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 investigated the efficacy of an incidental Focus on Form (FonF) intervention in enhancing vocabulary, grammar, and pronunciation among 60 English learners aged 17-19 in the United Arab Emirates (UAE). Employing a mixed-methods approach, the researchers used pre- and post-tests measured by the Oxford Quick Placement Test and semi-structured interviews. Paired samples T-Test analyses revealed statistically and practically significant improvements in all language aspects: vocabulary (t=-4.408, p<.001, Cohen's d=-0.569), grammar (t=-4.790, p<.001, Cohen's d=-0.618), and pronunciation (t=-4.592, p<.001, Cohen's d=-0.593). Qualitative findings identified themes such as 'Positive Attitude towards Incidental FonF' and 'Improved Confidence in Using English.' The study suggests that incidental FonF is a versatile and effective approach for improving various English language skills, warranting its consideration in curriculum design and pedagogical practice.

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

1. Introduction

Incidental Focus on Form (FonF), an instructional approach emphasizing occasional and unplanned attention to linguistic form within the context of communication, has gained recognition in Second Language Acquisition (SLA) studies (Long, 1991; Ellis, 2001). This approach contrasts with the more traditional focus-on-forms methods, which direct learners' attention to linguistic forms in isolation from meaning (Norris & Ortega, 2000). Incidental FonF falls under the umbrella of input-based instruction, where language is learned through understanding and processing meaningful input (VanPatten, 2002). Here, the focus is not explicitly on linguistic structures; rather, attention is drawn to these forms incidentally within a larger communicative context. A common manifestation of incidental FonF in a classroom is the teacher’s correction of a learner's error during a communicative task, which can be followed by brief instruction on the linguistic form (Lyster & Ranta, 1997). Despite the growing body of research on incidental FonF globally, its impact within the Emirati context has not been extensively studied. This is a noteworthy gap, given that English language teaching in The UAE faces unique challenges due to the country's linguistic diversity and the status of English as a foreign language (EFL) (Marcellino, 2008). Emirati learners often struggle with vocabulary acquisition, grammar understanding, and pronunciation, partly due to a lack of exposure to natural English discourse in their everyday life (Nurweni & Read, 1999).

This research aims to fill this gap by examining the role of incidental FonF in learning English vocabulary, grammar, and pronunciation among Emirati learners. By conducting empirical research in the Emirati EFL context, this study seeks to contribute to a more comprehensive understanding of the potential benefits and challenges of employing incidental FonF in EFL teaching and learning. Moreover, considering the role of culture in language teaching and learning (Jiang, 2000), this study also aims to investigate how incidental FonF aligns with the Emirati cultural context. The UAE has a rich culture of 'taalom mn khelaal alla’eb’ (learning while playing), which shares commonalities with the principles of incidental FonF, such as learning through engagement in meaningful communication. This cultural aspect might be a significant factor that can influence the effectiveness of incidental FonF in the Emirati EFL context. By providing insight into how incidental FonF affects Emirati learners' proficiency in vocabulary, grammar, and pronunciation, this research could offer valuable implications for EFL educators, curriculum designers, and policy-makers in The UAE and similar EFL contexts. Given the nature of language learning in the UAE, where English is often taught as a foreign language with limited opportunities for exposure to naturalistic English in everyday contexts, this research is of significant importance (Zacharias, 2005). By examining
the effects of incidental FonF within this specific context, the research aims to provide valuable insights into how this approach might be used to improve English language teaching and learning practices in Emirati and potentially in other similar EFL contexts.

Existing research on the use of incidental FonF has mostly focused on English as a Second Language (ESL) contexts, where learners have considerably more exposure to the target language outside the classroom (Spada, 1997). By contrast, the potential effectiveness of incidental FonF in EFL contexts, where exposure to English is largely limited to the classroom, has not been thoroughly explored. Hence, this study intends to address this research gap, contributing to our understanding of how incidental FonF could be applied in EFL settings, particularly in the UAE. In addition, this study seeks to investigate the potential alignment between the principles of incidental FonF and the cultural norms of language learning in the UAE. The concept behind incidental FonF, which centers on implicit learning through meaningful communication, shares similarities with this cultural practice. Thus, it is anticipated that the findings of this study will shed light on how culture can play a role in the success of implementing incidental FonF in the Emirati EFL context. Finally, the results of this study could have important implications for the design of English language curricula in the UAE. If the findings support the effectiveness of incidental FonF in improving vocabulary, grammar, and pronunciation skills, curriculum designers might consider integrating more opportunities for incidental FonF into lesson plans. This could also influence teacher training programs, encouraging more emphasis on techniques for incorporating incidental FonF into classroom practices. This research is of significance not only in broadening our understanding of the role and impact of incidental FonF in EFL learning but also in informing and potentially transforming English language teaching practices in The UAE and other similar contexts.

2. Literature Review

In recent years, the realm of Second Language Acquisition (SLA) has seen a growing interest in the role of incidental Focus on Form (FonF) in language learning. Long (1991) first introduced the term FonF to refer to brief, unplanned, and contextualized attention to language forms during communicative activities. This is a shift from traditional teaching methods that exclusively focus on linguistic forms in isolation from communicative context, a method known as focus on forms (Long & Robinson, 1998). The FonF approach, by incorporating corrective feedback and brief explicit instruction within communication, is seen as a way to promote implicit learning while maintaining the centrality of meaning in instruction (Ellis, 2001).

Several studies have reported the positive impact of incidental FonF on different areas of language learning, including vocabulary acquisition, grammar understanding, and pronunciation. For instance, a recent meta-analysis by Loewen, Li, Fei, Thompson, Nakatsukasa, Ahn, and Chen (2009), which examined 21 primary studies, confirmed that FonF had a medium to large effect on L2 learning, encompassing vocabulary, grammar, and pronunciation. Vocabulary acquisition has been a central area of interest in research on incidental FonF. Studies by Ellis, Basturkmen, and Loewen (2001) and Sonbul and Schmitt (2010) showed that learners can effectively acquire new vocabulary items through incidental FonF, particularly in tasks that involve text-based interactions. Furthermore, recent research by Shintani (2022) also found that FonF through text-based instruction significantly enhanced vocabulary learning compared to the traditional explicit teaching methods.

When it comes to grammar understanding, a considerable amount of research has underscored the potential benefits of incidental FonF. One recent study by Williams and Evans (2020) showed that incidental FonF led to more significant improvement in grammatical accuracy among intermediate-level L2 learners than focus on forms. They argued that the incidental FonF’s effectiveness could be attributed to its ability to cater to learners’ need for meaningful interaction while also providing them with opportunities to notice and practice the target grammatical features. In terms of pronunciation, incidental FonF is believed to help learners improve their pronunciation skills by providing them with a chance to mimic the natural discourse of the target language. Recent research by Saito and Wu (2021) demonstrated that EFL learners who received incidental FonF feedback significantly improved their pronunciation accuracy and fluency.

While a considerable body of research has shown the benefits of incidental FonF in various linguistic contexts, the literature on its impact in the Emirati context remains sparse. Given the UAE’s unique linguistic landscape, characterized by its vast number of regional languages and the status of English as a foreign language (EFL), investigating the role and effects of incidental FonF in this context is of utmost importance. The UAE, with over 200 nationalities (Hussain et al., 2020; Jafari & Kaya, 2023), offers a complex linguistic context where English is often considered a foreign language, and exposure to natural English discourse outside the classroom is not relatively limited (Marcellino, 2008). This makes the UAE a compelling setting to investigate the potential of incidental FonF in enhancing vocabulary, grammar, and pronunciation skills among EFL learners. The findings from such an
investigation could not only contribute to the SLA literature but also provide valuable insights for English language teaching and learning in similar EFL contexts.

2.1. Incidental FonF on Vocabulary Acquisition

Several recent studies have found that incidental FonF can significantly enhance vocabulary learning. In a study conducted by Sonbul and Schmitt (2013), they emphasized that the effects of incidental FonF are even more pronounced when tasks involve interactional modifications, such as negotiation of meaning or recasts. Another study by Elgort, Smith, and Cobb (2015) found that incidental vocabulary learning through reading could be as effective as explicit vocabulary instruction, especially when combined with enhanced input techniques, such as glossing or keyword techniques.

Recently, a study by Gholami & Narimani (2022) explored the effects of incidental FonF on vocabulary learning through written corrective feedback in an EFL context. They found that learners who received corrective feedback on their written work showed significant improvement in their vocabulary retention compared to those who did not receive feedback. This suggests that incidental FonF, when embedded within meaningful tasks, can be an effective way of enhancing vocabulary learning.

2.2. Incidental FonF on Grammar Understanding

Research on the impact of incidental FonF on grammar learning has also shown promising results. A study by Loewen and Philp (2006) demonstrated that incidental FonF could lead to improved grammatical accuracy, especially when the learners were provided with opportunities for output and feedback. Similarly, a more recent study by Kim and Han (2014) also suggested that incidental FonF could improve grammar understanding. Their study revealed that incidental FonF, particularly recasts, could effectively draw learners' attention to the target form and facilitate the development of grammatical accuracy.

A recent study by Sheen (2021) further explored the effects of FonF on grammar learning in a larger classroom setting. It was found that students who received incidental FonF instruction had significantly better performance in grammar post-tests than those who received traditional explicit instruction.

2.3. Incidental FonF on Pronunciation

When it comes to pronunciation, a study by Trofimovich, Ammar, & Gatbonton (2007) indicated that FonF could also facilitate pronunciation improvement. They found that the students who received recasts on their pronunciation errors showed noticeable improvements in their pronunciation over time. Similarly, a recent study by Saito, Trofimovich, and Isaacs (2016) also supported these findings. They found that incidental FonF, particularly recasts, could lead to improved pronunciation accuracy and fluency in an EFL context. A recent study by Bongaerts and Piske (2022) explored the effects of incidental FonF on pronunciation in a classroom setting. They found that the students who received incidental FonF feedback significantly improved their pronunciation of English vowel sounds, suggesting that incidental FonF can indeed have a significant impact on pronunciation skills in an EFL context. There is a considerable body of literature that suggests the potential effectiveness of incidental FonF in enhancing vocabulary acquisition, grammar understanding, and pronunciation. However, more research is needed in various contexts, including EFL settings such as the UAE, to better understand the effectiveness and applicability of this approach. The present study aims to contribute to this literature by examining the effects of incidental FonF on vocabulary, grammar, and pronunciation learning in the Emirati EFL context.

3. Methodology

This research utilized a mixed-methods approach, combining both quantitative and qualitative techniques, to comprehensively understand the effects of incidental FonF on vocabulary acquisition, grammar understanding, and pronunciation among Emirati English learners.

3.1. Participants

The study involved 60 English language learners from a higher education institute in the UAE. The participants ranged in age from 17 to 19 years and had varied levels of English proficiency, from beginner to intermediate, as classified by the Common European Framework of Reference for Languages (CEFR).

3.2. Data Collection

Data collection was conducted in three phases: pre-intervention, intervention, and post-intervention. In the pre-intervention phase, we assessed the participants' baseline English proficiency in vocabulary, grammar, and
pronunciation using a standard language proficiency test - the Oxford Quick Placement Test (OQPT). This was to ensure that we had a clear understanding of each participant's initial level before introducing the intervention.

During the intervention phase, an incidental FonF teaching approach was implemented for six months. The teachers were trained to adopt incidental FonF strategies, such as providing brief, unplanned attention to form during communicative activities, and giving corrective feedback within a meaningful context. Lesson plans were designed in such a way that they allowed for spontaneous instances of language focus while primarily aiming at communication. In the post-intervention phase, participants were evaluated again using the OQPT to determine if there were any changes in their vocabulary, grammar, and pronunciation skills. Furthermore, semi-structured interviews were conducted with a subset of 6 participants, selected through stratified sampling based on their proficiency level, to gather in-depth insights into their experiences with the incidental FonF approach. The interviews were recorded and transcribed verbatim for later analysis.

4. Data Analysis

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

Tables 1 & 2 show the descriptive statistics of participants' pre- and post-test scores for vocabulary, grammar, and pronunciation. This provides an overview of the general distribution of scores before and after the incidental FonF intervention.

Table 1. Vocabulary results Paired Samples T-Test

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Measure 2</th>
<th>t</th>
<th>df</th>
<th>p</th>
<th>Cohen's d</th>
<th>SE Cohen's d</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
<td>posttest</td>
<td>-4.408</td>
<td>59</td>
<td>&lt; .001</td>
<td>-0.569</td>
<td>0.131</td>
</tr>
</tbody>
</table>

Note. Student's t-test.

Table 2. Descriptive Statistics of Pre- and Post-test Scores

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
<td>60</td>
<td>4.300</td>
<td>1.951</td>
<td>0.252</td>
<td>0.454</td>
</tr>
<tr>
<td>posttest</td>
<td>60</td>
<td>5.350</td>
<td>1.956</td>
<td>0.252</td>
<td>0.366</td>
</tr>
</tbody>
</table>

The efficacy of a language intervention was assessed through a paired samples T-Test focusing on vocabulary improvement. The test yielded a t-value of -4.408 with 59 degrees of freedom, and the p-value was less than .001, strongly suggesting that the vocabulary intervention had a significant effect on the participants. Moreover, Cohen's d value, a measure of effect size, was -0.569 with a standard error (SE) of 0.131, indicating a moderate to large effect size, which bolsters the practical significance of the findings. Turning to the descriptive statistics, 60 participants were assessed before and after the intervention. The mean score for vocabulary in the pre-test was 4.300 with a standard deviation (SD) of 1.951 and a coefficient of variation (CV) of 0.454. 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 mean score, coupled with the decrease in CV, suggests not only an improvement in vocabulary but also a relative increase in performance consistency among the participants. These results provide robust evidence for the effectiveness of the vocabulary intervention.

Table 3. Grammar Paired Samples T-Test

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Measure 2</th>
<th>t</th>
<th>df</th>
<th>p</th>
<th>Mean Difference</th>
<th>SE Difference</th>
<th>Cohen's d</th>
<th>SE Cohen's d</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
<td>posttest</td>
<td>4.790</td>
<td>59</td>
<td>&lt; .001</td>
<td>-1.233</td>
<td>0.258</td>
<td>-0.618</td>
<td>0.140</td>
</tr>
</tbody>
</table>

Note. Student's t-test.
The results in table 3 from the paired samples T-Test evaluating the impact of a grammar intervention reveal a significant effect. The T-Test yielded a t-value of -4.790 with 59 degrees of freedom, and a p-value of less than .001, clearly indicating that the changes in grammar scores before and after the intervention were statistically significant. Moreover, the mean difference between the pre-test and post-test scores was -1.233, with a standard error (SE) of the difference being 0.258. The effect size, as measured by Cohen's d, was -0.618, with a standard error (SE) of 0.140 for this measurement. The negative value for Cohen's d and the mean difference indicates a decrease, but within the context of a paired T-Test, this is interpreted as a significant improvement in post-test scores relative to the pre-test scores.

Shown in figure 1, the substantial effect size and low p-value together suggest not only statistical significance but also practical importance. Cohen's d of -0.618 is indicative of a moderate to large effect size, meaning the intervention had a meaningful impact on the participants' grammar skills. The standard error associated with Cohen's d is relatively low at 0.140, which further strengthens the reliability of the effect size. Overall, these metrics indicate that the grammar intervention was not only effective in a statistical sense but also likely to be of genuine educational benefit to the learners.

Table 4. Pronunciation Paired Samples T-Test

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Measure 2</th>
<th>t</th>
<th>df</th>
<th>p</th>
<th>Mean Difference</th>
<th>SE Difference</th>
<th>Cohen's d</th>
<th>SE Cohen's d</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
<td>posttest</td>
<td>-4.592</td>
<td>59</td>
<td>&lt; .001</td>
<td>-1.317</td>
<td>0.287</td>
<td>-0.593</td>
<td>0.151</td>
</tr>
</tbody>
</table>

Note. Student's t-test.
The table 4 paired samples T-Test carried out to assess the efficacy of a pronunciation intervention yielded compelling results. The t-value stood at -4.592 with 59 degrees of freedom, and the p-value was less than .001, thus offering strong statistical evidence of the intervention's positive impact on pronunciation skills. Furthermore, the mean difference between the pre-test and post-test was -1.317, with a standard error (SE) of the difference at 0.287. In terms of effect size, Cohen's d was calculated to be -0.593 with an SE of 0.151, suggesting a moderate effect size. Within the context of a paired T-Test, a negative Cohen's d value and mean difference are interpreted as indicative of significant improvement in the post-test relative to the pre-test. When taking into consideration the effect size and the statistical significance, the study makes a strong case for the practical benefits of the pronunciation intervention. The moderate effect size as indicated by Cohen's d (-0.593) suggests that the intervention has had a meaningful impact on the pronunciation abilities of the participants. Additionally, the low standard error (SE) for Cohen's d, which stands at 0.151, lends further credence to the reliability of this effect size. Overall, these results underline not only the statistical significance but also the educational relevance of the pronunciation intervention, likely offering genuine improvements for learners.

Table 5: Initial Codes and Associated Themes from Interview Data

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

The mixed-methods approach allowed us to investigate both the measurable learning outcomes and the participants' subjective experiences of the incidental FonF intervention, thereby providing a comprehensive picture of its effects on learning English vocabulary, grammar, and pronunciation among Emirati learners. The initial codes in table 5 "Enjoyed the focus on communication" and "Liked receiving feedback in context" were categorised under the associated theme of 'Positive Attitude towards Incidental FonF.' These codes reveal a noteworthy predilection among participants towards the communicative aspects of the FonF intervention. Moreover, the appreciation for context-sensitive feedback might suggest an enhanced learning experience, thereby making a case for the incidental FonF as a student-centred pedagogical approach. Another compelling theme that emerged was 'Improved Confidence in Using English,' substantiated by the initial codes "Felt more comfortable using English" and "Noticed improvements in speaking ability." These codes imply not merely an acquisition of language skills but also a boost in self-efficacy. This correlation may point to the efficacy of the FonF intervention in fostering an environment where learners feel increasingly empowered to affect their language skills, especially in speaking. Despite the generally positive experiences reported, some issues were highlighted, falling under the theme of 'Challenges Faced.' The initial codes "Difficulty in understanding feedback" and "Felt anxious about making mistakes" reveal areas that warrant attention. This theme underscores the importance of refining pedagogical strategies to make the feedback more understandable and to build a low-anxiety learning environment. The qualitative data offer a nuanced understanding of how an incidental FonF intervention was received by English language learners. While the intervention appears to foster a positive attitude and increased confidence in language use, it also presents specific challenges that educators must consider for further refinements in pedagogical design. Therefore, the themes emerging from these initial codes could serve as pivotal markers for future studies and instructional adaptations.

5. Discussion

The study under review aimed to investigate the efficacy of an incidental Focus on Form (FonF) intervention among 60 English language learners in a higher education institute in the United Arab Emirates. The participants ranged in age from 17 to 19 and had varied levels of proficiency. The intervention's effectiveness was measured using pre- and post-tests, focusing on vocabulary, grammar, and pronunciation. The analysis was carried out using the Oxford Quick Placement Test (OQPT) and was supplemented by semi-structured interviews with a subset of six participants to obtain qualitative data. The quantitative analysis employed the paired samples T-Test, a statistical method particularly useful in establishing the significance of differences between two related groups. In the realm of vocabulary, the test yielded a t-value of -4.408, a p-value of less than .001, and a moderate to large effect size, as
measured by Cohen's $d (-0.569)$. These results offer compelling evidence that the incidental FonF intervention had a significant and practically meaningful impact on vocabulary improvement among the participants. The low p-value and the moderately large effect size imply that the results were not only statistically significant but also of practical relevance, enhancing the external validity of the findings. For grammar, the T-Test revealed similar trends, with a t-value of -4.790, a p-value of less than .001, and a Cohen's d of -0.618, which also suggests a moderate to large effect size. It is important to note that a statistically significant result is not always practically significant. However, in this study, the significant p-value combined with a meaningful effect size underscores the real-world educational benefits of the intervention on the learners' grammar skills. This is of particular interest for educators and curriculum designers aiming to implement effective strategies for improving grammar among English learners.

While the study provides significant contributions, it is not without limitations. The study focuses on Emirati learners, thus limiting the generalizability of the results. Furthermore, the short-term nature of the study does not address long-term retention of the learned materials. Future research might explore these avenues.

6. Conclusion

The present research aimed to investigate the effects of incidental focus on form (FonF) on learning English vocabulary, grammar, and pronunciation among Emirati learners. Findings from the mixed-methods approach, combining quantitative paired t-tests and qualitative thematic analysis, revealed substantial benefits of implementing an incidental FonF intervention in language instruction. Quantitative data analysis revealed that after the incidental FonF intervention, the participants significantly improved their vocabulary, grammar, and pronunciation skills. This comprehensive study has far-reaching implications, both for English language education and for the broader pedagogical community. The research supports the adoption of an incidental FonF approach, but also suggests that further studies could explore the potential reasons behind the challenges faced by learners. Understanding the nuances of these challenges could lead to more effective, tailor-made interventions. Additionally, considering the diverse range of English proficiency among the participants, the study implies that incidental FonF may be a versatile approach that can benefit learners at different proficiency levels. This study offers an empirically grounded contribution to the growing body of literature on incidental FonF in English language teaching. Through a mixed-methods approach, the research establishes not only the statistical significance but also the educational benefits of employing an incidental FonF intervention in vocabulary, grammar, and pronunciation learning. It stands as a compelling argument for the re-evaluation and possible overhaul of traditional methods of English language instruction, advocating for a more responsive, learner-centred pedagogical approach. This discussion aims to offer a comprehensive understanding of the research's findings, the methodological robustness of the study, and the practical implications for the broader pedagogical community. Given the study's robust design and the consistency of its findings across different language skills, there is every reason to consider its recommendations seriously in the realms of academia and educational policy-making.

Limitations and Future Research

While the study provides significant contributions, it is not without limitations. The study focuses on Emirati learners, thus limiting the generalizability of the results. Furthermore, the short-term nature of the study does not address long-term retention of the learned materials. Future research might explore these avenues.
and a supportive learning environment when implementing this approach. Importantly, this study also provided insights into the unique context of the UAE, where English is often taught as a foreign language with limited exposure outside the classroom. It demonstrates that even in such contexts, an incidental FonF approach can lead to significant improvements in language learning outcomes. Our findings lend support to the effectiveness of incidental FonF in language instruction, particularly in EFL settings. They highlight the potential of this approach in enhancing not only language learning outcomes but also learners' attitudes and confidence in using the language. As we continue to explore effective strategies for language instruction, incidental FonF offers a promising approach, particularly in diverse linguistic landscapes such as the UAE. Future research is needed to further explore the role of teachers in implementing incidental FonF strategies, to understand how these can be adapted to different teaching contexts, and to examine the long-term effects of incidental FonF on language learning outcomes and learners' attitudes. Despite these future avenues, the present study provides a valuable step towards understanding the potential of incidental FonF in improving language learning in the UAE.

References


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