



Lexical And Grammatical Collocations in the English Sentences

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ABSTRACT

The teaching of grammar to language learners is the most important aspect of language learning. Word collocation is necessary if fluency must be achieved in the use of the English language. This study focuses on the use of lexical collocation in producing English sentences. Two types of collocation were explained: grammatical collocation and lexical collocation. The attention of this study is focused on lexical collocation. Seven classes of lexical collocation were handled. Various sentence examples were used to show the importance of collocation in grammar. The research concludes that the teaching and learning of collocation of words should be given adequate attention in language classrooms.

Keywords:

language learner, collocation, lexical, second language, error analysis, grammar.

I. Introduction

The study of English language grammar has long been a priority for English language second language teachers. Knowing a language entails familiarity with its grammar. According to Weaver (2008), "the grammar of a language is its structure, which enables us to communicate whether or not we or anyone else understands that structure consciously." Alison (2016) bolsters the preceding view by stating that "grammar is more than knowing the rules; it is also about knowing how to use language effectively." As Weaver implies, the goal of grammar instruction is not to turn students into grammarians, but to equip them with the skills necessary to communicate effectively and to produce compelling writing. Students should have a working knowledge of grammar based on their needs: what do they need to know to make their writings more interesting and engaging? What do they need to know in order to communicate effectively or to achieve the desired effect? Grammar instruction should not

be excessively focused on error correction; rather, it should emphasize editing and the development of skillful writing. In short, grammar knowledge should assist writers in producing quality work.

II. Literature review

Collocation is a term that refers to the possibility of two or more words occurring in lexical or syntactic relations. Although collocation appears to be a relatively new and fashionable term in the linguistic literature, its importance to foreign language learners has been discussed long before any other linguistic components or terms emerged. Collocations are critical in a variety of ways, one of which is the lexical contribution they provide to authors; additionally, they enable language learners to be aware of words that can occur in conjunction. Recent research has established a strong and established link between lexical diversity and collocation knowledge (see, for example, Laufer, 2003), enabling and enabling

authors to strive for academic writings. Due to the critical relationship between lexical diversity and collocation, numerous studies have been conducted to examine collocations used consciously or unconsciously by authors in academic texts. The common findings in Pinisi Journal of Art, Humanity, and Social Studies indicated that collocations were widely used in all levels of English proficiency, from the most basic to the most advanced. Collocations are so ingrained in a language that it is nearly impossible to use it without referring to them, as they are inextricably linked to the language itself. That is why, whether you are a reader, speaker, or writer, you have a high probability of encountering collocations. Collocations occur frequently enough that they do not appear to be a problem for language producers. By contrast, it is a complex issue that requires a great deal of attention.

III. Analysis

Collocations are indispensable for academic scholars for several reasons. The first is their absolute power, which enables possible native-like written production. Because native English speakers use "readymade chunks," it's obvious that many non-native writers aspire to have native-like written productions, which is impossible or at the very least prohibitively difficult given their lack of collocational knowledge. To avoid writing scientific papers that are riddled with strange expressions, authors and language teachers must be aware of the collocations used by native English speakers in their texts. This results in language inadequacy, stylistic default, and foreignness to native readers. Fox (1998) asserts that the fundamental difficulty with academic writing that contains unusual expressions is the use of incorrect collocations. Adequate collocation in writing is a laborious task for even the most accomplished non-native writers. The literature has established that improper collocation can result in a type of error called collocation error. Without a doubt, these vexing errors interfere with the transmission of knowledge to learners or readers. If fluency is to be achieved in second language (L2) teaching and learning, the study of word

collocation must be prioritized. Nation emphasizes that low-proficiency students have a proclivity for "encoding words in memory based on their sound and spelling rather than their meaning association." For non-native writers, the situation is similar. Collocational proficiency is negatively correlated with lexical proficiency in L2 learners and writers. Additionally, Ellis notes that familiarity with collocations correlates with lexical development. One reason non-native speakers and writers do not use collocations as proficiently as native speakers and writers is that they are unable to correlate words based on true and specific word partnerships.

THE TRANSFORMATIONAL GENERATIVE GRAMMAR (TGG)

Grammatical system capable of "covering the entire language directly through repeated application of a relatively simple set of transformations." The primary concern in TGG is the competence of native speakers, which Chomsky refers to as "the speakers' tacit knowledge of their language." He believes that language is mentalistic in nature and that it is a system for associating meaning with objects. Syntactic relationships between constructions are established in TGG through the use of transformational rules. Thus, the surface structure becomes L2 more complicated "as a result of the elaboration of one or more underlying simple structures." One of the most significant characteristics of transformational generative grammar that lends credence to its name is the grammar's ability to "generate" accurate sentences. Thus, language was viewed as a kind of brain property, as it exists within the speaker's mind. Each language learner or speaker carries the language's grammar in his head and must be able to accurately combine words to create novel sentences. TGG employs error analysis as one of its tools for language learning and teaching. It was founded in 1967 by Pit Corder and his colleagues. He emphasized the learners' positive cognitive contribution to learning in his seminal 1967 paper, "The significance of learners' errors." He defines the learner's error as "the gap between the learner's transitional competence and the target language." Corder's concept of

"transitional competence" encapsulates the essential dynamism and flux of the language learner's evolving system. He believes that errors are necessary and unavoidable for learners because they can be viewed as a device by which the learner learns. Corder defines error analysis as "a subset of linguistic analysis that focuses on the errors learners make while learning a language and compares the errors made in the target language (TL) to the target language itself." Errors assist in teaching and learning the proper form.

IV. Discussion

Firth pioneered the concept of "Collocations" in 1957. The term "collocation" was coined in response to the argument that certain word combinations are so tightly bound or lexicalized that they behave as if they are distinct items. Since 1957, collocations have been largely neglected in the classroom. While it is widely acknowledged that knowledge of collocation is a necessary component of achieving native-like competence in foreign language learning, neither traditional nor contemporary approaches to foreign language teaching devote sufficient attention to its teaching. Lewis elevated the teaching of collocations to the forefront of language instruction in 1993 with his "lexical approach" to language instruction. Lewis argues that emphasizing collocations rather than grammar is a more practical approach to language teaching. He emphasizes the importance of collocation patterns in accounting for some of the variability not captured by grammatical rules. Numerous L2 researchers and teachers have defined collocations in a variety of ways and illustrated how collocations refer to the syntagmatic relationships between words.

COLLOCATIONS TYPOLOGY

On the basis of word classes, Benson classified collocations into two categories. There are two types of collocations: grammatical collocations and lexical collocations. Grammatical collocations consist of a primary word (a noun, an adjective, or a verb) and a preposition or grammatical structure, such as "to + infinitive" or "that-clause." They identified eight fundamental types of collocations. Lexical

collocation consists solely of content words. There are four types of nouns: nouns, verbs, adjectives, and adverbs. There are no prepositions, infinitives, or clauses included. Benson classified lexical collocations into six categories. Any attempt to present non-grammatical collocational patterns results in error.

In the English language, lexical collocations exist. They are as follows:

1. The combination of a verb and a noun. Several examples include the following: a. His actions drew the attention of the police (attract attention). b. The Attorney provided insight into the situation (gave insight). c. The Engineer came up with an idea that resulted in the engine being manufactured. (created concept). d. The student offered five recommendations (make suggestions). e. The officer was unable to enter his office. (inadequate access).
2. Noun + Adjective a. The physician advised the patient to engage in regular physical activity to maintain his health (Regular exercise). b. The conference was characterized by a steady flow of ideas (Steady flow). c. The winner also received a complimentary trip to Dubai (Additional benefit). d. Monkeys are one-of-a-kind creatures (Unique nature). e. The meeting was a colossal flop (Big failure).
3. Adjective + Verb a. According to the survey, snails die in large numbers during dry seasons (survey reveals). Journal of Art, Humanity, and Social Studies, Pinisi 4 b. The results of the pregnancy test indicate that she is pregnant (results indicate). c. Jane's research indicates that corn grows more abundantly during rainy seasons (findings suggest). d. Five hundred men were killed in the bomb blast (bomb blast). e. The physician's examinations include a urine examination (analyses include).
4. Adjective 1 + Adjective 2 a. When the Lion noticed a flock of sheep, he pursued them (flock of Sheep). b. The United States of America and Nigeria had a trade agreement (trade agreement). c. The Principal misplaced his collection of keys (bunch of keys). d. I observed a gang of highway robbers (gang of robbers). e. Our company's uniform was brought by the seamstress (company uniform).

5. Adjective + Adverb a. It is a commonly held belief that birds lay eggs (widely believed). b. Matching on that plastic plate was an abhorrent act (utterly appalled). c. The youngster is acquainted with the thief (closely acquainted). d. The infant was dozing soundly on a Dunlop. (asleep) e. The teacher required students to provide absolutely accurate responses (strictly accurate).

6. Adjective + Verb a. Mary's behavior toward her husband was rash (act rashly). b. The gentleman expressed sincere gratitude for the honor bestowed upon him during the ceremony (appreciate sincerely). c. Mary burst out laughing at the man's folly (laughed loudly). d. The governor made a blunder during the conference (spoke foolishly). Any deviation from the standard usage of lexica collocations constitutes an error. The seventh lexical collocation not mentioned by Benson et al. (1997) is adverb and verb.

7. Adjective + Verb a. The couple debated the issue vehemently (vehemently debated) b. The students were advised to pay close attention to instructions (carefully listen). c. Mary was enraged, and as a result, she confronted the Police Officer directly about the illegal arrest (seriously confronted). d. Yesterday, Jane's attitude exemplified the oft-quoted proverb (widely cited). e. Her statements established categorically that she stole the money (simply showed).

V. Conclusion

The preceding study demonstrates the critical role of lexical collocation in the acquisition and use of the English language. Every second language learner aspires to be as competent as native speakers. As previously stated, improper collocation results in collocation error, which is a type of grammatical error. As a result, sufficient emphasis should be placed on the teaching, learning, and use of collocational patterns in the English language.

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