A study of the Lexical Approach on Identification and Learning Collocations among EFL Students in private Universities in Erbil City

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Abstract

The current study seeks to investigate the role of Lexical Approach on the Learning and Identification of Collocations among EFL learners enrolled in Erbil City's private universities. The main objective of the current research entails the need to offer insight on the basic language acquisition field which carries significant weight as regards the capacity of EFL learners to attain effective communication in the English language. The study population for this research brings on board learners and educators in Erbil-based private universities and it included 40 participants who were 30 EFL learners alongside ten educators. Consequently, the study responds to the research questions through participant questionnaire responses which were analyzed through SPSS quantitative means. Through the analysis, the findings hinted that a majority of the learners could recognize a lexical item. Based on the findings of this study, it is recommended that English educators need to organize multiple exchange programs for EFL learners to enable them access opportunities for increased interaction with native speakers of the English language as well as enhancing immersion chances. Thus, the current study views that English language educators have a role of ensuring exchange programs for EFL learners to enable them access opportunities for interaction with native English speakers for increased immersion.

Keywords: lexicons, linguistic, fluency, EFL learners, language, foreign language acquisition.

1. Introduction

Language provides a structured and meaningful relationship between words in the second language, which is crucial for efficient language use and processing. The development of second language intra-lexical connections is commonly described in terms of the role played by first language knowledge in any thorough explanation of the relationships between second language words. According to Bahns, a functional lexical network is built on the foundation of collocations (1993). Collocation provides a one-size-fits-all idea that includes a wide range of ready-made language chunks. It is via the employment of colloquialisms that language users are able to compensate for the non-nativeness of their second language, which is primarily expressed through writing (Lewis et al., 2000). An emphasis on the importance of collocations and linguistic chunking is implied by the lexical approach to language teaching (Abdellah, 2015). Students are expected to acquire word combinations and bundles in order to improve their language proficiency (Peters, 2016). That's why lexical approach proponents say most language is made up of meaningful lexical phrases that may be put together to form more complex sentences like those in idioms (Moudraia, 2001).

The lexical technique has gained widespread acceptance due to the underlying hierarchical structures that provide semantic linkages that are conceptual in character and so display minimal inter-language shift (Peters, 2016). Contrary to popular belief, studies on collocations have found that they vary by language and lack any underlying logic or meaning to explain

why various lexical patterns are used in different languages (Durrant, 2008). There has been a lack of attention in the development of collocational education as there has been in grammatical competence, contrastive analysis and reading and writing (El-Dakhs, 2015). Students of English as a foreign language, particularly those at the intermediate level, lack the information necessary to define the main principles on which writing tasks are built using five or four basic collocations (Henriksen, 2013). As a result, the current study seeks to determine whether or not the lexical method helps EFL students in Iraq's private institutions in Erbil understand collocations more effectively.

2. Literature Review

The term lexicogrammar refers to two related but distinctive concepts: the core layer of words and the usual lexical and grammatical environment in which a sign appears in normally occurring texts or dialogues (Bahns, 1993). In Michael Halliday's concept of language, the top stratum of semantics (meaning) and the lower stratum of phonology (sounds) are portrayed as a mediator between them (Heyer et al., 2001). Textual continuity and lexical patterning are two advantages of lexical cohesion, which refers to the way lexical components are connected in order to convey information about how lexemes are created in the discourse (Caro, 2017).

As it turns out, though, there are just two primary uses for the phrase. First, the term's "uncountable usage" refers to "the tendency for particular words to appear together, that is to say, to co-occur more than by chance" (Cacoullos & Walker, 2009). Educators' interest in habitual mixing finest exemplifies the importance of colloquial language. Using prepositions and combining verbs and nouns are two examples of how words cannot be used together in casual speech (Cacoullos & Walker, 2009).

Collocations are those word combinations with limited structural change, as opposed to free word combinations or idioms, according to most language educators (McKeown & Radev, 2000). Speaking a language with a high level of collocational competency is a sign of a native speaker vs a nonnative speaker. Collocations, for example, affect the fluency of EFL speakers. Collocational structures can be taught more effectively if students are asked to focus on them during lengthy readings (Zaki, 2017). A few examples of controlled collocations can be provided in textbooks, as well as additional exercises to help students improve their understanding of them. To learn words in collocations, there are three primary motivations to do so (Bahns, 1993). One of the most important reasons for this is the ease with which words that are naturally linked in the text can be memorized. Second, context improves language acquisition, and third, context by itself is insufficient (Shammas, 2013). An advantage of teaching vocabulary using colloquialism over traditional methods like translations, definitions, antonyms, and synonyms is that pupils are more likely to remember what they learn (Barfield & Gyllstad, 2009). On both a productive and a receptive vocabulary test, students in the experimental group performed better than those in the control group (Gass et al., 2020). Teachers can assist students retain new vocabulary in EFL lessons by teaching vocabulary using collocations.

Students, particularly those with higher levels of skill, pay close attention to how often a term or phrase is used in the second language (Farghal & Al-Hamly, 2007). Phonology, lexical items (words), reading, morphosyntax (the structure of language), and language use and understanding are all included in this category (Ellis, 2002). The frequency of L2 collocated, lexical collections and constructions, according to Ellis et al. (2014), shows this sensitivity. Because they are based on the communication and discourse functions relevant to the language they are studying, EFL students often employ discourse-oriented lexical bundles as translation equivalent forms. Research on second language writing shows that L1 affects research on writing in a second language in two ways: idea generation and concept organization (Fuchs & Werner, 2018). L1 rhetorical styles and tactics can be applied in L2 studies, as previous research has shown (Kamarudin et al., 2020). Research from a variety of

perspectives has revealed that forms that are not marked in the L1 are more likely to be employed in the second language (Fuchs & Werner, 2018).

A word's semantic region (i.e. words with comparable meanings) can be defined and memorized with the help of collocations; learners can also predict what words will be found in a particular context. Many reasons are given by Liu (2010) for why lexical phrases should be taught in schools. Language fluency will improve as students acquire lexical phrases (particularly pragmatic phrases) and shift their focus from individual words to social components of interaction and larger discourse structures (Chiravate, 2018). Lexicographers can use online lexical concordances and corpora to effectively rely on mutual information formulae in order to distinguish between different meanings of a given word, identify differences in usage, particularly between synonyms, and finally identify collocations that are statistically significant enough to be cited in dictionaries (Chiravate, 2018). Many EFL students struggle with lexical proficiency. Probably classroom training alone will not be enough to help students reach their full lexical potential. For advanced lexical proficiency to be achieved in the classroom, a large vocabulary must be used as an indicator (Flowerdew & Mahlberg, 2009). Vocabulary, however, rarely forms the primary focus of a language-learning course. Vocabulary instruction in language classes will almost certainly result in better lexical development for students (Peters, 2016). Lado (1957) argues that in order to use contrastive analysis in the classroom, teachers must assess their students' ability to learn new linguistic patterns by contrasting their native languages with their foreign ones and by diagnosing and forecasting their students' difficulties in doing so. The Contrastive Analysis Hypothesis proposed by Lado in Linguistics Across Cultures is the inspiration for this notion of contrastive analysis. Both productively and receptively, the learners' first culture and language are able to influence their foreign culture and language acquisition, according to this hypothesis (Alharbi, 2017). Students will have an easier time understanding the similar sections, while the sections that differ present a greater challenge.

A translation technique and corpus-assisted contrastive analysis help reduce negative transfer from L1, which is common in EFL learners' collocational knowledge, especially in the generation of incongruent collocations (Bahardoust, 2012). Learners may benefit from strengthening or re-establishing connections between lexical terms and their collocates through the use of this method. Since learners of second languages (L2) are more likely to become aware of the features of their interlanguage that are more or less fossilized, this could lead to a restructuring of their existing knowledge (Racine, 2018). Using parallel English/Arabic corpus data, contrast-dependent perceptual salience can be achieved (Adelian et al., 2015). First, we must understand how words join in collocations to gain a fuller understanding of what they represent. Compounds and other set combinations of words are examples of colloquialisms, in which words are frequently used together (Stubbs, 1995). Collocation may be quantified using text analysis rather than introspection and intuition, which are more dependent on semantic and salience prominence, as demonstrated in the prior sections. Collocations can be easily observed using computer corpora, which has moved the focus of linguistic inquiry from single words to natural word combinations, according to various corpus linguistics literature (Bahtiar et al., 2020). According to Firth's concept that "any word in a new context is a new word," a data-driven analysis shows that the context, not the particular phrase, determines its interpretation (Firth, 1956). Collocations can be identified by comparing the degree of cohesiveness between words in a collocation to the degree of cohesion between terms in a free word combination (Racine, 2018). The mathematical models and methodologies used to formalize word co-occurrence are used to classify measures to describe these correlations. In the field of natural language processing, researchers have come up with three fundamental approaches to automatically learning usage constraints on words. Hybrid, rule-based, and statistical procedures are all examples of these approaches (Ashton & Lee, 2005).

Due to two practical considerations that do not exist in L1 acquisition situations, the lexical development of L1 and L2 students in a classroom setting differs dramatically. A lack of input in sufficient quantity and quality is the first limitation (Frawley, 2013). When learning a second language (L2), the lack of input makes it difficult or impossible for L2 learners to develop or extract lemmatic and lexemic specifications for a word, as well as to combine such information with the word's other requirements. An L1 lexical system must have a well-established semantic/conceptual system that is closely linked to the L2 system (Jiang, 2000). L2 learners can use the established L1 lexical system to learn new vocabulary in the L2 language because of its existence. L2 words are mapped to their L1 translations rather than meaning directly in the initial step of translation (Jiang, 2000). L1 translations are automatically activated whenever a term in a second language (L2) is encountered (Jiang, 2004). Lexical information like spelling, morphology, and sound is finally removed because it does not help to the use of L2 words in a meaningful way Their L1 translations, and their L2 words begin to build strong lemmatical linkages as they gain more L2 experience (Webb & Kagimoto, 2009). As a result, instead of translating L1 phrases into L2 terms, L2 terms are now directly linked to the L1 meanings.

As an instructional tool, translation has been used for many years and in a variety of educational situations to measure and teach language components, including vocabulary (Tsagari & Floros, 2013). Throughout history, the use of translation as an assessment and teaching tool has increasingly decreased as new language education approaches have been developed. As a result of these factors, translation studies have not made an effort to consider how their findings can inform other areas of language-related activity. They have also misinterpreted the translation task, considering it to be a common attempt to teach languages through the use of a grammar-translation method. According to Carrres & Noriega-Sánchez (2011), translation is reviving as an effective instrument for a variety of language teaching and evaluation aims. Those who study the subject of second-language acquisition (SLA) make a point of distinguishing between students who have received formal instruction and those who have not (Fuchs & Werner, 2018; Gass et al., 2020; Jiang, 2000). Uninstructed acquisition, on the other hand, teaches the second language through spontaneous dialogue in real-world circumstances without the aid of a teacher. When learning a language in a classroom, it is not only the students who are learning the language but also the other students who are native speakers who are being taught, rather than the students who are learning the language themselves (Gass et al., 2020). Teachers focus completely on the language they are teaching while they are working with a class of pupils who are studying a second or foreign language. There has long been disagreement about the importance of instruction in the field of second language acquisition (SLA). Many scholars believe that the best way to learn any language is to put it to use in the real world rather than studying it in the classroom (Pinar, 2016).

Direct education in collocations, appears to have a bigger impact on students' ability to use the words than indirect exposure does (Kang et al., 2019). Many issues limit the study of FFI circumstances and the acquisition of collocations. Researchers are more likely to focus on verb/noun colloquial pairs than other colloquial lexical combinations (Tiittanen, 2015). Students learning English as a foreign language often struggle with collocational knowledge, especially if they do not have an equivalent in their home tongue (noncongruent collocations). Although this is the case, the concept of noncongruence and the different settings in which EFL students may acquire collocational knowledge has received very little attention in the literature (Farrokh, 2012). Vocabulary growth and lexical development are two areas that need greater investigation. In longitudinal studies of L2 lexical expansion, it should be determined how many words kids learn each year in various contexts and how long it takes them to achieve specified vocabulary learning objectives, such as recognizing the most prevalent 8,000-word families (Ginting, 2018). It has also been suggested (Chiravate, 2018)

that evaluating the percentage of pupils who achieve specific vocabulary acquisition targets over time might be beneficial. This strategy may be able to reveal the success of language learning programs. Throughout the course of instruction, students should be tested on their vocabulary knowledge. In order to help students, reach higher levels of lexical proficiency, new lexical development tools would need to be developed (Chiravate, 2018).

3. Methodology
3.1 Study Aim
The purpose of this study is to acquire a better understanding of the relationship between employing a lexical approach and enhancing the collocational accuracy of EFL learners. The study shows that learners' ability to understand collocations is enhanced when lexical chunks are used.

3.2 Research Design and Strategy
The study addressed its research aims through the use of a descriptive survey design and a case study approach. The combination of quantitative and qualitative research methods permitted a comprehensive understanding of the study problem, which involves the connection of the research factors.

3.3 Target Population
Students and lecturers from private universities in Erbil were surveyed as part of the study. Three of private institutions were involved in the study.

3.4 Sampling Technique
The survey was conducted using convenient sampling to identify students and teachers who participated in Erbil. Ten teachers and thirty EFL students from Erbil's private universities participated in this study.

3.5 Methods of Data Collection
For this study, questionnaires were utilized as data collection instruments to gain various data from both teachers' and learners' viewpoints. The researcher distributed questionnaires that contained both open-ended and closed-ended survey items. The questions addressed concerning the concept of collocations, their identification and role, as well as particular ways for improving them using the lexical approach.

3.6 Data Analysis
As part of the data analysis process for this study, data from the survey questionnaire were examined using SPSS. The descriptive data analysis was carried out using the SPSS software, which included computing the percentage and frequency of occurrence of each type. The most common categories were determined, and the data obtained was summarized in tables and graphs.

4. Findings and Results
Findings indicated that the majority of students felt that their language skills were excellent. Additionally, the majority of students admitted that word combinations helped them. Moreover, numerous students claimed that their vocabulary expanded as a result of learning collocations.

Vocabulary knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	13	38.2	38.2	38.2
Good	13	38.2	38.2	76.4
Average	8	23.5	23.6	100.0
Total	34	100.0	100.0	

How students benefit from vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent
Word combination	9	81.8	90.0	90.0
Word themselves	1	9.1	10.0	100.0
Total	10	90.9	100.0	

Second language acquisition is not just accomplished through classroom instruction, but also through immersion, which allows pupils to engage with native speakers. Immersion is a strategy that may not be appropriate in Iraq, because the indigenous do not speak English. The outcomes of this study corroborate Lin's (2002) observation that teaching English collocation ultimately enhances learners' capacity to use vocabulary effectively during discussions. Collocation practice was identified as the most effective method of teaching the subject. According to the data, respondents appear to indicate that they learn collocations considerably more effectively through immersion and interaction with other speakers than through pedagogical techniques. In some ways, the findings appear to contradict (Nesselhauf, 2003), who observed that collocations aid in the teaching and learning of certain vocabulary components. While the author acknowledges that collocations serve as a link between the meaning and form of words, he appears to place a greater focus on instructional skills than on immersion. As students acquire additional collocations through interactions, they transition from being passive participants in a classroom setting to being active receivers of vocabulary. By studying collocations, students can identify words seen to be difficult yet are used by native speakers for communication purposes both in writing and speech, a narrative that may confirm students' preference for practicing conversations as the best method for learning

collocations. The majority of participants identified written expressions as the most effective strategy for collocation learning, followed by vocal expressions. The findings contradict Newton and Chang's (2013) observation that reading, rather than writing, assists individuals to acquire the sequence of words. The author asserted authoritatively that students must participate in extensive reading in order to master collocations since it allows them to reuse the terms in their talks. On the contrary, Carey & Dunn (2018) found that intentionally learning language is more successful than simply reading it. According to the author, pupils are expected to comprehend and make sense of the relationships between the words. Additionally, viewing television programs has been suggested as a way to supplement and boost word input.

According to the survey, 50% of teachers identified the insufficient practice of the terms as the primary issue faced by learners. Additionally, incorrect translations and a lack of appropriate learning resources were noted as additional obstacles. To some extent, the findings support those of Albousaif (2011), who did a study in Iraq and established that there is a mismatch between teaching and learning methodologies, and that resources and learning content deemed appropriate by teachers may not always be appropriate for students. Additionally, the author recognized that students in Iraq mainly rely on their teachers for instructional resources, which results in teacher monopolies of knowledge and a lack of student awareness of terminology. Ridha & Riyahi, (2011) confirmed this point further by noting that Iraqi students lack collocational understanding and also struggle to learn and use collocations. As a result of the preceding debate, one may argue that the most effective approach of learning a language is to utilize it in a real-world setting rather than to teach it in a classroom setting as a subject. Immersion in a native-speaking setting is therefore the optimal technique for second language acquisition.

5. Conclusion and Recommendation

The purpose of this study was to determine students' productive understanding of collocations in EFL classes at private universities in Erbil City. The following study items were utilized to investigate this objective: Practicing language skills, Vocabulary Knowledge, Prior knowledge of collocations, Noticeable changes in speech and vocabulary following collocation acquisition. The statistical tests revealed that more than half of the respondents admitted to practicing their language skills; additionally, the majority of respondents stated that their level of vocabulary mastery was excellent; an equal number of respondents stated that they had good vocabulary mastery skills. Additionally, the majority of respondents indicated that mastering collocation improved their vocabulary. According to these data, the study may confidently conclude that EFL students gained a more useful understanding of collocations. Several positive difficulties were discovered, including the following: using collocations after learning them, comprehending collocations believed to be difficult, and remembering them. The study suggests that English teachers encourage EFL students to read a variety of relevant books and articles as a means of expanding their vocabulary. As a result, teachers should establish exchange programs for EFL students so they can connect with native speakers and immerse themselves in the language. Learners should also engage in immersion by interacting with native speakers to improve their grasp of collocations. The use of modern technology as a teaching tool should also be encouraged.

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Appendix (A)

Challenges experienced while learning collocations

	Frequency	Percent	Valid Percent	Cumulative Percent
Difficulty recognizing and identifying English common collocations	5	14.7	14.7	14.7
Difficulty recognizing different collocation usages	18	52.9	52.9	67.6
Interference of your first language in using English collocations	5	14.7	14.7	82.4
All of them	4	11.8	11.8	94.1
Others	2	5.9	5.9	100.0
Total	34	100.0	100.0	

Appendix (B)

Noticeable changes while speaking

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	Frequency	Percent	Valid Percent	Cumulative Percent
Recognizing collocations in any piece of reading	4	11.8	11.8	11.8
Learning the proper word combinations	5	14.7	14.7	26.5
Developing natural English phrases	5	14.7	14.7	41.2
Expansion of vocabulary	5	14.7	14.7	55.9
Correct word selection while writing	2	5.9	5.9	61.8
Fluency in English	6	17.6	17.6	79.4
Others	7	20.6	20.6	100.0
Total	34	100.0	100.0	

Appendix (C)
Techniques of learning collocation

	Frequency	Percent	Valid Percent	Cumulative Percent
Oral expressions	8	23.5	23.5	23.5
Reading	7	20.6	20.6	44.1
Written expressions	12	35.3	35.3	79.4
Grammar	7	20.6	20.6	100.0
Total	34	100.0	100.0	

Appendix (D)
Collocations assist in learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	23.5	23.5	23.5
Agree	21	61.8	61.8	85.3
Disagree	4	11.8	11.8	97.1
Strongly disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Appendix (E)
Types of lexical materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Compound words	2	18.2	20.0	20.0
Scientific words	3	27.3	30.0	50.0
Collocations	4	36.4	40.0	90.0
Idioms & slangs	1	9.1	10.0	100.0
Total	10	90.9	100.0	

تویژینەوەی ڕێبازی وشە لە ناسینەوە و فێربوونی دەستەواژەکان لە نێوان فێرخوازانی زمانی ئینگلیزی وەک زمانێکی بیانی لە زانکۆ تایبەتەکانی شاری هەولێر

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پوختە

ئەم تویژینەوەیە بە مەبەستی لێکۆلینەوە لە ڕێبازی وشە بۆ ناسینەوە و فێربوونی دەستەواژەکان لە نێوان فێرخوازانی زمانی ئینگلیزی وەک زمانێکی بیانی لە زانکۆ تایبەتەکانی شاری هەولێر ئەنجامدراوە. ئامانجی سەرەکی تویژینەوەکە بریتییە لە ئاشنابوونی فێرخوازان لە بنچینە سەرەکییەکانی زمانی ئینگلیزی وەک زمانێک بۆ ئەوەی تواناییەکانیان لە ئاستیک دابیت گفتوگۆیەکی کاریگەر ئەنجام بدەن. لەم تویژینەوەیەدا سەرنجی فێرکاران و فێرخوازانی زمانی ئینگلیزی لە زانکۆ تایبەتەکانی هەولێر وەرگیراوە، کە 40 بەشداربووی ئەکادیمی وەلامی پرسیارەکانی ئەم تویژینەوەیان داوەتەوە، 10 لەو بەشداربووانە مامۆستای زانکۆ بوون، 30 بەشداربووش فێرخوازانی زمانی ئینگلیزی بوون. بەشداربووان وەلامی پرسیارەکانی تویژینەوەکەیان داوەتەوە و وەلامەکان بەرێگای بەرنامەی (ێس پی ێس ێس) شیکراونەوەتەوە و ئەنجامەکان بە ڕێژەیی پۆلێنی کراون. بە گوێرەی ئەنجامی پرسیارەکان زۆربەی بەشداربووان توانای ئەوەیان هەبوو وشە و دەستەواژەکان بناسنەوە و پێشنیاریان کردووە، پێویستە دامەزراوەکانی فێرکردنی زمان پرۆگرامی ئالۆگۆرکردنی قوتابیان داین بکەن بە مەبەستی ڕەخساندنی دەرفەتی زیاتر بۆ فێرخوازانی زمانی ئینگلیزی کە بەرکەوتنیان هەبیت لەگەل قسەکەرەکانی زمانی ئینگلیزی هاوکات دەرفەرتی ئەوەیان پی بدریت کە زیاتر لە زمان قولبنەوە. تویژینەوەکە ئەوە دەردەخات کە فێرکەرەکانی زمانی ئینگلیزی دەتوانن ڕۆلێکی گارێگەریان هەبیت لە دەستەبەرکردنی پرۆگرامەکانی ئالۆگۆر کردنی قوتابیان بۆدەرەوە وولات کە ئەمەش دەبیتە هۆی ئەوەی قوتابیان بەرکەوتنی زیاتریان هەبیت لەگەل قسەکەرەکانی زمانی ئینگلیزی و بە شێوەیەکی قولتر شارەزای لە زمان پەیدا بکەن.

شەکان سە رەکییەکانی: وشەسازی، دەستەواژەکان، ڕەوانبێژی، فێرخوا زانی زمانی ئینگلیزی و فێربوونی زمانی بیانی.

دراسة النهج المعجمي في تحديد وتعلم التراكيب اللغوية بين متعلمي اللغة الإنكليزية كلغة أجنبية في الجامعات الخاصة في مدينة أربيل

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ملخص

تسعى هذه الدراسة إلى إجراء تحقيق في دور النهج المعجمي في التعلم وتحديد التراكيب اللغوية بين متعلمي اللغة الإنكليزية (كلغة أجنبية) المسجلين في الجامعات الخاصة بمدينة أربيل. إن الهدف الرئيسي من هذا البحث يستوجب الحاجة إلى تقديم نظرة ثاقبة في مجال إكتساب أساسيات اللغة والذي يحمل في طياته أهمية كبيرة فيما يتعلق بقدرة متعلمي اللغة الإنكليزية كلغة أجنبية على تحقيق التواصل الفعال في اللغة، إستخدمت الدراسة نموذج بحث وصفي، إذ ضم مجتمع الدراسة لهذا البحث (40) مشاركاً من متعلمين وتدريسيين في جامعات خاصة بمدينة أربيل كان (30) منهم من متعلمي اللغة الإنكليزية إلى جانب عشرة تدريسيين. وبناءاً على ذلك فقد إستجابت الدراسة لتساؤلات البحث من خلال إجابات المشاركين على إستمارة الإستبيان التي تم تحليلها بإستخدام الوسائل الكمية لبرنامج SPSS . من خلال التحليل أشارت النتائج إلى أن غالبية المتعلمين لديهم القدرة على التعرف على مفردة معجمية، وبناءاً على نتائج الدراسة يوصى بضرورة قيام التدريسيين بتنظيم برامج تبادل متعددة للمتعلمين لتمكينهم من الوصول إلى فرص تساعدهم على زيادة التفاعل مع المتحدثين الأصليين للغة الإنكليزية بالإضافة إلى تعزيز فرص التعمق في اللغة. وبالتالي فإن الدراسة الحالية ترى أن لمدرسي اللغة الإنكليزية دور في ضمان برامج التبادل لمتعلمي هذه اللغة كلغة أجنبية لتمكينهم من الوصول إلى فرص التفاعل مع المتحدثين الأصليين لهذه اللغة لزيادة فرص التعمق فيها.

الكلمات المفتاحية: مصطلح ،نال معجمي، ألاقة، متعلمي اللغة الإنكليزية كلغة أجنبية، اكتسا لغة أجنبية .