**Short summary**

The study demonstrates an empirical research of explicit corpus-aided English general and military collocation instruction in hybrid method which in turn leads to a significant improvement in Georgian military students’ communicative competence. A 20 - week intensive instruction of collocations was given to the military students who take English course in the language training school of the Training and Military Education Command in Georgia. The data were collected and measured with qualitative and quantitative research methods in three phases. During the experiment, the participants were administered the pre-, mid-, and post-test and a questionnaire at the end. The findings from the tests and questionnaire collaboratively indicate that the corpus-based collocation instruction is proved to be more effective for intermediate level military students. The study has pedagogical implications for military English instructors and students.

**Presentention summary:**

**Problem Statement**

Georgian military students really have sufficient knowledge of English vocabulary, they know word meanings quite well, but still they face difficulties in using accurateword combinations in different contexts. Despite the teachers’ effort to limit using Georgian language in the classroom and teach new vocabulary with definitions and examples, students still prefer to memorize lists of words in isolation by translating them into their mother tongue and later theyfail to find the appropriate vocabulary in communication. Moreover, they produce inappropriate word combinations that are different from native-like norms. The reason is that it is difficult for EFL learners to understand the literal and figurative meaning ofcollocations.

**Importance of collocations**

Today Georgian military students require not only to master English language, but also to become communicatively competent in the context of defense and security. To reach an effective communicative competence military students need an adequate vocabulary instruction. Learning vocabulary implies not only gaining new words, but also being aware of their functions in different contexts, because most English words are polysemantic, i.e. they have more than one meaning. It is estimated that 70 % of spoken discourse consists of collocations and they are found in everything we say, hear, read, or write. Because of the arbitrary nature of collocations, researchers suggest EFL teachers to inspire learners to pay attention to collocations from the very beginning of the language learning. First, it helps them to expand their vocabulary size, second it is easier for human brain to remember and apply vocabulary in chunks rather than as separate words.

**Research Questions**

The experiment mainly responds three research questions :

* Are collocations actively taught to military students while mastering English language?
* How many collocations at a time can military students of EFL be taught to achieve their Communicative Competence?
* Is the suggested model of hybrid collocation teaching more effective than the traditional teaching model?

**Research Design**

40 Georgian military students were randomly divided into two groups. The experimental group received corpus based instruction that means every daythe participants were provided 8-10 general and military collocations for about ten - fifteen minutes, and various collocation activities designed and selected by me in hybrid format (live and online activities on web – based platforms like Quizlet, Genial.ly, Padlet, etc. ). The control group received traditional method of vocabulary instruction. The data were collected from both groups with qualitative and quantitative research methods in three phases. The same format pre-test, mid-test and post-test of collocations were administered to measure Military students’ collocational knowledge. At the end of the experiment Likert-scale Questionnairewas administered to assess military students’ general attitude to the teaching of collocations.

**Experiment Results**

By analyzing the present chart and comparing the test scores of the experimental group with the control group, we find out that one-term intensive teaching of collocations noticeably changed the test results in the experimental group from the pre-test to the post -test. The students in the experimental group showed a double improvement in collocation knowledge in the mid-test and post- test. Though, we can’t say the same about the control group. The test scores practically remained the same or slightly improved.

**Conclusion**

The findings of the study revealed that the participants in the experimental group outperformed the control group in collocation knowledge.

 Military students in the experimental group showed a positive attitude and motivation toward collocation learning.

 The collocation activities in hybrid method increased military students’ vocabulary size and significantly improved their language fluency.

The students actively began using accurate collocations in their spoken or written discourse; they reduced the lexical mistakes in their productive skills and accordingly developed English language communicative competence.

The experiment showed that a purposeful teaching collocation to military students is more effective than the traditional teaching of vocabulary.

**Importance of Military Collocations**

During the experiment the participants were mostly inclined to learn military collocations.To the question,, to what extent they are satisfied with teaching collocations , 90 % of them declared that they were satisfied or very satisfied. That means they really acknowledge the importance of military collocations in their professional field. If they adequately study military collocations, they will be able to easily comprehend military authentic texts, to write military reports or orders, to participate in international military trainings, briefings and conferences. The appropriate mastery of military collocations will be beneficial for their future career and promotion as well.

**Resources (designed by me)**

1. I collected 200 military collocations and designed a glossary with English definitions and Georgian translations. Creating material like that is a valuable resource for Georgian military students. I am still expanding that glossary and I am going to publish it as a booklet.
2. These are my students’ favorite online activities. I can emphasize the importance of online activities. Students can do them anywhere and anytime –in class, at home, in the transport. Besides, they can practice on them many times until they memorize each correct answer.
3. Finally, if you want to get more information about the present research, you can visit this website to find my article which was published in July, in black sea university journal in Georgia.