

COVID-19 Outbreak, State of a Questionable Dilemma, or a Learning Escape: Second Language Acquisition Within Virtual Learning and Social Contact

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Abstract—Digital learning, social contact and COVID-19 outbreak are three different phrases have been often heard, read or spoken about since 2020. Undoubtedly, these phrases have brought fear of uncertainty, but also hope to find a new perspective to keep life matters on-going including learning in general, and language acquisition in particular. In order to find the impact of virtual learning and social contact on second language acquisition, a total of 389 second language university students have either online surveyed or been interviewed to validate the results and avoid any misleading. After analyzing the data, results revealed that virtual learning has given the learner a chance to develop understanding of different aspects of learning a second language. Flexibility, free-learning, and richness of knowledge source are positive aspects of virtual learning. Likewise, social contact has an essential role in deepen the understanding of contextual use, semantics and lexis, and other aspects of second language acquisition. Interestingly, both social and virtual aspects of learning motivate the learner to reach language mastery. Therefore, the findings urge the use of virtual learning regarding social contact in developing linguistic skills in second language acquisition. Further insights are recommended to enrich the future research in this topic.

Index Terms—COVID-19 outbreak, SLA, social contact, virtual learning

I. INTRODUCTION

During the last two years, we have witnessed surprisingly fast changes that were quite far for us to think about. The emergence of COVID-19 pandemic has brought people to live and to cope with new conditions that for many are new and quite difficult. One of the changes is the obligation to bring social distancing into the context, where people have to avoid as much as possible the social interaction in order to keep the pandemic under control. The prompt changes have urged people to massively use digital technology in most matters of life. New shapes of services, patterns of living, education systems, and learning process have either newly appeared or been emphasized intensely to be widely used as a way of coping. Education and learning have been mostly relied on e-learning and virtual environments (Krishnapatria, 2020). By moving to virtual learning, learners have entertained the opportunity to keep on-going with learning even when the COVID-19 pandemic has struck and shrank the learning opportunities and choices (Lamb & Arisandy, 2020).

Li et al. (2021) indicate that virtual learning environments (VLEs) have proven that learning is still continuous, this is not only due to its effectiveness, but also to its flexible and timely practices. Virtual learning has provided immense sources of knowledge, variety of perspectives and the ability to check the authenticity of the provided content (de Jong Derrington, 2013). Language Acquisition (LA) has been influenced through. However, the debate is that such aspects have either enriched theme of learning or negatively influenced the mastering skills of the Target Language (TL).

In terms of social development, Larsen-Freeman (2018) states that LA contributes in developing accepted communication tools to enable learners to express feelings within social group in everyday situations. Similarly, it contributes in forming social identity and emotional learning through finding means to gather and shape the learner's conceptualization of the values and cultural aspects of society (Nall, 2020). Not surprisingly, the need for social contact is vital as it supports the learner to practice and experience the knowledge and aspects of the TL (Fillmore, 1979; Clément et al., 1980; Kortmann & Szmrecsanyi, 2012; Mauranen, 2018).

Clearly, virtual learning and social contact are two factors with implications on Second Language Acquisition (SLA). Different arguments, points of view, and theories have been coined to tackle each factor aside. Yet, the present study aims at investigating the both factors together. Moreover, it attempts to highlight the effect of virtual learning and social contact on SLA among university students and brings both positive and negatives sides of the both variables into discussion. Thus, new insights are recommended towards SLA and some strategies are suggested as well.

II. LANGUAGE ACQUISITION

According to Kidd et al. (2018), LA is a long timing process in which learners can obtain abilities to speak and use a TL. However, Hartshorne et al. (2018) believe that LA is seen as an instantaneous process that is determined by age and persistence of learner. Brown and Gaskins (2014) take the perspective differently in which they argue that learner's cognitive development is affected by the linguistic structure, socializing and bonding within the social group. Thus, SLA is affected clearly by those social-environmental factors. In addition, Swingley (2012) enriches similar perspective by adding that cognitive development helps learners in expressing wishes, needs and attitudes through constituting a solid conceptualization of terms that are socially understood. Rogers (2017) argues that cognitive development is influenced by how straightforward the language mastery can be and the ability to use expressive means in communicative processes. Similarly, Larsen-Freeman (2018) relates that learner's cognitivist paradigm codependently builds linguistic systems that encompass of cognitive categories that facilitate the process of acquiring a language and master it. As a result, these systems keep the learning process on-going throughout life span and develop in turn the socializing and bonding with another social group.

Montaño-González (2017) claims that accessibility to learning resources is not enough to acquire a language. Hence, the learner must have a genuine interest in learning and chooses the right approach and learning strategies (i.e., repetition, rote memorization ... etc.). Some argue that grammatical approach is one of the most effective approaches to increase the efficiency of learning and LA, as it is directly connected to the teacher who simplifies the process of language learning (Alamri, 2018). In addition, this approach enables learners to increase their vocabulary and grammatical knowledge and the correct use of grammatical structures (Guasti, 2017). Meanwhile, Walter et al. (2021) discuss that some grammatical aspects might affect the process of acquisition such as the sensitivity to gender assignment. For example, German language requires gender marking.

Candlin (2016) states that communicative approach is more effective because it is directly connected to the learner, and enhances the assorted competences through learning strategies which consequently bring acquisition process into meaningful uses. To sum up, LA features a continuous process that initiates linguistic skills stimulated and developed by the learner's cognition. Some social-factors such as intensity of communication and social bonding can bring a hand into quicken the developing of linguistic skills. Interestingly, learners have a tendency towards using a communicative approach as it determines the ability to work within various learning methodologies. Besides, some language features in turn, such as grammatical structure, semantics and approach can contribute to language mastery. This brings our mind into the fact that the chosen learning strategies, social communication, and sources of learning can also play a determining role in the language mastery.

III. SECOND LANGUAGE ACQUISITION

For Krashen (1981), SLA represents a process where learners show their direct or indirect orientation towards learning a language from its own speakers with a previous knowledge. By encouraging useful inputs, the learners become open to use effectively the acquired skills within conscious to their learning process. However, Spada and Lightbown (2010) see it as the focus on developing skills and appropriate use of language functions for learners who acquired previous knowledge of a first language. Loewen and Sato (2018) indicate that SLA process varies based on the learners' differences of language production, their cognitive development and the interplay of language inputs. Some researchers (Birdsong, 2018; Long & Granena, 2018; Flores & Rosa, 2019) believe that SLA is influenced by variables such as age, race, emotions, and language aptitude. Such variables vary in effect when it comes to SLA aspects. In the current study, a particular attention is paid to semantics and vocabulary aspects.

A. *Semantics*

Generally speaking, semantics include the logical nature and the meaning of word. This broad definition contains different sentence aspects, the components, the structure and the conventional meaning that can be taken within the phrases (Bates & MacWhinney, 1981; Ioninet al., 2008; Slabakova, 2010; Hawkins et al., 2017; Slabakova, 2016). These components intercept enormously with the lexis in terms of meaning variation. Therefore, lexical semantics

comes to fulfill the function of exploring the meanings of units and how each is related one to another within the lexical units. This part is essential to measure how further the learners are developed in linguistic skills and LA mastering (Geeraerts, 2010).

Another aspect stands on the meaning of syntactical units. By that, we refer to different elements that represent the umbrella of properties of word meanings. These properties include speech errors, sentence structure, functions and meanings of syntactical units together. Yet, they in turn reflect on the learners' understanding of what they have learned (Ionin et al., 2008; Levin & Pinker, 1992). When it comes to speech errors, we can see a reference to how frequent learner makes mistakes due to the relativity in the shared semantic features. Sentence structure (i.e., the composition of the sentence) including a compound, complex and simple sentence composition, and lastly, functions of syntactical units serve in providing the meaningfulness use of components within different contexts as well to identify the roles in a syntactic context. As one part, these properties that stand for the syntactical units and word meaning bring together the phrasal semantics. Consequently, the ability of the learners to differentiate between the lexical units is affected by the frequency of usage, approach and the expression of the meaning (Cruse, 1986; Geeraerts, 2010; Goddard & Wierzbicka, 2013).

Lexical units also include phrases or words that feature opposition aspects or meaning, different phrasing or wording but has the same or similar meanings. The same phrases that can have different meanings based on context involve a phrase that represents a generic item to group of phrases and a phrase that is more specific within the generic term. All these characters of words are required by the learner to develop skills and master a language (Partee, 1995; Geeraerts, 2010; Pustejovsky, 2012; Levin & Pinker, 1992).

B. Vocabulary

One essential component in LA is the lexical riches. The lack of such component hinders the learners to develop the needed language skills to run an effective and meaningful communication (González-Fernández & Schmitt, 2017). Richness and variation of vocabulary not only enable the learners to be able to reach higher levels of communication but help them to define and recognize the linguistics features. All are essential in turn in developing a conceptualization of lexical use to reach language mastery (Viera, 2018). Conceptualization and word use can rely obviously on different techniques learners ought to use in their learning process. One technique that improves vocabulary acquisition is translation equivalent that embodies seeking the equivalent words that is often used in daily talk (Uchihara & Saito, 2019). This technique helps in increasing the lexical density and alternatives. Nevertheless, the learner might get in some mistakes when it comes to contexts and proper use of words, and such techniques, consequently, limits the pedagogical value and the understanding of the content whether being heard, read, spoken or written (Laufer & Aviad-Levitzky, 2017; Caselli & Pyers, 2020).

Another technique is enhancing the receptive mastery by improving the learners' ability to produce speech or their own writings improve the productive mastery (Schmitt, 2019). Kumar and Murthy (2020) states that knowledge of vocabulary is a fundamental aspect of LA, this is mainly due to its role in developing comprehension and language mastering. This aspect, in turn, affects how the learners can use the vocabularies properly in different contexts in the daily life.

IV. VIRTUAL LEARNING

The emergence of COVID-19 has led to enormous changes that tackled the learning process and literacy practices. Additionally, it has brought language development and learning motivation into total new shape (Lamb & Arisandy, 2020). Therefore, the need to use virtual learning has been profoundly appeared. Diverse online learning environments have emerged where students build their knowledge by engaging, exploring, interacting and having fun at the same time (Kuzilek et al., 2018). With an increasing number of studies on the impact of virtual environments, the value and impact of virtual learning environments need to be investigated. Technological advances have allowed the employment of new educational technologies with one of the most innovative tools which is virtual learning because it provides multimedia environments characterized by interaction. This educational tool stimulates students' motivation and maintains their attention during the learning process (Shamir-Inbal & Blau, 2021).

The transition from traditional face-to-face settings to a virtual learning environment has led to changes in communication patterns, notably the shift from verbal to speech writing. It also has led to the concomitant absence of language cues and the removal of traditional socio spatial cues that encourage participation in teacher-student discussions and prepare them for interaction in the classroom (Bogusevschiet al., 2020). Thus, we might expect this decrease in nonverbal communication to be a challenge for online teaching (Rashid et al., 2021) or, at least, that new ways of expressing emotions online are needed as these physical and spatial indicators have been abandoned. In other words, because nonverbal and physical cues are missing, intentions are misinterpreted by the structure of messages or words used in online conversation. Therefore, virtual learning appears to encourage negative emotions. However, other researchers argue that it is precisely the absence of social cues that makes the internet more private area of communication. According to Norman et al. (2021), many students are willing to engage in online chat to reveal their emotional secrets and otherwise intense personal details about themselves.

However, the lack of social aspect of learning has influenced the learning medium that led the learner to rely on online resources and media in order to keep the learning continues (Wargadinata et al., 2020). Hence, these changes have given the learners a chance to have access to expanded resources of learning materials and activities and made a new path to new ways of thinking (Li, 2020). Consequently, the LA has been improved, as such changes brought beneficial effects due to the sophistication of learning methods used in digital learning.

V. SOCIAL CONTACT

Strobl and Baten (2021) report that LA and demonstrating learning outcomes rely on the social contact of the learners with other learners and TL speakers. This is attributed to the fact that social activity helps the learner to borrow different vocabularies to use in their daily life within different contexts to express needs or to be a part of group. This in turn, gives the speaker a kind of control to drive or lead the speech in all its forms (e.g., conversation, negotiation ...etc.). Therefore, semi spontaneous speech is considered a main form in which learner can improve positively in vocabulary borrowing as it is a part of social contact and illustrates how the intensity can improve the learning outcomes of the learner. In addition, Adamou et al. (2016) argue that the frequency of using a language has a dominant factor on LA, this means, the more often the same vocabularies are used, the less new vocabularies can be acquired.

Social interaction improves the learner's social well-being (Jacoby & Lesaux, 2019; Baaqeel, 2020). Meanwhile, increased loneliness affects negatively the motivation towards learning which produces low level of acquiring knowledge. By contrast, emotional support, empathy and social unity within the group affects positively the learner's self-esteem which makes learning more enjoyable as long as the learner can feel the difference in daily life, and reduces the learning anxiety (Melani et al., 2020; Floyd & Castek, 2021). Another influential factor is that interaction among peers improves the oral skills, their Second Language (L2) competences, and eventually bringing their language proficiency up.

VI. RESEARCH STRATEGY

In this study, a strategy has been developed in order to meet the expectations. This strategy consists of two elements: planning the research and data collection.

A. Planning the Research

In order to develop the survey, the needs of this study have been identified in order to meet the expected goal. Later, the hypotheses have been phased and presented as follows:

- **(H01)**. There is no impact of virtual learning on SLA among university students at ($\alpha \leq 0.05$)
 - ✓ **H1-1**. There is no impact of virtual learning on SLA (semantics) among university students the customer dissatisfaction at ($\alpha \leq 0.05$).
 - ✓ **H1-2**. There is no impact of virtual learning on SLA (vocabulary) among university students at ($\alpha \leq 0.05$).
- **(H02)**. There is no impact of social intensity contact on SLA among university students at ($\alpha \leq 0.05$).
 - ✓ **H2-1**. There is no impact of social contact on SLA (semantics) among university students at ($\alpha \leq 0.05$).
 - ✓ **H2-2**. There is no impact of social contact on SLA (vocabulary) among university students at ($\alpha \leq 0.05$).

B. Developing Survey

The researchers have followed a four-step model in order to bring the instruments in its final version. Firstly, they identify the study objectives clearly to keep the research scoop clear and direct. Secondly, the researchers have reviewed related literature in order to coin the survey questions in a clear and objectives-oriented language that can guarantee the comprehension of the target group. In that phase, the researchers have reviewed profoundly different scholar resources that tackle the study topic such as Fillmore (1979), Bates and MacWhinney (1981), Goddard and Wierzbicka (2013), Brown and Gaskins (2014), Taguchi et al. (2016), Karaaslan et al. (2018), and Krishnapatria (2020). Thirdly, a 32 questioned-survey has been developed measuring the impact of virtual learning and social contact on SLA. Finally, the survey has been reviewed after being discussed by different specialists in this field to have a second opinion and improvement.

C. Developing the Interview

A side from the questionnaire, an interview consists of ten open questions have been prepared to find out the impact of virtual learning and social contact on SLA. Like the questionnaire steps of preparation, a related literature has assisted the researchers to formulate the questions of the interview. The interview consists of five questions that focus on the virtual learning and five questions focus on SLA. A total of 20 students from different universities in Jordan have been interviewed.

D. Validity and Reliability

To check the reliability of this test, it has been given to experts to judge the extent to which the test is valid and reliable. For this reason, the test is designed to meet such requirements of the validity. The experts have been chosen according to their experiences in the field. To reach a degree of reliability of the test and the research goal, the researchers used reliability *Test for The Instruments of measurement* to highlight the stability of consistency to measure the concept and to assess the 'goodness' of a measure in order to compare if the students achieve stability. Table 1 below shows that the total Cronbach's alpha for the study fields was above than (0.60) which leads to the stability of the results for this study.

TABLE 1
CRONBACH'S ALPHA FOR THE STUDY FIELDS

Field Nr.	Field	Value of (α)
F1	Virtual Learning	0.808
F2	Social Intensity	0.874
<i>Dependent Variable: SLA</i>		
F3-1	Semantics	0.826
F3-2	Acquisition	0.714

E. Sampling

The current research surveys 389 randomly undergraduate students who study a L2 based major in their final year.

VII. RESULTS

The answers of the sample from both the interviews and the survey have been analyzed as follows:

A. Survey Results

In order to test the research hypotheses, Simple Regression Test has been relied on to test the impact of virtual learning and social contact as follows:

- **(H01).** There is no impact of virtual learning on SLA among university students at ($\alpha \leq 0.05$). This hypothesis stems the following two sub-hypotheses.

- ✓ **H1-1.** There is no impact of virtual learning on SLA (semantics) among university students at ($\alpha \leq 0.05$).

Simple Regression test has been used to check the direct impact of virtual learning on SLA (semantics) among university students at ($\alpha \leq 0.05$), as shown in the table below:

TABLE 2.
SIMPLE REGRESSION TEST TO CHECK THE DIRECT EFFECT OF VIRTUAL LEARNING ON SLA (SEMANTICS) AMONG UNIVERSITY STUDENTS AT ($\alpha \leq 0.05$)

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Semantics	.557	.310	169.857	1	Virtual Learning	0.477	13.033	0.000
				368				
				369				

Table 2 shows the impact of virtual learning on semantics. The result shows that there is significant effect for virtual learning on semantics, as the significant value (0.000) is less than (0.05). The value of R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable is (0.557) and the coefficient of determination R² (0.310). Thus, about 38.6% of the variation in semantics explained by virtual learning. Restriction Parameter (F) was (169.857) of semantics will be caused from virtual learning. Hence, we will reject the null hypotheses and accept the alternative one "There is positive impact of virtual learning on SLA (semantics) among university students at ($\alpha \leq 0.05$)."

- ✓ **H1-2.** There is no impact of virtual learning on SLA (vocabulary) among university students at ($\alpha \leq 0.05$).

Similarly, a Simple Regression test has been applied to check the direct impact of virtual learning on SLA (vocabulary) among university students at ($\alpha \leq 0.05$), as shown in the table below:

TABLE 3.
SIMPLE REGRESSION TEST TO CHECK THE DIRECT EFFECT OF VIRTUAL LEARNING ON SLA (VOCABULARY) AMONG UNIVERSITY STUDENTS AT ($\alpha \leq 0.05$).

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Vocabulary	.242	.059	22.985	1	Virtual Learning	0.255	4.794	0.000
				368				
				369				

Table 3 shows the impact of virtual learning on vocabulary. The result represents that there is significant effect for virtual learning on vocabulary, because the significant value was (0.000) less than (0.05). The value of R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable was (0.242) and the coefficient of determination R² (0.059). Therefore, about 5.9% of the variation in vocabulary explained by virtual learning. Restriction Parameter (F) was (22.985) of vocabulary will be caused from virtual learning. Thus, we will reject the null hypotheses and accept the alternative one “There is positive impact of virtual learning on SLA (vocabulary) among university students at ($\alpha \leq 0.05$).”

• **(H02)**. There is no impact of social contact on SLA among university students at ($\alpha \leq 0.05$). This hypothesis stems the following two sub-hypotheses.

✓ **H2-1**. There is no impact of social contact on SLA (semantics) among university students at ($\alpha \leq 0.05$).

Simple Regression test, as previously, is used to check the direct effect of social contact on SLA (semantics) among university students at ($\alpha \leq 0.05$), as shown in the table below:

TABLE 4.
SIMPLE REGRESSION TEST TO CHECK THE DIRECT EFFECT OF SOCIAL CONTACT ON SLA (SEMANTICS) AMONG UNIVERSITY STUDENTS AT ($\alpha \leq 0.05$)

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Semantics	.228	.052	20.236	1	Social contact	0.208	4.498	0.000
				368				
				369				

Table 4 demonstrates the impact of social contact on semantics. The result shows that there is significant effect for social contact on semantics, because the significant value was (0.000) less than (0.05). The value of R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable was (0.228) and the coefficient of determination R² (0.052). Consequently, about 5.2% of the variation in semantics explained by social contact. Restriction Parameter (F) was (20.236) of semantics will be caused from social contact. Thus, we will reject the null hypotheses and accept the alternative one “There is positive impact of social contact on SLA (semantics) among university students at ($\alpha \leq 0.05$).”

✓ **H1-2**. There is no impact of social contact on SLA (vocabulary) among university students at ($\alpha \leq 0.05$).

Simple Regression too is used to test to check the direct impact of social contact on SLA (Vocabulary) among university students at ($\alpha \leq 0.05$), as shown in the table below:

TABLE 5.
SIMPLE REGRESSION TEST TO CHECK THE DIRECT IMPACT OF SOCIAL CONTACT ON SLA (VOCABULARY) AMONG UNIVERSITY STUDENTS AT ($\alpha \leq 0.05$)

Dependent Variable	R	R ²	F	DF	Coefficients			
					Predictor	B	T	Sig
Vocabulary	.369	.136	58.163	1	Social contact	0.254	7.626	0.000
				368				
				369				

Table 5 demonstrates the impact of social contact on vocabulary. The result reveals that there is significant effect for social contact on vocabulary, because the significant value was (0.000) less than (0.05). The value of R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable was (0.369) and the coefficient of determination R² (0.136). Therefore, about 13.6% of the variation in vocabulary explained by social contact. Restriction Parameter (F) was (58.163) of vocabulary will be caused from social contact. Thus, we will reject the null hypotheses and accept the alternative one “There is positive impact of social contact on SLA (vocabulary) among university students at ($\alpha \leq 0.05$).”

B. The Interview Answers

The answers of the sample on the interview questions show a tendency towards their belief that social factors, virtual environment, and SLA are positively related. Around 30 % of the answers demonstrate that learning and acquiring a L2 requires understanding and the social factors and environment. Meanwhile, 30% of the answers show that the content provided on e-learning mediums has the great impact on mastering a L2. About 40% of the answers show a tendency towards emphasizing the role of live experience to gain the knowledge as practicing through socializing helps mostly in learning and sharing knowledge between peers.

Most of the answers support the point that valid and varied resources of learning can be available online. This increases the opportunity of flexible learning and getting different perspectives toward a SLA. However, there is no doubt that language skills such as speaking requires socializing as using proper lexical needs practicing and observing through socializing.

VIII. DISCUSSION

The findings of this study provide evidence that SLA is affected by the social factors and virtual environment. Interestingly, virtual learning enables the learner to gather information, build solid arguments and deepen understanding of semantics. By providing the flexibility, the learner feels freely to source out information and to build own learning experience based on their complete free will to learn (Guettl et al., 2013). The development of language learning mediums and tools offered by the web have brought a new scope into LA in which some aspects have been improved in the acquiring process due to the supported methods of e-learning. Consequently, that has positively influenced the process of instruction and brought desired results to the learning outcomes.

Practical e-learning tools can improve SLA and language components, as such tools keep the learners motivated to through the flexibility provided in learning and developing new knowledge about the TL. Similar results were reported by Rusu-Bodea (2016). Nevertheless, the current study gives evidence that the lack of live experience makes the learner unable to use the right words in its right time and situation. Similar result was highlighted by Dash (2008). Defining the context of a certain world to be used is associated quite often with the global context, which contributes often in shaping and bringing up the cognitive interference of the learner's TL and the reality to be used in.

The immense number of online resources support the process of LA and increase reading vocabulary and understanding of lexical units. Online learning gives the possibility not only to search for new information but to critically understand the knowledge and differentiate the types of knowledge about the LA components. This result is supported as well by Rusu-Bodea (2016). The current study perceives that the synchronous learning either provided in traditional way or virtually is less effective. This can be justified as the learner feels obligated to attend classes, therefore, the learning process is slower when motivation is missed. Motivation is a key factor in LA and self-choice of learning is essential in order to deepen the knowledge of language and mastery. On the other hand, this particular result is argued by Karaaslan et al. (2018) as synchronous learning can motivate the learners.

The nature of speech can be actively built due to the activity of communication with others within the same learning environment. Social activity including conversation, making arguments and requiring urge the learner to use effectively the oral skills in order to reach out the needs. Therefore, the researchers found that social contact activity increases the learner's ability of speech production. Such result has been confirmed partially by Taguchi et al. (2016) who found that speech production by the learners is associated indirectly by the social contact activity. Interestingly, the current study has found out that empathy in social contact does not help in developing a better understanding of words functions. This justifies that understanding of the lexical functions requires having experience based on learning process and sourcing the new knowledge. In addition, some social variables can involve more emotional contact and social communication to use new learned lexical. On the other hand, one study by Brown (1973) has found that empathy can affect understanding of lexical as it may help in learning the social nature of the L2.

Finally, the more vocabulary the learner knows the more the communication is better and the more the communication is live, and emotions being involved, the more the learner tends to seek up vocabularies to achieve the proper and deeper response in communication. These elements are interlinked and they affect one another. Therefore, the researchers believe that social activity has a positive impact on gathering vocabularies in order to produce deeper speech. In addition, socializing positively impacts the lexical density in SLA. This is in accordance with Rusu-Bodea (2016) who confirms that some socio-cultural circumstances can affect the process of SLA.

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