



جمهورية العراق
وزارة التعليم العالي والبحث
العلمي
جامعة الانبار

P. ISSN: 1995-8463
E. ISSN: 2706-6673

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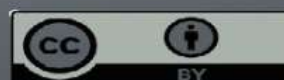
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مجلة علمية دورية محكمة فصلية

المجلد الثاني والعشرون- العدد الاول - آذار ٢٠٢٥م/ ١٤٤٦هـ
جامعة الأنبار - كلية التربية للعلوم الإنسانية



جميع البحوث متاحة مجاناً على موقع المجلة / الوصول المفتوح

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رقم الايداع في دار الكتب والوثائق ببغداد ٧٥٣ لسنة ٢٠٠٢

ISSN 1995 - 8463
E-ISSN:2706-6673

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بسم الله الرحمن الرحيم

افتتاحية العدد

الحمد لله رب العالمين، والصلاة والسلام على خاتم النبيين سيدنا محمد، وعلى آله وصحبه أجمعين
وبعد...

احببتنا الباحثين حول العالم... نضع بين أيديكم العدد الرابع من مجلتنا (مجلة جامعة الأنبار للعلوم الإنسانية) تلك المجلة الفصلية العلمية المحكمة والتي عن جامعة الأنبار والتي تحمل بين ثناياها ١٥ بحثاً علمياً يضم تخصصات المجلة ولمختلف الباحثين من داخل العراق وخارجه ومن مختلف الجامعات.

في هذه البحوث العلمية، نرى جهداً علمياً مميزاً كان مدعاة لنا في هيئة التحرير ان نفخر به وان تلقى هذه البحوث طريقها الى النشر بعد ان تم تحكيمها من أساتذة أكفاء كل في مجال اختصاصه ليتم إخراجها في نهاية المطاف بهذا الشكل العلمي الباهر، والصورة الطيبة الجميلة، والجوهر العلمي الرصين، فجزى الله الجميع خير الجزاء لما أنتجته قرائحهم العلمية والثقافية وسطرته أقلامهم لينتفع ببحوث هذه المجلة والذخيرة العلمية المعروضة فيها كل القارئ من باحثين وطلبة ومهتمين.

إن العطاء الثمر من الباحثين والجهد المعطاء من رئيس وأعضاء هيئة التحرير والدعم الكبير من رئاسة جامعة الأنبار، وعمادة كلية التربية للعلوم الإنسانية يحث الخطو بنا للوصول إلى الغاية المرجوة المنشودة في دخول مجلتنا ضمن المستوعبات العالمية للنشر العلمي. لذا وجب التنويه بأننا بصدد التحديث المستمر والمتواصل لشروط النشر وآلياته للارتقاء بأعداد مجلتنا والوصول بها إلى مكانة علمية أرقى وأسمى تضاهي المجالات العلمية ذات المستويات المتقدمة، ولتساهم بفاعلية في حركة النشر والبحث العلمي العربي سعياً لتعزيز مكانة البحث العلمي وتوسيع آفاقه في البلدان العربية لأن البحث العلمي كان وما يزال واحداً من عوامل رقي الأمم ومؤشراً على تقدمها... ومن الله التوفيق

أ.د. فؤاد محمد فريخ

رئيس هيئة التحرير

تعليمات النشر في مجلة جامعة الأنبار للعلوم الانسانية

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- يقدم الباحث خطاباً مرافقاً يفيد ان البحث او ما يشابهه لم يسبق نشره، ولم يقدم لأي جهة اخرى داخل العراق او خارجه، ولحين انتهاء اجراءات البحث.
- يكون الحد الاقصى لعدد صفحات البحث ٢٥ صفحة.
- يكون البحث مكتوباً بلغة سليمة باللغة العربية او اللغة الانكليزية ومطبوع على الالة الحاسبة بخط Simplified Arabic حجم ١٤، على ان يتم تمييز العناوين الرئيسة والفرعية.
- تكتب الهوامش والمراجع وفق نظام شيكاغو او APA للتوثيق، بخط حجم ١٤، على ان يتم ترتيبها بالتتابع كما وردت في المتن، ويكون تنظيم المراجع هجائياً حسب المنهجية العلمية المعتمدة وباللغتين العربية والانكليزية.
- تؤول كافة حقوق النشر الى المجلة.
- تعبر البحوث عن اراء مؤلفيها، ولا تعبر بالضرورة عن رأي المجلة.
- بيانات الباحث والملخص:
- يلزم الباحث بتقديم البيانات الخاصة به وببحثه، وباللغتين العربية والانكليزية، وتشمل الاتي: عنوان البحث، أسماء وعناوين الباحثين، ورقم الهاتف النقال، والبريد الالكتروني، وملخصين - عربي وانكليزي - بحد ادنى ٢٥٠ كلمة يحتويان الكلمات المفتاحية للبحث، والهدف من البحث، والمنهج المتبع بالبحث، وفحوى النتائج التي توصل اليها.
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- اذا تضمن البحث جداول او اشكال يفضل ان لا يزيد عرضها عن حجم الصفحة A 4، على ان تطبع ضمن المتن.
- يوضع الشكل بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اسفله.
- يوضع الجدول بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اعلاه.
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- تخضع جميع البحوث المرسلت الى المجلة الى فحص اولي من قبل هيئة التحرير لتقرير اهليتها للتحكيم، ويحق لها ان تعتذر عن قبول البحث دون بيان الاسباب.
- تخضع جميع البحوث للتقويم العلمي بما يضمن رصانتها العلمية، وقد يطلب من الباحث اذا اقتضى الامر مراجعة بحثه لإجراء تعديلات عليه.
- الوصول المفتوح:
- متاحة جميع البحوث على موقع المجلة الالكترونية وموقع المجلات الاكاديمية العراقية ضمن سياسة الوصول المفتوح.
- اجور النشر:
- يقوم الباحث بتسديد اجور النشر، والبالغة ١٢٥,٠٠٠ مائة وخمسة وعشرون الف دينار عراقي، واذا زادت صفحات البحث عن ٢٥ صفحة تضاف ٥,٠٠٠ خمسة الاف دينار عراقي عن كل صفحة.
- الباحثون من خارج العراق تنشر نتائجهم العلمية مجاناً.
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فهرست البحوث المنشورة

بحوث التاريخ

ت	عنوان البحث	الباحث	رقم الصفحة
١	دور الدليم في تتويج الملك فيصل الأول	م.م. مريم فائق علي أ.د. جمال هاشم احمد	١٩-١
٢	الانقلاب العسكري في البرتغال واثره على الوضع الداخلي (١٩٧٤-١٩٧٦)	أ.د. حسين حماد عبد	٣٥-٢٠
٣	أمراء البحر في العصر الراشدي	بان عفتان طعمت أ.د. مظهر عبد علي	٦٤-٣٦
٤	السلع الواردة الى اسواق بغداد في العصر العباسي	هند محمد صالح أ.د. زين خلف نواف	٨٣-٦٥
٥	الأوضاع السياسية في دير الزور من (٧ كانون الاول ١٩١٨-١١ كانون الثاني ١٩١٩)	ياسمين محمد محمود أ.د. يوسف سامي فرحان	٩٨-٨٤

□ □

بحوث الجغرافية

ت	عنوان البحث	الباحث	رقم الصفحة
٦	تقييم حساسية قابلية الانهيارات الأرضية واثرها على طريق رقم ١٢ باستخدام الاساليب الاحصائية ونظم المعلومات الجغرافية	ذكريات مزعل محييد أ.د. احمد فليح فياض	١١٧-٩٩
٧	مظاهر الطقس القاسي في محافظة بغداد	أ.م.د. اوراس غني عبد الحسين	١٤٢-١١٨
٨	تحليل جغرافي للفتات الهشة في محافظة الانبار	أ.م.د. ايناس محمد صالح	١٧٥-١٤٣
٩	دور نظم المعلومات الجغرافية في تشكيل الفكر الجغرافي المعاصر: رؤية فلسفية	أ.م.د. عمر عبد الله القصاب أ.م. عاهد ذنون الحمامي	٢٠١-١٧٦
١٠	الخصائص الهيدرولوجية لأحواض الاودية الشمالية لبحيرة حديثة	هيام عطا الله احمد أ.م.د. امير محمد خلف	٢١٧-٢٠٢

بحوث العلوم التربوية والنفسية

ت	عنوان البحث	الباحث	رقم الصفحة
١١	الإجهاد والتعالي النفسي لدى طلبة الجامعة أثناء وبعد ظروف الشدة النفسية (جائحة كورونا أنموذجا)	أ.د. فؤاد محمد فريخ أ.د. مهند محمد عبد الستار م.م. نور وضاح ساطع	٢٣٨-٢١٨
١٢	بحوث التعليم عبر الإنترنت في العالم الإسلامي "مراجعة منهجية بيلومترية"	د. حسن محمود ابو حسنة د. فاطمة صالح البلوشي	٢٩٩-٢٣٩
١٣	العوامل الخمسة الكبرى للشخصية وعلاقتها بسلوك المخاطرة لدى ضباط الشرطة اليمنية وعلاقتها بسلوك المخاطرة لدى ضباط الشرطة اليمنية (دراسة)	أ. عبد الله حسين علي جوله أ.م.د. ايمن صالح احمد	٣٦١-٣٠٠



رقم الصفحة	الباحث	عنوان البحث	ت
		ميدانية في أمانة العاصمة صنعاء	
٣٨٥-٣٦٢	م.د. عبد الله عايد حردان	العلاقة بين المواد الافتراضية البريطانية وتحسين مفردات الطلبة الدارسين للغة الإنجليزية كلغة أجنبية و معرفتهم للكلام اليومي البريطاني	١٤
٤١١-٣٨٦	م. باسم محمد مهدي	تدريس الأدب والنصوص باستراتيجية التخييل الموجه وأثره في تحصيل طالبات الخامس العلمي وتفكيرهن المستقبلي	١٥



The Correlation Between British Virtual Materials and Improving EFL Students' Vocabulary and British Chunks Awareness



<https://doi.org/10.37653/juah.2025.155176.1314>

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Submitted:

12/11/2024

Accepted:

14/01/2025

Published:

30/03/2025

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Abstract:

Aims: This study aims to investigate the correlation between learning English language via British virtual materials and the improvement of the students' vocabulary and British chunks awareness. **Methodology:** Eighteen (18) male and female students chosen from taken from 2nd grade at the Department of English, College of Education for Humanities to take place in the study. A semi-structured-interview and ClassVR and Mondly VR tools were used for collecting data. A rubric model was prepared to categorize the participants' answers. **Results:** The results revealed that there was high correlation between the use of British virtual materials and students' vocabulary improvement, the students learned vocabulary from authentic British context that they did not expose to in the syllabus and can last for life such as how to say "I am tired" (the levels of tiredness): I'm tired to the bone; I'm exhausted; I'm dog-Tired; I'm dragging; and I'm running on empty. These expressions will be different if the learner translates from Arabic to English and vice versa. In addition, the results revealed that British virtual materials have improved students' awareness of the British chunk and understanding the culture such as engaging with the virtual guide of the British Museum and gain good information.

Keywords: Virtual Materials, students' awareness, British chunks



العلاقة بين المواد الافتراضية البريطانية وتحسين مفردات الطلبة الدارسين لغة الإنجليزية كلفة أجنبية ومعرفتهم للكلام اليومي البريطاني

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الملخص:

تهدف هذه الدراسة إلى الكشف عن العلاقة بين تعلم اللغة الإنجليزية من خلال المواد الافتراضية البريطانية وتحسين مفردات الطلبة ووعيهم للكلام اليومي البريطاني. كان المشاركون (١٨) طالباً وطالبة من الصف الثاني في قسم اللغة الإنجليزية/ كلية التربية للعلوم الإنسانية. تم تجميع مقابلة شبه منظمة لجمع البيانات وكذلك تم استخدام برنامجين (ClassVR and Mondly VR) للواقع الافتراضي . تم إعداد نموذج تقييم لتصنيف إجابات المشاركين. كشفت النتائج عن وجود علاقة وثيقة بين استخدام المواد الافتراضية البريطانية وتحسين مفردات الطلبة، حيث تعلم الطلبة مفردات من سياق بريطاني أصيل لم يتعرضوا له في المنهج ويمكن أن تستمر مدى الحياة مثل كيفية قول "أنا متعب" (مستويات التعب): انا متعب حتى النخاع، انا منهك، انا مرهق جداً، انا اجر نفسي، انا اعمل على اخر قطرة من الطاقة. ستكون هذه التعبيرات مختلفة إذا ترجم المتعلم من العربية إلى الإنجليزية والعكس صحيح. بالإضافة إلى ذلك، كشفت النتائج أن المواد الافتراضية البريطانية قد حسنت وعي الطلبة بالثقافة البريطانية وفهمهم للثقافة مثل الاندماج والتفاعل مع الشخص الذي يعمل كدليل افتراضي في المتحف البريطاني والحصول على معلومات جيدة منه.

الكلمات المفتاحية: الاجهاد النفسي، التعافي، فايروس كورونا.

Introduction

In the recent flow of iterated EFL teaching and learning system, virtual learning resources have been incorporated in the mode of teaching/learning when imparting English to the students. Two of the components that have been mentioned as crucial skills in this virtual learning environment are the growth of specifically identified vocabularies and understanding of the “chunks” – short phrases used in real-life conversations, on the progress in the sphere of Nagy (2012). The use of British virtual materials by EFL learners will help them

easily grasp the meaning and usage of words and also the British chunks they require to master in order to enhance their interaction when using English language as a foreign language Newton (2020).

As pointed out by Jacob (2023), Dahaam (2019) and Naqi (2020), the fact has been established that the different case of chunk awareness aids learners in the process of actual communication in as much as it enhances language fluency and comprehensibility. Moreover, since learning words enlarge a learner's abilities in understanding as well as using the language all through, vocabulary remains a core component of EFL learning. British virtual materials provide students with contextualized learning of more specific lexicon and chunk and build the chunk and select a considerable part of them in situ in rather realistic British English communication (Liu, 2022). Such material includes, for example, digital text books, online classes and courses, videos and multimedia, as well as resources from reliable British educational portals.

Based on the works of Rababah (2002) the gap that English learners face is the one that concerns the failure of understanding many expressions and sentences in the English language used by native speakers. This is because it involves expressions as are in use in everyday life situations and such like. This face has to be explored because students must be equipped, and be taught English according to the CLLS in order to ascertain its impact to comprehend English speaking people, as well as when there is an interaction with a native person who can comprehend the speaker. Includes a low degree of ambiguity between at least two communicators in a strongly given aspect.

Despite the above mentioned resources, there is scarcity of and empirical investigation on how and in what manner, British virtual materials contribute to the enhancement of EFL learners' vocabulary and chunk awareness. The purpose of this research is to examine the differences between direct use of British virtual materials in relation to

EFL students' British chunk awareness and their vocabulary. Through an examination of this relationship, the study aims at establishing how effectively the use of the virtual learning resources enhances the EFL students' Language proficiency as well as comprehending and using British English with more ease.

Statement of the Problem

The main goal of students joining English departments is to learn English and be able to use it effectively. Learning the linguistic system, grammar and language functions is not enough for learners to be able to use the language effectively. They need to integrate additional skills to support them such as daily life expressions and cultural behaviours. During the last decade, researchers have been interested in integrating culture into English language learning, and this integration has had an effective impact on learners' ability to communicate and understand native speakers. However, the matter still needs to be deepened in teaching English, as we see that most non-native English speakers face difficulty in understanding everyday sentences (chunks) spoken by native English speakers, which is an official language governed by rules. In order to enable Iraqi students enrolled in English departments at Iraqi universities to understand native speakers and be able to communicate with them, they must learn English chunks. In order to achieve this goal, a teaching strategy must be adopted to apply its techniques and formulate a teaching plan to teach chunks expressions. The researcher reviewed the previous literature and found that studies Petersen, et al. (2009); Aladjem & Jou (2016); Dai & Callan (2019); He, et al. (2019); Suárez, et al. (2020); Bozdag, et al.c (2024); and Haber & Poesio (2024) who proved the effectiveness of using the contextualized language learning strategy in teaching everyday expressions to native speakers that, if translated literally, do not give the same meaning. In most of these studies it is shown that how the authentic and real life contexts improve the students' daily life vocabularies and the British idioms resulted to increase the students' chunks.

The Aims

This study aims to:

- 1- Identify the correlation between learning English language via British virtual materials and the improvement of the students' English vocabulary.
- 2- Identify the correlation between learning English language via British virtual materials and the improvement of the students' awareness of British chunks.

The Hypotheses

To verify the aims of the study, the following hypotheses have been set:

- 1- There is a correlation between learning English language via British virtual materials and the improvement of the students' vocabulary.
- 2- Learning English language via British virtual materials improve students' awareness of British chunks.

Significance of the study

The speaker's understanding of everyday expressions in context is very important for the purpose of being able to understand the native speaker and the ability to respond and interact naturally. Understanding spoken language helps speakers to express their thoughts and desires in a natural way that is consistent with the situation, as using formal language loses the conversational sense of the language. Also, understanding everyday expressions helps in awareness of British culture, and learning the language in a natural way helps in understanding pragmatic expressions and brings the speaker closer to native and semi-native speakers. Also, the outcomes of this study help students in understanding the difference between learning the linguistic

system and grammar and using the language fluently in context.

Limits of the study

This study is limited to:

- 1- Location: The study was conducted at the College of education for Humanities, University of Anbar, which lies in Ramadi city , Iraq.
- 2- Participants: The participants were chosen from the 2nd grade, from Department of English.
- 3- Duration: The study was conducted during the second semester of the academic year 2023/2024.
- 3- Period: based on the study design and objectives, the period of the study was 6 weeks as a short-term study for exploring the impact of British virtual materials on the improvement of the students' vocabulary and their improvement of the awareness of British chunks

Literature Review

Virtual reality is an electronic tool that is characterized by high realistic interaction accuracy, aiming to create an environment that makes the learner live as if he/she is in the event and interacting with it instead of sitting behind smart devices only receiving information. The accuracy of virtual reality reaches the point where the user doubts whether he/she is actually living the events and interacting with them or whether he/she is living in a virtual simulation (Bell & Fogler, 2015).

The concept of virtual materials which is based on "virtual reality" has become widespread in Iraq after the experience of Iraqi professors and students during the quarantine period resulting from the outbreak of Covid-19 and the transformation of education in the world to



distance learning. As a result of the limits that encounter the students in exposing to the English language, it was necessary to use technology to develop the language skills of students in the English language departments in the colleges of Education, Arts and Languages (Hoang, et al., 2023). Due to the virtual educational materials nature, the ease of use and the possibility of controlling and formulating them according to learning objectives, their use has become available to everyone, but so far, many studies have not proven whether virtual reality can be a tool for developing students' linguistic skills when integrating virtual materials with study materials and curricula specific to the learners' level (ibid, 3).

The use educational materials built and derived from "virtual reality tools", it means employing technology to simulate reality, which gives learners the opportunity to interact realistically with the content as if the learner is interacting with native speakers (Korkut & Surer, 2023). This interaction with reality helps learners learn culture and daily expressions that are not taught in textbooks. This is the language that learners must use for successful dialogues (Stella, et al., 2023).

Learning a language using virtual educational materials does not challenge the concept of learning through educational programs, social media platforms and YouTube videos, but rather goes beyond the use of open educational resources and artificial intelligence tools for the purpose of simulating reality situations (Chelloug, et al., 2023). Asad, et al. (2021) found that virtual reality can be used as pedagogical instrument, educational technology aid, teaching-learning model, communication developer, and good experiential learning helper.

Hamilton, et al., (2021) found that the use of virtual reality tools in education was only an aid to the learning process and was merely complementary and not comprehensive. The nature of learning is often conceptual and the focus is on language functions and the use of language in a natural and automatic way.

Azevich (2019) found that VR teaching tools helped learners learn in realistic content, developed students' creative thinking, and helped integrate technology with language learning, which resulted in lifelong learning as students learned the everyday expressions of native speakers.

Asad, et al. (2021) found that the use of virtual reality in educational content developed linguistic, social, and cultural skills and benefited from its features that provided an authentic realistic experience. Virtual reality tools helped create an environment that simulates reality and the learner feels a real interaction with the language within a realistic context that uses the language spontaneously. This experience developed students' experiential learning and encouraged them to continue learning.

The above information is based heavily on the approach of implementing authentic materials in education. Since the ultimate goal of using various teaching methods and strategies is to motivate students, many studies have proven that motivating learners to learn is one of the most important factors in the success of student learning. The more the educational materials are closely related to the lives of learners and are close to their interests, the stronger the learning process will be and will continue throughout life. Therefore, most researchers have emphasized the importance of using authentic educational materials (Joraboyev, 2021).

The use of authentic teaching materials provides students with the target language culture, realistic exposure to the target language, stimulates learning, and creates an atmosphere for students' creativity. These advantages are achieved by the communicative approach. Since the adoption of the communicative approach in the formulation of textbooks, reading texts have become articles and real texts that can be found in reality, such as an airplane ticket, an article about a social reality, a restaurant menu, etc. (Huda, 2017). Furthermore, the authentic materials reduces anxiety levels, provides enjoyable learning situation

s, provides realistic learning situations, is easy to use, develops creative thinking, critical thinking and interpretive thinking, increases learners' ability to concentrate, presents language through audio, visual and tangible educational means, encourages cooperative learning, group learning and discovery learning, and develops learners' ability to analyze and reason (Joraboyev, 2021; and Rao, 2019).

The most developed techniques that the authentic materials affected is the students' vocabulary, learning and memorizing new words are based on situational learning, which means authentic learning (Marpaung & Situmeang, 2020). Learning the authentic materials via the virtual materials has increased greatly the EFL learners' vocabulary and cultural awareness of the target language (Wang, et al., 2021).

Previous Studies

Lee et al. (2024) investigated the effect of virtual reality based on authentic materials on the communication development of EFL learners. The participants were 19 undergraduate students from Korea. The participants were trained in a semi-realistic training program on various virtual reality communication tasks. Semi-structured interview and observation criteria were used to collect data. The results of the study showed that students who were exposed to authentic conversations from native speakers in virtual environments had high-level vocabulary, i.e., they used the language as native speakers use it without any ambiguity. The results also showed that the participants' attitudes toward using authentic learning materials via virtual reality were very high, and all participants confirmed that they would continue learning the language according to this strategy by integrating the real world with learning via virtual reality tools.

Lia (2023) investigated the role of authentic materials in developing EFL university students' English vocabulary of procedure text. The participants were 70 university students. A vocabulary MCQ achieve

ment test was used to collect the data. The result revealed that the students who exposed to authentic texts have improved their vocabulary and can use each vocabulary in its suitable context. In addition, the students learned how to integrate daily-expression, cues, signs in communication.

Munawir, et al. (2021) investigated the effect of teaching English vocabulary via authentic materials in increasing EFL students' vocabulary storage. The participants were 35 1st grade university students. A pretest and a posttest were used to collect the data from two groups. The results revealed that the implementation of authentic material in teaching vocabulary helped learners improve English vocabulary.

Tai, et al. (2021) investigated the role of Virtual Reality via the Smartphone authentic educational materials on university students' social daily-life vocabulary learning. The participants were 49 university students who were divided into two groups. A students' a perception questionnaire, a vocabulary achievement tests, and interviews were used to collect the data. The results revealed that the learning vocabulary and daily-expressions by using authentic materials via the virtual reality tools was very significant and useful, the students became more confident in using the language and express their ideas fluently due to learning in a stimulation context.

Methodology

The Participants

The population of the study is all the EFL university students at the departments of English in Iraqi universities. The participants were (18) male and female students from 2nd grade at the Department of English, College of Education for Humanities. Participants were selected from those who volunteered to participate and take part in the training programme using real educational materials through the use of virtual reality tools.

The Instrument

A semi-experimental interview, an achievement test, and vocabulary instructional programme based on authentic material via virtual reality tool were used for collecting data. ClassVR and Mondly VR tools were adopted to train the students to learn English daily-life vocabulary, expressions, and aware of the British chunks. The ClassVR is "an educational VR platform with hundreds of immersive lessons about culture and language. These include English language lessons, as well as topics that are relevant to daily life in English-speaking countries and other regions (like shopping, school, weddings and more)".

Mondly VR is an application tool for language learning. To apply the application "A learner can go through a virtual world and practical real-life conversations with VR characters like ordering a drink, saying "hello" and more. A learner doesn't worry if s/he not sure what to say: the app will display a few responses one can choose from. And if a learner wants to hear how each response is pronounced, just click the audio icon next to him/her".

The Validity

To verify the face validity of the instruments, they were presented to a jury members who are experts in the field of English language teaching and linguistics, in addition to experts in computer-based educational programmes and experts in smart applications. The jury members suggested to omit the Engage VR, Engage VR, Virtual Speech, VRChat, Language Lab, and Fulldive applications because they were difficult to use, too expensive, or do not match 100% the study aims. The recommendations were taken into account and modifications were made.

The Reliability

To calculate the reliability of the interview, inter-rater reliability method was used. The researcher and his colleague as independent reviewers, review the results of the interview and provide agreement on the stability, reliability, usability of the of tools which was 89.00 which considered high reliability. The reliability of the achievement test is a must in order to make sure that the test is consistently measuring what it is suppose to and providing the same results with equal reliability. To ensure the test reliability the researcher outline clearly what the test aims to measure with explicit learning objectives setting clear questions and avoiding ambiguous wording or confusing interpretations. Also, the researcher makes sure to apply ample number of items in the test to cover the matter comprehensively and providing clear instructions to the students to avoid misunderstandings. In addition, to assure the consistency of the test the researcher calculate the reliability coefficient by test-retest reliability.

The Results

Results related to the first hypothesis

The first hypothesis states "There is a correlation between learning English language via British virtual materials and the improvement of the students' vocabulary". Pearson correlation coefficient and the significance (p-value) were used to analyze the data. Table (1) shows the results.

Table 1: Pearson correlation coefficient and the significance (p-value)

Tests	Correlation Coefficient	P-value	Sig.
Posttest	0.976	0.02	0.05

Table 1 shows that the correlation coefficient value is 0.976 which is close to 1.00 value. And the p-value 0.02 is less than the

significance value 0.05, this result indicates that there is a strong positive correlation relationship between pre and posttests scores for the favour of the posttest. This means that the first hypothesis is accepted.

The results offer strong evidence in favor of the hypothesis that vocabulary growth and English language acquisition through British virtual resources are related. Students who used British virtual materials significantly outperformed those who only used traditional learning resources in terms of vocabulary acquisition, according to data collected from student assessments and feedback.

One of the main observations from the findings is that vocabulary learning was significantly improved by the interactive and contextualized British virtual materials. The resources, which incorporate multimedia components like films, tests, and real-world conversations, gave students frequent opportunities to encounter new words in relevant settings. This supports earlier findings that contextual learning encourages greater word retention and comprehension, especially when students encounter vocabulary in real-world contexts with obvious and pertinent meanings.

Moreover, the findings show that students who used British virtual resources improved both their vocabulary depth (the capacity to use words correctly and comprehend their subtleties) and breadth (the quantity of words they know). The immersive nature of the materials, which frequently include British cultural references, colloquial expressions, and frequently used collocations, allowing students to understand how words function in natural speech, is responsible for this improvement.

Results related to the second hypothesis

The second hypothesis states that "Learning English language via British virtual materials improve students' awareness of British

chunks". To verify the hypothesis, an interview was conducted.

The participants' responses were transcript and analyzed based on "British National Corpus" BNC (<http://www.natcorp.ox.ac.uk/>). BNC is used as a criteria to classify the British chunks to Frequency, Usage, Semantic Grouping, Collocation, authentic usage (say but don't say), and formal/informal. The researcher classified the students' responses (what they have learned to use in daily life expressions) as following:

First: Daily Expressions

- 1- When you finish your speech you say "I rest my case".
- 2- If you want someone to stop speaking, you said "I see your point".
- 3- "As a matter of fact". This means "Actually" but with more emphasis.
- 4- In all honesty.
- 5- "Can I take a rain check"? This Rolls off the tongue when one is unable to make it at a particular time to an invitation occasion. This would mean that you can't do that today nonetheless you can do it accompanied with that at the other same time.
- 6- "Elephant in the room". This means that there is a topic/ issue of discussion which everybody knows about but nobody wants to address.

Second: Don't say, but Say

Don't Say	Say
Fat	Full figure
Maid	Home aide.
Died	Passed Away
Food cover	The rapper
Get near me	Slide over
I lost the bus	I missed the bus.
Push me	Shove me
I really appreciate it	I owe you big time.
Open the food bag	Tear the bag open.
I am satisfied	I am in seventh heaven.
I am surprised	I am blown away.
I am confused	I am lost in the sauce.
Empty	Vacant
Set up	Display
Friendly.	Amiable
I wish I won't have to go there.	I wish I didn't have to go there.
Wait me, please.	wait for me, Please.
He is nice	He is friendly.
She is smart.	She is brilliant.
He's funny.	He's hilarious.
He's tall	He's towering.
He is shy	He is coy.
Be careful.	Watch out.
Ask questions	Fire away.
I'm confused.	I'm in the dark.
I have a lot of work	I've bigger fish to fry.
You make me laugh.	You crack me up.
Someone who talks a lot.	A chatterbox.
Unnecessary person	A third wheel.
Work hard for success.	No pain no gain.
To finish	To wrap it up.
To continue	To carry on.
Happy	Overjoyed
Sad	Depressed.
Agree	Cross / Irrate.
I don't know	I'm not certain.
Excuse me	Pardon.
I like it	I'm into it.
Thank you	I appreciate it.

Third: Formal expressions vs daily used expressions

Wait:

- 1- Just a second
- 2- Hold your horses.
- 3- Bear with me.

Can you repeat

- 1- What was that?
- 2- Come again.
- 3- I didn't catch that.

It's very easy

- 1- It's a piece of cake.
- 2- It's a walk in the park.
- 3- It's a breeze.
- 4- It's a cinch.

I'm fine

- 1- I'm pretty food.
- 2- Never been better.
- 3- I am doing phenomenal.
- 4- Not too bad.

I will pay

- 1- It's on me.
- 2- It's my treat.
- 3- I'll take care of that.

I am Sad

- 1- I am feeling blue.
- 2- I am in low spirits.
- 3- I am on a downer.

To apologize

- 1- No damage done.
- 2- Don't worry about.
- 3- It happens.
- 4- Please don't let it happen again.

I don't Care

- 1- It doesn't matter to me.
- 2- I'm unfazed by it.
- 3- I'm indifferent.
- 4- It's all the same to me.

Let me Know

- 1- I wait your answer.
- 2- Feel free to inform me.
- 3- I would like to have your feedback.
- 4- Kindly keep me updated.

I understand

- 1- I get the point.
- 2- I get your Idea.
- 3- I hear what you are saying.

Fourth: Basic Expressions Vs. Daily expressions

Basic Expressions	Daily expressions
Let's drink some coffee.	Let's grab some coffee.
I'll think about it.	I'll sleep on it.
Give me more details.	Fill me in.
Are you crazy?	Are you nuts?
Say what are hidden, say directly.	Bite the bullet.
Very good friends.	Two peas in a pod.
I'll pay the bill.	It's on me.
Think about it.	Sleep on it.
Don't touch that.	Hands off.

Fifth: How to say English Chunk?

I zone out	صفنت وسرحت
Speechless	عاجز عن الكلام
Wordless	صامت
Drop me off here	انزلي هنا
Even steven	نحن متعادلان
The table is wobbly	الطاولة تتمرجح
No hard feeling	بدون زعل
Go fly a kite	اغرب عن وجهي
It's not my cup of tea	هذا ليس ذوقي
Come again.	اعد ما قلت من فضلك
Fend for yourself.	اعتني بنفسك
I need a change of scenery	احتاج الى تغيير جو
I will not stand idly by	لن أقف مكتوف الايدي
Let's not split hairs.	دعنا لا نتناقش في التفاصيل
Without further ado	من دون مقدمات
Don't patronize me	لا تعاملني كأني غبي
You are on thin ice.	انت في وضع حرج
In the nick of time	في اخر لحظه

I'm walking on air.	انا طائر من الفرح
By all means.	حاضر من عيوني
Ease your mind.	ريح بالك
Reassure me.	طمني
Leave the door ajar.	اترك الباب شبه مفتوح
Argy-Bargy.	جدال بصوت عالي لا قيمه له
Out of the dark.	قديم جدا- موضة قديمة
Gone out with the ark.	عفا عليه الزمن
Loose lips sink ships.	لسانك حصانك
Don't make a fuss.	لا تكبر الموضوع
I'm myself.	انا على طبيعتي
You are on thin ice	انت في وضع حرج
I rest my case	انا قلت ما عندي
Hit me up	راسلني
Top it up	أملئ القدح
Hear me out.	اسمعني للآخر
Brevity is the soul of wit.	خير الكلام ما قل ودل.
You are brazen	انت قليل الادب
I over slept.	راحة عليه نومة
She is a peach.	هي محبوبة كثير
I am on fire.	انا متألق/ متحمس
I am not cut out for this	انا لست مؤهلا لهذا
By the skin of my teeth.	بشق الانفس/ بطلوع الروح
Don't rock the boat.	لا تعمل مشاكل
Hard pass	ارفض بشدة
You are full of yourself.	انت شاييف نفسك
Lucky for me	حظي حلو
I call the shots	انا الذي اقرر
You crack me up	ضحكتني
Hang out	نطلع مع بعض
Tie your shoelaces.	اربط أربطة حذائك
Button up your shirt.	زرر قميصك
Zip up your sweater.	زمم سترتك

Don't sell yourself	لا تقلل من قيمة نفسك
Weak-willed	ضعيف الارادة
Itsy bitsy	صغير جدا
I am not buying it.	لم أقتنع/ ما عبرت عليه

Sixth: Phrases said about verbal quarrel (threat)

- 1- Watch your mouth. انتبه لما تقوله
- 2- Don't sass me لا تتكلم معي بوقاحة
- 3- Don't go too far لا تتماذى
- 4- Don't cross the line. لا تتجاوز حدودك

Seventh: Islamic Expressions

And upon you be peace	و عليكم السلام
Bless you	يرحمك الله
Peace be upon you	السلام عليكم
May ALLAH protect	الله يستر
May ALLAH heal you	الله يشفيك
May ALAH bless you	الله يبارك فيك
Glory be to ALLAH	سبحان الله
May ALLAH reward you	جزاك الله خيرا
May ALLAH ease your affairs	الله يسهل امورك

Eighth: Educational Phases

Undergraduate	طالب جامعي
Freshmen	طالب بالسنة الاولى الجامعية
Sophomore	طالب بالسنة الثانية الجامعية
Junior	طالب بالسنة الثالثة الجامعية
Senior	طالب بالسنة الرابعة
Graduate	خريج



Discussion of the Results

The results revealed that there is a positive strong correlation relationships between learning English language via British virtual materials and the improvement of the students' vocabulary. Students have learned daily expressions that they do not exist in the textbooks. The daily expressions are governed by rules and grammar. They are formal statements. The expose to the British virtual materials have developed students' vocabulary that the British native speakers use in their daily life. Lack of the meaning of the daily vocabulary and expressions lead to misunderstanding and hinder communication, for example when a native speaker says " Don't rock the boat" to non-native speaker, the receiver may translate it "do not shot the boat with a rock" but the meaning is "do not make trebles". Students who exposed to British daily expressions can be able to communicate with native speakers successfully. These results are consistent with the results of Azevich (2019), Asad, et al. (2021), Hamilton, et al., (2021), Lia (2023), and Lee et al. (2024) who found that the use of virtual reality educational materials and educational virtual materials have improved students' vocabulary and be able to communicate successfully.

In addition the results of the interview revealed that the students have learned many British chunks that they did not learn and even know their meaning before the experiment. The students found that translating British chunks will give different meaning. The students fell that learning the system of the language is not enough to be able to communicate in English. The communication needs to expose to the daily expressions, vocabulary, and culture. They learn how to express their ideas and how to respond to offers or apologize. The students' responses were classified to eight categories, the students even learned how to use Islamic expressions in English. These results revealed that using authentic materials and British virtual materials have improved students' awareness of British chunks, they are able to use the English language in context in appropriate way, they developed their vocabulary

ry and learned how to describe a fat person to say "Full figure" instead of fat man, they also learned how to use daily expressions instead of basic expressions that they learned via textbooks, they learned to say "I'll sleep on it" instead of "I'll think about it". These results are consistent with the results of Munawir, et al. (2021) Chelloug, et al., (2023), and Korkut & Surer (2023) who found that the students who exposed to virtual reality tools to learn British chunks have developed their vocabulary and be able to use the language native –like.

Cultural understanding is significant to help the students when they learn British English chunks. Sometimes, the British chunks include cultural relations, proverbs and standards which are particular for British culture. For example, phrases as” invite someone for tea or ‘over the moon’ meaning extremely happy are comprehensively carved out of cultures and beliefs.

In the sense that cultural awareness enables students to understand the circumstances under which these chunks can be applied, fluency is improved as a result of them being used correctly (Reber, 2017). Influence from British media including TV shows, magazines and conversations to and from learners give them real live example of the use of these phrases. Moreover, learners are able to decode and memorize these expressions, due to recognition of British humor, politeness strategies, as well as cultural references. Finally, it is culture that enhances language acquisition, which in its turn allows the students communicate in English, as it is spoken in Great Britain.

Overall, the findings demonstrate the value of virtual tools in language learning by pointing to a positive relationship between the use of British virtual materials and the improvement of vocabulary learning among EFL students. More investigation, though, might focus on the ways in which various virtual resources, like interactive games, e-books, or video lessons, affect different facets of vocabulary acquisition.

Conclusion

It can be infer that using British virtual materials have improved students' vocabulary and also the British chunks. Students are able to understand the British daily expressions and be able to be engaged in communication free of anxiety to get others' ideas and meanings and to be understood. Learning British chunks helped students to understand the native speakers without any ambiguity. The use of virtual materials and virtual reality tools have developed EFL students' vocabulary and equipped them with communication competence. Un-understanding the British chunks and daily expressions cause misunderstanding and gap between the communicators. The students realized that learning English via textbooks is not sufficient to be good communicators. Learning language system and culture are not enough to use the language fluently and smoothly. It is inferred that learning language is a process that needs to continue learn and never stop.

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JOURNAL OF UNIVERSITY OF ANBAR FOR HUMANITIES

ACADEMIC REFEREED JOURNAL

ISSUE 1, Volume 22, March 2025 AD/ 1446 AH
University of Anbar – College of Education for
Humanities

All research is freely available on the journal's website / open access

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Deposit number in the House of Books and Documents in Baghdad, No. 753 of 2002

ISSN 1995 – 8463

E-ISSN:2706-6673



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**In the name of God, the Most Gracious, The Most Merciful
Editorial of the issue**

Praise be to God, Lord of the Worlds, and may blessings and peace be upon the Seal of the Prophets, our Master Muhammad, and upon all his family and companions.

Dear researchers around the globe, it is our pleasure to announce the first issue for the year 2025 of our scientific journal (Journal of University of Anbar for Humanities) (JUAH), the peer-reviewed quarterly scientific journal. This issue contains 15 scientific paper that include the journal's specialties for researchers from the University of Anbar and other Iraqi universities. It also contains international scientific papers. In these scientific research, you would find scientific effort that we in the editorial board should be proud of. These researches found its way to publication after being peer-reviewed by qualified professors, each in his field of specialization.

The generous contribution of researchers, the generous effort of the Editor in Chief and members of the Editorial Board, and the great support from the presidency of University Of Anbar and the deanship of College of Education for Humanities encourage us to take steps to reach the looked-for aim of indexing our journal in the largest abstract and citation database (Scopus). Therefore, it must be noted that we are in the process of continuously updating the publishing procedures in order to improve the journal and bring it to a higher scientific status. Furthermore ,our future aim to contribute effectively to the Arab publishing and scientific research movement in order to enhance the status of the scientific research and expand its horizons in Arab countries because we believe that the scientific research is one of the factors in the progress of the nations and is an indicator of its progress.

**Prof. Dr. Fuaad Mohammed Freh
Editor in Chief**



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Index of published Articles History

No.	Articles Title	Authors	Pages
1	The Role of the Dulaim in the Coronation of King Faisal I	Mariam Faiq Ali Dr. Jamal Hashim Ahmed	1-19
2	The Military Coup in Portugal and It's Impact on the Internal Situation (1974-1976)	Dr. Hussein Hammad Abed	20-35
3	Sea Admirals in the Rashidun Era	Ban Aftan Tuma Dr. Mudhir Abid Ali	36-64
4	The Imported Goods to Baghdad Markets at the Time of Abbasid Era	Hind Mohammed Salih Dr. Zabin Khalaf Nawaf	65-83
5	The Political Conditions in Deir ez-Zor (December 7, 1918 - January 11, 1919)	Yasmin M. Mahmoud Dr. Yousif Sami Farhan	84-98

Geography

No.	Articles Title	Authors	Pages
6	Assessment of the vulnerability of landslides and their impact on Road No. 12 using statistical methods and geographic information systems	Thikrayat Mezal Mahimid Dr. Ahmed F. Fayyadh	99-117
7	Severe Weather in Baghdad Governorate	Dr. Oras Gh. AbdulHussein	118-142
8	Geographical Analysis of Fragile Groups in Anbar Governorate	Dr. Enas Mohammed Saleh	143-175
9	The Role of Geographic Information Systems in Shaping Contemporary Geographic Thought: A Philosophical Perspective	Dr. Omer A. Al Qassab Aahed Dh. Al Hamamy	176-201
10	Hydrological Characteristics of the Northern Valley Basins of Lake Haditha	Hiyam Atallah Ahmed Dr. Ameer M. Khalaf	202-217

Educational and Psychological Sciences

No.	Articles Title	Authors	Pages
11	Psychological Stressors and Psychological Recovery Among University Students During and After Psychological Distress (Covid-19 as a Model)	Dr. Fuaad Mohammed Freh Dr. Muhand M. A. Noor Wadah Satea	218-238
12	Online Education Research in the Islamic World: A Bibliometric Systematic Review	Dr. Hasan M. Abu Hasna Dr. Fatima Saleh Al Blooshi	239-299
13	Big Five Personality Traits and Its Relationship to Risk-Taking Behavior among Yemeni Police Officers: A Field Study in the Capital Secretariat (Sana'a)	Abdullah H. Ali Jwlah Dr. Eman Saleh Ahmed	300-361
14	The Correlation Between British Virtual Materials and Improving EFL Students' Vocabulary and British Chunks Awareness	Dr. Abdullah Ayed Hardan	362-385



No.	Articles Title	Authors	Pages
15	Teaching Literature and Arabic Texts using the Guided Imagery Strategy and its Impact on the Achievement of Fifth-Grade Science Female Students and their Future Thinking	Basim Mohammed Mehidi	386-411

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**P. ISSN: 1995-8463
E. ISSN: 2706-6673**

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Journal of University of Anbar for Humanities

Volume 22, Issue 1, March 2025



 **juah@uoanbar.edu.iq**

