

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

CHUYÊN NGÀNH: NGÔN NGỮ ANH – HÀN

Sinh viên : Nguyễn Thị Phương Thảo

HẢI PHÒNG – 2025

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**A STUDY ON WAYS OF FORMING ENGLISH
COLLOCATIONS TO ENRICH THE ENGLISH
VOCABULARY OF STUDENTS OF HAI PHONG
UNIVERSITY OF MANAGEMENT AND
TECHNOLOGY**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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Giảng viên hướng dẫn: Thạc sĩ Nguyễn Thị Quỳnh Hoa

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A Study on Ways of Forming English Collocations to Enrich the English Vocabulary of Students of Hai Phong University of Management and Technology.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

Đề tài tập trung nghiên cứu các cách hình thành và sử dụng English collocations nhằm góp phần làm phong phú vốn từ vựng tiếng Anh cho sinh viên Trường Đại học Quản lý và Công nghệ Hải Phòng. Cụ thể, đề tài cần làm rõ các khái niệm, phân loại và vai trò của collocations trong việc học từ vựng tiếng Anh của sinh viên

Bên cạnh cơ sở lý thuyết, đề tài tiến hành khảo sát thực trạng học và sử dụng collocations của sinh viên thông qua bảng hỏi và bài kiểm tra, từ đó phân tích mức độ nhận thức, khó khăn thường gặp cũng như hiệu quả của một số cách học collocations phổ biến.

Trên cơ sở kết quả nghiên cứu, đề tài đưa ra các đề xuất và giải pháp phù hợp nhằm giúp sinh viên nâng cao khả năng hình thành và vận dụng collocations trong học tập và giao tiếp tiếng Anh.

Yêu cầu đặt ra đối với đề tài là đảm bảo tính khoa học, tính thực tiễn và độ tin cậy của dữ liệu nghiên cứu; nội dung trình bày rõ ràng, sử dụng tài liệu tham khảo phù hợp và tuân thủ đúng quy định về hình thức của khóa luận tốt nghiệp.

2. Các tài liệu, số liệu cần thiết

Lấy kết quả phiếu khảo sát và phỏng vấn từ 70 sinh viên ngành ngoại ngữ của Trường Đại học Quản lý và Công Nghệ Hải Phòng, để lập số liệu thống kê, bảng biểu liên quan đến độ lưu loát và các yếu tố tác động.

3. Địa điểm thực tập tốt nghiệp

Thực tập tại Công ty TNHH tư vấn giáo dục Vgo

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Nội dung hướng dẫn: A Study on Ways of Forming English Collocations to Enrich the English Vocabulary of Students of Hai Phong University of Management and Technology.

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Hải Phòng, ngày tháng năm 2025

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Quỳnh Hoa

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Họ và tên sinh viên: Nguyễn Thị Phương Thảo

Nội dung hướng dẫn: A Study on Ways of Forming English Collocations to Enrich the English Vocabulary of Students of Hai Phong University of Management and Technology

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày tháng năm 2025

Giảng viên hướng dẫn

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Công nghệ và Quản lý Hải Phòng

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ

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Không được bảo vệ

☐

Điểm hướng dẫn

☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

ABSTRACT

Vocabulary plays an essential role in the process of learning English. However, many Vietnamese students, including those at Hai Phong University of Management and Technology, still face difficulties in memorizing and using vocabulary naturally. Therefore, this study entitled “A Study on Ways of Forming English Collocations to Enrich the English Vocabulary of Students of Hai Phong University of Management and Technology” aims to explore effective ways of forming and using English collocations to improve students’ vocabulary. The study focuses on the theoretical background of collocations, including their definitions, types, and roles in vocabulary enrichment. A survey and a small test were conducted to investigate students’ awareness, learning habits, and common difficulties in learning collocations. Data were collected through questionnaires and tests and analyzed to reflect the current situation of vocabulary learning among students. Based on the findings, the study proposes several practical suggestions to help students learn and apply collocations more effectively, thereby improving their ability to use English in learning and communication.

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Student

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PART I: INTRODUCTION

1. Rationale

In the current context of globalization, English has become an important international communication tool, the key to helping students expand their future academic and career opportunities. However, for many Vietnamese students, learning English still faces many difficulties, especially in memorizing and using vocabulary in a natural, flexible and effective way.

Collocations, or natural word partnerships, are an essential aspect of English vocabulary that contributes to learners' fluency, accuracy, and naturalness in communication. Despite their importance, many university students struggle with using collocations effectively, as they often rely on single-word learning or direct translation from their first language. This study aims to explore ways of forming English collocations and how these strategies can be applied to enrich the vocabulary knowledge of university students. In fact, students tend to learn vocabulary in single words, with little attention paid to collocations, familiar word combinations that make the language more natural and accurate. The lack of understanding of collocations makes students, even though they know a lot of vocabulary, still have difficulties in expressing ideas, leading to the situation of "learning a lot but not using it effectively".

Stemming from that realization, I decided to choose the topic "A Study on Ways of Forming English Collocations to Enrich the English Vocabulary of Students of Hai Phong University of Management and Technology" in order to learn more about how to form and use collocations in English learning. I hope that this research will help students better understand the role of collocations, and find appropriate learning methods to expand vocabulary, improve expression, and use English more naturally in communication as well as academics.

2. Aims of the study

The main purpose of this project is to learn how to form and use collocations in English to help students of Hai Phong University of Management and Technology expand their vocabulary and use the language in a more accurate and natural way.

The study is designed to achieve the following objectives:

1. To identify the main types and patterns of English collocations commonly used in academic and everyday contexts.
2. To investigate the strategies students currently use to learn collocations.
3. To propose effective methods for teaching and learning collocations at the university level.
4. To evaluate the impact of collocation-based learning activities on students' vocabulary enrichment.

This is a topic that is not only theoretically significant but also practical, helping students improve vocabulary learning skills, as well as helping lecturers have more orientation in teaching this part of the language.

3. Research questions

This study seeks to answer the following questions:

1. What are the common patterns of English collocations that students need to master?
2. What difficulties do university students face in learning and using collocations?
3. What strategies are most effective in helping students acquire collocations?
4. How does collocation-focused instruction improve students' English vocabulary?

4. Significance of the study

According to Lewis (2000), English learners cannot achieve fluency if they only focus on learning each word individually, but need to master collocations – phrases that combine naturally in the language.

This topic has practical significance in both theoretical and practical aspects. Theoretically, the study helps learners understand the nature, formation, and role of collocations in vocabulary development, thereby strengthening the foundation of applied linguistics.

In practical terms, the results of the research will help students of Hai Phong University of Management and Technology improve their sense of learning, apply collocations to communication, academic writing, and exams. Findings from the study will provide insights for English teachers, curriculum designers, and learners on practical approaches to teaching and learning collocations. By emphasizing collocations, students will not only expand their vocabulary but also enhance their ability to communicate more fluently and naturally in academic and professional settings.

According to Nation (2001), the ability to recognize and use collocations not only helps learners express themselves naturally but also improves the speed of language processing in communication. Therefore, this research contributes to providing further evidence of the important role of collocations in improving the overall English proficiency of non-specialized students.

5. Methodology of the study

The study will employ both quantitative and qualitative methods, including:

- + A questionnaire to investigate students' current strategies, challenges, and attitudes towards collocation learning.
- + A collocation test (pre-test and post-test) to measure students' knowledge and improvement.

+ Teaching intervention sessions using collocation-focused activities (e.g., gap-fills, matching, corpus tools).

+ Data analysis using descriptive statistics and comparative analysis to evaluate the effectiveness of the intervention.

After collecting data, the results are analyzed and processed using a systematic method descriptive, combined with content analysis to draw objective judgments. How to proceed is based on Dörnyei's (2007) guide to applied linguistics research, who emphasized that the combination of quantitative surveys and qualitative interviews will providing a more comprehensive view of the language phenomenon studied.

6.Expected Outcomes

The study is expected to yield the following outcomes:

1. A clearer understanding of the types and importance of collocations in academic vocabulary. Research will show that learning collocations not only helps students memorize vocabulary faster, but also improves their ability to use English naturally, more flexibly in communication and academic writing. According to Hill (2000), learners who know how to use collocations are more likely to be able to express themselves fluently and "naturally" than those who only learn single words.

2. Identification of students' common challenges in mastering collocations. The survey results will show the level of awareness, common difficulties and mistakes that students encounter when learning collocations, thereby serving as a basis for proposing appropriate solutions.

3. A set of recommended strategies and classroom practices to effectively teach collocations. Examples include contextual learning, the use of collocations, or the application of technology in memorization and implementation both in the classroom or at home

4. Evidence of improvement in students' vocabulary enrichment through collocation-focused learning.

7.Conclusion

Collocations play a crucial role in vocabulary enrichment and overall language proficiency. This study aims to investigate effective ways of forming and teaching collocations to help university students expand their vocabulary and improve their English communication skills. The results of this research will serve as a foundation for further studies and practical applications in language teaching.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Overview of vocabulary learning in English

According to Wilkins (1972), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" This statement shows that learning and developing vocabulary is a core factor in achieving the ability to use English effectively. In the process of learning a foreign language, many students often focus on memorizing single words, but this way of learning easily leads to the situation of "learning first, forgetting later", and is difficult to apply in natural communication. According to Schmitt (2000), learners need to understand that vocabulary does not exist in isolation, but that they often come together to form word combinations, or collocations – familiar combinations that make language more natural and accurate.

In addition, Nation (2001) also points out that learning vocabulary should be approached through context rather than memorization, because only when learners understand how words are used in sentences can they understand the true meaning and the correct combination of words. Understanding the context also helps learners recognize common vocabulary structures such as verb + noun (do homework, make a mistake), adjective + noun (strong coffee, heavy rain), or adverb + adjective (deeply concerned, highly recommended).

In Lewis's (1993) view, language is "a series of lexical chunks", in which collocations play a central role. Learning vocabulary by collocations helps learners not only memorize better, but also use more natural, fluent language, because they don't need to "translate each word" but can use existing phrases that are commonly used by native speakers.

In Vietnam, many recent studies also emphasized that college students often have difficulty using collocations, due to the traditional way of learning that still emphasizes grammar and single words. Therefore, innovating vocabulary

learning methods through collocations is a necessary trend, helping learners improve vocabulary, improve communication skills and academic writing.

1.2 Definition and types of collocations

A. Definition of collocations

"Collocation" is understood as a natural and familiar combination of words in English, creating a natural expression that native speakers often use. According to the Oxford Collocations Dictionary (2009), collocation is "a natural combination of words that are often used together" – meaning that words come together more naturally than other words. For example, native speakers say make a decision, not do a decision, or strong coffee instead of powerful coffee. Such combinations do not follow fixed grammatical rules, but rather form from the long-standing habit of using the language of native speakers. In other words, collocation is a "relatively fixed" language unit, which makes a sentence or article more natural, fluent, and vernacular. Mastering collocations not only expands vocabulary, but also helps learners avoid word-by-word translation errors and express ideas more naturally in English communication.

B. Types of Collocations

1.2.1. Lexical Collocations

Lexical collocations are combinations of words that belong to the content word group, such as nouns, verbs, adjectives, and adverbs. These phrases do not include prepositions or articles. Some common forms of lexical collocations include:

Verb + Noun: make a decision, do homework, commit a crime

Adjective + Noun: strong coffee, heavy rain, deep sleep

Noun + Noun: language barrier, job opportunity, traffic jam

Adverb + Adjective: deeply disappointed, highly successful, strongly motivated

Verb + Adverb: whisper softly, work hard, apologize sincerely

Lewis (2000) argues that lexical collocations help learners "chunk" language information, i.e. memorize in clusters rather than individual words, thereby

increasing recall and reflexes in communication. For example, if students only learn the word rain, they will have to spend time thinking when they want to describe the rain. But if they learn in the phrase heavy rain or pouring rain, they can speak and write much more naturally.

1.2.2. Grammatical Collocations

Grammatical collocations consist of a content word combined with a grammatical element, usually prepositions, to-infinitive, or that-clause. Some common forms of grammatical collocations:

Verb + Preposition: depend on, listen to, belong to, agree with

Adjective + Preposition: afraid of, interested in, proud of, similar to

Noun + Preposition: a reason for, a solution to, a demand for

Verb + to-infinitive: want to go, decide to study, hope to see

Adjective + to-infinitive: easy to understand, difficult to explain

According to Benson et al. (1997), grammatical collocations play a role in helping learners use grammatically correct sentence structures, while lexical collocations help sentences become more natural and flexible. In the reality of learning English in Vietnam, students often face difficulties in both types of collocations. They may know the word interested, but don't know that it has to go with the preposition in, not on or about. Therefore, understanding and practicing these types of collocations correctly is key to improving overall vocabulary skills.

1.3. Theoretical Background on Collocation Formation

The formation of collocation in English has been studied by many linguists since quite early on. This concept began to be mentioned by J. R. Firth (1957) – who argued that "the meaning of a word is expressed in the words it usually accompanies ". In other words, the word does not exist individually, but always carries a familiar "companion" in communication. This view lays the groundwork for the consideration of language as a combined system, rather than just a collection of discrete grammatical units. Later, Halliday (1966) further developed

the concept of "collocational meaning", emphasizing that the meaning of words depends on the context in which they are used and how they relate to other words in the sentence. For example, the word "strong" can mean different things in strong coffee and strong person, which suggests that the semantics of the word are directly influenced by collocation. In the 1990s, Michael Lewis (1993) introduced the Lexical Approach, in which he asserted that language is not just a combination of grammar and vocabulary, but is actually a series of lexical chunks, including collocations, idioms, and fixed expressions. According to Lewis, effective language learning should focus on observing and memorizing phrases that are available in the actual language, rather than just learning grammar rules.

From the perspective of modern linguistics, corpus-based studies show that collocations are not random but are formed from the high frequency of occurrence in natural communication. For example, in the thousands of English sentences analyzed, the phrase makes a decision appears significantly more often as a result of a decision, and it is this repetition that makes the first phrase the language norm. In addition, the formation of collocation is also related to semantic and cultural factors. Some combinations reflect the typical way of thinking of native speakers, for example they say heavy traffic or deep sleep, while Vietnamese people can use other equivalent combinations. This shows that collocation is not only a language, but also a product of cultural habits and thinking. In summary, it can be seen that the formation of collocation is the result of a process of repetition, reinforcement and recognition in the natural communication of native speakers, based on the laws of semantics, grammar and context. Understanding this mechanism helps English learners approach the language more naturally, avoid "translating word by word" and improve their ability to use English fluently and flexibly.

1.3.1 Approaches to collocation formation

In the course of the study of collocations, scholars have come up with various approaches to explaining how phrases are formed and used. Here are three popular methods that have a great influence on English teaching and learning today.

Firstly, lexical approach according to Michael Lewis (1993), language should not be seen as a combination of grammar and vocabulary, but as a system of lexical chunks. In particular, collocations are an important part to help learners express themselves more naturally. This method encourages students to learn words in clusters, observing how words often go together instead of learning the meaning of each word individually.

Secondly, corpus-based approach with the development of technology, linguists use electronic corpora to analyze the frequency of occurrence of word combinations. This method allows to identify the most common and natural collocations in actual English. For example, strong tea is more common than powerful tea, and the linguistic data helps to prove it objectively.

Thirdly, cognitive approach this method explains that collocations are not only caused by language habits, but also related to how people perceive and associate meaning between words. For example, English speakers tend to associate the word "heavy" with things that are annoying or heavy (heavy rain, heavy traffic), so these combinations come naturally in linguistic thinking.

Overall, these three approaches are different but they all agree in one thing: collocation is the product of a natural combination of words, reinforced through long-term language use and awareness. For English learners, understanding these approaches will help them choose the right learning method, thereby expanding their vocabulary and using the language more effectively.

1.3.2 Criteria for identifying collocations

In the process of studying and teaching English, determining what is a collocation is really important, because not every word combination is considered a fixed phrase. Linguists have come up with a number of criteria that distinguish collocations from other types of combinations.

Firstly, frequency a phrase is considered collocation when the words in it appear together with a high frequency in the actual language. For example, making a decision occurs much more often than making a decision, so this is considered

collocation. According to Sinclair (1991), frequency is an important objective factor for recognizing how "natural" a phrase is in use.

Secondly, fixedness collocations are usually relatively fixed, meaning that the learner cannot easily change an element without losing the naturalness of the phrase. For example, native speakers say heavy rain, not strong rain. However, this constancy is not absolute—some collocations can still vary slightly depending on the context.

Thirdly, semantic association words in collocation often have natural semantic connections. This combination reflects how native speakers organize and associate meaning in their heads. For example, fast food and quick meal mean the same thing, but native speakers prefer fast food because it has been formed and reinforced through long-term language habits.

1.4 The Role of Collocations in Enriching English Vocabulary

Vocabulary learning is a core part of the language learning process, and collocations play a particularly important role in helping learners expand and use vocabulary in a more natural and effective way. When understanding and applying fixed phrases, students not only memorize vocabulary faster, but also know how to combine words with native speakers, thereby improving their communication and academic writing skills.

Firstly, collocations help learners gain a deeper understanding of the context in which words are used. For example, when learning the word "make", if you only learn the meaning of "do", learners can easily confuse making a mistake, doing homework or taking a photo. However, if students study in clusters, they will understand that "make" usually goes with a noun that refers to the result of an action, while "do" goes with a noun that refers to an action. This way of learning helps learners avoid word-by-word translation errors and use more natural English.

Second, learning collocations helps increase long-term memory. According to Lewis (1993), the human brain tends to memorize language in chunks rather than

individual units. When students learn a phrase like take responsibility for, they not only learn a verb "take" but also grasp the expression of the meaning of "take responsibility" completely.

Third, collocations contribute to improving academic writing and speaking skills. Learners who use many correct collocations will make the writing more natural and professional, for example, play a vital role, raise awareness, achieve success. This is especially important for college students who often have to write essays and present ideas in English.

Finally, collocations also reflect the culture and linguistic thinking of native speakers. As students become familiar with British or American word combinations, they also gradually understand how to think and feel the world through language, thereby forming a more flexible communication ability.

1.5 Previous Studies on Collocations and Vocabulary Development

Internationally, Lewis (1993) was a pioneer of The Lexical Approach, in which he argued that language learning should focus on fixed phrases rather than individual words. Following this research direction, Hill (2000) asserts that learners' failure to communicate in English largely comes from a lack of understanding of common collocations. Nation (2001) also emphasizes the importance of collocations in helping learners deepen their semantic understanding and develop long-term memory. Applied studies also show the positive impact of teaching collocations. Nesselhauf (2005) analyzed the collocation errors of German students when writing English essays and found that more than 60% of the errors came from translating directly from the native language. Similarly, Bahns & Eldaw (1993) concluded that teaching contextual collocations can help learners reduce errors and express themselves more naturally in academic writing.

In Vietnam, the study of collocations is relatively new but has received increasing attention. Some typical works such as Nguyen Thi Lan (2018) with the topic "Application of fixed phrases in developing writing skills for non-English

students" at Hanoi University, or Tran Minh Hang (2020) with "Difficulties of Vietnamese students in using English collocations" all show that Vietnamese students still face many limitations in recognizing and operating apply collocations to actual communication.

From the above studies, it can be seen that collocations play an important role in the development of vocabulary and overall language ability. However, at Vietnamese universities, especially Hai Phong University of Management and Technology, the number of in-depth research on this issue is still limited. Therefore, the topic "A study on ways of forming English collocations to enrich the English vocabulary of students of Hai Phong University of Management and Technology" aims to supplement a practical perspective, help better understand the current situation and propose appropriate solutions for Vietnamese students in the context of English learning today.

1.6 Summary of the Chapter

Chapter 1 presents the theoretical basis for the research topic on collocations and their role in the development of English vocabulary. The first part of the chapter focuses on the concept and types of collocations, including lexical collocations and grammatical collocations. Next, the program presents typical approaches to the formation of collocations such as lexical methods, linguistic-based methods, and cognitive methods, along with criteria for identifying collocations based on frequency, constancy, and semantic associations.

In addition, the chapter also emphasizes the important role of collocations in enriching vocabulary, improving the communication and academic writing skills of English learners. An overview of previous studies at home and abroad has demonstrated the importance of teaching collocations in the context of foreign language learning, and at the same time shows the research gap for Vietnamese students – especially students of Hai Phong University of Management and Technology.

CHAPTER 2: METHODOLOGY

2.1. Research design

In order to achieve the goal of the project "A study on ways of forming English collocations to enrich the English vocabulary of students of Hai Phong University of Management and Technology", this study is designed in the direction of combining practical surveys, interviews and language tests. The goal of this design is to collect both specific data by data and practical opinions and perceptions from students in order to have a more comprehensive view of learning and using English phrases (collocations).

First of all, the topic was surveyed by questionnaire for a group of students to find out their vocabulary learning habits, level of understanding and ability to apply collocations in learning and communication. Students are then given a mini test to assess their ability to recognize and use collocations in specific situations. In addition, the project is also carried out by direct interviews with a number of students majoring in foreign languages to collect more opinions, sharing and practical experiences in learning collocations.

As a result, the research not only has specific numbers but also insightful perspectives, honestly reflecting the reality of students' English learning. This research design aims to ensure that the results are both scientifically reliable and practical, helping to make effective recommendations for students' English language learning, especially in the formation and use of collocations to expand vocabulary.

2.2. Participants (students at Hai Phong University of Management and Technology)

The participants in this study are students of the Faculty of Foreign Languages of Hai Phong University of Management and Technology, who are studying basic and advanced English modules. The total number of survey participants was 70 students from different classes in different courses including courses 26, 27, 28 and 29, with the first and second years having a larger number of students

participating in the survey than the third and fourth-year students. It can be seen that this is the period when students have a certain foundation in English and begin to focus on developing more in-depth language skills.

The choice to survey students of all classes in the university's foreign language department stems from the fact that students have an increasing need to use English in their studies and future work, but their ability to use collocations is still limited. Many students share that they know many single vocabulary, but when communicating or writing academically, they have difficulty combining words in a way that is natural and contextual. Therefore, it is very necessary to understand the current situation and how to improve this skill. In general, the selection of such research objects is in line with the objectives of the project, in order to properly assess the current situation and propose effective collocations learning methods, contributing to improving English vocabulary for students of Hai Phong University of Management and Technology.

2.3. Research instruments (questionnaire, test, interview, etc.)

To collect data for the research, I used three main tools: questionnaires, mini tests and interviews. Each tool is designed with a different purpose and form, in order to exploit the data in a clear way, thereby having a comprehensive view of the use of collocations by students. Firstly, the questionnaire: The questionnaire is built with 6 questions divided into three parts:

Part 1: General information of participants (academic year, gender, number of years of English study) aims to help researchers update the number of first-year, second-year, third-year, and fourth-year students participating in the survey.

Part 2: Questions related to vocabulary learning habits and students' perception of collocations (e.g., students often learn vocabulary in individual words or phrases, or through listening, reading or writing practice, etc.) The purpose of these questions is to help the researcher grasp the current situation of students' vocabulary learning and collocations even when used in writing or communication.

Part 3: Questions about learning difficulties and strategies, to find out how students' approach and apply collocations in listening, speaking, reading, and writing skills. When faced with difficulties in learning vocabulary, how have students taken measures to improve the difficulties in collocations that students face?

The questions are designed in the form of multiple-choice tests combined with open-ended questions so that participants can share their personal views and experiences.

Secondly, the Mini Test: The test is used to assess students' level of awareness and use of collocations. The test consists of 10 questions, including the following questions: Part A: Multiple Choice (Receptive) and Part B: Gap-fill (Productive) The test is administered in about 10 minutes, which helps to assess the student's actual ability to understand and use collocations.

Third, Interview: After analyzing the results of the questionnaire and test, the author conducted a short interview with a number of students to clarify the causes, feelings and experiences of learning collocations. Interview questions focus on issues such as:

Question 1: What difficulties do students often encounter when learning or using collocations?

Question 2: What study methods do you find most effective at remembering collocations?

Question 3: Does learning collocations help students expand their vocabulary and communicate more naturally?

Thanks to the combination of the above three tools, the research collects data that is both objective and in-depth, contributing to accurately reflecting the current situation of learning and using collocations of students of Hai Phong University of Management and Technology.

2.4. Data collection procedure

The data collection process was conducted over a period of three weeks, taking place in April 2025 at Hai Phong University of Management and Technology. The author carried out the study in three main stages, corresponding to the three research tools outlined above: questionnaires, tests, and interviews.

Stage 1 Questionnaire: First, the author distributed a questionnaire directly to 70 students of the Faculty of Foreign Languages in the first-year classes of the second year, third year and fourth year. The questionnaire is made in the form of Google Form and print to facilitate data collection and synthesis. Before the official broadcast, the questionnaire was pilot tested with 10 students to check the clarity, understandability and relevance of the questions. After the adjustment, the questionnaire was officially implemented, and all responses were collected within a week.

Stage 2 Mini Test: After completing the questionnaire, the participating group of students continued to take the collocations test in their regular English class. The test lasts about 10 minutes, is carried out under strict conditions to ensure that the results reflect the actual capacity. The test results are collected and encoded for later data analysis.

Stage 3 Interview: Finally, the author selected 5 students from among those who completed the questionnaire and test to conduct a short interview. The interview takes place, lasting about 10–15 minutes person, in order to learn more about students' feelings, experiences, and difficulties when studying collocations. Opinions are carefully recorded for synthesis and qualitative analysis in the discussion of the results. All information collected is kept confidential and used for academic research purposes, ensuring honesty, objectivity, and respect for participants. Thanks to a well-executed and well-planned data collection process, this study ensures the reliability and validity of the results, creating a solid foundation for analysis and discussion in the next chapters.

2.5. Data analysis methods

After collecting data from questionnaires, tests, and interviews, the author conducts an analysis in two directions: data analysis and content analysis to ensure that the research results accurately reflect the current situation of students' collocations.

Firstly, analyze the data from the questionnaire: Responses from Google Forms and printouts are compiled and coded for each group of questions. The author uses descriptive statistics to calculate the percentage and frequency of each selection. This helps to determine: the student's vocabulary learning habits, the level of understanding of collocations, common difficulties, and the needs and desires of learning. The figures are presented with tables and charts in chapter 3 to clarify the trends and learning patterns of the student group participating in the survey.

Secondly, analyze test data (Mini Test): The test results are scored on a 10-point scale. The author classifies students into three levels: high, medium, and low in terms of ability to use collocations. This classification helps to compare students' perceptions (from the questionnaire) and actual abilities (from the test).

Third, analyze the interview data: Interview data is analyzed using content analysis. The author re-reads the entire note and groups the comments according to topics: difficulties in learning collocations, the learning methods that students often use, views on the importance of collocations in expanding vocabulary. Typical opinion quotes are selected to illustrate the comments in the Findings and Discussion section.

Finally, the data from the three sources are collated and compared to ensure accuracy and objectivity. Thanks to this combination, the study can draw comprehensive conclusions about the current situation of collocations and propose appropriate solutions for students at the university.

2.6. Summary of the chapter

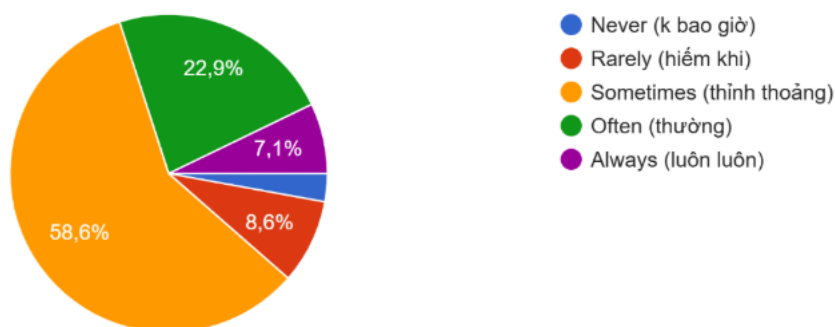
Chapter 2 has detailed the research methodology used in the topic "A study on ways of forming English collocations to enrich the English vocabulary of students of Hai Phong University of Management and Technology". First of all, the author describes the research design, which focuses on combining surveys, tests and interviews in order to collect comprehensive data on students' learning and use of collocations. Next, the chapter introduced research tools including questionnaires, mini-tests, and semi-structured interviews. These tools are selected to clearly reflect both the learner's learning habits, level of understanding and ability to apply collocations. The data collection process is implemented through three stages, which take place within a certain time to ensure the reasonableness and reliability of the results. Finally, the program presents data analysis methods, from descriptive statistics to content analysis, that help process and interpret data in a scientific and efficient way. Overall, chapter 2 has built a solid methodological foundation for the study, providing a basis for the presentation and discussion of the results in the next chapter.

CHAPTER 3: FINDINGS AND DISCUSSION

3.1. Current situation of students' English vocabulary learning

1. How often do you study English vocabulary intentionally? (Bạn có thường xuyên học từ vựng tiếng Anh một cách có kế hoạch không?)

70 câu trả lời



One of the first contents to be surveyed is the frequency with which students learn English vocabulary intentionally. Results from 70 students are shown by graphs showing significant disparities between learning levels.

Specifically, the majority of students said they only occasionally learn vocabulary at a rate of 58.6%. This is an overwhelming number, reflecting that the majority of learners have not maintained the habit of learning vocabulary regularly. Besides, 22.9% of students said they regularly learn vocabulary, while only 7.1% choose to always study as planned. Thus, only about 30% of all students maintain relatively stable vocabulary learning habits.

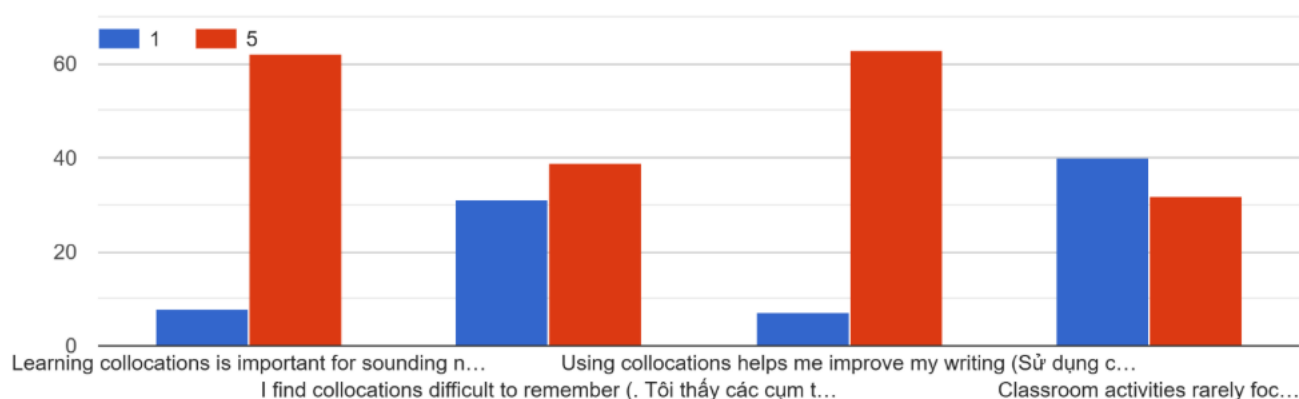
On the other hand, a small percentage of students rarely learn vocabulary (8.6%) and 1.4% said they never learn vocabulary in a planned way. Although this rate is not high, it reflects the existence of a group of students who have almost no habit of learning vocabulary on their own.

Overall, the data shows that students are still aware of the importance of vocabulary learning, but most have not built a specific and stable class schedule, leading to a lack of continuous vocabulary accumulation. This is also one of the

reasons why the use of collocations by students is limited – because collocations require regular contact and systematic memorization.

3.2. Students' awareness and use of English collocations

3. Rate the following statements (1=Strongly Disagree, 5=Strongly Agree) (đánh giá các ý kiến sau.
1 = Hoàn toàn không đồng ý; 5 = Hoàn toàn đồng ý)



The survey results show that students have a fairly clear awareness of the role of collocations in the use of natural English. When asked how much they agreed with the statement "Learning collocations is important for sounding natural in English", the majority of students chose level 5 – completely yes, while the rate of choosing level 1 was almost negligible. This proves that students understand that collocations are a factor that makes speaking and writing English more natural, more like native speakers.

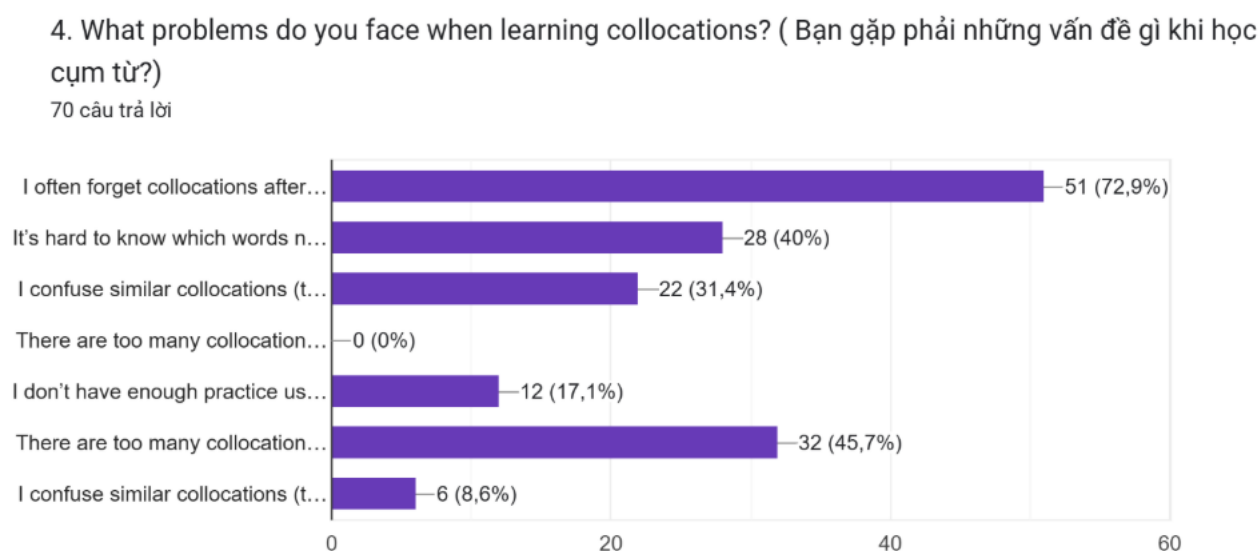
Similarly, with the statement "Using collocations helps me improve my writing", the number of students who strongly agreed also accounted for a large percentage. This shows that students are not only aware of the role of collocations in communication but also in academics, especially writing skills – which require accuracy and flexibility in the use of vocabulary.

The chart also reflects some notable student difficulties. When evaluating the statement "I find collocations difficult to remember", many students chose a high level of agreement. This shows that despite understanding the importance of

collocations, students still have difficulty remembering and using them. This is a common problem because collocations do not follow clear rules, requiring learners to make repeated exposures and memorize in clusters.

In addition, with the statement "Classroom activities rarely focus on collocations", the percentage of students who choose the consent level is also relatively large. This shows that the teaching of collocations in the classroom has not been fully focused. Students have fewer opportunities to practice or be exposed to collocations in a formal learning setting, resulting in learning that relies heavily on personal self-study and experience.

3.3. Common difficulties in learning collocations



Based on data obtained from 70 students, it can be seen that learners encounter many obstacles in the process of absorbing and remembering collocations. The results point to four main groups of difficulties:

First, the most common difficulty: Forgetting collocations after a short period of time (72.9%). Up to 51/70 students chose this idea, accounting for 72.9%. This shows that the majority of students do not have an effective memorization strategy, or only learn phrases discretely without being repeated in practice. The lack of "spaced repetition" causes them to quickly forget, even though they may have learned it before.

Second, there are too many collocations to remember (45.7%). 32 students (45.7%) felt "information overload". English possesses a huge number of collocations, and students often have to study for many subjects, so it is difficult to remember them all. In addition, if you do not understand how to create collocations in groups or topics, learners easily feel that everything is disjointed and difficult to systematize.

Third, lack of opportunities to use collocations (17.1%). Twelve students (17.1%) said they had little practice using collocations in a spoken or written environment. The lack of a hands-on environment prevents collocations from entering long-term memory, causing a decrease in learning efficiency. This reflects the reality of non-language majors or classes that require little natural expression.

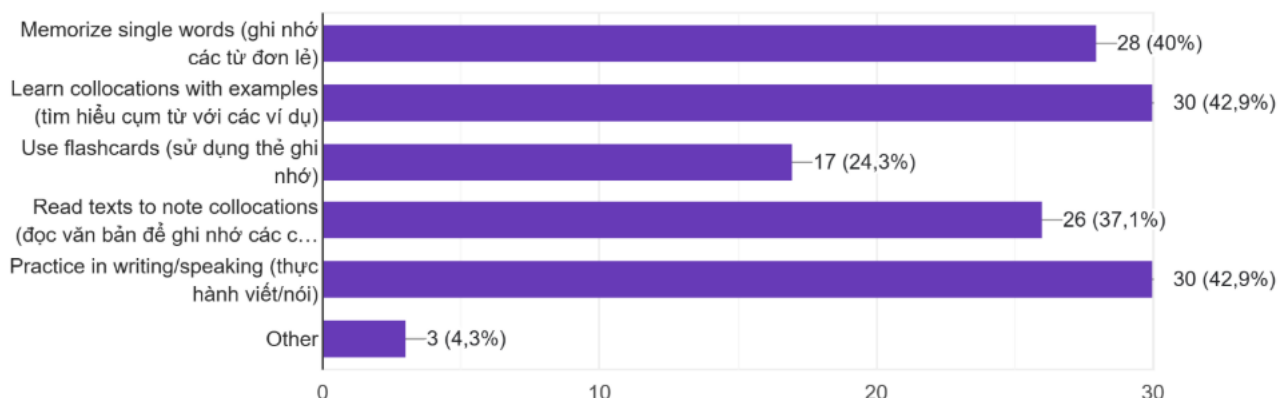
Finally, confusion collocations have a similar structure (8.6%). Some students (8.6%) had trouble distinguishing phrases with the same vocabulary, e.g., make a decision vs. take a decision, or do homework vs. make progress. This shows that they do not understand the grammatical and semantic nature of each collocation, leading to easy misuse.

It can be seen that no student chooses "the syllabus has too many collocations", proving that the source of the material is not the main problem; The problem lies in the approach and learning method. From this, it can be concluded that the biggest difficulty of students is not due to lack of materials, but to poor memory, information overload, and lack of practice environment. This shows that it is extremely important to guide scientific learning methods.

3.4. Effective ways of forming collocations for vocabulary enrichment

2. Which strategies do you use to learn vocabulary and collocations? (Check all that apply) (Bạn sử dụng chiến lược nào để học từ vựng và cụm từ?)

70 câu trả lời



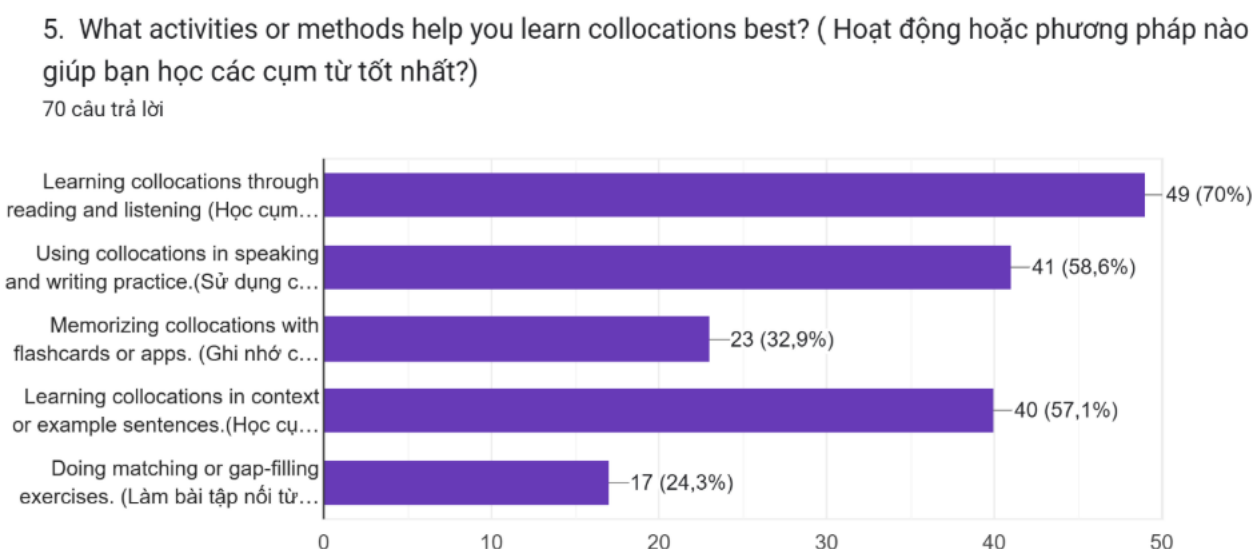
The data shows that students at Hai Phong University of Management and Technology use a variety of strategies to learn vocabulary and collocations, including popular strategies and less chosen ones.

Learning collocations by example (42.9%) and practicing writing/speaking to memorize collocations (42.9%) were the two most popular strategies. This suggests that students tend to learn through context, an approach that is considered quite effective in forming collocations. Reading texts to document collocations accounted for 37.1 percent, reflecting that many students found collocations through actual exposure to the language, but this percentage was not as high as expected. Memorizing single words (40%) is still the method used by many students. However, this method is not really effective for learning collocations, as memorizing discrete words often does not help learners grasp word combinations naturally. The use of flashcards (24.3%) stood at the lower rate, indicating that students have not made the most of modern learning applications. A small number (4.3%) use other methods such as watching movies, learning through songs, or taking notes in a personal way.

Overall, the results showed that students tended to use contextual and practice-based strategies, but some students still learned in a traditional way (single word

learning). This not only reflects the diversity in learning styles, but also shows the need for more specific guidance on collocations learning methods in a scientific way.

3.5. Suggested strategies to improve students' collocational competence



The chart shows which methods students rated as most useful in learning collocations. From the 70 answers, it can be divided into two main groups: the contextual learning group and the memorization learning group. First of all, learning collocations through listening, reading (70%). Forty-nine students (70%) said that exposure to collocations through listening and reading materials helped them learn best. This method allows students to observe collocations in real context, thereby understanding how to use them more naturally. This is also an activity that helps absorb passively but effectively.

Next, practice using collocations in speech and writing (58.6%). Forty-one students (58.6%) said they remembered better when collocations were used in communication or writing. This is in line with the principle of use it or lose it; When learners produce language on their own, they memorize more deeply and understand the difference between near-semantic collocations.

Next, learn through examples or sample sentences (57.1%). Forty students (57.1%) said they learned better when they were asked to see collocations in

complete sentences. This reinforces the view that learning collocations "in discontinuity" (memorizing individual phrases) is not as effective as learning in real-world contexts.

In addition, learning through flashcards or apps (32.9%). 23 students (32.9%) used flashcards as a method of support. While not the most popular option, flashcards still help strengthen short-term memory and are suitable for quick revision. However, the effect is increased if learners combine flashcards with examples and practice.

Finally, doing matching or gap-filling exercises (24.3%). Seventeen students (24.3%) rated this group of exercises as helpful, but not as powerful as the context-based methods. This shows that students prefer learning through natural contact over learning through traditional assignments.

Based on all of the above analysis, it can be seen that the most effective methods involve real context and the practice of language production, not just memorization. This suggests that building a learning environment rich in language and interaction will be optimal for memorizing collocations.

3.6. Discussion of findings in relation to previous studies

The results obtained from surveys and tests show that students at Hai Phong University of Management and Technology have many difficulties in remembering, applying and distinguishing collocations. These findings are generally consistent with trends documented in many previous studies.

First of all, forgetting collocations after a short period of time the most common difficulty in the subject's survey (72.9%) was also mentioned in the study by Nation (2001), who argued that if learners are not exposed repeatedly in context, phrases are easy to "fall out of memory". This is consistent with Schmitt's (2000) conclusion that collocations are only sustainably remembered when the learner is systematically exposed and cyclically repeated.

Next, many students thought that the number of collocations was too large and difficult to systematize (45.7%). This result coincides with the opinion of Lewis

(1997), who argues that the number of collocations in English is wide and diverse, putting great pressure on learners without a grouping or thematic learning strategy. The results obtained from the research of the project further emphasize the importance of learning methods that follow the context instead of learning discrete words.

In terms of learning methods, the majority of students rated learning collocations through reading, listening and speaking writing practice as the most effective. This is in line with the view in the study by McCarthy & O'Dell (2005), which emphasizes that learning collocations must be based on authentic input and must be practiced in the process of language production (output). The study by Biber et al. (1999) also showed that collocations are highly typical in real contexts, so the more exposed the learner is, the better the ability to remember and use them.

In addition, students' difficulty in distinguishing near-semantic collocations (8.6%) also coincides with the conclusions of Nesselhauf (2005), who emphasizes that foreign language learners often confuse collocations with similar structures due to lack of exposure to standard sentence patterns or lack of experience in using them. Summing up, it can be seen that the research results of the project not only reflect the learning reality of students at HPU, but also are similar to the general trend recorded in many research works on applied linguistics. This shows that the solutions proposed after the study are completely theoretical and highly practical.

3.7. Summary of the chapter

Chapter 3 detailed the results of the survey and discussed the findings related to the situation of learning collocations and English vocabulary of students of Hai Phong University of Management and Technology. Data collected from questionnaires, tests, and student interviews clarified three key issues. The first is the current situation of vocabulary learning and collocations: students have the habit of learning vocabulary, but most of them have not learned according to a clear plan. Learning collocations is often not given enough attention, mainly due

to a lack of proper approaches. The second is the difficulties faced by students: prominent problems include: quick forgetting of collocations, overcrowding due to large numbers, lack of practice environment, and confusion between similar collocations. These are all common difficulties that many previous studies have mentioned. The third was the effective learning methods: students cited learning through contextual reading and listening, practice in speaking and writing, and learning by example as the methods that best helped them memorize collocations. Traditional methods such as splicing exercises – filling in blanks are less effective. In addition, the discussion section also pointed out the similarities between the research results and previous works, helping to strengthen the reliability and scientific validity of the topic. These analyses are an important basis for proposing solutions to improve students' ability to use collocations and develop English vocabulary.

PART III: CONCLUSION AND RECOMMENDATIONS

1. Summary of main findings

After the process of surveying, collecting data and analyzing data from questionnaires, tests and direct exchanges with students, the study has drawn a number of important findings related to the formation and use of collocations in English learning of students of Hai Phong University of Management and Technology.

First of all, the survey results show that the majority of students are aware of the role of collocations in improving their ability to use English naturally, accurately and fluently. However, the reality shows that students have not effectively applied collocations to communication or writing, mainly due to the lack of appropriate learning methods and few opportunities to use them regularly. An important finding was that the majority of students had trouble remembering collocations long-term, with the highest rates in the survey. Many students said that even though they had studied collocations, they were still easily forgotten after a short time. This reflects that learning is primarily machine memorized, lacks intentional repetition, and is not tied to the context of actual use.

In addition, students also have difficulty distinguishing collocations with similar words, or are overloaded because of the large number of collocations. Some students shared that they didn't know which group to start learning from, leading to fragmented learning and a lack of system. In addition to the difficulties, research also shows highly effective learning methods. Students appreciate how to learn collocations through reading, listening, watching movies, and natural language resources, as it exposes them directly to expressions commonly used by native speakers. The use of collocations in speaking and writing is also considered a useful method to help remember longer and use it more naturally. Finally, the test results showed that students had an average level of collocation recognition, but limited ability to use them correctly in sentences. This further confirms that

students need to be guided in more effective collocations learning strategies instead of learning single vocabulary. Overall, the study's key findings demonstrate that collocations are an important but under-emphasized factor in students' vocabulary learning. At the same time, the results also show the urgency of adopting teaching methods

2. Implications for vocabulary teaching and learning

First of all, the study confirms that focusing on single words, which is a popular way of learning today, is not enough to help learners use English naturally and accurately. Collocations play an important role in forming the habit of using language in clusters, just as native speakers use it every day. This shows that teachers need to include collocations in the curriculum early, rather than just mentioning them discretely or randomly adding them to the lesson.

Another important implication is that research results indicate that students learn collocations most effectively when exposed to them in real-world contexts, such as through readings, conversations, or videos. This suggests that vocabulary lessons should increase the use of authentic materials such as newspapers, podcasts, and films, rather than relying solely on textbooks. Learning in context helps students understand the usage, nuances of meaning, and the degree of naturalness of collocations.

In addition, research shows that students remember collocations longer when practiced in speaking and writing activities. Therefore, vocabulary teaching should not stop at explaining meaning but should be combined with application activities such as writing short paragraphs, doing conversations, telling stories, or group discussions. These activities help strengthen memory and encourage students to use collocations as a natural part of communication.

Another meaning is that research emphasizes the importance of faculty feedback. Many students shared that they often make mistakes using the wrong collocation but are not corrected in time, leading to difficulties in improvement. This shows that lecturers need to focus on more accurate and specific feedback on

collocations, helping students self-adjust and improve accuracy when using vocabulary.

For students, research shows that they need to change their vocabulary learning habits in the direction of learning phrases instead of learning each word individually, and proactively applying effective methods such as extended reading, listening to multiple English sources, taking notes in word groups, or using collocations learning apps. This not only helps to increase vocabulary, but also improves language use in all four skills. Finally, the study emphasizes that learning collocations cannot be done in a day or two, but requires perseverance, intentional repetition, and appropriate learning strategies. These meanings can contribute to the direction of vocabulary teaching and learning activities at schools, and open up innovative directions in English teaching methods in general.

3. Recommendations for students and teachers

Based on the findings of the study, a number of recommendations are proposed to improve the effectiveness of teaching and learning collocations at Hai Phong University of Management and Technology.

For lecturers, firstly, they need to integrate collocations into lectures more often, especially in reading, listening, speaking, and writing. The emphasis on collocations in each topic helps students identify and remember more naturally. Second, instructors should prioritize using real language materials such as articles, conversations, podcasts, or videos, as this is a source of many highly applicable collocations. This helps students to approach the natural and accurate use of words. Thirdly, in the teaching process, lecturers need to strengthen practical activities, encourage students to use collocations in speaking and writing. At the same time, giving timely and specific feedback on collocation errors is essential for students to improve.

For students, first of all, students need to change their vocabulary learning habits in the direction of learning in clusters, avoiding learning each single word

discretely. Taking notes on topic collocations and reviewing regularly improves memory and application. Secondly, students should actively expose themselves to English in real contexts such as reading the news, watching videos, listening to podcasts, or participating in communication activities. This helps to form a sense of language and better understand how collocations are used. Finally, students need to actively apply collocations in writing and speech, not just taking notes but putting them into practice. Regular use helps to strengthen memory and improve confidence when communicating.

4. Limitations of the study

Although the study has achieved its goals, there are still certain limitations. Firstly, the size of the survey sample is still limited, focusing only on English Language students at one university, so the results cannot be representative of all students from other schools or other English proficiency groups. Second, the study mainly used self-report questionnaires, so the degree of accuracy depends on the participants' perception and honesty. Some of the answers may be influenced by emotions or a desire to present a positive image. Third, the study only focuses on students' perceptions and difficulties, not delving into measuring the effectiveness of each collocations learning method in practice. Therefore, it is not possible to make a definitive assessment of the impact of each method. These limitations should be considered when interpreting the results, while setting the stage for further research directions.

5. Suggestions for further research

Based on the stated limitations, some further research directions can be proposed as follows: First, future studies should expand the size and scope of the sample, including students from multiple universities, multiple disciplines or various English language levels to increase generality. Second, it is recommended to combine surveys with other data collection methods such as tests, small group interviews, classroom observations, etc. to obtain more in-depth and objective information about the current situation of learning collocations. Third, further

studies may focus on evaluating the effectiveness of each collocations learning method, for example comparing the effectiveness of learning through mobile apps, learning through real contexts, or learning through written assignments. This helps to propose the most suitable and effective methods. Finally, studies can look at the link between the ability to use collocations and language skills such as academic writing or communicative speaking, thereby better understanding the role of collocations in improving overall English proficiency.

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QUESTIONNAIRE FOR STUDENTS

Please answer the following questions honestly. Your responses are anonymous and will only be used for research purposes.

Section A: Background Information

1. Age: _____
2. Gender: ☐ Male ☐ Female ☐ Prefer not to say
3. Year of study: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ Postgraduate
4. Major/Department: _____
5. Self-rated English level: ☐ Beginner ☐ Intermediate ☐ Advanced

Section B: Vocabulary Learning Habits

1. How often do you study English vocabulary intentionally?

- ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

2. Which strategies do you use to learn vocabulary and collocations? (Check all that apply)

- ☐ Memorize single words
- ☐ Learn collocations with examples
- ☐ Use flashcards
- ☐ Read texts to note collocations
- ☐ Practice in writing/speaking
- ☐ Other: _____

Section C: Attitudes

3. Rate the following statements (1=Strongly Disagree, 5=Strongly Agree):

- + Learning collocations is important for sounding natural in English. [1–5]
- + I find collocations difficult to remember. [1–5]
- + Using collocations helps me improve my writing. [1–5]
- + Classroom activities rarely focus on collocations. [1–5]

Section D: Open-ended Questions

4. What problems do you face when learning collocations?

- ☐ I often forget collocations after a short time.
- ☐ It's hard to know which words naturally go together.
- ☐ I confuse similar collocations
- ☐ There are too many collocations to remember
- ☐ I don't have enough practice using them in speaking or writing.

5. What activities or methods help you learn collocations best?

- ☐ Learning collocations through reading and listening
- ☐ Using collocations in speaking and writing practice
- ☐ Use flashcards
- ☐ Learning collocations in context or example sentences.
- ☐ Doing matching or gap-filling exercises.
- ☐ Other: _____

PHIẾU CÂU HỎI

Vui lòng trả lời các câu hỏi sau một cách trung thực. Câu trả lời của bạn sẽ được giữ bí mật và chỉ được sử dụng cho mục đích nghiên cứu.

Phần A: Thông tin cá nhân

1. Tuổi: _____
2. Giới tính: ☐ Nam ☐ Nữ ☐ Không muốn tiết lộ
3. Năm học: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ Sau đại học
4. Chuyên ngành/Khoa: _____
5. Trình độ tiếng Anh tự đánh giá: ☐ Sơ cấp ☐ Trung cấp ☐ Cao cấp

Phần B: Thói quen học từ vựng

1. Bạn có thường xuyên học từ vựng tiếng Anh một cách có chủ đích không?

☐ Không bao giờ ☐ Hiếm khi ☐ thỉnh thoảng ☐ Thường xuyên ☐ Luôn luôn

**2. Bạn sử dụng những chiến lược nào để học từ vựng và các cụm từ cố định?
(Chọn tất cả các mục phù hợp)**

- ☐ Học thuộc lòng các từ đơn
- ☐ Học các cụm từ cố định với ví dụ
- ☐ Sử dụng thẻ ghi nhớ
- ☐ Đọc văn bản để ghi chú các cụm từ cố định
- ☐ Luyện tập viết/nói
- ☐ Khác: _____

Phần C: Thái độ

3. Đánh giá các câu sau (1=Hoàn toàn không đồng ý, 5=Hoàn toàn đồng ý):

- + Học các cụm từ cố định rất quan trọng để nói tiếng Anh một cách tự nhiên [1–5]
- + Tôi thấy khó nhớ các cụm từ cố định. [1–5]
- + Sử dụng các cụm từ cố định giúp tôi cải thiện khả năng viết. [1–5]
- + Các hoạt động trên lớp hiếm khi tập trung vào các cụm từ cố định. [1–5]

Phần D: Câu hỏi mở

4. Bạn gặp phải những vấn đề gì khi học các cụm từ cố định?

- ☐ Tôi thường quên các cụm từ cố định sau một thời gian ngắn.
- ☐ Thật khó để biết những từ nào tự nhiên đi cùng nhau.
- ☐ Tôi hay nhầm lẫn các cụm từ cố định tương tự nhau
- ☐ Có quá nhiều cụm từ cố định để nhớ
- ☐ Tôi không có đủ kinh nghiệm sử dụng chúng trong nói hoặc viết.

5. Những hoạt động hoặc phương pháp nào giúp bạn học cụm từ cố định tốt nhất?

- ☐ Học cụm từ cố định thông qua đọc và nghe
- ☐ Sử dụng cụm từ cố định trong thực hành nói và viết
- ☐ Sử dụng thẻ ghi nhớ
- ☐ Học cụm từ cố định trong ngữ cảnh hoặc câu ví dụ.
- ☐ Làm bài tập nói hoặc điền từ vào chỗ trống.
- ☐ Khác: _____

APPENDIX

Collocation Test

Part A: Multiple Choice (Receptive)

Choose the option that best completes the collocation.

1. She made a ____ decision to quit her job. (A. big B. strong C. firm D. heavy)
2. We need to ____ a meeting to discuss the plan.
(A. perform B. hold C. do D. make)
3. He has a ____ interest in photography. (A. high B. strong C. big D. deep)
4. The teacher gave a ____ explanation of the rule.
(A. clear B. bright C. wide D. light)
5. They submitted the report ____ time. (A. on B. in C. at D. by)

Part B: Gap-fill (Productive)

Fill in the blanks with the most natural collocation.

6. The government launched a public _____ to raise recycling awareness.
7. She made a _____ decision to accept the scholarship.
8. He has a _____ knowledge of computer programming.
9. We need to _____ a proposal before the deadline.
10. The experience had a _____ impact on her confidence.

Thank you for your participation!