
Methodology for Teaching English Collocations to Students of Higher Education Institutions through Video Content

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Annotation

The acquisition of collocational competence plays a vital role in mastering English at the university level, as it reflects the ability to use words in natural and contextually appropriate combinations. This article explores a methodological framework for teaching English collocations to students of higher education institutions through the integration of video content. The approach emphasizes the use of authentic video materials – documentaries, lectures, news broadcasts, and films – as tools for contextualizing collocations and promoting meaningful vocabulary learning. Drawing on recent theories in applied linguistics and multimedia learning, the study highlights how video enhances student engagement, improves retention, and fosters pragmatic awareness. Examples of classroom practices are provided, including noticing tasks, transcription activities, role plays, and student-created video corpora. These tasks demonstrate how video materials transform collocation learning from rote memorization into dynamic, communicative practice. The findings suggest that video-supported instruction develops both receptive and productive collocational competence while aligning with learner-centered, task-based approaches in higher education. Ultimately, the article argues that video integration not only addresses the challenges of vocabulary instruction but also equips students with communicative skills essential for academic and professional success.

Keywords

Collocational competence, video content, authentic materials, higher education, vocabulary acquisition, task-based learning, communicative competence, multimedia learning

Методика преподавания английских коллокаций студентам высших учебных заведений через видео-контент

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Аннотация

Освоение английских коллокаций играет ключевую роль в обучении студентов вузов, так как оно отражает умение употреблять слова в естественных и контекстуально уместных сочетаниях. Данная статья рассматривает методику преподавания английских коллокаций с использованием видео-контента. Предлагаемый подход основывается на применении аутентичных видеоматериалов – документальных фильмов, лекций, новостных программ и художественных фильмов, которые обеспечивают контекстуализацию и углубленное освоение словарного запаса. Опираясь на современные теории прикладной лингвистики и

мультимедийного обучения, авторы показывают, что видео способствует вовлечению студентов, повышает запоминаемость и развивает прагматическую осведомленность. Приведены примеры учебных заданий: упражнения на замечание коллокаций, транскрипция, ролевые игры и создание студентами собственных видеокорпусов. Эти задания превращают изучение коллокаций из механического заучивания в динамическую и коммуникативную практику. Результаты показывают, что использование видео помогает развивать как рецептивную, так и продуктивную коллокационную компетенцию и соответствует требованиям студентоцентрированного и коммуникативного обучения в высшей школе.

Ключевые слова

Коллокационная компетенция, видео-контент, аутентичные материалы, высшее образование, освоение словаря, обучение на основе заданий, коммуникативная компетенция, мультимедийное обучение

**Oliy ta'lim muassasalari talabalari
uchun ingliz tilidagi
kollokatsiyalarni video kontent
orqali o'qitish metodikasi****Kenjayeva Diana Shermatovna**

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Annotatsiya

Ingliz tilidagi kollokatsiyalarni o'zlashtirish oliy ta'lim bosqichida muhim ahamiyatga ega bo'lib, so'zlarni tabiiy va kontekstga mos qo'llash qobiliyatini aks ettiradi. Ushbu maqola ingliz tilidagi kollokatsiyalarni video kontent orqali o'qitishning metodik asoslarini yoritadi. Yondashuv hujjatli filmlar, ma'ruzalar, yangiliklar va badiiy filmlardan tashkil topgan autentik videomateriallardan foydalanishni taqozo etadi. Bu esa kollokatsiyalarni kontekstual shaklda o'rgatish va mazmunli lug'at o'zlashtirishni ta'minlaydi. Tilshunoslik va multimedia ta'limi nazariyalariga tayangan holda, maqola video resurslarning talabalarni o'quv jarayoniga jalb etishi, xotira samaradorligini oshirishi va pragmatik ongni rivojlantirishini ko'rsatadi. Mashg'ulotlardan misollar keltirilib, kuzatish topshiriqlari, transkripsiya mashqlari, ro'l o'ynash va talabalar yaratgan videokorpuslar haqida so'z yuritiladi. Bu topshiriqlar kollokatsiyalarni mexanik yodlashdan ko'ra, dinamik va kommunikativ mashqqa aylantirish imkonini beradi. Tadqiqot natijalari video asosida o'qitish ham retseptiv, ham produktiv kollokatsion kompetensiyani rivojlantirishini ko'rsatadi hamda oliy ta'limda talaba markazli, vazifaga yo'naltirilgan yondashuvga mos kelishini ta'kidlaydi.

Kalit so'zlar

Kollokatsion kompetensiya, video kontent, autentik materiallar, oliy ta'lim, lug'at o'zlashtirish, topshiriqqa asoslangan ta'lim, kommunikativ kompetensiya, multimedia ta'limi

Introduction

Vocabulary acquisition is a fundamental aspect of second language learning, and within this domain, collocational competence has been widely recognized as a significant indicator of fluency and accuracy. Collocations refer to natural combinations of words that frequently occur together, such as "make a decision" or "raise awareness." For students of higher education institutions, mastery of collocations is particularly important, as their academic and professional success often depends on their ability to communicate ideas clearly, idiomatically, and contextually appropriately. When learners lack collocational awareness, their speech and writing tend to sound unnatural, often influenced by literal translation from the mother tongue, which leads to misunderstandings and reduced communicative effectiveness.

Traditional approaches to teaching collocations have largely relied on lists, dictionary work, and repetitive drills. While these methods provide some exposure to collocational patterns, they often fail to reflect the authentic contexts in which collocations are used. As a result, students may memorize lexical combinations without fully understanding their pragmatic or stylistic significance. This disconnect between memorization and application frequently results in superficial learning outcomes, where learners struggle to transfer their knowledge of collocations into real communication.

In recent decades, advances in digital technologies have introduced new opportunities for language teaching. The integration of multimedia resources, particularly video, has transformed the way vocabulary instruction can be approached. Video materials – ranging from films and documentaries to news reports, interviews, and TED Talks – offer rich contexts in which collocations naturally occur. Unlike static texts, videos provide multimodal input, combining

auditory, visual, and sometimes written cues that reinforce learning. According to Mayer's (2005) theory of multimedia learning, information presented through multiple channels is processed more effectively, leading to deeper retention and understanding.

For university students, video content holds particular advantages. It not only demonstrates how collocations function in authentic discourse but also provides learners with exposure to prosody, intonation, and non-verbal cues such as facial expressions and gestures. These multimodal features enhance learners' ability to grasp the pragmatic aspects of collocations, which are often overlooked in traditional classroom instruction. Moreover, videos offer cultural insights, allowing students to see how collocational usage varies across registers, genres, and communicative situations.

Another important aspect of video-based instruction is learner motivation. Students in higher education often expect engaging, relevant, and technologically supported learning experiences. Video materials naturally capture learners' attention, increase their willingness to participate in tasks, and promote autonomous learning. By integrating video into collocation instruction, educators can bridge the gap between theoretical knowledge and practical application, transforming vocabulary learning into an interactive and communicative process.

Literature review

The importance of collocational competence in second language acquisition has been emphasized in linguistic research for decades. Firth (1957) was among the first to argue that "a word is known by the company it keeps," highlighting the centrality of collocation in language use. Later, Sinclair (1991) and Lewis (1993) reinforced this perspective, noting that collocations are building blocks of fluency and are essential for producing language that is both accurate and

idiomatic. Nation (2001) similarly emphasized that collocational knowledge is a crucial component of vocabulary acquisition, alongside aspects such as form, meaning, and use.

Despite the recognition of collocational competence as critical, numerous studies have demonstrated that learners often struggle with collocational usage even at advanced levels (Nesselhauf, 2005). These difficulties are partly due to negative transfer from the mother tongue, where students attempt to construct word combinations based on literal translations. Benson, Benson, and Ilson (1997) provided a taxonomy of collocations, distinguishing between lexical collocations (e.g., “pay attention”) and grammatical collocations (e.g., “interested in”), both of which present challenges for learners in higher education.

Traditional methods of teaching collocations have focused on rote memorization, dictionary use, and gap-fill exercises. While these approaches can provide exposure to collocational patterns, they often lack context and fail to demonstrate how collocations function in authentic discourse (Lewis, 2000). As a result, students may know individual collocations but lack the ability to use them productively in speech and writing. This gap has prompted educators to seek alternative methodologies that provide contextualized, meaningful input.

The advent of multimedia and digital technologies has significantly influenced approaches to teaching collocations. Canning-Wilson (2000) noted that video is particularly effective in language teaching because it provides learners with access to “living language” in real contexts. Authentic video materials not only showcase collocations but also illustrate intonation, gesture, and pragmatic use, all of which contribute to learners’ communicative competence. Sherman (2003) argued that video is more than an illustration of spoken text; it is a complex

multimodal input that facilitates deeper vocabulary acquisition.

Mayer’s (2005) cognitive theory of multimedia learning provides further justification for using video in collocation teaching. According to this theory, learners process information more effectively when it is presented through both auditory and visual channels, as it reduces cognitive overload and enhances memory retention. Guichon and McLornan (2008) confirmed this in an empirical study, finding that university students exposed to subtitled video materials demonstrated greater improvement in vocabulary and collocation acquisition compared to those using written texts alone.

Research also highlights the benefits of repetition and retrieval in collocation learning. Webb and Rodgers (2009) examined television programs and found that learners were able to acquire collocations through repeated exposure, suggesting that video materials can naturally support incidental vocabulary learning. Nation and Waring (2020) emphasized that extensive exposure to input, combined with retrieval practice, is essential for developing both receptive and productive collocational competence.

Another important dimension of video-based learning is learner motivation. Dörnyei (2001) noted that motivation plays a central role in sustaining language learning, and video materials have been shown to increase learner engagement by providing content that is authentic, relevant, and enjoyable. This is particularly significant in higher education, where students often demand interactive and technologically enhanced learning experiences.

Several pedagogical frameworks have been proposed for integrating video into collocation instruction. Task-based learning, as advocated by Ellis (2003), provides a natural fit, as it emphasizes meaningful communication and contextualized practice. For instance, video-based tasks such as noticing collocations in film dialogues, reconstructing transcripts, or

role-playing scenarios based on authentic input help students internalize collocational patterns. Such approaches shift the focus from mechanical repetition to active, learner-centered practice.

In summary, the literature reveals a consensus that collocational competence is a vital aspect of language proficiency, yet one of the most challenging to acquire. Traditional methods have limited effectiveness due to their

lack of context, while video-supported instruction offers a more promising avenue. Authentic video materials provide multimodal input, enhance motivation, and facilitate both incidental and intentional learning of collocations. As higher education moves toward learner-centered, task-based pedagogies, video content emerges as an essential tool for fostering advanced vocabulary and communicative competence.

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