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THE INCLUSION OF COLLOCATIONS IN JORDAN HIGH NOTE ELEVENTH- GRADE: TOWARDS PEDAGOGICAL GUIDELINES

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ABSTRACT

This study aims to evaluate the sufficiency, distribution balance, and coordination of collocations of the curriculum in the jurisdiction of Jordan High Note eleventh-grade suite (Student's Activity Book, Student's Workbook, Teacher Activity Book, Teacher Workbook). Using a Pragmatic Theory framework with the lexical-grammatical taxonomy of Benson et al. (1986) as a tool, the collocations analysis revealed 2,778 collocations (1,882 lexical and 896 grammatical), with the highest proportion of Adjective + Noun and Noun + Noun correspondences and a lower percentage of adverb + Adjective and Adverb + Verb. The research findings recommend the need to adopt context-based, corpus-based pedagogical strategies and a change in instructional resources and note that the pragmatic combination of language rather than frequency is a determinant in the growth of communicative ability. Additionally, the combination of a practical assessment with providing a ready-to-use set of tools related to teaching is a novelty in this field. The sample consisted of 858, 507, 630, and 783 collocations per book, which is evidence of quantitative but not qualitative sufficiency and limiting pragmatic fluency in various tasks and genres.

KEYWORDS: Collocations, Jordan High Note, Pragmatic Theory, Content Analysis, EFL Textbooks.

1. INTRODUCTION

Language is not just a system of communication; it bonds people, cultures, and ideas. English has evolved into a universal form of communication, education, and work (Prasetyaningtyas et al., 2022). It is taught in Jordan from kindergarten to university and is taught to promote education and employability (National Center for Curriculum Development, 2024). The roots of this teaching can be traced to the 1920s (Alhabahba et al., 2016). The main source of instruction is still the textbook (Nguyen, 2024), including the *Action Pack* and *Jordan High Note* line, which can be used to aid national learning outcomes (Al-Bzour & Al-Jamal, 2021).

Content analysis is a methodical process of analyzing textual and semiotic data to determine the hidden patterns, themes, and representational preferences within teaching material. This approach is used in applied linguistics research to understand how textbooks formulate linguistic knowledge, allocate lexical features, and create learning goals. One of the strongest points of content analysis is its ability to relate micro-level textual characteristics to more generalized pedagogical premises and, therefore, provide a stringent instrument for assessing whether instructional materials are coherent and adequate (Krippendorff, 2019; Schreier, 2020).

In the case of EFL textbooks, the content analysis might enable researchers to track the correspondence between the curriculum standards and the progression of the linguistic input that students receive. It outlines discrepancies in skill focus, omissions, and indicates whether the classroom resources are actually favoring the gradual acquisition of lexical and grammatical proficiency (Elo & Kyngäs, 2008; Neuendorf, 2017). More recent studies show that an empirical basis in the design of the curriculum is supported by systematic analysis, and empirical textbook evaluation procedures are more equitable and transparent (Mukundan and Nimehchisalem, 2020; Tomlinson, 2013). This places content analysis as a fundamental analysis methodology in evaluation of teaching materials. They offer systematic content and vocabulary enrichment (Sun and Dang, 2020), comprising systematic materials to support EFL learning (Yusuf, 2024).

A crucial component of language acquisition and language proficiency is vocabulary (Sadiq, 2018), but it is not taught explicitly (Yang & Coxhead, 2022). It has turned the focus to the expressions of more than one word, particularly collocations and common combinations such as make a decision or strong

coffee (Ikonen, 2021; Wiström, 2020; Assaf et al., 2020). Collocations are more accurate and predictive of proficiency (Rogers, 2018), they improve fluency and idiomaticity (Al-Shammari, 2022; Siyanova-Chanturia, 2015); they facilitate cognitive and cultural communication (Yu et al., 2025); and collocational competence is strongly predictive of accuracy and fluency (Uchihara et al., 2022).

Collocations are repetitive lexical combinations which are statistically upheld and psycholinguistically stable in a speech community. They are an essential part of lexical knowledge since their meaning and favoured combinations cannot be entirely anticipated by separate word definitions. Corpus linguistic studies and studies of cognitive processing indicate that speakers with high proficiency retrieve collocations as semi-syntactic constructs, which increase speed, fluency, and general communicative accuracy (Siyanova-Chanturia and Pellicer-Sánchez, 2019; Durrant, 2022).

In second language learning, collocation mastery is strongly related to high-level proficiency as it facilitates the formation of idiomatic and contextually correct language. Students who utilize only literal combination strategies or direct L1 transfer are liable to, in such cases, generate unnatural or infelicitous forms. Research values collocational competence development in enhancing lexical networks, facilitating understanding of authentic input, and productive output in academic and professional genres (Peters, 2016; Nizonkiza, 2020). It is based on this that collocations are now seen as building blocks of formulaic language.

Various learners in Jordan find problems with collocations because of the literal attitude, insufficient training, and cultural familiarity (Al-Jarf, 2022; Ababneh, 2020; Alkarazoun, 2015). Even highly developed EFL students across the globe have problems, as one cannot deduce figurative meaning using separate words (Chen, 2019; Lestari & Chaiwan, 2024). Explicit, contextualized instruction is suggested by the scholars (Barkowski et al., 2017), since both lexical (commit a crime) and grammatical (afraid of the dark) collocations need to be repeated to be learned (Sarjono et al., 2022). Nevertheless, they can be implicitly covered in textbooks (Langford, 2024; Kim and Oh, 2023), which restricts fluency in learners (Suphon, 2019).

Regarding the current study, it analyzed the collocations used in the *Jordan High Note* 11 textbook to determine how these collocations have been included, whether they have been addressed in the curriculum and whether they are adequate. It fills a local research gap (Naba'h and Al-Shara'h, 2011) by

offering empirical information and teaching suggestions to enhance the work of collocational tuition and reinforce the proficiency of the students of Jordan, along with their communicative skills. In the field of teaching collocations, pedagogic methods are progressively informed by corpus-based knowledge, as well as cognitive concepts of lexical education. According to scholars, learners will be advantaged through exposure to high-frequency patterns within authentic contexts with the support of tasks promoting the identification, comparison, and directed hypothesis-making. The explicit focus on form-meaning connection as well as lasting exposure has been found to facilitate both receptive and productive knowledge of collocational patterns (Boers, 2023; Webb and Nation, 2017).

The necessity of effective teaching might need to merge the organized analytical exercises with communicative practice that encourages learners to engage the newly learned collocations in meaningful interaction. Task-based learning, contextual rewriting and data-driven learning with concordance lines have proven to be of high pedagogical significance. Since digital corpora and adaptive technologies are becoming more open, they provide learners with the possibility to learn the lexical associations on their own and, thus, reinforce the autonomy and long-term learning (Meunier and Granger, 2015; Laufer and Waldman, 2011).

1.1. Statement of the Problem

Write your study problem first: The researcher has interviewed many teachers (informally) and asked many classmates at the graduate program (whose jobs are teachers) about their students' knowledge and use of collocations and concluded that many learners lack the semantic awareness needed to interpret multi-word expressions beyond their literal components. Students of EFL in Jordan have significant issues with the comprehension and application of collocations (Al-Jarf, 2022). Teacher and peer postgraduate interviews indicated that students take collocations to literal senses (Ababneh, 2020), without understanding their figurative sense (Alkarazoun, 2015). These challenges impair fluency, understanding and use of natural language. The figurative nature of collocations and the meanings that are context-dependent make them difficult to understand or interpret, and cultural fluency is a requirement (Assaf et al., 2020). Research indicates that collocation is frequently underemphasized in EFL teaching (Bui, 2021), and poor phraseological awareness also makes learners think about the words individually, which leads to a lack of collocational

competence and poor overall communicative performance (Almaktary, 2017).

This study aims to answer the following research questions:

1. To what extent do *Jordan High Note* English language textbooks for eleventh-grade students include collocations?
2. Do collocations meet the criteria of the curriculum guidelines?
3. Are these collocations included in a sufficient, comprehensive, and balanced manner in the textbook?

1.2. Significance of The Study

The importance of this research is grounded in the centrality of collocations to meaning-making, especially because many learners lack the semantic awareness needed to interpret multi-word expressions beyond their literal components. This study derives its relevance from the necessity of strengthening the collocational competence of the learners, which is a vital aspect of linguistic competence, enabling proper understanding, natural production and use of language in a specific situation. Moreover, this study assesses the extent to which the textbook meets the needs of different learning styles, allows interaction with the students, and addresses the curriculum requirements (Zegai & Djaider, 2023). It highlights how collocations help support natural communication, how they can be successfully combined to produce variety and appropriateness to a context, and how the teaching materials should be effective in increasing cultural knowledge and language balance. In addition, it provides instructional recommendations to teachers and policymakers in the use of the *Jordan High Note* 11th textbook and teaches EFL teachers how to use formative assessment, interactive tasks, and pragmatics-based knowledge to teach collocations effectively using the book. To the best of the researcher's knowledge, the present study is the first scholarly attempt to investigate collocations in the context of the government-mandated *Jordan High Note* 11 curriculum, and thereby make an empirical ground on which to see how effective the textbook is in supporting students' acquisition of collocational knowledge and the concomitant communicative skills involved.

2. LITERATURE REVIEW

This part of the study focuses on the theoretical background and the empirical studies regarding content analysis, and collocations. The integration of collocational theory, content analysis, and

pedagogical practice is essential because learners' acquisition of multi-word units is not only based on their linguistic properties but also on the quality of EFL instructional materials and teaching methods (Nation, 2013; Schmitt & Schmitt, 2020). Accordingly, the investigation of these three dimensions should be taken into consideration as a coherent framework in understanding the mediated role of *Jordan High Note* in the collocational development of the learners. The literature on collocations, content analysis and pedagogical practice constitutes an integrated framework which is the basis for the present study.

2.1. Theoretical Framework

Collocations are crucial units of significant vocabulary whose acquisition relies on repetition, contextualization and meaningful exposure (Nation, 2013). Collocations have been defined as recurrent lexical combinations that show certain degrees of fixedness/semantic transparency (Firth, 1957; Cruse, 1986), and are constituted into lexical and grammatical kinds with differing acquisition challenges (Benson et al., 1986). The role of collocations in the development of linguistic fluency, natural expression, and communicative competence of learners in English is crucial. Being defined as repetitive combinations of words that occur simultaneously, they are involved in the creation of natural language (Cruse, 1986; Hill, 2000) and contribute significantly to the expansion of vocabulary and fluency, thus constituting a significant part of the English lexicon (Bui, 2021; Szudarski, 2023). Pedagogically, approaches such as the lexical approach (Lewis, 1993), communicative language teaching (Omaggio, 2001), and corpus-informed instruction (Pakzadian, 2024) underscore the importance of teaching collocations as meaningful units through contextual practices, repeated exposures, and authentic inputs. Each of these three domains also faces challenges, which can be described as collocational opacity, insufficient textbook representation, and insufficient teaching practices. The Pragmatic Theory of Collocations places the collocational behavior in the language use and communicative intention, and not within the structural or distributional constraints. Whereas collocations were viewed traditionally as fixed combinations, mediated by syntagmatic association (Firth, 1957), a pragmatic perspective focuses on expectations, implicatures and shared cultural schemata on the basis of context (Wray, 2002). The speakers use collocations to achieve discourse goals, preserve politeness, and avoid face-threatening acts and to choose collocations based on the frequency

and semantic appropriateness (Coulmas, 1981; Tannen, 1989).

Content analysis, by contrast, has been conceptualized as a systematic approach for identifying textual patterns, interpretation of meaning and organisation of linguistic elements such as collocation in educational materials (Krippendorff, 2018; Rahmawati, 2018). The systematic, replicable, and theoretically motivated method that involves the analysis of patterns of meaning, linguistic distribution and pedagogical organisation of instructional resources has been widely used in applied linguistics and textbook evaluation (Krippendorff, 2018; Neuendorf, 2017). As a type of analysis, it allows scholars to determine the frequency, contextually detailed and functional positions of linguistic features such as collocations within written, visual and multimodal texts. The predictability of its quantitative and qualitative interpretation provides investigators with the opportunity to assess the adequacy, sequencing, and communicative authenticity of the language content obtained in textbooks, thereby measuring the ability of such materials to meet the requirements of the curriculum, the cognitive needs, and instructional principles (Elo & Kyngäs, 2008; Schreier, 2020). In the EFL textbook research, content analysis is also needed to identify the systematic expression of collocational items, adequate recycling, and embedding in context to enhance the acquisition and communicative competence of learners. In this regard, it is a tool of evaluation as well as a diagnostic mechanism that exposes the gaps in instruction, promotes the revision of the curriculum and improves the pedagogic plausibility of language learning resources.

The pedagogical guidelines are the systematic, based on research principles, principles of instruction planning that guide the teaching process and instructional material planning, as well as praxis of the institutional classroom, in order to achieve coherent and developmentally appropriate and communicatively meaningful learning of the language (Richards and Rodgers, 2014). They serve as a working interface between the theoretical information, like lexical approach and pragmatic theory of collocations, and the reality of instruction delivery. They are significant because they standardise quality of instruction, improve the alignment of the curriculum, and introduce, recycle, and evaluate linguistic structures like collocations in manners that are conducive to cognitive processing and communicative interests (Tomlinson, 2013; Nation and Macalister, 2021). In EFL environments,

pedagogical principles assist instructors to decide on sequencing of input, type of tasks that should be used in collocational development and the level of scaffolding needed to assist learners to go beyond recognition to productive application. Through providing principled information about context-based learning, interaction-based work, and authentic exposure, these guidelines help to make sure that the decisions made by the pedagogue are not arbitrated but rooted in empirical findings and oriented at communicative competence.

The investigation of the integration of collocations into the textbook of English eleventh grade, named *Jordan High Note*, is necessary to conclude about the adequacy and correspondence of collocations to the curriculum requirements. The Jordanian National Centre of Curriculum Development (2024) emphasizes the idea of collocation integration based on the four language skills, where students are supposed to recognize, apply, and situate them efficiently and correctly. However, it is not clear that the *Jordan High Note* series systematically applies these standards.

2.2. Studies on Collocations in Textbooks and Pedagogy

Research has consistently shown that collocations have a direct influence on the learner's fluency, idiomaticity and semantic processing, and consequently, their inclusion in textbooks and pedagogy is a decisive factor in successful language acquisition (Wray, 2002; Szudarski, 2023)

Chen (2017) investigated corpus-based English collocations in a Chinese EFL textbook. The sample consisted of 23 undergraduate learners studying Business English. The study took place in Guangdong University of Foreign Studies in China. The data were collected during months instruction in keywords' collocations with the assistance of self-constructed Business English Pedagogical Corpus, AntConc, Wikipedia corpus, and COCA general corpus. Three instruments were used for collecting the data, namely, a test, a reflective journal, and a questionnaire. The study found that sufficient guidance in EFL Business English is effective in raising students' collocational knowledge, improving their collocational competence, developing their autonomy. The findings further showed that the corpus-aided Business English collocation pedagogy was more effective for advanced and intermediate level students instead of lower-level ones.

Altuwairesh (2017) study sought to raise the awareness of English Language Teaching (ELT)

instructors regarding the importance of teaching collocations. It further suggested practical methods to help EFL learners develop their knowledge and use of collocations to achieve native-like proficiency. The data were collected qualitatively by reviewing the literature on collocations and their significance in ELT, the challenges of teaching collocations and the instructional techniques that can be proposed to overcome these challenges. The findings of the study revealed that collocations are critical for attaining native-like fluency in EFL learners. The study found some effective techniques for teaching collocations, such as lexical notebooks, use of concordances, frequent exposure, and consciousness-raising.

Nagy (2019) examined the significance of teaching collocations, particularly verb-noun collocations in the EFL classroom in Romanian textbooks. The study highlighted how raising students' awareness of collocations might improve their language acquisition. The research utilized descriptive and qualitative approaches through content analysis of the New English File textbook applied within EFL courses at Sapientia University. The results revealed that collocations are rarely addressed in the textbooks, especially at higher levels. Besides, the exercise lack variety and do not underscore collocations as complete constructions. The study further found that collocations constituted challenges for students due to first and second language transference, low awareness of collocations as fixed expressions, and concentration on individual word meanings rather than word combinations. The study recommended integrating further materials, such as electronic corpora and books that focus on collocations to enable the students to notice, produce, and understand collocations more effectively. Besides, the study recommended practicing collocations in context to develop students' collocational knowledge and natural language use.

In the study by Bui et al. (2021), it is a systematic literature review (instead of an empirical study with subjects); hence, no group of learners was used. Rather, the researchers have synthesised the findings of the already available research on the impact of collocations on the phenomenon of fluency, proficiency and quality of writing in students and the types of mistakes of Vietnamese EFL learners. The study further examined the common errors made by Vietnamese learners in using collocations. To this end, the study reviewed the literature on the topic under investigation. The results revealed that collocations were effective in promoting students' fluency and ability to write language naturally. The majority of Vietnamese learners exhibited poor

collocational knowledge due to their reliance to direct translation and lack of construction. The study recommended teachers to use explicit correction due to its ability to improve students' language proficiency, especially in listening, speaking, and writing.

Asghari et al. (2021) investigated the pedagogical guidelines provided for novice EFL teachers in teaching collocations. To this end, the study used 10-session classroom observations and simulated-recalls interviews with 8 Iranian novice EFL teachers. The data were analyzed qualitatively using thematic analysis. The findings of the qualitative study showed that these teachers use ineffective teaching strategies.

Pakzadian (2023) developed an instructional framework for teaching collocations in EFL settings. The researcher utilized Sketch Engine and the British National Corpus (BNC) databases for extracting authentic collocational occurrences for analysis. The study found that using constructive grammar was effective in developing tasks, classroom materials, and student activities. The research demonstrated that teaching authentic collocations through form-meaning pairs delivers better results than simple word lists, which lack context. The research concludes that teachers should employ scaffolding instructional strategies together with cognitive learning approaches.

A literature-based study by Asadova (2024), who conducted his research in Azerbaijan, investigated the use of collocations in English language teaching. The study was not an empirical study; therefore, no sample of participants was used. Rather, the researcher generalised the results of the preceding empirical studies to assess the effectiveness of the instructional strategies, namely corpus-based learning, interactive learning, and contextualised input, to improve the ability of learners to acquire collocations. The review findings concluded that systematic and explicit teaching would substantially enhance grammatical competence, intercultural communication skills, and general fluency in the students. It further highlighted the importance of incorporating collocations in EFL teaching in a meaningful way that facilitates learners to attain communicative competence in academic, professional and daily life situations.

Molavi et al. (2014) investigated the types of lexical collocations that existed in three EFL textbooks, namely, *Interchange Third Edition*, *American Headway*, and *American File*. The study further addressed the similarities and differences between them in their representations of collocations.

The study further compared the lexical collocations existed in the textbook with the American National Corpus. To this end, a content analysis was used by counting, classifying, and recording collocational units. The results showed that the most frequent types of collocations in the textbook were "verb+noun" as well as "adjective+noun". Interestingly, the study found that collocations are rarely addressed in the textbooks, which in turn, hinder the students' ability to master the language.

Spoons (2018) identified gaps in special collocation education. The study sought to explore if the collocations adequately prepare students for entry-level positions. The sample consisted of 15 syllabi for graduate level courses. The syllabi were collected from the American Library Association. They were analyzed using content analysis. The criteria for analyzing the textbook were anchored on Association of College and Research Libraries Guidelines. The findings revealed that common collocations encompassed terms, such as "digital preservation," "archival processing", "descriptive bibliography," and "collection development". Such terms frequently appeared showing a strong correlation on skills associated with managing digital and physical materials, however, the syllabi rarely focused on teaching skills.

Furthermore, Kim (2020) examined the use of collocations in English textbooks and Korean EFL learner writings using a corpus-based approach. The sample of the study was three Korean EFL textbooks, namely, a reference corpus (SkELL), a textbook corpus of middle and high school English materials, and a learner corpus of Korean EFL learners' written productions. The study collected (1,718) collocations in the textbooks. The collected collocations were analyzed in terms of diversity, association strength, density, and repetition rates. After that, statistical tests were performed to pinpoint the significance of differences between the corpora. The results showed that the prevalence and distributions of collocation were inconsistent. To elaborate, the textbook rarely used noun-noun collocations (NNCs), while associated collocations were highly used.

Kim and Oh (2020) examined the distribution and density of collocations in Korean textbooks for middle and high school textbooks. The sample comprised forty-two Korean middle and high school English textbooks. Custom API software and Sketch Engine helped to extract the collocations. The results revealed that Korean middle and high school English textbooks included a higher density of collocations compared to native English textbooks. The study concluded that first, collocations offered inadequate

repetition, while approximately (80%) of collocations appeared only once. Second, the textbooks favored common and strongly-associated collocations, whereas they underrepresented medium-strength ones that are pervasive in native usage. Third, there was a weak association between collocation frequency and association strength, which might obstruct students from developing natural collocational awareness.

Wiström (2020) evaluated the prevalence and coverage of collocations in EFL textbook Blueprint B 3.0 and their alignment with the best practices recommended by existing research. The selected textbook was B Version 3.0 by Lundfall and Nyström (2018). The textbook was specifically developed for the English 6 curriculum in Swedish upper-secondary schools. The study collected the collocations and evaluated them in accordance with the practice recommendations from research through the lens Boers and Strong (2017). The study created a content analysis checklist that contained evaluation questions on a 1-5 scale and analysis questions with yes/no answers. To analyze the data, the targeted collocations, information provided, introduction of collocations, and exercises were determined and analyzed. The study found that the textbook encompassed 529 collocations. Interestingly, the results revealed that 80 of the collocations were among the 100 most common collocations in spoken English. However, the frequency of multi-word collocations accounted for (35). The study concluded that the textbook scored low in terms of providing information pertained to collocations, providing them effectively, and designing exercises to decrease errors and guarantee adequate engagement.

Alfiandita and Ardi (2020) investigated the distribution and coverage of collocations in the English LKS books for senior high school students in Indonesia. The sample consisted of 5 English LKS books for (X, XI, and XII) grades. The data were extracted using AntConc 3.5.8. The study focused on identifying the types and variations of the collocations in the textbook. The results revealed that English LKS books included 11 out of 14 types of collocations. The most frequently used type of collocation was grammatical collocations, particularly those including prepositions such as "in" and "on". The study concluded that collocations in the textbook were not adequately diversified. Therefore, the study recommended the curriculum designers and the teachers to diversify the use of collocation to facilitate the natural acquisition of the language.

Ifadloh et al. (2021) compared lexical collocations

in English textbooks in Indonesia. The selected textbooks were for senior high school level in Semarang. These textbooks are entitled *Bahasa Inggris Kelas X* and *Aim High Student's Book 1*. The former textbook was written by a non-native speaker, whereas the second textbook was written by native speakers. The descriptive data were collected using documentation and analyzed using documentary method through the lens of Lea (2002) and Benson et al. (1997) theory. The study found that the number of lexical collocations and the pedagogical approaches to teaching collocations were higher in *Aim High Student's Book 1* compared to *Bahasa Inggris Kelas X* textbook that contained inaccurate collocations. Based on this finding, it can be argued that the textbooks written by native speakers were more effective in using and teaching collocations opposed to those written by non-native speakers.

Intamanjana and Sada (2021) investigated the lexical collocations in *Bahasa Inggris* Indonesian textbook for tenth grade students. These collocations were classified based on the topics they presented into expressing congratulation, giving advice, interview, future plan, self-introduction, admired person and recount. The lexical collocations were classified into pedagogic corpus and were analyzed using concordancer tool AntConc. The study classified collocations into syntactic and semantic characteristics. The study adopted Nesselhauf (2004) taxonomy of collocations, namely, figurative idioms, pure idioms, and restricted collocation. Moreover, Benson et al. (2009) taxonomy of lexical collocations was adopted. The results revealed that (46) lexical collocations were found. The study found multiple lexical collocations; including verb and noun, adjective and noun, adverb and adjective, noun and noun categories. The results highlighted the categorization and the presence of lexical collocations in English conversation texts underscoring the presence of restricted collocations and free combinations while observing the absence of pure idioms. The study recommended increasing the integration and repetition of idioms in textbooks to enhance students' familiarity with natural English expressions.

Sarjono et al. (2022) carried out a study on the types of collocations used in *Bahasa Inggris* textbook in Indonesia. To discover and extract the required data, AntConc 3.5.8 was used. The types of collocations were analyzed based on Benson et al. (2010) and Lewis (2000) taxonomies of collocation types. The study found that the textbook contained eight types of collocations. The study found that grammatical collocations were more pervasive than

lexical collocations. The most common types of grammatical collocations were (noun+ preposition) as well as (preposition+ noun). The study concluded that the textbook lacked collocational diversification, which limit the abilities of the students to write natural English fluency. The study recommended the curriculum designers to incorporate various types of collocational patterns to improve students' language learning.

Yunianti et al. (2022) analyzed the types of collocations in eleventh grade textbook in Indonesia. To identify the prevalence of collocations, a corpus software, namely antconc was applied. Accordingly, the data were analyzed quantitatively. The study identified top 20 wordlist based on their lexical. The findings revealed that the most commonly used collocations in the textbook were (noun+ noun) and (noun+ verb). The study concluded that the prevalence and types of collocations in the textbook were insufficient. The study recommended curriculum designers to increase the number of collocations in the textbook due to its importance in improving students' learning.

Eid and Al-Jamal (2023) conducted a study on the collocation types in Palestinian EFL textbooks, particularly reading texts. The study focused on 7th, 8th, and 9th grade textbooks, namely, *Sky High*, *Just Thinking*, and *Just Imagine*. Four collocation types were addressed in the study, namely, adjective-noun, verb-noun, adjective-preposition, and verb-preposition. The study used a descriptive analytical research design particularly a content analysis method. The data were analyzed using a content analysis method. The results revealed that the prevalence of collocations in Palestinian textbooks was not sufficient. Besides, the majority of collocations were lexical collocations. The study recommended Palestinian curriculum developers to incorporate transparent and clear collocations and to avoid ambiguous expressions. Besides, further collocational words should be included in the curriculum due to their importance in vocabulary acquisition and reading comprehension.

Mroczyńska (2023) investigated the representation and the types of collocations in selected legal English textbooks in Poland. To this end, the study manually reviewed the collocations in four legal English textbooks, namely, *The Lawyer's English Language Coursebook* by Mason & Atkins, *Introduction to International Legal English* by Krois-Linder & Firth, *International Legal English* by Krois-Linderm, and *Legal English. Niezbędnik przyszłego prawnika* by Halina Sierocka. The study found that collocations were considered of a paramount

importance for acquiring proficiency in legal English. Nevertheless, the manner and the extent of their treatment varied considerably among the textbooks. The dominant exercise format was matching and gap-filling constituting (94%) of all phrase-focused tasks.

3. METHODOLOGY

This part outlines the methodological procedures conducted to carry out the content analysis of the *Jordan High Note 11* textbook. It covers the design of the study, a depiction of the subject matter, the instruments, the analytical framework, including categories, criteria, and unit of analysis, in addition, procedures and techniques used to guarantee the reliability of the analysis and the following results and discussion

3.1. Design Of the Study

This paper examines the frequency and nature of the collocations in the *Jordan High Note* eleventh-grade textbook based on an analytical design, which is based on pragmatic theory with the lexical-grammatical taxonomy of Benson et al. (1986) as a tool. A collocation-type sheet is used to gather data, and the results are used to provide pedagogical advice to improve the strategies of EFL teachers and the practical application of collocation by students.

3.2. Instruments Of the Study

This paper content-analyzed the *Jordan High Note* eleventh-grade textbook based on the framework of Benson et al. (1986) to classify lexical and verbal collocations in terms of frequency and percentage. The findings led to the development of an instructional toolkit based on the works of Lewis (2000) and offered EFL educators' strategies, lesson plans, and assessments to improve collocation teaching.

3.3. Materials Under Analysis

The present study is mainly intended to investigate the extent to which *Jordan e High Note* textbook includes *collocations* and to highlight the extent to which their representations are balanced, sufficient, and comprehensive. Moreover, this study to examines the extent to which the selected textbook meets and aligns with the curriculum guidelines' criteria, whether partially or fully. To this end, the researcher selected *Jordan High Note* EFL textbooks that are used in secondary schools in Jordan during the academic year 2024-2025.

1. The Jordan High Note Textbooks by National

Centre for Curriculum Development (2024)

The title page, table of contents, and opening words are among the 72 pages in the workbook and 201 pages in the teachers' book. It consists of five units, each one which encompasses three parts (self-assessment, unit vocabulary practice, and self-check). The textbooks meet the eleventh-grade students' needs and demands. They further satisfy all of the requirements of the Revised Curriculum and have been approved by the Ministry of Education. The course encompasses a student book, workbook, teacher's guide, links for listening and reading, digital formats, and an audio CD.

3.4. Criteria For Analysis

Three criteria have been selected to meet the purpose of this study:

- (1) **Sufficiency or Adequacy:** to check if the content under analysis (the textbooks of *Jordan High Note* 11th textbook) includes adequate distribution of collocations. This study concentrates on the inclusion of collocations in the textbook.
- (2) **Equality:** This study investigates the equal distribution of the collocational types in the textbook. For example, are the collocations equally distributed? Do lexical collocation types exist in the textbook? Do the verbal collocations exist in the textbook? What are the frequency and percentages of lexical and verbal collocations? What types of collocations are more frequently used in the textbook?
- (3) **Comprehension:** this examines the contextualization, definition, and exemplification of collocations in the textbook. Are the collocations provided within passages? Are the collocations previously defined? Are the collocations provided with examples? This criterion checks students' comprehension of collocations within a context and examples.

3.5. Units Of Analysis

The current study's nature entails using only one unit of analysis: the collocations of the two different types, namely, lexical and verbal. In the present study, three units of analysis were used, particularly in the reading language skill section:

- (1) **Pre-reading texts:** the selected textbooks sometimes contain short texts like background information before outlining the main texts. Therefore, the researcher considered these types of activities and texts and evaluated their inclusion of collocations.

- (2) **Reading texts:** it includes the main reading texts that are included in the textbooks.

- (3) **Post-reading/ HOTS (Higher Order Thinking Skills):** such part encompasses exercises that emerge after the main reading texts. The textbooks introduce these activities to foster HOTS; thus, the researcher considered such types of activities. She further checked their incorporation of collocations.

3.6. Categories Of Analysis

The researcher developed a holistic list of six categories to investigate the extent to which Jordanian *High Note* textbooks include and underscore collocations (adjective+ noun, noun1+ noun2, adverb +adjective, verb+ noun, noun+ verb, adverb+ verb). For each textbook, the researcher devised her own list of categories. It involves the collocations provided by the Ministry of Education, which incorporates all possible collocations for secondary level (from the eleventh to twelfth grades). The researcher then compares the textbook's inclusion of collocations to the National Centre for Curriculum Development guidelines (2024) for secondary level students.

3.7. Validity And Reliability of the Instrument

Even though this study is qualitative, the researcher believed that it was necessary to use various reliability measures to guarantee the consistency of the collected data by the research instrument. The researcher validated the content analysis instrument and an instructional toolkit by presenting it to a group of experienced and specialized reviewers until it was finalized. The jury's suggestions were considered, and all amendments were made.

As for the reliability of the content analysis, the researcher established the analysis's reliability through two methods: interrater reliability, where the same analyst consistently produces similar results, and intratester reliability, where different analysts reach similar results. After re-conducting the analysis over time, the consistency between the first and second analyses of the types of collocations in the textbook was evaluated.

3.7.1. Intra-Rater Reliability

After analysing *the Jordan High Note* textbooks (activity book, student's book, and teacher's book) in par with the above-mentioned six collocational categories, similar textbooks were analysed during two weeks using similar criteria, categories of analysis, and units. This enabled the researcher to

prevent the memorisation impact, which might cause biased findings. First off, all incorrect data, including unnoticed collocations, miscalculations, and wrong numbers of pages, were corrected before counting the final frequencies and percentages. The study used Holsti's equation (1969) to calculate the intra-rater reliability coefficient to be 100%.

3.7.2. Inter-Rater Reliability

To guarantee that the collected data were as accurate as possible, the researcher used inter-rater reliability. To achieve this objective, an assistant content analyst analyses some collocational categories from *the Jordan High Note* eleventh-grade textbook, activity book, and teachers' book.

The following were the main distinctions:

- **Collocation:** The *adjective-noun* "mysterious text/ mysterious languages" is mentioned twice on page 6 (in the eleventh-grade textbook), accounting for two collocations; the assistant analyst mentioned this to the researcher, bringing the total reference to 11 instead of 12.
- **Collocation:** *noun-noun* "social media" on page 12 (in the eleventh-grade textbook) occurred ten times and was changed to online platforms instead of social media because it appears in the revised version only as a synonym. As a consequence, the assistant analyst informed the researcher, and the total number of references is now 10 rather than 11.
- **Collocation:** *adverb- adjective* "actually+ blind/hunting/normal" (in the eleventh-grade textbook) was discovered on page 21 in a box titled (Animal Myths). In fact, the researcher found that the adverb "**actually**" is repeatedly used with adjectives to correct false beliefs. The assistant analyst suggested that the researcher consider this box because it is highlighted again for students, making it active rather than passive. Accordingly, the total number of references is now 3 instead of 2. Collocation: *adverb -adjective* "unwanted furry snacks" on page 21 (in the eleventh grade textbook) was removed from the list and moved to the second list, which the researcher referred to as "ill-formed collocations," for correction, because the assistant analyst discovered it in the Oxford Dictionary because it is used figuratively and humorously to describe spiders being swallowed in sleep, but in standard usage, "furry snacks" would be considered an unnatural or ill-formed combination of words. Consequently, the

assistant analyst suggested that the researcher move it to the other list to suggest to the publisher that the collocations in the authentic Oxford Dictionary be followed in the next edition. Hence, instead of n=11, the total reference was n=10.

- Collocation:** The *verb-noun* collocations "express my concern/ value the park/find it unacceptable/taken into consideration" are mentioned only once on page 22 (in the eleventh-grade textbook), accounting for three collocations; the assistant analyst mentioned this to the researcher, bringing the total reference to 3 instead of 4.
- Collocation:** The *noun-verb* collocations "teenagers have / teenagers can learn, teens benefit" on page 30 (in the eleventh-grade textbook) occurred three times and were changed to "teenagers can benefit" instead of "teens benefit" because it appears in the textbook only as a paraphrased structure. As a result, the assistant analyst informed the researcher, and the total number of references is now 2 rather than 3.
- **Collocation:** *adverb-verb* collocations "firmly believe / already dealt" are mentioned three times on page 32 (in the eleventh-grade textbook). "Personally, conviction is" collocation was removed from the list because it is an ill-formed collocation. The assistant analyst suggested that the researcher exclude it from the final count. Accordingly, the total number of adverb-verb collocations is 2 instead of 3.

3.8. Data Collection and Data Analysis Procedures

Application Of ACTFL Proficiency Guidelines in Evaluating Classroom Communication Skills

The researcher in this study defines, describes and evaluates communication skills in the classroom by ACTFL Proficiency Guidelines (Omaggio, 2001; Liskin-Gasparro, 1984; Omaggio, 1984). The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines is a standardised way of assessing language proficiency in four broad skills: listening, speaking, reading and writing. They outline what language learners are capable of doing at five levels of proficiency: Novice, Intermediate, Advanced, Superior and Distinguished in real-life communication situations. The guidelines can be used as a reference by language teachers and researchers to evaluate communicative competence

and develop instruction that contributes to effective interaction in the target language.

Some researchers (Tschirner and Malone, 2012; Omaggio, 2001; Wei, 1999) believe that the period between 1996 and 1999 was a time of attempts to react to the ACTFL Guidelines and to make the field better. These attempts resulted in the development of five standards of content in the study of foreign languages. They are viewed as a guide towards achieving the stated goals of learning a foreign language, recognising other cultures, and assessing information in an expansive spectrum of academic domains. Omaggio (2001) describes these five content standards as: communication, culture, comparisons, connection and communities, all of which are a great base towards enhancing learning, especially collocational competence.

3.9. Data Collection

The researcher used a thorough content analysis of the Jordan *High Note* eleventh-grade textbook. First, the researcher thoroughly read the textbook. Then, she identified the collocations that existed in the textbook. After that, the researcher coded the collocations based on Benson et al.'s (1986) framework. The collocations were classified into two categories: lexical and grammatical. The lexical collocations were classified into three sub-categories, namely, adjective+ noun, noun 1+ noun 2, and adverb+ adjective. Similarly, verbal collocations were classified into three categories, namely, verb+ noun, noun+ verb, and adverb + verb.

After identifying and coding the collocations, the researcher identified the types of collocations

according to Benson et al.'s (1986) framework. To check the validity of the collocations, the data underwent expert validation. The reliability of the data was achieved through interrater and inter-rater reliability assessments. This multiple analysis guaranteed consistent and accurate categorization of collocations.

Following that, the researcher designed a toolkit for teaching collocations that encompasses, teaching strategies, lesson plan templates, and assessments in light of Lewis's (2000) book. This constituted an answer to the third research question.

The following steps summarize the data collection process:

- ✚ An instrument consisting of lists of collocations was designed to take into account the types of collocations: lexical and grammatical. Therefore, it was necessary to categorize and code them according to types.
- ✚ *The Jordan High Note* eleventh-grade textbook, activity book, and teacher's book were analyzed after collecting all the collocations in each book.
- ✚ The researcher stated the frequencies and percentages of all the collocations.

3.10. Data Analysis

The researchers analyzed the collocations based on Benson et al.'s (1986) framework, which classifies collocations into lexical and grammatical. This step constituted an answer to the second research question. The researcher designed a toolkit in light of the pragmatic theory of teaching collocations.

The content analysis instrument of collocations is illustrated in Table 1 below:

Table 1: The Content Analysis Instrument of Collocations.

| Lexical Collocations | Example | Explanation |
|-----------------------|---------|-------------|
| 1) Adjective + Noun | | |
| 2) Noun 1 + Noun 2 | | |
| 3) Adverb + Adjective | | |
| Verbal Collocations | | |
| 4) Verb+ Noun | | |
| 5) Noun + Verb | | |
| 6) Adverb + Verb | | |

(Source: Benson et al., 1986)

As for the pedagogical guidelines, the researcher designed a toolkit in light of the pragmatic theory

of teaching collocations, as shown in Table 2 below:

Table 2: Toolkit For Teaching Collocations in EFL Classrooms.

| Component | Description | Examples/Activities |
|---------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Teaching Strategies | Using practical teaching methods to incorporate both collocations into teaching lessons. | - Explicit Instruction: it means defining and explaining collocations with examples. |
| | | - Contextual Learning: It means using role play, dialogues, and stories. |

| | | |
|--------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | - Discovery-Based Learning: It entails encouraging students to elicit meanings according to their occurrence in the context. |
| | | - Games and Activities: it occurs by integrating games and activities such as crossword puzzles, group discussions, and matching to increase students' engagement. |
| Assessments | It means using tools to assess students' progress in using and understanding collocations effectively. | Formative Assessments: they occur by using self-assessment forms, observations, and peer reviews. |
| | | Summative Assessments: This entails incorporating rubrics, quizzes, and tests to evaluate the students' comprehension and use of collocations. |
| | | Performance Tasks: it occurs by incorporating tasks that examine the students' ability to apply the target language using role plays, creative writing assessments, and storytelling. |

Data Analysis Procedures

As the purpose of this study was the evaluation of how collocations are represented in the *Jordan High Note* EFL textbooks, the content analysis was conducted in a comprehensive way to identify collocations in accordance with Curriculum (5) guidelines, which contain collocations to be taught in the secondary level (11th and 12th grades) in Jordan. The Oxford Dictionary (2002) checked the collocations with exclusion of the misconceptions or ill-constructed ones that are not found in the dictionary. The researcher highlighted, verified, and categorized the collocations in *the Jordan High Note* textbooks, computed their frequencies and ranked them into percentages to understand the level of popularity of each collocation category in the materials under analysis.

4. FINDINGS

This section presents the findings of the current study, which looked at the types of collocations in *Jordan High Note* English language textbooks for eleventh-grade students in Jordan based on Benson et al. (1986) for collocations. The current study also

looked at the inclusion of collocations in terms of sufficiency, comprehensiveness, and balanced distribution in the textbooks. The present study is further concerned with providing pedagogical guidelines that enhance the teaching and learning of collocations in the Jordanian EFL textbooks, *Jordan High Note*. The study is anchored in two theories, namely, the lexical approach by the pragmatic theory, to answer the research questions and to evaluate the pedagogical approaches used in the *Jordan High Note* textbooks to teach collocations. The answers to the key questions will be displayed in this chapter.

4.1. Results Pertinent to the First Research Question:

The first question was: *To what extent do Jordan High Note* English language textbooks for eleventh-grade students include collocations?

To answer this question, the study calculated the frequency and percentages of collocations, lexical collocations, and grammatical collocations in the Jordan High Note Student's book, activity book, and teacher's as shown in Table (3) below:

Table 3: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In Jordan High Note Student's Activity Book For The Eleventh Graders.

| Source of collocations | Category of collocations | Frequency | Percentage |
|---------------------------------------------------|----------------------------|------------|-------------|
| <i>High Note</i> Eleventh Student's Activity Book | Lexical Collocations (585) | | |
| | Adjective+ Noun | 330 | 39 |
| | Noun 1+ Noun 2 | 221 | 25.5 |
| | Adverb+ Adjective | 34 | 4 |
| | Verbal Collocations (273) | | |
| | Verb+ Noun | 209 | 24 |
| | Noun+ Verb | 30 | 3.5 |
| | Adverb+ Verb | 34 | 4 |
| Total | | 858 | 100% |

Table 3 shows the frequencies and percentages of lexical and grammatical collocations included in the *Jordan High Note* student's activity book for the eleventh graders. The Table indicates that (858) collocations exist in total, divided into lexical (585)

and verbal (273), where lexical collocations outperform verbal ones.

The highest category of lexical collocations is (Adjective+Noun) with the frequency (330) and percentage (39), followed by (Noun1+Noun2) with

the frequency (221) and percentage (25.5). However, (Adverb+Adjective) ranks the lowest with the frequency (34) and percentage (4).

On the other hand, the highest category of verbal collocations is (Verb+Noun) with the frequency (209)

and percentage (24), followed by (Noun+Verb) with the frequency (30) and percentage (3.5). Nevertheless, (Adverb+Verb) occupies the lowest rank with the frequency (34) and percentage (4).

Table 4: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In The Jordan High Note Student's Workbook For The Eleventh Graders.

| Source of collocations | Category of collocations | Frequency | Percentage |
|---------------------------------------|----------------------------|-----------|------------|
| High Note Eleventh Student's Workbook | Lexical Collocations (280) | | |
| | Adjective+ Noun | 187 | 37 |
| | Noun 1+ Noun 2 | 82 | 16.17 |
| | Adverb+ Adjective | 11 | 2.17 |
| | Verbal Collocations (227) | | |
| | Verb+ Noun | 168 | 33 |
| | Noun+ Verb | 15 | 2.97 |
| | Adverb+ Verb | 44 | 8.69 |
| Total | | 507 | 100% |

Table 4 demonstrates the frequencies and percentages of lexical and grammatical collocations included in the Jordan High Note student's workbook for the eleventh graders. The Table shows that (507) collocations are included in total, divided into lexical (280) and verbal (227), with lexical collocations outnumbering verbal ones.

The highest category of lexical collocations is (Adjective+Noun) with the frequency (187) and percentage (37), followed by (Noun1+Noun2) with

the frequency (82) and percentage (16.17). However, (Adverb+Adjective) occupies the lowest rank with the frequency (11) and percentage (2.17).

By contrast, the highest category of verbal collocations is (Verb+Noun) with the frequency (168) and percentage (33), followed by (Noun+Verb) with the frequency (15) and percentage (2.97). However, (Adverb+Verb) represents the lowest rank with the frequency (44) and percentage (8.69).

Table 5: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In The Jordan High Note Eleventh Teacher's Activity Book (160) Pages For The Eleventh Graders.

| Source of collocations | Category of collocations | Frequency | Percentage |
|---------------------------------------|----------------------------|-----------|------------|
| High Note Eleventh Teacher's Workbook | Lexical Collocations (495) | | |
| | Adjective+ Noun | 260 | 41.2 |
| | Noun 1+ Noun 2 | 185 | 29.36 |
| | Adverb+ Adjective | 50 | 7.93 |
| | Verbal Collocations (135) | | |
| | Verb+ Noun | 90 | 14.28 |
| | Noun+ Verb | 30 | 4.76 |
| | Adverb+ Verb | 15 | 2.38 |
| Total | | 630 | 100% |

A closer inspection of Table 5 reveals the frequencies and percentages of lexical and grammatical collocations included in the Jordan High Note eleventh teachers' activity book. The Table shows that (630) collocations are included in total, divided into lexical (495) and verbal (135), with lexical collocations noticeably higher.

In lexical collocations, the highest category is (Adjective+Noun) with the frequency (260) and percentage (41.2), followed by (Noun1+Noun2) with the frequency (185) and percentage (29.36).

Nevertheless, (Adverb+Adjective) occupies the lowest rank with the frequency (50) and percentage (7.93).

On the contrary, the highest category of verbal collocations is (Verb+Noun) with the frequency (90) and percentage (14.28), followed by (Noun+Verb) with the frequency (30) and percentage (4.76). Nevertheless, (Adverb+Verb) is the least frequent category with the frequency (15) and percentage (2.38).

Table 6: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In The Jordan High

Note Teacher's Workbook (201) Pages For The Eleventh Graders.

| Source of collocations | Category of collocations | Frequency | Percentage |
|----------------------------------------------------------|----------------------------|-----------|------------|
| <i>Jordan High Note Eleventh Teacher's Activity Book</i> | Lexical Collocations (522) | | |
| | Adjective+ Noun | 176 | 22.47% |
| | Noun 1+ Noun 2 | 246 | 31.41% |
| | Adverb+ Adjective | 100 | 12.77% |
| | Verbal Collocations (261) | | |
| | Verb+ Noun | 189 | 24.16 |
| | Noun+ Verb | 47 | 6 |
| | Adverb+ Verb | 25 | 3.19 |
| Total | | 783 | 100% |

Table 6 demonstrates the frequencies and percentages of lexical and grammatical collocations included in *the Jordan High Note eleventh teachers' workbook*. The Table shows that (630) collocations are included in total, divided into lexical (522) and verbal (261), with lexical collocations being more frequent.

In lexical collocations, the highest category is (Noun1+Noun2) with the frequency (246) and percentage (31.41), followed by (Adjective+Noun) with the frequency (176) and percentage (22.47). However, (Adverb+Adjective) occupies the lowest rank with the frequency (100) and percentage (12.77).

However, the highest category of verbal collocations is (Verb+Noun) with the frequency (189) and percentage (24.16), followed by (Noun+Verb) with the frequency (47) and percentage (6).

Nevertheless, (Adverb+Verb) is the lowest category with the frequency (25) and percentage (3.19).

4.2. Results Pertinent to the Second Research Question:

The second question was: *Do the collocations meet the criteria of the curriculum guidelines?* The Table below shows the findings of using a quantitative approach to answer this question. Since the Ministry of Education did not publish a dedicated collocations list for eleventh-grade students, the present study extracted collocations directly from the official *the Jordan High Note Eleventh instructional materials* (student's book, activity book, teacher's activity book, and Teacher's workbook) as shown in Table 7 below.

Table 7: Results- Frequencies And Percentages Of Lexical And Grammatical Collocations Included In Eleventh Grade In The High Note Eleventh Instructional Materials.

| Source of collocations | Category of collocations | Frequency out of The High Note Eleventh Book | Percentage out of The High Note Eleventh Book |
|--------------------------------------------------------------|--------------------------------|----------------------------------------------|-----------------------------------------------|
| <i>The Jordan High Note Eleventh Instructional Materials</i> | Lexical Collocations (1882) | | |
| | Adjective+ Noun | 953/2778 | 0.340 |
| | Noun 1+ Noun 2 | 734/2778 | 0.264 |
| | Adverb + Adjective | 195/2778 | 0.070 |
| <i>The Jordan High Note Eleventh Instructional Materials</i> | Grammatical Collocations (896) | | |
| | Verb + Noun | 656/2778 | 0.231 |
| | Noun + Verb | 122/2778 | 0.043 |
| | Adverb + Verb | 118/2778 | 0.042 |

As shown in the Table, *the Jordan High Note Eleventh Instructional Materials* include (2778) collocations, of which (1882) are lexical and (896) are grammatical. The comparison of such results with the guidelines of the curriculum will show that the percentage of collocations in the textbooks is relatively lower than it is expected. Regarding lexical collocations, the highest category is (Adjective+Noun) with the frequency (953/2778) and percentage (0.340), followed by (Noun1+Noun2)

with the frequency (734/2778) and proportion (0.264). However, (Adverb+Adjective) represents the lowest category with the frequency (195/2778) and percentage (0.070). In respect of verbal collocations, the highest category is (Verb+Noun) with the frequency (656/2778) and percentage (0.231), followed by (Noun+Verb) with the same frequency (656/2778) and percentage (0.231). Nevertheless, (Adverb+Verb) is the lowest type with the frequency (118/2778) and percentage (0.042). In general, the

percentage of collocations in *the Jordan High Note Eleventh Instructional Materials* is not equal to the percentage needed according to the curriculum guidelines, and thus, policymakers and interested

parties will have to revise it.

Regarding the comparison with *the Jordan High Note eleventh student's activity book* (see Table 8):

Table 8: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In Eleventh Grade In Jordan High Note Eleventh Student's Activity Book In Parallel To the Jordan High Note Eleventh Instructional Materials.

| Source of collocations | Category of collocations | Frequency out of The Jordan High Note Eleventh Book | Percentage out of The Jordan High Note Eleventh Book |
|-------------------------------------------------------|--------------------------------|-----------------------------------------------------|------------------------------------------------------|
| The Jordan High Note Eleventh Student's Activity Book | Lexical Collocations (585) | | |
| | Adjective+ Noun | 330/2778 | 0.118 |
| | Noun 1+ Noun 2 | 221/2778 | 0.079 |
| | Adverb + Adjective | 34/2778 | 0.012 |
| The Jordan High Note Eleventh Student's Activity Book | Grammatical Collocations (273) | | |
| | Verb+ Noun | 209/2778 | 0.075 |
| | Noun+ Verb | 30/2778 | 0.010 |
| | Adverb + Verb | 34/2778 | 0.012 |

As revealed in the Table, *the Jordan High Note Eleventh Student's activity book* includes (2778) collocations, of which (585) are lexical and (273) are grammatical. In comparison with the curriculum guidelines, the percentage of collocations in the textbook is generally lower than expected.

Regarding lexical collocations, the highest category is (Adjective+Noun) with the frequency (330/2778) and percentage (0.118), followed by (Noun1+Noun2) with the frequency (221/2778) and proportion (0.079). However, (Adverb+Adjective) represents the lowest category with the frequency (34/2778) and percentage (0.012). In respect of verbal

collocations, the highest category is (Verb+Noun) with the frequency (209/2778) and percentage (0.075), followed by (Adverb+Verb) with the frequency (34/2778) and percentage (0.012). Nevertheless, (Noun+Verb) is the lowest type with the frequency (30/2778) and percentage (0.010).

All in all, collocations are not well represented in *the Jordan High Note Eleventh Instructional Materials* since both the lexical and grammatical collocations are not at the percentage needed by the curriculum standards.

The comparison with *the Jordan High Note Workbook* is in Table 9 as follows:

Table 9: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In Eleventh Grade In Jordan High Note Eleventh Student's Workbook In Parallel To the Jordan High Note Eleventh Instructional Materials.

| Source of collocations | Category of collocations | Frequency out of The Jordan High Note Eleventh Book | Percentage out of The Jordan High Note Eleventh Book |
|--------------------------------------------------|--------------------------------|-----------------------------------------------------|------------------------------------------------------|
| The Jordan High Note Eleventh Student's Workbook | Lexical Collocations (280) | | |
| | Adjective+ Noun | 187/2778 | 0.067 |
| | Noun 1+ Noun 2 | 82/2778 | 0.029 |
| | Adverb + Adjective | 11/2778 | 0.003 |
| The Jordan High Note Eleventh Student's Workbook | Grammatical Collocations (227) | | |
| | Verb+ Noun | 168/2778 | 0.060 |
| | Noun+ Verb | 15/2778 | 0.005 |
| | Adverb + Verb | 44/2778 | 0.015 |

As demonstrated in the Table, *the Jordan High Note eleventh students' workbook* includes (2778) collocations in total, with (280) lexical collocations and (227) grammatical collocations. In comparison

with the curriculum guidelines, the percentage of collocations in the textbook is noticeably lower.

Regarding lexical collocations, the highest category is (Adjective+Noun) with the frequency

(187/2778) and percentage (0.067), followed by (Noun1+Noun2) with the frequency (82/2778) and proportion (0.029). However, (Adverb+Adjective) appears least frequently with the frequency (11/2778) and percentage (0.003).

In respect of verbal collocations, the highest category is (Verb+Noun) with the frequency (168/2778) and percentage (0.060), followed by (Adverb+Verb) with the frequency (44/2778) and

percentage (0.015). Nevertheless, (Noun+Verb) is the least frequent type with the frequency (15/2778) and percentage (0.005).

Overall, the inclusion of collocations in *the Jordan High Note* eleventh instructional materials is relatively low, as both lexical and grammatical collocations fall below curriculum expectations.

The comparison with the Jordan High Note teacher's activity book is in Table 10 as follows:

Table 10: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In Eleventh Grade In Jordan High Note Eleventh Teacher's Activity Book In Parallel To The Jordan High Note Eleventh Instructional Materials.

| Source of collocations | Category of collocations | Frequency out of The High Note Eleventh Book | Percentage out of The High Note Eleventh Book |
|-------------------------------------------------------|--------------------------------|----------------------------------------------|-----------------------------------------------|
| The Jordan High Note Eleventh Teacher's Activity Book | Lexical Collocations (522) | | |
| | Adjective+ Noun | 176/2778 | 0.063 |
| | Noun 1+ Noun 2 | 246/2778 | 0.088 |
| | Adverb + Adjective | 100/2778 | 0.035 |
| The Jordan High Note Eleventh Teacher's Activity Book | Grammatical Collocations (261) | | |
| | Verb+ Noun | 189/2778 | 0.068 |
| | Noun+ Verb | 47/2778 | 0.016 |
| | Adverb + Verb | 25/2778 | 0.008 |
| Total | | | 100% |

As shown in the Table, *the Jordan High Note* eleventh teachers' activity book includes (2778) collocations in total, with (522) lexical collocations and (261) grammatical collocations. Compared with the curriculum guidelines, the percentage of collocations included is generally lower.

Regarding lexical collocations, the highest category is (Noun1+Noun2) with the frequency (246/2778) and percentage (0.088), followed by (Adjective+Noun) with the frequency (176/2778) and proportion (0.063). However, (Adverb+Adjective) is the lowest type with the frequency (100/2778) and percentage (0.035).

With respect to verbal collocations, the highest category is (Verb+Noun) with the frequency (189/2778) and percentage (0.068), followed by (Noun+Verb) with the frequency (47/2778) and percentage (0.016). Nevertheless, (Adverb+Verb) has the lowest frequency (25/2778) and percentage (0.008).

Overall, although this book includes many lexical collocations, overall percentages remain below curriculum expectations.

The comparison with the Jordan High Note teacher's workbook is in Table 11 as follows:

Table 11: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In Eleventh Grade In Jordan High Note Eleventh Teacher's Workbook In Parallel To The Jordan High Note Eleventh Instructional Materials.

| Source of collocations | Category of collocations | Frequency out of The High Note Eleventh Book | Percentage out of The High Note Eleventh Book |
|--------------------------------------------------|--------------------------------|----------------------------------------------|-----------------------------------------------|
| The Jordan High Note Eleventh Teacher's Workbook | Lexical Collocations (495) | | |
| | Adjective+ Noun | 260/2778 | 0.093 |
| | Noun 1+ Noun 2 | 185/2778 | 0.066 |
| | Adverb + Adjective | 50/2778 | 0.017 |
| The Jordan High Note Eleventh Teacher's Workbook | Grammatical Collocations (135) | | |
| | Verb+ Noun | 90/2778 | 0.032 |
| | Noun+ Verb | 30/2778 | 0.010 |

| | | | |
|--------------|----------------------|---------|-------------|
| | Adverb + Verb | 15/2778 | 0.005 |
| Total | | | 100% |

As revealed in the above Table, the Jordan High Note Eleventh Instructional Materials have (2778) collocations in the Jordan High Note Eleventh teachers' workbook. The frequency of lexical collocations is (495) out of the whole number of items of vocabulary that appear in the (2778). Only (135) are grammatical collocations out of (2778). Comparing collocations in the textbooks with the criteria of the curriculum guidelines, the percentage of collocations in each textbook, in general, is lower than the percentage of the curriculum guidelines.

Regarding lexical collocations, (adjective+ noun) has the highest frequency (260/2778) with the percentage (0.093). Followed by (adjective+ noun) with the frequency (185/2778) and proportion (0.066). However, the lowest frequent category of lexical collocations in the Jordan High Note textbooks is (adverb +adjective) with the frequency (50/2778) and percentage (0.017).

Concerning verbal collocations, the highest category goes for (verb noun) with the frequency (90/2778) with the percentage (0.032). Followed by (noun +verb) with the frequency (30/2778) and percentage (0.010). Nevertheless, the lowest frequent category of verbal collocations in the Jordan High Note textbooks is (adverb +verb) with the frequency (15/2778) and percentage (0.005).

The inclusion of collocations in the Jordan High Note Eleventh Teachers' Workbook remains limited, with lexical collocations more prominent compared to grammatical ones. Nevertheless, they remain below curriculum standards. Such underrepresentation might prevent the full development of collocational awareness among the learners which is necessary in the achievement of natural, fluent, and contextual proper language usage. (See Appendix E for the full list of verified active collocations.)

4.3. Results Pertinent to the Third Research Question:

The third question was: *Are these collocations included in a sufficient, comprehensive, and balanced manner in the textbook?* To answer this question, a quantitative method was used, as presented in the table below. While the first research question of this study seeks to reveal the extent of "collocations" included within the Jordan High Note Eleventh textbooks, the third question seeks to supplement the first by measuring the balance and comprehensiveness of these collocations within each textbook and across the four textbooks (student's book, activity book, teacher's activity book, and Teacher's workbook).

Table 12: Frequencies And Percentages Of Lexical And Grammatical Collocations Included In The Jordan High Note Textbooks For The Eleventh Graders.

| Source of collocations | Category of collocations | Frequency | Total/ Percentage |
|----------------------------------------------------------------------------|---------------------------------------|-----------|-------------------|
| Book 11 <i>Jordan High Note Eleventh Student's Activity Book</i> | Lexical Collocations (585) | | |
| | Adjective+ Noun | 330/858 | 0.384 |
| | Noun 1+ Noun 2 | 221/858 | 0.257 |
| | Adverb + Adjective | 34/858 | 0.039 |
| | Grammatical Collocations (273) | | |
| | Verb+ Noun | 209/858 | 0.243 |
| | Noun+ Verb | 30/858 | 0.034 |
| Book 11 <i>Jordan High Note Eleventh Student's Workbook</i> | Lexical Collocations (280) | | |
| | Adjective+ Noun | 187/507 | 0.368 |
| | Noun 1+ Noun 2 | 82/507 | 0.161 |
| | Adverb + Adjective | 11/507 | 0.021 |
| | Grammatical Collocations (227) | | |
| | Verb+ Noun | 168/507 | 0.331 |
| | Noun+ Verb | 15/507 | 0.029 |
| Book 11 <i>Jordan High Note Eleventh Teacher's Activity Book</i> | Lexical Collocations (522) | | |
| | Adjective+ Noun | 176/783 | 0.224 |
| | Noun 1+ Noun 2 | 246/783 | 0.314 |
| | Adverb + Adjective | 100/783 | 0.127 |
| | Grammatical Collocations (261) | | |
| | Verb+ Noun | 189/783 | 0.241 |
| | Noun+ Verb | 47/783 | 0.060 |
| Adverb+ Verb | 25/783 | 0.031 | |

| Book 11 <i>Jordan High Note Eleventh Teacher's Workbook</i> | Lexical Collocations (495) | | |
|----------------------------------------------------------------|--------------------------------|---------|-------|
| | Adjective+ Noun | 260/630 | 0.412 |
| | Noun 1+ Noun 2 | 185/630 | 0.293 |
| | Adverb + Adjective | 50/630 | 0.079 |
| | Grammatical Collocations (135) | | |
| | Verb+ Noun | 90/630 | 0.142 |
| | Noun+ Verb | 30/630 | 0.047 |
| | Adverb+ Verb | 15/630 | 0.023 |

Table 12 shows the inclusion of collocations in *the Jordan High Note* textbooks: the student's activity book, student's workbook, teacher's activity book, and teacher's workbook. In *the Jordan High Note* eleventh student's activity book, lexical collocations are (585/858), while grammatical collocations are (273/858). The highest lexical category is (Adjective + Noun) with (330/858) and (0.384), followed by (Noun1+Noun2) with (221/858) and (0.257). However, (Adverb + Adjective) ranks lowest with (34/858) and (0.039). As for grammatical collocations, the highest category is (Verb +Noun) with (209/858) and (0.243), followed by (Adverb + Verb) with (34/858) and (0.039). The lowest category is (Noun + Verb) with (30/858) and (0.034).

In *the Jordan High Note* eleventh student's workbook, lexical collocations are (280/507), while grammatical collocations are (227/507). The highest lexical category is (Adjective + Noun) with (187/507) and (0.368), followed by (Noun1+Noun2) with (82/507) and (0.161). However, (Adverb + Adjective) ranks lowest with (11/507) and (0.021). For grammatical collocations, the highest category is (Verb + Noun) with (168/507) and (0.331), followed by (Adverb+ Verb) with (44/507) and (0.086). Nevertheless, (Noun + Verb) is lowest with (15/507) and (0.029).

In *the Jordan High Note* eleventh teacher's activity book, lexical collocations are (522/783), while grammatical collocations are (261/783). The highest lexical category is (Noun1+Noun2) with (246/783) and (0.314), followed by (Adjective + Noun) with (176/783) and (0.224). However, (Adverb + Adjective) ranks lowest with (100/783) and (0.127). Regarding grammatical collocations, (Verb + Noun) is the highest with (189/783) and (0.241), followed by (Noun + Verb) with (47/783) and (0.060). Nevertheless, (Adverb+ Verb) is lowest with (25/783) and (0.031).

5. DISCUSSION

5.1. Discussion of the First Research Question

The outcomes of the initial investigation question have shown that the presence of collocations in the textbooks of the eleventh grade of the *Jordan High Note* is not only statistically meaningful but also

disproportionate in terms of types and sources. Table (3) indicates that the Student Activity Book has (858) collocations, of which Adjective + Noun (330, 39) and Noun1 + Noun2 (221, 25.5) prevail, with the Adverb + Adjective (34, 4) representing the lowest number of verbal types; Adjective + Noun (330, 39) represents the highest number of lexical types. Table (4) shows that there are (507) collocations of the Student with a Lexical (280) and Verbal (227) most common types of Adjectives + Noun (187, 37) and the least common Adverb + Adjective (11, 2.17), with the most common being Verb + Noun (168, 33). Table (5) shows (630) collocations in the Teacher Activity Book- Lexical (495) and Verbal (135), with Adjective + Noun (260, 41.2) most common and Adverb + Adjective (50, 7.93) most common. Table (6) presents the Teacher Workbook with (783) collocations: lexical (522) and verbal (261), where Noun1 + Noun2 (246, 31.41) and Verb + Noun (189, 24.16) are the first and the most common ones, respectively.

Write a justification, why are the presence of collocations in the textbooks statistically meaningful but also disproportionate in terms of types and sources

The pattern implies that *Jordan High Note* pays attention to such lexical collocations as Adjective + Noun and Noun + Noun, which demonstrates the orientation towards the lexical cohesion and grammatical correctness and not communicative fluency. According to the taxonomy of lexical collocations presented by Benson et al. (1986), lexical collocations are more frequent because they are semantically motivated. According to the Pragmatic Theory approach, the Asking dominance of Adjective + Noun and Verb + Noun indicates communication awareness and the lack of context and discourse application (Leech, 2016; Wray, 2002; Aijmer, 2014).

The findings are consistent with Molavi et al. (2014), Kim and Oh (2020), and Eid and Al-Jamal (2023) to validate the existence of lexical dominance but not with Pakzadian (2024) and Asadova (2024) who support the idea of corpus-based, contextualized teaching. On balance, *the Jordan High Note* has a quantitative rather than a pragmatic integration.

5.2. Discussion Of the Second Research Question

The result of the second research question indicated that there were 2,778 collocations in *the Jordan High Note Eleventh Instructional Materials*, and 1,882 were lexical, and 896 were grammatical. The largest lexical frequency was Adjective + Noun (953/2778; 0.340), then came Noun1 + Noun2 (734/2778; 0.264) and lastly Adverb + Adjective (195/2778; 0.070). Verb + Noun ranked highest in grammatical collocations (656/2778; 0.231), whereas Noun + Verb (122/2778; 0.043) and Adverb + Verb (118/2778; 0.042) were lowest. Across materials, the Student's Activity Book contained 585 lexical and 273 grammatical collocations with Adjective + Noun (330/2778; 0.118) most frequent; the Student's Workbook had 280 lexical and 227 grammatical dominated by Adjective + Noun (187/2778; 0.067); the Teacher's Activity Book showed 522 lexical and 261 grammatical with Noun1 + Noun2 (246/2778; 0.088) highest; and the Teacher's Workbook included 495 lexical and 135 grammatical led by Adjective + Noun (260/2778; 0.093). Overall, the total collocations were below curriculum expectations.

This pattern indicates that *the Jordan High Note* does not focus on lexical richness, but rather on structural portrayal. The predominance of Adjective + Noun and Verb + Noun is the EFL trend that can be predicted (Benson et al., 1986) and the use of Adverb + Adjective and Adverb + Verb is limited, which limits expression. Pragmatic Theory stresses that collocation instruction should be contextually and socially meaningful (Leech, 2016; Wray, 2002; Aijmer, 2014), and insufficient pragmatic input restricts natural use (Coulmas, 2011; Taguchi, 2009). This distribution indicates that the collocational organization of the textbook is more concerned with structural predictability at the expense of lexical fullness, making it unlikely that the text is exposed to forms that have evaluative, interpersonal, or pragmatic force. Since adverbial combinations play a crucial role in signalling stance, intensity and speaker intention, their deficiency denies learners a chance to internalize context-sensitive words. In accordance with pragmatic theory, such limited input limits the development of communicative nuances and prevents learners from accessing the range of socially meaningful expressions needed for naturalistic language use. Consequently, the imbalance towards basic adjectival and verbal pairings suggests not only a structural bias but also the loss of an opportunity to develop pragmatic competence, which can be achieved only through exposure to a wide variety of context-sensitive collocational patterns.

These findings are consistent with Molavi et al. (2014), Kim and Oh (2020), and Eid and Al-Jamal (2023) but differ from Nagy (2019), Chen (2017), Pakzadian (2024), and Asadova (2024), who observed that contextual and corpus-based methods were more effective. Conclusively, even though *the Jordan High Note* has numerous collocations, the fact that they have not been contextually integrated is indicative that they require pragmatic and corpus-informed revision.

5.3. Discussion of the Third Research Question

The findings of the third research question revealed that collocations in *the Jordan High Note* eleventh-grade textbooks are included with varying degrees of sufficiency and balance across the four books. In the Student's Activity Book, lexical collocations total (585/858) and grammatical (273/858), with Adjective + Noun (330/858; 0.384) most frequent and Adverb + Adjective (34/858; 0.039) least. In the Student's Workbook, lexical collocations constitute (280/507) and grammatical (227/507), dominated by Adjective + Noun (187/507; 0.368) and lowest in Adverb + Adjective (11/507; 0.021). The Teacher's Activity Book includes (522/783) lexical and (261/783) grammatical collocations, where Noun1 + Noun2 prevails (246/783; 0.314) and Adverb + Verb is least (25/783; 0.031). The Teacher's Workbook has (495/630) lexical and (135/630) grammatical collocations, and the most common were Adjective + Noun (260/630; 0.412) and Adverb + Verb (15/630; 0.023).

These patterns imply that the textbooks give more attention to lexical rather than grammatical collocations, especially Adjective + Noun and Verb + Noun, which suggests that they focus on the description and action-based expression. Adverb + Adjective and Adverb + Verb are limited thus restricting collocational variation and pragmatic competence. The taxonomy created by Benson et al. (1986) states that lexical collocations are vocabulary-enriching and grammatical collocations are syntactically related to the depth-supporting ones; the imbalance in this taxonomy demonstrates a non-comprehensiveness. In the Pragmatic Theory, collocations are to operate in a contextual way and not as a single co-occurrence (Leech, 2016; Wray, 2002), and the excessive use of some types of collocations removes pragmatic values, including politeness and emphasis (Aijmer, 2014). Such a distribution suggests that the textbooks privilege surface-level lexical density over a deeper syntactic variety, which limits the variety of semantic and pragmatic meanings available for learners. When

instructional materials draw their language from a largely descriptive and action-oriented collocation repertoire, they neglect to expose students to the adverbial patterns of language that signal speaker stance, evaluative force and interpersonal nuance-provided that are essential for the development of pragmatics. The imbalance among the taxonomy in Benson et al. 1986, therefore, reflects not only a lack of comprehensiveness, but also a lack of scaffolding for learners to construct connections between vocabulary, syntax, and communicative intent. From a pragmatic point of view, an emphasis on structurally predictable collocations limits learners' chances of interpreting and producing context-sensitive expressions, which (ultimately) limits their ability to engage in meaning negotiation, politeness modulation, and affective emphasis. In this sense, the fact that some collocational types are more frequent doesn't simply represent a skew in the quantitative sense but is a signal of some qualitative constraint regarding the development of a fully functional collocational and pragmatic repertoire.

These results align with Molavi et al. (2014), Kim and Oh (2020), and Eid & Al-Jamal (2023) in confirming dominance but limited contextual depth, yet differ from Ifadloh et al. (2021), Sarjono et al. (2022), and Nagy (2019), who found more balanced and contextualized representation. The results confirm the continued imbalance, gearing toward the necessity of the pedagogic adjustments in line with the lexical approach and Pragmatic Theory to facilitate natural, situational collocation learning.

6. CONCLUSION

The aim of this study was to analyze the representation of the collocations in the *Jordan High Note* eleventh-grade English textbooks in terms of being sufficient, balanced, and meeting the standards of the curriculum. Based on the framework of Benson et al. (1986) and the Pragmatic Theory of Collocations, the analysis examined the role of collocations in real communication and the ways of being used as invariable lexical units. The researcher employed a descriptive type of analytical design, participating in a comprehensive content analysis of

four textbooks, grouping collocations into two categories, i.e. lexical and grammatical and validated the findings using inter- and intra-rater reliability. The results indicated that there were 2,778 collocations in total with most of them being lexical (especially adjective + noun and noun + noun) and the grammatical type being underrepresented (adverb + verb, etc.). Write a justification This unequal ratio shows that there is more focus on the textbook structure and vocabulary enrichment at the expense of pragmatic and contextual fluency. Such an imbalance means that, in textbooks, collocational forms are privileged that are easy to present and assess, not to support learners in dealing with real communicative situations. By focusing on structures that are predictable and highly frequent in terms of lexis, the materials reduce the opportunities that learners have to encounter collocations that carry nuance, stance, politeness and interactional intent - all features that are central to the development of pragmatics. The underrepresentation of grammatical and adverbial patterns minimizes learning opportunities for the kinds of contextual evidence that help determine the interpretation of the language in authentic discourse, as well as limits the learner's potential to move beyond literal meaning towards socially appropriate and contextually responsive language use. This pattern indicates that although the textbooks manage to provide lexical density, they do not provide the collocational diversity that could contribute to the communicative fluency that is congruent with the norms of pragmatics.

Limitations to this approach were the use of one textbook series and the descriptive methodology that limited generalizability. The research suggests that teachers should use context-based and discourse-oriented methods, policy-makers should make sure that the curriculum is correlated with the objectives of communicative competence, and scholars should use corpus-based or experimental research designs. The newness of the study is that the Pragmatic Theory is used to evaluate the textbooks, which is a pedagogical toolkit in bridges the learning of lexical and the use of language in everyday life guided by interactive and pragmatic-oriented learning.

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