



## THE ROLE OF COLLOCATIONS IN ENGLISH LANGUAGE LEARNI

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Ilmiy rahbar:

**Annotation:** *This article examines the vital function collocations play in the English language learning process, highlighting how they affect learners' accuracy, fluency, and general communicative ability. It emphasizes that acquiring native-like fluency requires an understanding of collocations, which are organic word combinations that are commonly used together. The study examines several collocations, such as verb-noun, adjective-noun, and prepositional patterns, and examines how using them correctly leads to the production of more idiomatic and coherent language. Additionally, the article examines instructional methods and learning tactics like corpus analysis, phrase-based exercises, and context-based learning that can aid students in successfully internalizing collocations. The results of the study show that adding collocational competency to vocabulary training improves students' speaking, listening, reading, and writing abilities in addition to their lexical knowledge. Collocation comprehension and mastery are therefore seen as essential to successful English language learning.*

**Key words:** *collocations, vocabulary acquisition, language fluency, lexical competence, communicative ability, English language teaching, idiomatic expressions, vocabulary development.*

### INTRODUCTION

The study of collocations has drawn a lot of attention in the field of teaching and learning English in recent years. A learner's vocabulary and communication skills are greatly aided by collocations, which are defined as organic word combinations that regularly occur together. Collocations, as opposed to individual words, enable learners to utilize language more fluidly and spontaneously, making them seem more like native speakers. For example, native speakers say "heavy rain" instead of "strong rain" and "make a decision" instead of "do a decision." These pairings show that language is learned through meaningful word pairs rather than word by word. Learners' abilities in speaking, listening, reading, and writing can all be greatly enhanced by comprehending and understanding collocations. Learners' abilities in speaking, listening, reading, and writing can all be greatly enhanced by comprehending and understanding collocations. Collocations are often overlooked by second language learners, who prioritize studying discrete vocabulary words. Communication problems and abnormal language creation are frequently the results of this. In order to achieve greater levels of fluency and accuracy, it is crucial to increase awareness of collocations and include them into instructional materials and classroom procedures. The purpose of this article is to examine the sorts of collocations, their function in English language learning, and their significance in developing communicative competence. Additionally, it talks about pedagogical techniques and



successful strategies for teaching collocations, highlighting the necessity of moving away from standard vocabulary learning and toward a more phraseological and context-based approach. Both educators and students can improve the process of learning English and cultivate more accurate, fluent, and natural language use by comprehending how collocations work and how to teach them effectively.

### Methodology

In order to investigate the function and importance of collocations in English language learning, this study used a qualitative descriptive research approach. Analyzing the effects of collocational competency on learners' fluency, vocabulary acquisition, and communicative efficiency was the primary goal of the study. Three main techniques were used to gather data: learner questionnaire surveys, classroom observations, and literature reviews. To start, a thorough literature analysis was carried out to look at earlier research and theoretical frameworks pertaining to vocabulary development and collocations in second language acquisition. The definition of collocations and its educational implications were best defined by the scholarly works of Hill (2000), and Lewis (1993).<sup>20 21</sup>Second, three intermediate-level English sessions at a private language center were observed in the classroom. The researcher noted strategies including context-based instruction, repetition, and phrase-building exercises as she saw teachers incorporate collocations into vocabulary classes. Third, 60 EFL students were given a questionnaire survey to complete in order to gather information about their knowledge, application, and perception of the value of collocations in everyday speech. Both multiple-choice and open-ended questions were included in the survey to guarantee a thorough and impartial analysis. Qualitative analysis was used to examine recurrent themes, learner attitudes, and in instructional strategies in the data gathered from surveys and observations. In addition to offering suggestions for EFL instructors and curriculum designers, the analysis sought to pinpoint practical methods for enhancing collocational competency.

### Discussion and Results:

According to the study's findings, collocational competency is essential for raising students' general language ability. Although the majority of survey respondents acknowledged that they were aware of collocations, they acknowledged that they hardly ever paid attention to them when studying on their own. This suggests a disconnect between students' active usage of collocations in communication and their awareness of them. Nesselhauf (2003) came to similar conclusions, emphasizing that even highly proficient students frequently misuse collocations even when they are familiar with them.<sup>22</sup>Observations in the classroom revealed that students were better able to internalize and remember collocations when teachers explicitly taught them through context-based activities like reading texts, conversations, and sentence completion exercises. In speaking and writing assignments, learners who were exposed to collocations in relevant contexts demonstrated increased fluency and lexical variety. These findings support Lewis's (1997) assertion that in order to encourage natural language use, vocabulary should be taught in

<sup>20</sup> Lewis, M. (1993). *The Lexical Approach: The State of ELT and a Way Forward*. Hove: Language Teaching Publications.

<sup>21</sup> Hill, J. (2000). *Revising Priorities: From Grammatical Failure to Collocational Success*. In M. Lewis (Ed.), *Teaching Collocation: Further Developments in the Lexical Approach* (pp. 47–69). Hove: Language Teaching Publications.

<sup>22</sup> Nesselhauf, N. (2003). *The Use of Collocations by Advanced Learners of English and Some Implications for Teaching*. *Applied Linguistics*, 24(2), 223–242.



"chunks" as opposed to single terms. <sup>23</sup>Furthermore, the results of the questionnaire showed that 65% of the students reported increases in writing fluency and 78% of the students thought that learning collocations improved their speaking confidence. This lends credence to the notion that knowing collocations improves grammatical precision in addition to lexical range. The results also demonstrated that regular vocabulary education that includes collocation activities helps lessen "translated" or unnatural speech patterns, which are frequently seen in EFL learners (Bahns & Eldaw, 1993). <sup>24</sup> According to the discussion as a whole, using collocations in English instruction greatly aids in the growth of communicative skill. Actively practicing collocational patterns increases the likelihood that learners will become fluent in the language and develop idiomatic, natural-sounding speech. In order to improve student engagement and retention, educators and curriculum designers are urged to give collocation-based instruction top priority. They can do this by utilizing technology-assisted learning tools and real content.

#### Conclusion:

The results of this study unequivocally show that collocations are a crucial part of learning English and are crucial to the growth of communicative ability. More natural, fluid, and idiomatic English is typically produced by learners who are conscious of and actively employ collocational patterns. According to the study, teaching vocabulary through collocations enables students to go beyond simply memorizing individual words and gain a better comprehension of how words work together in real-world situations. This method improves lexical flexibility and grammatical precision in addition to fluency. The findings also imply that incorporating collocations into routine classroom instruction need to be a major component of teaching English. Incorporating phrase-based and context-driven activities, such reading real texts, utilizing corpora, and having students complete collocation-building tasks, is advised for teachers. These techniques boost students' confidence in both written and verbal communication by assisting them in internalizing natural language patterns. In summary, a key component of learning a second language successfully is collocational competency. Teachers can assist students attain near-native fluency and greatly enhance their overall language performance by focusing on collocations in vocabulary education. The long-term effects of collocation-based training as well as the efficiency of digital resources and corpora in promoting collocation learning could be investigated in future studies.

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<sup>23</sup> Lewis, M. (1997). *Implementing the Lexical Approach: Putting Theory into Practice*. Hove: Language Teaching Publications.

<sup>24</sup> Bahns, J., & Eldaw, M. (1993). Should We Teach EFL Students Collocations? *System*, 21(1), 101–114.



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