

A Systematic Literature Review of Academic Research on EFL Learners' Use of Multi-Word Units (MWUs) in Jordan

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Abstract—This study provides a systematic literature review (SLR) of academic research on learning/teaching of Multi-Word Units (MWUs) in the Jordanian context. A content analysis of the 16 most influential papers in this field is conducted to identify the important research attributes, such as data characteristics, methodologies, and major findings. The results show that the available literature on MWUs is mostly limited to teaching methods and strategies, unfamiliarity with the collocations, poor knowledge of MWUs, semantic difficulties, and the role of contextual information as a contributing factor. For future directions, it would be interesting to investigate ways in which teachers might motivate EFL students to get engaged in activities that support MWU learning. Also, it is important to design assignments, exercises, and activities that could facilitate MWU learning and identify multilingual MWU learning techniques, based on corpus-based research validating the types of MWUs which are frequently used by native speakers.

Index Terms—learning/teaching MWUs, systematic literature review, Jordanian contexts, EFL Jordanian learners

I. INTRODUCTION

Language processing issues have attracted considerable interest from researchers across various disciplines (Alzobidy & Naser, 2022; Naser & Hamzah, 2018, 2022). For example, specialists in neuroimaging have made substantial contributions to understanding this cognitive phenomenon by directly monitoring brain processes. Linguists also have a significant role herein, using their specialized tools and analytical frameworks (Al-qadi & Naser, 2022; Kemmerer, 2022). A central focus of this study is formulaic language, particularly multiword units in English. It is estimated that formulaic language constitutes nearly half of all discourse and up to 80% of spoken communication (Thomson, 2020). Formulaic language has previously been described as pre-stored, holistic units (Wray & Perkins, 2000). However, it is challenging to demonstrate how a language unit is stored in the brain, which limits the use of this criterion for formulaic language identification. Although formulaic language "need not be associated with holistic storage per se," as recently agreed (Siyanova-Chanturia & Pellicer-Sanchez, 2018), it can still be regarded as a distinct lexical unit (Wray, 2012). An expression that contains multiple words is an example of formulaic language. In general, the term "multi-word expression" applies to:

...(semi-) fixed, recurrent phrases, such as collocations (strong tea), binomials (black and white), multi-word verbs (put up with), idioms (spill the beans), proverbs (better late than never), speech formulae (What's up), lexical bundles (in the middle of), and other types. (Siyanova-Chanturia & Martinez, 2018, p. 549)

Multi-word phrases can be thought of as occurring on a continuum, ranging from those that occur less frequently to those that are found more frequently in corpora. At the high-frequency end of the continuum are lexical bundles, which appear between 10 and 40 times per million words (Biber & Barbieri, 2007; Byrd & Coxhead, 2010). Since they are so prevalent, their use should increase language fluency. These are examples of highly frequent MWUs that are considered to have broad applicability and are essential for low-proficiency learners to learn. Idioms, which are less common and frequently have particular purposes, are at the other extreme of the frequency spectrum. The use of idioms demonstrates linguistic sophistication, making them appropriate for high-proficiency learners to study. The mutual information score is a metric used to assess the strength of a word combination based on the probability of two words occurring together in a corpus. The stronger the word relationship or collocation, the higher the score (Boers et al., 2014).

Numerous academics have highlighted the value and importance of MWUs in promoting EFL language development and communicative competence (e.g., Hoang & Crosthwaite, 2024; Shin et al., 2023; Szudarski, 2017). They have also

shared their opinions on teaching MWUs to non-native speakers, emphasising the benefits of providing pre-established language patterns and improving performance. The importance of collocations in language development and instruction has been highlighted recently by academics and educators, particularly when working with non-native speakers. Words that frequently occur together to form interconnected units are known as MWUs, which are natural language patterns. It is widely acknowledged that MWUs are an essential component of natural languages because this phenomenon is common across all languages. Hence, it is essential to investigate the case of MWUs among EFL learners in Jordan (Ababneh, 2020; Abu-Joudeh et al., 2023; Abushunar, 2021).

It is thus important to emphasise that the ability to communicate effectively in English has become an essential skill in various social, academic, and professional settings (Sari, 2023). Effective English communication opens doors to educational opportunities, fosters opportunities for international collaboration, and enhances prospects for job progression on a worldwide scale (Sari, 2024). In this regard, the study of Hussein et al. (2021) highlighted the importance of MWUs. Al-Sharah et al. (2021) emphasized that when dealing with vocabulary acquisition, it is important to consider the significance of MWUs as they play an essential role during learning process of EFL. Hence, this can provide a nuanced perspective on how Jordanian EFL learners handle complex lexical items such as MWUs. Educators and researchers are looking for novel approaches to enhance language learning outcomes in response to the growing demand for English language abilities. It is anticipated that this study will provide valuable pedagogical insights into the learning and teaching of MWUs through SLR. When it comes to learning and teaching MWUs, the researchers are attempting to identify key strategies, problems, and instructional techniques have been discussed in prior studies conducted in the Jordanian context.

II. METHODOLOGY

Researchers aim to present a comprehensive analysis of the Multi-Word Units (MWUs) in the field of Jordanian research in this SLR. Empirical research on (1) MWUs in Jordan and (2) the challenges and problems faced by EFL teachers and students when studying EFL MWUs were covered in this study. (3) MWUs, such as collocations, binomials, multi-word verbs, idioms, proverbs, speech formulae, lexical bundles, and other kinds, are covered in the included research. Other conceptual studies of MWUs have been incorporated into the current study to bolster our findings.

Indeed, there are several objectives for every literature review. These objectives include studying the scope of research on any area of interest, supplying theoretical underpinnings for further studies, and addressing any practical query by comprehending the conclusions drawn from the body of existing research (Okoli & Schabram, 2010). The significance of the literature review goes beyond what was required for routine research. It becomes a well-known starting place for all other researchers interested in the same subject. According to Fink (2005), a literature review ought to be methodologically sound and rigorous. Additionally, it needs to be clear and clarify the steps taken. Next, a literature review must be thorough because it should contain all pertinent information. Finally, it needs to be replicable, which means that other academics should review the same themes using the same methodologies. When assessing literature, all of these goals are equally important (Hart, 2018).

A. Questions of the Present Study

What evidence exists to demonstrate how much MWUs research is carried out in the Jordanian context?

Sub-main question:

1. What are the factors/strategies used to enhance learning/teaching MWUs for Jordanian EFL learners?

Table 1 below specifies the PSCOC structure.

TABLE 1
PSCOC SUMMARY

Population	Jordanian learners of English
Subject	Learning/Teaching MWUs
Comparison	Learning/Teaching MWUs, problems, and challenges
Context	Review(s) of any empirical and conceptual studies of Learning/Teaching MWUs, problems, and challenges in the Jordanian context.
Outcomes	Trends of Learning/Teaching MWUs Challenges in Jordan
Population, Subject, Comparison, Outcomes, And Context (PSCOC)	

B. Identification of Relevant Literature

This section of the current study specifically explains the selection of pertinent literature that was used in this investigation. At the first step of systematic literature review, this study adopted a framework from Naser and Hamzah (2022) that offers a methodical approach to reviewing literature on a particular subject. More precisely, this framework enables researchers to take the following exact actions: determining the population, followed by an area of study. Subsequently, researchers can compare the examined papers to arrange them in a manner that accomplishes the primary objective of the study. Following that, researchers determine the context of articles that provide particular themes under investigation and are connected to a particular issue, such as the difficulties and issues faced by learning/teaching MWUs. The population of this study consists of EFL learners in Jordan, and the topic of this article is learning/teaching MWUs. The researchers then arranged the papers according to the problems with learning/teaching MWUs. Finally, reporting the

findings marked the end of the current investigation. The purpose of this framework's application is to ensure that the methods used to gather pertinent data are in line with the topics covered in the current study. The process of identifying literature reviews is depicted in Figure 1.

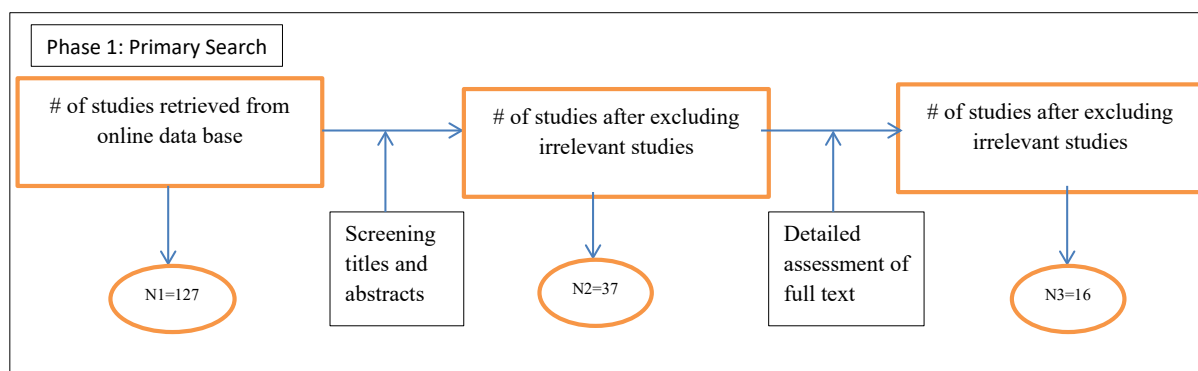


Figure 1. Related Literature Identification

The following study methodology was used in this analysis: a number of publications on Learning/Teaching MWUs in general were obtained from various online databases during the data collection process. "N1" in Figure 1 represents the total number of studies gathered, whereas "N2" refers to the number of studies remaining after titles and abstracts were screened. "N3" refers to research that has undergone a thorough evaluation of the entire text. The main focus of this study is the challenges associated with teaching and learning MWUs in Jordan. In this study, 'N3' represents the total number of studies included in the investigation. Following a thorough analysis of numerous papers on learning/teaching MWUs, the researchers selected a subset of these studies for further evaluation. We gathered the literature for this review from a number of online databases. Seven online databases were used to extract relevant literature, including EBSCOHost, JSTOR, Google Scholar, ProQuest, SAGE Journals, Emerald, and Wiley Online Library.

C. The Selection Procedures of the Related Studies

In this study selection, the researchers included both empirical and conceptual works linked with Learning/Teaching MWUs research in Jordan. The studies considered for the literature review were published between 2014 and 2024. The detailed eligibility requirements were as follows: 1) Learning/Teaching MWUs; Learning/Teaching MWUs' problems, challenges, and solutions; 2) studies that address the effect of MWUs on EFL Learning/Teaching; for EFL learners in the Jordanian context; and 3) studies that investigated the issues of Learning/Teaching MWUs.

D. Data Extraction and the Present Study Quality Assessment

To verify the data extraction process and ensure the validity of this study, a checklist form was created to collect pertinent information related to the research subjects (Learning/Teaching MWUs, difficulties, problems, and challenges). This criterion for the checklist was taken from Naser and Hamzah (2022). Additionally, the data extraction form was used to assess the quality of the related investigations. There were seven main items on the form that comprised the study quality checklist (see Table 2). The quality of both quantitative and qualitative investigations was assessed using the ratio of responses to each question: Yes = 1 point, No = 0 points, and Neutral = 0.5 points. Consequently, the overall quality score ranged from 0 (extremely poor) to 7 (very high).

TABLE 2
THE CHECKLIST OF THE STUDY QUALITY

Items	Answers
Was the article related?	Yes/ No
Were the aim(s) of the study clearly stated?	Yes/ No/ Neutral
Were the participants adequately described? (i.e., EFL Jordanian Learners, etc.)	Yes/ No/ Neutral
Was the data collection carried out well? (i.e., how study settings may influence data, discussion of procedures)	Yes/ No/ Neutral
Were potential confounders adequately controlled in the analysis?	Yes/ No/ Neutral
Were the approach and analysis well conveyed? (i.e., rationale of the method used)	Yes/ No/ Neutral
Were the findings credible? (i.e., the findings and methods used were well explained and could be trusted)	Yes/ No/ Neutral

The results of this study's retrieved literature review are presented in the following table, which is referred to as Table 3. The scores that were tabulated in the table were taken from the study quality checklist (see Table 2) for each individual study. For the majority of the research, the fair scale is met. More specifically, six studies (37.5% of the total) were rated as very good, while seven studies (62.5% of the total) were rated as adequate. There was not a single study rated as poor or very poor.

TABLE 3
THE SCORES OF PAPER QUALITY

Quality Scale	Very Poor ($\alpha \leq 1$)	Poor ($\alpha \leq 2$)	Fair ($\alpha \leq 3$)	Good ($\alpha \leq 4$)	Very Good ($\alpha \leq 5$)	Total
Number of Studies			6	7	3	16
Percentage %	0%	0%	37.5%	43.7%	18.8%	100%

The following section addresses the results of the SLR’s main research questions and the other sub-questions.

III. RESULTS AND DISCUSSION

A. Results

As mentioned before, 37 studies that covered both conceptual and empirical works were found throughout this investigation. Since the review of the retrieved research, including eligibility criteria, was covered earlier in this work, only 16 publications were deemed appropriate for examination at the end of the process. Inadequate abstracts, inappropriate studies, and duplicate studies were all contributing reasons. The results align with those of Al Musa (2022), who suggested more research in this area. Also, Assaf et al. (2020, 2021) stated that “further studies into the effect of MWU-based instruction should be conducted. They also believe that more research into technology-aided MWU might be a further step in the right direction. These studies recommend future studies in the Jordanian context that can enhance MWU teaching/learning methods using suitable and effective teaching/learning strategies.

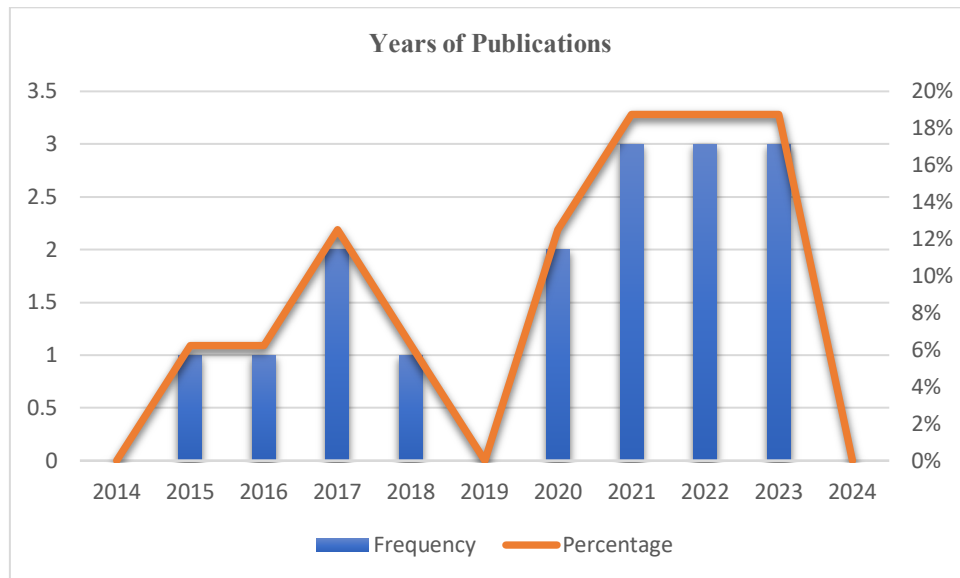


Figure 2. Number of Publications for Years

Figure 2 presents the publication numbers for each year. It specifically illustrates that the highest frequencies were recorded in 2021; 2022; and 2023, with 18.75% for each year, followed by 2017 and 2020 with 12% for each.

It is observed that the experimental research design is the most frequent research methodology approach used in previous studies. This could be because most teaching enhancement strategies focus on quasi experimental studies to examine specific and effective teaching/learning strategies. The selected studies were all aiming to identify the effective factors in enhancing learning/teaching MWUs. This is followed by the use of assessment-based strategies to examine the effect of MWUs learning among Jordanian EFL learners. The findings can recommend the use of qualitative studies by incorporating useful instruments including class observations, interviews of learners and teachers, questionnaire to reach more responses.

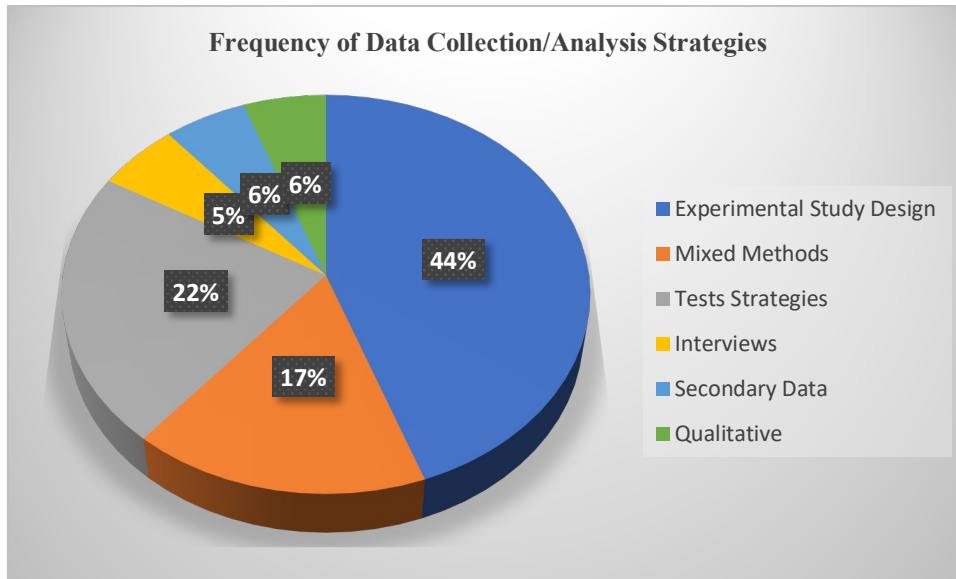


Figure 3. Studies by Research Method Approach

In addition, it is essential to determine the citation scale in order to investigate the manner in which research emphasizes MWUs. A lot of studies on this subject can be inferred from the citations in a roundabout way. The citation frequency for each article is depicted in Figure 4.

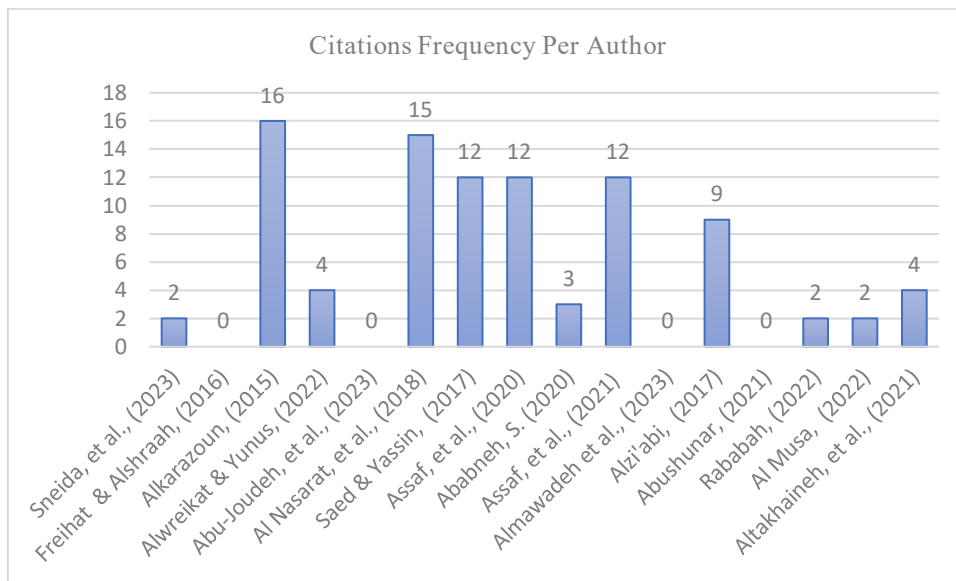


Figure 4. The Frequency of Citations Per Authors

Figure 4 indicates that the highest citation was for the study of Alkarazoun (2015). This could be due to the type of the study as in included several effective findings highlighting MWUs categories and parts of speech e.g., nouns related to key terms with idiomatic usage, noun phrases, adjectives and nouns, idioms with keywords from special categories like food, and idioms with a comparative form. In pairings of nouns, adjectives, and adverbs and idioms with keywords from particular categories like animals and bodily parts, they scored lowest. Results demonstrated statistically significant variations in EFL students' test scores across all domains.

The following section addresses the SLR's main research question's results and the other sub-questions.

Main Question: 1. What are the factors/strategies used to enhance learning/teaching MWUs for Jordanian EFL learners? The SLR identified 16 studies in Jordanian addressing Learning/Teaching MWUs.

These studies investigated one of the following issues: (1) teaching strategies and methods; (2) unfamiliarity with collocations, semantic difficulties, language differences, and contextual information; (3) different senses of MWUs, categories of MWUs and other related factors as shown below.

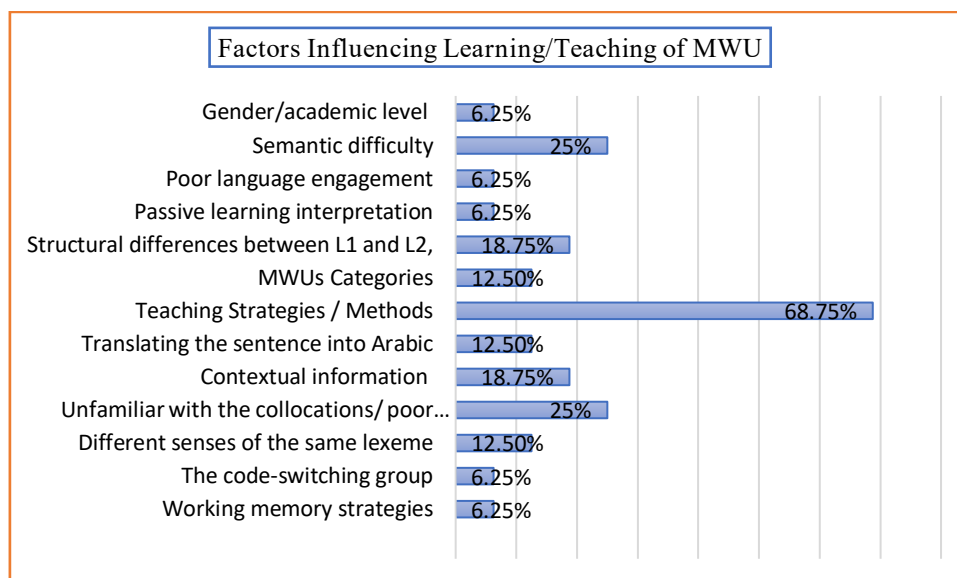


Figure 5. List of Factors Investigated in the Related Studies

Figure 5 presents the most examined factors affecting learning/teaching MWUs.

Figure 5 illustrates that 68.75% of previous studies focused on teaching strategies/methods. This clearly raises the point that teaching methods can affect acquisition process of MWUs. In addition, unfamiliarity with collocations and semantic difficulties have shown to significant roles as they can influence learning/teaching MWUs. This study did not thoroughly explore Language-Related Aspects: Transparency against opacity (meaning that is clear-cut versus terms that are informal). Fixed and flexible MWUs (some MWUs allow modifications, while others do not) vary from one another. MWUs that are more frequently used are easier to master than those that are less popular. Certain MWUs adhere to rigid structures, which include syntax and grammar rules, cognitive consideration, and memory load (a greater effort is required for MWUs that are longer or more complicated). MWUs should be processed as full units in order to facilitate learning. Chunking and retrieval. Different cognitive styles (analytical learners and holistic learners) approach the processing of MWUs.

It is simpler to learn MWUs that are comparable to the first language, which is referred to as L1 interference. Factors Related to Learning Context: The memory of information is improved by exposure and repetition (repeated encounters). Learning in meaningful circumstances promotes better comprehension, which is what contextualized learning is all about. Familiarity with social and cultural norms (some MWUs that are culture-bound may require additional explanation). Practice in real-world interaction and communication (putting one's skills to the test in genuine discussions helps to reinforce usage).

The main goal of SLR was to understand how the factors listed above influence the learning/teaching MWUs among EFL learners in Jordan.

TABLE 4
SUMMARY OF THE MOST INVESTIGATED FACTORS

No	Factors/ Challenges/ Problems/ Strategies	Total Studies	Percentage	Significant Effect on Learning/Teaching MWUs	No Significant Effect	Mixed Effect
1	Working memory strategies	S1	6.25%	S1	-	-
2	The code-switching group	S1	6.25%	S1	-	-
3	Different senses of the same lexeme	S2, S15	12.5%	S2, S15	-	-
4	Unfamiliar with the collocations/ poor MWUs' knowledge	S2, S12, S13, S16	25%	S2, S12, S13, S16	-	-
5	Contextual information	S2, S13, S14	18.75%	S2, S13, S14	-	-
6	Translating the sentence into Arabic	S2, S13	12.5%	S2, S13	-	-
7	Teaching Strategies / Methods	S3, S4, S5, S6, S7, S8, S9, S10, S11, S15, S16	68.75%	S3, S4, S5, S6, S7, S8, S9, S10, S11, S15, S16	-	-
8	MWUs Categories	S3, S13	12.5%	S3, S13	-	-
9	Structural differences between L1 and L2,	S4, S14, S16	18.75%	S4, S14, S16	-	-
10	Passive learning interpretation	S4	6.25%	S4	-	-
11	Poor language engagement	S4	6.25%	S4	-	-
12	Semantic difficulty	S4, S12, S13, S14	25%	S4, S12, S13, S14	-	-
13	Gender/academic level	S9	6.25%	-	S9	-

The research conducted using a cross-sectional approach revealed that several elements impact the learning and teaching of multi-word units (MWUs). S1 demonstrated that working memory strategies have a role in this area by 6.25%, and the same study acknowledged the influence of the code-switching group by the same percentage. On the other hand, studies S2 and S15 demonstrated that the variation in meanings of a single word across contexts constitutes a difficulty that accounts for 12.5% of the total. A similar finding was made by S2, S12, S13, and S16, which suggested that a lack of knowledge regarding idiomatic expressions and multi-word units is a factor that has a 25% influence. Furthermore, according to S2, S13, and S14, contextual information played a significant part in the process of learning MWUs with an influence of 18.75%. Furthermore, S2 and S13 reported that the translation into Arabic was a contributing factor, influencing 12.5% of the respondents. With S3, S4, S5, S6, S7, S8, S9, S10, S11, S15, and S16 demonstrating a significant influence of 68.75%, the most influential components were teaching methods and strategies.

The role of MWU categories, as seen in the studies of S3 and S13, is observed to be an effective factor in enhancing learning and teaching MWUs, with the percentage of 12.5%. In terms of linguistic factors, S4, S14, and S16 suggested that structural variations between the mother tongue (L1) and the second language (L2) accounted for 18.75% of the total influence. S4 also stated that passive learning had an influence of 6.25%, in addition to weak interaction with the language, which was also suggested by the same source. According to S4, S12, S13, and S14, which each accounted for 25% of the total, semantic issues were an obvious challenge. Last but not least, according to S9, gender and academic level did not affect learning/teaching MWUS.

B. Discussion

This section discusses the results of the study that was conducted. This research, which is limited to the sample analysis, shows that the association between teaching techniques and learning/teaching MWUs has been developing over time. A survey of the literature on learning/teaching MWUs in Jordan revealed an increasing trend in the number of publications over time, with the most publications in 2021, 2022, and 2023. Currently, there is insufficient literature on the various aspects of MWU learning and teaching.

Badrakhan et al. (2024) highlight the challenges faced by academics during the pandemic, including shifts to online teaching, limited resources, and the mental health impact. It also emphasizes the adaptability of faculty members and the innovative approaches they adopted to continue their research efforts. Boers et al. (2006) show that limited authentic exposure and practice hinder learners' use of multi-word units, while targeted instruction and interaction-rich activities enhance control of formulaic sequences and improve overall communicative effectiveness. The authors suggest that tailored teaching materials and more interactive classroom practices can enhance learners' ability to use MWUs effectively.

According to Sneida et al. (2023), the following findings were observed: 1. Working memory techniques employed by students in response to vocabulary training may improve EFL students' acquisition of lexical collocations, 2. Both the L2 explanation group and the code-switching group were expanding their vocabulary. 3. The results showed that working memory techniques helped students effectively remember collocations. According to Freihat and Alshraah's (2016) study, multiple meanings of the same word were found, along with students' unfamiliarity with the collocations being tested, the dictionary's weight, and the various approaches students take to deal with the issues they face, such as using the contextual information and translating the sentence into Arabic.

Alkarazoun (2015) concluded that instructional suggestions are crucial for improving MWU instruction and MWU Idioms with noun phrases, adjectives and nouns, idioms with keywords from specific categories, such as food, idioms with a comparative form, and keywords with idiomatic applications are a few examples. They did, however, receive the lowest marks in idioms including noun combinations, adjectives and adverbs, and idioms containing terms from specific categories, such as body parts and animals. According to Abu-Joudeh et al. (2023) and Assaf et al. (2020, 2021), teaching strategies like Quizlet are crucial. In order to improve the performance of EFL Jordanian students when studying MWUs, Alkawadeh et al. (2023) suggested using task-oriented teaching strategies.

According to Alzi'abi (2017), the subjects' poor collocational abilities and insufficient definitions' hints made it difficult for dictionary users to employ collocations correctly. In 2021, Abushunar disclosed the following: 1. The findings of the study indicate that graduate students lack idiomatic proficiency in colour expressions. 2. The findings also show that colour meanings can either positively or adversely transmit meaning from one language to another. 3. EFL graduate students easily pick up English colour-based idioms with exact or approximate Arabic equivalents 4. They approach the meaning of English colour idioms without Arabic equivalents by using their contextual knowledge and L2 and L1 knowledge, and 5. The study comes to the conclusion that graduate students typically use the techniques of paraphrasing or providing Arabic counterparts while translating English colour idioms. But when it comes to Arabic colour idioms, they usually use the techniques of paraphrase, literal translation, or avoidance.

Rababah (2022) came to the following conclusion: 1. According to the study's psycholinguistic empirical findings, second language (L2) learners use lexical retrieval processes and methods to solve lexical choice problems. 2. The study's findings showed that students use a variety of lexical retrieval techniques, including approximation, derivation, semantic association, and semantic analogies, that are based on both first language (L1) and L2. According to Al Musa (2022), the following 1. When compared to standard procedures, the use of collocation-based training improved vocabulary usage and recall rate. 2. The literature suggests that special methods should be used more frequently in the teaching and learning

processes. According to Altakhaineh et al. (2021), guessing games and an overhead projector are more effective than dictionaries at helping students acquire collocations.

Given this discussion, it is critical to emphasise the value of this work as an SLR summarising similar research in this area. This work has the potential to make a substantial contribution to the fields of theory, practice, empirical research, and policy-making. By identifying and emphasising relevant elements, the researchers aimed to present SLR regarding learning/teaching MWUs among EFL learners in the Jordanian setting, contributing to the EFL teaching process. Stated differently, this study is important since it identifies the factors that contribute to MWU learning and instruction. This study is laying the foundation for further research on the significance of MWUs enhancement by adding to the body of knowledge. Additionally, policymakers and EFL teachers may find this work important, and other researchers may find it useful. Additionally, it is appreciated since it emphasised a number of aspects and reinforced the body of knowledge regarding teaching and learning MWUs, after which it accepted the potential impact of previously highlighted associated factors.

This study's implications reveal that it is the first to be conducted within a Jordanian context, reviewing pertinent literature and highlighting significant practical gaps. Consequently, it offers valuable insights for researchers in the field, contributing to a contemporary database. For example, it could assist policymakers in refining their approaches to teaching and learning MWUs, while also providing guidance to both educators and students in enhancing these methods. Moreover, it holds considerable relevance for those specifically aiming to learn MWUs, offering potential ideas for this purpose. An additional benefit of the research is that its findings can aid teachers and students in improving their teaching and learning strategies, leading to better outcomes and performance.

IV. CONCLUSION

The use of MWUs in language instruction has been the subject of a growing body of research. Consequently, it is necessary to help learners overcome their challenges by directing them through strategies that improve their performance:

- More emphasis should be placed on teaching MWUs by increasing the students' exposure to these units.
- Computerized corpora is one of the innovative approaches being utilized to teach MWUs in the classroom.
- Engaging students in extended communication exercises and scenarios where they must use MWUs.
- Asking students to commit as many MWUs to memory as possible serves to highlight the importance of memory.
- Contextual translations of English MWUs into the learners' mother tongue are provided through sources and specialized dictionaries.
- Increasing the students' understanding of how the target language they are learning diverges from their native tongue in terms of MWU usage.
- In an effort to transform such constructions from "input" to "intake," the learners' awareness of the relevant difficulties associated with learning MWUs is heightened.

Enhancing the students' interaction with native English speakers, as their speech is expected to contain more MWUs.

- Creating a diverse range of exercises and activities in the classroom to facilitate MWU learning.

However, it is important to note some restrictions. First, the search was limited to a certain time frame and set of terms, which might have left out pertinent studies. Secondly, the research was restricted to Jordan and failed to consider potential differences in other Arab countries or regions. Third, the study focused on teaching and learning MWUs rather than other language skills that could affect EFL instruction, like teaching and learning grammar, writing, pronunciation, and so forth. Fourth, accessing and understanding non-English material may have presented linguistic challenges, which could have limited the study's thoroughness. Lastly, the study lacked a meta-analysis, which would have enabled a more thorough assessment of the findings of the included investigations.

Regarding additional studies, it is recommended that the following areas be explored:

A. Investigating methods by which teachers can motivate EFL students to engage in activities that promote MWU learning.

B. Providing assignments, exercises, and activities that could facilitate MWU learning.

C. Identifying multilingual MWU learning techniques based on corpus-based research that validates which MWUs are more frequently used by native speakers.

To ensure that all relevant literature beyond teaching and learning MWUs in Jordan is included, future research should expand the population and keyword scope. Unexplored components include lexical bundles, speech formulae, learning/teaching proverbs, and other types, as previous research has concentrated more on idioms and collocations. Further studies on the factors influencing the teaching and learning of MWUs may result in a more comprehensive understanding of their relationship to enhancing the teaching and learning process.

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