



LEVERAGING VIDEO CONTENT TO IMPROVE UNIVERSITY STUDENTS' MASTERY OF ENGLISH COLLOCATIONS

Kenjaeva Diana Shermatovna

PhD researcher, Uzbekistan State World Languages University

diana.kenjayeva@gmail.com

+998957991110

Annotation: Achieving collocational competence is crucial for EFL learners to achieve native-like fluency as well as minimize the time and cognitive effort taken, which, in turn, develops better comprehension and production. This research examines the utilization of video content to enhance the acquisition of English collocations in EFL courses, while also endeavoring to formulate diverse methodologies for defining collocations as well as the challenges to be faced in the process. The results demonstrate that video-assisted education improves both receptive and productive collocational proficiency. The research argues that video integration functions as both a genuine and contextual language input while enhancing lexical and collocational competence. The incorporation of video content into collocational training requires further research.

Key words: Collocations, collocational competence, video content, authentic and contextualized language input, native-like fluency.

Аннотация: Достижение навыков коллокаций имеет решающее значение для изучающих английский как иностранный язык, позволяя им достичь уровня владения языком, близкого к уровню носителя, а также минимизировать затраты времени и когнитивных усилий, что, в свою очередь, способствует лучшему пониманию и использованию языка. В данном исследовании рассматривается использование видеоконтента для улучшения усвоения английских коллокаций в курсах английского как иностранного языка, а также предпринимаются попытки разработать различные методологии определения

коллокаций и выявить проблемы, возникающие в этом процессе. Результаты показывают, что обучение с использованием видео улучшает как рецептивные, так и продуктивные навыки коллокаций. В исследовании утверждается, что интеграция видеоматериалов служит как подлинным, так и контекстным языковым материалом, одновременно улучшая лексическую и коллокационную компетенцию. Включение видеоконтента в обучение коллокациям требует дальнейших исследований.

Ключевые слова: коллокации, коллокационная компетенция, видеоконтент, аутентичный и контекстуализированный языковой ввод, беглость, близкая к носителю языка

Annotatsiya: Chet tili sifatida ingliz tilini o'rganuvchilar uchun kollokatsiya ko'nikmalarini egallash juda muhim, bu ularga ona tili kabi malakaga ega bo'lish va vaqt va kognitiv harakatlarni minimallashtirish imkonini beradi, bu esa o'z navbatida tilni yaxshiroq tushunish va undan foydalanishga yordam beradi. Ushbu tadqiqotda EFL kurslarida ingliz kollokatsiyalarini o'zlashtirishni yaxshilash uchun video kontentdan foydalanish o'rganiladi va kollokatsiyalarini aniqlash va bu jarayondagi qiyinchiliklarni aniqlash uchun turli metodologiyalarni ishlab chiqishga harakat qilinadi. Natijalar shuni ko'rsatadiki, videoga asoslangan o'qitish ham retseptiv, ham unumli kollokatsiya ko'nikmalarini yaxshilaydi. Tadqiqotda video materiallarni integratsiya qilish ham haqiqiy, ham kontekstual til materiali bo'lib xizmat qilishi, bir vaqtning o'zida leksik va kollokatsiya kompetentsiyasini yaxshilashi ta'kidlangan. Kollokatsiya o'qitishga video kontentni kiritish qo'shimcha tadqiqotlarni talab qiladi.

Kalit so'zlar: kolokatsiyalar, kolokatsion kompetensiya, video kontent, autentik va kontekstual til materiali, ona tiliga xos ravonlik

I. Introduction

It has been commonly recognized that language learners should not learn isolated words since the use of pre-fabricated word units can predominantly be observed in native speakers' speech. Lexical competence entails the ability to assemble words into coherent texts. This necessitates an understanding of the word from three

corners: the word and its spelling, meaning, and the most common words with which it co-occurs. Nation (2001) also argued that lexical competence encompasses understanding of word form, meaning, as well as usage. The first element, word form, pertains to the spoken and written representation of words, along with their morphological structure. The aspect of word meaning encompasses knowledge of several constituents, including reference, sense, connotative meaning, and sense relations. The final element of word use pertains to the understanding of the grammatical, lexical, and stylistic limitations on the application of words within a language context. One of the most challenging tasks for EFL learners is attaining proficiency in word usage, or collocational awareness, partly due to the abundance of the English language. Even though there is a growing interest in the importance of collocation for EFL learners, the search for the most effective method of teaching collocations has not finished. Even though there are numerous studies on teaching collocations, the integration of video content into that procedure in higher educational establishments has not been thoroughly researched.

II. Conceptualizations and Definitions of Collocations

Collocations are a prevalent phenomenon. Language users come across them incessantly during language utilization in both comprehension and production, often without conscious awareness. In linguistics, collocations have been thoroughly examined throughout the past century. Although the analysis of collocations has garnered significant interest recently, a clear definition of these language constructs remains elusive. Defining collocations precisely is challenging due to their diversity and intricate nature. The term “collocations” has an extensive history. Firth first referencing it in 1957 as “a word by the company it keeps”. Due to its perceived significance in vocabulary acquisition and learners’ fluency in English, numerous linguists have endeavored to define this phrase from various viewpoints. However, there are two famous approaches to defining collocations: phraseological and statistical (Joshua, 2018). The initial approach examines collocations by assessing word combinations with varying degrees of fixedness, whilst the subsequent one investigates

the phrase through specific formulas utilized for corpus interpretation and vocabulary analysis. While the statistical approach is widely used among corpus linguists, neither of the approaches denies the other.

A collocation denotes a multi-word entity wherein multiple lexical units coexist in an abstract relationship. The primary characteristics of a collocation encompass the repeated co-occurrence of words within a certain context and differing degrees of fixedness in word combinations. The primary distinction between these two categories is in the presence of a dominant word, whether a noun, verb, or adjective, within a grammatical collocation, which joins with a functional word, primarily a preposition, to establish a grammatical relationship. Collocations manifest in discourse with both frequency and arbitrariness. Benson et al. (1986) and Bahns (1993) categorize collocations into two types: grammatical and lexical collocations. The primary distinction between these two groups is in the presence of a dominating word, whether a noun, verb, or adjective, within a grammatical collocation, which interacts with a functional word, predominantly a preposition, to establish a grammatical relationship. The words in a lexical collocation maintain equivalence in generating a semantic or pragmatic meaning for this unit.

III. Rationale for teaching collocations in EFL contexts

Memorizing individual lexemes is one of the most prevalent tactics employed by students in English as a Foreign Language (EFL) acquisition. Nevertheless, an exclusive emphasis on particular single-word units may result in the alienation of vocabulary comprehension as well as extend processing time. In contrast, researchers assert that the utilization of collocations decrease processing time, hence enhancing communication speed. Nattinger (1988) characterized collocations as “pre-packaged building blocks” (p.75), elucidating collocations from two angles:

- Collocations are consolidated and retained in memory as singular entities, readily accessible for the language user when required;

- They are constructing blocks that instill a sense of providing the language user with a robust foundation for language use, so enhancing their confidence and fluency.

Although non-native speakers require more time to comprehend and produce foreign language elements, the pre-formed character of collocations can facilitate a quicker process and enhance fluency. Foreign language users acquire a robust linguistic basis that provides the necessary stability for efficient application, hence enhancing confidence.

Another point that holds utmost importance in the discussion of collocations is that collocational knowledge contributes to native-like proficiency, a goal pursued by most language learners. According to Nation (2001), collocational knowledge enables EFL learners to communicate in speech and writing akin to native speakers. Many vocabulary items deemed grammatically correct are, in fact, seldom utilized. Collocations facilitate native-like fluency by enabling EFL learners to access and utilize language in pre-fabricated lexical units instead of assembling sentences word by word. Frequently encountered word combinations are processed more automatically, resulting in less cognitive load during speech and writing. Thus, collocational competence yields more natural, fluent, and native-like language production.

IV. Pedagogical challenges in collocation instruction

According to Wray (2002), despite the ubiquity of collocations in the English language, different forms of these units, such as phrasal verbs, colligations, and idioms, generally pose challenges for EFL learners. Challenges associated with teaching collocations are asserted to reveal that learners face difficulties, including:

- Intralingual issues;
- Negative transfer from their native language;
- Improper use of prepositions in phrasal verbs;
- Misconception regarding the meaningfulness of collocations;

- Diminished retention of collocations when learning through definition (Deveci, 2004).

V. Integrating video-based materials into collocation teaching

While there is growing interest in collocations and the methods for achieving collocational proficiency, as well as various approaches for improving collocational knowledge, the most effective strategy remains undetermined. However, research by Perez et al. (2018) has demonstrated that video serves as an effective tool for second language acquisition. Video content can deliver substantial intangible content, offering input that enhances L2 acquisition. Thus, video content, including short video clips, movies, and films, has been shown to positively influence L2 proficiency, particularly in boosting collocation knowledge of EFL learners. Video content offers authentic and contextualized input, exposing learners to experience collocations as they are naturally encountered in genuine communicative contexts. In contrast to isolated single-word units, video content integration into teaching collocations demonstrates the utilization of collocations with suitable intonation, pragmatics, and discourse functions, hence enhancing comprehension and retention.

VI. Conclusion and pedagogical implications

In summary, collocations constitute a significant element of language acquisition. Understanding and employing collocations enhances comprehension by minimizing the cognitive load as well as developing native-like proficiency in speech and writing. Fluency is significantly influenced by collocations. Errors or challenges in learning collocations suggest that EFL learners lack an understanding of collocations, adversely affecting fluency. Innovative strategies for instructing and acquiring L2 collocations are always being devised, such as the integration of video content into the process to develop language users' collocational competence. However, a limited study has examined the integration of video materials for second language collocation acquisition.

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