

Analysis of Integrating Task-Based and Concept-Based Instruction Activities on EFL Learners' Academic Collocation Learning

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Abstract

The purpose of this study is analyzing the effects of integrating task-based and concept-based instruction activities on efl learners' academic collocation learning and discussing on effects of LINGUISTICS that has many specializations. Using experiences, experimental method, qualitative and inductive analysis, and via investigating errors in using English at English classrooms and esp. students' grammatical errors via collecting the data from a questionnaire, this paper also presents approaches to collocations academic, task-based and concept-based instructional activities, as well as factors affecting academic collocation learning. Last but not least, this study also analyze and propose both general and specific solutions for English education in the country.

Keywords: *Academic collocations, Concept-based, Task-based, Linguistics, Collocation learning*

1. Introduction

The study of Hashemi et al (2012) stated that there is high interest (increasing over years) in EFL study esp. In collocation subject because of benefits such as competence in language (foreign), communication skill enhancement, and like native etc.

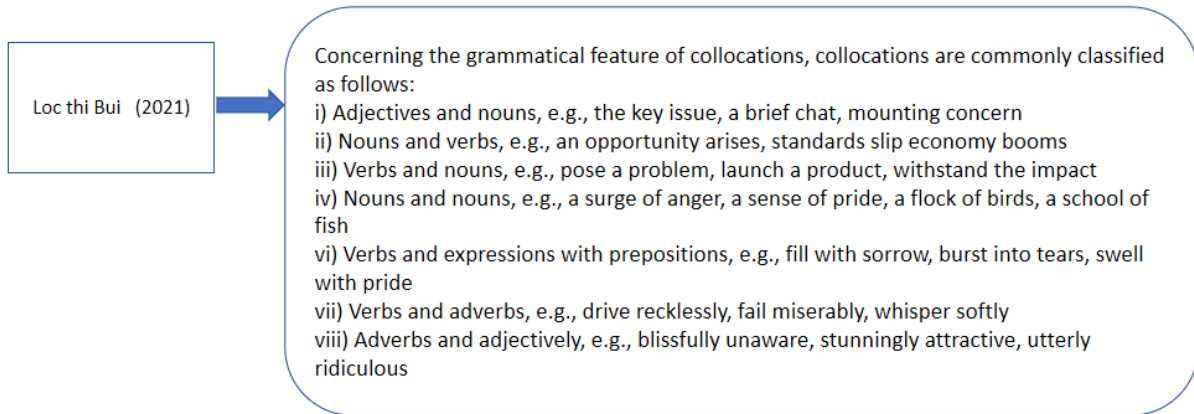
Hence this paper will address errors in using collocations also, what should be and how collocation are taught in classes.

Then we see that collocation in English is different from Vietnamese understanding (or Vietnamese translation). For instance, we say "blonde hair" (correct) not saying yellow hair (incorrect).

Or sometime Vietnamese people use wrong combination of English words, for example, they say "meet difficulties" (incorrect) instead of "face/encounter difficulties" (correct)

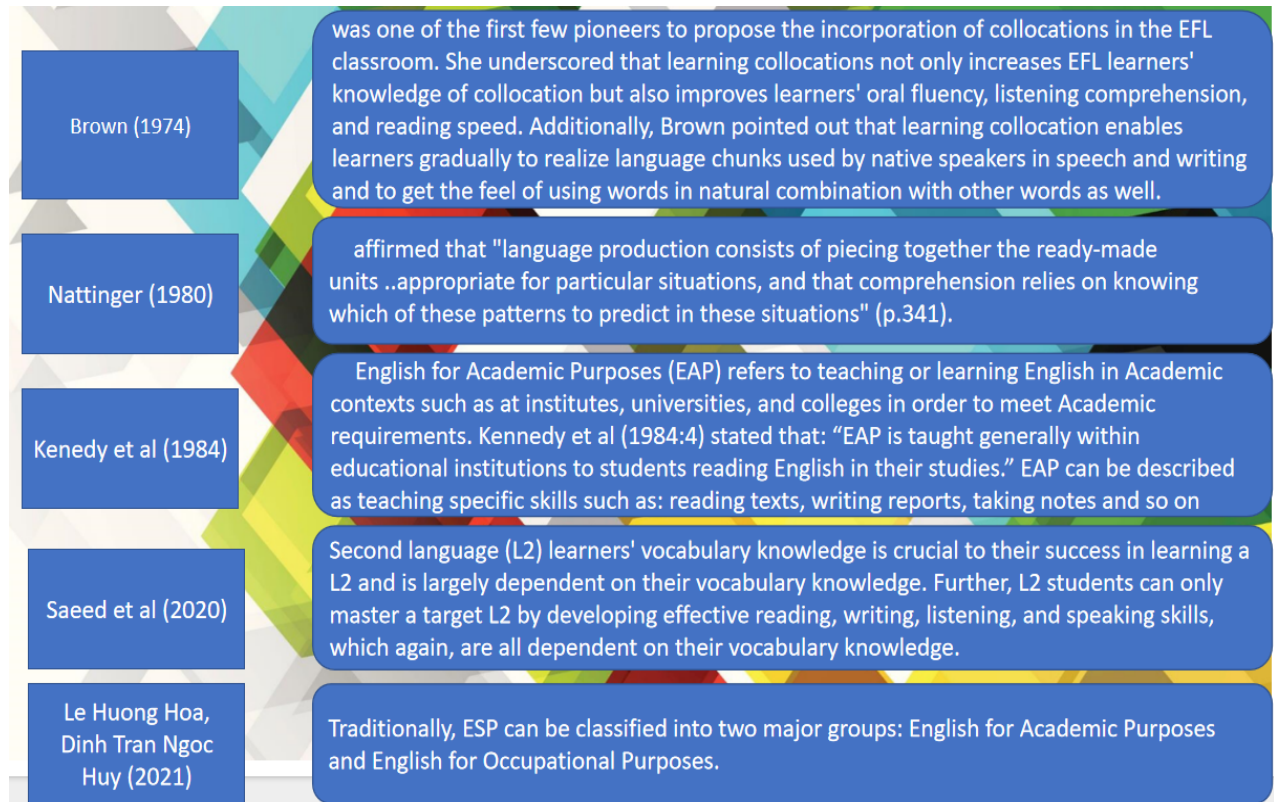
Next another study stated that collocations classified as:

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Then, can be seen in below fig 1:

Fig 1 - Summary of previous studies



And Le Huong Hoa, Dinh Tran Ngoc Huy (2021) also pointed that ENglish teaching skills can be improved via increasing ES*p* vocab (-bulary) and we need specific solutions also.

Last but not least, according to decision on the issuance of a plan for implementing foreign language teaching and learning project in the national education system in the period of 2017 - 2025 - minister of education and training plan

Implementing foreign language teaching and learning project in the national education system period 2017 - 2025

(Issued together with Decision No. 2658/QD-BGDDT dated July 23, 2018 of the Minister of Education and Training)

Promulgate and deploy foreign language teaching and learning programs and materials

Survey, research, develop, implement experiments/pilots, complete, summarize and evaluate, promulgate programs, textbooks, syllabuses, documents, learning materials for teaching and learning foreign languages, teaching integrating foreign languages in some subjects, teaching some other subjects (such as math and science subjects, specialized subjects) in foreign languages, training foreign language teachers, teachers teaching other subjects in foreign languages for all levels of education, training levels, cadres, civil servants, and public employees and society's diverse foreign language learning needs according to an international standard approach and in accordance with the characteristics of Vietnam.

Develop, complete, and implement a roadmap for implementing foreign language teaching and learning programs for all educational levels and training levels and a roadmap for applying teacher professional standards and foreign language teacher competency frameworks.

2. Content

2.1 Collocation learning/teaching

According to relevant studies there are several types: productive - task, input output task and form/collaborative task (Fanaee, 2014), collaborative and individual tasks, form versus meaning-focused tasks .

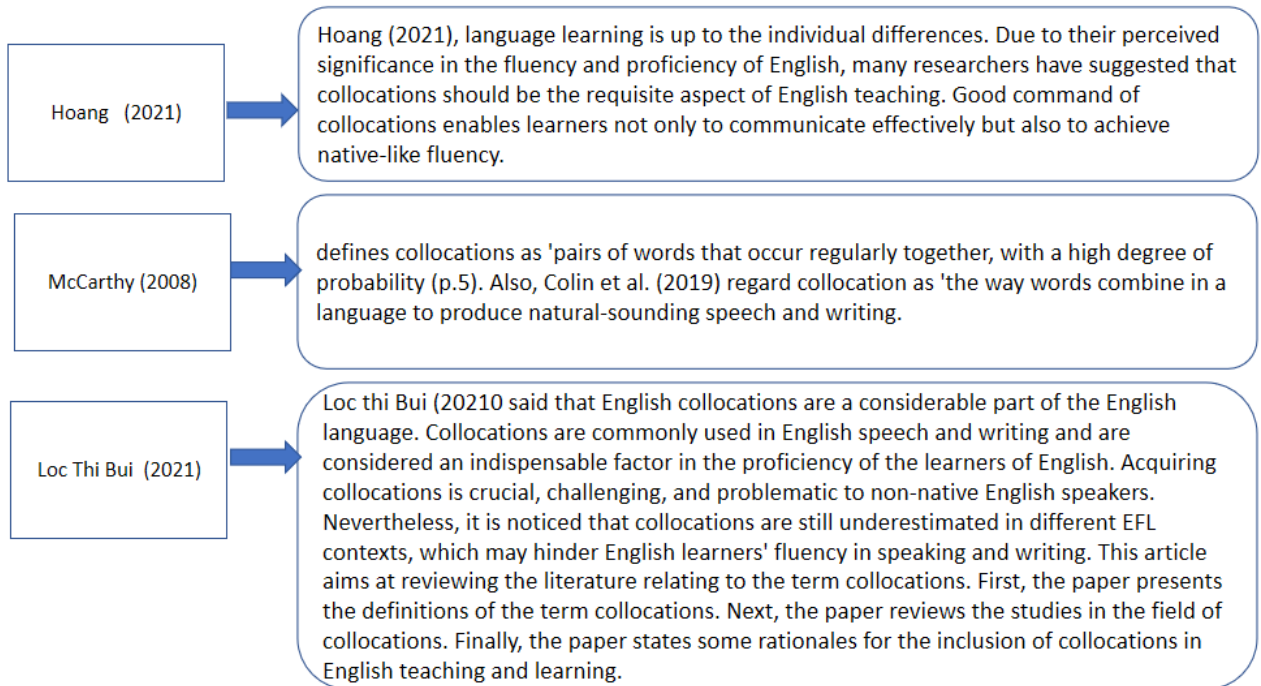
According to the Oxford dictionary, collocation is defined as follows: "a combination of words in a language that happens very often and more frequently than would happen by chance" - can be understood as a frequent combination of words in a language.

Cambridge Dictionary defines collocation as “a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning” – i.e. is a word or phrase that is often used with another word or phrase, in the manner of people who have used the language all their lives, but the meaning of the phrase may not be inferable from the meaning of the individual words single.

Thus, collocation is the combination of words together, forming phrases naturally according to native speakers' habits. Every language has a separate collocation system, not just English.

Next, we see some studies:

Fig 2 - Relevant studies



*source: author synthesis.

Last but not least, according to Richard (1971), there are errors (grammatical) when students use/face English, using mother tongue, even when students come from remote and different areas.

In case of Vietnam there are errors when students come from North, South and Middle areas of Vietnam.

Then we look at definition and types of collocations in below fig:

Fig 3 - Collocations

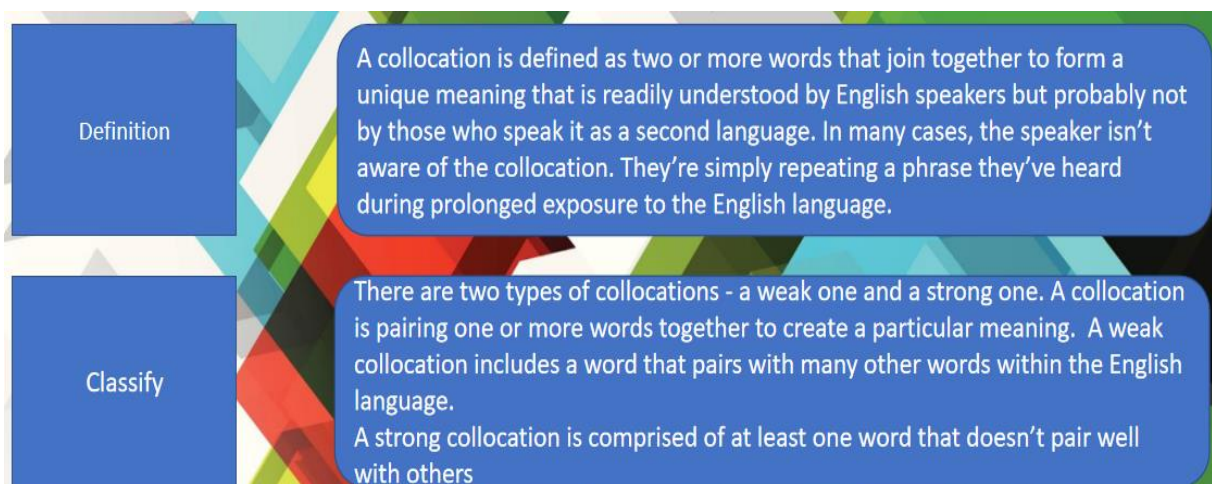
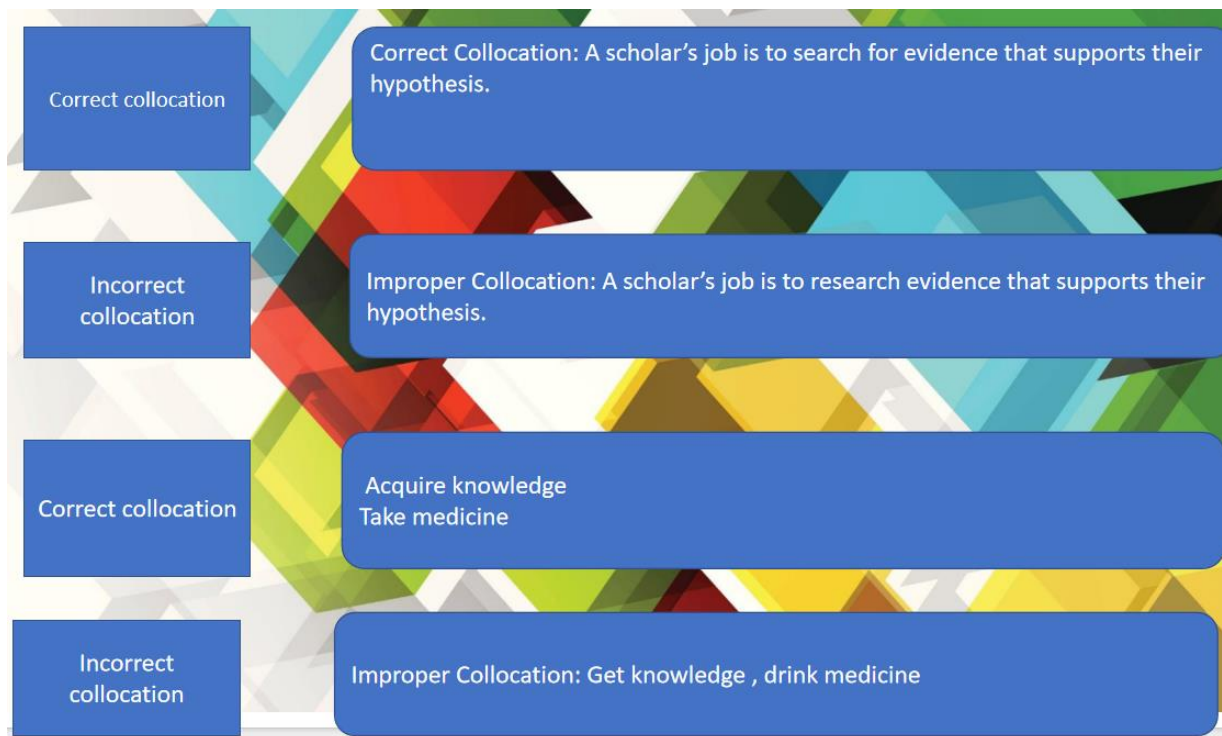
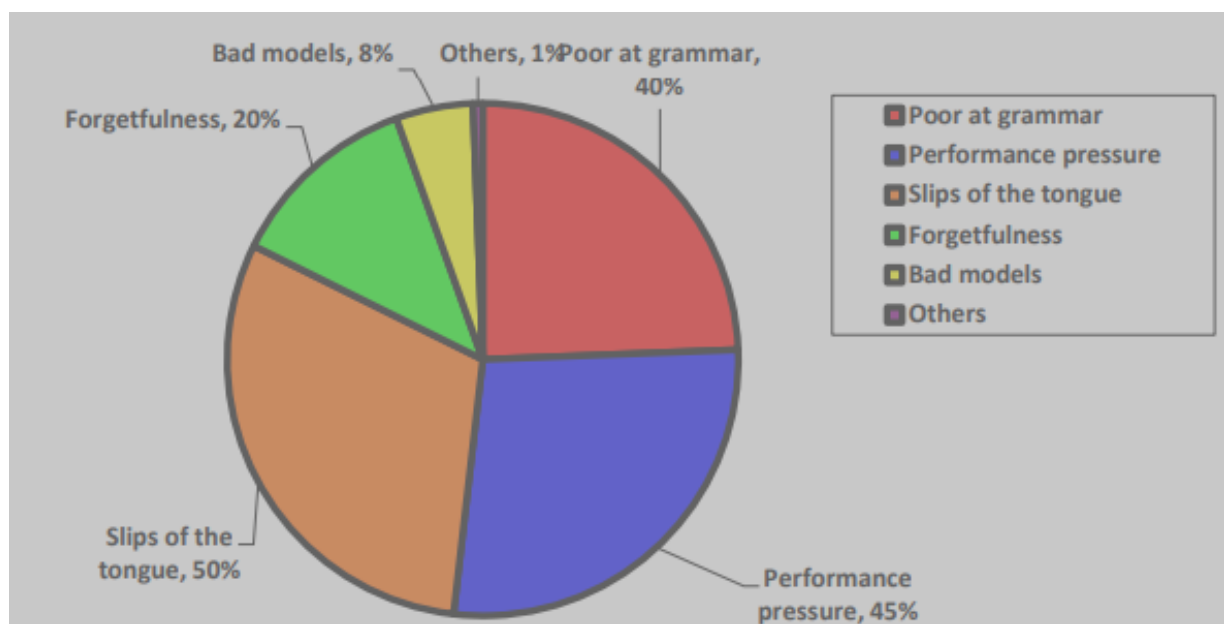


Fig 4 - True and false



*source: authors synthesis.

Fig 5 - Grammar errors of students



*source: Le Huong Hoa, Dinh Tran Ngoc Huy, 2021.

2.2. Roles of Task-based instruction

Fanaee (2014) stated that : task based instruction is a method contributing to effectiveness of teaching EFL (English) . It is in case of Iranian learners (EFL).

In fact collocation should be used with 4 skills as follow:

	Listening	Speaking	Reading	Writing
Basic	Collocation	Collocation	Collocation	Collocation

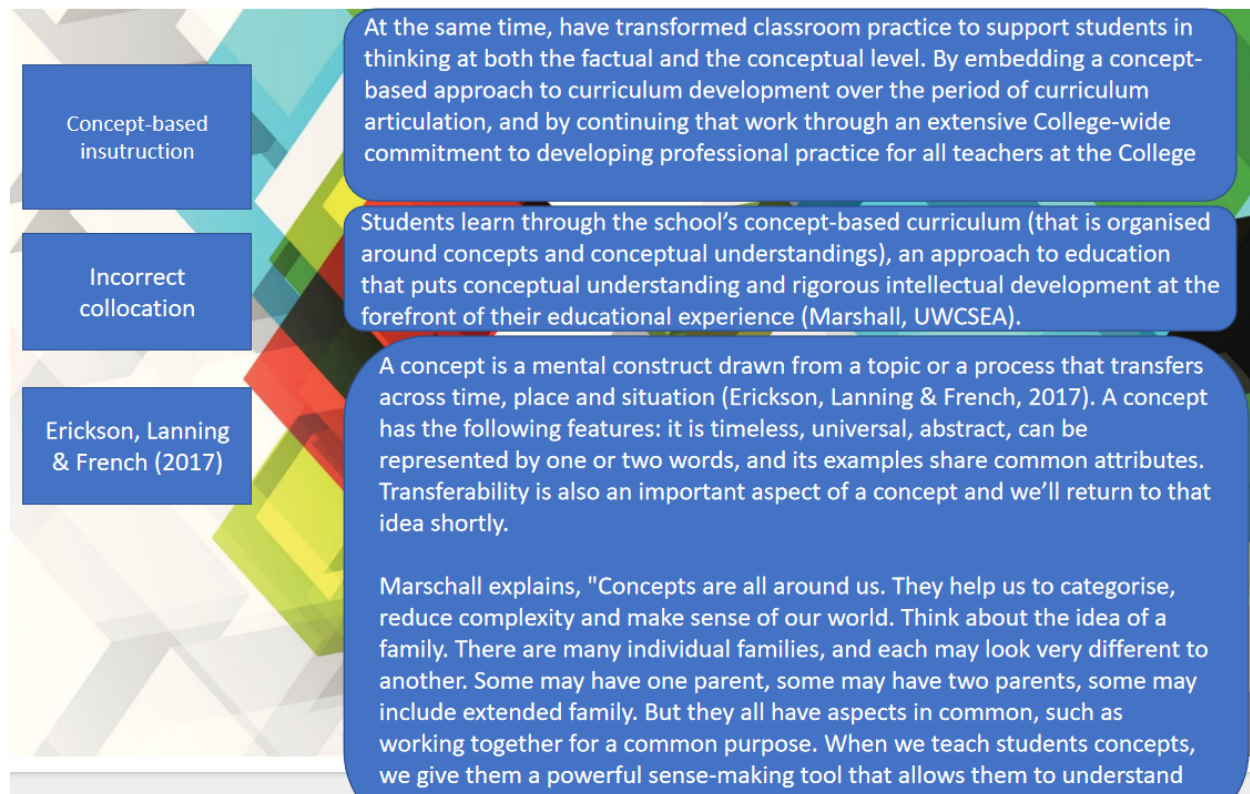
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2.3 Roles of cultural characteristics and concept -based instruction activities

Thi Ngu et al (2021) mentioned that Research in Tuyen Quang province from a linguistic-cultural perspective has shown that cultural characteristics are affecting learning elements of ethnic minorities people. They also mentioned Language is the most important means of human communication. Through communication, the peoples of the world have exchanged knowledge and information about the customs, practices and beliefs of each nation. Not only that, through language communication, peoples around the world understand each other and act together for the purpose of a good life such as: unifying about environmental protection, sharing about disease prevention and control disability.

We see below fig for concept-based teaching and instruction

Fig 6 - Concept - based instruction



(Source: author synthesis and analysis).

3. Discussion Last but not least, Le Huong Hoa, Dinh Tran Ngoc Huy (2021) pointed difficulties in teaching English:

One of difficulties that, during their study, students face is ESP vocab. This current study aims at finding out the main difficulties teachers encounter when teaching ESP vocabulary to the investigation students at Vietnams Universities.

General solutions:

Ethnic minorities in Vietnam reflect the cultural characteristics of the indigenous peoples, including living culture expressed through landmarks that reflect the way of choosing a place to live and live on the edge of the foothills, so we need to take care of English training programs that is suitable for these minorities.

Next, according to Ministry of Education, Encourage educational institutions to implement voluntary socialization in foreign language teaching in flexible forms, suitable to local practice to increase time and create a diverse environment in teaching. improve the quality of foreign language subjects.

According to the instructions, schools carry out teaching to ensure the contents and requirements to be met in the Foreign Language (multi levels) program and among 4 skills of English taught, with priority given to developing listening and speaking skills; diversify forms of teaching and learning including learning in class, outside class, in school and out of school.

Schools need to create an environment for maximum use and expression of foreign languages for students, increase experiential and exchange activities, and develop a culture of reading books and stories in foreign languages suitable for ages and interests. and the student's learning stage.

4. Conclusion

Finally, there are solutions according to Plan of Ministry of Education for training foreign languages in Vietnam schools as follows:

Deploy foreign language competency testing and assessment activities

Develop, complete and promulgate standardized foreign language competency assessment tools, prioritizing tools to support computer-based and online testing

Standardized foreign language competency assessment tools, prioritizing tools to support computer-based and online testing

Build and develop test question banks and test questions to assess foreign language proficiency

Bank of exam questions and exam questions to assess foreign language proficiency

Build and train a team of specialized staff in foreign language testing

Staff specialized in foreign language testing

Consolidate and develop facilities to organize independent foreign language proficiency tests

Develop a team of foreign language teachers and lecturers in sufficient quantity and quality

Develop, complete and promulgate a foreign language teacher competency framework according to educational levels and training levels

Research, develop, complete, evaluate, appraise and promulgate a foreign language teacher competency framework according to educational levels and training levels

Competency framework for foreign language teachers according to educational levels and training levels

Guidance on building and implementing a roadmap for implementing the foreign language teacher competency framework according to educational levels and training levels

Develop and implement a roadmap for implementing the foreign language teacher competency framework according to educational levels and training levels

Deploy foreign language teacher competency framework according to educational levels and training levels according to the roadmap

Summarize and evaluate the implementation of the foreign language teacher competency framework according to educational levels and training levels

Recruit a sufficient number of foreign language teachers and lecturers to meet job needs, job positions, and professional title standards to deploy foreign language teaching according to educational levels and training levels to ensure compliance with the requirements. current regulations

Review the current status of foreign language teachers and lecturers nationwide in terms of quantity and quality, make Review report

Guidance on applying regulations for foreign language teachers (such as teacher professional standards and foreign language teacher competency framework);

Develop a recruitment plan for foreign language teachers and lecturers to meet the needs of localities and educational institutions according to regulations for foreign language teachers. Plan to recruit teachers and foreign language lecturers of localities and educational, training and professional establishments according to regulations for foreign language teachers approved and implemented. Recruiting foreign language teachers and lecturers to meet the needs of localities and educational institutions according to regulations for foreign language teachers

Specific solutions

For foreign languages or English education and in general, Foreign languages and information technology are two indispensable tools. Speaking at the opening ceremony, Foreign languages and information technology are two indispensable tools for children to enter life. The concept of "illiteracy" in the current 4.0 technology era is illiteracy in information technology and foreign languages. Therefore, if you want to be successful in life, you must first learn and be good at foreign languages.

One of the languages commonly used today at international conferences and world regional forums is English. Currently, more than 60 countries use English as the official language of communication, and is a common language used worldwide.

Shehata, (2008) declared that the term collocation is initiated from the Latin verb collocare, which means to set in order/to assemble. Hashemi (2012) in his research came to this conclusion that EFL College students (English majors and non-English majors), high school students, and professors are short of collocational knowledge because collocation has been ignored in EFL classrooms.

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Conflicts of interest

There is no conflict of interest

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