



## **International Conference on Computing, Artificial Intelligence and Information Systems**

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

---

### **COLLOCATIONS IN ACADEMIC AND NON-ACADEMIC ENGLISH: A CORPUS-BASED COMPARISON**

Mardanova Mohira Davron kizi

Teacher, Denau Institute of Entrepreneurship and Pedagogy

Email: [mardanovamohira02@gmail.com](mailto:mardanovamohira02@gmail.com)

Toshtemirova Gulchehra Rustam kizi

Student, Denau Institute of Entrepreneurship and Pedagogy

#### **Abstract**

This study explores the differences in collocation use between academic and non-academic English through a corpus-based approach. Collocations are recurrent word combinations that contribute to fluency and natural language use. The research aims to identify the most frequent collocational patterns in both types of discourse and to compare their structural and functional characteristics. Two corpora were compiled: one containing academic journal articles and the other consisting of news articles, blogs, and general web texts. The analysis focused on adjective–noun, noun–noun, and verb–noun collocations. The findings reveal that academic English relies heavily on formal and discipline-related collocations, while non-academic English favors more conversational and flexible combinations. The study highlights the importance of collocational competence for effective communication and demonstrates the usefulness of corpus linguistics in examining language variation.

**Keywords:** Corpus linguistics, collocation, academic English, non-academic English, lexical patterns, discourse analysis.



## **International Conference on Computing, Artificial Intelligence and Information Systems**

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

---

### **Introduction**

Collocations are combinations of words that frequently occur together in natural language. Expressions such as conduct research, strong evidence, and make a decision are examples of common English collocations. These combinations are not random; they reflect conventional patterns of language use and play a crucial role in fluency, coherence, and meaning.

The study of collocations has become increasingly important in corpus linguistics and applied linguistics. Researchers have shown that different genres and registers of English employ distinct collocational patterns. Academic English, in particular, is characterized by formal, precise, and discipline-specific lexical combinations, whereas non-academic English tends to be more conversational and flexible.

Despite the growing interest in collocation research, comparative studies between academic and non-academic English remain relatively limited. Understanding these differences is valuable for language learners, teachers, translators, and researchers because collocational competence is closely linked to effective communication.

The present study investigates how collocations differ across academic and non-academic English by using corpus-based methods. The research addresses the following questions:

1. What are the most frequent collocational patterns in academic English?
2. What are the most frequent collocational patterns in non-academic English?
3. How do the structure and function of collocations differ between the two corpora?

The concept of collocation was first emphasized by British linguist J. R. Firth, who argued that words gain meaning through their habitual co-occurrence with



## **International Conference on Computing, Artificial Intelligence and Information Systems**

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

---

other words. Later studies in corpus linguistics expanded this idea by using large text collections to identify recurring lexical patterns.

Corpus linguistics provides quantitative evidence about language use in authentic contexts. Sinclair (1991) demonstrated that many word combinations are semi-fixed and highly recurrent in natural discourse. Biber et al. (1998) further showed that different registers of English exhibit distinct lexical and grammatical patterns. Academic discourse is known for its dense informational style and specialized vocabulary. Studies by Hyland (2008) and Coxhead (2000) revealed that academic writing frequently uses formulaic expressions and discipline-specific collocations such as research findings, statistical analysis, and theoretical framework. Non-academic English, including journalism, blogs, and everyday communication, tends to favor more dynamic and interpersonal language. Common collocations in this register include make friends, big problem, and take action. These expressions are often less specialized and more context-dependent than academic collocations. While previous studies have examined collocations within individual registers, fewer studies have directly compared academic and non-academic English using comparable corpora. This study aims to fill that gap by providing a systematic comparison of collocational patterns across the two types of discourse.

The study employs a corpus-based comparative design. Two corpora were compiled:

1. Academic Corpus (AC): 100,000 words from peer-reviewed journal articles in linguistics, education, sociology, and literature.
2. Non-Academic Corpus (NAC): 100,000 words from news articles, blogs, online magazines, and general web texts.



## International Conference on Computing, Artificial Intelligence and Information Systems

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

Texts were selected to ensure authenticity and variety. Academic texts were taken from reputable journals, while non-academic texts represented contemporary public discourse. All texts were converted into plain text format and processed using corpus analysis software.

Collocation extraction

The analysis focused on three major types of lexical collocations:

1. Adjective–noun (e.g., significant result)
2. Noun–noun (e.g., research methodology)
3. Verb–noun (e.g., conduct research)

Frequent collocations were identified using statistical association measures and frequency counts. The results were then compared across the two corpora.

Findings from the two corpora

Collocations in academic English

The Academic Corpus showed a high frequency of formal and discipline-oriented collocations. The most common patterns included:

Collocation Type	Examples
Adjective–noun	significant difference, empirical evidence, theoretical framework
Noun–noun	research methodology, language acquisition, discourse analysis
Verb–noun	conduct research, analyze data, provide evidence

These collocations serve important academic functions: presenting evidence, describing methods, and organizing arguments. Their formality and precision reflect the conventions of scholarly communication.



## International Conference on Computing, Artificial Intelligence and Information Systems

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

Collocations in non-academic English

The Non-Academic Corpus contained more conversational and general-purpose collocations. Frequent examples included:

Adjective–noun	big problem, good idea, strong reaction
Noun–noun	social media, online community, family life
Verb–noun	make friends, take action, pay attention
Adjective–noun	big problem, good idea, strong reaction

These expressions are less specialized and more closely connected to everyday experiences and interpersonal communication.

Comparative analysis

The comparison reveals several notable differences:

1. **Formality:** Academic collocations are more formal and technical, while non-academic collocations are more informal and conversational.
2. **Specificity:** Academic English uses discipline-specific combinations, whereas non-academic English relies on broader, more general vocabulary.
3. **Function:** Academic collocations primarily support argumentation, evidence, and precision; non-academic collocations emphasize interaction, narration, and accessibility.

For example, the verb–noun collocation conduct research is typical of academic discourse because it describes a scholarly activity precisely. In contrast, take action is more common in non-academic texts because it is broadly applicable to many situations. The findings suggest that language learners need exposure to genre-specific collocations. Students aiming to improve academic writing should focus on formal lexical combinations common in scholarly texts, while learners interested in general communication should also master high-frequency



## International Conference on Computing, Artificial Intelligence and Information Systems

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

---

conversational collocations. Corpus-based teaching materials can help learners notice and practice these patterns in authentic contexts.

### Conclusion

This study compared collocations in academic and non-academic English using corpus-based methods. The analysis showed that academic English is characterized by formal, precise, and discipline-specific collocations, whereas non-academic English favors more conversational and flexible combinations.

The results highlight the importance of collocational competence in different communicative contexts and demonstrate the value of corpus linguistics for exploring language variation. Future research could examine larger corpora, additional genres, or the use of collocations by learners of English as a foreign language.

### REFERENCES

1. Biber, D., Conrad, S., & Reppen, R. *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press, 1998.
2. Coxhead, A. "A New Academic Word List." *TESOL Quarterly*, vol. 34, no. 2, 2000, pp. 213–238.
3. Firth, J. R. *Papers in Linguistics 1934–1951*. Oxford University Press, 1957.
4. Mardanova, M. D., & Davlatova, S. M. (2024). The problem of stylistic classification of vocabulary. *Modern Science and Education: Achievements and Development Prospects*,(2), 10-13.
5. Davronovna, M. M., & Muhammadiyevna, D. S. (2024). TILSHUNOSLIKDA EVFEMIZMLARNI O'RGANISHNINING.



## **International Conference on Computing, Artificial Intelligence and Information Systems**

Hosted Online from Warsaw, Poland

Date: 11<sup>th</sup> June, 2026

Website: <https://econferencia.com>

---

In International Conference on Linguistics, Literature And Translation (London) (Vol. 2, pp. 22-25).

6. Mardanova, M. (2025). THE ROLE OF “THE FINANCIER” IN WORLD LINGUISTICS. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(12), 308-311.