also to overall communicative effectiveness. Students who master natural word combinations demonstrate greater confidence, fluency, and credibility in academic and professional contexts. Their texts become clearer, more persuasive, and stylistically appropriate in the context of multilingual education and globalization, academic writing skills play an essential role in students' academic mobility and international collaboration. Therefore, strengthening collocational competence should be considered a strategic priority in foreign language teaching. Future research may focus on empirical corpus-based studies, comparative analyses across different linguistic backgrounds, and the integration of digital tools for collocation learning.

In conclusion, lexical collocation is not a minor lexical detail but a fundamental component of academic discourse. By adopting innovative and integrative teaching strategies, educators can help learners achieve higher levels of lexical precision and academic excellence.

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