

FIXED EXPRESSIONS IN SOCIAL MEDIA WRITING: FREQUENTLY USED COLLOCATIONS, MISUSAGE OF WORDS

Abdullayeva Umida Rakhmatovna
Alisher Navo'i Tashkent State University of
Uzbek Language and Literature.
Tashkent, Uzbekistan

Abstract

Second language learners as well as native speakers make mistakes in their attempts to gain knowledge in the target language. It has been observed that the majority of second language learners in this study group make collocation errors. The purpose of the study is to understand the nature of the mistakes made as stumbling blocks on the way to effective content writing before publishing on social networks. The purpose of the study is to identify errors, analyze their structural composition, to determine if there is a similarity between students in this regard, and to find out if there are patterns in such errors that will allow the researcher to understand their sources. and reasons. As a descriptive research, the researcher samples 120-post writing collected from 12 learners of English as a second language.

Keywords: *collocations, errors, collocation errors, EFL students.*

1.Introduction

Collocation is what makes native speakers' speech plain, natural and idiomatic. However, it is what often renders second language learners' speech incorrect and unnatural. Indeed, it has been found that L2 learners have challenges with collocation in their written and spoken language. Particularly, why do learners often have poor production of collocations in writing? Scholars believe that the challenges and problems in EFL learners' collocation use are at least partially caused by the fact that collocations do not commonly constitute comprehension problems, and therefore negligence in the process of foreign language teaching and learning. Secondly, collocations are extremely challenging to recite, particularly because they are so numerous and nuanced that memorizing them all is not nearly possible. This second reasoning throws light on an important reason that learning of collocation is not taking place as it should: generally, vocabulary learning in EFL has been commonly focused on memorization, namely memorizing single words and their definitions. Within this learning context, learning collocations would indeed be a difficult task, for several reasons.

2. Literature review

Miscollocating by English learners

The use of L2 collocations by learners refers two aspects, namely understanding and production, researchers have taken a deep interest in production since the learners more struggle with producing proper collocations than understanding them (Brashi, 2006). Given semantic properties of lexical collocations are frequently derived from the components, it would be a natural outcome that L2 learners have relatively higher receptive collocation knowledge than productive one. Producing L2 learners' collocations has been widely examined in a written mode because of its permanency and the resultant convenience of data collection and analysis.

Word awareness is not just knowing its form, use, and meaning. Indeed, vocabulary knowledge also involves other subcomponents of a word, including collocations. For example, collocations provide contextual meaning that can enhance learners' comprehension of word knowledge in particular communication situations. It is acknowledged that collocation is often introduced as a part of word knowledge [1][2][5]. For example, contextual data is important for language users to differentiate different meanings of a polysemous word. Take the phrase *I watch TV program*; here, the word watch means to look. While in the collocation watch out, the meaning of watch is to be careful. However, Hill (2000) reported the lexicon for learners is "not arbitrary". That is, during the process of speaking or writing, vocabularies are not arbitrarily selected by learners. For instance, the verb measure usually collocates with nouns or phrases that refer to the size, length, and amount. In contrast, the verb make exists many nouns that collocate with it (make a cake, make a decision, make a dinner), but the choice is limited (e.g., make an essay is not acceptable).

3. Methodology

The present experiment focused on second language learners' use of L2 collocation. In this research, all the lexical collocation errors identified in 10 topic based posts produced by ESL students after learning units in book, titled "English Collocations in Use", perfect book for both self-study and classroom activities. Learning collocations in context, with a lot of

various topics, including “*Money*”, “*Travel*”. All of the students optionally selected topics from the book and wrote social posts on networking sites.

Topic data and analysis

For the purpose of the current investigation, short Instagram or Facebook posts written by twelve learners of English (10 females, 2 males, first year university students). At the time of data collection, the learners had around two hours of lexical collocations within ten days, on top of being exposed to English on a daily basis. The teacher asked them to choose any favorite unit where they learnt collocations and expressions themselves. After submitting their ready assignment, it was clear that most of them chosen topics, according to their interests.

Studies show that the total number of unit choice distinguish by the preference of female and male students. It is evident that the ESL male students in this research group had selected units on sport and news the most, while female students’ high choice on collocation units had represented on topic “family”.

The students were asked to write on Facebook or Instagram post writing as self-study assignment. The posts were written in ten days after learning collocations and producing them in their profiles on social networking sites. The students were told that the posts are going to be used for research purposes. A total of 120 pieces of Instagram posts, that were unposted on social networking sites. They were collected and analyzed to check for various lexical collocation errors. The numbers of occurrences were counted, consequently these were converted to percentages. For the goal of previous research, a lexical collocation is acceptable and counted as vivid even if it contained spelling or grammatical error. On the other hand, lexical collocation mistakes so identified in a post were recorded once even if the same kind appear several times in the post i.e. each error in a student post writing is recorded once even if the same appears second time.

Based on the analysis of the data collection, the main literature and causes of the lexical and grammatical collocation error reported in this investigation are Native language impact and lack of collocation competence. These are discussed further: In present research, it is indicated to Source language interference in the learning of the target language resulting in direct translation from the mother tongue to English. On the other hand, the fact remains that

there are mostly lots of differences between the two languages. As a result of these differentiations, additionally the ESL learner tend to consider first in their native language before translating their ideas into the target language in speaking and writing the target language. Several examples of these collocation mistakes identified in the female students' post writing analyzed include in *Table 1*:

English collocation	Native language induced errors
Highly-paid job	Work with high salary
Reduce to high rate	Minimize
Going out	Go to have a walk
Broken family	Single parent family
Reveal the truth	Open the truth
Perfectly acceptable	Nicely acceptable

Table 1. Miscollations in post writing

4. Conclusion

The outcomes of the study indicate the lexical collocation errors found in the unposted Facebook and Instagram posts produced by intermediate level ESL students. The findings from the analysis of collocation errors identified in the 120 post writing indicates that English as Second Language learners' in present research group commit lexical collocation errors. After data collection, it was obvious that the Native language interferes with the target by way of transfer of and then direct translation of ideas were investigated. However, the fact remains that there are frequently a lot of differences between the two languages. As a result of these differentiations, additionally the ESL learner tend to consider first in their Mother tongues before translating their ideas into the target language in speaking and writing the target language. In this process, words, phrases and even longer sentences undergo a lot of transformation resulting into erroneous combinations in the target English language namely since the linguistic systems of the two languages differ.

References

Abdullayeva, U. R., & Aynakulova, T. S. (2023). LEXICAL COLLOCATION ERRORS: MISCOLLOCATING IN PRE-SOCIAL MEDIA CONTENT WRITING. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 4(01), 40-46.

Abdullayeva, U. R. (2022). STRONG BOND BETWEEN ACADEMIC WRITING SKILL AND ENGLISH WELL-STRUCTURED COLLOCATIONS. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, 3(05), 52-55.

Brashi, A. (2006). Collocability as a problem in L2 production. *Reflection on English Language Teaching*, 8 (1), 21-34.

Абдуллаева, Ч. Б. (2020). Сравнительное лингвокультурологическое исследование фразеологических единиц с компонентом "синий (голубой) цвет" в английском, русском и узбекском языках как отражение национальной специфики. *Бюллетень науки и практики*, 6 (1), 367-374.

Hill, J. (2000). Revising priorities: From grammatical failure to collocational success. In M. Lewis, *Teaching collocation: Further development in the lexical approach* (pp. 47-69). Oxford: Oxford University Press.

M. McCarthy, & F. O'Dell, *English Collocation in Use*. Cambridge: Cambridge University Press, 2005.

Nation, I. S. P. (2013). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press

Abdullaeva, C. B. (2022). ROMANCE LANGUAGES. *Главный редактор*, 32.

S. Boonyasaquan, "an analysis of collocation violations in translation" in *Journal of Humanities*, 27, Bangkok: Faculty of Humanity, Srinakharinwirot University, 2006, 79-91.