

УДК 811.111'373.7:37.016

DOI: 10.36550/2415-7988-2025-1-220-311-315

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## МАКСИМІЗАЦІЯ РЕЗУЛЬТАТІВ НАВЧАННЯ КОЛОКАЦІЙ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ

Колокації складають дуже велику частку усного й письмового дискурсу, що свідчить про їхню важливість для досягнення комунікативної компетенції. У цій статті 1) висвітлюється значимість колокацій у викладанні та вивченні англійської мови; 2) розглядаються труднощі, які колокації створюють для тих, хто вивчає англійську мову як іноземну; 3) аналізуються типи колокацій, на які слід звертати особливу увагу, наводяться аргументи чому саме, надаються пропозиції щодо підходів до викладання колокацій на заняттях з англійської мови як іноземної.

У відповідності до ідей Г. І. Пальмера, Д. Р. Ферта, Д. А. Круза, Д. Кристала та М. Льюїса автори розуміють термін «колокація» як послідовність двох або більше слів, які потрібно засвоювати як цілісний лексичний блок, оскільки вони зустрічаються разом зі статистично значущою частотністю та мають взаємні очікування. Вони наполягають, що експліцитне навчання колокаціям є необхідним, оскільки воно 1) допомагає тим, хто навчаються, формувати контекстуальні зв'язки між словами, що полегшує засвоєння лексики; 2) дає змогу відходити від буквального, перекладу «слово в слово», який може призводити до неприродних висловлювань; 3) дуже великою мірою сприяє більш ефективному розумінню та продукуванню мовленнєвого матеріалу.

У статті пропонується, що викладачам бажано визначати підхід до навчання колокацій на заняттях, виходячи з двох ключових критеріїв: 1) наскільки часто ті чи інші колокації зустрічаються в тих чи інших контекстах і 2) ступінь їх семантичної прозорості. Високочастотні колокації є одразу корисними тим, хто навчаються, у повсякденному спілкуванні і значно підвищують ефективність їхнього спілкування як на заняттях, так і поза ними. Прозорі колокації потребують експліцитного навчання через те, що вони є певною мірою лексично фіксованими, але не відрізняються помітністю, що призводить до помилок. Труднощі з частково прозорими (або частково непрозорими) колокаціями виникають через те, що їхнє значення не можна вивести повністю, виходячи лише зі значень їхніх компонентів. Тому автори вважають, що у навчанні частково прозорим колокаціям обов'язково потрібно використовувати контрастивний аналіз і переклад. Якщо викладачі розумітимуть труднощі, які колокації створюють для тих, хто вивчає англійську як іноземну, вони зможуть приймати оптимальні рішення щодо того, як досягти максимально високих результатів навчання.

**Ключові слова:** високочастотні колокації, засвоєння колокацій, інконгруентні колокації, принцип відкритого вибору, принцип ідіоматичності, природні колокати, семантично прозорі колокації, частково прозорі колокації.

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## MAXIMIZING LEARNING OUTCOMES WHEN TEACHING COLLOCATIONS IN THE ENGLISH LANGUAGE CLASSROOM

Collocations account for a very large share of spoken and written discourse, which shows their importance in achieving communicative competence. This article 1) highlights the significance of collocations in English language teaching and learning; 2) looks into the challenges that collocations pose for learners of English as a foreign language; 3) considers the types of collocations teachers should focus on, along with the reasons why and suggestions on how to approach teaching collocations in the classroom.

In alignment with the views of H. E. Palmer, J. R. Firth, D. A. Cruse, D. Crystal, and M. Lewis, the authors use the term collocation to refer to a succession of two or more words that must be learned as an integral whole because they occur together with a statistically significant frequency and have mutual expectancies. They argue that teaching collocations explicitly is essential because it 1) helps learners build contextual associations between words, making vocabulary acquisition easier; 2) enables them to move away from literal, word-for-word translation that can lead to unnatural expressions; 3) contributes greatly to more efficient comprehension and production of language.

The article suggests that teachers should decide how to approach teaching collocations in the classroom based on two key criteria: 1) the frequency of occurrence and 2) the degree of semantic transparency. High-frequency collocations are immediately useful to learners in everyday situations and contribute significantly to their efficiency in communication in and out of the classroom. Transparent collocations

are fairly fixed lexically and lack saliency, which results in learners making mistakes. Partially transparent (or partly opaque) collocations are challenging because their meaning that is not fully predictable from their constituents. The authors, therefore, take the view that contrastive analysis and translation should be indispensable tools in teaching partially transparent collocations. If teachers understand the challenges that collocations pose for EFL learners, they can make informed choices about how to maximize learning outcomes within the constraints of limited class time.

**Key words:** acquisition of collocations, high-frequency collocations, idiom principle, incongruent collocations, natural collocates, open choice principle, partly transparent collocations, semantically transparent collocations.

**Statement of the problem and rationale for the research.** Learners of English as a foreign language (referred to as *EFL learners* hereinafter) often find it challenging to produce language that sounds natural, even if they know a considerable number of English words. One key reason for this predicament is their limited understanding and use of collocations – typical frequently occurring word combinations that native speakers use instinctively.

The problem is made even worse by the fact that many collocations do not follow predictable patterns and cannot be produced through direct translation from learners' first language. In many cases, they cannot be produced through word-for-word translation from learners' first language. Nonetheless, despite advances in English language teaching methodologies, many EFL teachers still tolerate and even encourage their students' attempts to memorize isolated words, disregarding the phrasal nature of authentic language use.

As a result, even when learners construct grammatically correct sentences, they frequently make mistakes, which make their speech sound unnatural and can hinder comprehension, even to the point of impeding effective communication. For example: *a fast meal* (by analogy with *fast food*) instead of *a quick meal*, *ride a car* instead of *ride in a car* (as a passenger) or *drive a car* (as a driver).

The insufficient attention given to collocations in the classroom results in learners who may be lexically deficient even when they are grammatically accurate. As collocations may account for up to 70% of spoken and written discourse [7, p. 53], addressing this flaw will certainly help learners improve their communicative competence, reducing their reliance on literal, word-for-word translation, and enabling them to understand and produce language more efficiently.

**Analysis of recent research and publications.** The term "collocation" was introduced by Harold E. Palmer who defined "collocation" as "a succession of two or more words that must be learned as an integral whole and not pieced together from its component parts" [15, p. 10], but it was John R. Firth who laid most of the groundwork for later research into collocations. He also used the word collocation to refer to "mutual expectancies of words" [6, p. 195]. John Sinclair, Jimmie Hill, and Michael Lewis later made the most significant contributions to the understanding and pedagogical use of collocations. However, although the whole notion of collocations is extremely important for acquiring vocabulary, it has yet to be exploited to its full potential.

**This article aims to** 1) highlight the significance of collocations in English language teaching and learning; 2) look into the reasons why collocations are so challenging for those who learn English as a foreign language; 3) consider what kind of collocations teachers should focus on, why, and how.

#### **Presentation of the main research material.**

In this article, we will use the term collocation to refer to a succession of two or more words that must be learned as an integral whole [15, p. 10] because they occur together with a statistically significant frequency [3, p. 86] [4, p. 40] [10, p. 25] and have mutual expectancies, so that when native speakers see one word they can expect the presence of another [6, p. 195].

There are many strong arguments for the focus on collocations when teaching vocabulary in the EFL classroom.

Learners need to notice word combinations with words that naturally occur with a statistically significant frequency because learning in this manner builds contextual associations between words, making vocabulary easier to learn and remember. They also need their attention to be drawn to the collocations which may seem possible to them, perhaps by analogy with learners' first language (word-for-word translation) or by analogy with other collocations in English, but which sound unnatural to a native speaker of English and may even affect comprehension [9, p. 133]. For example, in English we say *strong wind* but *heavy rain*. The different adjectives in these word combinations are highly predictable to a native-speaker, but totally unexpected and utterly baffling to a learner who comes across them for the first time. However, those learners who memorize and use collocations radically improve their communication skills because they start thinking in language chunks and do not have to mentally piece together individual words each time they need to understand or use them. Therefore, for any learner of English learning English collocations is not something optional, but a fundamental principle.

Seeing collocations as groups of words that are regularly found together, Michael Lewis, who played the key role in the development of the Lexical Approach, [9, p. 133–134] provides a list of 20 types of collocations. According to The BBI Combinatory Dictionary of English [1, p. XIX-XXXIV], there are 7 types of lexical collocations and 8 major types of grammatical collocations, the eighth type including nineteen English verb patterns. The Oxford Collocations Dictionary for Students of English (2, back cover) contains about 150,000 collocations and that list is far from being exhaustive.

The immense number of collocations, as well as the vast range and variety of their types and patterns are a daunting challenge to English language learners. Therefore, given the limited class time available, teachers have to carefully select what to focus on in the classroom.

Among the many factors to consider when dealing with this problem, two key criteria stand out: the frequency of occurrence of collocations (i.e. how common this or that collocation is within students'

target level and the degree of their semantic transparency (i.e. how clearly the meaning of a collocation can be inferred from the meaning of its components).

The frequency of occurrence is important because high-frequency collocations, such as *make a decision*, *take a break*, *make a mistake*, *read aloud*, *drive safely*, *traffic jam*, *heavy traffic*, *native speaker*, *fast food*, etc., are immediately useful for learners in everyday situations and can contribute greatly to efficient and confident communication in and out of the classroom.

Resources such as the Oxford 3000, the Oxford 5000, and the Oxford Phrase List [13][14], although word lists and a phrase list rather than lists of collocations, can be effectively used to help teachers decide which collocations to emphasize in the classroom.

The Oxford 3000 is a list of the 3,000 words that are essential for learners of English at the CEFR levels from A1 to B2. The Oxford 5000 includes the words in the Oxford 3000, plus additional 2000 words that are essential for learners at the CEFR levels from B2 to C1. The Oxford Phrase List is a collection of 650 idioms, phrasal verbs, collocations, and other fixed phrases that are essential for learners of English at the CEFR levels from A1 to C1 [12].

The entries in the word lists and the phrase list are organized alphabetically and have been chosen based on their frequency in the Oxford English Corpus and relevance to learners of English [12]. All the three lists have the option to filter the words by CEFR level to see which words are the most important at a specific CEFR level. The CEFR level is shown beside each word in the word lists and beside each phrase in the phrase list, and you can hear the word pronounced in either British or American English.

Teachers can use these lists to identify essential high-frequency words at each CEFR level. Collocations that are made up of those essential high-frequency words should normally be the ones to focus on in the classroom. For instance, if the word lists designate *make* and *mistake* as A1 words, then A1 learners should certainly know and be able to use the collocation *make a mistake*. If *decline* is required at level B2 while *offer* and *invitation* are required at level A2, then B2 learners must know and be able to use the collocations *decline an offer* and *decline an invitation*.

It is, however, important to note that the frequency of the words that make up a collocation does not guarantee that the collocation is common. Some collocations that are composed of high-frequency words are rare despite being meaningful and natural, and EFL learners are not likely to encounter such collocations in typical communication and contexts at the CEFR levels from A1 to B1. For example: *take a look-see* (meaning “to look quickly”), but more informal compared to the more standard “take a look”), *do a double take* (meaning “to look at someone or something and then look again because you suddenly notice something unusual”, as a delayed reaction to a remark, situation, etc.). Even so, these resources can be very useful for teachers in identifying, selecting, and prioritizing collocations that are the most relevant for their learners.

The other major factor that affects the acquisition of collocations, and may be either a help or a hindrance, is how easy or difficult a collocation is for EFL learners to understand. This, in the context of collocations and other word combinations, can be presented as a continuum between transparency and opaqueness of meaning, which reflects various degrees of semantic clarity.

Semantic transparency refers to the easiness of inferring the meaning of a phrase from its components, while semantic opaqueness indicates that the meaning of a phrase cannot be directly derived from the constituents [5, p.1-3] [11, p. 5].

At one end of the continuum between transparency and opaqueness of meaning lie free word combinations [4, p. 39], e.g. *a nice flat*, *a big house*, *buy a car*, etc. These are syntactically and semantically unrestricted word combinations whose components retain full semantic independence, and the combination is compositional and completely transparent – the overall meaning is fully understandable from the individual words and their grammatical arrangement. Making use of free word combinations is not difficult – learners simply combine words grammatically.

At the other end of the continuum, lie idioms [4, p. 39] – groups of words that are non-compositional, fully opaque expressions where the meaning cannot be inferred from the meaning of the individual words. For example, *to kick the bucket* means *to die*, which is not evident from the words themselves. Understanding idioms often requires cultural or situational knowledge and explicit instruction, but once learners know the meaning of an idiom, they learn and use it as a language chunk naturally.

Collocations are between these two extremes. In the context of FL teaching, it makes sense to divide them into two categories:

1. Fully transparent collocations are compositional word combinations whose overall meaning can be easily inferred from the meanings of their components, e.g. such lexical collocations as *rainy day*, *fine weather*, *a pack of wolves*, *drive a car*, *ride a bicycle*, *fly a plane* (as a pilot), *commit a crime*, *commit to memory*, *submit a report*, *carry out an operation* (military), *perform an operation* (medical), *extremely inconvenient*; and such grammatical collocations as *a chance to win*, *an attempt to escape*, *by accident*, *in advance*, *angry at*, *interested in*, *ready to go*, *eager to help*, etc. One constituent of a transparent collocation can be delexicalized, losing part or all of its independent meaning, e.g. *make a decision*, *do homework*, *take a shower*, *have a drink*, etc.

Free combinations follow the open choice principle and are built word by word while collocations (including many fully transparent ones) follow John Sinclair’s famous idiom principle – they’re semi-prefabricated chunks of language.

2. Partially transparent or partly opaque collocations are semi-compositional word combinations where one constituent acquires a specific meaning that differs from its usual definition outside the collocation, e.g. *strong tea*, *heavy rain*, *a piece of*

*advice, break a promise, run a risk, run a business, etc.*

The words in collocations have a high degree of mutual expectancy and can be predicted by a native speaker, provided that the context is clear. Moreover, their components are closely associated with each other and they have a very limited choice of natural collocates. Remembering which word is a good collocate can pose big problems for learners.

The concept of semantic transparency is central to understanding how collocations function in English and how they should be taught to EFL learners. Collocations, which fall between free word combinations and idioms on the transparency–opaqueness continuum, present unique challenges and opportunities in language learning and teaching. Recognizing the distinctions between fully transparent and partially transparent collocations is essential for both learners and educators.

Completely transparent collocations, although fully compositional, are lexically fixed, which often results in learners making mistakes. Moreover, these collocations are not salient and therefore learners often fail to notice them. A common error in such collocations is substituting a word in a collocation with another word, thus producing grammatically correct but unnatural, and sometimes even comical, word combinations, such as saying *\*make homework* instead of *do homework* or saying *\*drive a bicycle* instead of *ride a bicycle*.

Partially transparent (or partly opaque) collocations are more challenging because one element of such a collocation acquires a specific meaning that is not fully predictable from its usual definition, as in *heavy rain, break a promise, etc.* Learners may be baffled by such collocations as *run a business* where the verb *run* acquires the meaning of “be in control of” or *run a risk* where the verb *run* acquires the meaning of “be subjected to”, “be affected by”, or “incur”.

One factor contributing the most to the difficulty of the acquisition of collocations is the incongruency of many collocations with collocations in learners’ first language. Incongruent collocations cannot be directly translated into the L2 [8, p. 2]. The English collocations *draw distinctions, draw tears, and draw a conclusion*, for example, have the same verb *draw*, but the equivalent Ukrainian collocations have different verbs. When learners attempt to translate such expressions word for word, directly from their native language, the result can again be miscollocations – unnatural expressions, such as *\*receive a shower* instead of *take a shower*.

These mistakes arise because the meaning of the whole collocation cannot be fully predicted from its parts and the collocation must be remembered “as an integral whole and not pieced together” from its components [15, p. 10]. That is why it is absolutely necessary to draw learners’ attention to noteworthy differences between collocations in learners’ L1 and L2. Contrastive analysis and translation, therefore, can be viewed as indispensable tools in teaching collocations that are only partially transparent.

**Conclusion.** There are specific obstacles related to the degree of transparency or opaqueness of collocations that make learning collocations difficult.

Transparent collocations are easy to understand, but their lack of saliency is a hindrance that necessitates explicit instruction. On the other hand, the lack of semantic transparency in partly opaque collocations impedes both their comprehension and production due to their non-literal meanings and is a major factor affecting the development of learners’ collocational competence. If teachers understand the challenges that collocations pose for EFL learners, they can make informed choices about how to maximize learning outcomes within the constraints of limited class time.

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Стаття надійшла до редакції 11.08.2025 р.

Стаття прийнята до друку 25.08.2025 р.

УДК 373.5:821.161.2-047.46

DOI: 10.36550/2415-7988-2025-1-220-315-319

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### ФОРМУВАННЯ ІНТЕРПРЕТАЦІЙНОЇ КОМПЕТЕНТНОСТІ: ЗАВДАННЯ І СТРАТЕГІЇ НА РІЗНИХ РІВНЯХ ЛІТЕРАТУРНОЇ ОСВІТИ

У статті розглянуто проблему формування інтерпретаційної компетентності як важливої складової читачького розвитку в умовах компетентнісної парадигми гуманітарної освіти. Проаналізовано сутність поняття «інтерпретаційна компетентність», окреслено її ключові компоненти та акцентує на динамічному характері її формування. Зазначено, що інтерпретаційна компетентність передбачає не лише розуміння змісту художнього твору, а й здатність до його глибокого тлумачення, оцінювання, концептуального осмислення та співвіднесення з культурним і особистісним контекстами.

Проблема методичної спадкоємності у формуванні інтерпретаційної компетентності на різних рівнях освіти (у закладах загальної середньої освіти (ЗЗСО) і закладах вищої освіти (ЗВО)) нині залишається недостатньо дослідженою. Попри наявність праць, присвячених цій проблематиці у межах шкільної чи університетської освіти, бракує компаративного аналізу стратегій, методів і типів завдань, що використовуються на кожному з етапів. Водночас саме такий аналіз дозволив би сформувати уніфіковану, наскрізну модель читачького розвитку, що відповідала б сучасним вимогам літературної освіти, зорієнтованої на компетентності.