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# The Effect of Mock Conference on EFL Learners' Speaking Lexical Complexity

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## Keywords:

Mock Conference,  
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## Abstract

This study explores the impact of mock conferences on the lexical complexity of Iranian EFL learners, addressing significant challenges in developing speaking proficiency in non-native contexts. Given the limited exposure to English-speaking environments and the predominance of traditional rote-learning methods, Iranian learners often struggle to achieve advanced vocabulary use and communicative competence. This research examines whether participation in mock conferences can foster lexical complexity in upper-intermediate learners, enhancing their speaking abilities. A quasi-experimental design divided 100 participants from an Iranian language institution into control and experimental groups. The experimental group engaged in a mock conference, receiving training on presentation skills and etiquette, while the control group followed standard instructional practices. Lexical complexity was assessed via pre- and post-intervention using the Type-Token Ratio (TTR), a measure of vocabulary diversity. Statistical analysis of the experimental group's results showed a significant improvement in lexical complexity post-intervention, in contrast to the control group's negligible change. These findings support using mock conferences as an effective pedagogical approach for enhancing vocabulary diversity and overall linguistic proficiency in EFL contexts. Although the study includes some limitations, such as the Small sample size and its focus on a specific cultural and institutional context, which may affect the generalizability of the findings, it suggests that implementing such interactive, context-based learning activities can be instrumental in promoting advanced speaking skills and lexical development among EFL learners, especially in linguistically isolated environments.



## About the Journal

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## 1. Introduction

The teaching of English as a Foreign Language (EFL) emphasizes the development of both receptive skills (listening and reading) and productive skills (speaking and writing), with speaking often considered the most pivotal. Speaking proficiency reflects linguistic competence and enables learners to articulate their thoughts and emotions across various contexts effectively (Singa et al., 2020).

For EFL learners, oral proficiency is a primary objective, with progress often measured by improvements in speaking performance. Pedagogical strategies for teaching speaking range from direct methods that target specific interactional skills to more indirect approaches that emphasize group-based activities (Hamad & Seyyedi, 2020). Lexical complexity, or the degree of vocabulary complexity, enables learners to express ideas more precisely. An expansive vocabulary also facilitates comprehension and interaction with authentic materials, making it indispensable for achieving higher levels of communicative competence in a second language (Baradeyah & Farrah, 2017).

Iranian EFL learners face pronounced obstacles in developing their speaking abilities due to limited access to real-world language practice. The scarcity of exposure to English-speaking environments and reliance on traditional teaching methods such as rote memorization constrains learners' capacity to bridge classroom instruction with authentic communicative experiences. These factors hinder learners' ability to attain lexical complexity.

This study makes several important contributions to the field of EFL pedagogy. Investigating the impact of mock conferences on lexical complexity provides empirical evidence for incorporating authentic, interactive speaking tasks into the curriculum. These findings support the design of innovative teaching strategies that bridge the gap between theoretical instruction and practical application. Beyond offering an effective tool for vocabulary enhancement, the study demonstrates how such activities foster fluency and communicative competence, preparing learners for real-world academic and professional scenarios.

Furthermore, this research addresses a key gap in the existing literature by focusing on developing lexical complexity through interactive methods. While previous studies have explored general speaking skills or isolated aspects of communicative competence, there is a limited understanding of how contextualized tasks like mock conferences enhance vocabulary diversity in non-native contexts.

Innovative pedagogical approaches, such as the implementation of mock conferences, offer a potential solution to these challenges. Mock conferences simulate real-world academic or professional interactions, allowing learners to engage in authentic speaking tasks, expand their lexical repertoire, and refine their communication skills. The present study seeks to evaluate the efficacy of mock conferences in enhancing the lexical complexity of Iranian EFL learners.

Focusing on vocabulary development, this study addresses the persistent challenges Iranian learners face, including limited exposure to authentic English-speaking contexts and the prevalence of traditional rote learning strategies. The findings of this research are expected to inform targeted pedagogical strategies aimed at enhancing lexical proficiency by assessing how participation in mock conferences influences vocabulary usage.

In light of the issues identified, the current study aims to address the following research question: To what extent do mock conferences enhance the lexical complexity of Iranian EFL learners' spoken language?

## 2. Aspects of Speaking Skill

Speaking proficiency in language learning is often assessed through three key aspects: accuracy, fluency, and complexity. Accuracy refers to correct grammar, vocabulary, and pronunciation in spoken language, reflecting a speaker's ability to produce error-free sentences. It emphasizes linguistic precision and adherence to language norms, making clear and understandable communication crucial. Accuracy is critical in formal settings, such as academic and professional

environments, where grammatical correctness and precise word choice significantly impact the speaker's credibility (Seyyedi et al., 2023).

Fluency, on the other hand, involves the smooth and effortless flow of speech. It is characterized by the speaker's ability to communicate without excessive hesitation, pauses, or self-correction, allowing for spontaneous and continuous interaction. Fluency is often linked to the speaker's cognitive processing speed and comfort with the language, making it an essential component of effective communication in real-time conversations.

Speaking complexity refers to the diversity and sophistication of a speaker's language structures and vocabulary. It indicates the ability to produce more elaborate and varied sentence structures, utilize advanced grammatical forms, and employ a diverse and sophisticated lexicon. Complexity reflects a speaker's linguistic competence and ability to handle more cognitively demanding communication tasks, such as expressing abstract ideas, engaging in critical discussions, or narrating complex stories.

While accuracy ensures that the intended message is clear and grammatically correct, fluency allows for seamless interaction, and lexical complexity adds depth and precision to the communication. These three aspects are interdependent and form the foundation of speaking proficiency, particularly for EFL learners. For example, in mock conferences, fluency is critical for maintaining engagement in real-time interactions, accuracy is necessary for conveying ideas with clarity and credibility, and lexical complexity enhances the speaker's ability to articulate nuanced arguments. These elements collectively prepare learners for advanced communication tasks in academic and professional contexts (Housen & Kuiken, 2009).

For EFL learners, the balance between these aspects is crucial. Overemphasis on accuracy, for instance, can hinder fluency, as learners may hesitate to avoid errors. Conversely, prioritizing fluency without attention to complexity may result in superficial communication. Mock conferences inherently encourage this balance by placing learners in dynamic, interactive scenarios where they must integrate all three aspects to succeed. The emphasis on lexical complexity in this study aligns with the broader goal of enhancing fluency and accuracy, as a more diverse vocabulary enables smoother expression of ideas and reduces reliance on repetitive structures (Seyyedi et al., 2014).

In this study, these aspects were measured using a comprehensive framework: fluency was evaluated through speech rate and pause duration (Gilyuk et al., 2021), accuracy through grammatical and lexical errors (Ellis & Barkhuizen, 2005), and complexity through the Type-Token Ratio (TTR), a measure of vocabulary diversity (Schmitt et al., 2017). By focusing on lexical complexity, the study emphasizes its role as a bridge between linguistic accuracy and communicative fluency, which is particularly significant in structured speaking tasks like mock conferences.

High complexity in speech is often associated with advanced language proficiency, as it demonstrates the speaker's knowledge of the language and capability to adapt their language use to different contexts and audiences.

Together, accuracy, fluency, and complexity provide a comprehensive framework for evaluating speaking skills, highlighting the multi-faceted nature of oral communication in language learning (Seyyedi et al., 2024).

### **3. Related Empirical Studies**

Recent research on mock conferences (MCs) and their impact on language learning and communication skills has increasingly highlighted the efficacy of these and other innovative instructional methods in enhancing students' speaking skills, reducing anxiety, and promoting engagement. Mock conferencing refers to structured, interactive simulations of academic or professional conferences in which participants present, discuss, and engage with topics relevant to their field (Fomina, 2018). These activities allow learners to practice real-world communication skills, such as public speaking, debate, and problem-solving, in a controlled yet dynamic environment. According to Fomina (2018), mock conferences allow learners to engage in research, presentations, and collaborative discussions, helping to build communication and critical thinking

skills. Daud and Rama (2021) define mock conferences as interactive, conference-style settings that enable students to develop both language proficiency and professional skills through simulated, practical experiences.

Fomina (2018) explored MCs as an instructional strategy for improving communication and interpreting skills among trainee interpreters. In this study, students participated in MCs as part of their coursework, working in teams of 4–6 to conduct research, submit abstracts, and manage the conference through an elected organizing committee. The findings indicated that MCs significantly enhanced students' communication skills by allowing them to analyze social contexts and practice various communication patterns. However, this study primarily focused on general communication skills and did not delve into lexical complexity, which is critical for precise and varied language use.

In another study, Daud and Rama (2021) investigated the Zoom conferencing system's impact on students' speaking abilities. This pre-experimental research followed a one-group pre-test and post-test design, assessing the same group of students before and after the intervention. The data were analyzed using SPSS, comparing students' speaking skills based on their pre-test and post-test scores. Descriptive statistics and a Paired Sample t-test were applied to evaluate the hypothesis. The findings revealed that the Zoom conferencing approach had a significantly positive effect on students' speaking skills, with a p-value of 0.000, lower than the alpha level of 0.05, indicating a substantial improvement between the pre-test and post-test results. Despite its contributions, this study lacks a comprehensive examination of how such tools impact specific dimensions of speaking proficiency, such as lexical diversity. Moreover, the methodology does not compare experimental and control groups, limiting its generalizability.

AL-Garni and Almuhammadi (2019) also explored the impact of communicative language teaching (CLT) activities on the speaking abilities of EFL students at the University of Jeddah's (UJ) English Language Institute (ELI). The study included two classes, each consisting of 21 female EFL students, with one class designated as the experimental group and the other as the control group. The experimental group was taught using three CLT techniques: interviewing, problem-solving, and role-playing, while the control group received traditional teaching methods. Using a quasi-experimental design with pre-tests and post-tests, the study revealed that the experimental group outperformed the control group, reinforcing the effectiveness of CLT practices at ELI of UJ. Although this study highlights the benefits of CLT approaches, it does not explicitly examine how lexical complexity evolves within these interactive practices, nor does it assess the critical role of vocabulary in achieving fluency and accuracy in communication.

The current study differs from previous works by focusing explicitly on the development of lexical complexity in EFL learners within the context of mock conferences. Unlike earlier studies, which often emphasize general speaking skills or other dimensions of communication, this research investigates explicitly how structured, context-based interactions influence vocabulary diversity. The study provides robust comparative data by employing a quasi-experimental design with distinct experimental and control groups, thereby controlling for potential confounding variables and providing more precise insights into the direct impact of MCs on lexical complexity. Moreover, it integrates specific measures such as the Type-Token Ratio (TTR) to quantify lexical complexity, thus addressing a gap in existing methodologies that often rely on broader or less specific evaluation criteria.

Additionally, while insightful, the methodologies of previous studies often lack the depth needed to evaluate the nuanced interplay between fluency, accuracy, and lexical complexity. This study expands on these works by critically analyzing how mock conferences foster a balanced development of all three aspects, positioning lexical complexity as a pivotal element in achieving communicative competence. By offering a targeted exploration of lexical development, this research provides valuable pedagogical insights and practical recommendations for integrating vocabulary-focused strategies into EFL instruction, an area that previous studies have not sufficiently addressed.

#### 4. Methodology

Using convenience sampling, 100 female EFL learners aged 18 to 23 were selected from the Ayandeh language institution in Mahabad-Iran. The Oxford Placement Test (OPT) was administered to assess initial language proficiency, consisting of 50 items covering various language skills and serving as a reliable standard for proficiency assessment. This study employed a quasi-experimental method, with participants divided into experimental and control groups based on their OPT scores. This design allowed for controlled comparisons while accommodating the practical constraints of using intact groups in an educational setting.

Speaking pre-tests and post-tests, developed by the researcher and validated by three experienced professors, were used to evaluate participants' speaking skills based on textbook topics through 3–5-minute face-to-face interviews. Lexical complexity was measured using the Type-Token Ratio (TTR), with a higher TTR indicating greater vocabulary diversity. Participants were divided into experimental and control groups following the OPT. To reduce potential bias, group assignments were conducted by an independent researcher who was not involved in the instructional sessions or the evaluation process.

The experimental group prepared for a mock conference, receiving training on presentation skills and etiquette, while the control group continued their regular learning activities. Data were collected during the mock conference through audio recordings, with evaluations focusing on lexical complexity. Post-tests, identical to the pre-tests, assessed changes in these areas, and the collected data were transcribed and analyzed for TTR, lexical indices, and errors. To further ensure the reliability of the assessments, two trained raters independently evaluated the recordings. Inter-rater reliability was calculated, with a threshold of 0.85 for acceptable agreement. Discrepancies were resolved through discussion.

Ethical considerations were rigorously upheld throughout the study. Informed consent was obtained from all participants, with detailed explanations of the study's objectives, procedures, and their right to withdraw at any point. Confidentiality was ensured by anonymizing participant data and securely storing all records. Additionally, the training and mock conference activities were designed to provide educational value, ensuring that participants in both groups benefited from the study. Approval for the study was obtained from the institutional review board (IRB) of the researcher's affiliated institution.

Statistical analysis using SPSS involved paired sample statistics to compare within groups and independent sample tests to assess differences between the experimental and control groups at the study's conclusion. Learners' vocabulary abilities are assessed by examining the diversity of new words in their language production, particularly the variety of vocabulary used. "Lexical complexity" originally referred to lexical variation, which involves employing diverse words without repetition. Early assessments of lexical complexity utilized Type-Token Ratio (TTR) analysis, which measures the ratio of unique words (types) to the total number of words (tokens) in a text or speech (Schmitt et al., 2017).

#### 5. Results

This study utilized the Oxford Placement Test (OPT) to evaluate English language proficiency. The OPT is widely recognized as one of the most reliable and reputable assessments for determining English language proficiency on a global scale, as it comprehensively evaluates various competencies among language learners. This assessment encompasses multiple domains, including grammar, vocabulary, reading, and comprehension, thereby providing a holistic measure of participants' English language abilities. The application of this test facilitated a precise determination of the participants' English proficiency levels, ensuring that the sample exhibited homogeneity. Homogeneity within the sample indicates that participants possess comparable language skills, which is essential for the accurate analysis of data and the validity of research findings.

Table 4.1

*Descriptive Statistics of Oxford Placement Test (OPT)*

Groups	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
OPT. Control	50	54.0400	.57638	4.075
OPT. Experimental	50	53.9400	.58163	4.112

Table 4.1 provides the descriptive statistics for the Oxford Placement Test (OPT) scores of the control and experimental groups, comprising 50 participants. In the control group, the mean score is 54.04, accompanied by a standard deviation of 4.075, reflecting the scores' dispersion and the participants' overall performance. In contrast, in the experimental group, the mean score was 53.94, with a standard deviation of 4.112. These statistics facilitate a comparative analysis of performance and similarities between the two groups, thereby enabling a more nuanced interpretation of the research findings. The mean and standard deviation values suggest that the control and experimental groups exhibit comparable levels of English language proficiency, thereby enhancing the validity of the research outcomes.

Table 4.2

*Paired Samples Statistics of Control Group (Lexical Complexity)*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test. Control	12.2600	50	1.58514	.22417
Post-test. Control	12.3000	50	1.57872	.22326

Table 4.2 presents the descriptive statistics for the control group, indicating that the mean lexical complexity score was 12.26 in the pre-test and 12.30 in the post-test. These findings suggest no statistically significant difference between the pre-test and post-test scores within the control group. Analyzing the standard deviation and standard error of the mean scores, it can be inferred that the changes in lexical complexity observed in the control group were minimal and statistically insignificant.

Table 4.3

*Paired Samples Test of Control Group (Lexical Complexity)*

	Paired Differences						T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval		Error of the Difference			
				Lower	Upper				
Pre-test. Control	-.040	2.161	.3056	-.654	.574	-.131	49	.894	
Post-test. Control									

Table 4.3 displays the test results for the control group. The mean difference in lexical complexity scores between the pre-test and post-test in this group is -0.040, reflecting a very minor and statistically insignificant change. The standard deviation of this difference is 2.161, while the standard error of the mean is 0.3056. The t-test results, which yielded a value of -0.131 with 49 degrees of freedom, further indicate that this difference is not statistically significant, as evidenced by a two-sided significance level of 0.896. Additionally, the 95% confidence interval ranges from -0.654 to 0.574, encompassing zero, thereby reinforcing the conclusion of no significant difference in lexical complexity scores between the pre-test and post-test.

Table 4.4  
*Paired Samples Statistics of Experimental Group (Lexical Complexity)*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test. Experimental	12.3800	50	1.453	.205
Post-test. Experimental	15.6900	50	1.604	.226

Table 4.4 provides the statistical results for the experimental group. The mean lexical complexity score in the pre-test was 12.38, with a standard deviation of 1.453 and a standard error of 0.205, reflecting the initial level of lexical complexity among the participants before their involvement in the mock conference. Following the mock conference, the mean lexical complexity score increased significantly to 15.69, demonstrating a significant improvement. The post-test scores had a standard deviation of 1.604 and a standard error of 0.226. The substantial increase in post-test mean scores compared to pre-test scores suggests that the mock conference positively impacted the lexical complexity of the language learners in the experimental group. These findings indicate that engaging in a mock conference can enhance upper-intermediate language learners' language skills and lexical complexity.

Table 4.5  
*Paired Samples Test of Experimental Group (Lexical Complexity)*

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error of the Difference	95% Confidence Interval				
				Lower	Upper			
Pair 2 Pre-test. Experimental Post-test. Experimental	-3.310	2.074	.293	-3.899	-2.720	-11.28	49	.003

Table 4.5 presents the results for the experimental group, showing a mean increase in lexical complexity scores of -3.310 from the pre-test to the post-test, which reflects a significant improvement in lexical complexity following participation in the mock conference. The standard deviation of this difference is 2.074, and the standard error of the mean is 0.293. The t-test results, with a t-value of -11.28 and 49 degrees of freedom, indicate that this difference is statistically significant, with a two-sided p-value of 0.000. The 95% confidence interval ranges from -3.899 to -2.720, excluding zero, further confirming this difference's significance. These findings demonstrate that participation in the mock conference substantially positively impacted the lexical complexity of the language learners in the experimental group. The significant increase in post-test scores compared to pre-test scores suggests that the mock conference can significantly enhance learners' language skills and lexical complexity.

This evidence underscores the potential of mock conferences as a practical pedagogical approach to improving the lexical complexity and overall language proficiency of upper-intermediate language learners.

Table 4.6  
*Group Statistics for Control and Experimental Group (Lexical Complexity)*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	50	15.6900	1.604	.226
Control	50	12.3000	1.578	.223

Table 4.6 presents the descriptive statistics on the lexical complexity of the experimental and control groups. The experimental group, which participated in the mock conference, achieved a

mean score of 15.69, with a standard deviation of 1.604 and a standard error of 0.226. These results reflect a significant improvement in the learners' lexical complexity following the mock conference. In contrast, the control group, which did not participate in the mock conference, had a mean score of 12.3000, with a standard deviation of 1.578 and a standard error of 0.223. The comparison of the mean scores between the two groups highlights a statistically significant difference in lexical complexity, with the experimental group outperforming the control group. These findings underscore the positive and significant impact of the mock conference on the lexical complexity of upper-intermediate language learners. Therefore, it can be concluded that participation in mock conferences can effectively enhance language skills and significantly improve the lexical complexity of language learners.

Table 4.7  
*Independent Samples Test for Control and Experimental Group (Lexical Complexity)*

	Levene's Test		t-test for Equality of Means				95% Confidence Interval of the		
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.0332	0.9094	10.653	98	0.001	3.39	.3183	2.7587	4.0213
Equal variances are not assumed.			10.653	97	0.001	3.39	.3183	2.7587	4.0213

Table 4.7 presents the test results, with Levene's test for equality of variances yielding an F value of 2.711 and a significance level of 0.103. Since this value is more significant than 0.05, the assumption of equal variances is met. The t-test results show a t-value of 14.605, with 98 degrees of freedom and a two-tailed significance level of 0.000, indicating a statistically significant difference between the experimental and control groups. These results demonstrate that participation in the mock conference positively and substantially affected language learners' lexical complexity in the experimental group. The significant difference in lexical complexity scores suggests that engaging in the mock conference effectively enhances language skills and elevates the lexical complexity of language learners.

## 6. Discussion

Mastering English is vital for personal and professional growth, with conversational skills playing a critical role in language acquisition. This study examined the effect of mock conferences on the lexical complexity of Iranian English learners, revealing that these activities significantly improve lexical complexity.

The results align with previous research. For instance, Fomina (2018) demonstrated that mock conferences improved communication and interpreting skills in trainee interpreters by providing a realistic practice setting. Similarly, Daud and Rama (2021) showed that Zoom conferencing significantly boosted students' speaking abilities, underscoring the value of virtual simulations in language learning. However, the current study extends these findings by focusing on lexical complexity, a dimension often overlooked in previous research. By showing that mock conferences foster richer vocabulary use, this study highlights the importance of task authenticity in stimulating lexical diversity.

Punar and Uzun (2019) reported that Skype calls reduced speaking anxiety, enhancing learners' confidence. These findings collectively support the effectiveness of Communicative Language Teaching (CLT) methods. Al-Garni and Almuhammadi (2019) confirmed that CLT approaches outperform traditional methods in enhancing speaking skills. While previous studies focused on speaking fluency and confidence, this study complements their findings by emphasizing how mock conferences cultivate fluency and linguistic sophistication through increased lexical diversity. Additionally, task-based activities have positively affected language abilities, though Yegani and Jodaei (2017) found that the impact was not statistically significant. Nguyen (2023) demonstrated

that drama-based activities effectively improve speaking performance and are well-received by students. This study supports these insights but also addresses a gap in understanding by showing how conference simulations provide a structured yet creative environment for vocabulary enhancement.

This study confirms that mock conferences positively affect lexical complexity. Participants significantly increased Type-Token Ratio (TTR) scores, indicating greater lexical variety. This finding reflects the dynamic nature of real-world contexts, which compel learners to access and utilize a broader range of vocabulary. These results align with Nation's (2001) theory that task authenticity directly influences lexical output. Analysis revealed that learners in the simulated conference used a broader and more varied vocabulary, demonstrating that challenging, real-world contexts motivate dynamic and creative language use. Moreover, simulated conferences facilitate the exchange of ideas and peer learning, enriching learners' perspectives and improving speech complexity.

In addition, mock conferences offer a controlled, low-pressure environment for language practice, allowing learners to refine their speaking skills. These settings encourage diverse and precise vocabulary, enhancing lexical complexity. The structured yet interactive format of mock conferences is particularly beneficial for language learners who may struggle with traditional rote learning methods. Regular exposure to these activities encourages vocabulary expansion and context-appropriate usage. Learners also benefit from regular practice, enabling them to use language more naturally and effectively in realistic situations.

Furthermore, simulated conferences provide learners with near-realistic conditions to practice public speaking, group discussions, and other interactive contexts. These experiences help improve presentation management, question-answering skills, and overall communication confidence. This study's reduction in grammatical and pronunciation errors highlights the critical role of repetition, feedback, and self-monitoring in skill acquisition, supporting Schmidt's (1990) noticing hypothesis. Results indicate that learners made fewer grammatical and pronunciation errors, likely due to increased self-confidence, more practice, and heightened awareness of language structures. Practical recommendations from this study include integrating mock conferences into EFL curricula as a complementary method alongside traditional approaches. Educators should design these activities to reflect real-world scenarios that align with learners' goals, such as academic presentations, workplace meetings, or interviews. To maximize impact, institutions should train learners on presentation skills, etiquette, and effective use of vocabulary before mock conferences. Additionally, assessments should incorporate diverse metrics such as lexical complexity, fluency, and accuracy to evaluate learners' progress comprehensively.

These findings underscore the value of interactive, situation-based teaching methods in language learning. Mock conferences can complement traditional approaches by offering practical opportunities to develop lexical complexity, guiding the design of future educational programs and strategies. Future research should explore the longitudinal effects of such methods, their application to other language competencies (e.g., listening or writing), and their adaptability to virtual learning platforms. The field can further refine task-based approaches to language education by addressing these areas.

## 7. Conclusion

This study's findings, which explored mock conferences' effects on the lexical complexity of Iranian EFL learners, highlight several educational advantages that can enhance English language instruction across different settings. Mock conferences can significantly bolster learners' speaking and conversational skills by allowing them to practice in a realistic, informal environment. Participation in such activities enriches their linguistic experience, allowing them to use more complex vocabulary and improving their overall lexical sophistication.

Additionally, mock conferences can increase learners' confidence by exposing them to various topics and facilitating their engagement in discussions, which helps them develop better social and

language skills. This method improves communication abilities and provides learners with a deeper understanding of the English language and culture through interactive group activities.

The research demonstrates that simulated conferences provide learners with valuable vocabulary development and speaking practice. Educators can integrate these activities into language programs to enhance real-world language use, promote confidence, and improve communication skills. The implications of this study suggest that mock conferences should be widely incorporated into educational strategies for language learners, notably to support the development of lexical complexity and accurate speaking abilities.

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## کاریگری کونفرانسی ساخته له سهر ئالۆزی وشهیی قسه کردنی فیرخووانی ئینگلیزی وهک زمانیکی بیانی

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### پوخته

ئهم لیكۆلینه وهیه کاریگری کونفرانسه ساخته کان له سهر ئالۆزی وشهیی فیرخووانی ئیرانی له فیربووهنی زمانی ئینگلیزی دهکۆلیته وه، که باس له ئاستهنگه بهرچاوهکان دهکات له په ره پیدانی توانای قسه کردن له چوارچیوهی ناره سهندا. به سه رنجدان به بهرکه وتنی سنووردار به ژینگه ئینگلیزی زمانه کان و بالادهستی شیوازه تهقلیدیهی کانی فیربوونی زارهکی، فیرخووانی ئیران زورجار خهبات دهکهن بۆ به دهسته پینانی به کارهینانی پیشکه وتوی وشه سازی و لیهاتوویی په یوه ندیکردن. ئهم توژیینه وهیه لیكۆلینه وه له وه دهکات که ئایا به شداریکردن له کونفرانسه ساخته کان ده توانیت وردبینی وشهیی له فیرخووانی سه ره وهی ناوه ندیدا په ره وه بکات، به مهش تواناکانی قسه کردنیان بهرز دهکاته وه. له ریگیه دیزاینیکی نیمچه تاقیکارییه وه، 100 به شداربووی دامه زراوهیه کی زمانی ئیرانی به سه ر گروویی کونترۆل و تاقیکاریدا دابه شکران. گروویی تاقیکاری به شدارییان له کونفرانسی ساخته کرد، راهینانان له سه ر کارامهیی پیشکه شکردن و ئه ته کیت وهرگرت، له کاتیکدا گروویی کونترۆل پراکتیزه کردنی فیرکاری ستانداردیان په په ره کرد. ئالۆزی وشهیی پیش و دواي دهستیوهردان به به کارهینانی ریژهی جور-نیشانه (TTR) هه لسه نگیندرا، که پیوه ریکه بۆ جوراوجۆری وشه سازی. شیکاری ئاماری ئه نجامه کانی گروویی تاقیکاری باشتربوونی بهرچاوی له ئالۆزی وشه سازی نیشان دا دواي دهستیوهردان، به پیچه وانهی گورانکاری که می گروویی کونترۆل. ئهم دۆزینه وانه پشتگیری له کونفرانسه ساخته کان دهکهن وهک ریازیکی پیداکۆژیکی کاریگر بۆ بهرزکردنه وهی جوراوجۆری وشه سازی و لیهاتوویی زمانه وانی گشتی له چوارچیوهی EFL. توژیینه وهکه پیشنیاری ئه وه دهکات که جیهی جیکردنی ئهم جوره چالاکیه فیرکاریه کارلیککارانه و له سه ر به مهی دهق و ده توانیت ئامرازیک بیت بۆ پیشخستنی تواناکانی قسه کردنی پیشکه وتوو و گه شه پیدانی وشهیی له نیوان فیرخووانی EFL، به تاییهت له ژینگه دابراوه کانی زمانه وانیدا.

**وشه سه ره کییه کان:** کونفرانسی ساخته؛ ئالۆزی وشهیی؛ فیرخووانی ئینگلیزی وهک زمانیکی بیانی؛ توانای قسه کردن؛ ستراتیژییه کانی پیداکۆژی

تأثیر المؤتمر الوهمي على التعقيد المعجمي لدى متعلمي اللغة الإنجليزية كلفة أجنبية

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### المخلص

تستكشف الدراسة الحالية تأثير المؤتمرات الوهمية على التعقيد المعجمي لمتعلمي اللغة الإنجليزية كلفة أجنبية الإيرانيين، ومعالجة التحديات الكبيرة في تطوير الكفاءة في التحدث في سياقات غير أصلية. ونظراً للتعرض المحدود للبيئات الناطقة باللغة الإنجليزية وسيطرة أساليب التعليم التقليدية، فإن المتعلمين الإيرانيين غالباً ما يكافحون لتحقيق استخدام متقدم للمفردات والكفاءة التواصلية. يبحث البحث الحالي فيما إذا كانت المشاركة في المؤتمرات الوهمية يمكن أن تعزز التعقيد المعجمي لدى المتعلمين المتوسطين والمتقدمين، وبالتالي تعزيز قدراتهم على التحدث. من خلال تصميم شبه تجريبي، وفي التجربة ورع 100 مشارك من مؤسسة لغوية إيرانية إلى مجموعات المنتظمة وتجريبية. شاركت المجموعة التجريبية في مؤتمر وهمي، وتلقت تدريباً على مهارات العرض والسلوك، بينما اتبعت المجموعة المنتظمة ممارسات تعليمية قياسية. قُيِّم التعقيد المعجمي قبل وبعد التدخل باستخدام نسبة النوع إلى الرمز (TTR)، وهو مقياس لتنوع المفردات. أظهر التحليل الإحصائي لنتائج المجموعة التجريبية تحسناً كبيراً في التعقيد المعجمي بعد التدخل، على النقيض من التغيير الضئيل للمجموعة المنتظمة. إذ تدعم هذه النتائج المؤتمرات الوهمية كنهج تربوي فعال لتعزيز تنوع المفردات والكفاءة اللغوية الشاملة في سياقات اللغة الإنجليزية كلفة أجنبية. وتعتبر الدراسة إلى أن تنفيذ مثل هذه الأنشطة التعليمية التفاعلية القائمة على السياق يمكن أن يكون مفيداً في تعزيز مهارات التحدث المتقدمة والتطور المعجمي بين متعلمي اللغة الإنجليزية كلفة أجنبية، وخاصة في البيئات المعزولة لغوياً.

**الكلمات المفتاحية:** المؤتمر الوهمي؛ التعقيد المعجمي؛ متعلمو اللغة الإنجليزية كلفة أجنبية؛ الكفاءة في التحدث؛ الاستراتيجيات التربوية