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EFFECTS OF EFL VOCABULARY INSTRUCTION ON ARAB LEARNERS' USAGE OF LEXICAL COLLOCATIONS IN SPEAKING PERFORMANCE

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ABSTRACT
For many decades, the role of the learner's mother tongue in foreign and second language classrooms has been a topic of debate. EFL teachers may present and explain vocabulary in student's native language, they may do so in the target language, or they may keep switching between the two. The aim of the current study is to investigate how EFL vocabulary instruction affects EFL Arab learners' usage of English lexical collocations in their speaking performance through implementing several working memory strategies. A quasi-experimental, mixed method design was adopted comparing teacher code-switching and L2 explanations in teaching lexical collocations. Within twenty-six sessions of teaching intervention to teach lexical collocations to EFL learners, the study measured learners' responses to vocabulary instruction in the two experimental groups. The study also explored how working memory strategies used by learners in response to vocabulary instruction may enhance learning lexical collocations by EFL learners. For this purpose, 45 Arab elementary EFL learners in the English language centre in Kuala Lumpur were divided into three groups (code-switching, L2 explanation group, and control group); they completed three speaking tests, pre, and post-test and delayed post-test. The results indicated that both the code-switching group and the L2 explanation group were improving their vocabulary; however, the study showed an important role of L1 in learning lexical collocation. The findings revealed that working memory strategies assisted learners to retain collocations effectively. The study included several pedagogical suggestions and implications for future research to improve the standard for teaching, learning, and retention of lexical collocations in speaking performance.

Keywords: lexical collocations; speaking performance; teacher code-switching; working memory strategies; vocabulary learning.

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INTRODUCTION

English language learners are constantly striving to improve their English language skills. Thus, a broad vocabulary is essential for accomplishing this goal. Thus, to speak English more effectively, one needs to comprehend more than just grammar and vocabulary. Therefore, to improve the native-likeness of language output, mastery of formulaic sequences is a key criterion for communicative competence. These formulaic sequences, known as linguistic "chunks," give speech and writing more natural sound. For example, formulaic sequences include common greetings like "good morning" or "how are you?" and phrasal verbs like "look up," "fill out," and "find out." Idioms are referring to the phrases with meanings other than the literal, such as "hit the books," "pull someone's leg," and "easier said than done," are also examples of formulaic language (Carroll & Conklin, 2020; Lewis, 1993; Nattinger, 1992). Hence, in order to improve the native-likeness of language output, mastery of formulaic sequences is a key criterion for communicative competence. Another significant category of formulaic sequences is collocations; for instance, “seriously injured," "take photos," and "loud music." These are the terms that are frequently used in conjunction. Native speakers pick up on these combinations naturally as they learn the language, but language learners have to put effort into recalling them.

Collocations play a crucial role in L2 competency, in both writing and speaking. They form integral parts of multi-word units due to their frequent use in everyday language. The significance of collocations lies in their ability to facilitate fluent communication in real-life situations (El-Dakhs, 2015; Bardel et al., 2013). However, collocations pose a unique challenge for EFL learners due to their ambiguous nature, unexpected variations across languages, and several barriers hindering their recognition in natural language, consequently affecting retention (Qureshi, 2018; Boers, 2014; El-Dakhs, 2015; Macis et al., 2021). Therefore, it becomes imperative for EFL teachers to prioritize the implementation of effective instructional strategies for teaching collocations and enhancing EFL learners' speaking performance.

Code-switching, which involves alternating between languages during instruction, is one approach that can enhance English language learning. While there is a growing body of evidence supporting the benefits of teacher code-switching (CS) in teaching EFL vocabulary (Tian & Macaro, 2012; Manel et al., 2019), current educational regulations in many language centres and schools encourage English language teachers to maximize the use of the target language (L2) in the classroom (Sasstos, 2020). However, there remains uncertainty about whether this is the most effective method, as research findings have not reached a consensus regarding the impact of teacher CS in the EFL classroom (Ulfah, 2021; Temesgen & Hailu, 2022). Therefore, the primary objective of this study is to compare the effects of two vocabulary instruction methods (L2 and CS) on Arab learners' usage of English lexical collocations in their speaking performance. This research aims to shed light on which approach yields better results in enhancing learners' language skills.

Teaching collocations allows learners to acquire chunks rather than individual words, which help them to develop not only their linguistic lexicon but also their ability to communicate naturally and effortlessly (Habtoor & Al-Swaidan, 2019). Regardless of all these significant points, collocations are still underutilized in EFL classrooms, and they should be given more attention (Boonraksa & Naisena, 2021). Hence, it is important to learn collocations in a natural atmosphere of communication since a large part of our language is made up of collocations. Therefore, it is crucial to look into different vocabulary instruction in EFL classrooms and strategies that might be used to improve learning collocations and give EFL

learners the confidence to use them in their speech and their writing as well. There has been various research in the Arab world that have explored collocations in writing form, whereas just a few studies have been conducted in spoken form. It is intended that this effort will contribute to the literature on the inclusion of collocations in EFL learners' speech.

Traditionally, teaching English in an EFL classroom was based on the Grammar Translation Method (GTM), which depended on translation into the first language while teaching the target language. In most classes, the native language is used as the medium of instruction, while a foreign language is taught by adapting some activities (Larsen–Freeman, 2000; Akramy et al., 2022). Later, Krashen (1982) proposed his theory of comprehensible input, demonstrating that a student can learn by providing simple information in his or her target language, and that if the student can learn through the target language gradually, there is no need to interfere with this learning by using vocabulary from his or her L1. According to Krashen's theory, acquisition is a subconscious process comparable to how learners learn their first language (L1). Hence, they learn their L1 through obtaining a lot of comprehensible input from their parents and caregivers. They do not learn grammar rules consciously at first; they simply pick up the language by means of the input they obtain. Krashen thought that the process for acquiring a second language is comparable, thus the target language must be used frequently enough by learners to understand it, as they are more likely to pick up new vocabulary and grammatical structures implicitly than to deliberately strive to memorize rules when the content is challenging but understandable. If learners are exposed to enough comprehensible input over time, their language skills will consequently increase spontaneously (Thach, 2022; Al-Nofaie, 2010).

On the other hand, the Direct Method of teaching a foreign language emerged, which eliminated the local language from the EFL classroom; instead, teachers should always engage students in the target language (Richards & Rodgers, 2001). Some teachers, however, believe that both methods can be employed and that switching between the target language and the L1 is required in some contexts (Goodman & Tastanbek, 2020). As a result, CS has attracted more recognition as an innovative approach to teaching a foreign or second language. However, adding code-switching into EFL classrooms has an impact on the methods used to teach learners foreign languages as well as the strategies used to teach them vocabulary associated with specific linguistic traits, making it a topic of discussion.

Numerous studies have been conducted to examine the significance of the first language (L1) in English as a Foreign Language (EFL), uncovering a range of viewpoints about its use. While several scholarly investigations argue in favour of integrating L1, others highlight the potential disadvantages associated with its utilisation (Ellis, 1984). The existence of these differences can often be attributed to the diverse instructional methodologies employed by teachers, particularly in relation to CS, which entails the use of multiple languages during the process of instruction.

Code-switching fulfills a number of roles, encompassing the management of classroom dynamics, the explanation of language, and the facilitation of social interaction. Significantly, scholars such as Stern and Allen (1992) and Cook (2020) provide evidence in favour of including L1 in English as a Foreign Language (EFL), asserting that the deliberate utilisation of CS by teachers can augment the entire pedagogical process. The authors contend that a lack of appropriate use of L1 may hinder students' advancement in English, particularly while they have difficulties in learning foreign /second language (L2). Stern highlights the need of providing students with abundant occasions to utilise L1 with English as a Foreign Language

(EFL) instructional settings. Furthermore, (Alzahrani, 2023) highlights the potential advantages associated with the establishment of a CS that incorporates a diverse range of CS subject areas. The utilisation of a method that incorporates the smooth integration of many languages has demonstrated potential in improving educational achievements within English as Foreign Language (EFL) instructional settings. Alzahrani asserted that using local humour or/and social media trends connected to the subject being covered in class in the L1 could help students' attitudes and motivate them to participate in the EFL classroom. This might boost their desire to study English and their level of participation in the EFL classroom, which might enhance their performance there. Alzahrani concluded her research by claiming that employing local humour or/and social media trends related to the subject being addressed in class in the L1 could improve students' attitudes and encourage them to be involved in the EFL classroom. This situation may increase their willingness to study English as well as their level of participation in the EFL classroom, which may improve their performance. To put it briefly, the discussion pertaining to the incorporation of L1 and the utilisation of CS in EFL classrooms is characterised by its complexity and numerous components. The efficacy of these methodologies relies on their thoughtful implementation, prioritising the achievement of balance that optimises the use of language assets to establish a favourable setting for language learning.

EFL learners frequently place emphasis on the enhancement of their speaking skills, acknowledging its importance in everyday communication. Nevertheless, the development of speaking skills is a complex and intricate undertaking, usually acknowledged as one of the most challenging aspects of learning a new language. The phenomenon under consideration includes complex cognitive processes that have a role in the formation as well as interpretation of meaning (Almutairi, & Aljumah, 2023).

In order to improve their speaking skills, it is important for learners to develop a heightened awareness of successful learning strategies. This is because scholars have constantly highlighted the significant differences among learners in terms of their approaches to learning language (Ellis, 2008). The recognition of this awareness can play a crucial role in effectively tackling the difficulties that arise in the process of learning a new language.

Moreover, there has been an increasing scholarly interest in investigating the correlation between working memory (WM) and language aptitude, motivated by advances in the field of cognitive psychology. The present field of research seeks to shed light on the means through which working memory operates in the process of learning language. Having a comprehensive understanding of the interaction between WM and language aptitude might yield significant insights into the mechanisms involved in learning a new language. Therefore, the acquisition of speaking skills holds significant importance within the field of learning a language, since learners endeavour to attain proficiency in that area. Acknowledging the complex nature of speaking as a cognitive phenomenon and demonstrating awareness of efficacious instructional strategies are fundamental measures for enhancing learner’s aptitude in spoken language. Moreover, the investigation of the effect of working memory in learning vocabulary has the potential to advance our understanding of language learning processes.

Extensive scholarly inquiry within the field of cognitive psychology and language acquisition has emphasised the central significance of working memory (WM) in complex cognitive functions, such as the acquisition of language (Wen & Skehan, 2021). Therefore, the incorporation of working memory strategies (WMS) into EFL classroom activities shows potential for accelerating vocabulary acquisition among EFL students, thereby improving their

language skills. Ibarra and Ortega (2018) conducted a study to investigate the effectiveness of working memory training in enhancing students' ability to retain vocabulary learned in English classes. The researchers employed a range of strategies in their investigation. The results of the study indicated that learners effectively employed WMS, leading to a gradual enhancement in their language skills to remember and retain the learned vocabulary. The incorporation of working memory strategies into teaching and learning English presents a beneficial approach to enhance vocabulary learning and strengthen language proficiency. The study conducted by Ibarra and Ortega serves as a notable example of the practical advantages associated with these methodologies, showcasing their ability to enable learners to improve their language proficiency by effectively utilising their working memory. This enhancement went beyond the mere recall of vocabulary, exerting a positive impact on their total language skills.

Numerous studies have highlighted the challenges faced by Arab learners in expressing themselves fluently in the target language, English. These difficulties may stem from instructional methods or the incorporation of vocabulary in English that presents greater complexity in mastery. Among the hurdles encountered in speaking proficiency, collocations emerge as a notable challenge for EFL learners. However, collocations are a key component of the English language, and their significance arises from the fact that they are commonly used in ordinary conversation. They can be difficult for L2 learners due to their arbitrary character, unpredictable diversity among languages, and a wide range of obstacles that limit their detection in normal language. Thus, it is crucial to investigate how language teachers may assist learners to improve their collocational knowledge in order to overcome this persistent issue.

Several studies have investigated L2 collocations and track the growth of the students' collocational knowledge. (e.g., Sukying, 2021; Uchihara et al., 2022; Boone, 2023; Lu, 2023). Furthermore, researchers attempted to examine and explain collocation errors (e.g. (Ding, 2022; Shitu, 2015; Boonyarattanasoontorn et al., 2020). Several studies also focused on examining the variables that affect L2 collocational competency for instance, (González Fernández, B., & Schmitt, 2015; Masrai, 2022; Jiang, 2022; Awaj, 2018). Additional studies looked into how to enable L2 learners to improve their collocational knowledge such as (Pellicer-Sánchez, 2017; Dang, 2022; Lee, 2021). These studies show that the majority of them were still focusing on the effects code-switching that had on English learning.

It is essential for Arab learners of English as a Foreign Language (EFL) to confront the difficulties related to collocations in order to improve their spoken proficiency in the language. Thus, by recognising the significance of collocations and their extensive utilisation can facilitate enhanced language skills and foster more authentic and efficient communication. Given the dearth of research on teaching vocabulary that focuses on lexical collocations in particular to EFL Arab learners using code-switching and L2 in speaking performance, therefore, the results of this study will clarify this knowledge gap. Moreover, based on the research studies, this present study had two aims. The first aim as to investigate the effects of vocabulary instruction (teacher code-switching and English language explanationsL2) on teaching English lexical Collocations ELC to EFL Arab learners. The second aim is to investigate how working memory strategies, which have drawn attention from many angles, are a crucial part of the language learning process. (Chein & Morrison, 2010; Gather Cole & Alloway, 2007; McNamara & Scott, 2001).

These viewpoints in the previous research agree that the malleability of working memory (WM) can be fostered, hence improving its capacity to assimilate and handle the necessary information for effective language learning, Baddely defined WM as a process responsible for

the temporary retention and management of information required for a wide range of complex cognitive tasks. Baddely and Hitch's pioneering model (1974) had a significant impact on cognitive psychology and has since found practical application in the field of language acquisition. Therefore, the second question of this study was to investigate how working memory strategies affect learning lexical collocations in EFL learners' speaking performance.

Objective and Research Questions

The two primary objectives of this study are to: first, investigate the effects of vocabulary instruction, particularly teacher code-switching and English language explanations (L2), on the acquisition of English lexical collocations (ELC) among EFL Arab learners; and second, investigate the role of working memory strategies in the broader context of language learning, realising their significance as a key element in learning English lexical collocations in particular.

Two research questions were posed to investigate the issues:

1) What are the effects of vocabulary instruction (teacher code-switching and English language explanations L2) on teaching English lexical Collocations ELC to EFL Arab learners
2) How do implementing working memory strategies affect learners' usage of lexical collocations in their speaking performance?

METHODOLOGY

Research Design and Participants

This was a quasi-experimental study. The main study involving 45 EFL Arab students was conducted to address the two research questions. Participants were EFL Arab learners from different Arab countries (Saudi Arabia, Yemen, Syria, Oman, Algeria, Palestine, Libya, and Mauritania), studying in a private English language centre in Malaysia, Kuala Lumpur. Learners were in the elementary level of language proficiency of around A2 to B1 on the CEFR (or around levels 3-4 on IELTS). The three groups were randomly assigned to two treatment groups, target language explanations (L2) group, a teacher code-switching (CS) group, and a controlling group (CG). Implementation of working memory strategies WMS in learning English lexical collocations was only with the two treatment groups, while CG was not involved in these strategies.

Procedure

A general English vocabulary test (Vocabulary level test VLT Schmitt 2001) was conducted before the teaching intervention started in order to assess the participants' level of general language proficiency and determine whether they are compatible with this intervention. After determining the validity of the instruments and the time required for participants to complete each test in the pilot study, the intervention in this study was methodically prepared and conducted over a two-month period, covering twenty-six instruction sessions, each lasting approximately fifty minutes. The major goal of the intervention was to assess the impact of varied vocabulary instruction on learners' collocation knowledge and ability to use lexical

collocations in their speech. Here is an in-depth description of the procedure presented and followed during this intervention. Before beginning the intervention, an essential initial step was conducted to create a baseline of learners' collocation knowledge and current usage in speech. This was accomplished by carrying out of a pre-speaking test. The test included a variety of questions about interesting themes like travel and eating. Participants were instructed to have a three to four-minute face-to-face chat with the researcher, who was also working as their teacher throughout the intervention. The themes that would be discussed during the intervention time aligned with the topics that were purposefully chosen for this test. The first author, the researcher, who is a native Arabic speaker, led all teaching sessions. This consistency in the teaching methodology made sure that the expectations for learning and methodology were the same for all groups. The intervention lasted eight weeks, from week one to week eight, and included a total of twenty-six instruction sessions. The participants were placed into three groups: the L2 group, the CS group, and the Control Group (CG). Learners in the L2 group received instruction in the target lexical collocations largely in English. They were given an English explanation for the target item, followed by engaging activities and working memory strategies (WMS) aimed to improve their working memory and allow them to retain lexical collocations. These activities included describing a picture that contained the target lexical collocation, participating in role plays that included the collocation, matching meanings with corresponding pictures, and receiving additional L2 explanations to help them use lexical collocations in speaking.

The CS group, on the other hand, had a slightly different instructional method. While learners were still given an explanation of the target lexical item in English, they were also given explanations in their native language, Arabic (L1). Participants in the CS group were also exposed to additional L2 phrases involving the target item, as well as the accompanying working memory strategies, to maintain consistency in the amount of input received between the L2 and CS groups. The Control Group (CG) was provided with an English explanation for the target lexical item, but they were not given any working memory strategies (WMS). The researcher diligently adhered to a comprehensive procedure in order to reliably assess and compare the effects of the intervention on learners' collocation knowledge and speaking performance within the three groups.

In order to assess the efficacy of the intervention and measure the participants' competence in utilising lexical collocations in their speaking, a sequence of post-tests was conducted. Following the instructional sessions, a speaking post-test was promptly administered to all groups. During the post-tests, the participants were involved in face-to-face interviews with the researcher, lasting for duration of three to five minutes. The participants were required to provide responses to a series of questions asked by the researcher. The primary objective of this instant post-test was to evaluate the immediate effects of the intervention on the participants' speaking performance.

To evaluate the long-term retention of the learned knowledge, a series of delayed speaking post-tests were delivered to all participants one week after the initial test. The purpose of these assessments was to measure the extent to which the target lexical collocations that were taught in the previous week's session were retained over a longer period of time. Similar to the pre- and immediate post-tests, participants provided responses to inquiries through a face-to-face interview style lasting between three to five minutes. The post-tests that were conducted at a later period provided valuable insights regarding the participants' long-term retention and use of the learned collocations. The inclusion of post-tests in the study was crucial as they

facilitated the evaluation of the immediate and enduring effects of the instructional intervention on the speaking proficiency and lexical collocation usage of the participants.

The third phase entailed the execution of comprehensive interviews with a meticulously chosen group of seven participants. The conducted interviews played a crucial role in acquiring significant knowledge about the learners' distinct methods and tactics in utilising working memory strategies for the purpose of learning and retaining lexical collocations during their involvement in the intervention. The participants were motivated to openly discuss their personal experiences and effectively communicate how these strategies significantly influenced their overall learning experience and, more importantly, their speaking proficiency. A thorough procedure was devised to guarantee that the highest ethical standards were observed throughout the research process. By providing signed informed consent, both the language centre administration and the included students showed their dedication to ethical research practises. This significant step validated the study's ethical integrity and emphasised how important it is to respect the rights and privacy of all people participating.

RESULTS AND DISCUSSION

This study compared the effect of two types of vocabulary instruction on learning lexical collocations by Arab EFL learners and how these vocabulary instructions affect their usage of lexical collocations in their speaking performance. Thus, after twenty-six sessions of teaching English generally and lexical collocations in particular, learners in these two groups significantly improved in their speaking performance, according to the statistical analysis of the L2, CS as shown in the tables below.

Table 1. Descriptive analysis for L2 group

Group (N)		*Pre-test*	*Post-test*	*Delayed Post-test*
L2 (15)	Mean	5.6	6.8	5.8
	Standard Error	0.32	0.35	0.35
	Median	5	6	6
	Mode	5	6	5
	Standard Deviation	1.24	1.37	1.37

This data appeared in Table 1 to be the findings of a study investigating the impact of EFL vocabulary instruction on Arab learners' use of lexical collocations in speaking. Table 1 presents the data in terms of the three speaking conditions for the L2 group: Pre-test, Post-test (immediately following the instruction), and Delayed Post-Test (after a specific interval).

According to the interpretation, the vocabulary instruction (only L2) appeared to have a beneficial impact on the participants' utilisation of lexical collocations in speaking performance in the L2 group, as demonstrated by the rise in mean scores from the pretest to the post-test. The scores, however, appear to have somewhat decreased from the immediate post-test to the delayed post-test, indicating that not all of the improvement may have persisted over time despite the implementation of various working memory strategies with the two treatment groups but not with the control group.

Table 2. Descriptive analysis for CS group

Group (N)		*Pre-test*	*Post-test*	*Delayed Post-test*
CS (15)	Mean	5.73	6.67	6.2
	Standard Error	0.34	0.33	0.33
	Median	6	7	6
	Mode	6	7	6
	Standard Deviation	1.33	1.29	1.26

According to this interpretation of data in Table 2, the improvement in mean scores from pre-test to post-test and delayed post-test suggests that the vocabulary instructing had a beneficial impact on the code-switching group's usage of lexical collocations in speaking performance.

Table 3. Descriptive analysis for Control Group

Group (N)		*Pre-test*	*Post-test*
CG (14)	Mean	5.14	5.36
	Standard Error	0.23	0.23
	Median	5.0	5.0
	Mode	5.0	5.0
	Standard Deviation	0.86	0.84

The data in Table 3 illustrated that the control group, which did not receive working memory strategies, appeared to have reasonably constant pre-test and post-test scores. The mean score increased somewhat from pre-test to post-test, as this group has learned different lexical collocations, but the change was not significant.

The interpretations presented investigate the findings and implications of data from three groups in the study assessing the effects draw of EFL vocabulary instruction on Arab learners' utilisation of lexical collocations in speaking performance.

To summarise these interpretations:

1. The first interpretation implies that the vocabulary teaching had a beneficial impact on participants' use of lexical collocations in speaking performance. This conclusion is based on the increase in mean scores seen between the pre-test and post-test. The increase in mean scores implies that the teaching effectively enhanced participants' performance in employing collocations in speech. However, the drop in scores from the immediate post-test to the delayed post-test suggests that some of the progress made immediately following instruction may not have been fully preserved over time. This underlines the potential difficulty of preserving language use improvements without continued practise and reinforcement by using different learning strategies.
2. The second interpretation focuses on the code-switching group and shows that vocabulary teaching has a beneficial influence on their use of lexical collocations in speaking performance. The rise in mean scores from pre-test to post-test and delayed post-test indicates that the teaching helped improve collocation usage in speaking.
3. The third interpretation focuses on the control group, which did not receive any working memory training or language teaching. In this scenario, it can be said that

the performance of the control group was rather stable from pre-test to post-test. A tiny improvement is shown by the slight increase in mean scores, although it is not particularly significant. Furthermore, the effects of EFL vocabulary instruction on Arab learners' usage of lexical collocations in their speaking performance were examined using a one-way ANOVA test in SPSS test on the means of the study's three groups (L2 group, code-switching group, and control group).

Table 4. One-way analysis of variance (ANOVA) for three groups (L2, CS, and Control)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pre-Test	Between Groups	2.752	2	1.376	1.003	.376
	Within Groups	56.248	41	1.372		
	Total	59.000	43			
Post-Test	Between Groups	22.160	2	11.080	8.099	.001
	Within Groups	56.090	41	1.368		
	Total	78.250	43			
Delayed post-test	Between Groups	24.915	2	12.457	8.254	.001
	Within Groups	61.881	41	1.509		
	Total	86.795	43			

Table 4 depicts the findings of a one-way ANOVA for three groups (L2, CS, and Control) and their performance on three speaking tests (Pre-Test, Post-Test, and Delayed Test).

On the Pre-Test, there are no significant differences between groups considering all participants in the three groups (L2, CS, CG) are at the same level. However, there are significant differences between the groups for both the Post-Test and the Delayed Test, indicating that the groups perform differently on these tests. These findings indicate that the groups (L2, CS, and Control) performed similarly in the Pre-Test but significantly differently in the Post-Test and the Delayed Test.

Table 5. Test of homogeneity of Variances

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1.806	2	41	0.177
	Based on Median	1.220	2	41	0.306
	Based on Median and with adjusted df	1.220	2	35.313	0.307
	Based on trimmed mean	1.886	2	41	0.165

Post-test	Based on Mean	4.365	2	41	0.019
	Based on Median	2.640	2	41	0.083
	Based on Median and with adjusted df	2.640	2	33.470	0.086
	Based on trimmed mean	4.635	2	41	0.015
Delayed post-test	Based on Mean	0.300	2	41	0.742
	Based on Median	0.225	2	41	0.800
	Based on Median and with adjusted df	0.225	2	39.783	0.800
	Based on trimmed mean	0.322	2	41	0.727

Table 5 shows that there are some differences in variations between the groups for the Post-Test but not for the Pre-Test or Delayed post-test between L2 and CS based on the p-values from Levene's test. This demonstrates the role of teaching interventions in both L2 and CS, as well as the use of lexical collocations and working memory strategies to improve learners' speaking performance.

The conclusion of the study, taken together, implies that learning EFL vocabulary improves Arab learners' use of lexical collocations in speaking. Following instruction, collocation usage improved in both the primary experimental group and the code-switching group. Short-term lexical collocation retention was significantly enhanced for the CS group than the L2 group in their speaking performance. However, there were no statistically significant differences in long-term vocabulary acquisition between the L2 and CS groups.

The current study sought to investigate whether lexical collocations learning differed with the treatment groups, specifically whether the working memory strategies used by the learners in the two experimental groups were the same. Therefore, after the quasi-experimental investigation, stimulated recall interviews were employed to gather qualitative data. The interview transcripts were then coded, and all working memory strategies employed during the intervention were recognised.

The results demonstrated that the set of WM strategies which were presented by Gathercole and Alloway (2007) can be effective for students in their learning lexical collocations since these strategies aid both L2 group and CS learners in their retention and application of lexical collocations during speaking performances. Many academics and educators have embraced the idea of improving memory through the use of strategies for memory like idea matching or imagining and filling in blanks, and it has shown significant improvements in learning vocabulary and using it in long-term memory. This was shown not only in the post-test but also in the majority of experimental group participants' abilities to recall, recognise, use, and apply the use of lexical collocations that they had learned during the teaching intervention. It is instantly noticeable that more students in the two experimental groups than in the control group participated successfully and satisfactorily in all activities. However, all groups performed average too poorly in a number of the activities as memory

needs to be developed in order to keep and retain the vocabulary that students learn due to the necessity and complexity of the cognitive processes.

Working memory is essential for learning a language due to the fact that it enables one to temporarily store and manipulate linguistic information. It's important to strike a balance between a variety of factors when learning a new language, including pronunciation, spelling, meaning, and usage. Learning to use working memory strategies will help students process and remember this information more easily. Working memory strategies can assist learners group collocations by themes or patterns when learning collocations. Learners can, for example, categorise collocations linked to travel, food, or emotions. This organisation enhances memory by forming meaningful clusters of collocations, making them simpler to recall. Engaging learners meaningfully in collocation practise, especially by exercises and interactive activities, demands them processing, storing, and retrieving these combinations from working memory. This active participation improves memory retention.

To sum up the findings suggest that teaching Arab learners EFL vocabulary helps them use lexical collocations more effectively when speaking. Following instruction, collocation usage increased in both the code-switching and L2 experimental groups.

CONCLUSION

The findings generally imply that working memory training can significantly improve learners' capacity for retaining and retrieving lexical collocations in the L2, which could eventually lead to better-speaking performance. Learners in the L2, CS, and the Control group all significantly improved in terms of their speaking performance before and after the experimental sessions. Therefore, it may be concluded that lexical collocation practice should be promoted to improve retention. For teachers to accomplish this, several teaching strategies should be developed that repeatedly use the targeted vocabulary over the course of a specific period of time. Furthermore, when introducing new vocabulary items, the teacher should allow adequate time for students to build their own strategies to grasp the meaning of the new vocabulary. It was observed that although the control group and the two experimental groups began at roughly the same level, the intervention group greatly outperformed the other group, a result that might not have been attained if no action had been taken. The results of this study encourage other language teachers to evaluate their own teaching methods and make an effort to give learners the strategies and resources they need to be successful in their learning. In conclusion, it is hoped that the findings of the current study would suggest to teachers and researchers to provide more consideration to learning vocabulary through speaking.

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