






Collocation Errors in the Written Essays of English Second/Foreign Language Learners: A Scoping Review

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ABSTRACT

This review aimed to synthesise research findings on collocation errors from written essays from learners of English as a Second/Foreign Language. Collocations are crucial for achieving natural and fluent language use. However, they are often challenging for ESL/EFL learners, resulting in errors that impact overall writing quality and comprehension. This review examines 11 studies on collocation errors in diverse countries. The research methods employed included quantitative (n = 5), qualitative (n = 5), and mixed methods (n = 1) approaches. The findings revealed that the most common causes of errors include L1 transfer, overgeneralisation of language rules, and lack of collocational knowledge. This review suggests that ESL/EFL learners require explicit instruction, increased exposure to authentic language, and targeted practice to improve their collocation knowledge. This study provides critical insights into the persistent challenges of mastering collocations and offer recommendations for more effective teaching strategies in language education.

Keywords: Errors, ESL, EFL Lexical Collocations, Grammatical Collocations, Collocational Knowledge, Receptive Vs. Productive Knowledge

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INTRODUCTION

Collocations—natural combinations of words that frequently occur together, such as "make a decision" or "strong argument"—are a key aspect of language fluency and idiomaticity in English. Mastering collocations is essential for ESL/EFL learners to achieve native-like proficiency. However, collocations are often neglected in traditional language instruction, which tends to focus more on individual vocabulary items and grammar rules than on the natural pairing of words.

Many ESL/EFL learners struggle with collocations due to several factors. These include limited exposure to authentic English usage, native language interference (L1 transfer), and a lack of explicit instruction on collocational patterns. Unlike grammatical rules, collocations are often not logical or predictable, making them particularly difficult for learners to master. For example, while it is correct to say, "strong argument," learners might incorrectly say "big argument" by applying general rules of adjective + noun pairings, leading to unnatural or erroneous combinations.

In addition, collocational competence requires both receptive knowledge (the ability to recognise correct collocations) and productive knowledge (the ability to use them accurately in speech or writing). Research shows that learners often have better receptive knowledge than productive knowledge, meaning they can identify correct collocations when they see or hear them, but fail to use

them properly in communication. This gap further complicates learners' acquisition of collocational skills.

Given the importance of collocations in achieving fluent communication and the persistent errors observed in this area, this study was conducted to review existing research on collocation errors among ESL/EFL learners. By examining studies from many countries and educational contexts, this review seeks to identify common error patterns, underlying causes, and effective strategies for improving collocational competence.

The findings of this review are critical in the context of second language acquisition because they highlight the need for more focused and strategic teaching of collocations in language curricula. As English continues to dominate as a global language of communication, business, and education, improving collocational competence in ESL/EFL learners becomes a priority for ensuring their success in academic and professional settings. This review provides valuable insights for educators and language policymakers on how to better structure collocation-focused instruction, which can significantly enhance learners' overall language proficiency.

Despite the critical role that collocations play in achieving fluency and naturalness in English, ESL/EFL learners consistently struggle with producing correct collocations. This issue is significant because collocational competence is essential for both spoken and written communication, and errors in collocations can lead to awkward or incorrect usage, reducing the learner's ability to communicate effectively.

Collocations are often difficult for learners to master because they do not follow predictable grammatical rules and are influenced by native-like language usage, which is typically acquired through exposure rather than explicit teaching. Many learners rely on direct translation from their first language (L1) or overgeneralise language rules, leading to errors such as "make a crime" instead of "commit a crime" or "big effort" instead of "great effort."

The problem is exacerbated by the fact that traditional language instruction tends to emphasise grammar and individual vocabulary items, with less focus on teaching the natural pairings of words (collocations). This results in learners having inadequate knowledge of common collocations, leading to frequent mistakes, even among advanced learners. Furthermore, research shows that learners often develop better receptive knowledge (recognising correct collocations) than productive knowledge (using them in writing or speech), creating a gap between understanding and application.

Given the widespread nature of collocation errors and their impact on language proficiency, this review seeks to address the problems of ESL/EFL learners' struggle to produce correct collocations due to a lack of exposure, inadequate instruction, and negative transfer from their first language, leading to persistent errors that hinder their overall language fluency.

This problem is particularly pressing because collocational errors affect learners at all proficiency levels, from beginners to advanced students, suggesting that current teaching approaches are insufficient in addressing this issue. Without targeted interventions and strategies to improve collocational knowledge, learners will continue to face barriers to achieving natural and effective communication in English.

This scoping review aims to review and synthesise existing research on collocation errors made by ESL/EFL learners to identify common error patterns and underlying causes. The review seeks to provide insights into the challenges learners face in mastering collocations and to explore effective strategies for improving collocational competence. Ultimately, the aim is to provide recommendations for improving both receptive and productive knowledge of collocations, assisting learners in using English more naturally and fluently across various communicative contexts.

METHODOLOGY

This review employed a systematic review approach to analyse the findings of 11 research articles that focus on collocation errors in ESL/EFL learners.

Study Selection

The eleven (11) studies included in this review were selected based on their focus on collocation errors in ESL/EFL contexts. The studies span various geographical regions, including Indonesia, Iraq, Thailand, Nigeria, Oman, Malaysia, and Iran, offering a broad perspective on the issue. The studies were categorised according to the research methodology into quantitative (n = 5), qualitative (n = 5), and mixed methods (n = 1) approaches. For each study, the following information was extracted: author(s), year, country of study, research design, population/sample size, and main findings regarding collocation errors. Information on collocation error types (lexical or grammatical), error patterns, and causes (e.g., native language interference, overgeneralisation) was collected for further analysis.

Data Analysis

A thematic analysis was conducted to identify common patterns across the studies, focusing on:

1. Types of collocation errors (e.g., lexical vs. grammatical)
2. Causes of errors (e.g., native language interference, overgeneralization)
3. Differences in errors based on proficiency levels
4. Receptive vs. productive knowledge of collocations

Quantitative studies were compared using descriptive statistics, while qualitative studies were analysed for recurring themes and in-depth insights. Findings from quantitative studies were compared to those from qualitative studies to identify any similarities or differences in the types of errors reported and their causes. The mixed methods study was used to cross-validate findings from both quantitative and qualitative perspectives. The review synthesises the identified collocation error patterns, their causes, and the effective teaching strategies recommended in the studies. The final synthesis provides a comprehensive understanding of the core competencies needed for collocation mastery and offers recommendations for addressing these challenges in language education. The systematic review method allows for a detailed analysis of the types of collocation errors made by ESL/EFL learners and their underlying causes, offering a broad view of the issue across different contexts and research methodologies.

Ethical Considerations

This review did not involve participant interaction or data collection because it is a systematic review of prior research publications. Consequently, the review raises no particular ethical issues regarding participant permission, confidentiality, or data handling. However, the following ethical considerations were considered to maintain high academic integrity and respect the contributions of original research in the field. First, the review acknowledged the intellectual property of the original authors by appropriately citing all studies used in the review. Proper credit was given to all sources, in line with academic integrity standards. Second, the review seeks to ensure that the data interpretation accurately represents the original authors' conclusions without bias or selective reporting by presenting the findings of the included research impartially and objectively. Third, efforts were made to ensure that the outcomes, deductions, and suggestions derived from the scrutinised research are truthfully depicted, while avoiding the oversimplification of results beyond the parameters of the initial investigation. Fourth, inclusion was restricted to peer-reviewed research that complied with ethical standards for investigations involving human participants. This guaranteed that the initial data collection followed moral guidelines, including receiving informed consent and maintaining the privacy of the participants. Last, all materials used in the study have been securely stored on the Microsoft One Drive account of the lead researcher.

PRESENTATION OF FINDINGS

The systematic review of 11 studies on collocation errors among ESL/EFL learners yielded several important findings related to the types of collocation errors, their underlying causes, and strategies to improve collocational competence.

Common Types of Collocation Errors

The majority of collocation errors involved lexical collocations, particularly:

1. Verb + Noun/Pronoun: This was the type of error most frequently identified in multiple studies. For instance, Gede Widi Harta et al., found that learners struggled with verb+noun combinations, leading to phrases like "make a crime" instead of "commit a crime."¹
2. Adjective + Noun: Errors in adjective+noun combinations were also common. Learners often misuse adjectives that do not naturally collocate with specific nouns (e.g., "big effort" instead of "great effort").
3. Adverb + Adjective: Studies like Boonraksa and Naisena and Kadhem and Ismail identified frequent mistakes in adverb+adjective combinations (e.g., "completely happy" instead of "deeply happy").²
4. Grammatical Collocations: Errors in grammatical collocations, such as verb+preposition and noun+preposition, were also significant, though less frequent than lexical errors.
5. Verb + Preposition: Studies such as Mahmoud and Boonraksa and Naisena found that learners commonly made mistakes in verb+preposition combinations (e.g., "depend of" instead of "depend on").³

Causes of Collocation Errors

One of the primary causes of collocation errors, highlighted in multiple studies, was the direct transfer of collocational patterns from the learners' native language to English.⁴ This often resulted in incorrect word combinations due to literal translation. Several studies, including Harta et al. and Zhang and Sukying, noted that learners lacked sufficient exposure to or knowledge of English collocations, leading them to misuse common word pairings.⁵ Learners often overgeneralised grammatical or lexical rules, assuming that collocations follow the same patterns across contexts. For instance, learners might apply the same rule to "make" and "do" in contexts where only one is correct.

Studies by Harta et al., and Boonraksa and Naisena found that learners frequently substituted synonyms, incorrectly assuming that words with similar meanings can be combined in the same way (e.g., "strong rain" instead of "heavy rain").⁶

Many studies, such as Zhang and Sukying and Kamarudin et al., showed that learners performed better on tests of receptive knowledge (i.e., recognising correct collocations) than on productive tasks (i.e., using them correctly in writing or speaking).⁷ For example, in Kamarudin et al., learners had a higher mean score for receptive knowledge (M = 46.14) compared to productive knowledge (M = 28.90), indicating that learners can often recognise correct collocations but struggle to produce them.⁸

¹ I Gede Widi Harta, Indri Wirahmi Bay, and Sri Widyarti Ali, "An Analysis of Lexical Collocation Errors in Students' Writing," *TRANS-KATA: Journal of Language, Literature, Culture and Education* 2, no. 1 (2021): 15–25.

² Thidakul Boonraksa and Suparvadee Naisena, "A Study on English Collocation Errors of Thai EFL Students," *English Language Teaching* 15, no. 1 (December 29, 2021): 164, <https://doi.org/10.5539/elt.v15n1p164>; Sarah Nazar Kadhem and Fatima Shawqi Ismail, "Difficulties Faced by Second Language Learners in Using Collocation," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 2, no. 6 (August 28, 2024): 31–40, <https://doi.org/10.61132/morfologi.v2i6.1018>.

³ Abdulmoneim Mahmoud, "Collocation Errors Made by Arab Learners of English," *Asian EFL Journal* 5, no. 2 (2005): 117–26; Boonraksa and Naisena, "A Study on English Collocation Errors of Thai EFL Students."

⁴ Fatima Muhammad Shitu, "Collocation Errors in English as Second Language (ESL) Essay Writing," *International Journal of Cognitive and Language Sciences* 9, no. 9 (2015): 3270–77; Mahmoud, "Collocation Errors Made by Arab Learners of English."

⁵ Harta, Bay, and Ali, "An Analysis of Lexical Collocation Errors in Students' Writing"; Xulong Zhang and Apisak Sukying, "Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English," *European Journal of English Language Teaching* 6, no. 6 (2021).

⁶ Harta, Bay, and Ali, "An Analysis of Lexical Collocation Errors in Students' Writing"; Boonraksa and Naisena, "A Study on English Collocation Errors of Thai EFL Students."

⁷ Zhang and Sukying, "Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English"; Rafidah Kamarudin, Shazila Abdullah, and Roslina Abdul Aziz, "Examining ESL Learners' Knowledge of Collocations," *International Journal of Applied Linguistics and English Literature* 9, no. 1 (2020): 1–6.

⁸ Kamarudin, Abdullah, and Aziz, "Examining ESL Learners' Knowledge of Collocations."

Differences Across Proficiency Levels

Several studies, including Boonraksa and Naisena and Yumanee and Phoocharoensil, found that even advanced learners make collocation errors.⁹ While more proficient learners tend to make fewer errors, they still struggle with certain types of collocations, particularly those involving less frequent or more idiomatic combinations. Advanced Learners still face challenges. For example, Zhang and Sukying found that even fourth-year university students outperformed first-year students but still made significant errors in productive tasks involving collocations.¹⁰

Effective Teaching Strategies

Many studies recommended explicit instruction on collocations, noting that this area is often neglected in standard language teaching curricula. Studies like Zhang and Sukying and Shitu highlighted the need for focused practice with common collocations, especially in productive tasks like writing and speaking.¹¹ Harta et al. and Kadhem and Ismail emphasised the importance of exposing learners to authentic English materials (e.g., books, articles, conversations) where collocations naturally occur. This helps learners internalise word pairings through context.¹² Several studies recommended that learners use collocation dictionaries or tools like corpus-based resources to check and learn correct collocations, helping them avoid common errors.

The results of this review reveal that collocation errors are a widespread issue for ESL/EFL learners, affecting both beginner and advanced students. These errors are primarily due to native language interference, overgeneralisation of rules, and a lack of explicit instruction in collocations. The review also shows that learners often have better receptive knowledge than productive knowledge, highlighting the need for more focused teaching strategies to improve both recognition and usage of collocations. Recommendations include explicit collocation instruction, increased exposure to authentic language, and the use of collocation dictionaries to help learners internalise and use collocations more accurately.

DISCUSSION

The findings of this review highlight the persistent challenges faced by ES/EFL learners in mastering English collocations, as well as the underlying causes and possible solutions for improving collocational competence. The results align with previous research on second language acquisition, reinforcing the idea that collocations are a particularly difficult aspect of language learning, even for advanced learners.

Collocation Errors as a Universal Challenge

The review reveals that collocation errors are prevalent across different learning contexts and proficiency levels. Errors in verb+noun and adjective+noun combinations are the most common, which can be attributed to the unpredictability of collocations in English. While grammatical rules can often be applied systematically, collocations tend to be more idiomatic and context-dependent. Learners struggle to internalise these combinations, especially when they deviate from logical rules or the learners' native language structures.

This finding is consistent in various countries and educational settings, from Indonesia¹³ to Thailand,¹⁴ to Nigeria.¹⁵ Despite differences in native languages and cultural contexts, learners share a common difficulty in acquiring collocational competence. This suggests that collocations present a

⁹ Boonraksa and Naisena, "A Study on English Collocation Errors of Thai EFL Students"; Chittinan Yumanee and Supakorn Phoocharoensil, "Analysis of Collocational Errors of Thai EFL Students," *LEARN Journal: Language Education and Acquisition Research Network* 6, no. 1 (2013): 88–98.

¹⁰ Zhang and Sukying, "Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English."

¹¹ Zhang and Sukying, "Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English"; Shitu, "Collocation Errors in English as Second Language (ESL) Essay Writing."

¹² Harta, Bay, and Ali, "An Analysis of Lexical Collocation Errors in Students' Writing"; Sarah Nazar Kadhem and Fatima Shawqi Ismail, "Difficulties Faced by Second Language Learners in Using Collocation."

¹³ Harta, Bay, and Ali, "An Analysis of Lexical Collocation Errors in Students' Writing."

¹⁴ Boonraksa and Naisena, "A Study on English Collocation Errors of Thai EFL Students."

¹⁵ Shitu, "Collocation Errors in English as Second Language (ESL) Essay Writing."

universal challenge in English learning, requiring targeted teaching methods that transcend cultural and linguistic differences.

Native Language Interference (L1 Transfer)

One of the most significant causes of collocation errors, as highlighted by multiple studies e.g. is native language interference.¹⁶ Learners often apply word combinations from their first language (L1) directly to English, resulting in collocational errors. This is particularly evident in verb+noun and adjective+noun pairings, where the structure in the learners' L1 might not align with English norms. For example, learners may translate a phrase like “make a crime” directly from their native language when the correct collocation is “commit a crime”. This finding underscores the importance of raising awareness of L1 interference in the language learning process. Teachers should explicitly compare collocations in learners' L1 and English, helping students recognise where direct translation leads to errors. By addressing these differences, learners can become more aware of collocational norms in English and avoid common pitfalls.

Receptive vs. Productive Knowledge Gap

Another key finding is the disparity between learners' receptive and productive knowledge of collocations. Although learners can often recognise correct collocations in reading or listening exercises, they struggle to use them correctly in their writing and speech. Studies such as Zhang and Sukying and Kamarudin et al., found that learners performed better on receptive tests than on productive tasks, indicating a significant gap between understanding and application.¹⁷

This gap suggests that exposure to collocations is not sufficient for mastery. Learners need focused practice in using collocations productively, with explicit feedback on errors. Without this, even advanced learners may continue to struggle with using collocations accurately in communication, as shown by the findings in Yumanee and Phoocharoensil and Boonraksa and Naisena.¹⁸

Overgeneralisation and Synonym Use

Learners frequently apply overgeneralisation strategies or incorrectly substitute synonyms in collocational contexts. This was highlighted in studies like Gede Widi Harta et al., and Boonraksa and Naisena, where students often used words that were similar in meaning but did not form natural collocations.¹⁹ For instance, learners might say, “strong rain” instead of “heavy rain”, assuming that synonyms are interchangeable in collocations.

This error pattern suggests that learners do not fully understand the fixed nature of collocations. It also highlights the need for explicit teaching of fixed expressions and collocational constraints, rather than relying on learners to infer rules through vocabulary instruction alone. Teachers should emphasise that collocations are not always logical and require memorisation or repeated exposure for correct usage.

Proficiency and Persistence of Errors

Although proficiency levels do play a role in the frequency and types of collocation errors, this review finds that collocation errors persist at all levels of proficiency. Advanced learners, though generally making fewer errors, still struggle with certain types of collocations, especially those involving idiomatic expressions or less frequently used combinations. For example, Zhang and Sukying found that fourth-year students outperformed first-year students but still made significant collocation errors

¹⁶ Mahmoud, “Collocation Errors Made by Arab Learners of English”; Shitu, “Collocation Errors in English as Second Language (ESL) Essay Writing.”

¹⁷ Zhang and Sukying, “Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English”; Kamarudin, Abdullah, and Aziz, “Examining ESL Learners' Knowledge of Collocations.”

¹⁸ Yumanee and Phoocharoensil, “Analysis of Collocational Errors of Thai EFL Students”; Boonraksa and Naisena, “A Study on English Collocation Errors of Thai EFL Students.”

¹⁹ Harta, Bay, and Ali, “An Analysis of Lexical Collocation Errors in Students' Writing”; Boonraksa and Naisena, “A Study on English Collocation Errors of Thai EFL Students.”

in productive tasks.²⁰ This finding challenges the assumption that collocational competence naturally improves with language proficiency. Instead, it suggests that explicit instruction in collocations is necessary at all stages of learning, including advanced levels, to fully overcome these errors.

Effective Teaching Strategies

Based on the findings, several strategies have been identified to improve collocational competence. Studies by Zhang and Sukying; Shitu recommend explicit teaching of collocations rather than relying solely on incidental learning.²¹ Teachers should incorporate collocation-focused activities, such as gap-fill exercises, matching tasks, and writing prompts that require the use of specific collocations. Learners benefit from regular exposure to authentic language materials, such as books, articles, and media, where collocations are used naturally. This helps students internalise collocations through context, as highlighted by Harta et al.²² Encouraging learners to use collocation dictionaries and corpus-based tools (such as the Oxford Collocations Dictionary or online corpora) can help them independently check and learn correct collocations, as suggested by Kadhem and Ismail.²³

RECOMMENDATIONS

Based on the findings and limitations of the review, several recommendations can be made to improve collocational competence among ESL/EFL learners:

- Teachers should explicitly teach common collocations, including verb+noun, adjective+noun, adverb+adjective, and verb+preposition combinations. These should be integrated into the curriculum with specific lessons, exercises, and examples to help learners internalise collocational patterns.
- Language instructors should focus on integrating collocation practice into productive skills activities, such as writing assignments and speaking tasks. Encouraging learners to actively use collocations in creative writing, essays, and discussions will help bridge the gap between recognition and usage.
- Teachers should design writing tasks that prompt students to use specific collocations, provide feedback on incorrect use, and encourage peer review. Speaking exercises, such as role-playing or storytelling, can also include targeted collocation to reinforce fluency.
- Teachers should familiarise and encourage students to regularly use collocation dictionaries such as the Oxford Collocations Dictionary to check their collocations and expand their vocabulary.
- Teachers should prioritise the teaching of high-frequency collocations that are most useful for day-to-day interactions and academic writing. These should include common verb+noun and adjective+noun pairings relevant to learners' personal, academic, and professional needs.
- Teachers should encourage students to engage with authentic materials outside the classroom, such as reading news articles or listening to podcasts. In class, teachers can use excerpts from authentic texts to highlight and discuss collocations in context.

By implementing these recommendations, educators can provide more focused and effective instruction on collocations, helping learners overcome common errors and achieve greater fluency in both receptive and productive language skills. Addressing collocational competence through explicit teaching, regular practice, and contextualised exposure will equip learners with the skills they need to use English more naturally and accurately in diverse contexts.

²⁰ Zhang and Sukying, "Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English."

²¹ Zhang and Sukying, "Receptive and Productive Knowledge of Lexical Collocations in Thai University Learners of English"; Shitu, "Collocation Errors in English as Second Language (ESL) Essay Writing."

²² Harta, Bay, and Ali, "An Analysis of Lexical Collocation Errors in Students' Writing."

²³ Sarah Nazar Kadhem and Fatima Shawqi Ismail, "Difficulties Faced by Second Language Learners in Using Collocation."

CONCLUSION

This review has highlighted the significant challenges that ESL/EFL learners face in mastering English collocations, with errors in both lexical and grammatical collocations being prevalent across all levels of proficiency. The most common types of errors involve verb+noun, adjective+noun, and adverb+adjective combinations, as learners struggle to internalise these patterns due to their unpredictable and idiomatic nature. Grammatical collocations, such as verb+preposition, also pose difficulties but to a lesser extent.

The review identifies several key causes of these errors, including native language interference (L1 transfer), overgeneralisation of language rules, and lack of explicit collocational knowledge. These findings emphasise that simply knowing individual words or grammar rules is insufficient to master collocations; learners need targeted instruction and practice to use collocations naturally and accurately.

One of the critical insights from the review is the disparity between the receptive and productive knowledge of collocations. Although learners may recognise correct collocations in reading or listening tasks, they often struggle to apply them in speaking and writing. This gap suggests a need for more focused practice on productive use, particularly in writing and conversation, where collocation errors are most evident.

To address these challenges, several teaching strategies are recommended, including explicit instruction on collocational patterns, exposure to authentic language, and the use of collocation dictionaries and online tools to help learners self-correct and expand their collocational knowledge. By integrating these strategies into language instruction, educators can help learners overcome collocation errors and achieve greater fluency and proficiency in English.

In conclusion, collocations represent a critical area of language learning that requires focused attention. By addressing persistent errors and underlying causes of collocational difficulties, teachers can equip learners with the skills they need to use English more naturally and effectively in both academic and everyday contexts.

Limitations

This systematic review, while comprehensive in its analysis of collocation errors among ESL/EFL learners, has several limitations that should be acknowledged:

- The review is based on a relatively small sample of eleven (11) studies, which may not capture the full range of research on collocation errors. This limits the generalisability of the findings, particularly regarding different learner populations, instructional contexts, and language backgrounds.
- The studies reviewed employed different research methods—quantitative, qualitative, and mixed methods—leading to variability in data collection and analysis. The inconsistency in methodological approaches makes it difficult to compare findings directly across studies. For instance, the measurement of collocation errors and the assessment of learners' proficiency levels vary, which could affect the conclusions drawn.
- Although the review highlights common types of collocations (e.g., verb+noun, adjective+noun), it does not cover all possible collocational structures (e.g., idiomatic expressions, phrasal verbs). This narrow focus limits the scope of collocational analysis, as learners may face challenges with other complex collocation types that were not examined in the included studies.
- Most of the studies in the review provide cross-sectional data, meaning that they capture collocation errors at a specific point in time. Longitudinal studies, which track learners' development of collocational competence over time, would offer deeper insights into how collocation errors evolve as proficiency increases and how learners' ability to use collocations changes with sustained instruction.

While this review provides valuable insights into collocation errors and their underlying causes, its findings are constrained by the limitations of the available studies. Future research should address these gaps by including more diverse geographical contexts, using consistent research methods, and

incorporating longitudinal and intervention-based studies to provide a more comprehensive understanding of collocation acquisition among EFL/ESL learners.

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