

Exploring Vietnamese EFL Students' Mastery of Common Academic Collocations

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This study examines the knowledge and competence of English as a Foreign Language (EFL) learners in Vietnam regarding frequently used academic collocations in the English language. The research involved 76 undergraduate students, aged 20 to 21, majoring in English, comprising 21 males and 55 females. Participants completed a test consisting of 50 academic collocations carefully curated from widely used academic texts and expert-approved lists. Descriptive statistical analysis of the test results revealed a significant deficiency in the participants' mastery of academic collocations. This finding highlights the pressing need for tailored instructional approaches specifically designed to enhance EFL learners' proficiency in academic collocations. Drawing upon relevant literature and research in the field, this paper proposes instructional strategies and recommendations aimed at improving students' knowledge and appropriate use of academic collocations in the English language.

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