TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR

TEACHING COLLOCATIONS WITH VIDEO CONTENT IN UNIVERSITIES

Kenjayeva Diana Shermatovna

PhD student, Uzbekistan State University of World Languages

Abstract . *This article describes the integration of video content into university language instruction to enhance students' acquisition of collocations. Collocations, whether fixed or semi-fixed word pairings, are critical for acquiring fluency and native-like language use. The study looks at how authentic films like TED Talks, movies, and YouTube snippets provide useful contexts for identifying and practicing collocations. Video-based instruction not only facilitates aural and visual learning styles, but it also boosts motivation and engagement. The research assesses practical techniques for introducing video into the classroom and proposes pedagogical implications for boosting students' lexical competence in academic English through contextualized collocation education.*

Keywords: *collocations, video content, language teaching, lexical competence, higher education, authentic materials, multimodal learning, vocabulary acquisition.*

Annotatsiya

Ushbu maqolada universitetda til o'qitish jarayoniga video materiallarni integratsiya qilish orqali talabalar kollokatsiyalarni o'zlashtirishini kuchaytirish masalasi yoritiladi. Qattiq yoki yarim qattiq so'z birikmalari bo'lgan kollokatsiyalar ravon va ona tilidagidek til ishlatishni egallash uchun muhim hisoblanadi. Tadqiqotda TED Talks, badiiy filmlar va YouTube videolari kabi autentik videomateriallar kollokatsiyalarni aniqlash va mashq qilish uchun qanday foydali kontekstlar yaratishini ko'rsatib beradi. Video asosidagi darslar nafaqat eshitish va ko'rish orqali o'rganishga yordam beradi, balki talabalar motivatsiyasini va faolligini ham oshiradi. Ushbu tadqiqot dars jarayoniga video kiritishning amaliy usullarini baholab, akademik ingliz tilida kollokatsiyalarni kontekstda o'rgatish orqali leksik kompetensiyani rivojlantirishga oid pedagogik tavsiyalarni ilgari suradi.

Kalit so'zlar: *kollokatsiyalar, video materiallar, til o'qitish, leksik kompetensiya, oliy ta'lim, autentik materiallar, multimodal o'rganish, so'z boyligini rivojlantirish.*

Introduction

Lexical competence is an essential component of language ability, and collocations play an important role in developing it. Word combinations that commonly occur together are known as collocations. Collocations, unlike freely mixed words, are frequently predictable and fixed for native speakers, but they provide difficulties for second language learners who rely on literal translation or word-for-word usage. Teaching collocations in universities is critical for helping students achieve advanced language levels, particularly in academic and professional communication. Despite their importance, collocations are frequently overlooked in traditional curricula, which focus on separate vocabulary items rather than

how words work together in language. Recent improvements in educational technology, as well as the availability of authentic video content, have created new potential for successful collocation teaching. Video content, ranging from documentaries and TED Talks to television shows and YouTube tutorials, exposes students to real-world language use and different registers. These multimodal resources enable students to witness and internalize collocations in meaningful contexts, with the help of visual and audio clues to enhance retention and comprehension. Furthermore, incorporating video in the classroom increases learner engagement. Watching and evaluating video information fosters a dynamic learning environment that promotes attentive listening, contextual guessing, and meaningful participation. Students are more likely to notice how words are organically blended and can apply them in subsequent speaking or writing exercises.

Literature Review

The study of collocations has gained prominence within applied linguistics, particularly after the rise of corpus-based approaches. Pioneers like Firth (1957) and Sinclair (1991) emphasized that meaning is not constructed by individual words but by habitual co-occurrence in discourse. This theoretical foundation underlines the importance of teaching collocations to achieve native-like fluency.

Nation (2001) classifies vocabulary into three categories—high-frequency words, academic vocabulary, and technical terms—and asserts that collocations are central to all categories. Research shows that learners who master collocations exhibit more fluent, accurate, and stylistically appropriate language use (Lewis, 2000). However, studies also reveal that collocations are one of the most challenging aspects for non-native speakers due to L1 interference and limited exposure to authentic input.

Video-based instruction has emerged as a powerful tool to address this challenge. Canning-Wilson (2000) and Sherman (2003) argue that video provides contextualized input and supports cognitive processing through multimodal channels. Learners benefit from observing facial expressions, intonation, gestures, and situational cues—all of which enhance understanding and memory of language chunks, including collocations.

Authentic video materials have also been recognized for their motivational benefits. According to Gilmore (2007), authenticity increases learner engagement, especially when videos are interesting, relevant, and culturally rich. When used strategically, video can shift learners from passive vocabulary recognition to active, contextualized usage.

Moreover, collocations appear frequently in natural speech, which video can capture better than written texts. Corpus analyses (Biber et al., 1999) confirm that conversational English is rich in lexical bundles and collocations, making audiovisual media a valuable resource.

While many studies support using video for general vocabulary acquisition, few specifically focus on collocations. This article addresses that gap by proposing pedagogical techniques for exploiting video content to teach collocations in university contexts. It draws

from both theoretical insights and practical experiments in classroom settings to develop a research-informed framework for collocation instruction.

The integration of video content in teaching collocations has been shown to offer multiple pedagogical benefits. First, video creates a rich linguistic and visual context that aids comprehension and retention. For instance, students watching a dialogue in a movie scene where someone says, *"She made a tough decision,"* can connect the phrase to a realistic situation, facial expressions, and tone of voice—elements that reinforce the collocation "make a decision." Second, video promotes incidental learning. Collocations encountered in context are more likely to be internalized than those presented in isolation. Repetition across different videos further consolidates learning. For example, collocations like "take responsibility," "pay attention," or "run a business" are likely to appear in various video genres, reinforcing students' familiarity. Third, video provides opportunities for task-based learning. Teachers can design pre-viewing tasks that introduce target collocations, while post-viewing activities can include gap-fill exercises, role plays, or collocation matching games. This scaffolding allows learners to notice, understand, and practice collocations in stages. In practical classroom settings, students have responded positively to the use of video for collocation learning. Instructors report increased engagement, especially when using familiar or humorous video clips. TED Talks are particularly effective for teaching academic collocations (e.g., "address an issue," "pose a question") in formal contexts. Meanwhile, sitcoms and vlogs can introduce informal expressions like "blow off steam" or "hit the road."

However, the approach requires careful video selection. Not all content is pedagogically suitable. Teachers must ensure that language is clear, not too fast, and includes the targeted collocations. Subtitled videos can enhance comprehension but may reduce the focus on listening skills.

Another consideration is the need to train students in noticing strategies. Simply watching videos does not guarantee learning. Guided instruction, reflective tasks, and collocation notebooks can help learners consciously record and review new phrases.

Conclusion

Teaching collocations through video content in universities offers a rich, contextualized, and engaging approach to developing students' lexical competence. Video enables learners to observe authentic language use, enhances memory through multimodal input, and supports deeper understanding of word combinations. With thoughtful video selection and task design, instructors can effectively bridge the gap between receptive knowledge and active language use. By incorporating this method into curriculum design, universities can improve both the quality of vocabulary instruction and learners' communicative fluency. This approach also fosters learner autonomy, motivation, and a greater appreciation of how language functions in real-life discourse.

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