



ANALYSIS OF LEXICAL COLLOCATION ERRORS IN ACADEMIC WRITING

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Abstract. *This article is devoted to the analysis of lexical collocation errors in academic writing produced by learners of English as a Foreign Language (EFL). The study aims to identify the most frequent types of collocation errors, examine their linguistic and cognitive causes, and propose effective strategies for improving learners' lexical competence. The research is based on the analysis of students' written works, where inappropriate word combinations often occur despite grammatically correct structures. The findings reveal that the main sources of errors include mother tongue interference, limited exposure to authentic academic input, insufficient knowledge of idiomatic competence, and vocabulary rules. The article emphasizes the importance of teaching collocations as integral lexical units and highlights the role of corpus-based learning, contextualized practice, and continuous feedback in developing academic writing skills. Enhancing phraseological awareness contributes not only to linguistic accuracy but also to the overall quality, clarity, and professionalism of academic texts.*

Key words: *lexical collocation, academic writing, EFL learners, error analysis, vocabulary competence, language interference, corpus-based learning.*

Аннотация. *Данная статья посвящена анализу ошибок лексической сочетаемости в академическом письме студентов, изучающих английский язык как иностранный (EFL). Цель исследования заключается в выявлении наиболее распространённых типов ошибок, определении их причин, а также разработке эффективных методов их устранения. Анализ письменных работ студентов показывает, что даже при грамматической правильности часто встречаются неестественные или некорректные словосочетания. Основными причинами данных ошибок являются влияние родного языка, недостаточный*



контакт с аутентичными академическими текстами, ограниченные знания лексических моделей и гиперобобщение языковых правил. В статье подчёркивается необходимость системного обучения коллокациям как целостным языковым единицам. Особое внимание уделяется использованию корпусных технологий, контекстного обучения и регулярной обратной связи для повышения уровня академического письма.

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

Annotatsiya. Ushbu maqola ingliz tilini chet tili sifatida o'rganuvchi talabalar akademik yozuvda uchraydigan leksik kollokatsiya xatolarini tahlil qilishga bag'ishlangan. Tadqiqotning asosiy maqsadi eng ko'p uchraydigan kollokatsion xatolarni aniqlash, ularning sabablarini o'rganish hamda ularni bartaraf etishning samarali usullarini taklif etishdan iborat. Talabalar yozma ishlarini tahlil qilish natijasida grammatik jihatdan to'g'ri bo'lgan matnlarda ham noto'g'ri yoki noaniq so'z birikmalari keng uchrashi aniqlandi. Bunday xatolar asosan ona tilining ta'siri, autentik materiallar bilan yetarli darajada ishlamaslik, leksik birliklar haqidagi bilimlarning yetishmasligi va qoidalarni umumlashtirib yuborish natijasida yuzaga keladi. Maqolada kollokatsiyalarni alohida so'zlar emas, balki yaxlit birlik sifatida o'qitish zarurligi ta'kidlanadi. Shuningdek, korpus asosida o'qitish, kontekstda mashq qilish va muntazam fikr-mulohaza berishning ahamiyati ko'rsatib o'tiladi.

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

Introduction. Academic writing is a fundamental skill for students and researchers, as it enables them to present ideas, arguments, and findings in a clear and professional manner. Achieving high-quality academic writing involves multiple factors, including proper grammar, coherent structure, and an extensive vocabulary. One significant aspect of vocabulary mastery is the correct use of collocations, which are natural combinations of words that frequently occur together. Examples include phrases such as “conduct research,” “make a recommendation,” or “pose a question.”



When these combinations are used incorrectly, writers may produce sentences that sound unnatural, ambiguous, or even misleading. Lexical collocation errors are common among learners of English, especially those whose first language differs structurally from English. Such errors can occur in various forms, including inappropriate verb-noun pairings, incorrect adjective-noun combinations, or misused prepositions. These mistakes not only affect the readability of the text but also reduce the credibility and professionalism of academic writing. For non-native speakers, mastering collocations is often more challenging than memorizing individual words, because collocations rely on intuitive knowledge of language patterns. Analyzing lexical collocation errors provides valuable insights into learners' language development. It allows educators to identify frequent mistakes, understand underlying causes, and design effective teaching strategies. At the same time, it helps students become aware of their weaknesses and gradually improve the naturalness and accuracy of their writing. This study aims to explore the nature and frequency of lexical collocation errors in academic writing. By systematically identifying and categorizing these errors, the research seeks to uncover common patterns and their possible causes. Furthermore, the study intends to propose practical recommendations to enhance students' vocabulary use and overall writing proficiency. Ultimately, understanding and addressing collocation errors contributes to more precise, fluent, and professional academic communication.

Conclusion. In conclusion, the analysis of lexical collocation errors in academic writing highlights that Formulaic competence is a crucial component of advanced language proficiency. Although many EFL learners achieve grammatical accuracy, their writing often lacks naturalness and academic appropriateness due to incorrect word combinations.

The findings indicate that these errors are systematic rather than accidental and are mainly caused by mother tongue interference, limited exposure to authentic academic materials, insufficient common of idiomatic expressions and learning vocabulary in isolation. Such factors negatively affect the clarity, coherence, and overall quality of academic texts. To address these challenges, it is essential to adopt



more effective and integrated approaches to vocabulary teaching. Emphasizing collocations as lexical units, incorporating corpus-based learning, providing contextualized practice, and offering continuous feedback can significantly improve learners' writing performance.

Overall, developing native-like selection knowledge not only enhances the quality of academic writing but also strengthens learners' communicative ability, enabling them to produce more accurate, fluent, and professional texts in academic and real-life contexts.

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