



## Lexical Strings Analysis and Its Language Teaching Implications

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### ABSTRACT

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Textbooks play a crucial role in the teaching-learning process by offering students a well-organized and thorough source of information. They function as an essential educational resource, motivating pupils to attain fluency in the desired language. This qualitative study examines the lexical string pattern of two English as a Foreign Language (EFL) textbooks using Systemic Functional Linguistics (SFL). By focusing on lexical strings, it aims to uncover how vocabulary is sequenced and contextualized within the texts, providing insights into the coherence and cohesion strategies employed. As their capacity to disclose social and cultural aspects of language use, as well as their authenticity, intertextuality, interactive quality, and communicative roles, reading passages samples from the textbooks were selected and modified into clauses for analysis. The results show repetitive, synonymous, and meronymic counts provide insights into language usage and contribute to the overall texture and structure of the analysed texts. On the other hand, higher counts of lexical strings and lexical relations suggest a higher level of diversity and complexity. The results have pedagogical implications for effective EFL teaching. In this respect, teachers can improve vocabulary retention and coherence in language instruction by using strategic approaches based on their awareness of the dominance of repetition and short lexical strings. Thus, this study gives a significant contribution to the field of EFL teaching by providing teachers to create more contextually appropriate and successful language teaching resources that will accelerate students' development of language proficiency. For students, it offers enhanced learning materials tailored to their needs, promoting faster and more effective language acquisition.

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## INTRODUCTION

Systemic Functional Linguistics (SFL), an influential theoretical framework, sees language as a social semiotic system in which social structure and context are deeply entwined with meaning (Darong, 2021; Halliday, 1985; Kusumawardani & Putu Putra, 2021; Llinares & McCabe, 2023; Mustafa & Syahriani, 2023; Nagao, 2019; Wang & Zhou, 2018). Regarding the meaning, lexical strings—word sequences that are essential to meaning communication—is one of the primary significant elements in SFL. As such, a text's lexical choices are concerned with ideational content and provide insight into how processes, people, and situations are portrayed. In this context, lexical strings function as linguistic markers that support the process of making sense of a text overall and enable a functional analysis of the information being communicated (Eggins, 1994).

Furthermore, (Eggins, 1994) Lexical strings are essential for conveying speech functions like imperatives, exclamatives, declaratives, and interrogatives when it comes to the interpersonal metafunction. The interpersonal meaning of a text can be understood by analyzing these speech functions through lexical strings, which clarifies the dynamics between the writer or speaker and the listener. In addition to information, lexical choices serve as means of conveying social positions and relationships that are a part of communication (Maarif, 2020; Rajaeian & Rabbani Yekta, 2021). Meanwhile, lexical strings play a major role in a text's coherence and cohesiveness within the context of the textual metafunction. SFL looks at how these strings create a text's logical structure and flow, making sure the text is coherent and clear in its meaning (Nurmayana & Nasution, 2022). Thus, Lexical choices play a crucial role in directing listeners or readers through a text and promoting understanding and interaction.

Lexical string analysis is important for SFL because it provides a lens through which language is understood as a dynamic force rooted within cultural and social settings, going beyond simple linguistic investigation. It is a useful method for revealing the subtleties of how language reflects and reinforces cultural and social norms (De Backer et al., 2023). Examining lexical relations in foreign language learning advances comprehension of how texts fit into larger social settings. Furthermore, discourse analysis in SFL is fundamentally dependent on lexical string analysis. It enables a thorough

analysis of the ways in which lexical choices impact a text's overall structure, taking into account rhetorical devices, information packing, and thematic development (Hadikin, 2015). To sum up, the lexical string analysis in SFL is fundamental to text analysis since it offers a thorough and diverse method of comprehending the various aspects of language function. SFL provides insightful insights that go beyond linguistic and deepens a comprehension of the complex interactions between language and context in spoken and written texts.

There are some ways to carry out lexical string analysis. Recognizing collocation patterns is a basic component of SFL lexical string analysis. Collocations reveal the recurrent semantic associations in a text since they are the result of the frequent juxtaposition of particular words. Linguists can identify the underlying meanings and cultural implications ingrained in language use by analyzing these patterns. (Agustian & Arsyad, 2023; Laufer & Waldman, 2011; Nugroho, 2018). Furthermore, SFL's lexical string analysis goes beyond simply recognizing collocations to include investigating semantic prosodies. Semantic prosody is the term used to describe the inherent positive or negative connotations that words may have in a given context. Through close examination of the lexical strings, one can reveal the evaluative details that contribute to a text's overall meaning and tone.

Lexical string analysis in SFL also considers the role of lexical density in textual analysis. The ratio of content words to total words in a text is known as lexical density. By using this lens, one is able to assess a text's informativeness and conciseness while also gaining insight into the author's communication goals and degree of abstraction (To, 2018). Furthermore, the dynamic aspect of language is emphasized by SFL's lexical string analysis method. Understanding that language changes over time, investigation can be carried out to see the changes in lexical choices that occur diachronically and how they affect meaning (Bui, 2022; Cahyono, 2018; Namaziandost et al., 2019). Our comprehension of how language reflects societal shifts and cultural dynamics is improved by this chronological approach. To sum up, SFL lexical string analysis is a useful framework for revealing the depths of meaning contained in texts. Through the examination of diachronic shifts, lexical density, semantic prosodies, and collocation patterns, one can obtain a deep understanding of the functional properties of language (Cabrera et al., 2019; De Diego-Balaguer & Lopez-Barroso, 2010; Eggins, 1994; Shiamizadeh & Schiller, 2018). By using this method, SFL keeps expanding our knowledge of how language functions as a socially located, dynamic semiotic system.

There have been many studies regarding the lexical string in the field. The studies in Systemic Functional Linguistics (SFL) has attempted to expand on the knowledge of how lexical string analysis aids in the investigation of meaning and discourse structures in the particular setting of texts (Alyousef,

2021; Bui, 2022; Diao, 2021; Laufer & Waldman, 2011; Rajaeian & Rabbani Yekta, 2021; Saudin, 2019; Sidabutar, 2021; Siregar, Jumaini; Nurlela; Zein, 2023) . In this respect, lexical string analysis is a popular research topic where patterns pertaining to framing, prejudice, and ideological positioning are found. Researchers examined how particular word choices and collocations impact the news report's tone, help frame events in specific ways, and represent the news outlet's socio-political position (Agustian & Arsyad, 2023; De Backer et al., 2023; Sucihati, 2021). Likely, recent research on speech texts have looked at lexical string analysis in spoken discourse public speeches (Darong, 2022a). Analyzing the ways in which vocabulary choices impact audience participation, political or social identity construction, and persuasion offers important insights into the speakers' communication strategies. In this respect, lexical strings in spoken texts and newspaper articles are able to express feelings and emotional tone.

Furthermore, given the rising prevalence of digital communication and the use of technology in public speaking and news reporting, it would have been worthwhile to investigate how lexical string analysis adjusts to the peculiarities of social media, online discourse, and other digital platforms (Muttaqien, 2019). Thus, understanding the subtle ways in which language is employed to elicit particular emotional reactions in readers or listeners is made possible by analyzing semantic prosodies in these genres. Monitoring how language is used throughout time can provide insight into how society is changing, how politics are being discussed, and how speakers and authors are responding to new innovations in language in reaction to cultural or political contexts. Taken together, recent the studies in question stressed the use of lexical string analysis to identify subtleties in bias, mood, framing, and rhetorical techniques within the particular settings of speech, stories and newspaper writings. By illuminating the complex interactions between linguistic decisions and the sociocultural and political settings in which these texts are generated, these studies advance our knowledge of how language functions in these genres.

Although previous studies have examined the lexical choices found in text genres, there seems to be a research void concerning the analysis of how lexical strings are incorporated into the text. Most studies have concentrated on linguistic features like vocabulary frequency, difficulty levels, and semantic domains, but there is a conspicuous lack of comprehensive examination into the ways in which particular texture are constructed through repeating word combinations in EFL textbooks, with the lens of Systemic Functional Linguistics (SFL). This research gap offers the researcher the chance to look into how culturally relevant lexical strings are employed in EFL textbooks. As such, the problem to be found is that how lexical strings are employed in the texts? Consequently, the purpose is to find out the ways

of lexical string employment along with the pedagogical implication for teaching language.

Examining this element may yield insightful information on the language used in EFL textbooks and its suitability for EFL instruction. In addition, the study might have an impact on how EFL curricula are created and taught, enabling teachers to modify their lesson plans to better meet the cultural demands and sensitivities of their varied student needs. It may also advance a more complex comprehension of the ways in which cultural elements are incorporated into language learning resources, addressing an important but as of yet neglected area of lexical string analysis in EFL textbooks. Thus, the primary objective of this study to examine the lexical strings of EFL textbooks employing SFL framework.

## **METHOD**

### **Research Design**

Focusing on lexical string, this qualitative study employs Systemic Functional Linguistics (SFL) framework to analyze data. In this context, the first step was to carefully choose two textbooks to guarantee a diverse representation of subject matter. To ensure a representative sample from different EFL publishers and proficiency levels, the two textbooks for senior high school levels were deliberately chosen. Specifically, the study focused on two printed secondary school English textbooks from two Indonesian publishers namely Nusa Ilmu and Horizon (Anonymity). They were chosen as they were mostly used by schools and have some reading passages to be looked upon in the context of the study. In addition, the materials being offered for students are slightly similar following the guidelines of curriculum.

Furthermore, the corpus is assembled using purposeful sampling derived exclusively from reading texts. Purposeful sampling is employed in in this study to deliberately choose reading texts that are highly informative and directly related to the research objectives. This entails selecting texts that offer profound understanding of the phenomena under investigation. Typical strategies for selecting texts include criterion sampling, which involves choosing texts based on specific criterion namely maximum variation sampling, which entails selecting texts that cover a wide range of diversity in terms of proficiency levels, which focuses on texts that represent average or typical examples of EFL textbooks. This methodology guarantees that the sample has a substantial amount of specific information and enables a thorough investigation of the research inquiries.

As such four reading presages were chosen as they are under the same basic competence. This collection serves as the basis for determining lexical strings representative of particular subject areas, directing a careful classification procedure based on the fields represented.

Before, the research moves on the analysis, which allows for the detection of recurrent patterns that demonstrate the use of domain-specific language in each topic area, the four reading passages were modified into clauses. The modification was helpful for the researcher to analyze the texts easier (Darong, 2022b). A comprehensive examination of the two textbooks enables the identification of both lexical choices that are similar and different, offering important insights into the language representation of different themes. The overall goal of a thorough analysis is to enhance the lexical content's appropriateness and quality in EFL teaching materials utilizing Systemic Functional Linguistics framework. As such, SFL is a linguistic theory that highlights the significance of language as a systemic function, with a specific focus on the ways in which language operates within different settings. This study aims to assess and enhance the presentation and utilization of vocabulary in EFL textbooks by employing this approach. This entails evaluating the extent to which the lexical items facilitate the communicative objectives of learners, guaranteeing that the vocabulary is not only contextually appropriate but also functionally efficient in practical communication situations.

### **Data Analysis Procedures**

The steps of analyzing data in this study begin with modifying the selected reading texts into clauses to facilitate easier analysis. By breaking down the texts into smaller, manageable units, the researcher can systematically examine each component. These modified clauses are then analyzed for their lexical strings using the Systemic Functional Linguistics (SFL) framework. This involves scrutinizing the vocabulary within each clause to understand its functional role and appropriateness in context. Through this methodical approach, the study aims to evaluate and enhance the lexical content in EFL teaching materials, ensuring that it supports effective communication and learning.

The data were independently reviewed by the researchers to reduce the possibility of analysis bias and improve the objectivity of the results. The degree of agreement was then ascertained by comparing the outcomes. The primary coder worked with an unbiased reviewer who was not involved in the data collection process to come to a consensus, which enhanced the results' objectivity.

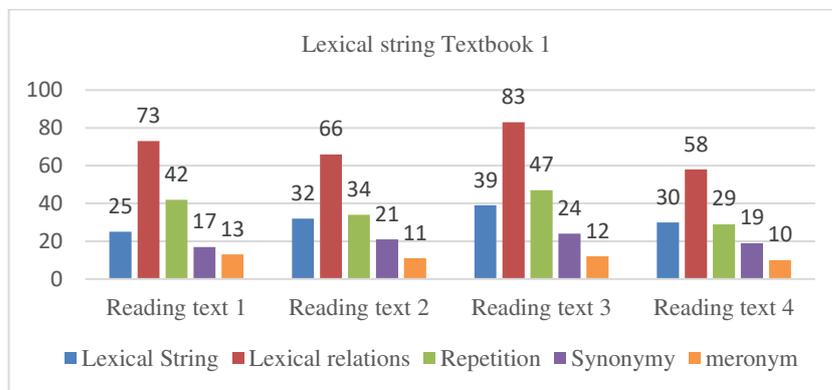
### **FINDINGS**

In this analysis the researcher conducted a thorough investigation of lexical string patterns in two English as a Foreign Language (EFL) textbook reading passages. The explored the nuances of language use by displaying data at tables and figures, where recurring word sequences that influence the

ideational, aspects of the sampled sections are portrayed. Through the visualization of these lexical strings, the researcher expects to shed light on the various ways that different language patterns contribute to the overall structure of the texts, offering insights into the subtle educational undertones present in EFL reading materials.

**Table 1. Lexical String Textbook 1**

Textbook	Lexical String	Lexical relations	Repetition	Synonymy	Meronym
Reading text 1	25	73	42	17	13
Reading text 2	32	66	34	21	11
Reading text 3	39	83	47	24	12
Reading text 4	30	58	29	19	10



The data (Table 1 or Figure 1) provides an extensive overview of the lexical analysis carried out on four reading texts (1–4), taking into account important metrics as repetition, synonymy, meronymy, lexical strings, and lexical relations. The number of lexical strings in reading texts 1 through 4 (25, 32, 39, and 30 respectively) shows how different the word combinations are in each reading text. Simultaneously, the numbers of lexical relations (73, 66, 83, and 58 for reading texts 1 through 4) demonstrate the depth and variety of word relationships found in the texts.

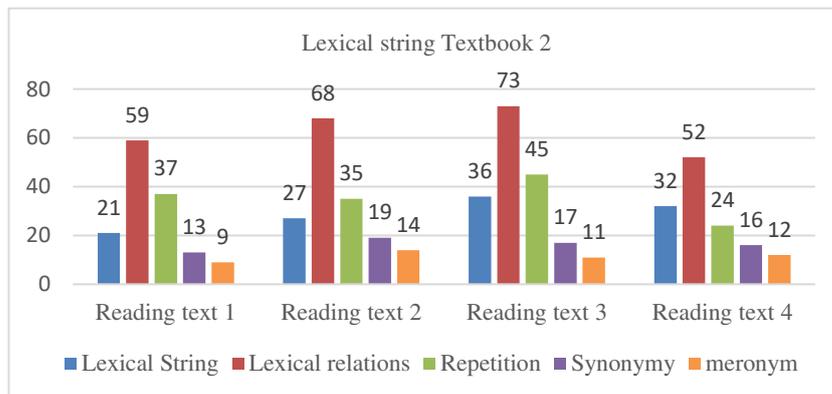
Analyzing repetition, as shown by counts (42, 34, 47, and 29 in the reading texts 1 to 4 accordingly), offers information about the frequency of particular words and may suggest that a particular notion is being emphasized. Counts (17, 21, 24, and 19 for reading texts 1 through 4) illustrate the writers' use of a variety of words with similar meanings through synonymy, adding to the texts' overall linguistic diversity. Furthermore, the meronymy counts (13, 11, 12, and 10 for reading texts 1 through 4 accordingly) improve coherence by illuminating how the texts depict part-whole interactions.

Essentially, this data-driven approach provides a nuanced understanding of the lexical features included in every reading text. While

counts for repetition, synonymy, and meronymy reveal trends in language use and add to the overall texture and structure of the examined texts, higher counts for lexical strings and lexical relations indicate greater diversity and complexity.

**Table 2. Lexical String Textbook 2**

Textbook	Lexical String	Lexical relations	Repetition	Synonymy	Meronym
Reading text 1	21	59	37	13	9
Reading text 2	27	68	35	19	14
Reading text 3	36	73	45	17	11
Reading text 4	32	52	24	16	12



The data above allows for a thorough lexical examination of four reading texts (reading texts 1 through 4), illuminating different linguistic facets in each text. Starting with lexical strings, the counts (21, 27, 36, and 32 for reading texts 1 through 4) indicate the variety of unusual word combinations and provide an insight into the writers' extensive vocabulary (De Backer et al., 2023). Concurrently, the counts of lexical relations (59, 68, 73, and 52 for reading texts 1 through 4) highlight the complex network of word relationships, demonstrating the texts' rich linguistic structure. In the meantime, analyzing repetition – which is indicated by counts (37, 35, 45, and 24 for reading texts 1 through 4) – reveals patterns in the recurrence of particular phrases that may be signs of stressed ideas or themes. The writers' deliberate use of a wide range of language with comparable meanings is demonstrated by synonymy, which is indicated by counts (13, 19, 17, and 16 for reading texts 1 through 4 accordingly). This adds to the overall linguistic diversity.

Additionally, the meronymy counts (9, 14, 11, and 12 for reading texts 1 through 4) expose instances in which words indicate relationships between

parts and wholes, enhancing the texts' linguistic coherence and structure. When taken as a whole, these data provide a comprehensive picture of the lexical nuances present in every reading text and offer a quantitative basis for understanding the language choices made by the authors as well as the general structure of the texts under analysis. Essentially, the data stand out with slightly higher counts, presumably indicating a more sophisticated and diversified representation of language inside the semantic fields of the investigated textbooks, even though both datasets highlight rich lexical patterns within reading texts. The comparison analysis sheds important light on the many linguistic choices and the overall composition of the analyzed reading texts.

## **DISCUSSION**

The goal of the lexical pattern analysis in this study is to reveal how language choices affect the manifestation of various semantic fields in reading texts within the framework of Systemic Functional Linguistics (SFL). Within the framework of Systemic Functional Linguistics (SFL), a lexical string denotes a series of interconnected words and phrases that enhance the logical flow of a text by establishing connections between ideas and ensuring thematic consistency. Lexical strings facilitate the establishment of meaningful connections among various parts of the text, so assisting language learners in comprehending and retaining terminology.

The importance of lexical strings in EFL textbooks lies in their capacity to improve textual coherence and cohesiveness, hence facilitating learners' comprehension and comprehension of the subject. Lexical strings facilitate the growth of students' language skills by delivering vocabulary in sequences that are rich in context and thematically connected. This helps students acquire and retain new words, as well as effectively apply them in different settings.

Following the data from which the counts of lexical strings for Textbooks 1 through 4 in the first dataset (21, 27, 36, and 32; for Textbooks 1 through 4 in the second data, 25, 32, 39, and 30) show the variety of vocabulary used in each reading text, which reflects the instantiation of different semantic fields. Greater lexical variety may indicate a wider range of subject-specific language in the corresponding reading passages, as suggested by the higher counts in the second sample. This is consistent with SFL's focus on the ideational function of language, which holds that lexical choices play a critical role in the representation and interpretation of meanings pertaining to various domains of knowledge (Adenan, 2012; Eggins, 1994; Emilia & Hamied, 2015; Halliday, 1985; Halliday & Hasan, 1976, 2006; Mustafa & Syahriani, 2023; Siregar et al., 2021).

The examination of lexical relations explores the textual and interpersonal roles of language (59, 68, 73, and 52 for Textbooks 1 to 4 in the

first data; 73, 66, 83, and 58 for Textbooks 1 to 4 in the second data). These counts show the semantic relationships between words in the texts, which helps to build interpersonal meaning and maintain the texts' overall coherence. Increased counts in both datasets point to a strong lexical relation network, which is suggestive of a rich textual and interpersonal conversation in the reading materials. Meanwhile, using counts (37, 35, 45, and 24 for Textbooks 1 to 4 in the first data; 42, 34, 47, and 29 for Textbooks 1 to 4 in the second data), repetition—a critical component of SFL—is examined. Textual coherence is often aided by repetition, which can also indicate theme importance. The variable repeat counts across the two datasets may point to various techniques used by the authors to draw attention to particular details in each reading text.

Synonymy is in line with SFL's evaluation of vocabulary choice and variation, with counts (13, 19, 17, and 16 for Textbooks 1 to 4 in the first data; 17, 21, 24, and 19 for Textbooks 1 to 4 in the second data). Synonym usage influences the overall meaning and reader engagement by adding to the language's clarity and diversity. The second dataset's higher counts indicate a more deliberate use of synonyms, which could improve the nuanced representation of language relevant to a certain subject. In the meantime, meronymy investigates the portrayal of part-whole relationships within the texts and is represented by counts (9, 14, 11, and 12 for Textbooks 1 to 4 in the first data; 13, 11, 12, and 10 for Textbooks 1 to 4 in the second data). This examination explores how language is used to create meanings about the arrangement and structure of information inside an SFL framework. The differing counts could be an indication of various methods used to communicate part-whole relationships within the semantic domains that the reading passages represent.

When contrasting these results to previous research in the field of SFL-focused lexical analysis, it is essential to note that lexical patterns and choices are inherently context-dependent. It has been shown by previous SFL research that different lexical patterns are used in different registers and circumstances to create different meanings and fulfill different functions (Adenan, 2012; Rajaeian & Rabbani Yekta, 2021). The main tenets of SFL are in line with the focus of this work, which is on the variety of lexical strings, the complexity of lexical interactions, and the deliberate use of meronymy, synonymy, and repetition. These findings, which highlight the dynamic interaction between language and context, add to the expanding corpus of knowledge in SFL.

Thus, the SFL framework-based study of lexical patterns in the two Indonesian EFL books offers an understanding of how linguistic choice influence the representation of semantic fields in reading texts. The results reveal how lexical choices form meaning and make to the texts' overall coherence, highlighting the complex interactions between the ideational,

interpersonal, and textual functions of language (Alwasilah & Gunawan, 2023; De Diego-Balaguer & Rodriguez-Fornells, 2010; Hasan, 2014; Kusumawardani & Putu Putra, 2021; Martin, J. R., & Zappavigna, 2019; Umiyati, 2019; Yang, 2021). The fact that these patterns are supported by findings from previous SFL research highlights the contextual and functional nature of language (Hadikin, 2015; Yang, 2021)) and highlights the need of taking into account a variety of linguistic strategies when analyzing lexical patterns within particular genres and registers.

For the purpose of teaching English as a foreign language (EFL), the comparative study of lexical patterns, using SFL, in the two EFL textbooks provides insightful information with significant pedagogical implications (Llinares & McCabe, 2023; Moncada Linares & Xin, 2020; Spada & Tomita, 2010). Regarding vocabulary enrichment, the various lexical strings that have been noted along with the deliberate use of synonyms point to a pedagogical focus on exposing students to a wide range of word combinations and promoting vocabulary development (Bui, 2022; Marfu'ah & Khristianto, 2023; Sidabutar, 2021; Siregar, Jumaini; Nurlela; Zein, 2023). This method supports the idea that having a wide vocabulary is essential to language competency since it helps students to function in a variety of context.

Moreover, data of lexical relations found in this study emphasize how important it is to include tasks and activities in EFL teaching that concentrate on comprehending and utilizing different lexical relationships. Through assisting students in grasping the nuances of word connections, teachers can improve their capacity to create coherent and acceptable conversation, which will promote a more profound comprehension of how language works in various context (Adenan, 2012; Moncada Linares & Xin, 2020; Morton, 2023). The different ways in which repetition is employed in the data (Table 1 and Table 2) highlight the strategic teaching tool. Then, repetition is a powerful tool that EFL teachers can use to highlight important ideas, help students retain information, and strengthen language usage patterns. This strategy highlights the potential of repetition as an efficient method of language acquisition and mastery, which is in line with cognitive learning principles (De Jong & Perfetti, 2011; Saudin, 2019). Regarding the Meronymy, the findings point to a pedagogical emphasis on teaching language in particular context. English as a foreign language (EFL) teachers can create exercises that motivate students to use language in a meaningful way and help them comprehend the various semantic areas in which language is used for communication. Students' ability to use language knowledge in a variety of real-world contexts is improved by this contextualized approach.

The overall coherence of the texts in both textbooks is much enhanced by the large counts of lexical relations. This result emphasizes how crucial it is to teach textual coherence and comprehension abilities when teaching EFL.

Students' comprehension and production of well-structured texts can be improved through activities that emphasize the identification and development of cohesive lexical relationships—a critical component of effective communication (Hasan, 2014; Miller, 2009; Zhang, 2019). Finally, the contextual approach emphasizes the influence of contextual and cultural subtleties on language use by taking into account elements other than language. By including cultural components into language education, EFL teachers may help students understand how language both reflects and is shaped by cultural situations. This method fosters cultural competence as well as linguistic ability, which is important for successful communication in today's worldwide society.

To sum up, the pedagogical implications derived from this analysis provide a thorough foundation for creating efficient EFL lessons. Teachers can design dynamic and contextually relevant language learning experiences by incorporating strategies that address vocabulary enrichment, lexical relations, repetition, contextualized language use, textual coherence, and cultural awareness. This all-encompassing method helps students become proficient, culturally sensitive, and capable communicators in the English language. Therefore, in the context of the current study, SFL is highly beneficial in educational setting due to its provision of tools for assessing and comprehending the functional aspects of language in two EFL textbooks. SFL can be employed to scrutinize the presentation and impact of vocabulary (lexical strings) on the overall coherence and efficacy of the teaching materials. Through comprehending these patterns, teachers can develop more efficient instructional materials that enhance students' learning outcomes.

## **CONCLUSION**

Nuanced insights into the subject of language teaching are revealed by the examination of lexical patterns in the study, which are representative of reading texts in English as a Foreign Language (EFL) textbooks. Synonymy, meronymy, intentional repetition, lexical diversity, intricate network of relations all work together to build meaning within certain semantic field. The findings denoted by somewhat elevated counts, demonstrates a more complex and varied portrayal of topic-specific language in its corresponding reading passages.

However, this study suffered from some limitations. Firstly, no other linguistic aspects—like discourse elements or grammatical structures—are included in the analysis; it only concentrates on lexical patterns seen in reading texts. Furthermore, the study doesn't explore the particular educational situations in which these textbooks are utilized, which may have an impact on the lexical choices that are noticed. Moreover, it's possible that

the four reading passages chosen from each textbook do not adequately represent the variety of language use in the overall curriculum.

Future research studies include broadening the scope of the analysis to include syntactic and discourse-level aspects, among other language features. Studying more textbooks and genres in the context of EFL could offer a more thorough comprehension of language teaching methods. Additionally, examining how contextual elements, like cultural and instructional environment, affect vocabulary choices might improve the findings' generalizability to a range of educational contexts. Investigating the connection between these lexical patterns and students' language proficiency levels may provide important new information about successful language teaching pedagogy. Shortly, this study clarifies the lexical nuances found in EFL reading texts, but it also serves as a foundation for future research projects that aim to disentangle the complexities of language teaching and advance the ongoing development of English language teaching methodology.

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