

STRONG BOND BETWEEN ACADEMIC WRITING SKILL AND ENGLISH WELL-STRUCTURED COLLOCATIONS

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ABSTRACT

The given article is dedicated to reveal how crucial is learning collocations, while getting new fixed expressions in boosting academic writing skills of ESL learners. A thousand research articles written in English in the field of collocation teaching and the role of them in writing. Types of collocations were analyzed and categorized. The categorized collocations were improved through collocations dictionaries to make a comprehensive list of collocations. The findings illustrated that ESL learners rely on collocations while writing academic texts. Additionally, learners' cognitive abilities, mother tongue impact, linguistic features of collocations, educational context, proficiency of language, teachers' and learners' perception of collocations, and the use of corpus-based materials might make contributions to learners' collocational acquisition.

KEYWORDS

Collocations, writing, efficiency, fluency, teaching, acquisition.

INTRODUCTION

Academic writing skills represent ESL learners' productive ability by expressing ideas through essays, letters, and blogging, narrating, aiming at skills – summarizing, paraphrasing, citing information, and

writing research essays as well. On the other hand, learners' writing problems have been arising. The fact that ESL learners' academic writing is negatively influenced by many factors, leading to a number of



errors found in essays, is obvious. Using collocations, therefore, have been approved as one of the most useful, but troublesome linguistic mechanics. Collocations are also a variable in higher scores IELTS writing answers. In addition, learners’ cognitive abilities, mother tongue impact, linguistic features of collocations, educational context, proficiency of language, teachers’ and learners’ perception of collocations, and the use of corpus-based materials might make contributions to learners’ collocational acquisition. Comprehending all of this, the explorations of learners’ and teachers’ insights into using collocations to boost academic writing, including the role of teaching and learning collocations, existing problems and practical solutions, might yield valuable results under the current research setting.

By expressing our thoughts, we put words together, which make human’s speech or writing more natural and easier. In fact, we don’t pay attention that we are using closely associated words with one another, called collocations. A great number of scientific researches have been carried out on many aspects of English language. One of these aspects is collocation, which is problematic knowledge to learn and translate immediately, because knowing collocations is not translating word for word them or even equivalent lexical items do not always clarify the same sense in two particular language for different reasons, for instance cultural diversity which are reflected in every language.

Firstly, we would like to distinguish the meanings and the structures between collocations and phrasal verbs. The combination of a verb + a particle (preposition or adverb) is called phrasal verbs, resulting in a new phrase with different meaning from original one. For example, “I just can’t make Tom out at all “. In this case, it is impossible to translate this phrasal verb according to the original meaning of the verb “to make”. Before translating the given sentence, we should know the meaning of “to make out” as an unit of phrasal verbs. Thus, “to make out” illustrates as “to understand”. Now, let’s see example for collocation, “You have made a mistake in our bill”. We can’t use “to do” instead of “to make”, because the given combination in bold type is fixed expression, which can’t be changed at all. By these two examples, it is clearly seen that lexical items have to be memorized by taking some notes or learning through the specific sources, such as dictionaries.

There is an entire world of collocations to explore. Learning collocations is very important because we begin to learn words in larger groups or “chunks” of the language. As a result, connecting these “chunks” of the language help to communicate with more fluent English. Actually, native speakers of English could softly collocate the necessary words, they can make difference of usage “wrong collocations” as well. For instance:

THE MAIN FINDINGS AND RESULTS

We say	We don’t say ...
To earn money	To find money
Heavy rain	Strong rain
To have a job	To have a work



Through the given examples it becomes clear that there are several different types of collocations made from combinations of verbs, nouns, adjectives and adverbs. While being learners of ESL at any level, simultaneously students try to translate or find equivalents for each word combination or fixed expression. And eager students begin to ask problematic translation of the expression from their teachers. There are some number of reasons, the most common being direct translations from their native language. Take the example of “ta’lim olmoq” from Uzbek into English is “to get or to receive education”. The first verb which comes to learners’ mind automatically is the verb “to take” - “olmoq”. So learning collocations might be quite challenging for most students. During English lessons where students have to manage to do various exercises consist mainly of word selection tasks, such as completion of sentences, finding appropriate synonyms or antonyms, filling the gaps, correction of error words and so on. If students don’t know the difference between synonymous words., they can be confused while completing the tasks. For example, the verbs belong to sport “do”, “play”, “go” could be tricky. We must say: “do sport “ not “go sport” or “go dancing ” not “do or make dancing”. Consequently, taking into consideration that there are many more collocations than words, as many words occur in several different collocations, it is quite understandable why students, especially, at lower levels, fail to make “natural” sentences most of the time.

According to McCarthy (1990) knowledge of collocation usage is part of the native speaker’s competence and could be difficult for learners in cases where collocability is language specific and does not only determined by universal semantic constrains.

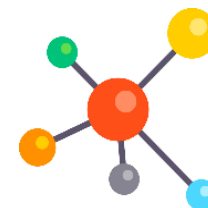
For overcoming such problems, teachers should introduce the idea of collocations to students at earlier levels of them and therefore adopt classroom strategies which continually remind learners of the importance of collocations. Students should be aware of simple collocational words at early levels of learning

English. Moreover, during classes teachers must form a habit of giving new collocation in a phrase or a sentence showing how it is used. There can be trained by comparing and translating collocations with the native tongue, revising them in following lessons, playing games, running knowledge contest between divided groups. These activities help to convince learners how the same meaningful words can be used with different ones and express particular fixed meaning and collocations may stick in their memory for a long time. Besides, collocations are learned in getting rid of word repetition in speaking and writing by adding more colorful, expressive or precise words. For example, you’ll find it easier to avoid words like very or nice or beautiful or do by selecting a word that fits the context better and has a more accurate meaning. This is particularly effective if students take writing exams in English and want to make a good impression on examiners. Getting high mark is very encouraging for every English learner. Similarly, using collocations will also enable students to think more quickly and communicate more effectively.

CONCLUSION

Regarding the relationship between language skill proficiency and lexical competence study that aimed to focus what features of language were associated with the level of language competence indicated that word association increased lexical competence of language producers, and accordingly their L2 proficiency. Similarly, The research findings put forth that lexically competent writers internalized collocation efficiently, which may be seen as a sign of relation between collocation and lexical competence. An empirical study with a purpose of measuring the direct effect of collocation on English language proficiency indicated systematic teaching of collocation could enhance learners’ language proficiency.

In summary, it should be mentioned that for expressing opinion and communicating efficiently in English as a native speaker, just words or grammar are not enough, fixed expressions, meaningful word combinations and collocations make our speech more



natural and expressive as well. This kind of speech is called idiomatic. Collocations make any speech idiomatic. They are considered to be the core of the vocabulary. The more the students learn collocations, the more their speech becomes idiomatic. To prove the finding, it is exemplified by extracting a student's piece of writing, simple structure of sentences and non-using collocations decline the expressiveness of ideas:

I have been resindenting in a flat for 2 years. It is fully furnished and residential area . If you want to consume something you can prepare in fully fitted kitchen . It has got a spacious living room which has a breathtaking view of the park and cosy study where we attend . A friend of mine adore lovely and airy bedroom which overlook the garden . Last year we invited our all course mates to our house -warming party .

It is crystal obvious that there exists a strong relationship of interdependence between knowledge of collocation and native-fluency in academic writing according to the literature. Seen in the light, it can surely be stated that acquisition of collocation brings precious benefits particularly to non-native writers who desperately aspire for fluency and accuracy in the English language. Because enormous errors in word collocations usage obviously add to the foreign flavour in the learners' speech and writing, additionally, a miscollocation may serve an academic paper to end up with misery in academe, hence may create infelicities in publishing chances.

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