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Diplomová práce

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The Use of Collocations in English Foreign Language Classroom of 9th Grade of Lower-Secondary School

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Čestné prohlášení:

Prohlašuji, že jsem diplomovou práci vypracovala samostatně pod vedením Mgr. Josefa Nevařila, Ph. D. s využitím uvedené odborné literatury a dalších zdrojů.

V Olomouci dne: 8. 6. 2023   ....

Bc. Alice Tesařová, DiS

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A List of Abbreviations:

Adj. – adjective

Adv. – adverb

Inf. - infinitive

N. – noun

V. (v) - verb

L1 – mother tongue

L2 – second language

The CEFR Companion Volume – Common European Framework for Languages: learning, teaching assessment

CLT – Communicative Language Teaching

FEP BE - the Framework educational Programme for Basic Education

LGSWE - The Longman Grammar of Spoken and Written English

MEYS – Ministry of Education Youth and Sports

O (o) - object

prep. – preposition

S (s) – subject

SEPs - School Educational Programme(s)

Wh-word – who, where, why, when, how, what

Introduction:

"Without grammar little can be conveyed, without vocabulary nothing can be conveyed" claims David Wilkins (Lewis, 2000, p. 8).

Words and their meanings are the core of any language. In recent years, language teaching is aimed at the learners' ability to use the language, how learners are able to communicate in the language. Lewis (2000, p. 49) mentions the term collocational competence and expresses its importance for language students. Students who are familiar with collocations precisely have the ability to express their ideas in a better way. According to Lewis (2000, p. 49), the teachers put too much emphasis on grammar knowledge instead of collocation knowledge. Inaccurate grammar does not cause the mistakes but absence of collocations does.

The main reason why I have decided to build my diploma thesis on collocations and their implementation at Czech basic schools is my own experience as a learner. Many years ago, I went to Great Britain to work as an au-pair to look after a 9-year-old boy. There facing informal and spoken English with native speakers, I felt trapped not being able to express my thoughts precisely. Even though I had a good access to grammatical knowledge I put much effort to express my ideas well. To my surprise, my communicative native speaking partners used 2 or 3 words chunked together instead of my complicated sentences.

What is more, the meaning of these individual words I knew. Of course, I knew some of "the chunked words"[1] but not that much range as it would be effective. Nowadays, being a teacher, I encourage my students to expose, notice, use, and remember "the chunked words" which are called collocations. I strongly believe that the knowledge of automation of collocations can help achieve native-like competence and teachers should motivate their students to learn them.

Therefore, the theoretical part of this thesis provides the reader with communicative competence interwoven with collocation competence, definitions and classifications of collocation, and their asset to this thesis. On the top of that, the thesis specifies why it is advisable to teach pupils collocations towards of their basic education.

The empirical part of this thesis is based on a questionnaire given to English basic school teachers. A core of the questionnaire deals with teachers´ perception of collocations and

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[1] Instead of collocation term, the term is defined in the theoretical part 1

whether and how they teach them. Also, two sets of books used in basic schools are analysed to demonstrate examples of taught collocations. In addition to that, the thesis provides the collocation test given to 9th grade pupils in one basic school to demonstrate their actual knowledge of collocations. The outcome of the thesis brings about if the collocations are on the spot of importance or not today.

The main goal of the project is to investigate if and how English teachers teach and expose learners to collocations. Furthermore, the aim is to find out how English teachers perceive collocations themselves, whether they consider the collocations important to teach or not and why. The test for 9th grade-level students of basic school is illustrative of the collocation competence knowledge in comparison of analysed textbooks. Finally, the project aims to evaluate to what extent my personal view of the importance to teach collocations is goal-oriented or not.

Theoretical part:

1 Communicative Competence

In this chapter, characteristics, definitions and description of communicative competence term are taken into account. There has been a number of linguists interested in communicative competence who introduced various views and definitions of this term. The term itself considerably influenced perception of foreign language teaching in the whole world up to now.

In addition to the concept communicative competence the term "competence" is listed. Reasons why the communicative competence is covered in the thesis are mentioned, too.

Canale and Swain (1980), in their conducted survey aimed at theoretical bases of communicative approach. The researchers state that Chomsky[2] introduced the term "competence" as one of the important elements of modern way of teaching languages (ibid).

According to **Chomsky** (Canale and Swain, 1980, p. 3), user's knowledge of the language is the "competence". The actual use of the language in specific situations Chomsky calls "performance" and claims that "performance" is a psychological factor in the process including production of speech (ibid). On behalf of Chomsky theory (Sarimsakova, 2019, p. 167), it is highly complicated to assess the "competence" without considering the "performance".

With reference to Chomsky´s theory, it is innate to learn the language for a human being. Barman (2014, cited in The Linguistic Philosophy of Noam Chomsky) sees the way of learning language in a similar way. According to him, a brain is programmed to be able to learn a language (ibid).

Several language theorists have opposed linguistic theory introduced by Chomsky (Fauziati, 2015, p. 78). These linguists are in opposition to Chomsky's conception of "competence" as the user's knowledge of the language, or linguistic system. These scholars specify closely the term "communicative competence" because they understand and interpret more types of competencies and explain the complexity of the term.

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[2] A linguist of the twentieth century

An American linguist **Hell Hatway Hymes** is one of them. He was the first rejecting Chomsky's theory as Fauziati (2015, p. 78) mentions. A lack of user's appropriate usage of the language in interaction and in context is missing in Chomsky´s theory, not only according to Hymes. Campbell and also highlight Wales he necessity of interaction and context (Canale and Swain, 1980, p. 4). Campbell and Wales add that not only grammar rules are necessary to be able to produce the language (ibid).

Hymes (1972, pp. 284–286, cited in Pride and Holmes), points out that competence depends on two ability elements of a person: *knowledge* and *use*. According to Hymes (1972, pp. 284–286, cited in Pride and Holmes), communicative competence is *a combination of linguistic theory with culture and communication.*

Aspects of communicative competence Hymes (1972, pp. 284–286, cited in Pride and Holmes) comments in the way that something is formally possible, feasible, appropriate and done. For Hymes (1972, p. 278 cited in Fauziati, 2015, p. 79) a question of communicative feature is inevitable to consider in defining of the term. Hymes perceives a linguistic system as inefficient without knowledge how to use it (ibid). Hymes defines the theory of (Sarimsakova, 2019, p. 167, cited in International Scientific Journal Theoretical & Applied Science) communicative competence "as an ability to use grammatical competence in a variety of communicative competence". In Hymes' sight, for communicative competence it is characteristic an ability to understand and produce statements in real-life situations (ibid).

A theory of communicative competence which demonstrates how the communicative competence is complex describes Fauiziati (2015, pp. 81–82). The issue concerns **Bachman and Palmer´s Model**. Firstly, Bachman (1990, cited in Ahmad Dahlan Journal of English Studies, 2015, p. 81) presented the term *Communicative Language Ability term* (CLA), which included both communicative competence and language proficiency. In this model, there are 3 subcategories (ibid):

1) Language competence:
   - Organizational competence – grammatical (syntax, morphology, syntax) and textual (cohesion, rhetorical organization)
   - Pragmatics competence – illocutionary (speech acts to use and interpret) and sociolinguistic (cultural references, dialect)
2) Strategic competence: use communicative language in context (assessment, goal setting and planning)
3) Psychophysiological mechanism: involves neurological and psychological process of language

Later on, Bachman and Palmer (1996, p. 67 cited in Ahmad Dahlan Journal of English Studies, 2015, pp. 81–82) changed the word *"competence"* into *"knowledge"* without any explanation (only stated the term "knowledge"). They also slightly modified the description of strategic competence, replacing the term "goal-setting execution" with another phrase.

A linguist **Canale** (1983, cited in Richards & Schmidt, 2013, p. 6), illustrates 4 theory features of communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical and strategic competences are stated as knowledge. Verbal and non-verbal strategies in communication are included in strategic competence to improve effective communication while grammatical focuses on language code such as grammatical rules, spelling or vocabulary. Producing of different cohesive texts is an ability of the discourse competence. The discourse competence features are coherence and cohesion. On the other hand, vocabulary, politeness elements and relevance of register represent parts of sociolinguistic competence (1980, cited in Richards & Schmidt 2013, p. 5).

And appropriately used language in specific situations, e.g., being polite and applying a suitable vocabulary belongs to sociolinguistic competence. For all above mentioned features, a base which covers *knowledge* and *skill* is important, as **Canale and Swain** (1980, cited in Richards & Schmidt 2013, p. 5) state.

The way how communicative competence is conceived at present is mainly based on a theory introduced by **Van Ek** (Sarimsakova, 2019, pp. 167–168, cited in International Scientific Journal Theoretical & Applied Science). Six dimensions called communicative competences introduced by Van Ek are the major basic elements of a framework of a document called Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) (ibid). The CEFR Companion Volume is binding for education documents in Czech education system (see chapter 3.2.1).

In fact, Van Ek (Sarimsakova, 2019, pp. 167–168, cited in International Scientific Journal Theoretical & Applied Science) classifies six competences (the dimensions): *linguistic* (grammatically correct utterances), *sociolinguistic* (communication conditions), *discourse* (text coherence and cohesion), *strategic* (communication strategies to be able to deduce or find ways to explain thoughts), *socio-cultural* (an ability to presuppose context of a different socio-cultural context of a foreign language), *social* (to interact in different situations). Sarimsakova (2019, pp. 167–168, cited in International Scientific Journal Theoretical & Applied Science) notes that Van Ek model and Canale and Swain are more or less identical. Both models differ in terminology for grammatical rules, Van Ek calls that linguistic

competence while Canale and Swain grammatical competence (ibid). Van Ek states two more views: social competence and socio-cultural competence (ibid). In the CEFR Van Ek's competences are specified as knowledge and there are three fundamental competencies: linguistic, sociolinguistic and pragmatic[3] (ibid).

In accordance of above mentioned, the term of the communicative competence is widely complex. In recent days, the term includes more aspects to be able to specify it in more details than Chomsky presented at the beginning. Many linguists now believe think that the user's knowledge is only one element taken into account. It is proved that other competences are necessary. The most significant model which forms the frame of languages was introduced by Van Ek, who laid the foundations of communicative competence as it is known at present. Due to his six dimensions, European Council could implement three main competencies: linguistic, sociolinguistics and pragmatics into the CEFR Companion Volume. The CEFR Companion Volume document is obligatory to follow in Czech education documents for foreign languages.

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[3] "a study of relationships between linguistic forms and the users of those forms" (Yule, 1996, p. 4)

2 Collocations

This chapter focuses on collocations. The first part defines and characterizes the term itself from different points of views of linguists. The next part interprets different classifications of collocations. One of these classifications, chosen by the author of the thesis, is important for the empirical part. The main aim is to outline the complexity and variety of the term.

2.1 The Definition and Characteristics of the Term Collocation

A number of linguists and lexicographers have struggled to define the term "collocations". To provide one clear definition is almost impossible. Moreover, there are some crucial attitudes on this term along some matters according to linguistics, Czech language and linguistics manuals, dictionaries, and from the point of view of the author of the thesis.

2.1.1 Description of collocations by linguists

Palmer (1938, cited in Arab World English Journal, 2015, p. 69) was the one who introduced the term "collocation". Palmer's definition (1933, cited in International Journal of Environmental & Science Education, 2016, p. 1276) can be interpreted as an element of two or more words which is not allowed to divide into individual words because it is an inseparable unit.

On the contrary, **Sinclair** (1978, cited in International Journal of Environmental & Science Education, 2016, p. 1276) sees collocations as separable units and each word of the unit has got its own meaning. According to Sinclair (1991, cited in A Collocation Inventory for Beginners, 2006, p. 2) words are firmly joined together, which he calls *the idiom principle*. In accordance with that if we put the words apart, they have their own denotation (ibid).

Hill (cited in Lewis, 2000, p. 48) presents a short definition of **J. R. Firth**, who describes collocations as "the company words keep".

Lewis' (1997, p. 25) definition of collocations is following: "collocations are those combinations of words which occur naturally with greater than random frequency. Collocations co-occur, but not all words which co-occur are collocations". Lewis (2000, p. 133) himself acknowledges the wideness of that definition. Lewis mentions that there are many different kinds of possibilities of grouping the words in this sense (ibid). Some of them presented by Lewis (2000, pp. 133–134) are following: adjective + noun (*a difficult decision*), verb + noun (*submit a report*), noun + noun (*radio station*), verb + adverb (*examine thoroughly*) and others, up to 20. For Lewis (2000, cited in Theory and Practise in Language

Studies, 2019, p. 777) collocations need to be in a context because for collocations it is extraordinary to co-occur in natural way with lexical elements.

Additionally, Lewis (2000, pp. 132–137) compares collocations with idioms and colligations. Literal, metaphorical or idiomatic elements are connected only with idioms. On the other hand, a particular grammatical pattern, e. g. a tense or a personal pronoun is characteristic only for colligations (ibid).

Not only mentioned above are significant for Lewis. He strongly compares collocations to colligations which co-occur with a particular (grammar) pattern, e. g. with a particular tense, or some nouns can be preceded by a personal pronoun (e. g. pass my/your driving test) not with an article (ibid). For this reason, Lewis states (2000, p. 137) that it is not possible to separate grammar and vocabulary as Lewis states (2000, p. 137).

Benson (1989, cited in International Journal of Environmental & Science Education, 2016, p. 1275) points out semantic importance of collocations and in his sight and the words which compose the collocation usually co-occur together. Benson terms his mutual relationship of words as *collocation volume* (ibid). According to Martyńská (2004, p. 3), Benson et al. define collocations as according to them, collocations are "specified, identifiable, non-idiomatic, recurrent combinations".

In contrast, **Cowie** (1998, cited in International Journal of Environmental & Science Education, 2016, p. 1275) rejects the necessity of semantic meaning of words which form collocations. Cowie introduces term *set phrases* and explains it as mutual meaningful interwoven of the words from which form the set phrases, meaning that the decision of which words to set together is not random (ibid).

2.1.2 Description of collocations from the point of view of Czech language

The thesis is aimed at Czech learners of 9th grade of lower-secondary school. For that reason, it is obvious to mention how the collocations are explained in Czech language.

This part of the thesis provides a definition by two leaders in the Czech field of linguists, Prof. PhDr. František Čermák, Dr. Sc. and Prof. Mgr. Václav Cvrček PhDr. Čermák has been working in the field of linguistics, has published dictionaries and had graduated in Czech, English and Dutch fields (Filozofická fakulta, n. d.). Cvrček is a member of Institute Czech National Corpus (Ústav Českého národního korpusu, n. d.).

Čermák and Cvrček (2017) define collocations[4] as "a meaningful discrete combination, a syntagma of language elements of lexical character and as a combination of words which is not random and not built on compositionality some are just typical". There are 2 kinds of the collocations:

- set, systematic (recalled from our memory, e. g. sharp knife, make a proposal) are divided into:
  - regular/term (multi-words, e. g. sulfuric acid)
  - irregular/idiomatic (e. g. *it´s not my cup of tea*[5])
- not-constant, textual (ad-hoc collocations which arise during the speaking created according to the momentary need) (ibid).

2.1.3 Description of collocations in LGSWE

The linguistic manual chosen for this thesis is The Longman Grammar of Spoken and Written English (LGSWE) by **Biber et al**. The data collected for LGSWE is based on long-term collaborative work of many researchers and determine effort of many linguists to offer a high-quality corpus. The corpus collects data based on how the language is used in real-life situations by British and American users and that is one of the reasons why it is included in the thesis (ibid). The language manual is also chosen from the author's point of view. She believes that the manual is important for achieving native competence. LGSWE (Biber et al., 2007, p. 32) covers grammatical features in different registers[6]. The corpus[7] is based on implementation of grammatical patterns found in spoken and written language collected by Biber et. al (2007, p. 59).

Another important point is that Macmillan dictionary uses language corpus to get information from the corpuses and the author of the thesis includes classifications in dictionaries, too as discussed in chapter 2.1.4. Unfortunately, the dictionary authors do not specify only one. Authors of the dictionary use the whole corpus data analysing (Rundell et al., 2020).

According to Biber et al. (2007, p. 59) "collocations consist on independent words that tend to co-occur". In terms of that Biber et. al (2007, p. 59) presents an example of adjectives *broad*

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[4] translated by the author of the thesis

[5] an example by the author of the thesis

[6] a term used to cover fiction, newspaper, conversation and academic prose which are in different texts, for example in newspapers, articles, novels, fiction and so on

[7] a body of linguistic data (APA Dictionary of Psychology, 2022)

and *wide* which collocate differently[8] although the words are synonymous. Biber et. al demonstrates these collocations:

- *broad:* accent, agreement, daylight, grin, mind, outline, etc.
- *wide:* appeal, experience, interests, variety, etc. (ibid).

2.1.4 Dictionaries:

There are respected dictionary publishers in the market. In this thesis have been chosen an Oxford in paper pack and online electronic dictionary targeted in collocations by Macmillan publisher. These dictionaries are by the same publishers as analysed textbooks in the empirical part (see chapter 6.2.3).

1. Oxford Advanced Learner´s Dictionary (2010) presents collocations in the section of the word's denotation and in an extra section called Collocations. McIntosh, Francis & Poole (2009, cited in Theory and Practice in Language Studies, 2019, p. 777) in their dictionary for students remark that collocation production corresponds with the ability to sound native-like. In Oxford dictionary collocation is defined as "the way in which particular words tend to occur or belong together" (Hornby, 2010, p. R13). As an example, Hornby (2010, p. R13) states that *weather* can collocate with *permitting* but not with *allowing*. For patterns see chapter 6.2.3 in the empirical part.

2. Macmillan Collocations Dictionary digital form edited by Michael Rundell et. al (2020) is based on print form in 2010. Rundell et. al (2020) coins "collocation as a key to meaning", indicating is the main function of collocations, as an example he presents a word *sick* in occurrences, such as *violently sick, chronically sick, heartily sick*. Rundell et. al (2020) portrays collocations as "semi-constructed phrases" and for that speakers are better able to express their ideas more precisely and with less effort. The chosen collocations are based on corpus, frequency data, as well as on semantic meaning (ibid). Entries are presented firstly by grammar then by meaning and in these three basic types, called **grammatical relation** (ibid), for patterns see chapter 6.2.3 in the empirical part.

2.1.5 Description of collocations by the author of the thesis

The author of the thesis combines different views and accepts that collocations are not able to define easily. Collocations can be characterised as semantically interwoven combination of words caused by linguistic, social, pragmatic and situational discourse. The combination of

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[8] *broad:* accent, agreement, daylight etc., and *wide*: appeal, area, distribution

words sees as patterns of words that co-occur, nevertheless, not all collocate strictly as patterns. These combinations are always meaningful in the way of context.

The issue of defying and describing collocations is of a wide range. In general, all mentioned linguists perceive collocations as "combinations of words". By far the most significant factors of determining are a degree of separability, comparing with idioms or words that co-occur with a particular (grammar) pattern called colligations, or contrasting to words in terms of semantic aspect. For some theorists, distinction between acquiring/learning mother tongue and learning second language is fundamental. For them, the number of these "combinations of words" we safe in our mental lexicon influence our language performance.

Czech language characterizes collocations as combinations of words that are typical. Recalling the combinations from our memory is think out as systematic. Multi-words and idioms belong into that group, on the other hand, the combinations can be ad hoc creating at the time of speaking.

LGSWE (a linguistic manual) drawing from spoken and written language points out that for combining words different aspects need to be considered. The aspects are linguistics, social, pragmatic and situational, grammar features must not be omitted.

For chosen dictionaries, Oxford and Macmillan, the "core" of the collocations is placed on the co-occurrence. Oxford points out user's ability to speak more native-like and Macmillan highlights user's ability to express more precisely. To sum it up, both focuses on user's productive skills.

In accordance with the author, it is necessary to perceive semantic aspects of collocations, and co-occurrence of the words is the key. The author sees two ways how words can collocate. Firstly, randomly and in opposition some words combine in patterns.

2.2 Classification of Collocations

This chapter aims to criteria and different classifications of the collocations by linguists. Classifying of collocations is much the same as defining them - linguists' opinions diverge. The chosen classifications demonstrate contrasting aspects of classification.

2.2.1 A multi-dimensional framework by Susanne Handl

A German linguist, Susanne Handl (cited in Meunier and Granger, 2008, pp. 50–53) has based her classification of collocations on two main criteria and sub-criteria. Handl calls (cited in Meunier and Granger, 2008, pp. 50–53) them as "prerequisites and continua".

The prerequisites are based on the fact collocations consist of two or three words that co-occur as Sinclair states (1991, cited in Meunier and Granger, 2008, p. 49), see chapter 2.1.1. Handl (cited in Meunier and Granger, 2008, p. 51) explains that the words must be part of the same register or text type which makes them open to combination". These words fulfil the condition that they are in a common context together. As Handl (cited in Meunier and Granger, 2008, p. 51) refers to Greenbau's (1970) examples, the words that collocate do not need to appear in one sentence or clause. They only need to create an adjacent collocation (the words have syntactical relation). The examples are following:

- collocational components (open to combination) are *collect* and *stamps*:

They <u>collect</u> many things, but chiefly <u>stamps.</u>

They <u>collect</u> many things, but [they] chiefly [collect] <u>stamps.</u>

- these are fulfilling the adjacent collocation

The first adhesive postage <u>stamp</u> was used in Great Britain in 1840. At the time, the British post office was having trouble <u>collect</u>ing <u>revenue</u>.[9]

Gradable and more complicated criteria is **continua**. The collocation of words is caused by semantic transparency and so-called collocational range as Handl infers (cited in Meunier and Granger, 2008, pp. 51–52). The semantic transparency according to Handl theory is hard to specify precisely, she calls that "fuzzy boundaries" (ibid). That means that it is not vivid and as an example Handl gives Sinclair's (1994) phrasal verb *set in*. The verb can have either denotation meaning or a weak connotation meaning (ibid). The possibility of taking a number of potential collocates has a node and reflects so-called collocational range (ibid). The range is very wide and slender as Handl (cited in Meunier and Granger, 2008, pp. 51–52) states. The range can be following:

- very clear, e. g., *to face + the facts/truth/problems/reality* etc.
- transition area, e. g., *to face + charges/counts*
- has only one possibility to collocate = idiom, e. g., *to face + the music* (ibid)

The continua and the prerequisites need to be interwoven and parallel (Handl, cited in Meunier and Granger, 2008, p. 52).

Moreover, as a sub-criterion Handl comments **frequency** of collocations in researches of corpus (cited in Meunier and Granger, 2008, p. 53). There the author remarks that this criterion is not trustworthy.

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[9] Jim Watson on http://pages.ebay.co.uk/community/library/catindex-stamps-hist.html

Handl (cited in Meunier and Granger, 2008, pp. 53–55) depicts three dimensions to classify collocations. The dimensions are: semantic dimension, lexical dimension, and statistical dimension (ibid).

The minimum scale is represented by idioms or compounds, and the maximum scale includes random combinations. In the centre, there are examples of collocations which represent typical clear collocation of the dimension (ibid). For the semantic dimension, Handl (cited in Meunier and Granger, 2008, p. 54) interprets collocation to *run a race* which is maximally transparent. Handl explains that the meaning either inside or outside of the combination is the same (ibid). A typical collocation of the lexical dimension Handl presents as a restricted set of lexical items represented by a little collocational range, the examples are following:

- *in the near/not-too-distant/immediate/foreseeable* + *future* (combinations with similar meaning)
- *uncertain/painful/bright* + *future* (completely different based on the same node) (ibid)

In the statistical dimension, the central area is occupied by a collocation based on its incidence in corpora, as Handl states (cited in Meunier and Granger, 2008, p. 54).

Handl (cited in Meunier and Granger, 2008, p. 55) strongly remarks that the dimensions are not separated spots as they are described above, all dimensions are interconnected and says that "the position of the whole collocation is then a collocational profile defined by the single positions on each dimension" (ibid).

2.2.2 Classification by Jimmie Hill

The interpretation of collocations by Hill (cited in Lewis, 2000, p. 52) points out that any sorting out of the language is impossible. Grammar and collocations are not exceptions, both are close to each other and cannot be separated. Hill (cited in Lewis, 2000, p. 51) strongly rejects that collocations can be classified easily. Hill insists on inseparability of collocations and gives reasons such are these: idiomaticity of collocations, and phrasal verbs and idioms contain collocations or are the collocations themselves.

Nevertheless, Hill (El-Dakhs, 2015, cited in Arab World English Journal, p. 71) classifies collocations in the following way:

a. Fixed and highly predictable, e. g., the verb *shrug* only connects with *shouders*
b. Strong collocations, *rancid* which can only be in combination with *butter* and *oil*, so these are in combination with very few other words
c. Weak collocations, e. g., *dark green, light green, pale green,* etc. they exist in free combinations with a lot of words and the collocations are expected

d. <u>Medium-strength collocations</u> which are close to the weak ones but are more complicated for learners, e. g., *a key* can collocate as *a key person* – the learners know the individual word quite well but the collocation is mostly unknown for them

Additionally, Martyńska (2004, p. 4) mentions one more category of Hill, called "unique". Special collocations such are *to foot the bill, shrug one's shoulder* belong there (ibid).

2.2.3 Classification by Michael Lewis

Lewis (El-Dakhs, 2015, cited in Arab World English Journal, p. 71); (1997, pp. 30–31) compares strength (collocation fixedness and restriction make a distinction between strong and weak collocations) and frequency (on occurrence) to be able to classify the collocations. Lewis' outcome are these 4 types: strong and frequent collocations, strong and infrequent collocations, weak and frequent collocations and weak and infrequent (El-Dakhs, 2015, cited in Arab World English Journal, p. 71).

Lewis declares that in relation to continuum the most significant number of collocations can be called as medium strong (e. g., *magnificent house, significantly different*) and common collocations (e. g., *fast car, have dinner*) are the following ones (El-Dakhs, 2015, cited in Arab World English Journal, p. 71); (Martyńska, 2004, p. 4).

2.2.4 Classification by Granger & Paquot

Granger & Paquot (cited in Vaňková, 2012, p. 32) divide collocations into two main groups: lexical and grammatical.

Lexical collocations are based on a specific syntactic pattern of two lexemes: semantically autonomous called "the base" selected first by the language user and "collocate/collocator" which is semantically dependent on the "base", e. g., *heavy rain, closely linked, apologize profusely* (ibid).

Grammatical collocations[10] combine a lexical and grammatical word: verb/noun/adjective + preposition, e. g., *depend on, cope with, a contribution to, afraid of, angry at, interested in* or other valency patterns, e. g., *avoid + - ing.* (ibid).

2.2.5 The continuum-mode classification by Carter

Carter (El-Dakhs, 2015, cited in Arab World English Journal, p. 70) categorizes collocations based on the strength of their restriction and that Martyńska affirms (2004, p. 4).

Carter thinks that the possibility of words to collocate, as Martyńska (2004, p. 4) states, is related to a scale. On that scale, the words are spread due to core or non-core continuum of each word (ibid). Words which are the more towards the core the more are able to collocate,

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[10] a term originally and firstly used by Benson et al. (cited in Vaňková, 2012, p. 32)

that means the words are more central as Martyńska (2004, p. 4) points out. Carter (Martyńska, 2004, p.) adds that words outwards of the core can be replaced by the words in the centre (the core words). Carter (Martyńska, 2004, p. 4) illustrates his theory on the following example: a word *eat* which represents the core word and words *gobble, dine, devour, stuff*. The word *eat* forms the basic meaning and there is no reciprocity (ibid).

Freely collocated words with a number of lexical elements Carter calls unrestricted, e. g., *take a look/a holiday/a rest/time,* El-Dakhs (2015, cited in Arab World English Journal, p. 70) and Martyńska (2004, p. 4) are in agreement. Items not easily to replace are called semi-restricted collocations, e. g. *harbor doubt/grudges/uncertainty/suspicion* (ibid). In restricted collocations Carter (El-Dakhs, 2015, cited in Arab World English Journal, pp. 70–71), (Martyńska, 2004, p. 4) includes e. g. *dead drunk, pretty sure* and the last category is familiar collocations, e. g. *unrequired love, lukewarm reception.*

2.2.6 Classification by Benson et al.

Two groups of classification: lexical and grammatical are introduced by Benson et al. in 1990s as El-Dakhis (2015, Arab World English Journal, p. 70) and Farrokh (2012, Journal of Studies in Education, p. 59) state. Martyńská (2004, p. 3) Benson's et al. classification categorizes as a Structural Approach. Structures and patterns of collocations belong to the Structural Approach as Martyńská says (2004, p. 3).

Considering this classification of collocations as pivotal for this study and because of that it is presented in details (ibid). The author of the thesis is convinced that Benson et. al's classification is presented or at least some of the patterns to pupils in analysed textbooks. Whether it is true or not (see chapter 6.2.3)

Lexical Collocations are made up of nouns, adjectives, verbs, or adverbs (2012, Journal of Studies in Education, p. 59) as Farrokh reports. Martyńska (2004, p. 3) adds no prepositions, relative clauses or infinitives.

V (donating creation or activation) + N (pronoun or prep. phrase) (e. g., *compose music, make an impression*)

V (meaning eradication or nullification) + N (e. g. *revoke a licence, demolish a house*)

Adj. + N (e. g. *strong tea, a rough estimate*)

N + V (e. g. *bees buzz, bombs explode*)

N1 of N2 (e. g. *a pack of dogs, a herd of buffalo*)

Adj. + Adv./Adv. + Adj. (e. g. *sound asleep, hopelessly addicted*)

V + Adv. (e. g., *anchor firmly, argue heatedly*) (Farrokh, 2012, Journal of Studies in Education, pp. 59–60)

Grammatical collocations need a dominant word (a noun, or an adjective, or a verb) and a preposition or grammatical structure (an infinitive or a clause). There are eight groups marked as G1 to G8.

G1 N + prep. (e. g. *apathy toward*)

G2 N + to inf. (e. g., *He was a fool to do it.*)

G3 N + that clause (e. g. *He took an oath that he would do his duty.*)

G4 Prep. + N (*in advance, at anchor*)

G5 Adj. + Prep. (e. g. *They are afraid of him*).

G6 predicated adj. + to inf. (e. g. *It was stupid for them to go*).

G7 Adj. + that clause (e. g. *She was afraid that she would fail the exam.*)

G8 - There are 19 patterns in G8: all patterns are provided in Appendix 1 at the end of this document (Farrokh, 2012, Journal of Studies in Education, pp. 60–61).

One more type of collocations for Wei (Dokchandra, 2019, p. 777) is absent on Benson et al. classification, these are idiomatic expressions. Wei stresses that in idioms the combinations of words are firmly fixed and they cannot be substitute (ibid). Wei adds some examples, e. g. *kick the bucket, till the cows come home, it rains cats and dogs,* and others (ibid).

There is a substantial divergence of classification within the theorists aforementioned. Nevertheless, to a certain extent, it is possible to identify some common points.

The level how <u>the word</u> can be or cannot be combined is one element need to be taken into account. In a multi-dimensional framework, it is marked how open the words are to combine together with an important sematic aspect playing a significant role. For the continuum-mode classification an intensity of restriction influences the combination of words. A strength and weakness are a deciding factor for the two theorists and one of them sees a frequency to enable to classify the collocations completely. To the least, two linguists have a common view on classification. They strictly determine collocations into two main groups based on structures and patterns in which the words can be combined, lexical and grammatical. Further, one of them, Benson et al., precisely specifies the patterns and structure, which form the crucial viewpoint of the thesis author's attitude.

3 The Importance of Collocations

In this chapter, the issue of teaching and learning collocations should be accommodated in English lessons are outlined. Firstly, points are explained from the viewpoint of linguists as a theoretical attitude. Apart that, the chapter focuses on the importance of collocations as it is stated in curriculum in Czech education system.

Furthermore, Lewis' The Lexical Approach and its major issues contrasting acquiring L1 and learning L2 are included in context of words to outline the interconnection.

3.1 The Importance of collocations in classrooms teaching English

This part of the chapter aims to present various reasons why teaching and learning collocations is important or maybe necessary. There are many linguists providing the answer and the most important reasons are mentioned. Some of the linguists share the same perspective and provide similar arguments. Benson et al. (Farrokh, 2012, cited in Journal of Studies in Education, p. 65) consider collocations as a subject that should arouse a lot of interest in pedagogical view. The aspects that need to be taken into account are summarized below.

3.1.1 Arbitrariness and Predictability

According to Benson et. al "collocations are arbitrary and unpredictable" which causes difficulties for non-native speakers how to deal with them (ibid).

However, Hill (cited in Lewis, 2000, p. 53) finds collocations and all lexicon as not arbitrary and claims that we are able to predict wide extend of useful vocabulary. Hill explains that by the following example, the verb *have* can be associated with drinking in case the speaker thinks of drinking (ibid). That association can be regarded only with common verbs as the author remarks himself (ibid).

As regard predictability mentioned by Hill (cited in Lewis, 2000, p. 53), collocations can be classified, or divided into "some" groups (see chapter 2.2.2) and that enables to teach them as patterns. In addition, as Hill declares the predictability is huge: up to 70% can be fixed expressions in use of language (ibid); (Dokchandra, 2019, p. 777).

3.1.2 A Role of memory

A positive point of view why collocations should be learnt mentions Lewis. Learning the whole unit of words is more effective than separate individual words (Lewis, 1997, p. 32).

Lewis' belief is closely joint with memorizing of collocations as Carter and McCarthy (Farrokh, 2012, cited in Journal of Studies in Education, p. 65) and Hill (Lewis, 2000, p. 54) affirm.

In accordance with Hill (Lewis, 2000, p. 54) native-speaking children require to hear the same rhymes and stories repeatedly. The big number of stored expressions is what every native speaker has and is ready to use (ibid). For Hill (Lewis, 2000, p. 54) exposure to the language[11] is fundamental to acquire as much as native speakers.

"Pre-packed building blocks" as Carter and McCarthy (Farrokh, 2012, cited in Journal of Studies in Education, p. 65) see collocations enable to the speaker to say what they want instead of complicated language due to memorizing them.

The importance of memorizing preconstructed items alleges Pawley and Syder (cited in Nation, 2001, p. 518). Memorized collocations a speaker can recall immediately as Pawley and Syder stress (ibid).

Hill (Lewis, 2000, p. 54) and Pawley and Syder (cited in Nation, 2001, p. 523) state that to use the language in similar way as native speakers means to speak fluently as a result of the huge number of collocations stored in our memory.

Lewis (1997, pp. 19–21) gives priority to our size of speaking mental lexicon[12]. He claims that in speaking people use the most frequent words because there are stored a lot of prefabricated chunks which they use automatically (ibid). Therefore, speaking mental lexicon of people should be larger than the written one in which human beings are influenced by emotions and because of that people are able to write about something but are not able to express their ideas in the same situation, indeed (ibid).

3.1.3 Complexity, Fluency and Pronunciation

Expressing of complex ideas is also due to the knowledge of lexical-complex noun phrases not due to grammar structures as Hill adds (Lewis, 2000, p. 55). Nation (2001, pp. 523–524) supports Hill's thoughts, according to Nation, grammatically correct structures can be in contradiction to sound nativelike. As a proof Nation illustrates that with following examples, e. g. *I desire that the window be closed.*, or *The closing of the window would greatly satisfy me.* (ibid).

Hill (Lewis, 2000, p. 55) concurs with Pawley and Syder (Nation, 2001, p. 523) that collocation knowledge is the core of fluency. Hill (Lewis, 2000, p. 55) adds that not even

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[11] not production but to hear and read

[12] the set of words that a person uses regularly or recognizes when used by others (APA Dictionary of Psychology, 2022)

advanced students become more fluent due to many opportunities to speak but how they are able to recall collocations. For producing nativelike sentences is necessary to keep and be able to recall many "words constructions" as Pawley and Syder (Nation, 2001, p. 518) confirm.

A well-learnt stress pattern to collocations is a great added value, as Hill claims (Lewis, 2000, p. 56). That enables to listeners to recognise the meaning, it is more comprehensible than to put the stress on individual words in the whole sentences (ibid). To intensify his ideas, Hill recommends to teachers to read texts to their students loudly. Reading loudly helps students recognise chunks well and reuse them when needed (ibid).

3.1.4 Acquisition of L1 and learning of L2

According to the author of the thesis, it is essential to mention how people acquire L1 and learn L2. Acquiring L1 and learning L2 is interconnected with language teaching, collocations not excluding.

The Lexical Approach has been chosen for the author's long-term and deep researches, and Lewis has published many highly regarded books to implement theory into practice. The books are: The Lexical Approach and Implementing the Lexical Approach.

Lewis (1997, p. 61) says that there are little differences between learning L1 and L2. Hill (cited in Lewis, 2000, p. 48) highlights that along with acquisition we are not afraid of making mistakes whereas during the learning of the second language we are limited with our worries. Drawing a contrast between acquiring L1 and L2 also presents Lewis (1997, p. 61) who claims that we tend to translate because we naturally link what we say in L2 to L1. In both L2 and L1, we can express our ideas through them about the world, maybe in L2 we use alternative expressions, even though (ibid).

The results show that teaching collocations in classes brings positive outcomes or learners. Teachers can teach collocations as patterns, which causes effective storage of collocations in learners' memory. Therefore, learners extend their mental lexicon and recall collocations from their memory and achieve being more fluent and sound native-like. The higher number of collocations/patterns learners have, the better their comprehension, fluency, pronunciation and ability to express their ideas is.

Teachers should be aware of the terms acquire L1 and learn L2 on behalf of The Lexical Approach. That theory highlights that people tend to translate, it is natural way and knowledge of L1 can influence knowledge of L2, collocations not excluding.

3.2 The Importance of Collocations according to Curriculum

The primary focus of this chapter aims to reveal the importance of collocations in curriculum in Czech education system.

The issues of enacted documents by law in the Czech Republic and a binding document published by Council of Europe are introduced.

The first part describes the CEFR Companion Volume document of pedagogical use aimed at teaching, learning and assessment of L2. Furthermore, briefly describes manuals helping to develop the CEFR Companion Volume and includes how collocations are covered there.

The next part deals with documents necessary to follow in Czech basic schools and their implementation of collocations.

3.2.1 The CEFR Companion Volume

Teaching foreign languages requirements are specified in a document called Common European Framework of Reference for Languages: learning, teaching, assessment (the CEFR Companion Volume)[13].

The CEFR Companion Volume is a framework document published by Council of Europe and in an exact and detail way describes outcomes of foreign languages towards stated education period of time in the Framework Educational Programme of all education levels in the Czech Republic reading (Rámcový vzdělávací program pro základní vzdělávání, 2021, p. 17), see chapter 3.2.2. The CEFR Companion Volume (2020) is a useful document providing illustrative language descriptors which are not obligatory but it is an efficient tool to create syllabuses, textbooks, specify exam requirements and others. Conversely, the outcomes are binding for every FEP defining minimum to create education content in consideration of age of pupils and a type of school (ibid).

The field of foreign language addresses descriptors for all levels[14] (Common Reference Level)[15]. In Czech education system a level A2 is required standard towards the end of lower-secondary school (Rámcový vzdělávací program pro základní vzdělávání, 2021, p. 17), see chapter 3.1.2.2. The A2 level of language proficiency is labelled as a basic user category together with A1 level (Common European Framework of Reference for Languages: learning, teaching, assessment, 2020). For all levels stated by the CEFR, see appendix no. 2.

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[13] Společný evropský referenční rámec pro jazyky ve vztahu k jazykovému vzdělávání v ČR
[14] required level of knowledge to achieve towards the end of basic education in the Czech Republic
[15] the CEFR covers 6 reference levels to describe aspects of competence and different activities in correspond of progress in proficiency for every level

Reading and listening comprehension is the major area of levels A1 and A2 in ordinary daily situations (Common European Framework of Reference for Languages: learning, teaching, assessment, 2020). Language production and interaction is covered in a smaller way (ibid).

It is clearly evident that the CEFR Companion Volume has been formed, extended, corrected for many times and reasons. Nevertheless, the basis is closely tied with sources *Waystage 1990, Threshold 1990* and *Vantage* by J. A. Van Ek and J. L. M. Trim. Van Ek is the author of communicative competences which form the final model proposed in the CEFR Companion Volume, as described in chapter 1. Van Ek' s work is necessary to provide in detail for that reason.

It is stated that language experts and Council of Europe cooperated very closely to develop *a kind of document/work* that would define how and what to learn, teach and assess in language knowledge of L2.

The work *Waystage 1990* is a pillar of A2 level, carrying the same name due to close collaboration of Van Ek and Trim with the Council of Europe (Common European Framework of Reference for Languages: learning, teaching, assessment, 2020; Van Ek and Trim, 1998). The authors, J. A. Van Ek and J. L. M. Trim, of Waystage 1990 (1998, p. 9) highlight the benefit that the work is "in agreement with current educational practice". Van Ek and Trim specify areas and objectives which need to be considered – language functions, general notions, themes and specific notions, dealing with text: reading and listening, writing, sociocultural competence, verbal exchange patterns, and others. Collocations are not specified at all at Waystage by van Ek and Trim.

The CEFR Companion Volume (2020, pp. 173–175) describes features beyond levels which cause that some features of language use are not explicit, it is called "strong Wastage", A2+. That "strong Wastage" is more focused on interaction in communication of everyday situations, and specifies more topics. A2+ can bring a wider range of language use and knowledge, which is specified in the work *Threshold 1990* (B1 level).

Threshold 1990 (van Ek and Trim, 1998, pp. 147–148) portrays fixed collocations, direct exponents of particular functions. Van Ek and Trim (1998, pp. 147–148) present following fixed collocations and point out that not all fixed collocations can be provided because the list would be so extensive:

- adverbial phrase – e. g. (gradable) *He drove **very fast**.*, (comparatives) *He did **as well as** he could.*, (prepositional) *We **drove to the** seaside/by car.*
- preposition phrase – e. g. (prep. + NP + of) ***in front of, in the centre of, at the end of***
- Adv. and prep. – e. g. ***next to, far (away) from***

The CEFR Companion Volume (2020) does not specify collocations nor explicitly or explicitly. The basic user level (A1 – A2) does not mention any collocations, or colloquial elements. Reference at a level of independent user (B1 – B2) is highlighted at the higher level (B2) as a learner's ability at vocabulary control scale section (the CEFR Companion Volume, p. 132) in the form of associations. Learners should be able to use collocations in their repertoire and choose appropriate ones (ibid). Collocations are included in vocabulary range scale at level B2 (upper-intermediate) for all skills based on vocabulary from level A2+ – C2 (productive) with established at levels A1 and A2 (the CEFR Companion Volume, 2020, p. 131). Strong knowledge requirements of collocations or colloquial elements are at a level of proficiency user (C1 – C2) in sections of comprehension, understanding, vocabulary range, spoken and written language, vocabulary range, sociolinguistic appropriateness and others (the CEFR Companion Volume, 2020).

3.2.2 Czech Education System

For the reason that the thesis focuses on the use of collocations of 9th grade of lower-secondary school, this part points out documents for basic education.

A document called the Framework Educational Programme for Basic Education (FEP BE) approved by the MEYS[16] is obligatory to follow for every school providing basic and lower stage of multi-year secondary general education in the Czech Republic (The Education System in the Czech Republic, 2011).

In that document, schools find educational areas consisting educational fields, cross-curricular topics, complementary educational fields, and school leavers competencies. In the whole education process acquired abilities and key competencies are interwoven and need to be fulfilled during the whole process, the foreign language not excluding (Rámcový vzdělávací program pro základní vzdělávání, 2021). Towards the end of every period there are specified expected outcomes (ibid).

Based on that document, schools develop their obligatory document to follow, which is called the School Educational Programme (SEPs) (The Education System in the Czech Republic, 2011).

English language teaching as a foreign language is covered in the education area Language and Language Communication (The Education System in the Czech Republic, 2011). The specified outcomes in the FEP BE are of a wide range and collocations are not mentioned or even specified. FEP BE specifies the outcome of vocabulary as to develop a sufficient

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[16] Ministry of Education Youth and Sports

vocabulary relating spoken and written communication. Other outcomes are related to comprehension - speaking, listening, writing and reading (Rámcový vzdělávací program pro základní vzdělávání, 2021). According to FEB BE, pupils towards the end of their basic education are required to achieve A2 level of foreign language knowledge due to the CEFR Companion Volume (Rámcový vzdělávací program pro základní vzdělávání, 2021, p. 17).

In both documents, the CEFR Companion Volume and FEB BE, which are binding for basic schools, collocation knowledge is not covered at level A2. The level A2 is a range of required knowledge towards the end of basic education in the Czech Republic. In spite of the fact, it is unrequired at A2, at higher levels (an independent and proficiency user) the collocational proficiency is fundamental.

4 The Importance of Collocational Competence

This chapter discusses the importance of collocational competence which has motivated many linguists and researchers to explore in depth. There are main areas which specify a priority of understanding of collocational competence. The areas are more or less interconnected.

In detail, the term "competence" has been described in chapter 1. The same as communicative competence.

Hill (cited in Lewis, 2000, pp. 49–50) claims that the higher mastery of collocational competence learners has causes the better ability to express their ideas. The higher number of words which collocate of a key word learners know the less grammar mistakes and too long utterances they make. Hill (cited in Lewis, 2000, pp. 54–55) confirms the positive attitude in teaching collocations along with other linguists. Hill highlights fluency and our possibility to enable us to think in an easy way if we are endowed with a wide range of collocations (ibid). Furthermore, Hill presents the mental lexicon of native speakers as wide and already made which helps use the collocations immediately and that is why it is a core of fluency (ibid).

Bahns and Eldaw (1990, cited in The Journal of Asia TEF, 2007, p. 39) demonstrate in their research[17] that the knowledge of vocabulary and collocational competence does not grow at the same ratio.

Channell (1981, cited in ELT Journal, 1993, p. 58) and Marton (1977, cited in ELT Journal, 1993, p. 58) are the ones for training and improving knowledge of collocations. Channell (ibid) with her counterparts edited workbooks of advanced level, even. Marton (ibid), who calls collocations as syntagms, claims that teaching collocations is inevitable for gaining native-like ability for students of English.

Pawley and Syder (1983, cited in Arab World English Journal, 2012, p. 16) call collocations as "the normal building blocks of fluent discourse" and learners who are endowed with the knowledge of collocations can reach fluency and sound like native- speakers. That is also stressed by Nation (2001, cited in Arab World Journal, 2012, p. 16) who declares that to "sound native-like" learners cannot due to perfect grammar correctness.

El-Dakhs (2015, p. 16) mentions many other linguistics who highlight the importance of teaching collocations such are Wray, Nattinger or McCarthy and all of them agree on that.

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[17] a translation and a gap-filling task with German advanced learners of English research – testing the competence

On the top of that, Shin (2006, p. 5) refers to researches, according to them "learning collocations is an efficient way to improve the learner´s language fluency, native-like selection of language use, and vocabulary retention".

Bahns (1993, cited in The Journal of Asia TEFL, 2007, pp. 41–42) believes the same and adds suggestion to provide different collocations depend on L1.

Dockchandra (2019, p. 778) in his research includes a positive aspect of comprehension for learners. Hunston and Francis (2000, cited in Theory and Practice in Language Studies, 2019, p. 778) note that students having a good collocational knowledge benefit at listening and reading comprehension. A single word understanding is not essential on account of deducing the meaning as Hunston and Fransis state (ibid). Lewis as Dokchandra mentions (2000, cited in Theory and Practice in Language Studies, 2019, p. 778) sees the strength of comprehension as "the most powerful force in the creation and comprehension of all naturally-occurring texts"

On the contrary, Mackin (1978, cited in ELT Journal Volume, 1993, p. 59) has objections to teaching collocations because the big number of collocations unable acquisition or learning all of them for non-native speakers. According to Mackin's approach (1978, cited in The Journal of Asia TEFL, 2007, p. 41) it would take many years to learners to achieve some level of knowledge, and the learner is expected to read, study, and observe the language a lot.

These findings approve the extensive importance of collocational competence from the view of linguists. Most linguists strongly believe that learners who are endowed with a good collocational competence can achieve fluency, can sound like native-speakers and are able to comprehend in listening and reading more than the ones with less knowledge. A negative point of view is viewed only by one interpreter – significant collocational competence can take for a long to reach. All of the mentioned above affirm thoughts of the author of the thesis mentioned in Introduction part. To sound native-like and speak more fluently, it is essential to be endowed with a certain collocation competence to be able to communicate.

5   Summary of the theoretical part

These chapters of the thesis intend to present four main theoretical parts closely tied to one another.

In the first part, the term "communicative competence" is introduced. It is affirmed that to define and explain the term explicitly is not possible straightforward. There are many aspects and various views of linguists defining the term. Not only the user's knowledge specifies that term, as Chomsky introduced in 1960's. Theorists in opposition to Chomsky claim that not only linguistic system is necessary to be able to communicate. Different competencies have been taken into consideration to specify the term in detail. The competencies are e. g. strategic, discourse or sociolinguistic, and communicative features such are interaction and context.

A theory defined by Van Ek has influenced the way how the communicative competence is characterised and specified in CEFR Companion Volume document at present. Van Ek classified six competencies: *linguistic, sociolinguistic, discourse, strategic*, *socio-cultural* and *social*. The CEFR Companion Volume document is mandatory for teaching, learning and assessing languages in the Czech Republic. All Czech basic schools have to create their education document called the School Educational Programme, which must follow the outcomes of the Framework Educational Programme for Basic Education (FEB BE) approved by the MEYS. This paper specifies outcomes for foreign language (L2) in accordance with the CEFR Companion Volume. At required level (A2) for learners towards the end of basic education, there are no collocations or colloquial elements need to be achieved due to the CEFR Companion Volume and FEP BE (see chapter 4).

The next chapter delas with the term collocation. Comparing definitions and descriptions of the term from different points of view. Linguists differ in their views. Some of them put emphasis on separability of words, natural occurrence, context, mutual relationship and comparison with idioms or colligations the others. In consequence of the thesis aiming at Czech learners, the description of collocations from the point of view of Czech language is discussed. As a result of analysing two sets of textbooks of Oxford and Macmillan publishers, definitions of collocations are included. The analysed textbooks and their outcomes are further escribed in the empirical part, see chapter 6.2.3. Moreover, the description of the term

is provided in LGSWE manual because the corpus is a source of real-life use of the language and Macmillan dictionary uses corpuses as platforms.

Furthermore, the author of the thesis provides her description and sees collocations as words that can be combined. The author highlights that these can be seen as patterns but not strictly. Classifications of the term by linguists is the next section of the chapter. The classifications diverge a lot. Points such are combination, semantic aspect, strength and weakness, or lexical and grammatical patterns are presented by scholars.

The final chapter deals with importance of collocational competence, answers why to teach collocations and explains importance of collocations according to curriculum. Fluency, sounding like native-speakers, and comprehension are the most significant aspects of the collocational competence importance. To extend learner's mental lexicon, memorizing and recalling are the major benefits of teaching the collocations.

Empirical Part

The empirical part deals with the main aim of the thesis and specifies the research aims. The main aim is to investigate to what extent English teachers in basic schools in the Czech Republic teach and expose their pupils to collocations. To examine how teachers expose their pupils to collocations. A questionnaire method is used to find out the attitudes of the teachers in order to get the response to the main objective and the sub-objectives. The questionnaire was sent to basic school teachers all over the Czech Republic.

The next part focuses on an illustrative test taken by 9th grade students. The purpose of the test is to illustrate the learners' knowledge of collocations towards the end of their basic education. Two sets of pupils' coursebooks, chosen by the author of the thesis, are analysed. Project from Oxford Publishers and Academy Stars from Macmillan Publishers were chosen. The Project coursebooks are used for teaching in the author's home school. The Academy Stars coursebooks are chosen because of the author's previous experience of teaching in a basic school for three years. The test was administered in two basic schools in the ninth grade. These were the author's current school and the school where she used to work.

The author´s opinion on the subject how collocations are important to implement into teaching is described in the last part of the paper. The reflection derives from theoretical and empirical parts of the thesis.

6 Research Methodology

This chapter is a more detailed description of the research methods that have been used. First of all, the aims of the whole dissertation are specified in detail, namely the main aim and thus also the sub-objectives.

For data collection, triangulation from qualitative research is used, as reported by Gavora (2000, p. 146), by eliciting data from three sources using multiple data collection methods. The main aim of the thesis is from the point of view of English language teachers. It concerns the importance of teaching collocations. In order to answer the main objective, a questionnaire for teachers of English in basic schools is used. To illustrate the knowledge of collocations, a test is used. The test was completed by ninth graders of the basic school of origin. Finally, the author's own refection on the importance of collocations is presented as the third aspect of the research.

6.1 The Aim of the Research

This chapter aims to present three points of view on collocations in Czech basic schools. For this purpose, different kinds of methods have been used (see chapter 6.2).

The main aim of the thesis is to investigate the importance of teaching collocations from the point of view of English teachers. In order to answer the main objective, the following questions are asked:

How do English teachers teach and expose learners to collocations?

The research objectives to achieve the main aim have been achieved through the following key questions:

To what extent do teachers teach collocations?

To what extent do teachers consider the teaching of collocations to be important for their learners?

What resources do English teachers use to expose learners to collocations?

A questionnaire was used to obtain answers to the above mentioned aims and objectives.

In order to increase the validity of this research, as noted by Gavora (2000, p. 146) and Šafaříček, Šeďová at al. (2007, p. 108), an illustrative test was provided. The test was taken by 9th grade students from the author's home school. The main purpose is to illustrate the knowledge of collocations towards the end of basic education in comparison with the analysed textbooks. The main objective is to answer the following question:

What is the current state of ninth graders' knowledge of collocations?

The author's point of view on teaching collocations is covered in the third part of this research. The author wants to evaluate whether her idea of the importance of teaching collocations is goal-oriented or not. The question is:

Is the author's view of collocational competence knowledge goal-oriented?

In order to answer the target question, a questionnaire survey method is chosen and the target group is teachers in basic schools in the Czech Republic.

The other method chosen is a test, which serves only as an illustration. The test tests the knowledge of collocations of ninth-grade pupils in two basic schools in order to demonstrate the level of proficiency towards the end of basic education.

The last method is the author's method of evaluating whether or not her personal view of emphasising the teaching of collocations is goal-oriented or not.

6.2 Methods used

The purpose of this chapter is to describe the methods used and the results of the overall research of this thesis. As mentioned in chapter 6.1, the research is based on three methods used. In order to answer the aims and hypotheses of the thesis as accurately as possible, the methods are the questionnaire method, the illustrative test and the author's evaluation.

The questionnaire method is used to answer the main objective. The questionnaire sent to teachers of all basic schools in the Czech Republic contains, apart from factual questions, mainly questions about teachers' attitudes and opinions towards teaching collocations. It also focuses on the materials used, the inclusion of collocations in the curriculum, tests or techniques used by teachers to develop their pupils' knowledge of collocations.

The next section of this chapter describes another selected method, the collocation-only test. The test is designed in such a way that the students work only with collocations from the analysed textbooks. The author of the thesis has chosen sets of textbooks used in two basic schools, the home school in Prague Klánovice and the school from the former location in Suchdol. The textbooks were published by Oxford and Macmillan and were also included in the survey of teachers. The tasks in the test were chosen in such a way that the teachers had already worked with similar types of tasks. The test contains 4 tasks in which the collocations selected are based on the classifications of Benson et al. in chapter 2.2.6 and are also found in the dictionaries mentioned by the publishers. These collocations are also the ones that appear in the analysed textbooks and they are lexical types of collocations. Finally, the results in each school are presented, as well as a comparison of the results.

The evaluation from the author's point of view is based on theoretical knowledge. The author herself completed a questionnaire for teachers, which shows her own view of the importance of teaching collocations to pupils at both levels of basic education.

6.2.1 A Questionnaire for Teachers

The questionnaire as a research method, which is used to answer the main objective of the whole thesis, and it is discussed in this chapter. Apart from the main objective, the questionnaire has been designed to answer the sub-questions from the perspective of English teachers in basic schools in the Czech Republic.

As Gavora (2000, p. 26) states, the questionnaire is a descriptive research method. It is about answering the question: **"What is it like?".** Gavora (2000, p. 99) further mentions that the questionnaire contains individual items that may not be in the form of a question but also in the reporting form. According to Gavora (ibid) by "administering", the actual process of administering the questionnaire is meant.

The development of the actual questionnaire and the formulation of the questions is based on Gavora (2000, pp. 99–107) and concerns several principles for question development, reliability and validity of the whole questionnaire. Question wording is based on the guidelines of E.R. Babbie (1983, cited by J.H. McMillan and Schumacher 1989, pp. 255–257) and Gavora (2000, pp. 100–101). For example, the questions should be clear and simple, and the use of *several*, *usually* or *sometimes* should be avoided, as well as the use of double questions, negative questions etc.

The author of the thesis chose the questionnaire method, which is not only common, but thanks to which a large amount of data can be obtained in a relatively short time, as stated by Gavora (2000, p. 99).

In the actual structure of the questionnaire, the author follows a procedure outlined by Gavora (2000, pp. 99–100). The first section includes the purpose of the questionnaire, the author's name, the number of questions, the approximate time required to complete the questionnaire, the reason for completing the questionnaire and a thank you for participating.

The questionnaire has been written in Czech. The author of the paper assumes that the questionnaire was filled in mainly by non-native speakers who teach in Czech basic schools and because teachers are more likely to complete it when written in their mother tongue. Data results are processed in Czech, however, all questions are translated in the text and above the figures.

The type of collocations has been also specified in the introduction to the questionnaire. The author of the paper has decided to give examples of lexical collocations in compliance with

Benson et al.'s classification of collocations (see chapter 2.2.6), an example of Macmillan Collocations digital dictionary and Oxford Advanced Learner´s Dictionary (see chapter 2.1.4). The examples are following: N + V: bees buzz (Benson et al. and Macmillan Collocations digital Dictionary) and Adj. + N: strong tea (Benson et al. and Oxford Advanced Learner's Dictionary, and N1 of N2 (Benson et al.). The reason for introducing these collocations is that the author proves that common use in analysed textbooks (see chapter 6.2.3).

The questionnaire has been created using Google Forms, which allows the use of different types of scales. In the actual questionnaire, an interval scale, a category scale and a Likert scale have been used. In addition, respondents can select answers from a number of options. Before sending the questionnaire to all schools, teachers of Masaryk Basic School in Prague Klánovice (the author's home school) conducted piloting as described by Gavora (2000, p. 68). Thus, the home school teachers received a first version of the questionnaire to check whether the questions were understandable, provided the necessary information and the length of the questionnaire corresponded to the time allotted (ibid). Some questions have been rephrased or modified.

Finally, the questionnaire was sent electronically to basic schools in the Czech Republic. A directory of schools available on the MEYS website was used to obtain e-mail contacts. The directory contained 4,283 schools providing basic education valid until 18 April 2023. The author sent a link to the questionnaire with a short covering letter to the headteachers and principals of the schools, asking them to forward it to English language teachers. Of all the schools contacted, 686 responded to the questionnaire by 1 May 2023, the evaluation date.

6.2.2 Individual Data Results of the Questionnaire

This chapter analyses the data obtained from each of the questions asked in the questionnaire. In other words, it copies the questions asked in the questionnaire and analyses directly the answers given by the respondents.

Types of questions used in the questionnaire are following: closed questions, i.e., those that offer the respondent a choice of answers (Gavora, 2000, p. 102). Some of them are semi-closed questions. This means that the respondent has the possibility to complete the answer with his/her option "other" (ibid). And many questions are so-called rating scaled questions evaluating different categories, or opinions or graded evaluation of a phenomena (ibid).

All questions with scored figures are presented in Appendix 3. In the text itself, the questions are classified to answer the research questions from the questionnaire by the author of the

thesis. On the basis of the author's assessment, a figure showing the evaluation is inserted directly into the text of the thesis for some of the questions and their answers.

The first two questions of the questionnaire are <u>factual</u>. Given the importance of the aim of the questionnaire, there is no need to include the figure here directly within the text. The figures can be found in the appendix 3, figures 1 and 2. The question 1 **indicates the length of experience of the teachers who participated in the research** and the question 2 **defines the proportion of respondents in terms of the level of basic school at which they teach.** These show that teachers with the shortest experience (0–5 years) and teachers with more than 16 years' experience participated in the survey in almost equal numbers. The lowest number of respondents was found among teachers with between 6 and 10 years of experience. A significant proportion of the teachers teach at both levels of the basic school system. The proportion of teachers in the primary level is almost equal to the lower-secondary level.

Figure 3 (see appendix 3) is also of less significance in terms of the aim of the questionnaire. However, in terms of the analysis of the selected textbooks, <u>it is an indicator that reflects the textbooks commonly used in the teaching of English in basic schools.</u> In question 3 (see appendix 3), **teachers were asked to select a set of textbooks from the menu, or to write in another set that they use,** in order to make the result as accurate as possible. The Project textbooks, published by Oxford Publishers, are exclusively the most widely used set of textbooks. The author's home school also uses this set. Oxford Publishers uses the collocation classification developed by Benson et al. in its dictionary (see chapter 2.2.6 and 2.1.4). The same classification is also used by Macmillan (see chapter 2.1.4. and 2.2.6), the publisher of the other set of textbooks analysed, Academy Stars. The analyses of both sets of textbooks, Project and Academy Stars, are combined to create an illustrative test for 9th grade pupils (see chapter 6.2.3). The figure shows that the use of the Academy Stars set of textbooks is quite low. Although the Academy Stars textbook is not very common, it is not insignificant compared to the number of textbooks either selected by the author of the questionnaire or listed by the respondents, ranking as the fifth most common textbook. Among others the teachers include Bloggers, and Happy Street.

In question 4 (see Figure 4 below and appendix 3), **the teachers are asked whether or not there are any collocation exercises in the textbook that they use in the classroom**. Responses of the respondents highlight the importance of collocations in one of the most used and important teaching materials. The result of the respondents' answers shows that more than three quarters of them teach according to textbooks in which collocations are included for practice directly in the exercises. The author of this paper believes that it may also be easier

for teachers to choose textbooks that already provide a certain number of collocations for their own collocations, i.e., which ones to teach. According to Hill (Lewis, 2000, pp. 63–64), it is demanding for teachers to select appropriate colloquialisms for students to learn because of their ubiquity. In Hill's (Lewis, 2000, p. 63) view, this requires, from the teacher's point of view, an understanding of the so-called collocational strength, to select the most important ones.

Figure 4

Question: **Does the textbook you use have collocation exercises?** (e.g. Adj. + N/strong tea)

4. Jsou v učebnici, kterou používáte ve výuce cvičení zaměřená na kolokace? (např., adj.+N/strong tea)

686 odpovědí

● ano
● ne

23,6%

76,4%
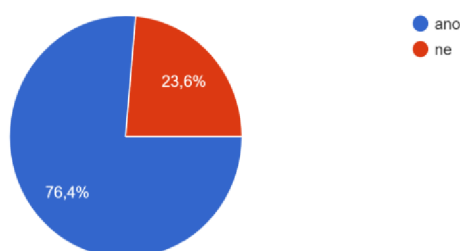
In the following question number 5 (see Figure 5 below and appendix 3), **the teachers commented on the basic school level at which they teach collocations according to their curriculum (SEPs)**. Almost half of the respondents included collocations at both levels – primary and a lower-secondary level. The answers to both questions indicate that although collocational knowledge is not precisely defined in the FEP BE and the CEFR Companion Volume, English teachers and publishers, as well as textbook authors, consider the teaching of collocations to be very important. The author of the paper believes that this is due to the fact that even though collocation knowledge is assessed at higher levels (see chapter 3.2.1), it is necessary to start teaching, practising and presenting collocations from the very beginning when pupils start learning and acquiring the language. The answers to these questions suggest that the majority of teachers have the same understanding of collocation.

Figure 5

Question: **Do you teach collocations according to your school's syllabus (SEPs)?**

5. Dle ŠVP vaší školy učíte kolokace na:
686 odpovědí

- I. stupni
- II. stupni
- I. a II. stupni

48,4%
15,6%
36%
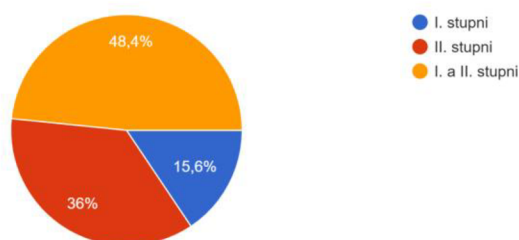
The next question number 6 (see Figure 6 below and appendix 3) has been posed by the author of the thesis with reference to Hill (Lewis, 2000, pp. 62-63), who directly emphasises the importance of keeping a glossary for students. The author states that the items written in the glossary allow for regular repetition of the language and should be part of language learning (ibid). Hill suggests that the glossary should be kept simple. The question for the teacher is therefore: **"If your pupils have a vocabulary notebook, do they write collocations in it?"** It should be noted that this question could have been omitted with regard to teachers who do not have a glossary requirement for their students. Of the 686 respondents, 640 were those who use a glossary with their students, the vast majority. The responses show that only slightly fewer teachers require their students to include collocations in their glossaries. That shows that the proportions are almost identical - the number of teachers who require this is just below half and those who want their students to include only individual words in the glossary is only slightly higher. According to the author of the paper, this also points to the importance of teachers' perceptions of collocations as one of the tools they use to teach collocations to their students, given Hill's need for language repetition (Lewis, 2000, pp. 62–63).

Figure 6

Question: **If your pupils have a vocabulary notebook, do they write collocations in it?**

6. V případě, že si vaši žáci vedou slovníček, zapisují si do něj kolokace?
640 odpovědí
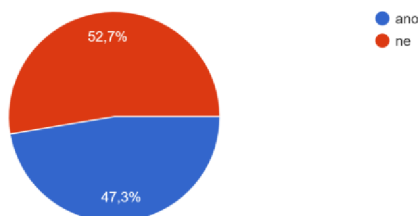
The questionnaire is followed by several scale questions, figures from 7 to 12 (see below and in appendix 3), where teachers choose their attitude towards the selected phenomenon on the scale. In terms of the neutrality of the answer choice, the scale is from 1 to 5. The number 1 indicates a low importance and the number 5 indicates a high importance of the evaluation. The other numbers express the following importance: 2 - not very important, 3 - moderately important and 4 - important. The other numbers in the questionnaire are not directly described to the respondents, but their value is easily recognisable to the teachers in this way. The descriptive results are also expressed as percentages. In this case number 1 has a value of 20% and number 5 has a value of 100%. The description of the scale is the same for all questions expressing importance.

Question 7 (see below and appendix 3) **asks teachers directly about their personal attitudes towards teaching collocations.** Respondents are asked to select a value on a scale that they feel reflects the importance of collocations in their own teaching. The results clearly show that teachers perceive collocations to be important, and mostly in the range of moderately important to important, as no more teachers agree with the scale values of 4 and 3, which corresponds to 71.5%. The result for scale 5 also shows a high proportion of teachers who perceive collocations as very important, 23.2% of the participants. Thus, overall, almost all teachers chose values from the scale that indicate that knowledge of collocations is from moderately up to very important for teachers from a personal point of view. The scale of not very and not very important gives a very low value, namely 5.4%.

Figure 7

Question: **In order of importance, do you personally teach collocations?** (select on a scale from not very important (1) to very important (5))

7. Výuku kolokací osobně považujte podle důležitosti za (vyberte na stupnici):
686 odpovědí
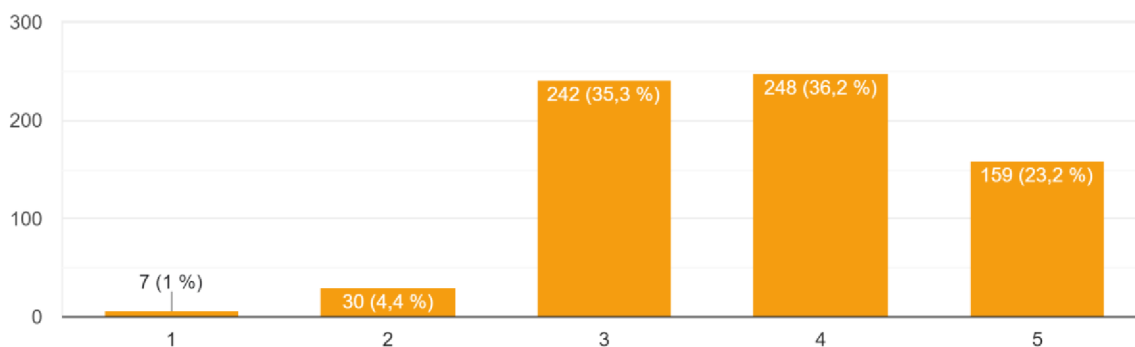
The graphical results for questions 8 and 9 (see below and appendix 3) again reflect the perspective of the importance of teachers, **given the need to test collocations during the educational process**. Teaching staff are questioned first about testing at the first level of primary education and then at the lower-secondary level. Again, this is the view of the interviewees. It has already been established (see chapter 3.2.1) that the testing of collocations according to the CEFR Companion Volume and the FEP BE does not take place at the lower levels. However, in the Czech basic education system, testing of knowledge is a common issue, and therefore the author of the thesis considers it important to find out how teachers perceive collocation testing. The author agrees with Lewis (2000, p. 150) that learning through collocation and testing is an important part of the learning process. It increases the so-called mental lexicon of the learner (ibid).

When comparing attitudes towards collocation testing, there is a clear difference in importance between the two levels of basic education. Teachers indicate that it was more important for them to test this knowledge at the lower - secondary level. This difference is considerable. A total of 65% of teachers chose scales 4 and 5 (important and very important) for the higher level, while only 20.7% chose them for the first level. At lower level, a significant number of teachers chose neutral (moderate), 40.2% compared to higher level. The lower scales for the importance of testing also show low values - little and not very important - which is true for both levels of education. When these values are compared between classes,

the information appears that it is noticeably less important for teachers to test collocations for first graders. The author of this paper believes that this may be due to the developmental stage of children at this age, when they are more passively exposed to language through listening and reading. The productive skills can only be acquired by students at an older age and after a longer period of language learning.

Figure 8

Question: **In your opinion, how important is it for an English teacher to test pupils' knowledge of collocations at a primary level?** (select on a scale from not very important (1) to very important (5))

8. Jak je podle vás důležité, aby učitel anglického jazyka testoval znalost kolokací u žáků I. stupně? (vyberte na stupnici)
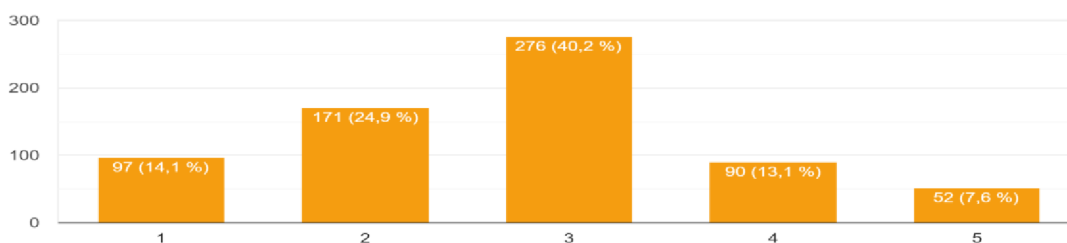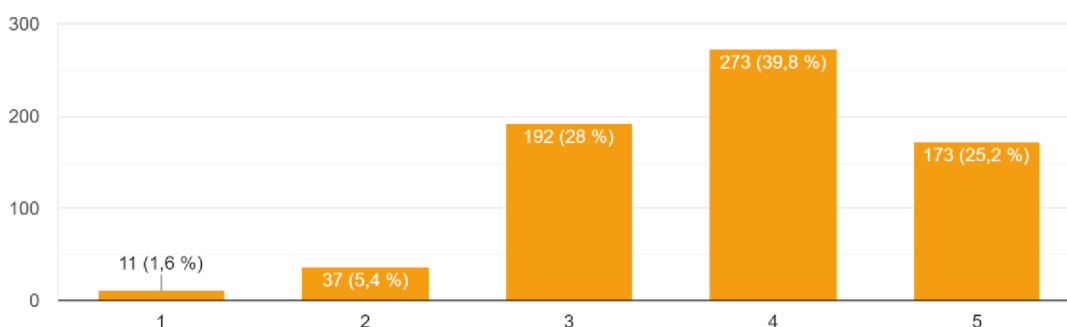686 odpovědí

Figure 9

Question: **In your opinion, how important is it for an English teacher to test pupils' knowledge of collocations at a lower-secondary level?** (select on a scale from not very important (1) to very important (5))

9. Jak je podle vás důležité, aby učitel anglického jazyka testoval znalost kolokací u žáků II. stupně? (vyberte na stupnici)
686 odpovědí

The next 3 questions, from 10 to 12 (see below and appendix 3) again deal with teachers' personal views on the importance of collocations and their own approach to learning in the classroom. Teaching methods are chosen on the basis of the selected categories and the scale is again identical to the previous ones.

Question 10 (see below and appendix 3) is about memorising collocations, as memorisation is a common approach to teaching individual words in Czech schools. Memorizing is also one of the active verbs of Bloom's Taxonomy from the cognitive domain of learning goals as Obst (2017, p. 49) notes. In this case, it is the first dimension of KNOWLEDGE (memorisation), where the reacquisition of knowledge, its pure reproduction, is desirable. This is the verb to memorise, which is also used in the question to the respondents. The teachers chose, on a scale of importance, **their attitude towards the importance of learning by rote memorisation of collocations.** Despite the fact that memorisation is one of the verbs of the cognitive process, not all the teachers perceive this importance in relation to the knowledge of collocations. The majority of them, with 41.8%, expressed their attitude on the value scale 3 as being of moderate importance. The author of the paper finds it interesting to compare the values of the sum of scales 1 and 2 with 4 and 5, that is, not very important or not very important to very important, because these values are nearly the same. The difference is less than 1%. Overall, it can be said that memorisation is less comparable from the Czech teachers' point of view because no value dominates.

Figure 10

Question**: How important do you think it is for pupils to learn collocations by MEMORISING them as individual words?** (select on a scale from not very important (1) to very important (5))

10. Jak je podle vás důležité, aby se žáci učili kolokace MEMOROVÁNÍM jako individuální slovíčka? (vyberte na stupnici)

686 odpovědí

46
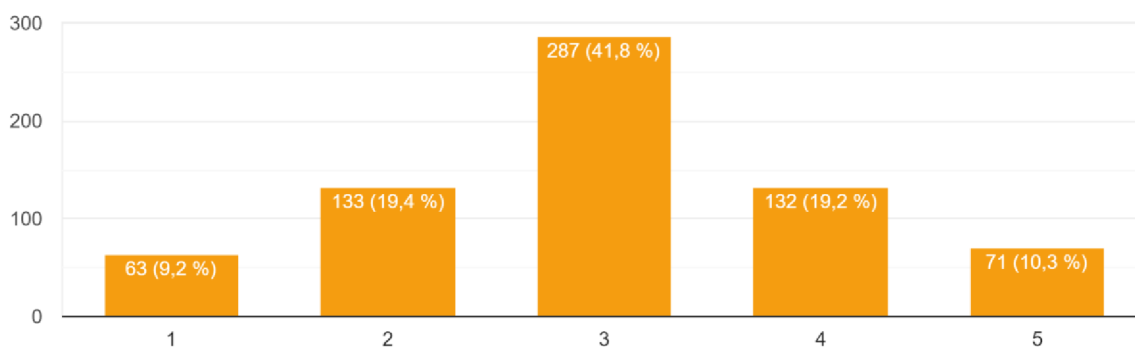
Figure 11 (see below and appendix 3) shows the **teachers' opinion on whether students should learn collocations by identifying individual grammatical elements**. The meaning of the question is directly based on one of the textbooks analysed, the Oxford Project (see chapter 6.2.3). Pupils learning from these textbooks are repeatedly introduced to this relationship between words, including through practice exercises. From the results of question 3 above, it appears that this is the most used set according to respondents. Even though the author didn't know this beforehand, she believed that this information was confirmed by the questionnaire, based on her experience of having taught. Another factor in asking this question is that collocations are perceived by the editors of the Oxford Advanced Learner Dictionary and the Macmillan Collocation digital Dictionary on the basis of the association of certain grammatical phenomena (see chapter 2.1.4). Finally, and just as importantly, there is the classification by Benson et al. (see chapter 2.2.6), which considers only the constituent parts of sentences as the main pillar of collocation classification. The results in the figure show the fragmentation of the opinions of all respondents. Although there is one value that is relatively higher than the others, it is scale number 3, which defines medium importance, i.e. neutral. The values of the scales with less importance slightly outweigh those with great importance, the difference being less than 12%. This information is positive from the point of view of the author of the thesis, since the students are mostly not forced to know the grammatical elements exactly, but seem to work with them under the guidance of the teacher. This seems to be appropriate given the age and ability range of basic students.

Figure 11

Question: **How important do you think it is for pupils to be able TO LEARN COLLOCATIONS THROUGH THE IDENTIFICATION OF INDIVIDUAL GRAMMATICAL ELEMENTS?** (select on a scale from not very important (1) to very important (5))

11. Jak je podle vás důležité, aby se žáci učili kolokace IDENTIFIKACÍ JEDNOTLIVÝCH GRAMATICKCÝH ČLENŮ (např. verb+noun, adjective+noun, apod.) (vyberte na stupnici)
686 odpovědí
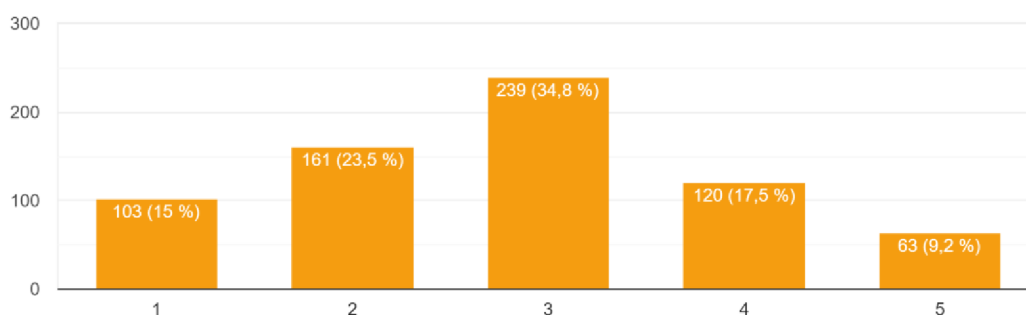
Figure 12 (see below and appendix 3) shows the **teachers' attitudes towards the active use of collocations in productive writing and speaking.** The importance of this question is based on the above-mentioned chapters describing the occurrence of collocations according to the CEFR Companion Volume (see chapter 3.2.1) and according to the documents of the Czech educational system (see chapter 3.2.2). The results clearly show that teachers strongly perceive the importance of collocations for the linguistic productivity of their own students. Remarkably, the highest values are on scales 4 and 5 and total 79.1%. This information about the curriculum in Czech schools confirms the results of question 5 above, which showed that collocations are strongly included in school documents at both levels of basic education. Such a significant value of importance for speaking and writing skills does not much correspond to the requirements of the FEP BE and the CEFR Companion Volume, where collocations are not explicitly or implicitly mentioned or tested at A2 level. However, even the authors of the textbooks at the A1 and A2 levels do include collocations and, therefore, students are introduced to them from the lowest levels onwards.

Figure 12

Question: **How important do you think it is for pupils TO LEARN TO ACTIVELY USE COLLOCATIONS IN PRODUCTIVE WRITING AND SPEAKING?** (select on a scale from not very important (1) to very important (5))

12. Jak je podle vás důležité, aby se žáci učili kolokace AKTIVNĚ POUŽÍVAT PŘI PRODUKTIVNÍCH DOVEDNOSTECH PSANÍ A MLUVENÍ? (vyberte na stupnici)

686 odpovědí
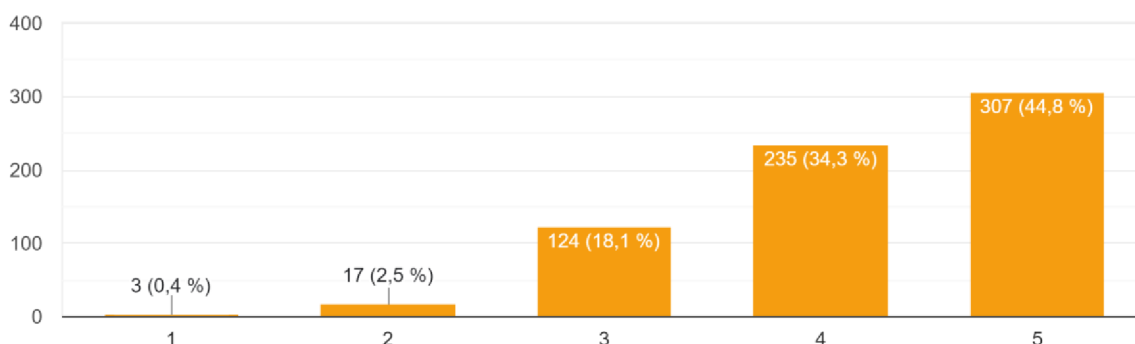
The last three questions of the questionnaire concern the resources teachers use when teaching collocations. These are texts used for listening comprehension, the still widely used drill method and materials used for teaching.

Teachers are asked about the challenges of working with comprehension texts in question 13 (see appendix 3). The reason for this is that according to the binding document for the Czech education system - the CEFR Companion Volume - the greatest emphasis is placed on the reading and listening skills of students at levels A1 and A2. Another reason, as stated by Hill (Lewis, 2000, p. 54), is the importance of presenting as many lexical items as possible in the form of reading or listening during the learning process. The question provided the types of tasks that have been specified by some linguists.

These are the following selected items:

- supplementing with new collocations, because according to Hill (Lewis, 2000, p. 62) this is the way to increase collocational competence

- highlighting collocations in a text is one of the traditional exercises in which highlighting plays a very important role, as Woorlard notes (Lewis, 2000, p. 35); at the same time, Hill (Lewis, 2000, p. 59) also emphasises on underlining

collocations in texts and states that it is one of the basic tasks of working with collocations in texts

- Hill (Lewis, 2000, p. 67) also mentions another point and that is translation, which according to him is an integral part of working with vocabulary
- the anticipation of possible collocations in texts, is related to the elicitation of associations, which the author of this paper considers to be important. The author refers to one of the ideas for teaching collocations (Scrivener, 2011, p. 190), where students can be made to think about whether they know another word with a given word, so that a word association is made

The fact that the teachers were able to include multiple choices in their answers and also to set their own tasks for the work with collocations in the texts makes the range of answers very wide. It is also for this reason that Figure 13 is only included in Appendix 3. Looking at the results, it can be concluded that the majority of the students - 62.4% - added new collocations to the ones they already knew. The translation and underlining of collocations is slightly lower. The lowest number of tasks specified by the author of the questionnaire is the prediction of collocations, with 22.3%. The other tasks given by the teachers do not achieve significant results even after reading. This is proof that the author's choice of tasks are the ones that are actually the most common among teachers. Nevertheless, the teachers mention many other ways of working with collocations in texts. These include games, making connections, simply pointing out collocations or guessing their meaning.

The final question, question 15 (see below and appendix 3) relating to collocations **and how to teach them focuses on the technique of drilling.** Drill, as described by Scrivener (2011, pp. 171–171), is based on the theory of behaviourism. Plhakova (2003, p. 20) describes behaviourism as a psychological direction in which a response is elicited in an individual based on a stimulus. Thus, as Scrivener (2011, p.171) argues, drilling involves repeating a phenomenon until it becomes automatic. Scrivener (2011, p. 170) classifies drill as an effective teaching technique. From the point of view of the author of the thesis, it is also an effective tool that should be included in the classroom from time to time. Teachers are therefore asked how often they use drill when teaching collocations in question 15.

The respondents chose on a scale of 1 to 5. A value of 1 indicates the frequency of use rarely and the highest value of 5 indicates the frequency of inclusion of drill in teaching always. The intermediate scales express the frequency of inclusion sometimes (2), often (3) and always (4). The teachers are mostly in agreement on the middle value, i.e. that they often include drills in the teaching of collocations. In this case, just over 40% of the respondents answered.

This is a significant value. The scaled values expressing less use of drills, i.e. rarely and sometimes, together also give a relatively high value, 39.3%. On the other hand, the higher scaled values are much lower. In the sum of scales 4 and 5, it is only 18.8% of the teachers who always or always or always or always approach the lesson in collocation. Thus, the results show that the teachers' approach to drill is quite frequent, but not more so.

Figure 15

Question: **When teaching collocations, how often do you use drills?** (select on a scale of rarely (1) – always (5))

15. Jak často používáte dril při výuce kolokací? (vyberte na stupnici)
686 odpovědí
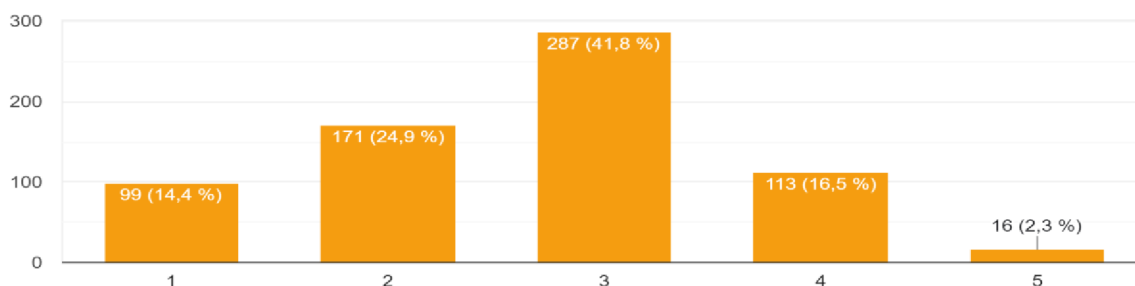
The Figure 14 (see appendix 3) does not focus on teachers' attitudes or opinions. Its results show scores for **the use of different types of materials that teachers consider appropriate for teaching collocations,** question 14. The respondents were free to choose from a range of materials. They could also add their own types of resources used. Materials included: textbooks and supplementary materials including worksheets, dictionaries, songs, rhymes or chants, videos, apps and internet. Due to the high frequency of the responses, the resulting figure is only presented in the appendix at number 3 as mentioned above. The resulting values show that teachers use a variety of types of materials and do not focus on the most commonly used materials, namely textbooks and supplementary materials including worksheets. While these materials show the highest values, the values for songs, rhymes or chants are significantly high and almost identical to those for videos and apps with the internet. Dictionaries show the lowest usage rate. Teachers' own materials, authentic sources, conversations with a native speaker present in the classroom, stories, magazines or any other authentic source are some of the materials added by teachers themselves.

6.2.3 A test for Learners

 The test method has been chosen only as an illustrative way of answering the question of whether pupils will reach the beginner level A2 by the end of basic education. The A2 level is given in view of the fact that pupils in Czech basic schools should have a language output according to the FEP BE based on the CEFR Companion Volume, as described in chapter 3.2.1. However, these documents do not describe exactly which collocations are involved at this level. This is the main reason why the author of the thesis had decided to create a test based on the analysis of textbooks used in her home school - Masaryk Basic School in Prague - Klánovice - and a set of textbooks used in her previous school - Suchdol Basic School. Both sets, from different publishers, indicate the exit level of knowledge at the A2 level. The fact that the sets are from two different publishers also allows to compare how the authors of the textbooks approach the teaching of collocations.

The authors' home school uses a range of Oxford Publishing textbooks. At the first level of education, the textbooks analysed are Explore Together 1, Explore Together 2 and Project Explore Starter. At the lower-secondary level, the textbooks used are Project explore 1, Project 3 and Project 4. The Macmillan sets Academy Stars 1 and 2 for the first level and Academy Stars 3 to 5 for the second level are the textbooks used in the author's earlier school years.

According to the author's assumption, and with the subsequent confirmation of this assumption, the questionnaire results in chapter 6.2.2 clearly shows that the Project textbook is by far the most widely used textbook in basic schools. Furthermore, in the questionnaire supplement, teachers reported using the textbooks Explore Together and Project Explore to a much lesser extent. This figure may be due to the fact that this set of textbooks has not been published for so many years and so schools using the Project sets are gradually switching to it, as is happening at the author's home school. The Academy Stars set of textbooks, as shown in the questionnaire, is very little used and one of the reasons for this may be that it has not been on the market for a long time. It has only been published and made available to schools since 2017.

A textbook analysis is carried out for each textbook assigned to a student. Collocations that appear directly in the vocabulary review or in exercises that work directly with collocations are selected if the textbook offers them. According to the analysis found, in both textbooks the authors rely on the classification of Benson et al. in chapter 2.2.6 Therefore, these are also the types of collocations listed in the dictionaries of both editors (see chapter 2.1.4). The Oxford Advanced Learner's Dictionary (2010) illustrates these:

- Adj. + N.
- N. + Adj.
- V. + N.
- Adv. to intensify Adj.

The Macmillan Collocations Digital Dictionary states these:

- Adj. + N.
- V. + N.
- N. + V.

After a thorough analysis of both textbooks, it is clear that some collocations according to Benson et al.'s classification (see chapter 2.2.6) clearly dominate in both sets. These lexical collocations are:

- V. + N., *e. g.* **go swimming** *(Project Explorer Starter),* **do gymnastics** *(Academy Stars 2)*
- Adj. + N., e. g. *a kitchen knife (Project 3),* **single/return ticket** *(Academy Stars 5)*
- N1 of N2, *e. g.* **a cup of tea** *(Academy Stars 3)* – this type is only in Academy Stars 3 included

The first two types of collocation are listed in the Macmillan Collocations Digital and Oxford Advanced Learner's dictionaries mentioned above.

The test is designed by the author of the thesis and is directly aimed only at testing collocations from the analysis of all the above-mentioned textbooks (see appendix 4). The collocational types are chosen following Benson et al.'s classification from chapter 2.2.6 and each item concentrates on a specific type. The full test can be found in Appendix 4. The test was completed by 9th grade students from the two schools mentioned above: 11 students from the basic school in Suchdol (all pupils from one class, as it is a small rural school) and 20 pupils from the basic school in Prague Klánovice.

The test contains a total of 4 tasks. Each item is given in the mother tongue and an illustrative example is always given. The L1 is used to avoid any misunderstanding of the task, as the test is given to pupils from two different schools who may be used to working with only certain types of tasks. It is undesirable that the use of the target language in the task leads to ignorance or uncertainty about what is required in the task. The aim has been to include items in the test in such a way that they can be completed by all pupils, regardless of their level of previous experience. Each of the tasks is marked and students see how many maximum points can be achieved. The test is anonymous. It is not intended to be used as a basis for assessing

pupils in a particular school, but as an illustrative test for the purposes of this paper. The test is a linguistic accuracy test and the types of exercises are based either on those used in the textbooks analysed for the work with collocations. In addition, the test was pre-tested by a colleague of the author in order to check the test.

The types of individual test tasks are as follows:

Task 1: **matching appropriate combinations** for the selected word, according to the classification of Benson et al. Adj. + N. (see chapter 2.2.6)

Task 2: **distinguishing between the use of the verbs make and do,** added to the text in the present simple tense, according to the classification of Benson et al. V. + N. (see chapter 2.2.6), the full text is taken from the Academy Stars textbook (2017, p. 59)

Task 3: **adding an appropriate verb to a given noun**, according to the classification of Benson et al. V + N (see chapter 2.2.6)

Task 4: **completing the appropriate phrases** according to Benson et al.'s classification N1 of N2 in chapter 2.2.6 (multiple correct answers).

These are always collocations, which Benson et al call lexical. Based on the analysis of the course books, Benson et al's lexical classification is the one used by the authors of the course books. For the same reason, the author of the dissertation included only lexical collocations in the example in the introduction to the teachers' questionnaire, so that it is quite clear what the element is.

6.2.4 Individual Data Results of the Test

Both basic schools were evaluated and scored individually. The results of the Suchdol School are presented first, followed by the results of the Prague Klánovice School, and the last part compares both schools and presents the final evaluation.

All the figures showing the results of both basic schools can be found in Appendix 5, Figures 16, 17 and 18. **Only Figure 18, which shows the collocation test results for all participating pupils from both schools,** is shown here directly in the text below.

The Figures 16, 17 and 18 (see appendix 5) show the results of the tests in relation to the total number of points. The results show the number of points achieved by all participants in the test. The maximum number of points that students can achieve is 25. Individual answers are not analysed as the aim is to find out what the pupils' current knowledge of collocations is at the end of basic school. This is only an illustrative sample of pupils, 31 in total from both schools. The basic school in Suchdol is a smaller rural school, so there are only 11 pupils in the ninth grade. The basic school in Klánovice is larger, but the results are illustrative, with a total of 20 participants.

It is important to mention that The CEFR Companion Volume (see chapter 2.2.1) does not give percentages of proficiency, so it is not clear from this document which percentages of proficiency already demonstrate achievement of A2. There are a large number of exams that rely on the descriptors in the CEFR Companion Volume to achieve a given level. One of these is the internationally recognised Cambridge Examinations[18] (Cambridge Exams, 2023), which test English language skills. The A2 level exam is called the YLE Flyer, where candidates receive a certificate after passing the exam. The exam covers all skills. However, there is no threshold expressed as a percentage. The certificate does not indicate whether the candidate has passed the exam or not. The results are intended to show candidates whether they have achieved something significant. Proficiency is demonstrated by the number of shields achieved out of a total of 5.

The results from the primary school in Suchdol show that seven pupils have a very high level of knowledge of collocations - more than 92%. On the other hand, 4 out of 11 students have less than half the knowledge. Pupils in Suchdol have an average of 14 correct answers out of 25. Overall, therefore, just over half (56%) of students are proficient.

In Klánovice School, almost all the pupils show above average knowledge, 19 out of 20. Very good knowledge, over 90%, is demonstrated by 8 out of 20 students. Compared to the school in Suchdol, there are only slightly more pupils with this high level of knowledge. In the school in Klánovice, on the other hand, only 1 pupil shows a knowledge of less than half, so that almost all of them have a knowledge of more than 50%. On average, pupils in Klánovice show a very good proficiency of 75.2%.

Comparing the results of the two schools, it is clear that pupils from Klánovice have a higher overall knowledge of collocations than pupils from Suchdol. The percentage difference is 19%. The results also show that the same number of pupils from both schools answered all the questions correctly. Only 3 pupils in Suchdol and 3 pupils in Klánovice reached the maximum score of 25.

The sum of the results of both schools shows that the average score is 15.3 points. Thus, the pupils who took the test (31) show a knowledge just under 62%. Thus, all pupils show a significantly above average knowledge of collocations, which can be described as relatively good knowledge in comparison of analysed course books. It is very positive that almost half of the students (15) show a very high proficiency of over 90%.

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[18] these exams are recognised by over 25,000 universities, government organisations and employers worldwide
they have 52,000 examination centres around the world, including the Czech Republic

Figure 18

Test of Collocations: results both basic schools: Suchdol and Prague - Klánovice
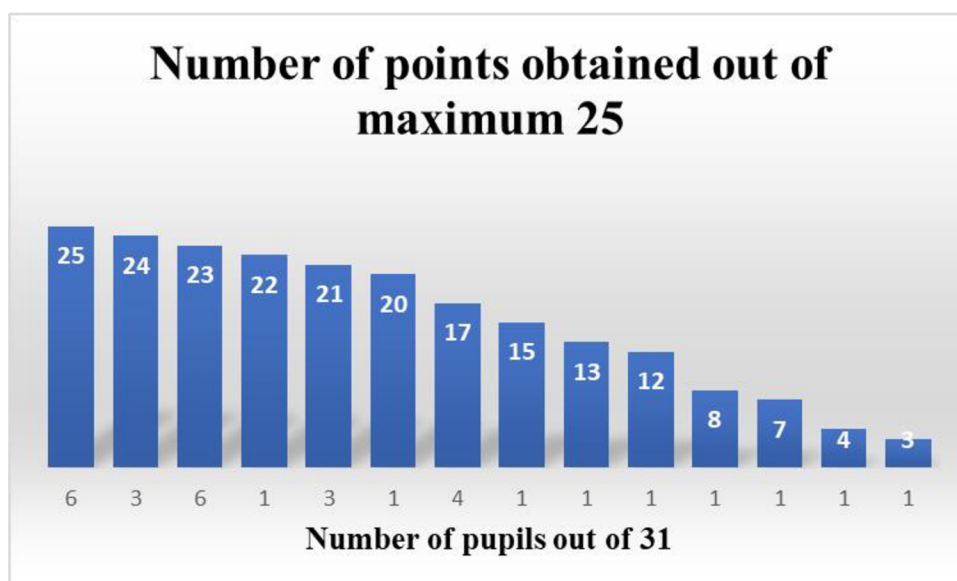
6.2.5 Reflection

This part of the chapter describes the author's reflection on the thesis. It is a personal view on the importance of teaching collocations. The author relies on the findings of the theoretical knowledge, the results of the questionnaire survey and also completed the questionnaire herself. The results of the author's questionnaire can be found in Appendix 6.

The author of this paper believes that it is essential that students are exposed to collocations from the very beginning and that teaching collocations is very important. For the author, the theoretical findings suggest that when collocations are taught, we can facilitate learners' expression of ideas, fluency and pronunciation. People who are exposed to collocations in the classroom can later express themselves more easily, similar to native speakers, because they have stored collocations and can recall them more quickly when needed.

Pupils in basic education, who according to the CEFR Companion Volume (see chapter 3.2.1) are expected to start at A2 level by the end of basic school, do not have a precise set of collocations to know. Knowledge of collocations is not even specified in the curriculum document that governs primary school curricula. However, a significant finding for the author of this paper is that both she and the respondents to the questionnaire survey indicate that it is important to include collocations in the curriculum, and to do so at both levels of primary school. In support of this view, the author finds that even authors of lower-level textbooks, who are guided by The CEFR Companion Volume, routinely include collocations in their

textbooks in order to make direct lexical connections for the learner. The knowledge base built up in this way is further extended at higher levels, and from B1 (Threshold), knowledge of collocations is already demonstrably specified (see chapter 3.2.1).

The author of this paper has been teaching English for 6 years at both levels of a basic school. She has personal experience of teaching with the Project and Academy Stars sets of textbooks. Therefore, she knows from personal experience that collocations are included in the textbooks from the very beginning of teaching and that their teaching is also included in the school curriculum. From a personal point of view she considers the teaching of collocations to be very important. However, from the author's point of view, the aspect of testing at the first level is not essential; she prefers to test collocations at the second level, and very much so. Like most teachers, she also considers the direct integration of collocations into productive speaking and writing skills as one of the methods of teaching collocations to students. The aspect of memorisation and identification of individual grammatical elements is of moderate importance to the author of the thesis, as is the method of drill. When working with texts, she favours all the methods mentioned (adding a new collocation, highlighting, translating and predicting) and agrees with some colleagues who mentioned, for example, including collocations in games or guessing collocations. In terms of materials, the author mentions not only working with textbooks and worksheets, but also with songs, rhymes or chants.

Therefore, all the findings indicate that the personal view of the author on the teaching of collocations is correct and confirm the importance of teaching collocations from the beginning of teaching at both levels of basic education.

The chapter on the actual methods for finding answers to the target questions first specifies the main objective and sub-objectives of the whole thesis. The main research method is a questionnaire designed for English teachers in basic schools in the Czech Republic.

A total of 686 teachers took part in the survey, mostly teachers from both levels of basic education with up to five years of teaching experience and a similar number of teachers with more than 16 years of teaching experience. These respondents also reported that they used the Project, Bloggers and Happy Street textbooks most in their teaching. The textbook that serves as one of the bases for another research method, the test, Academy Stars, is the fifth most used textbook overall. The textbooks also analysed and used for the test, Project Together and

Project Explorer, are also mentioned. Teachers also report that the textbooks they use overwhelmingly include collocation exercises. In addition, the data show that although according to the binding documents for the development of the school curriculum, such as the RVP and the CEFR Companion Volume, collocations may not be included in the curriculum, according to the questionnaire they are part of this document and already from basic level. At both levels they are present in almost half of the respondents.

The main research question, *"How do teachers teach and present collocations to students?"* can be answered by looking at the results of several questions. The data clearly show that teachers tend to use a variety of approaches to teach collocations to their students, and that they also guide students to work with collocations. A small majority even require students to write down collocations in a glossary. Teachers consider it less important to include the use of collocations in writing and speaking activities, i.e. productive activities. This result does not quite match the requirements at level A2[19] according to the CEFR Companion Volume, where the emphasis is on listening and reading skills. In the same document, there are no specific requirements for collocations, only descriptors of what students are expected to master.

Memorisation is moderately important to most teachers. Nor do the teachers have a strong tendency towards either low or high importance. Teachers do not tend to force students to memorise collocations, even though memorising is in the first dimension of the cognitive process and memorising is directly listed in the taxonomy of cognitive goals.

As the results of the questionnaire show, the textbooks have tasks for the work with collocations. The analysis of the textbooks carried out to test students' knowledge of collocations (see chapter 6.2.3) shows that the authors of the textbooks follow the classification of Benson et al. (see chapter 2.2.6), i.e. according to the association of grammatical members, the so-called lexical collocations. The results of the questionnaire show that it is the identification of grammatical members that is moderately important to the teachers, and less or very little important compared to very important. From the point of view of Czech teachers, the method of drill leading to the automation of knowledge is not considered frequent or very frequent. This teaching tool is used moderately or less in connection with collocations.

From the receptive skills, which according to the binding document of the CEFR Companion Volume (see chapter 6.2.3), the respondents provide information on how learners work with collocations when working with texts. The findings show that teachers use many different techniques to teach collocations in the context of texts. However, the most common technique

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[19] required level according to the RVP for pupils finishing basic education in the Czech Republic

is the extension of collocational knowledge to new collocations, i.e. from the known to the unknown. Translating collocations into the mother tongue and underlining in the text achieve slightly less. On the other hand, the prediction of collocations in the text by the teacher is a method which has very few possibilities.

The question of how important teachers consider collocations to be is a direct question about the personal attitudes of the teachers. And also a question about whether pupils are tested on collocations at both first and lower-secondary level. Personally, teachers consider teaching collocations quite important, as the scale ranges from moderately important to very important, which together represents almost 95% of all respondents, and of these almost 60% consider collocations important to very important. The aspect of testing shows that at the higher level it is also important for teachers to do tests of collocations. If we compare the results of the two levels and the scales from moderately important to very important, the difference is more than 30%. However, testing is also essential for teachers at primary level, although to a much lesser extent.

Teachers use a variety of resource materials when teaching collocations. Textbooks and their supplementary materials are clearly the most widely used resource. Other resources include rhymes, songs, videos, apps and homemade resources.

The research method of the test was chosen to illustrate the knowledge of collocations of students at the end of basic education. The test was focused on lexical collocations according to the classification of Benson et al. (see chapter 2.2.6), because this classification is used by the authors of the analysed textbooks, according to which the test is constructed (see chapter 3.2.1). The tested ninth graders from both schools - Suchdol and Klánovice - show a relatively good knowledge of collocations, as it is well over half. Almost half of the tested students showed even high knowledge, with a score of over 90%.

Hypothetically, if all ninth-grade students scored at least above half of the results, it would be clear that basic school teachers consider collocations important and emphasise that students should learn or at least become familiar with collocations from the very beginning.

The author's reflection shows her belief in the importance of including collocations in the curriculum and at both levels of basic school. She emphasises productive skills over rote learning, identifying individual grammatical elements and drill. She guides her students to write collocations in the dictionary and tests them at higher levels of school. Adding new collocations, underlining, translating or predicting are ways in which she works with her students on texts, using a variety of materials, not only textbook sets but also songs, rhymes and chants.

Conclusion

Collocations and the importance of incorporating them into the curriculum from the teacher's perspective, including pupils' knowledge of them by the end of year 9, i.e. towards the end of basic education, is the main focus of this thesis.

In the theoretical part, several concepts are defined in relation to collocations. Firstly, communicative competence is described from a linguistic point of view, as it is a basic component of the CEFR Companion Volume document. This document is binding for language learning and teaching, not only for schools providing basic education in the Czech Republic. It therefore specifies descriptors for the assessment of language skills. Theoretically, the definition of communicative competence is broad, but it is clear that it is not just "knowledge". Since a given language is used for communication, linguists define several types of competence. For the purposes of this document, linguistic, sociolinguistic and pragmatic competences are defined.

The next section defines and characterises collocations from different perspectives. Apart from the linguistic perspective, it is also considered from the perspective of the Czech language, the linguistic manual, the dictionary and the author of the thesis. According to the results, it is clear that even this concept is not easy to define. The basic idea is that it is a combination of words that are semantically interdependent and occur together in a certain word combination. The correct combination of words is based on the appropriateness of their combination for a given situation, and a good knowledge of them enables one to express oneself more precisely.

Suitable phrases are characterized by linguists who, from their point of view, create several classifications according to their own criteria. For this paper, the classification defined by two authors, Lewis and Benson et al. is relevant and that is the division of combinations into lexical and grammatical. In the subsequent empirical part of the thesis, the author relies only on lexical collocations and for several reasons given below.

The following section describes some of the reasons why it is important to include collocations in the teaching of English, again from a linguistic point of view. The appropriate use of word combinations, i.e. collocations, enables us to express ourselves more fluently, more comprehensively and, thanks to memory, more like a native speaker. For the English language, it is important to remember that memory is also related to pronunciation.

The last section defines the meaning of collocations in binding documents for basic schools. This is the aforementioned document, the CEFR Companion Volume, the descriptors of which are binding for the framework educational system of primary education and according

to which Czech schools autonomously create their school curricula. According to the results, pupils in the ninth grade should be proficient at the A2 level, but the collocations are not precisely specified. They are defined more precisely only at higher levels, starting from the level of the so-called independent user.

The empirical part describes the methods used to obtain results in order to achieve not only the main objective of the thesis, but also the sub-objectives, which are also listed here. From the results of the questionnaire sent to English teachers in all basic schools, it is clear that teachers incorporate collocation teaching significantly and this is the case at both levels of basic school. A total of 686 teachers took part in the questionnaire survey and, based on the analysis of the textbooks, lexical collocations are defined by referring to the above-mentioned classification by Benson et al.

It was found that teachers have considered the use of productive skills, i.e. writing and speaking, to be the most important, which does not correspond to the requirements for level A2 according to the CEFR Companion Volume. According to this document, the most important skills to focus on are receptive skills, which are also used by the teachers in this case. This includes adding new collocations to those already known when working with texts, but also, for example, using the mother tongue by translating and underlining. To a lesser extent, teachers use anticipation or other methods they mentioned, such as games or supplements. For half of the teachers who require their pupils to have a vocabulary notebook, it is important to extend it with collocations. Teachers consider it moderately important that students learn collocations by memorisation or by identifying grammatical elements. They consider the drill technique to be the least important.

The materials used by teachers are not only textbooks and their supplementary materials, although these are absolutely predominant, but also, for example, rhymes, songs, chants, videos, apps and the Internet.

Teachers at both levels of basic school with up to five and over sixteen years' experience consider it more important to focus on teaching collocations than at the higher level, and this is confirmed by the fact that they consider it more important to test pupils on collocations here. Furthermore, although collocations are not compulsory in the national curriculum, teachers at both levels do so.

The test method is applied to students' knowledge of lexical collocations based on the analysis of selected textbooks. The author has chosen the textbooks with which she has personal experience in teaching and which are also the most used by the respondents. The textbooks are Project Explore, Explore Together and Academy Stars. According to the analysis, the

textbook authors include lexical collocations based on the classification of Benson et al. This also shows that it is important from the textbook authors' point of view to teach collocations from the beginning. The most common collocations are a verb with a noun, an adjective with a noun and two nouns with the preposition of. This is an illustrative test, as it was completed only by ninth-grade students in two basic schools that use the textbook sets selected above. Oxford (Project, Project Explore, Explore Together) by pupils from the home school Prague Klánovice and Macmillan (Academy Stars) by pupils from the basic school Suchdol. The results of 31 pupils show that their level is quite good, more than half of them. Even almost half of the pupils reached the 90% level. Pupils from the school in Klánovice are more successful with a difference of 19% compared to pupils from Suchdol.

The final method is the author's opinion on teaching collocations. From the beginning of her work, the author has been convinced of the importance of teaching and presenting collocations to students. On many points she agrees with the results of the teachers' questionnaire. For example, it is important for her to include collocations in productive skills and she is also less inclined to memorisation or identification by grammatical members. She includes collocations in the curriculum at both levels and uses other types of materials outside the textbook: songs, rhymes, chants, videos, apps or the internet. When working with texts, it guides students to add new collocations, translate, predict possible collocations or underline. The drill is not so important from the author's point of view, but the students' writing down of collocations in the dictionary is. As far as tests are concerned, the author puts more emphasis on the lower-secondary level.

To gather more valid data of the research it would be possible to carry a long-term survey. For example, the questionnaire could be designed for native-English teachers at Czech basic schools to find out their teaching experience, attitudes and opinions. In addition, the test could contain more sub-tasks to include more lexical collocation patterns and some grammatical ones. The test could also be distributed to higher number of learners to answer. The pupils could be tested at the beginning of the lower-secondary level first, and then the same pupils at the end of the basic education in the 9th grade.

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APPENDICES

Appendix 1: Patterns of grammatical collocations by Benson (Farrokh, 2012, Journal of Studies in Education, pp. 60–61)

svo to o (or) svoo (e. g. *He sent a book to his brother. He sent his brother a book.*)

svo to o (e. g. *They described the book to her.*)

svo for o (or) svoo (e. g. *She bought a shirt for her husband. She bought her husband a shirt*).

sv prep. o (or) svo prep. o (e. g. *He came by train. We invited them to the meeting*).

sv to inf. (e. g. *They began to speak*).

sv inf. (e. g. *He had better go*).

svv-ing (e. g. *They enjoy watching television.*)

svo to inf. (e. g. *She asks me to come.*)

svo inf. (e. g. *She heard them leave.*)

svov-ing (e. g. *I caught them stealing apples.*)

sv possessive v-ing (e. g. *Please excuse my waking you so early.*)

sv(o) that-clause (e. g. *They admitted that they were wrong.*)

svo to be c (e. g. *We consider her to be very capable.*)

svoc (e. g. *She dyed her hair red.*)

svoo (e. g. *We bet her ten pounds*).

sv(o) wh-word (e. g. *He wants what I want.*)

s(it) vo to inf. (or) s(it) vo that-clause (e. g. *It surprised me to learn of her decision. It surprised me that our offer was rejected.*)

svc (Adj. or N) (e. g., *She was enthusiastic. The flowers smell nice.*)

Appendix no. 2: Common Reference Levels by the CEFR Companion Volume (Common European Framework of Reference for Languages: learning, teaching, assessment, 2020, p. 36)

A1 – A2: Basic user

B1 – B2: Independent user

C1 – C2: Proficient user
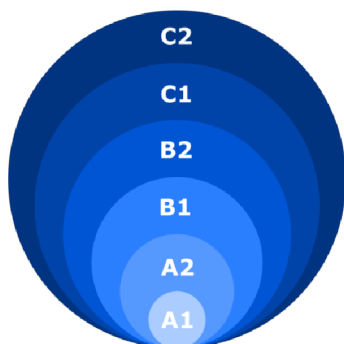
Appendix no. 3: Figures: Questionnaire to Teachers and Data – author´s source

Figure: 1

Question: **How many years have you been teaching English at basic school?**
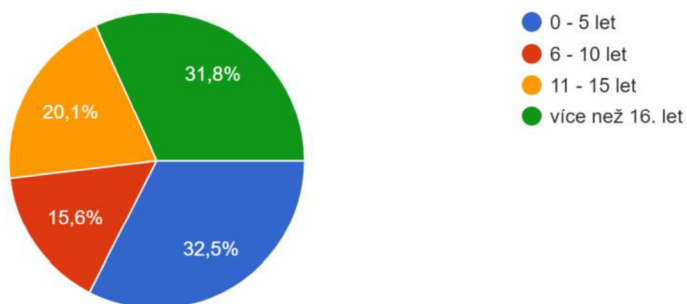
Figure: 2

Question: **At which level of basic school do you teach English?**
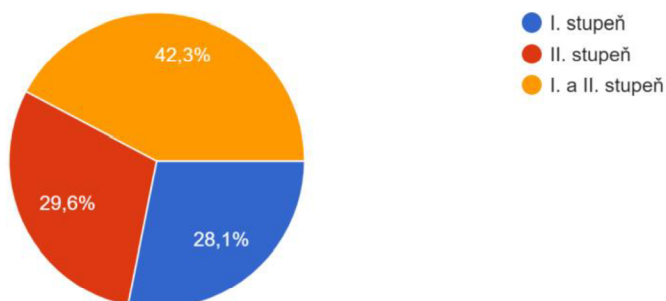
Figure 3

Question: **Which set of textbooks do you use to teach English**? (please select a maximum of 2 sets)?

3. Jakou sadu učebnic využíváte při výuce anglického jazyka? (prosím vyberte max. 2 sady)
686 odpovědí

Project	398 (58
	144 (21 %)
Bloggers	101 (14,7 %)
	55 (8 %)
Happy Street	22 (3,2 %)
	20 (2,9 %)
Chit Chat	18 (2,6 %)
	13 (1,9 %)
Academy Stars	11 (1,6 %)
	11 (1,6 %)
English File	10 (1,5 %)
	8 (1,2 %)
Chit chat	7 (1 %)
	7 (1 %)
Explore together	7 (1 %)
	5 (0,7 %)
Super Minds	5 (0,7 %)
	5 (0,7 %)
Incredible English	4 (0,6 %)
	4 (0,6 %)
English Plus	4 (0,6 %)
	3 (0,4 %)
	3 (0,4 %)
English World	2 (0,3 %)
	2 (0,3 %)
Click with friends	2 (0,3 %)
	2 (0,3 %)
Let's Explore	2 (0,3 %)
	2 (0,3 %)
Jolly Body English	2 (0,3 %)
	2 (0,3 %)
Click	2 (0,3 %)
	2 (0,3 %)
Didaktis	2 (0,3 %)
	2 (0,3 %)
Eyes Open	2 (0,3 %)
	1 (0,1 %)
WowEnglish	1 (0,1 %)
	1 (0,1 %)
Spark, Enterprise	1 (0,1 %)
	1 (0,1 %)
WOW ENGLISH	1 (0,1 %)
	1 (0,1 %)
Let's Explore1, 2, E…	1 (0,1 %)
	1 (0,1 %)
Jsem současně lekt…	1 (0,1 %)
	1 (0,1 %)
Děti učebnice ani P…	1 (0,1 %)
	1 (0,1 %)
New English Advent…	1 (0,1 %)
	1 (0,1 %)
Nepoužívám učebni…	1 (0,1 %)
	1 (0,1 %)
Hello, kids!	1 (0,1 %)
	1 (0,1 %)
Explore together, B…	1 (0,1 %)
	1 (0,1 %)
clik with friends	1 (0,1 %)
	1 (0,1 %)
Wow Gold	1 (0,1 %)
	1 (0,1 %)
Angličtina SPN Zah…	1 (0,1 %)
	1 (0,1 %)
Explorer together	1 (0,1 %)
	1 (0,1 %)
Happy Street, Proje…	1 (0,1 %)
	1 (0,1 %)
nakladatelství Taktik…	1 (0,1 %)
	1 (0,1 %)
Klett a Zahálková	1 (0,1 %)
	1 (0,1 %)
Angličtina pro zákla…	1 (0,1 %)
	1 (0,1 %)
Svoje pripravy	1 (0,1 %)
	1 (0,1 %)
Star whit Click	1 (0,1 %)
	1 (0,1 %)
Wow English - I hate it	1 (0,1 %)
	1 (0,1 %)
Angličtina - didaktis	1 (0,1 %)
	1 (0,1 %)
Explore Together, P…	1 (0,1 %)
	1 (0,1 %)
Poptropica/our disc…	1 (0,1 %)
	1 (0,1 %)
nakladatelství Fraus…	1 (0,1 %)
	1 (0,1 %)
Get ready for Flyers…	1 (0,1 %)
	1 (0,1 %)
Happy Street, Motiv…	1 (0,1 %)
	1 (0,1 %)
Let´s explore	1 (0,1 %)
	1 (0,1 %)
Kids Box 1, 2	1 (0,1 %)
	1 (0,1 %)
Angličtina pro 3. a 4…	1 (0,1 %)
	1 (0,1 %)
Ostatní	88 (12,8 %)

0   100   200   300   400

Figure 4

Question: **Does the textbook you use have collocation exercises?** (e.g. Adj. + N/strong tea)

4. Jsou v učebnici, kterou používáte ve výuce cvičení zaměřená na kolokace? (např., adj.+N/strong tea)

686 odpovědí

Figure 5

Question: **Do you teach collocations according to your school's syllabus (SEPs)?**

5. Dle ŠVP vaší školy učíte kolokace na:

686 odpovědí

Figure 6
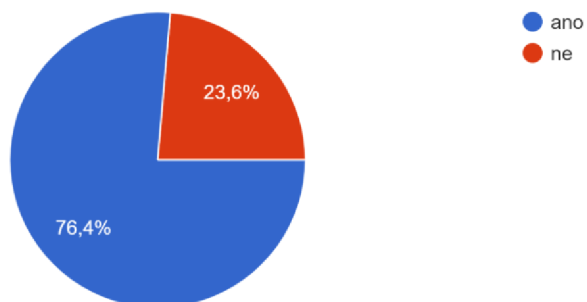
Question: **If your pupils have a vocabulary notebook, do they write collocations in it?**

6. V případě, že si vaši žáci vedou slovníček, zapisují si do něj kolokace?

640 odpovědí

- ● ano
- ● ne

52,7%

47,3%

Figure 7

Question: **In order of importance, do you personally teach collocations?** (select on a scale from not very important (1) to very important (5))

7. Výuku kolokací osobně považujte podle důležitosti za (vyberte na stupnici):

686 odpovědí

Figure 8

Question: **In your opinion, how important is it for an English teacher to test pupils' knowledge of collocations at a primary level?** (select on a scale from not very important (1) to very important (5))

72

8. Jak je podle vás důležité, aby učitel anglického jazyka testoval znalost kolokací u žáků I. stupně? (vyberte na stupnici)
686 odpovědí

Figure 9

Question: **In your opinion, how important is it for an English teacher to test pupils' knowledge of collocations at a lower-secondary level?** (select on a scale from not very important (1) to very important (5))

9. Jak je podle vás důležité, aby učitel anglického jazyka testoval znalost kolokací u žáků II. stupně? (vyberte na stupnici)
686 odpovědí

Figure 10
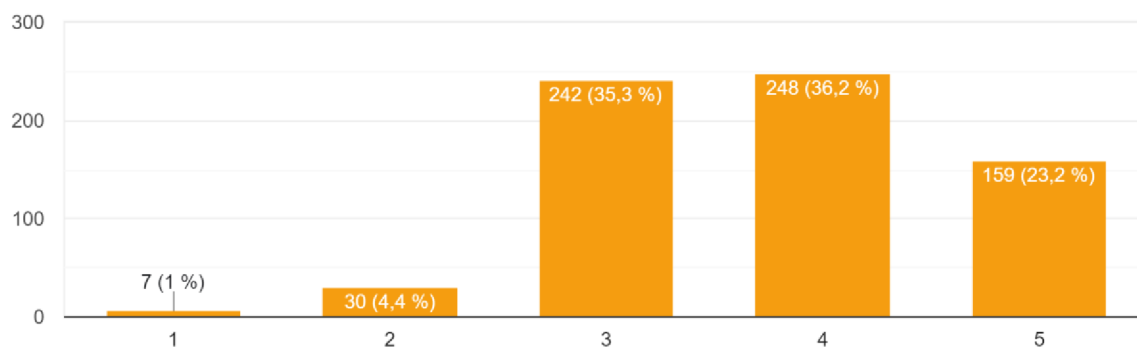
Question**: How important do you think it is for pupils to learn collocations by MEMORISING them as individual words?** (select on a scale from not very important (1) to very important (5))

10. Jak je podle vás důležité, aby se žáci učili kolokace MEMOROVÁNÍM jako individuální slovíčka? (vyberte na stupnici)

686 odpovědí

Figure 11

Question: **How important do you think it is for pupils to be able TO LEARN COLLOCATIONS THROUGH THE IDENTIFICATION OF INDIVIDUAL GRAMMATICAL ELEMENTS?** (select on a scale from not very important (1) to very important (5))

11. Jak je podle vás důležité, aby se žáci učili kolokace IDENTIFIKACÍ JEDNOTLIVÝCH GRAMATICKCÝH ČLENŮ (např. verb+noun, adjective+noun, apod.) (vyberte na stupnici)

686 odpovědí

Figure 12

Question: **How important do you think it is for pupils TO LEARN TO ACTIVELY USE COLLOCATIONS IN PRODUCTIVE WRITING AND SPEAKING?** (select on a scale from not very important (1) to very important (5))

12. Jak je podle vás důležité, aby se žáci učili kolokace AKTIVNĚ POUŽÍVAT PŘI PRODUKTIVNÍCH DOVEDNOSTECH PSANÍ A MLUVENÍ? (vyberte na stupnici)

686 odpovědí

Figure 13

Question: **Your pupils will do the following** (select all that apply) **when working with comprehension texts**

13. Při práci s texty na porozumění vaši žáci plní následující úlohy (vyberte všechny relevantní možnosti):

686 odpovědí

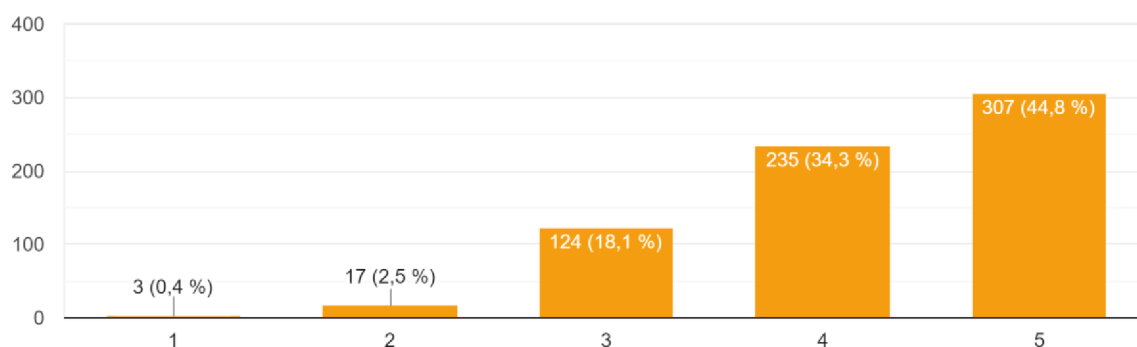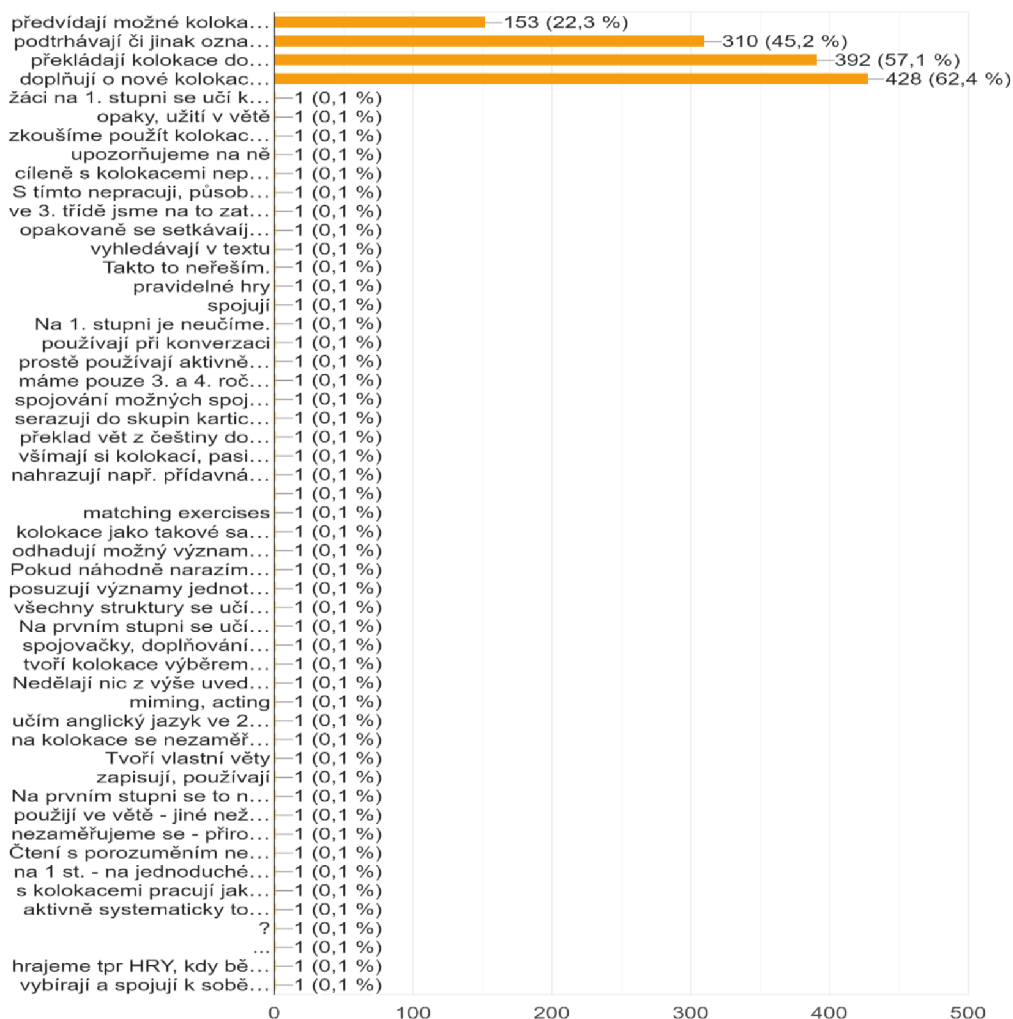| Label	Count
předvídají možné koloka…	153 (22,3 %)
podtrhávají či jinak ozna…	310 (45,2 %)
překládají kolokace do…	392 (57,1 %)
doplňují o nové kolokac…	428 (62,4 %)
žáci na 1. stupni se učí k…	1 (0,1 %)
opaky, užití v větě	1 (0,1 %)
zkoušíme použít kolokac…	1 (0,1 %)
upozorňujeme na ně	1 (0,1 %)
cíleně s kolokacemi nep…	1 (0,1 %)
S tímto nepracuji, působ…	1 (0,1 %)
ve 3. třídě jsme na to zat…	1 (0,1 %)
opakovaně se setkávaij…	1 (0,1 %)
vyhledávají v textu	1 (0,1 %)
Takto to neřeším.	1 (0,1 %)
pravidelné hry	1 (0,1 %)
spojují	1 (0,1 %)
Na 1. stupni je neučíme.	1 (0,1 %)
používají při konverzaci	1 (0,1 %)
prostě používají aktivně…	1 (0,1 %)
máme pouze 3. a 4. roč…	1 (0,1 %)
spojování možných spoj…	1 (0,1 %)
serazuji do skupin kartic…	1 (0,1 %)
překlad vět z češtiny do…	1 (0,1 %)
všímají si kolokací, pasi…	1 (0,1 %)
nahrazují např. přídavná…	1 (0,1 %)
	1 (0,1 %)
matching exercises	1 (0,1 %)
kolokace jako takové sa…	1 (0,1 %)
odhadují možný význam…	1 (0,1 %)
Pokud náhodně narazím…	1 (0,1 %)
posuzují významy jednot…	1 (0,1 %)
všechny struktury se učí…	1 (0,1 %)
Na prvním stupni se učí…	1 (0,1 %)
spojovačky, doplňování…	1 (0,1 %)
tvoří kolokace výběrem…	1 (0,1 %)
Nedělají nic z výše uved…	1 (0,1 %)
miming, acting	1 (0,1 %)
učím anglický jazyk ve 2…	1 (0,1 %)
na kolokace se nezaměř…	1 (0,1 %)
Tvoří vlastní věty	1 (0,1 %)
zapisují, používají	1 (0,1 %)
Na prvním stupni se to n…	1 (0,1 %)
použijí ve větě - jiné než…	1 (0,1 %)
nezaměřujeme se - přiro…	1 (0,1 %)
Čtení s porozuměním ne…	1 (0,1 %)
na 1 st. - na jednoduché…	1 (0,1 %)
s kolokacemi pracují jak…	1 (0,1 %)
aktivně systematicky to…	1 (0,1 %)
?	1 (0,1 %)
…	1 (0,1 %)
hrajeme tpr HRY, kdy bě…	1 (0,1 %)
vybírají a spojují k sobě…	1 (0,1 %)

Figure 14

Question: **Which of the following materials would you consider appropriate for teaching collocations?** (select all that apply)

14. Které z uvedených materiálů považujete za vhodné k výuce kolokací? (vyberte všechny relevantní možnosti)
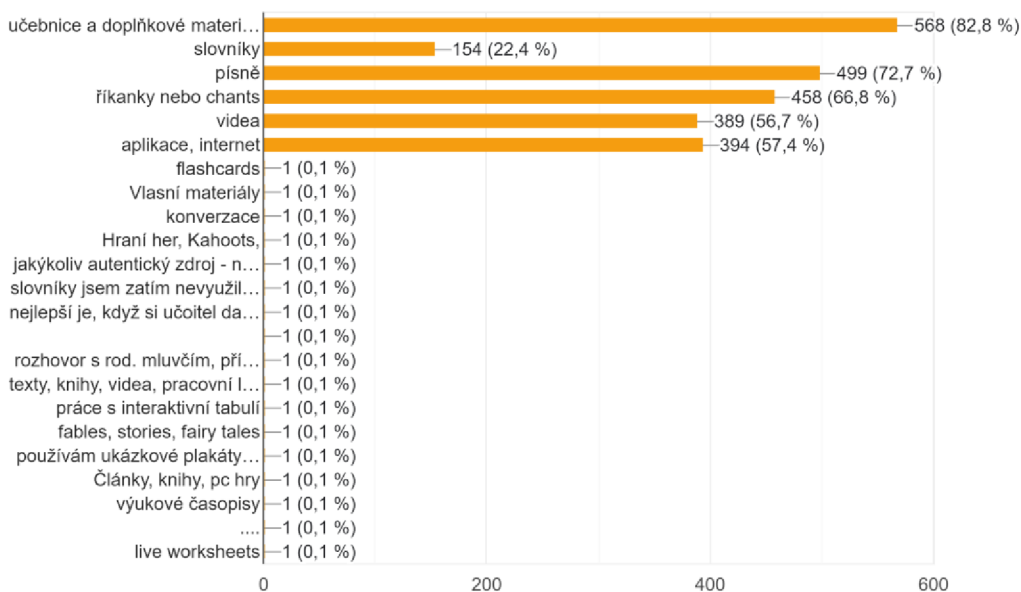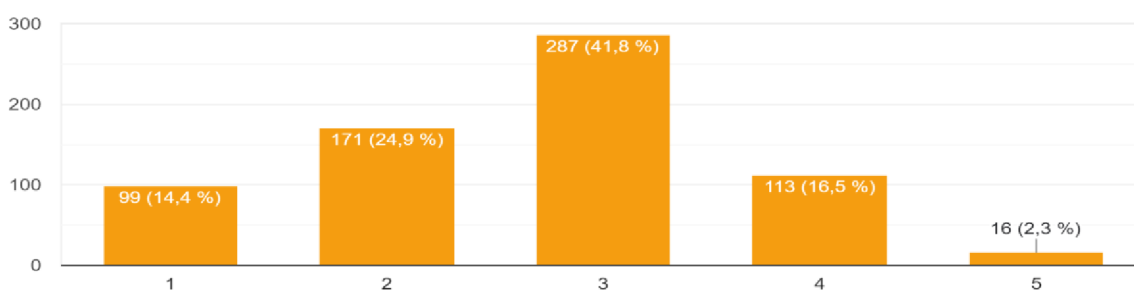686 odpovědí

Figure 15

Question: **When teaching collocations, how often do you use drills?** (select on a scale of – rarely (1) – always (5))

15. Jak často používáte dril při výuce kolokací? (vyberte na stupnici)
686 odpovědí

Appendix no. 4: Test of Collocations for 9th grade pupils

<u>**Test – kolokace – 9. třídy ZŠ – anglický jazyk - anonymní**</u>

1. **Vyber a spoj vhodnou kombinaci pro vybrané slovo.**
   příklad:

   balanced
   life ─────────────➤ *ticket*
   single ─────┐
   oil

   fizzy
   shooting   belt
   space
   seat

   travel
   cycle   card
   diamond
   people

   paper
   curly
   fresh   plate
   shooting

   chocolate
   public   chicken
   corner
   roasted   *points…………(4 max)*

2. **Doplň do textu MAKE nebo DO podle příkladu:**

I´m really busy today. First, I have to …*make*……….. breakfast and …………………. the washing. Then I need to ……………………………a shopping list because it´s my turn to ………………….. the shopping. Then, I´m going to …………………………… a chocolate cake. Tomorrow, I have to ………………………… my homework and then I´m going to …………………… the gardening.

   points…………(6 max)

3. **Doplň z nabídky vhodné sloveso s podstatným jménem (každé slovo použij jen jednou)**

have	draw	play	find	brush	take	throw
make	have	sweep	do	buy	ride	

příklad:

…*do*………………… shopping ………………………… a solution

………………………..a picture …………………………..the beds

………………………..a discussion ………………………… teeth

………………………..the floor ………………………….. gymnastics

……………………….. chess ……………………….. a photo

…………………………. lunch ……………………….. a souvenir

…………………….. a ball …………………….. a horse

points…………..(13 max)

4. **Doplň vhodná spojení (uveď podle sebe)**
   příklady:

a plate of…*biscuits*……..or……….*food*………….

a cup of…………………….....................
drops of…………………………………

points…………..(2 max)

Appendix no. 5:

Figure 16

Test of Collocations: results – basic school in Suchdol

Number of points obtained out of maximum 25

Number of pupils out of 11

79
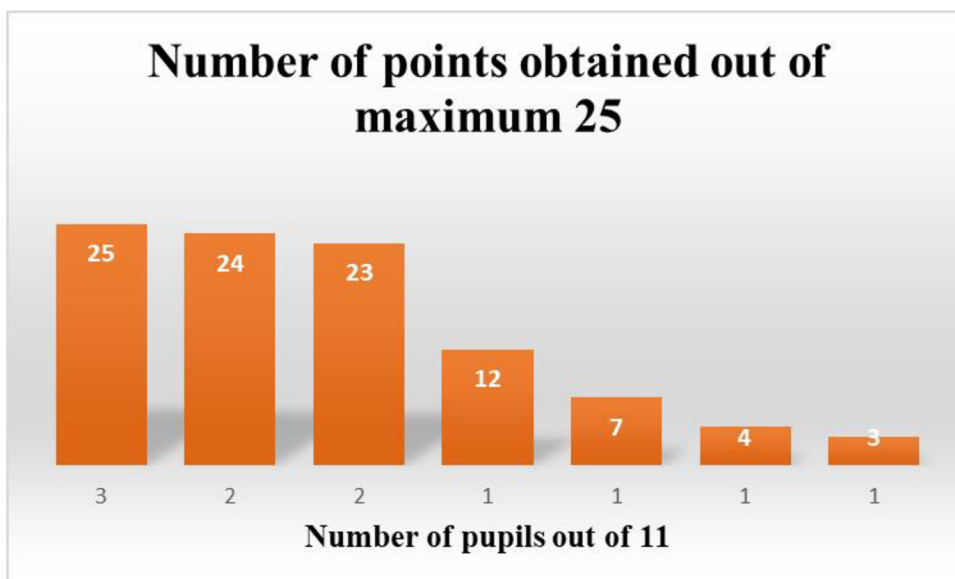
Figure 17

Test of Collocations: results – basic school in Prague - Klánovice
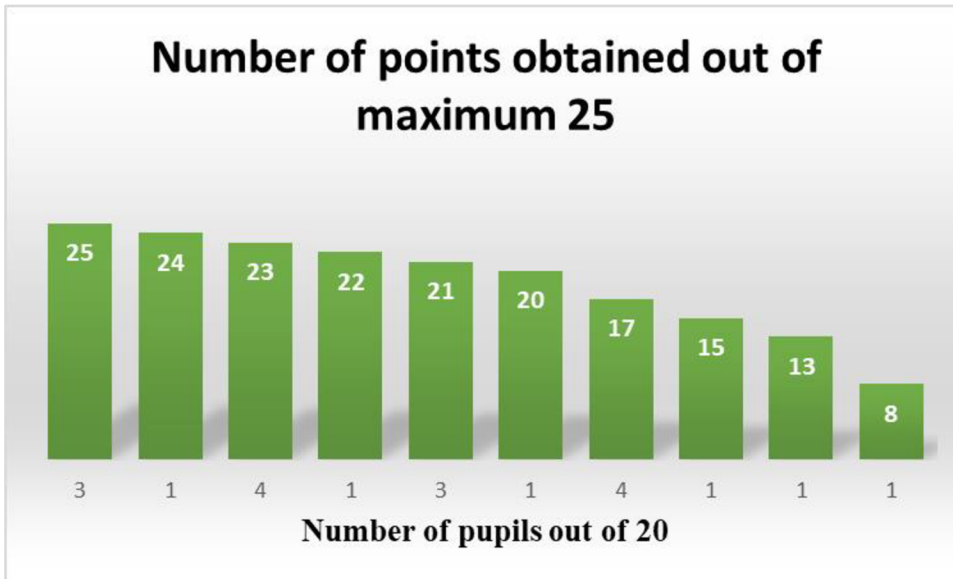
Number of points obtained out of maximum 25

| 25 | 24 | 23 | 22 | 21 | 20 | 17 | 15 | 13 | 8 |

Number of pupils out of 20: 3, 1, 4, 1, 3, 1, 4, 1, 1, 1

Figure 18

Test of Collocations: results both basic schools: Suchdol and Prague - Klánovice

Number of points obtained out of maximum 25

| 25 | 24 | 23 | 22 | 21 | 20 | 17 | 15 | 13 | 12 | 8 | 7 | 4 | 3 |

Number of pupils out of 31: 6, 3, 6, 1, 3, 1, 4, 1, 1, 1, 1, 1, 1, 1
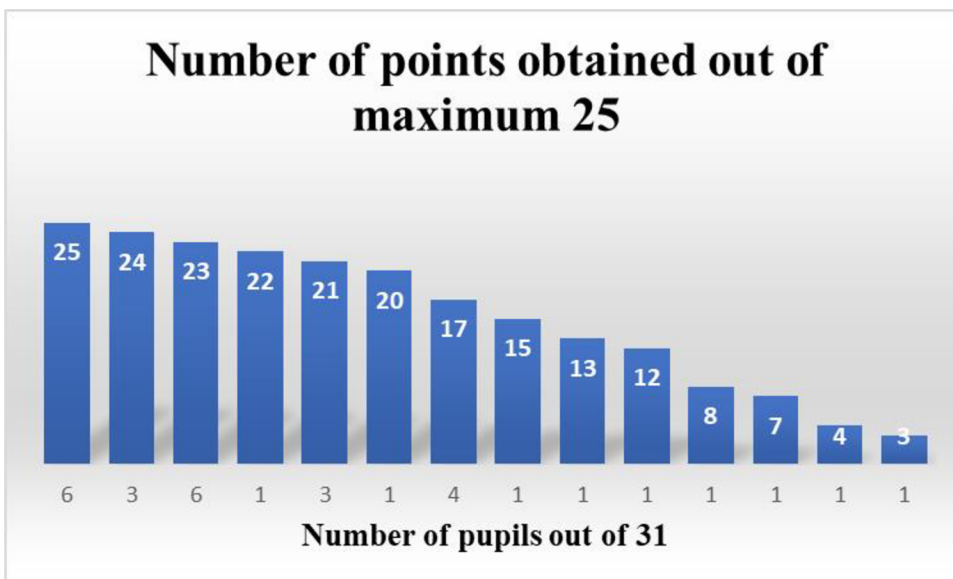
Appendix no. 6

Questionnaire - Author's answers

Dotazník pro vyučující anglického jazyka

Vážená paní učitelko, vážený pane učiteli,

prosím Vás o vyplnění dotazníku k mému výzkumnému šetření na téma <u>Užití kolokací ve výuce anglického jazyka ke konci základního vzdělávání.</u>

Dotazník je zaměřen na Vás učitele. Účelem je zjistit, jak vnímáte kolokace, zda a jak zahrnujete jejich výuku do hodin anglického jazyka. Přesněji jde o lexikální kolokace, např. podstatné jm. + sloveso/bees buzz, přídavné jm. + podstatné jm./strong tea, podstatná jména s of/a bar of chocolate, a jiné.

Dotazník je anonymní a slouží výhradně pro výzkumné šetření.
Dotazník obsahuje 15 otázek a nezabere Vám více než 8 minut.

Děkuji za Váš čas.

Bc. Alice Tesařová DiS, studentka kombinovaného oboru Učitelství anglického jazyka pro I. a II. stupeň na Univerzitě Palackého v Olomouci

---

1. Kolik let učíte anglický jazyk na ZŠ? *

◯ 0 - 5 let

⦿ 6 - 10 let

◯ 11 - 15 let

◯ více než 16. let

---

2. Na kterém stupni ZŠ učíte anglický jazyk? *

◯ I. stupeň

◯ II. stupeň

⦿ I. a II. stupeň

3. Jakou sadu učebnic využíváte při výuce anglického jazyka? (prosím vyberte *
max. 2 sady)

- [ ] Happy House
- [ ] Funpark
- [x] Project
- [ ] Academy Stars
- [ ] Angličtina Hello Kids
- [ ] Bloggers
- [ ] English File
- [ ] Your Space
- [ ] Our World
- [ ] Incredible English
- [x] Jiné: Project Explore

4. Jsou v učebnici, kterou používáte ve výuce cvičení zaměřená na kolokace? *
(např., adj.+N/strong tea)

- (●) ano
- ( ) ne

5. Dle ŠVP vaší školy učíte kolokace na: *

- ( ) I. stupni
- ( ) II. stupni
- (●) I. a II. stupni

6. V případě, že si vaši žáci vedou slovníček, zapisují si do něj kolokace?

◉ ano

◯ ne

7. Výuku kolokací osobně považujte podle důležitosti za (vyberte na stupnici): *

málo důležitou

1 ◯

2 ◯

3 ◯

4 ◯

5 ◉

velmi důležitou

8. Jak je podle vás důležité, aby učitel anglického jazyka testoval znalost   *
kolokací u žáků I. stupně? (vyberte na stupnici)

málo důležité

1 ◯

2 ◉

3 ◯

4 ◯

5 ◯

velmi důležité

9. Jak je podle vás důležité, aby učitel anglického jazyka testoval znalost kolokací u žáků II. stupně? (vyberte na stupnici) *

málo důležité

1 ○

2 ○

3 ○

4 ◉

5 ○

velmi důležité

10. Jak je podle vás důležité, aby se žáci učili kolokace MEMOROVÁNÍM jako individuální slovíčka? (vyberte na stupnici) *

málo důležité

1 ◉

2 ○

3 ○

4 ○

5 ○

velmi důležité

11. Jak je podle vás důležité, aby se žáci učili kolokace IDENTIFIKACÍ   *
JEDNOTLIVÝCH GRAMATICKCÝH ČLENŮ (např. verb+noun, adjective+noun,
apod.) (vyberte na stupnici)

málo důležité

1 ○

2 ○

3 ◉

4 ○

5 ○

velmi důležité

---

12. Jak je podle vás důležité, aby se žáci učili kolokace AKTIVNĚ POUŽÍVAT PŘI   *
PRODUKTIVNÍCH DOVEDNOSTECH PSANÍ A MLUVENÍ? (vyberte na stupnici)

málo důležité

1 ○

2 ○

3 ○

4 ○

5 ◉

velmi důležité

13. Při práci s texty na porozumění vaši žáci plní následující úlohy (vyberte všechny relevantní možnosti): *

- ☑ předvídají možné kolokace, které mohou v textu být na základě nadpisu textu
- ☑ podtrhávají či jinak označují/zvýrazňují kolokace
- ☑ překládají kolokace do mateřského jazyka
- ☑ doplňují o nové kolokace s jedním ze členů vzorce (např. make a cake a mohou doplnit o další make a mistake, make beds, apod.)
- ☐ Jiné: _____

14. Které z uvedených materiálů považujete za vhodné k výuce kolokací? (vyberte všechny relevantní možnosti) *

- ☑ učebnice a doplňkové materiály včetně pracovního listu
- ☐ slovníky
- ☑ písně
- ☑ říkanky nebo chants
- ☐ videa
- ☐ aplikace, internet
- ☐ Jiné: _____

15. Jak často používáte dril při výuce kolokací? (vyberte na stupnici) *

zřídka

   1 ◯

   2 ◉

   3 ◯

   4 ◯

   5 ◯

vždy

ANNOTATION

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Title of work:	The Use of collocations in English Foreign Language Classroom of 9th Grade of Lower-Secondary School
Název práce (česky):	Užití anglických kolokací žáků devátých tříd základních škol
Annotation:	The thesis focuses on the importance of collocations in English language teaching. Finding out how collocations are presented to students, how they are taught, what materials are used is the main result of the questionnaire. Thus, the results of the knowledge of the pupils of the 9th grade at the end of basic education are determined from the test created according to the analysed selected sets of textbooks published by Oxford and Macmillan. The text is divided into two parts. The first, theoretical, focuses on communicative competence, the definition of collocation and its classification. Then on its importance for teaching. The empirical part consists of a questionnaire for teachers, a test for students and an evaluation by the author. The aim is to provide a perspective on the importance of including collocations in the classroom, ways of teaching collocations, reasons why and how to include them. It also aims to demonstrate the output knowledge of collocations for students to achieve the CEFR Companion Volume

	required for basic user level A2, which is also an output of the school curriculum.
Anotace (česky):	Diplomová práce se zaměřuje na důležitost kolokací ve výuce anglického jazyka. Zjištění jak jsou kolokace žákům předkládány, vyučovány, jaké se používají materiály je hlavním výstupem dotazníku. Zjištění znalosti u žáků 9. tříd tedy ke konci základního vzdělávání jsou zjišťovány z testu vytvořeného dle analyzovaných vybraných setů učebnic od nakladatelství Oxford a Macmillan. Text je členěn do dvou částí. Vstupní teoretická je zaměřena na komunikativní kompetenci, definici kolokace a její klasifikaci. Dále na jejich důležitost výuky. Praktická část je spjata s dotazníkem pro učitele, testem pro žáky a evaluací autorky. Cílem je poskytnutí pohledu na důležitost zařazení kolokací do výuky, způsoby výuky kolokací, důvody proč je zahrnovat a jak. Dále demonstrovat výstupní znalost kolokací žáků, kteří mají dosáhnout the CEFR Companion Volume požadované úrovně základního uživatele A2, která je i výstupem školního kurikula.
Key words:	collocations, questionnaire, basic education, the CEFR Companion Volume, communicative competence, test, knowledge, textbooks, curriculum
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