The verb *jít* as a representative of a motion event in space in texts by non-native speakers of Czech

Svatava Škodová

ABSTRACT:
The aim of this paper is to offer an analysis of the uses of the verb *jít* 'go' by non-native speakers of Czech. Using quantitative and qualitative analysis based on data drawn from the CzeSL corpus, we will point out the specifics of use of this important verb in the written communication of non-native speakers of Czech. This research is not concerned with error analysis, but instead focuses on the overall picture of semantic uses of this verb by non-native speakers of Czech. The resulting analysis should contribute to a methodical description of the teaching of the verb *jít* within the grammatical and lexical system of Czech for foreigners. The current paper is based on a learner corpus of Czech as a foreign language, the CzeSL-SGT (Czech as a Second Language). The CzeSL corpus contains 12,388 texts (960,000 words) and offers both linguistic and error annotation; the error annotation is based on two target hypotheses. From these texts, 5,785 occurrences of use of the verb *jít* were excerpted and analysed for their valency and semantic patterns, prepositional co-occurrence, collocation and lexical use. The results of the analysis are discussed in the context of the individual levels of the Common European Framework of Reference.

1. INTRODUCTION

The verb *jít* 'go' is one of the basic verbs that express motion events and encode the human perception of space in all languages. This verb is part of the core vocabulary of any language which over time undergoes various phases of grammaticalisation as well as metaphorical extensions of basic meaning. Our experience with walking as a regular rhythmic movement between two points is a conceptual scheme (cf. also Saicová Římalová and Shih-hui Lin's papers in this issue) that we also apply to other situations in our lives, adapting the original meaning of step-by-step motion to other objects and abstract phenomena.[1] No one learning a new language can avoid this verb. The question is whether the shared experience with the use of this verb in our native language is a motivation for its more frequent use in another.

This paper analyses motion events encoded with the verb *jít*[2] primarily because it is one of the first verbs that speakers of other languages learn when studying Czech as

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1 Cf. Saicová Římalová (2009).
2 The verb *jít* is examined in more detail in Zasina & Škodová (2020).

a foreign language (CFL) and because it can be found in texts describing all levels of the acquisition of Czech in the Common European Framework of Reference for Languages (CEFR). Moreover, it is also one of the central verbs in all languages, which is why it carries various grammatical functions as well as different meanings and conceptual patterns that can manifest in various ways when learning Czech. The verb *jít* is mainly connected with physical spaces and movement through them, but it can also very easily apply to other events that are metaphorically interpreted as movement through space.[3]

2. BASIC GRAMMATICAL AND SEMANTIC DESCRIPTIONS OF THE VERB *JÍT* IN LITERATURE

The verb *jít* is one of the most frequent verbs in Czech, but also one of those with the most varied spectra of meanings. According to *Frekvenční slovník češtiny* (Čermák, Křen et al., 2004), the verb *jít* ranks as the 65th most common Czech full word. *Statistiky češtiny* (Bartoň et al., 2009, p. 182) lists the verb *jít* as the fifth most common verb (by absolute frequency) with the infinitive object valency, i.e. whose object may be expressed by an infinitive. It ranks behind the verbs *mít*, *moci/moct*, *muset* and *chtít* 'have, can/may, must and want', i.e. non-autosemantic verbs that act as grammatical components in an analytical predicate. The case is similar in verbs with the infinitive subject valency: here *jít* ranks behind the same four and the verb *být* 'be'.

According to Těšitelová (1987, p. 42), *jít* places seventh by absolute frequency of use, after *být*, *mít*, *moci*, *muset*, *chtít*. Těšitelová (*ibid.*) points out some of the specifics of highly frequent verbs: the most common after *být* and *mít* are modal verbs,

> i.e. those that express the will of the language user, their volitional relation towards an event, activity etc. The second (stronger) group is formed by words that could be characterised as autosemantic: these describe basic human activities, i.e. what people examine with their reason and sight and their ability to speak, move and think (respecting the order of the most frequent verbs).

According to Těšitelová, the most common autosemantic verbs after the verb *jít* are *říci, vidět, dát (se), přijít, myslit* 'say, see, give, come, think'.

The dictionary *Slovník spisovné češtiny* (SSČ, 2000, p. 123) describes 16 meanings of the verb *jít*, which is significantly more than what is claimed for the more frequent verbs. For example, in the case of *mít*, the dictionary lists only 14 autosemantic meanings, 4 modal meanings, 5 copular meanings and 7 more meanings as a formal verb (*ibid.*, p. 182), and for the verb *být* only three autosemantic meanings and two more as a copular verb (*ibid.*, p. 40). It is however important to note that in the case of *být* and *mít*, the dictionary separates the definitions for their autosemantic and their grammatical uses. The verb *jít* lacks this differentiation,[4] even though the

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3   For a more detailed analysis, see Saicová Římalová (2010).

4   For an analysis of the grammatical function of the verb *jít* as the formal component of an analytical predicate expressing a current event, see Škodová (2017).

authors were clearly aware of its grammatical functions; e.g. meaning 13, *jde to*, defined as "je to možné, proveditelné: to by šlo, tak to dál nepůjde [it is possible, doable: that's possible, this cannot continue]; colloquially with infinitive Dveře nejdou zavřít: nelze [the door won't close: impossible]" (*ibid*., p. 123), has a strongly modal character.

The verb *jít* is also important in phraseology. See e.g. *Slovník české frazeologie a idiomatiky* which lists 75 entries with the verb *jít* (SČFI, Výrazy slovesné A–P, 1994, pp. 302–309).

The meanings of the verb *jít* from a cognitive perspective were examined by Saicová Římalová (2010), who describes their semantic structures using scales of individual meanings. In some of these scales, Saicová Římalová claims that the verb *jít* is "emptied of verbal meaning" (*ibid*., p. 78); she also refers to Masjak's paper on grammaticalisation which mentions that the verb *go* is used in many languages as a grammatical means for expressing future or past events, imperfectiveness or perfectiveness as well as various inchoative, terminative, imperative or passive meanings (*ibid*., pp. 74–75).

The grammatical uses of the verb *jít* in the predicate were discussed by Dokulil (1949, pp. 81–92) who compares grammatical constructions with a target infinitive:

> The core domain of phrases with the verb *býti* [to be] with the infinitive is the past tense and their general necessity is caused by the fact that verbs of motion by themselves cannot express true completeness of an activity seen as a whole. We cannot therefore say *otec šel navštívit nemocnou babičku* [the father went to visit the ill grandmother] if we know that he has already come back (unless this is a continuous narrative unrelated to the presence of the speaker, as noted above) or has left somewhere else. This is where a phrase with the verb *byl* finds its domain: *tatínek byl navštívit nemocnou babičku* [the father was visiting the ill grandmother] (*ibid*., p. 90).

A similar comment on the verb *jít* can be found in Kopečný's semantically focused *Základy české skladby* (1967, p. 99). Kopečný considers phrases with the verb *jít* to be part of a special category of expressions "that cannot be understood as temporal forms sensu stricto, but which can be seen as their alternative and their close relatives: a) the intentional type *jde* (*šel*, *půjde*) *nakupovat* [goes / went / will go shopping] or *nakoupit* — and b) the resultative type (*byl*, *bude*) *nakupovat* or *nakoupit* [was / will go shopping]." Kopečný (*ibid*.) classifies these examples as "leaning towards an analytical future tense seen with *-iti* in Old Church Slavonic" and compares them to the modern French *il va sonner midi* (literally 'he will go ring noon', i.e. 'the noon bells are about to ring'). Kopečný (*ibid*.) believes that these are not true analytical forms because "the infinitive still retains its character as an adverbial of purpose", but explicitly mentions them as close to inchoative phrases of the *začíná, začal, začne něco dělat* 'start / started / will start doing something' type. These are phrases in which the infinitive cannot be considered a true object.

3. *JÍT*: PARTICIPANTS IN THE MOVEMENT SCHEME
/ VALENCY FRAMEWORK[5]

For the purposes of analysing the expressions of motion events using the verb *jít* in texts by non-native speakers of Czech, we must first define its basic semantic characteristics in Czech used as a first language.

Slovník spisovné češtiny (SSČ, 2000, p. 123) defines the verb *jít* as "move purposefully (by steps) using one's own legs", meaning that the event described by the verb *jít* cannot be carried out by any means of transport and only concerns legs. Tautologically, however, this meaning may be emphasised by the adverb *pěšky* 'on foot' which does not combine with any other verb than *jít*.

Similarly, *Valenční slovník češtiny* (VS, 1997, p. 84) defines the verb *jít* as "move in a single line using one's own legs". The course of a motion event expressed by the verb *jít* is shown in the diagram in Figure 1. Other meanings specify the type of the moving object, its direction/destination etc.

Regular movement measured by steps.
It is never connected with the means of transport! (a car, bike, moto, train, etc.)

START   AIM
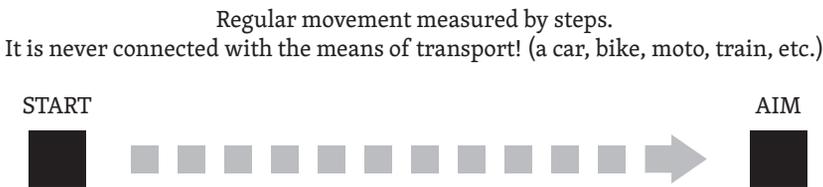
FIGURE 1: Diagram of a motion event expressed by the verb *jít*.

The most prominent meanings of the polysemic verb *jít*[6] maintain the semantic component of motion; the less prominent ones prefer other components. The transformations of meaning are related to changes in the following factors: type of movement, nature of the destination / starting point / route and type of moving object.

The prototypical meaning of the verb *jít*:

— describes *physical movement* from one place to another;
— the starting point and destination are both *physical spaces*;
— the moving entity is a *human*;
— the movement consists of discrete units (*steps*);
— the entity moves over a solid surface.

5   The characterisation of participants in the movement scheme in section 1 draws on the analysis by Saicová Římalová (2010).
6   The meanings of the verb *jít* are not always clearly delineated and can be described using "scales" (Saicová Římalová, 2010, p. 106); this analysis however will not use the concept of scales because this method proved to be unnecessarily sophisticated for the purposes of examining the uses of the verb *jít* in texts by non-native speakers.

Variations of this central meaning are a response to changes in:

— the trajectory of the movement;
— the nature of the starting point / destination;[7]
— and the nature of the moving entity.

The next section will illustrate the central role of participants in the movement scheme of the verb *jít* in Czech. We will then examine the realisation of these schemes in written texts produced by non-native speakers of Czech. The analysis will specifically focus on the variability in the subject and object of the event.

3.1 THE AGENT OF THE MOTION EVENT: WHO OR WHAT *GOES* IN CZECH?

In order to characterise participants in the subject position, we will divide them into several categories: the prototypical, animal, group, machine and abstract type. All these participants can be expected to appear in texts by non-native speakers and are compatible with topics that non-native speakers write about as part of their learning of Czech as a second language.

3.1.1 PROTOTYPE

In the prototypical semantic role, the agent of the event is a human being.

> *Jan jde do školy.* 'Jan goes to school.'

3.1.2 ANIMALS

Animals may perform the role of the agent. Not all animals however move in ways that are compatible with the verb *jít*.[8] Neither textbooks of Czech for foreigners nor available dictionaries provide any instructions on which animals can use the verb *jít*.

> *Pes, kočka, kůň, kráva, prase, ovce jde.* 'A dog, cat, horse, cow, pig, sheep goes.'

> **Myš, *moucha, *pavouk, *pták atd. jde.* 'A mouse, fly, spider, bird, etc. goes.'

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7   On the importance of the DESTINATION participant in sentence patterns, cf. Daneš, Hlavsa et al. (1981, p. 94).

8   In the academic years 2019 and 2020, I carried out a research probe among various groups of international students at the Institute of Czech Studies, Faculty of Arts, Charles University in Prague, examining their awareness of the compatibility of the verb *jít* with the movement of various animals. The probe consisted of a sample of about 80 students at levels B1, B2 and C1 and its results have not yet been published. All the students clearly lack conscious awareness of any criteria for using the verb *jít* with individual animals. Generally speaking, they tend to agree that animals *go* if they move on the ground.

3.1.3 GROUPS

The verb *jít* can also be used to describe the movement of entities that exist in groups.

> *Dav jde.* 'A crowd goes.'

3.1.4 MACHINES

In Czech, the verb *jít* is used to express the regular and invisible movement of machines. In fact, the verb *jít* indicates that the machine operates properly.

> *Pračka, TV, motor jde.* 'A washing machine, TV, motor goes. = it works'

3.1.5 ABSTRACT

Another domain that uses the verb *jít* for the concept of motion is the domain of abstract entities that are perceived as regularly moving.

> *Život jde   dál.*   *Hluk jde   z   ulice.*
> life   goes further   noise goes from street
> 'Life goes on.'   'A noise is coming from the street.'

3.2 DESTINATION OF THE MOVEMENT

As mentioned above, in the case of the verb *jít*, destination is a key part of the motion scheme. Similarly to participants in the subject position, these participants can also be divided into the categories of a prototypical destination, a metonymic destination and an abstract destination.

3.2.1 PROTOTYPE

The prototypical destination of a movement is a physical space, either a place or an object. The aim of the movement is to relocate into that space. In Czech, the expression of the destination of movement is made more complicated because of various prepositions which allow for many possible use options. Non-native speakers particularly tend to struggle with the distinction between *do* and *na*.[9]

> *Jít do města.* 'Go to a town.'
> *Jít na poštu.* 'Go to a post office.'

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9   For more details about this distinction, cf. Hrdlička, 2000.

3.2.2 METONYMY

In Czech, the destination of a movement may be expressed by the thing that is being sought at this destination.

jít pro noviny	*jít pro lékaře*	*jít na houby*
go for newspapers	go for doctor	go on mushrooms

jít na pivo	*jít na nákup*	*jít nakoupit*
go on beer	go on shop-SUBST	go to shop-VERB

3.2.3 SEMANTIC EMPTYING

Uses of the verb *jít* in which the movement itself carries little importance can be considered semantically emptied. In such phrases, what is expressed are the entities that we care about and that are at the centre of the event. The action itself is not expressed.

jít se psem	*jít s odpadky*	*jít s penězma*
go with dog	go with trash	go with money
(= for a walk)	(= to throw it out)	(= to make a deposit at a bank)

One subcategory of this meaning is the collocation of the verb *jít* with various parts of the human body, typically in the instrumental case. In this use, the verb expresses consultation with a physician that concerns the respective body part.

jít s očima	*jít se zubama*	*jít se zádama*	*jít s nohama*
go with eyes	go with teeth	go with back	go with legs

3.3 METAPHORICAL MOVEMENT

Saicová Římalová (2010) calls the act of transition into a new situation "metaphorical movement". Typically, the verb *jít* combines with the name of an institution or phenomenon, or with another verb expressing the typical activity connected with this institution or phenomenon.

The phrase expresses either the meaning "a new situation begins":

jít do důchodu	*jít na medicínu*	*jít sedět*
go to pension	go on medicine	go to sit
'retire'	'begin studies at a faculty of medicine'	'go to prison'

or "an activity commences":

jít do toho	*Pojďme mluvit o něčem jiném!*
go into that	let's go to speak about something different!
'agree to do something'	'Let's speak about something different!'

3.4 MOVEMENT OF INANIMATE ENTITIES

The movement of inanimate entities may be expressed by the verb *jít* in the case of actual regular movement of physical objects, such as *dopis, kniha, opona* 'letter, book, curtain' from point A to point B, in the case of physical objects that do not move at all, such as *okna, cesta* 'windows, path' but to which the concept of motion is metaphorically applied, and in the case of abstract concepts *ceny, chřipka* 'prices, the flu' without any discernible motion.

3.4.1 REGULAR PHYSICAL MOVEMENT OF INANIMATE ENTITIES

Dopis jde 3 dny.		*Kniha šla z ruky do ruky.*
letter goes 3 days		book went from hand to hand
'It takes 3 days to deliver a letter.'		'Everybody wanted to borrow the book.'

Opona jde vzhůru.
curtain goes up
'The curtain rises.'

3.4.2 METAPHORICAL MOVEMENT OF INANIMATE ENTITIES

Ceny jdou nahoru.		*Jde na mě chřipka.*
prices go up.		goes at me the flu
'Prices rise.'		'I feel that I'm getting the flu.'

Cesta šla lesem.		*Okna jdou na ulici.*
path went through forest		windows go to street
'The path led through a forest.'		'The windows face the street.'

3.5 THE GRAMMATICAL FUNCTION OF THE VERB *JÍT*

The final aspect of the use of the verb *jít* that we will focus on is its grammatical function. As mentioned in section 2, the grammatical function of the verb *jít* is not directly addressed in Czech grammars.[10] It also remains undescribed in textbooks of Czech for foreigners. The verb *jít* is therefore taught only as an autosemantic. Despite that, we wanted to track the uses of the verb in the grammatical function in texts of the learner corpus because we assume that students' perception may be influenced by the frequent use of the verb in real utterances by native speakers or affected by various transfer strategies.

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10 For the grammatical functions of the verb *jít*, see Škodová (2016).

3.5.1 NEAR FUTURE *JÍT + INF, JÍT + SUBS*[ACC]

Like many other languages, Czech uses the verb *jít* to express the near future. In this use, the verb is followed by the infinitive of an autosemantic verb expressing the event or a substantive that metonymically stands for the action performed on it.

Jdu psát úkol.
go[I] to write homework.
'I'm going to do my homework.'

Jdu spát.
go[I] to sleep
'I'm going to sleep.'

Jdu pracovat.
go[I] to work
'I'm going to work.'

Jdu na to nádobí.
go[I] on the dishes.
'I'm going to wash the dishes.'

Jdu na úkoly.
go[I] on homework
'I'm going to do my homework.'

3.6 MODAL FUNCTIONS

Another grammatical function of the verb *jít* is its ability to express modal aspects of events: either abilities (i.e. someone can do something) or possibilities (i.e. something that may be done). The final function of the verb *jít* that we will examine expresses an individual's focus on an event or again metonymically on an object standing for an event.

3.6.1 ABILITY

Matematika mi jde dobře.
mathematics to me goes well
'I am good at mathematics. (I am able to / I can do mathematics easily.)'

3.6.2 POSSIBILITY

Hodinky jdou spravit.
watch goes to repair.
'The watch can be repaired.'

Bez auta to nepůjde.
without car not goes
'This is not possible without a car.'

3.6.3 AIM/CONCERN

O co ti jde?
about what to you goes[it]?
'What are you after?'

O nic nejde.
about nothing not goes[it]
'It's no big deal.'

Jde mu o peníze.
goes[it] to him about money
'He is after money.'

It is clear that from all the vocabulary and grammatical systems of Czech that non-native speakers have to learn, the verb *jít* is among those that need to be studied very carefully from the very beginning of the process of language acquisition. If we were to briefly summarise all the information about the verb *jít* listed above, the difficulty in mastering its use lies in its diverse grammatical and semantic uses. From the gram-

matical perspective, the verb is difficult for many reasons,[11] including alternations in its root in conjugation (*jít — jdeš — běž!*), its unique form of expressing the future tense with *jdu — půjdu*, its combinations with various governed and ungoverned cases and prepositions (*jít do banky* Gen, *jít k babičce* Dat, *jít o holi* Loc, *jít se psem* Instr) as well as the phonological difference between the verbs *jít — jet* and the distinction between dynamic and static locations which in Czech requires not only the use of a dynamic or static verb, but also the right case, i.e. Gen or Loc, e.g. *jít ze školy — učit se ve škole.* Students of Czech also struggle with the variability in the collocations of the verb *jít* with various agents and destinations of the motion event, which are however crucial for understanding how the dynamic component of the meaning of the primary verb *jít* metaphorically transfers to other areas, e.g. *hodiny jdou* 'clock goes (= is ticking)', *matematika mi jde* 'maths goes to me (= I'm good at it)', *televize jde* 'TV goes (= functions)'; *jít s očima* 'go with eyes (= to the ophthalmologist)', *jít se psem* 'go with dog (= for a walk)', *jít do důchodu* 'go into retirement (= retire)'.

The following part of the text presents an analysis of the uses of the verb *jít* and its semantic spectrum by non-native speakers of Czech. Using qualitative and quantitative analysis of data drawn from the CzeSL learner corpus, we will describe the basic specifics of the uses of this lexeme in written communication.[12]

4. METHODOLOGY

The material for the analysis of the uses of the verb *jít* was drawn from a learner corpus of Czech (CzeSL; Czech as a Second Language),[13] specifically the CzeSLSGT.[14] From the corpus, we excerpted all the uses of the verb *jít* and categorised them based on the language acquisition level of their authors according to the CEFR.[15] The examples were manually sorted depending on their use of the verb *jít*, focusing specifically on the semantic range of its uses, which can be a useful input for further study about the conceptualisation of motion events in the acquisition of Czech. The analysis examines the production of non-native speakers in terms of their utilisation of the semantic range of the verb *jít*. We were also interested in the uses of *jít* as a semantically weakened verb carrying grammatical meanings. It needs to be stated that the current paper is not concerned with an error analysis of the uses of the verb *jít*; any grammatically incorrect uses (e.g. wrongly used future prefixes, orthographical errors, incorrect case as a participant in the destination position etc.) will be left as is, without comments.

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11 The grammatical structure of the verb *jít* will not be discussed in more detail in the present paper as it focuses on the use of the verb *jít* as a lexical unit and the representation of its various schemes in texts by non-native speakers.

12 This paper is not concerned with an error analysis of the uses of the verb *jít*.

13 For detailed information about the CzeSL, see e.g. Hana et al. (2010); Štindlová (2011); Štindlová et al. (2011).

14 For detailed information about the CzeSl-SGT corpus, see http://utkl.ff.cuni.cz/%7Erosen/public/2014-czesl-sgt-en.pdf.

15 Information about the CEFR levels is included in the metadata of every text in the CzeSL.

Table 1 indicates the volume and categorisation of the data used in the subsequent analysis.

Text type	Number of texts (version 2 / version 1)	Number of tokens (words + punctuation) (version 2 / version 1)
ciz — essays by foreigners	8,109 / 8,863	1,160,701 / 1,314,901

TABLE 1: Volume of data in the CzeSL-SGT corpus.

Table 2 illustrates the overall categorisation of texts in the corpus. The assignment of texts to a specific CEFR level is not validated; the corpus draws from metadata provided by the respondents themselves. For this reason, the level must be seen as approximate. For the purposes of this analysis, however, even this approximate indication is important because it helps us track the development of the use of the given lexeme in a continuum across language levels.

A0	82
A1	277
A1+	42
A2	271
A2+	94
B1	232
B2	120
C1	24
C2	3

TABLE 2: Number of texts in the CzeSL by CEFR level.

Table 3 shows the classification of texts by the respondents' native language. Most of the corpus consists of texts from Slavic speakers (S); there are also texts from respondents whose native language belongs to the Indo-European family (IE) and outside this family (nIE). A handful of texts were written by authors who did not indicate their native language (?).

S	769
IE	110
nIE	224
?	42

TABLE 3: Number of texts in the CzeSL by L1.

5. ANALYSED MATERIAL

In total, 5,650 occurrences of the verb *jít* were found in the learner corpus CzeSL. Table 4 shows their distribution with respect to acquisition level according to the CEFR.[16] The significant representation of A1/A1+ and A2/A2+ in the sample indicates that for students at these levels, this verb is one of the central lexemes in their vocabulary and is therefore used very often. Another factor that contributes to the high frequency of use of the lexeme is a low variability in the topics of the texts and high representation of topics compatible with the expressions of motion events. Given the high number of occurrences, the issue of potential overuse must also be examined; in our opinion, however, the verb *jít* is not overused because on these levels, it is mainly used in its core meaning, i.e. movement on foot from place A to place B, which is one of the central themes that students learn to talk about at level A1 and the topic of most of the texts included in the corpus, particularly at the A1 level.

	Total occurrences of lemma of the verb *jít*: 5,65	Number of words in texts on this level	% *jít* on this level
A017	495	82,839	0.60
A1	1,735	277,532	0.63
A1+	229	42,341	0.54
A2	1,538	271,735	0.57
A2+	328	94,342	0.35
B1	907	232,675	0.40
B2	358	120,795	0.30
C1	59	24,711	0.24

TABLE 4: Occurrences of the verb *jít* in the CzeSL by CEFR levels.[17]

The first column in the table lists language levels according to the CEFR including the intermediary levels A1+ and A2+ used in the CzeSL. The second column shows the number of occurrences of the lemmata of the verb *jít* at each level. The third column indicates the total number of words found in the texts of each level stored in the CZeSL. The fourth column shows the incidence of the verb *jít* as a percentage of the total number of words in all texts at the given level. The numbers clearly illustrate that the absolute number of uses of the verb *jít* relatively consistently drops as language level increases, partially because of expanding vocabulary and partially because of the broader palette of topics at higher skill levels.[18]

16 It should be noted that the occurrence of the verb *jít* at different levels can be influenced by the topics that students write about. Deliberate elicitation of individual meanings of this polyseme verb could show its wider knowledge.

17 A0 refers to students who have not yet achieved any CEFR level, i.e. beginners with minimal language experience.

18 The relationship between the uses of the verb *jít* and the increased incidence of other verbs is an issue that remains unexplored.

OPEN
ACCESS

6. OCCURRENCE OF VARIOUS PARTICIPANTS
IN THE MOVEMENT SCHEME OF THE VERB *JÍT*

Section 6 presents the quantitative and qualitative analysis of the use of participants, particularly in the subject and destination positions in the valency of the verb *jít*; a later section will focus on the expression of circumstances.[19]

6.1 OCCURRENCE OF PARTICIPANTS IN THE SUBJECT POSITION

This section presents an overview of the participants that non-native speakers place in the subject position (Table 5).[20] Because of the very low and almost negligible variability, the characteristic of these entities was generalised to humans and other types of participants; the types of non-human participants are listed in full in the third column of the table. Separately, we also track errors, or more accurately incorrect uses of a participant in the subject position; these are not morphological errors, but rather lexical or semantic ones. Even though the overall error rate is minimal, it highlights the possibility of a negative transfer in the movement scheme: in these cases, the authors place entities that could conceivably be used with the verb *jít* in the subject position, but the Czech language does not allow so. These are errors of the type *sníh*, *déšť*, *krev jde* 'snow, rain, blood goes'.[21]

Table 5 illustrates the presumed acquisition of the verb *jít* according to the use of various types of participants in the subject position, starting from the central meaning in which the walking movement in the primary sense is carried out by a human (level A0) and gradually increasing the occurrence of metaphorical and abstract meanings of the verb *jít* and therefore the diversification of subject participants. Surprisingly, however, this increase is only minimal and the texts of the corpus cover a very limited extent of the full scale of meanings of the verb (as described in section 3). This can be illustrated by the fact that all the non-human subject participants used in the texts can be easily listed here. A more detailed content analysis of the use of various types of participants at the individual CEFR levels will be provided in section 7; the aim of this section is to show the quantitative increase and changes in the variability of use.

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19 Valency is in this text understood in the broader sense, i.e. not necessarily only the verb's actants, but also its adjuncts. This approach was selected to correspond with the methodology of teaching Czech as a foreign language. Individual verbs are presented with semantic sentence structures, e.g. *někdo jde někam*, *někdo je někde*, and morphosyntactic patterns, e.g. Snom — Vdynam — Sgen, Snom — Vstat — Sloc. While textbooks usually do not mention these patterns explicitly, their authors use them as primary building blocks of the content structure. This approach is used explicitly, including the patterns, e.g. in Čermák et al. (1993).

20 To specify the analysed position, we use the term for the formal syntactic position, i.e. the subject, in order to include all the semantic variants encountered in this syntactic position. Not all of them are participants in the action itself.

21 These errors are caused by the influence of Russian where these liquids occurring in discrete small amounts collocate with the verb *go*, i.e. *идёт дождь*.

CEFR levels	Occurrences	%	Examples
A0	**495**	**100**	
human participants	495	100	
other participants	0	0	
misused participants	0	0	
A1	**1,735**	**100**	
human participants	1,718	99	
other participants	13	0.75	*technology, money, philosophy, diacritics, physics, math, Czech, technical subjects, investments*
misused participants	4	0.23	*snow, *rain
A1+	**229**	**100**	
human participants	224	97.82	
other participants	5	2.18	*time, physics, situational subject "to nejde"*
misused participants	0	0	
A2	**1,538**	**100**	
human participants	1,526	99.21	
other participants	10	0.65	*science, chemistry, math, English, situational subject "to nejde", time*
misused participants	2	0.13	*marks, *characteristics
A2+	**328**	**100**	
human participants	322	98.17	
other participants	5	1.52	*science, something, chemistry, families, situational subject "to nejde"*
misused participants	1	0.31	*Czech and Ukrainian go together
B1	**907**	**100**	
human participants	886	97.69	
other participants	17	1.87	*corridor, frost, situational subject "to nejde", everything*
misused participants	4	0.44	*rain, *snail, *time, *blood
B2	**358**	**100**	
human participants	337	94.13	
other participants	17	4.75	*TV show, environment, situational subject "to (ne)jde"*
misused participants	2	0.56	*supply, *demand
C1	**59**	**100**	
human participants	51	86.44	
other participants	8	13.56	*studying, ghost, language, situational subject "to (ne)jde"*
misused participants	0	0	

TABLE 5: Subject participants of the verb *jít*.

6.2 REPRESENTATION OF PARTICIPANTS
EXPRESSING VARIOUS FORMS OF DESTINATION[22]

The second analysed participant of the event expressed by the verb *jít* is the destination. Expressing destination may be very difficult for foreigners. The conceptualisation of motion events is not universal[23] and foreign speakers must therefore learn the specifically Czech concept of the verb and the movement it expresses. The central meaning is that of a *physical space* into which something moves; the purpose of the movement is to enter this space. Very often, however, the space is *metonymically* replaced by something/someone typically found in the space, e.g. *jít na pivo, jít na nákup* 'go for a beer, go shopping'. A collocation analysis of the examples in the CzeSL shows that the use of various forms of destination with the verb *jít* is very limited in this corpus.

Table 6 shows an overview of the various uses of the destination participant. The frequency was analysed only for the fifty most common collocations, mainly because the remaining occurrences are largely solitary. Once again, the table does not list any error occurrences because all the destinations found in the texts seem possible. One feature that needs commenting on is the minimal level of variability in the destinations which remains almost constant across levels. The summary data indicates that the acquisition of the movement scheme with respect to the destination participant becomes almost stagnant in the learning process, which may be of note for the authors of textbooks of Czech for foreigners.

Across all levels, the most commonly used destination is *do kina* 521 occurrences; *na procházku* 335 / *na prochazku* 208 occurrences; *do restaurace* / *do restauraci* 257/117 occurrences; *do domu* 163 occurrences, *do klubu* 149 occurrences; *do školy* 145 occurrences; *domů* 137 occurrences; *do divadla* 127 occurrences; *na náměstí* 115 occurrences; *na oběd* 106 occurrences; and *tam* 198 occurrences (the remaining destinations appeared less than 100 times and were not included in the table because of their low frequency).

It is interesting to note that most of these use cases do not describe a physical destination per se, but a metaphorical expression of the destination participant that is metonymical in nature (e.g. *kino, divadlo, restaurace*). Here the objective is not to describe movement into the building or space itself, but to metonymically encapsulate the activity carried out in the space.

Importantly, the most frequent collocation lexeme of the verb *jít* is the preposition *do* (2,826 occurrences) which is the prototypical signal selecting the destination participant and which combines with the genitive case, i.e. the prototypical morphological form for expressing destinations in Czech. The second most common collocate of the verb *jít* is the preposition *na* (2,148 occurrences).[24] The most frequent abstract

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22　Unlike the previous section, the syntactic position of the object cannot be used here. In some cases, the position is filled with objects of the action, while in others with adverbials of various types. Our analysis therefore defines the position of destination more broadly.

23　For more details, see Saicová Římalová's paper in this issue.

24　As mentioned above, this paper does not focus on error analysis and therefore is not concerned with the incorrect uses of the prepositions *do* and *na* when expressing the destination participant of the verb *jít.*

#	A0	495	%	A1	1,735	%	A1+	229	%	A2	ATA	%
1	procházku/walk	60	12,1	procházku/walk	183	10,5	procházku/walk	27	11,8	kina/cinema	205	13,3
2	tam/there	39	7,9	kina/cinema	169	9,7	spát/to sleep	23	10	procházku/walk	129	8,4
3	restaurace/restaurant	31	6,3	spát/to sleep	110	6,3	domů/home	17	7,4	restaurace/restaurant	75	4,9
4	domů/house	21	4,2	restaurace/restaurant	81	4,7	restaurace/restaurant	14	6,1	divadla/theatre	54	3,5
5	kina/cinema	21	4,2	domu/house	66	3,8	tam/there	11	4,8	spát/to sleep	48	3,1
6	školy/school	20	4	školy/school	64	3,7	klubu/club	9	3,9	film/film	48	3,1
7	domů/home	18	3,6	klubu/club	56	3,2	divadla/theatre	9	3,9	náměstí/square	44	2,9
8	náměstí/square	16	3,2	parku/park	44	2,5	náměstí/square	7	3,1	úkol/homework	44	2,9
9	klubu/club	13	2,6	domů/home	42	2,4	pivo/beer	7	3,1	nákup/purchase	43	2,8
10	most/bridge	11	2,2	nákup/purchase	39	2,3	kina/cinema	7	3,1	obchodu/shop	41	2,7
11	parku/park	11	2,2	oběd/lunch	39	2,3	oběd/lunch	6	2,6	oběd/lunch	37	2,4
12	divadla/theatre	11	2,2	náměstí/square	33	1,9	školy/school	6	2,6	tam/there	37	2,4
13							koncert/concert	5	2,2	domu/house	35	2,3
14										hospody/pub	33	2,1
15										klubu/club	33	2,1

#	A2+	328	%	B1	907	%	B2	358	%	C1	59	%
1	procházku/walk	33	10,1	kina/cinema	78	8,6	kina/cinema	30	8,4	restaurace/restaurant	4	6,8
2	domů/house	13	4	procházku/walk	76	8,4	procházku/walk	29	8,1	školy/school	3	5,1
3	tam/there	14	4,3	restaurace/restaurant	30	3,3	spát/to sleep	10	2,8	procházku/walk	2	3,4
4	restaurace/restaurant	12	3,7	tam/there	30	3,3	restaurace/restaurant	10	2,8			
5	spát/to sleep	11	3,4	domů/home	28	3,1	školy/school	8	2,2			
6	parku/park	11	3,4	klubu/club	28	3,1	obchodu/shop	7	2			
7	kina/cinema	11	3,4	spát/to sleep	27	3	ven/outside	6	1,7			
8	školy/school	10	3,1	návštěvu/visit	18	2						
9	domů/home	8	2,4	film/film	16	1,8						
10	klubu/club	7	2,1									

TABLE 6: Destinations in the 50 most common collocations.

destination or purpose is the verb *spát*, i.e. *jít spát* (206 occurrences). Interestingly enough, this is the only frequently used verb in phrases where the verb *jít* expresses the commencement of an action described by an autosemantic verb.

Concerning the overall motion event and its description, it should be noted that the authors most typically add a specification of time, namely a specific day of the week (*v pátek, v sobotu* 'on Friday, Saturday'), a time of day (*večer, ráno* 'in the evening, morning'), a specific time (*v X hodin* 'at X o'clock') or an adverbial specification of the *pak/potom/když* 'then/if/when' type. Some of the examples with more than 100 occurrences also feature other participants: *jít spolu, jít s někým* 'go together, go with someone'. One important aspect of the description of the entire motion event is that barring some exceptions, the texts, to a great extent, do not describe the means of the movement. It seems that non-native speakers consider the means of movement to be a negligible factor when describing an event with the verb *jít*.

6.3 ANALYSIS OF THE PREPOSITIONS USED IN THE VALENCY OF THE VERB *JÍT*

The overall picture of the expression of motion events using the verb *jít* can be further improved through quantitative analysis of the use of prepositions with the destination participant. As Table 7 illustrates, across all levels, learners have at their disposal a broad range of prepositions that they can use. Typically, these are prepositions connected to the destination participant i.e. *do, na* and also the dative preposition *k* which expresses movement towards a destination. The use of the prepositions *z/ze* which relate to the starting point participant is negligible; these prepositions are encountered only at levels B1 and B2 and in both cases in the least frequent category. This confirms our claim in section 2 that the starting point participant is the least important factor of the motion event. On the other hand, the accompanying agent participant, expressed by the prepositions *s/se*, is present at all levels, including the lowest, highlighting its importance for the expression of the entire event.

The occurrence of the preposition *v* (surprisingly only in this non-vocalised form) expresses the overall spatial and temporal context of the event, e.g. *do školy jdu v čtvrtek a pátek, často jdu v Praze na procházku* 'I go to school on Thursday and Friday, I often go on walks in Prague'.

6.4 ANALYSIS OF THE FREQUENCY OF INDIVIDUAL FORMS OF THE VERB *JÍT*

The final component in describing the realisation of the movement scheme is an analysis of how frequent the use of the individual morphological forms of the verb *jít* is. Table 8 lists only those forms that were recorded in more than 100 occurrences. This analysis reveals that students implement a certain strategy when using the verb *jít*. The verb *jít* is most often used in the first person (in various tenses and moods); students prefer to use the verb *jít* to talk about themselves and much more rarely to refer to other people. Interestingly, the most common form of the verb *jít* is the infini-

	A0	495	%	A1	1735	%	A1+	229	%	A2	1538	%
1	do	230	46,5	do	959	55,3	do	102	44,5	do	798	51,9
2	na	187	37,8	na	663	38,2	na	95	41,5	na	614	39
3	v	62	12,5	v	308	17,8	v	32	14	v	321	20,9
4	s	25	5,1	s	246	14,2				s	229	14,9
5	k	15	3	se	155	8,9				se	166	10,8
6										k	39	2,5
7												

	A2+	328	%	B1	907	%	B2	358	%	C1	59	%
1	do	138	41,1	do	439	48,4	do	144	40,2	na	18	30,5
2	na	128	39	na	324	35,7	na	119	33,2	do	do	27,1
3	se	43	13,1	V	140	15,4	v	44	12,3	o	o	8,5
4	v	31	9,5	s	122	13,5	se	43	12	s	s	8,5
5	k	14	4,3	se	101	11,1	k	16	4,5	ke	ke	3,4
6	s	15	4,6	k	28	3,1	z	10	2,8			
7				z	24	2,7	za	7	2			

TABLE 7: Prepositions *(do = into; na = on; v = in; s/se = with; k = to; o = about; z = from).*

	Form		Absolute frequency
1	jdu	1PERS, SG, PRES, *I go*	920
2	jít	INF, *to go*	795
3	šli jsme	1PERS, PL, PAST, *We went*	615
4	šla jsem	3PERS, SG, FEM, PAST, *She went*	552
5	šel jsem	3PERS, SG, MASC, ANIM, PAST, *I went*	458
6	půjdeme	3PERS, PL, FUT, *We will go*	454
7	jit	INF, diacr.error, *to go*	298
8	půjdu	1PERS, SG, FUT *I will go*	251
9	jdeme	1PERS, PL, PRES, *We go/we are going*	151
10	jde	3PERS, SG, PRES, *She/he/it goes/is going*	129

TABLE 8: The 10 most common forms of the verb *jít* in students' texts.

tive. In the table below, the forms *jít* and *jit* must be considered as a single form, as the latter is merely an orthographically incorrect variant of the former. The total occurrence of the infinitive form of the verb *jít* is therefore 1,093 times. The infinitive of the verb *jít* appears in sentences after modal verbs. This shows a clear strategy on the students' part developed in order to avoid the complicated morphological and phonological changes in the verb's conjugation. Students prefer modal verbs that are broad in meaning and whose conjugation is relatively simple; to these they then append the verb *jít* in the infinitive, e.g. instead of *odpoledne jsem šel* 'in the afternoon, I went', they use the phrase *odpoledne jsem musel/chtěl jít* 'in the afternoon, I had to /

wanted to go'. Similarly, they tend to use *zítra chci jít* 'I want to go tomorrow' instead of *zítra půjdu* 'I will go tomorrow'.

7. ANALYSIS OF THE OCCURRENCES OF THE VERB *JÍT* AT ALL THE INDIVIDUAL LEVELS OF ACQUISITION OF CZECH ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

Section 7 offers an analysis of the uses of the verb *jít* at all the individual levels of the Common European Framework of Reference. The analysis includes the level A0 representing absolute beginners. In this part, some levels and sublevels will be discussed in a single comment in cases when their respective text sets use the verb *jít* in identical ways.

One of the most common destinations at all levels is *jít na procházku* 'go for a walk', i.e. not a destination per se, but a metonymical expression of purpose.

7.1 LEVEL A0

Unsurprisingly, in texts written by beginners, the subject participant position is exclusively filled by living people who take part in the movement described by the verb *jít*. There are no metaphorical uses. This level already features some of the typical destinations found on higher levels, i.e. the deictic *tam*, *náměstí*, *park* 'there, square, park' and, surprisingly often, also *most* 'bridge'. Other frequent destinations are those that metonymically stand for the activities performed in the given space, i.e. not spatial destinations per se: *restaurace*, *klub*, *divadlo* 'restaurant, club, theatre'. Already at this early stage of language acquisition, the texts feature virtually all of the prepositions associated with the individual participants of the motion event found at the higher levels, in similar percentages.

7.2 LEVEL A1–A2+

At levels A1 and A2 as well as their sublevels, the verb *jít* is primarily used to express physical movement in space. The most common subject participant is a human being. Other subject participants appear only rarely, in total in about 2% of all cases. These participants often include school subjects or skills (*technologie, filozofie, diakritika, angličtina* 'technology, philosophy, diacritics, English') where the verb *jít* is used in its modal function; students use this structure to express their skill level: *matematika mi nejde, filozofie mi jde* 'I'm not good at maths, I'm good at philosophy'. Similarly, the students use the summarising sentence *to (ne)jde* to express the possibility or impossibility of an event happening. Interestingly, this structure starts appearing from level A1 onwards, even though we have not found it in any textbook of Czech for foreigners.

At these levels, we encounter the noteworthy erroneous use of subject participants *sníh, déšť, krev jde* 'snow, rain, blood goes', caused by negative transfer from Russian. The occurrence of this error leads to the important finding that the move-

ment of liquids that Russian can describe using the verb *go* does not exist in the Czech conceptualisation of movement and is not transferrable.

Regarding the destination participant, the analysis once again shows that expressions of physical spaces sensu stricto are exceedingly rare in this position, again represented by *park, náměstí, tam* 'park, square, there'.

In other cases, the destination participants express purpose,[25] e.g. *jít do kina, divadla, školy, hospody, klubu, restaurace* 'go to the cinema, theatre, school, pub, club, restaurant'. It should be noted, however, that textbooks of Czech for foreigners depict this type of use as movement into a physical space following a preposition (including an illustrative spatial diagram).

However, there are also expressions of destination that are not related to physical spaces themselves, but metonymically depict the objective by selecting an object representing an activity, e.g. *jít na oběd, nákup, pivo, koncert, procházku* 'go for lunch, shopping, for a beer, to a concert, for a walk'.

Here, the verb *jít* can be encountered for the first time in a grammatical function expressing the beginning of an event. At all the A levels, this only happens in the phrase *jít spát* 'go to sleep', meaning that during the teaching process the students are probably not motivated to apply the same grammatical structure to other events (e.g. *jít nakupovat, jít plavat, jít studovat* 'go shopping, swimming, studying').

The verb *jít* is often used in the infinitive following a modal verb. This may be considered as an overuse of this structure and a typical example of an *avoidance strategy*, i.e. an attempt to avoid complicated forms in the paradigm. Modal verbs, which are easier to learn, are used here to carry grammatical meanings; to them, the students attach autosemantic verbs that they are still in the process of learning. Specifically, in this case, they combine modal verbs with the verb *jít* which has a particularly complex conjugation paradigm.

The phraseological use of the verb is limited to one example: *Jsem vždy hotový jít na kompromis.* 'I'm always ready (to go) for a compromise.'

In terms of prepositions, there are no new phenomena encountered at the A level that would not be present at A0.

7.3 LEVEL B1

At the B1 level in the corpus, the frequency of the verb *jít* is somewhat lower than in A2. At the levels A2/A2+, the total number of occurrences is 1,866 times which in B1 drops to about a half, i.e. 907 occurrences. This happens alongside a broadening of the students' vocabulary of verbs as well as topics that they are able to write about.

Manual analysis shows that the meaning of "physically walking towards a real space" continues to dominate. More non-central meanings also start to appear in the texts. Their volume and frequency, however, remain unexpectedly low. Human subject participants account for almost 100% of all occurrences. There is a handful of abstract transfers of the movement to an inanimate entity (*chodba* 'corridor' and *mráz* 'frost'); other inanimate subjects combine with modal uses of the verb *jít*, i.e. *něco*

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25   Using the classification developed by Saicová Římalová (2009, 2010).

(ne)jde 'something is / is not possible'. At this level, we still encounter the erroneous application of the concept of motion to liquids, i.e. **déšť jde, *krev jde* 'rain goes, blood goes', as well as one attribution of the movement to an incompatible animal **šnek jde* 'a snail goes' and one attempt to use the verb *jít* metaphorically with an abstract entity **čas jde* 'time goes'. The list of destination participants again includes the most common ones *kino, restaurace, klub* 'cinema, restaurant, club'. Metonymical transfers include *jít na procházku, jít na návštěvu, jít na film* 'go for a walk, on a visit, to watch a film'.

In addition to the frequent expression of purpose *jít spát*, the analogous structure also appears at this level in *jít tancovat, jít nakupovat* 'go dancing, go shopping'. This, however, remains relatively rare. Similarly rare is the use of the verb *jít* to express the abstract movement of a human in time by expressing a status as the destination: *jít do důchodu* 'go into pension = retire'. The same applies to the abstract movements of abstract entities: *Naopak technologie se rychle mění a jde stále většími kroky dopředu.* 'On the other hand technology changes quickly and goes forward with ever greater steps.' The B1 is the first level where we encounter explicit expressions of the starting point of movement with *jít z* 'go from'; this however is also quite rare, occurring in only 24 examples in all the B1 texts. The use of prepositions does not exhibit any interesting features compared to the A levels.

7.4 LEVEL B2

At level B2, the verb *jít* was used 358 times. Level B2 turns out to be the most varied from the perspective of the uses of the verb *jít*.

Human participants continue to dominate in the subject position, accounting for 94.13% of all agent participants. Manual analysis shows that the meaning of physical movement in space remains most frequent, used in all but 94 cases. From all the sentences expressing motion events, 3 indicate the starting point of the event. There are ten occurrences of the abstract meaning of commencement of an event, e.g. *jít na mateřskou, jít na univerzitu* 'go on maternity leave, go to university = start studying'. The sample also contains one example of an entire situation conceptualised in abstract terms: *Pojďme na naši elektronickou schránku.* 'Let's go to our electronic mailbox.' In five cases, the verb *jít* expressed the meaning of *jednat se o* 'concern, be about': *Jenom že s pravdou musíme šetřit, když jde o naše názory.* 'We need to be careful with the truth when our opinions are on the line.'

Uses of the verb *jít* that express purpose are relatively common, either with a substantive phrase (46 occurrences): *jít na koktail, na drink, na koncert, na nákup, na plavání, na rande* 'go for a cocktail, drink, to a concert, shopping, swimming, on a date', or with an infinitive: *jdu spát, jdu studovat* 'I'm off to sleep, I'm off to study'. In eight cases, the verb *jít* was used with a modal modifier: *Pomocí intonace můžeš říct víc, než to jde v ruštině.* 'With intonation, you can say more than is possible in Russian.'

7.5 LEVEL C1

At level C1, the frequency of use of the verb *jít* is again slightly reduced, by 0.06%, compared to B2. The verb *jít* appears in the texts 59 times, of which 45 of which are

expressions of walking into a space; only one expresses the starting point and not the destination and 14 cases express a meaning other than the act of walking. Even though human participants continue to dominate in the subject position, the percentage is lower than that of all other levels, namely 86.44%. Six occurrences express purpose as destination, e.g. *jít na procházku, jít na piknik, jít na demostraci, jít na trénink, jít na ples, jít k doktorovi* 'go for a walk, on a picnic, to a demonstration, training, to the ball, to the doctor's'. Only one case expresses metaphorical movement: *jít na univerzitu* 'go to university = start studying'. In three cases, the verb *jít* was used in its secondary meaning *jednat se o* 'concern, be about'. Two cases expressed the modal meaning *dařit se* 'to be successful, to progress': *Jak ti jde studování?* 'How are your studies?'

Overall, the verb *jít* is used in a very narrow range of meanings at level C1.

8. CONCLUSION

The aim of the current paper was to carry out an analysis of the uses of the semantic range of the verb *jít* as the central element of a motion event in texts written by non-native speakers of Czech. In sections 2 and 3, we first presented the grammatical and semantic delineation of the verb *jít* and showed the scale of its uses as well as the individual elements that we would expect to encounter in the production of non-native speakers.

Using material from the learner corpus CzeSL, we then verified the frequency of occurrences of the verb *jít* across the various levels of language acquisition according to the CEFR, focusing in particular on the specifics of the participants of motion events expressed by the verb *jít* in the subject and destination positions, the occurrence of the individual meanings of the verb *jít* and its grammatical functions. We also examined the occurrences of prepositions in all positions of the motion event which illustrate the involvement of participants, as well as the frequency of various morphological forms of the verb *jít*.

Compared to the richness of meanings in use by native speakers, the verb *jít* in the learner corpus seems relatively poor and mostly restricted to the movement of human participants in a physical space towards a specific destination, usually expressed by metonymic transfer. Interestingly enough, the verb *jít* is frequently encountered as a syntactically auxiliary verb, i.e. one with a weakened semantic meaning that is used to encapsulate the grammatical functions of the entire predicate; this particularly applies not only to expressions of commencement / an upcoming realisation of an event, but also to modal functions. This finding is especially striking given the fact that these grammatical functions of the verb are not explicitly mentioned in textbooks. This means that they appear in the texts of non-native speakers either through transfer from other languages or through spontaneous acquisition.

Another important phenomenon discovered during the analysis is the use of the verb *jít* in the infinitive after modal verbs. We consider this as an example of an avoidance strategy which helps students bypass the verb's complicated formal transformations in various morphological functions. It might be worth considering whether this

spontaneous strategy could be used methodically and deliberately on more subliminal levels of the teaching of Czech.

The last interesting finding in this analysis of motion events is the use of the verb *jít* as a modal verb or a verb indicating the initiation/upcoming occurrence of an event. This phenomenon could be methodologically further developed in order to teach students to express these meanings already from the early stages of acquisition without exposing them to overly complicated grammar. Students of all levels use the phrase *jdu spát* 'I'm going to bed' whose structure could be easily applied to other events: *jdu pracovat, jdu sportovat, jdu jíst* 'I'm going to work, to do sports, to eat' which would substantially expand the communication means available, especially for beginners.

Despite these useful methodological findings, the overall results of the analysis of the use of the verb *jít* are rather frustrating from the teaching perspective. Across the entire learning corpus CzeSL, the verb is used very sporadically when compared to the richness of its uses by native speakers. It turns out that non-native speakers mainly utilise the verb's central meaning and certain other secondary meanings that maintain the semantic components of movement. This observation is certainly not meant as a criticism of their skills in the use of Czech; instead, it points out a significant shortcoming in the methodology of textbooks of Czech for foreigners. Being aware of this gap is, however, the first step to overcoming it by developing a more detailed methodology on how to conceptualise the verb *jít* for the purposes of teaching Czech for foreigners.

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Svatava Škodová | Institute of Czech Studies, Faculty of Arts, Charles University in Prague
<svatava.skodova@ff.cuni.cz>