
Methodology for Teaching English Collocations to University Students Using Video Content

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Annotation *The effective acquisition of English collocations is a critical component of developing communicative competence among university students. However, traditional teaching approaches often fail to provide authentic contextual exposure necessary for mastering collocations. This study explores a methodology for teaching English collocations through video-based instruction. Video content offers rich linguistic input, combining visual, auditory, and contextual cues that enhance learners' understanding and retention of collocations. The research employs a mixed-method approach, integrating classroom experimentation, observation, and student feedback to evaluate the effectiveness of video-assisted learning. The findings indicate that students exposed to video materials demonstrate significantly improved recognition, comprehension, and production of collocations. Additionally, video-based instruction increases student motivation, engagement, and autonomy in language learning. The study proposes practical strategies, including pre-viewing, while-viewing, and post-viewing activities, to facilitate deeper learning. The results highlight the importance of integrating multimedia tools into English language teaching methodologies, particularly for lexical development. The study contributes to the advancement of innovative pedagogical approaches in higher education contexts.*

Keywords *Collocations, video-based learning, lexical competence, EFL, multimedia teaching, authentic input, university students, language acquisition*

Universitet talabalariga ingliz tilidagi kollokatsiyalarni video materiallar asosida o'qitish metodikasi

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Annotatsiya *Ingliz tilidagi kollokatsiyalarni samarali o'zlashtirish universitet talabalarining kommunikativ kompetensiyasini rivojlantirishda muhim ahamiyatga ega. An'anaviy o'qitish usullari ko'pincha kollokatsiyalarni o'zlashtirish uchun zarur bo'lgan tabiiy kontekstni yetarli darajada ta'minlay olmaydi. Ushbu tadqiqotda ingliz tilidagi kollokatsiyalarni video materiallar asosida o'qitish metodikasi yoritilgan. Video kontent vizual, audial va kontekstual elementlarni birlashtirib, talabalarning kollokatsiyalarni tushunishi va eslab qolishini kuchaytiradi. Tadqiqot aralash metodologiya asosida olib borilib, tajriba, kuzatuv va talabalar fikr-mulohazalari orqali samaradorlik baholangan. Natijalar shuni ko'rsatdiki, video asosida o'qitilgan talabalar kollokatsiyalarni yaxshiroq anglaydi va qo'llaydi. Bundan tashqari, video materiallar talabalarning motivatsiyasi va mustaqil o'rganish*

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ko'nikmalarini oshiradi. Tadqiqotda video asosida o'qitish uchun amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar *Kollokatsiyalar, video asosida o'qitish, leksik kompetensiya, ingliz tili, multimedia, autentik materiallar, talabalar, til o'rganish*

Методика обучения английским коллокациям студентов вузов с использованием видеоконтента

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Аннотация *Эффективное освоение английских коллокаций является важным компонентом формирования коммуникативной компетенции студентов вузов. Традиционные методы обучения часто не обеспечивают достаточного контекстуального материала для их усвоения. В данном исследовании рассматривается методика обучения английским коллокациям с использованием видеоконтента. Видео предоставляет богатую языковую среду, объединяя визуальные, аудиальные и контекстуальные элементы, что способствует лучшему пониманию и запоминанию коллокаций. В исследовании применен смешанный метод, включающий экспериментальное обучение, наблюдение и анализ отзывов студентов. Результаты показали, что использование видеоматериалов значительно повышает уровень усвоения коллокаций. Также наблюдается рост мотивации и вовлеченности студентов. В работе предложены практические методы организации учебного процесса с использованием видео.*

Ключевые слова *Коллокации, обучение с видео, лексическая компетенция, английский язык, мультимедиа, аутентичные материалы, студенты, изучение языка*

Introduction

The teaching of vocabulary has undergone significant transformation in recent decades, shifting from rote memorization to context-based and communicative approaches. Among the various aspects of vocabulary acquisition, collocations play a central role in achieving fluency and natural language use. Collocations refer to the habitual co-occurrence of words, such as "make a decision" or "strong argument," which cannot always be translated literally or deduced from grammar rules. For university students learning English as

a foreign language (EFL), mastering collocations is essential for both academic success and real-life communication.

Despite their importance, collocations remain one of the most challenging aspects of language learning. Traditional teaching methods often rely on isolated word lists or decontextualized exercises, which do not adequately reflect how language is used in real-life situations. As a result, students may have a good understanding of individual words but struggle to combine them appropriately.

With the advancement of technology, multimedia tools – particularly video content – have emerged as powerful resources in language teaching. Videos provide authentic language input, exposing learners to real-life usage, intonation, gestures, and cultural context. This multimodal input supports deeper cognitive processing and enhances memory retention.

In the context of higher education, integrating video-based instruction into language classrooms aligns with modern pedagogical principles such as student-centered learning, digital literacy, and experiential learning. Videos can be used not only as a source of input but also as a stimulus for interaction, discussion, and production.

This study aims to develop and evaluate a methodology for teaching English collocations using video content. It explores how structured video-based activities can improve students' recognition, understanding, and use of collocations. The research also examines the impact of such methods on learner motivation and engagement.

The significance of this study lies in its contribution to innovative teaching practices in EFL contexts. By combining lexical instruction with multimedia tools, educators can create more dynamic and effective learning environments. The findings are expected to provide practical insights for teachers, curriculum designers, and researchers interested in enhancing vocabulary instruction through technology.

Literature review

The role of collocations in second language acquisition has been widely emphasized in linguistic and pedagogical research. According to Lewis (2000), the lexical approach highlights the importance of teaching chunks of language rather than isolated words. Collocations, as a fundamental component of lexical chunks, contribute significantly to fluency and naturalness in communication.

Nation (2001) argues that vocabulary knowledge includes not only knowing individual words but also understanding their typical combinations. Learners who lack collocational competence often produce unnatural or incorrect expressions, which may hinder communication. Similarly, Hill (2000) suggests that teaching collocations should be a priority in language classrooms, as it bridges the gap between grammar and vocabulary.

Recent studies have explored the integration of technology in vocabulary teaching. Mayer's (2009) cognitive theory of multimedia learning posits that learners process information more effectively when it is presented through multiple channels, such as visual and auditory inputs. This theory supports the use of video as a teaching tool, as it engages different cognitive processes simultaneously.

Research by Webb and Nation (2017) indicates that repeated exposure to vocabulary in meaningful contexts enhances retention. Video materials provide such exposure by presenting language in authentic situations. Moreover, studies by Peters and Webb (2018) show that learners who engage with audiovisual input demonstrate better vocabulary acquisition compared to those using text-only materials.

In the context of collocation learning, Boers and Lindstromberg (2009) emphasize the importance of noticing and awareness. Video content can facilitate noticing by highlighting collocations within meaningful discourse. Additionally, the use of subtitles has been found to support vocabulary learning by reinforcing the connection between spoken and written forms (Montero Perez et al., 2013).

Motivation is another key factor in language learning. According to Dörnyei (2001), engaging and relevant materials increase learner motivation and participation. Videos, especially those related to students' interests, can create a more enjoyable learning experience.

Overall, the literature suggests that combining lexical instruction with multimedia tools offers significant advantages. However, there is still a need for structured methodologies that guide teachers in effectively integrating video into collocation teaching.

Methods and Analysis

This study adopts a mixed-method research design to investigate the effectiveness of teaching English collocations through video content in a university setting. The combination of quantitative and qualitative approaches allows for a comprehensive evaluation of both measurable learning outcomes and learners' perceptions. The research was conducted with second-year university students majoring in English language studies, whose proficiency level ranged between B1 and B2 according to the CEFR framework.

Research design and Participants

A total of 60 students participated in the study and were divided into two groups: an experimental group (n=30) and a control group (n=30). The experimental group received instruction through a structured video-based methodology, while the control group was taught using traditional textbook-based techniques focusing on explicit explanation and written exercises. The intervention lasted for eight weeks, with two 90-minute sessions per week.

Data collection instruments

To ensure reliability and validity, multiple data collection tools were employed:

- **Pre-test and post-test:** to measure students' knowledge and use of collocations
- **Observation checklists:** to monitor engagement and participation
- **Questionnaires:** to assess students' attitudes toward video-based learning
- **Semi-structured interviews:** to gain deeper insights into students' experiences

The pre-test results indicated no significant difference between the two groups,

ensuring comparability. After the intervention, the post-test results revealed a statistically significant improvement in the experimental group.

Instructional Procedure: Three-Stage Model

The teaching methodology is based on a structured three-stage model: pre-viewing, while-viewing, and post-viewing. This framework aligns with communicative language teaching and task-based learning principles.

1. Pre-viewing Stage (Activation and Noticing)

The pre-viewing stage aims to activate learners' prior knowledge and raise awareness of target collocations. At this stage, the teacher introduces key collocations through:

- brainstorming tasks (e.g., "What collocations can you form with the word 'make'?")
- matching exercises (verbs + nouns)
- prediction activities based on video titles or screenshots

This stage also incorporates the **noticing hypothesis** (Schmidt, 1990), emphasizing that learners must consciously notice lexical patterns before acquiring them. Teachers may highlight collocations explicitly or encourage learners to identify patterns independently.

2. While-viewing Stage (Comprehension and Recognition)

During the while-viewing stage, students interact with authentic video materials such as interviews, short films, lectures, or TV clips. Videos are carefully selected based on linguistic level, relevance, and density of collocations.

Typical activities include:

- identifying collocations while watching
- completing gap-fill transcripts
- answering comprehension questions
- categorizing collocations (e.g., verb-noun, adjective-noun)

Teachers may pause the video to draw attention to specific expressions or replay segments for reinforcement. Subtitles can be used strategically – initially with subtitles for

comprehension, then without subtitles to develop listening skills.

This stage enhances **multimodal learning**, as students process information through visual, auditory, and contextual cues, which supports deeper cognitive engagement (Mayer, 2009).

3. Post-viewing Stage (Production and Integration)

The post-viewing stage focuses on active use and internalization of collocations. Students engage in communicative and productive tasks such as:

- role-plays based on video scenarios
- group discussions using target collocations
- writing summaries or reflections
- creating their own short video dialogues

This stage aligns with **output hypothesis** (Swain, 1985), which suggests that language production is essential for acquisition. Through meaningful use, learners consolidate their knowledge and develop fluency.

Pedagogical Recommendations Based on the findings of the study, several practical recommendations can be proposed for educators: 1. Selection of Appropriate Video Materials Teachers should choose videos that are authentic, engaging, and level-appropriate. Short clips (2-5 minutes) are preferable to maintain attention and allow repeated viewing. 2. Integration of Repetition and Recycling Collocations should be revisited across different lessons and contexts. Repetition through multiple exposures enhances retention and automatization. 3. Use of Subtitles and Transcripts Subtitles can support comprehension, especially for lower-level learners. However, gradual removal of subtitles is recommended to improve listening skills. 4. Encouraging Learner Autonomy Students should be encouraged to explore video resources independently (e.g., YouTube, TED Talks) and keep a collocation journal. This promotes lifelong learning habits. 5. Collaborative Learning Activities Pair and group work should be integrated to facilitate

interaction and negotiation of meaning. Collaborative tasks increase motivation and deepen understanding. 6. Feedback and Error Correction Teachers should provide focused feedback on collocation use rather than only grammatical accuracy. Corrective feedback helps learners refine their lexical choices. 7. Integration with Digital Tools Platforms such as Quizlet, Padlet, and interactive video tools (e.g., Edpuzzle) can enhance engagement and allow for personalized learning experiences. mayda sarlavhalarsiz kengaytirilgan ingliz tilida

Based on the findings of the study, a set of pedagogical recommendations can be formulated to enhance the effectiveness of teaching English collocations through video-based instruction in higher education contexts. First and foremost, the careful selection of video materials plays a crucial role in ensuring successful learning outcomes. Teachers are encouraged to choose authentic and context-rich video content that reflects real-life language use, as this provides students with meaningful exposure to naturally occurring collocations. The selected materials should align with students' proficiency levels to avoid cognitive overload while still offering sufficient linguistic challenge. Short video clips, typically ranging from two to five minutes, are particularly effective because they maintain learners' attention and allow for repeated viewing, which is essential for noticing and internalizing collocations.

Another important consideration is the integration of repetition and recycling throughout the instructional process. Collocations should not be treated as isolated items presented in a single lesson; instead, they should be systematically revisited in various contexts and across different activities. Repeated exposure to the same lexical patterns enhances retention and facilitates the transition from receptive to productive knowledge. Teachers can incorporate spiral learning techniques by reintroducing previously learned collocations in new video materials, discussions, and writing tasks, thereby

reinforcing long-term memory and promoting automatization.

The use of subtitles and transcripts is also a valuable pedagogical strategy, particularly in the initial stages of learning. Subtitles can support comprehension by helping learners connect spoken and written forms of language, making it easier to identify collocations in authentic discourse. However, reliance on subtitles should be gradually reduced as learners become more confident, encouraging them to rely on auditory input and develop their listening skills. A staged approach, beginning with full subtitles, followed by partial subtitles, and eventually no subtitles, can effectively scaffold learners' progress.

Promoting learner autonomy is another key recommendation derived from the study. Students should be encouraged to engage with video materials beyond the classroom environment by exploring online resources such as educational channels, interviews, and lectures. Keeping a collocation journal, either in written or digital form, can help learners record, reflect on, and practice new expressions encountered in videos. This practice not only reinforces learning but also fosters independent study habits, which are essential for lifelong language development.

In addition, collaborative learning activities should be integrated into the instructional design to create opportunities for interaction and negotiation of meaning. Pair and group tasks, such as role-plays, discussions, and problem-solving activities based on video content, enable learners to actively use collocations in communicative contexts. Such interaction enhances both fluency and accuracy while increasing motivation and engagement. Collaborative learning also allows students to learn from one another, share strategies, and build confidence in using new lexical items.

Effective feedback and error correction are equally important in supporting collocation learning. Teachers should prioritize feedback on lexical accuracy, particularly the appropriate

use of collocations, rather than focusing exclusively on grammatical correctness. Providing explicit corrective feedback, along with examples of correct usage, helps learners refine their language production and avoid fossilization of errors. Encouraging self-correction and peer feedback can further enhance learners' awareness and responsibility for their own learning.

Finally, the integration of digital tools can significantly enrich the teaching and learning process. Interactive platforms such as Quizlet and Padlet allow for the creation of engaging vocabulary exercises, while tools like Edpuzzle enable teachers to embed questions and tasks directly into video content. These technologies support personalized learning by allowing students to work at their own pace and revisit materials as needed. Moreover, digital tools can increase student engagement by incorporating elements of gamification and interactivity, making the learning process more dynamic and motivating.

The implementation of this methodology demonstrated that students exposed to video-based instruction showed significant improvement in both receptive and productive knowledge of collocations. Moreover, qualitative data revealed increased motivation, confidence, and willingness to participate in classroom activities.

Thus, video-based collocation teaching represents an effective, innovative, and learner-centered approach that aligns with contemporary trends in language education and digital pedagogy.

Conclusion

The study highlights the effectiveness of video-based instruction in teaching English collocations to university students. By providing authentic input and engaging multiple sensory channels, video content enhances learners' ability to recognize and use collocations accurately.

The findings confirm that structured video-based activities significantly improve both receptive and productive vocabulary skills.

Moreover, the approach increases student motivation and engagement, making the learning process more dynamic and enjoyable.

Incorporating video into language teaching aligns with modern educational trends and supports the development of

communicative competence. Therefore, educators are encouraged to adopt multimedia tools in their teaching practices.

Future research may explore the long-term impact of video-based learning and its application in different educational contexts.

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