

Abstract:

The present study focuses on English collocations and their testing in Czech learners of English. Since the importance of collocations and phraseology as a linguistic discipline has not been recognised until recently, these concepts are introduced from the general point of view. First, the attention is given to the history of phraseology and its underlying principles as well as to the major approaches to it. Second, phraseological units are described from the point of view of their categorisation and of some influential typologies of these units. The main focus of interest is collocations, particularly major approaches to them as well as criteria commonly used to describe and delimit collocations from other types of prefabricated units and their definition and classification. Previous research on collocations in learner English is also outlined.

The analytical part (based on Granger's (1998) study) analyzes the results of testing English collocations in Czech learners of English. The main focus is on whether these results confirm or deny the results of Granger's study, as well as on the learners' knowledge of and ability to use collocations, particularly on their (non)attaining the native "ideal."