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The Effects of Incidental Focus on Form on Learning Vocabulary, Grammar, and Pronunciation: A Study in the UAE

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Abstract

This study aims at trying to measure the effectiveness of an incidental focus-on-form (FonF) intervention that can enhance vocabulary, grammar, and pronunciation among 60 learners aged between 17 and 19 in the United Arab Emirates (UAE). The design employed was quasi as well as a mix-method worked out with the help of the research, where pre- and post-tests were used for the experiment in addition to semi-structured interviews. The paired sample T-test analyses reported statistically and practically significant improvements for the improvement of language areas: vocabulary ($t = -4.408$, $p < .001$, Cohen's $d = -0.569$), grammar ($t = -4.790$, $p < .001$, Cohen's Other themes that clearly emerged were a 'positive attitude towards incidental FonF' and 'improved confidence in using English.' The findings of the research point to the fact that incidental FonF is a very general, yet very effective, strategy in increasing various skills in the English language and is, therefore, worth including in the curriculum.

KEYWORDS

incidental focus on form, vocabulary, grammar, pronunciation, English language learning, UAE

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Abstract

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Introduction

Incidental Focus on Form (FonF) is a well-known term in Studies in Second Language Acquisition (SLA) and refers to an approach to instruction focusing on the occasional and unplanned attention of learners to the linguistic form within the context of communication (Long, 1991; Ellis, 2001). It is a direct contradiction to traditional focus-on-forms methods, which direct learner attention to explicit forms of linguistic features that appear divorced from meaning (Norris & Ortega, 2000). Incidental FonF, then, falls within the larger domain of input-based instruction: one in which language is learned through understanding and processing meaningful input. Its focus is not directly on the linguistic structures but rather drawn toward these forms incidentally within a larger communicative context. In the classroom context, one of the common occurrences of incidental FonF is the correction by a teacher of a learner's error in the course of a communicative task, followed by brief instruction on the linguistic form (Lyster & Ranta, 1997). As the available literature increases on a worldwide spectrum in the domain of incidental FonF, this means it remains an arena for being underexplored: its impact within the Emirati context. This is a remarkable gap, especially considering the fact that the UAE has peculiar challenges to English

language teaching due to the linguistic diversity of the country and the status of English as a foreign language (EFL) (Marcellino, 2008). Often, the language problems of Emirati students revolve around vocabulary, grammatical, and phonological issues, partly due to the failure to expose the learner to natural English discourse in the course of normal daily living (Nurweni & Read, 1999).

It is this research gap that the present study seeks to fill by investigating the role of incidental FonF in learning vocabulary, grammar, and pronunciation in English among Emirati learners. This research aimed to offer some contribution in holistically understanding the potential benefits and challenges faced by the incidental FonF in the EFL teaching and learning context through the results of empirical research in the Emirati EFL population. Taking into account that culture is seen as one of the most important aspects of language teaching and learning (Jiang, 2000), the paper also tries to explore the occurrence of FonF in the Emirati cultural context. The UAE culture of rich taalom mn khelaal alla'eb (learning while playing) shares some similarities with some commonalities of incidental FonF to its principles of learning through engaging in meaningful communication. This may be an important parameter that affects the effectiveness of incidental FonF in the Emirati EFL context. This study may, therefore, carry valuable implications for EFL educators, curriculum designers, and policy-makers in The UAE and similar EFL contexts regarding how accidental FonF influences the vocabulary, grammar, and pronunciation proficiency of Emirati learners. The significance in the present research is the nature of English language learning within the country, while most of the learning environment, in particular English, is taught as a foreign language—with very few places being available to expose naturalistic English in their daily context (Zacharias, 2005). The valuable insight that this research seeks to provide, therefore, is how such an approach might be appropriated to improved English language teaching and learning practices in Emirati and potentially in other similar EFL contexts by examining the effects of incidental FonF in this specific context.

Most existing research into the incidental FonF has mainly focused on an English as a Second Language (ESL) context, where the subjects do have exposure beyond the classroom at a significantly high rate (Spada, 1997). On the other hand, the probable effectiveness of incidental FonF in an EFL setting, where subjects are mainly exposed to English only within a classroom, still needs to be fully explored. Thus, this study is going to bridge this research gap and help in understanding how incidental FonF could be employed in EFL contexts in the UAE. A secondary aim of this very study, then, will be to explore just how the principles of FonF, in incidental practice, actually correspond to the cultural language learning norms that exist within the UAE. The meaningful communication-based implicit learning, i.e., the idea behind incidental FonF, does bear some commonalities with this cultural practice. This study is to shed light on the possible role culture may play in the success of implementing incidental FonF in the Emirati EFL context and, in so doing, open new research avenues in FL culture and policy. The study's outcome, therefore, could be very instrumental in informing the design of curricula for English language in the UAE. If this current study proves effective in developing incidental FonF in improved vocabulary, grammar, and pronunciation skills, this result may be utilised for curriculum design in order to

include more opportunities for incidental FonF in lesson planning. Implications for teacher training could be to move it more in the direction of readying teachers in how to infuse incidental FonF into classroom practices. This research is, therefore, very significant not only for its contribution to broadening our understanding of the role and impact of incidental FonF in EFL learning but also as a barometer and possible determinant for English language teaching practices in the UAE and similar contexts.

Literature Review

Incidental Focus on Form (FonF) has gained increasing attention in Second Language Acquisition (SLA) in recent years. FonF was an expression first coined by Long (1991) to refer to the brief, unplanned, and contextualised focus on language form in the course of communicative activities, quite different from the traditional array of methods mostly circumscribing themselves to focusing only on the explicit and replicative specification of the linguistic forms of the language, systematically wrenched out of any context or communicative use. This should imply an approach facilitating implicit learning through embedding corrective feedback and short explicit instruction in the communication, hence maintaining the centrality of meaning in instruction.

Research on the effectiveness of incidental FonF has reported positive effects in areas such as vocabulary acquisition, grammar, and pronunciation. A meta-analysis study by Loewen et al. confirmed the medium-to-large effect size of FonF on L2 learning. It has been claimed that incidental FonF may be effective in learners' addition of new vocabulary based on research by Ellis et al. (2001) and Sonbul and Schmitt (2010)—especially for tasks that have text-based interaction. According to Shintani (2022), FonF, for example, was found through text-based instruction to yield significantly more favorable results in vocabulary learning compared with traditional approaches to explicit teaching.

Regarding grammar understanding, research has highlighted incidental FonF's potential benefits. Thus, it can be said that in comparison to the form-focused approach, it is likely that more improvement was yielded by incidental FonF in relation to grammatical accuracy among intermediate L2 learners. This is really in line with the needs for learners to have meaningful interaction and the opportunity to notice and practice target grammatical features (Williams and Evans, 2020). On the other hand, with regard to pronunciation, Saito and Wu (2021) found that accuracy and fluency of pronunciation significantly improved among EFL learners who received incidental FonF feedback.

Though the literature is rich in documenting the benefits of an incidental FonF in various linguistic contexts, literature on the impact of an incidental FonF is still sparse. Since the UAE harbors a unique linguistic landscape with great numbers of regional languages alongside English as a Foreign Language (EFL), it is, therefore, quite quintessential that one investigates the role and effect of incidental FonF within this very context. The current complex linguistic setting, which exceeds more than 200 nationalities in residence, is in a very interesting environment to explore the possibility of incidental FonF in improving the EFL learners' vocabulary, grammar, and

pronunciation skills. The likely contributions that could emerge from the findings of this study are substantial to SLA literature and may provide inputs for teaching and learning English in a similar EFL context.

Incidental FonF on Vocabulary Acquisition

Several recent studies have found that incidental FonF can significantly enhance vocabulary learning. However, one study by Sonbul and Schmitt (2013) elaborated that the effects of incidental FonF seem crucial when the tasks involved are ones that would help promote interactional modifications, like negotiation of meaning or recasts. For example, in a study of incidental vocabulary learning, Elgort et al. (2015) found that exposure to vocabulary through incidentally acquired reading skills is as effective—if not more effective—than explicit vocabulary instruction when matched with enhanced input techniques, such as glossing or keyword techniques.

Having this particular trend in mind, Gholami and Narimani (2022) have recently investigated the effects of incidental FonF on vocabulary learning from written corrective feedback in an EFL context. The research work realised that the written vocabulary retention in which corrective feedback was provided improved significantly compared to the written work for which corrective feedback was not provided. This would imply that FonF, when incorporated into meaningful tasks, could just be an unintended aid for improving vocabulary learning.

Incidental FonF on Grammar Understanding

Some positive effects related to the impacts of incidental FonF on grammar learning include, for instance, the findings of Loewen and Philp (2006), who found out that accidental FonF enhanced grammatical accuracy, especially when EFL learners were availed of output opportunities together with appropriate feedback. Likewise, Kim and Han (2014) in a more recent study also pointed out that incidental FonF also leads to the improvement of grammar understanding. The findings of that study will be explained since they seem to imply that incidental FonF, specifically when used in recasts, would make the learners attentive to the target form and also would further help in gaining grammatical accuracy.

A more recent study by Sheen (2021) ventured further to probe the effects of FonF on grammar learning within the bigger context of the classroom. Incidental instruction performed significantly better in the grammar post-test than their counterparts exposed to traditional explicit instruction.

Incidental FonF on Pronunciation

As Trofimovich et al. (2007) note, further improvement is possible in the domain of pronunciation as well. The errors in the pronunciation of students who were given recasts of their pronunciation errors on several occasions had greatly improved from their baseline performance. Similarly, other studies, such as those of Saito, Trofimovich, and Isaacs (2016), among others, had findings that were replicated in this study. The previous ones indicated that incidental FonF, more especially

through recasts, was possibly an avenue that would lead to improved pronunciation accuracy and fluency of English. Recently, Bongaerts and Piske (2022) had done an investigation into the effect of incidental FonF on classroom pronunciation. They found that students given incidental FonF feedback improved their English vowel sounds' pronunciation at statistically significant levels. This might point out the fact that incidental FonF may really make a difference for the pronunciation skill within an EFL context. Therefore, a substantial body of literature strongly suggests that the potential effectiveness of FonF in enhancing vocabulary acquisition, understanding of grammar, and pronunciation is also important. For further understanding on how this approach can be effectively used in practical terms, further research is really needed to be conducted in more dynamic contexts, like EFL settings in the UAE. The present study attempts to add to this literature by investigating the impacts of incidental FonF on vocabulary, grammar, and pronunciation learning in the Emirati EFL context.

Methodology

This study employed a mixed-methods approach through the concomitant use of both quantitative and qualitative research techniques, looking at the impacts of incidental FonF on vocabulary acquisition, grammar, and pronunciation among Emirati English learners in great details.

Participants

For instance, this study included 60 learners of the English language from a higher education institution based in the United Arab Emirates. Ages of the students forming part of the study are between 17 and 19 years, and their level in English was considered to be beginner to intermediate according to the Common European Framework of Reference for Languages (CEFR).

Data Collection

Data collection was conducted in three phases: pre-intervention, intervention, and post-intervention. Before the pretest, the Oxford Quick Placement Test (OQPT) was administered to test the participants' proficiency in English vocabulary, grammar, and pronunciation. Oxford Quick Placement Test (OQPT) is the standard language proficiency test used in all the phases. This was to ascertain that we were clear about the level each participant was before the intervention was introduced.

The intervention phase took six months, and in it, an incidental FonF teaching approach was implemented. Teachers were oriented to practice the incidental FonF strategies that include short and unpremeditated form attention during communicative activities and location of correction feedback within a meaningful context. The lesson plans were structured in such a way that they would still allow for spontaneous instances of language focus, but while the main aim was going to be that of communication. The OQPT will be administered again to the participants in the post-intervention phase to determine whether progress has been made in their vocabulary, grammar, and pronunciation skills. In addition, six of the interviewed participants from the subset mentioned above were further interviewed through semi-structured interviews using a stratified sample based

on their proficiency level to gain elaborate information concerning their experience of the incidental FonF approach. These were audio-recorded and later transcribed into verbatim for analysis.

Data Analysis

The collected quantitative data from the Oxford Quick Placement Test (OQPT) were analysed pre- and post-tests using JASP, which is a statistical software tool commonly applied in social science research.

Descriptive statistics for the participants' pre- and post-test scores are presented in Table 1 and Table 2 for vocabulary, grammar, and pronunciation. It gives some general overview of the distribution of the scores pre- and post-FonF incidental intervention.

Table 1

Vocabulary results Paired Samples T-Test

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
pretest	- posttest	-4.408	59	< .001	-0.569	0.131

Note. Student's t-test.

Table 2

Descriptive Statistics of Pre- and Post-test Scores

	N	Mean	SD	SE	Coefficient of variation
pretest	60	4.300	1.951	0.252	0.454
posttest	60	5.350	1.956	0.252	0.366

The efficacy of a intervention was tested utilising a paired samples T-test, focusing on vocabulary improvement. The result showed that the t-value was -4.408, having degrees of freedom of 59, and with a p-value of less than .001, as shown in the table. It therefore emerges that vocabulary intervention had strong effects on the participants' scores. Further, Cohen's d value for the effect size turned out as -0.569, while the standard error (SE) was 0.131, showing a moderate to large effect size. This further strengthens the practical significance of the findings. Turning to the descriptive statistics, in the pre-test, vocabulary means of participants were 60, with standard deviation (SD) of 1.951, coefficient variation (CV) of 0.454, before and after intervention. In

contrast, the mean score on the post-test was 5.350 with a nearly identical SD of 1.956 but a lower CV of 0.366. The increase in the mean score of the participants, coupled with the decrease in CV, means an increase in vocabulary and relative increase in performance consistency among the participants. This was a very strong evidence of effectiveness in the vocabulary intervention.

Table 3
 Grammar Paired Samples T-Test
 Paired Samples T-Test

Measur e 1	Measur e 2	t	df	p	Mean Differenc e	SE Differenc e	Cohen' s d	SE Cohen' s d
pretest	- posttest	- 4.79 0	59	< .00 1	-1.233	0.258	-0.618	0.140

Note. Student's t-test.

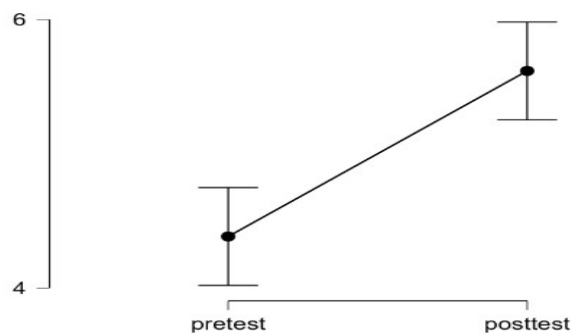


Figure 1. Grammar descriptive Plots pretest - posttest

As shown in Table 3, the paired samples t-test assessed the effect of the grammar intervention and provided a result of substantive effects. The T-Test has revealed a t value of -4.790, with 59 degrees of freedom, and a p value of less than .001. Thus, it can be rationalised that the difference between grammar scores in the pre-test and post-test attributed to the intervention was statistically significant. The mean difference between the pre-test and post-test scores is -1.233, and the standard error (SE) of the difference has been found to be 0.258. On the other hand, through Cohen's d, the effect size was measured at -0.618, where for this specific measurement, there is a standard error (SE) of 0.140. For the paired t-test, this would be a negative value for Cohen's d and mean difference that indicate a decrease. However, this would be considered within the context of a paired t-test to denote the significantly improved post-test score from the pre-test scores.

The effect size is represented in figure 1, and the p-value is substantive, suggesting a low value. This represents both statistical significance and practical importance. The value of Cohen's d, -0.618, falls within the moderate to large range of the effect size. This, therefore, indicates that the

intervention administered did indeed have some form of effect on the grammar ability of the participants. This sets the standard error for Cohen's d at a very low value of 0.140, something that further supplements the reliability of the effect size. Taken as a whole, these metrics suggest the grammar intervention was statistically effective, and hence, it probably was of some real educational benefit to the learners.

Table 4
 Pronunciation Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen
pretest	posttest	-4.592	59	<.001	-1.317	0.287	-0.593	0.151

Note. Student's t-test.

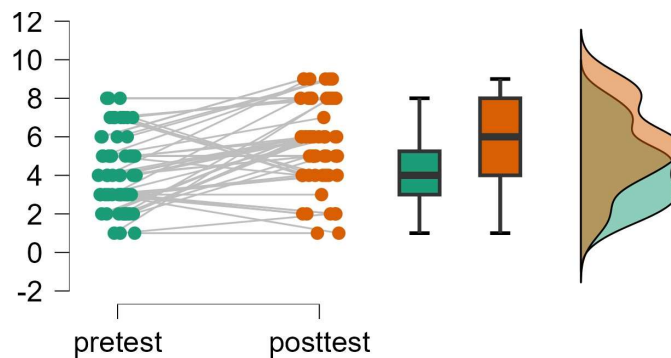


Figure 2. Descriptives Raincloud Plots pretest – posttest

Table 4 summarises the result of a paired sample T-Test carried out to test the effectiveness of a pronunciation intervention. The t-value equaled -4.592 for 59 degrees of freedom, and the p-value was less than .001. Therefore, it provides quite strong statistical evidence that the intervention had an influence on the pronunciation ability of the subjects in a positive direction. Further, the mean difference of the pre- and post-test was -1.317, with a standard error (SE) of the difference 0.287. Its effect size came to be -0.593, with a Cohen's d of -0.593 and a standard error of 0.151, thus moderate in measurement. Negative values of Cohen's d and mean difference mean that, in a paired T-test context, the interpretation will be that both the negative values are representative of substantial improvement in post-test in relation to the pre-test. The combined effects of the effect size with statistical significance, therefore, present an overwhelming case for the practical benefits accruing from this pronunciation intervention. A moderate size of effect, as given by Cohen's d (-0.593), indicates that the intervention conducted has had a significant impact on the pronunciation abilities of the participants. Additionally, the standard error (SE) of Cohen's d is also very low, at

0.151, which provides more strength for the reliability of the given effect size. These results overall highlight the statistical, but more importantly, the educational significance of the pronunciation intervention to very probably yield genuine learning gains for learners.

Table 5
 Initial Codes and Associated Themes from Interview Data

Initial Codes	Associated Themes
Enjoyed the focus on communication	Positive Attitude towards Incidental FonF
Liked receiving feedback in context	Positive Attitude towards Incidental FonF
Felt more comfortable using English	Improved Confidence in Using English
Noticed improvements in speaking ability	Improved Confidence in Using English
Difficulty in understanding feedback	Challenges Faced
Felt anxious about making mistakes	Challenges Faced

Mixed-methods enabled me to inquire comprehensively from both the measurable learning outcomes and the subjective experiences of the participants in the incidental FonF intervention. Therefore, drawing a wholesomely detailed picture of how the intervention was affecting learning English vocabulary, including grammar and pronunciation, by Emirati learners. The first codes in Table 5—"Enjoyed the focus on communication" and "Liked receiving feedback in context"—had been coded under the associated theme of 'Positive Attitude towards Incidental FonF.' These codes are an indication of the dominant preference by the participants in the in-depth interviews for the communicative aspects in the FonF intervention. Further, if that would be the case, appreciation of context-sensitive feedback could be done in the light of the improved learning experience, hence the case for FonF as an incidental pedagogical approach to a student-centric approach. Another prominent theme generated was "Improved Confidence in Using English," further supported by such initial codes as "Felt more at ease using English" and "Noticed improvements in speaking ability." These codes may mean that not only language skill has been acquired but also an increase in self-efficacy. This relation may imply the effectiveness of the FonF intervention in creating an environment where learners feel more empowered to affect their language skills, especially in speaking. Though generally very positive by all accounts, these are points that could be identified under the heading 'Challenges faced.' The initial codes 'Difficulty in understanding feedback' and 'Felt anxious about making mistakes' bring out areas that are to be given attention. This theme suggests the need for fine-tuning the pedagogical approaches so that feedback is made more comprehensible and a low-anxiety learning environment could be provided. The qualitative data will further detail how English language learners took up the incidental FonF intervention. The intervention seems to have developed a positive attitude and high confidence in language use, but various challenges surface, which educators will have to take into account for further refinements in pedagogical design. Themes that emerge through these initial codes can thus be perceived as pivotal markers for future studies and also for instructional adaptations.

Discussion

The study reviewed aimed to investigate conducting an incidental Focus on Form (FonF) intervention among 60 learners of English as a second language in a higher education institute in the United Arab Emirates. The subjects of the study all ranged between the ages of 17 and 19 years, with various levels of language competency. Tests were also done before and after the implementation for vocabulary, grammar, and pronunciation to check if the intervention had an effect. This analysis was applied to the Oxford Quick Placement Test (OQPT), which was complemented through six semi-structured interviews with a sample of the participants to get the qualitative part of the data. The quantitative research, on the other hand, had a paired sample T-test since the statistical method is very useful for establishing the significance between the differences of the two related groups. In the domain of vocabulary, the test showed a t-value of -4.408 with a p-value of less than .001 and moderate-to-large effect size measured by Cohen's d (-0.569). These fairly strong results do indicate that the incidental FonF intervention did have a large, practically meaningful effect on vocabulary gain from pretest to posttest among the participants. The small p-value and moderately large effect size suggest that the results are of practical relevance, carrying statistical as well as external validity. The results of the t-test indicated some important similarity in grammar, where the t-value was -4.790, the p-value was less than .001, and Cohen's d was -0.618, which is also within the moderate to large effect of size. This is not to say, however, that the statistically significant result is always practically significant. In this study, a significant value of p, however, and a meaningful effect size highly indicate the world validity effect of the intervention on the learners' grammar skill. This is particularly important to educators and developers of curriculum in the quest to come up with effective strategies towards the realisation of improved grammar among learners of English language.

Pronunciation skills are often sidelined in the English language teaching curriculum, especially in non-native settings. The paired samples T-test in pronunciation, having an important t-value of -4.592 and a p-value of less than .001, seeks to fill this gap by supplementing empirical evidence in support of the effectiveness of the intervention. With a moderate effect size (Cohen's d of -0.593), the data indicates a strong call for the inclusion of incidental FonF approaches towards the teaching of pronunciation. Most significantly, the consistency of the effects observed on vocabulary, grammar, and pronunciation means the intervention was all-round effective. Strong as it is, the study picks a new face with the mixed approach method in use here. Applying robust quantitative data in this case to the qualitative insights achieves depth in the findings presented. This means that the use of semi-structured interviews supports the ability to achieve a better understanding of the experiences of the participants. Other emerging themes included a positive attitude towards Incidental FonF and improved confidence in using English. This counts as important qualitative data, bearing in mind that attitudes and self-perception often play a role as big as cognitive acquisition in language learning. These also embody themes like "Challenges Faced," pointing to areas where teaching strategies may be improved to enhance our full understanding of possible weaknesses in FonF approach.

The implications of this complete study are serious both for English language instruction and for the larger pedagogical community. The study lends support to the adoption of an incidental FonF approach but further opines that future studies could explore why the possible reasons for which the difficulties the learners face. The understanding of these differences would lead to interventions more focused and effective. The differences in English proficiency were also given across the participants, and this study could mean that FonF incidentally is a flexible approach able to yield benefits to learners from different levels in the language. This work contributes, as a recent body of work, to the study of incidental FonF within English language teaching. The present study confirmed through both quantitative and qualitative methodologies the statistical significance of employing an incidental FonF intervention in vocabulary, grammar, and pronunciation learning for educational benefit. The article, therefore, makes a strong case for re-examining, if not overhauling, conventional models of English language teaching instead of promoting a more pedagogical orientation towards the sensitive learner. In this view, the discussion that follows tends to offer an integrated understanding related to the research findings, methodological robustness of the study, and the practical implications that the research holds for the wider pedagogical community. The soundness of the study's design and the consistency of its findings, which cut across different language skills, offer every reason to take seriously its recommendations in the domain of academia and educational policy.

Limitations and Future Research

Although the study produces great results, it is not free from limitations; first of all, it is the fact that the learners' sample for this study is Emirati only. This fact relates to the short period of the study and might be a reflection of the limitation in the long-term retention of the learned material. The other area future research might look at in this context is the formative assessment used by the teacher.

Conclusion

The current study, therefore, seeks to explore the effects of incidental focus on form (FonF) amidst English vocabulary, grammar, and pronunciation learning among the Emirati learners. The results drawn from the mixed-methods design, that is, the quantitative and qualitative, strongly gave evidence for the positive effect of an incidental FonF intervention in language instruction. The use of quantitative methods to analyse data indicates that intervention has a positive effect on the vocabulary, grammar, and pronunciation outcomes of incidental FonF. These show that the quantitative data across different proficiency levels would point toward the possibility of a benefit from incidental FonF for a broad spectrum of learners. Our qualitative results further stretched the quantitative ones to explain why there were high ratings and reflect positive attitudes of the participants toward the intervention, reporting a higher level of confidence in using the English language. However, some challenges were identified with FonF's incidental approach. Among others, problems with feedback given led to understanding and anxiety with errors. This would suggest that there is a need for a coherent, wide-ranging feedback strategy together with an

enabling learning environment. Most importantly, this research also critically puts into perspective the unique, if not interesting, situation of the UAE, wherein English is mostly taught as a foreign language, with the learners exposed only in very limited ways, if any, to the language outside the four walls of the classroom. This implies that, even in such an inappropriately timed context, an accidental FonF approach to the language actually was linked with significant improvements in language learning outcomes. Therefore, it only serves to reason that our findings would support the effectiveness of an incidental FonF approach to language instruction, most saliently within EFL contexts. These really confirm that the potential of the approach is much enhanced, not only towards improved language learning outcomes but also even more positive attitudes and confidence of the learners to use the language. This FonF, whereby children are mostly interacting and talking to their parents or peers, has a dominant focus on language instructions and hence is very promising, more so in countries like the UAE that have a multilingual setup. Researchers should develop further nuanced understanding of the place of the teacher in regard to the implementation of incidental FonF strategies, how these may be adapted to different teaching contexts, and explore if the effects of this strategy are longitudinally present in attitudes of learners and language learning outcomes. The present study does, however, take an important step in understanding the potential of incidental FonF in improving language learning in the UAE.

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