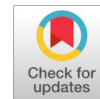# The Effect of Incidental Learning and Deliberate Learning on L2 Repertoire

Ahmad Hamed

Abstract: Vocabulary learning is a crucial aspect of language acquisition, and it can occur incidentally or deliberately. Incidental learning (also known as unintentional learning) indicates learning new words while reading or listening to spoken language. Deliberate learning, on the other hand, involves the intentional effort to learn new words through activities such as studying vocabulary lists, using flashcards, practising vocabulary exercises, or consulting a dictionary. Both incidental and deliberate vocabulary learning have their advantages and disadvantages. Incidental learning is more natural and occurs in a context, which makes it more likely that new words will be remembered and used correctly. However, it can also be unpredictable and unreliable, as learners may not encounter the same vocabulary frequently enough to commit it to memory. Deliberate learning, on the other hand, is more systematic and provides learners with more control over their learning. However, it can be less engaging and may not always lead to the same depth of understanding as incidental learning. Eighty secondary school students were randomly selected to take part in the study, and they were assigned to one of three groups: an experimental group that received instructions on deliberate vocabulary learning techniques, an experimental group that received instructions on incidental vocabulary learning techniques, and a control group that received no instructions. For two weeks, the experimental groups received six hours of instruction in their chosen vocabulary learning strategies. Students in the deliberate vocabulary learning group learned how to learn new words by using techniques such as flashcards, creating mnemonic devices, and practising vocabulary drills. The students in the incidental vocabulary learning group were instructed to use guessing strategies to determine the meaning of new words while reading or listening to them. All participants took a vocabulary test following the instruction period, which evaluated their retention of the definitions of the words they had learned. The outcomes revealed that both experimental groups outperformed the control group by a significant margin, demonstrating the efficacy of both deliberate and accidental vocabulary learning techniques for enhancing vocabulary acquisition. The intentional and incidental vocabulary learning groups performed similarly, which is interesting because it suggests that both methods are equally effective. To investigate the long-term effects of deliberate and accidental vocabulary learning techniques, additional research is required. It is crucial to keep in mind that this study concentrated on short-term vocabulary acquisition. The results of this study demonstrate that both deliberate and accidental vocabulary learning strategies can enhance secondary school students' vocabulary acquisition. Both educators and students can combine the two approaches to develop a robust vocabulary in a foreign language.

I. INTRODUCTION

Literature on second language learning (e.g., [1], [2]) pays little attention to vocabulary learning. The case that vocabulary is ignored in major books on second language teaching throughout the 1970s and 1980s urged different researchers to deeply delve into the reasons behind neglecting vocabulary teaching and to incorporate vocabulary into the language teaching syllabus [3]. Modern researchers consider vocabulary knowledge to be a crucial aspect of language acquisition and communication, and without it, nothing can be conveyed orally or in writing. To become competent in a foreign language, learners need to store an unlimited number of words lexically, and researchers suggest a combination of deliberate and incidental techniques for EFL learners to make progress in the language in use [4]. The acquisition of new words without explicit intention (i.e., incidentally) can help enhance one's already learned vocabulary. At the same time, deliberate learning strategies are believed to be more effective in comprehending the definitions of unfamiliar words or expressions. Nevertheless, there is ongoing disagreement among scholars and instructors as to which method is superior for teaching a second language in a classroom environment.

II. HISTORICAL BACKGROUND

The Grammar-translation Method (GTM) gained significant interest at the beginning of the 19th century, with the primary focus being on integrating literary texts into the syllabus to learn and teach a language. Grammar was taught deductively, and students were asked to practice translation, where the mother tongue had a dominant role. In the past, there was no organized method for teaching vocabulary. Instead, words were instructed through memorization, word lists, dictionary use, and translation equivalents. Context and authenticity were not emphasized, and sentence examples were not related to communication. The primary focus was on recognizing and producing written translations to aid in learning [5]. However, researchers identified some drawbacks in deploying GTM in the classroom, including the fact that students' primary language of communication was their mother tongue.

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Additionally, grammar and translation received more attention than other language skills, and even after several years of learning, learners continued to struggle to comprehend natural speech in the target language.

The GTM approach was opposed by new language education methods that emerged with the expansion of communication opportunities [6], namely the Direct Method (DM) and the Audiolingual Method (ALM) that were developed in the early 20th century and the late 1950s to help foreign language learners who struggle with processing and producing foreign-language speech. DM involves learning new languages by directly associating words and phrases with objects and actions, as well as inductive learning of grammar. The use of the native tongue and translation was strictly prohibited, and real-life objects, drawings, and demonstrations were used to teach concrete vocabulary. In contrast, abstract vocabulary was taught through the association of ideas. However, one of the basics for DM is that EFL teachers have to have certain levels of language mastery to help their learners progress in the target language [7]. According to language teaching literature, American structuralism prioritized pronunciation and phrase patterns over vocabulary, using extensive oral drills to facilitate learning. The ALM, developed during World War II as an Army Method, focused on listening and speaking skills and also used drills to instil proper habits in the target language. However, vocabulary instruction was not emphasized, as learners were expected to develop their vocabulary through exposure to the language [8]. Chomsky's transformational and generative approach revolutionised language theory in the 1950s, emphasising language as a system with rules that can be internalised. Vocabulary was given more importance, but the focus remained on learning language rules [9].

Although Chomsky's generative linguistics remained the predominant approach in the 20th century, Hymes' theories on communicative competence were explicitly focused on the central issues faced by language practitioners. As a result, they have had a more significant influence on the methodologies of L2 teaching [10]. Communication is at the heart of every aspect of language. That is, learners' active/interactive/communicative learning allows them a space for hypothesis testing [11]. The acquisition of language is believed to be driven by one's knowledge of vocabulary. A limited vocabulary in the target language is considered a significant obstacle to effective communication; therefore, vocabulary is viewed as a crucial asset for language learners. It has been argued that the process by which language learners navigate their way through communication challenges in tasks aids language learning in various ways. Learners detect and attend to learnable linguistic elements in the input through meaning negotiation; they can employ the 'scaffolding' of contingent turns to syntacticize meanings in progressively complicated ways [12]. Students can then put their linguistic theories to the test as well as obtain feedback on the quality of their work [13]. These are some of the most critical functions that interaction and meaning negotiation play in second language acquisition.

To understand the importance of vocabulary learning, Schmitt [14] pinpoints that "lexical knowledge is central to communicative competence and the acquisition of a second language" (p. 55). Nation [3] argues that the relationship between language progress and expanding one's vocabulary is a complementary one; that is, language use leads to developing one's vocabulary repertoire. Undoubtedly, learning vocabulary is essential for language development; however, teachers need to be selective in determining the best technique for 'real' learning of lexical items to take place.

There has been a growing focus on research related to L2 vocabulary learning over the past decade. The fundamental basis for learning a second language is deemed to be vocabulary, as it establishes the initial phase from which learners commence their journey of gaining L2 proficiency. As a result, its importance is inextricably linked to the early stages of language development. The acquisition of vocabulary has received considerable attention from researchers in the field of language studies. Researchers on language vocabulary learning have alternated between two methods of learning lexical items: those focusing on incidental learning and those focusing on deliberate one (i.e., intentional learning) [6]. The ability of learners to decide the meaning of unknown words from context is referred to as incidental vocabulary learning (IVL). This term also encompasses the idea of unintentionally learning something while attempting to learn something else. According to [15] IVL happens when learners encounter input-rich contexts over an extended period, leading to gradual but more frequent learning. Coady [16] also supported the notion that IVL is more likely to occur through this process.

Schmidt's [17] Noticing Hypothesis and Ellis'[18] Implicit Tallying Hypothesis paved the way for the emergence of deliberate vocabulary learning (DVL) as a technique for learning vocabulary. They both claimed the need for an explicit, that is, intentional registration of language input for learning to happen – that is, on improving input to promote noticing strategies [19] which is now viewed as a prerequisite of language learning. DVL has thus gained much interest among language researchers since it has been found to help learners expand their repertoire (namely, vocabulary store). However, research on second language learning and the role of input in L2 development has argued against the claim that language input is enough for language acquisition to take place [20]. According to Swain [13] and other linguists, learners should not only receive input but also produce it, enabling them to test their assumptions about language and practice more intricate language structures. This applies to vocabulary learning as well, as learners' production, whether spoken or written, helps develop their receptive knowledge of a word into a more comprehensive, productive one by increasing their awareness of how to use it appropriately. Building on the existing literature on vocabulary acquisition, this study aims to identify the most effective vocabulary learning technique for English as a Foreign Language (EFL) learners in the Syrian context.

III. PREVIOUS STUDIES

Many studies conducted in EFL contexts on teaching and learning English vocabulary have not yielded the anticipated results. To better determine the efficacy of each technique, researchers have alternated between those advocating for the role of IVL and those claiming that DVL positively impacts learners' ability to retain and use vocabulary. For example, in a two-phase experiment to illustrate the role of incidental learning and deliberate learning, Ahmad [21] conducted an experimental study with several students studying at the Institute of Business Administration in Pakistan. In the first stage, the aim was to assess deliberate learning in the study's participants, using a technique that involved nonsensical syllable cards in various colours. The participants were required to commit the words to memory in a specific order and then tested on their ability to recall them. Multiple attempts were allowed, and the procedure was repeated until all the words were correctly remembered. Phase two began immediately after the experimenter ensured that the selected participants had accurately memorised all words. Applying the same technique but with white (i.e., uncoloured) cards, the second phase was initiated to assess the participants' incidental learning. Using charts to display findings and results, Ahmad concluded that deliberate learning showed many promising results compared to the incidental learning strategy.

On the contrary, a wide range of research advocates for IVL to facilitate deeper mental processing and improved recall. Using a standard confirmation test to check the efficacy of both vocabulary learning strategies, Ahmad conducted a study on 20 EFL graduate students at Jeddah Community College, KSA. There were two groups: Group A was instructed to answer only deliberate-type questions, while Group B was given incidental-type questions. The results indicated that Group B, who worked on incidental questions, performed better and scored higher than the other group. In light of this, Ahmad concluded that the incidental vocabulary learning (IVL) technique would be helpful in teaching and learning vocabulary in an EFL setting.

Within the same context, Barcroft [23] conducted research involving 114 Spanish students at Mexico University. Ten target words were inserted in a passage, and the participants were given the option of reading for context-based comprehension (incidental) or deliberately learning the translated words and producing their Spanish equivalents. In contrast to students who were told to read only for comprehension, Barcroft found that students who were explicitly instructed to learn the target words and generate synonyms were more successful in forming L2 words. This suggests that the recall of target words is positively impacted by explicit instruction.

In a fourth study for similar purposes, Zhang and Wu [24] conducted a multiple case study with four EFL learners from China to understand the impact of using a mobile dictionary to search for word meaning intentionally. The study participants were divided into two groups: one group was assigned to guess the meaning of the target words from context, and the second group was assigned to search for the meaning of the target words using a mobile dictionary. Both researchers' findings concluded that the two learners who were keen on using a mobile dictionary outperformed the other two learners who tried to guess the meaning from context. That is, DVL is more effective than IVL when learners are explicitly involved in looking up a word's meaning.

IV. STATEMENT OF THE PROBLEM

Experts in language acquisition generally agree that acquiring a broad vocabulary is essential for learners, and they should strive to expand their knowledge of words to enhance their language skills [25]. Vocabulary is a crucial component in the process of learning a second language. As a result, many researchers have focused on exploring various techniques that can facilitate the acquisition of new words. Secondary school students studying L2 in Northwest Syria have encountered significant difficulties in mastering new English vocabulary and expressions, often due to multiple factors. Therefore, the primary objective of this investigation is to emphasise the value of utilising diverse vocabulary learning strategies, including both deliberate and incidental techniques, within the context of an EFL program. To provide the participants with appropriate instructional guidance, the present study employs several main deliberate and incidental vocabulary learning strategies.

V. DICTIONARY USE

Dictionaries are part and parcel of the second language (L2) acquisition process for both learners and teachers alike. Education is an enduring process that knows no end, and that's why we need to master and teach our students the use of a dictionary. While the use of a dictionary within the classroom might disturb the process of comprehension since it intervenes with short-term memory, it is recommended to equip our students with sufficient knowledge of dictionary use, so that they can independently learn the meanings of difficult words [26]. The subjects participating in this study are 80 high school students who are considered to be at least intermediate English learners and are presumably familiar with dictionary use. However, it is not enough to know how to use it; teachers must also help their students use the dictionary effectively to expand their vocabulary repertoire and shift their students' attention to the importance of the depth and breadth of their mental lexicon. By vocabulary breadth and depth, the researchers refer to the person's store of vocabulary and their knowledge of the multiple contextual meanings of a word, respectively[27]. In the researchers' opinion, teachers have to raise their L2 learners' awareness of these two essential elements in the incremental process of learning vocabulary.

VI. GUESSING MEANING FROM CONTEXT

Most researchers generally agree that a significant portion of vocabulary acquisition in both L1 and L2 occurs incidentally, where language learners pick up new words while listening or reading.

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As words can have various meanings, which change according to the context they are used in, many researchers highlight the importance of inferring the meanings of new words [28]. L2 learners with strong verbal skills can utilize contextual clues in texts to deduce the meaning of new words when exposed to input. However, for L2 students to use this technique effectively, they must already be familiar with at least 95% of the words in the chosen text or audio [29]. Therefore, it is essential to provide students with texts or sentences that are rich in hints they can use to determine the meaning of unfamiliar words. However, many academics, including Nation [4], advise L2 students to read extensively to make the most of this strategy.

VII. AIMS, OBJECTIVES, AND RESEARCH QUESTIONS

The primary objective of this study is to investigate the impact of various vocabulary learning techniques on expanding the vocabulary repertoire of EFL learners in secondary school students in Northwest Syria. To achieve the primary research objective, the primary aim of the study was divided into three objectives as follows:

1- To critically evaluate deliberate and incidental learning strategies.

2- To examine the effect of each technique on secondary school learners' ability in learning L2 lexis.

3- To formulate recommendations on how to get the optimal benefit of each strategy.

To achieve these objectives more efficiently, they have been converted into questions that guided the data collection process.

The research questions are:

1. Is Incidental Vocab Learning Technique Effective in an EFL classroom context?

2. Is deliberate Vocab Learning Technique effective in an EFL classroom context?

VIII. RESEARCH HYPOTHESIS

1. H1 Deliberate Vocab learning strategies improve high-school students' English language performance.

2. H2 Incidental Vocab learning strategies improve high-school students' English language performance.

IX. SIGNIFICANCE OF THE STUDY

The process of learning English requires the development of a diverse and extensive vocabulary. Strong word knowledge is a cornerstone for the development of various language skills. This study aims to investigate the impact of IVL or DVL on expanding the vocabulary repertoire of EFL university undergraduates, thereby improving their learning outcomes. It also seeks to provide a set of recommendations for concerned stakeholders on best practices within the field of vocabulary learning, utilising available tools. Ultimately, it lays the groundwork for future researchers who may replicate the study in other educational contexts to refine educators' teaching techniques.

X. METHODOLOGY

9.1 Participants

Eighty secondary school students from three different secondary schools located in the Al-Atareb Community in Aleppo were selected as participants. These schools were the Northern School, the Eastern School, and Al-Atareb Secondary School for Girls. To ensure gender balance, 40 male and 40 female students, aged between 20 and 22 years, were included in the study. The participants were selected randomly from a total population of 140 secondary school students in the targeted community. Based on the results of the pre-test, 54 participants of similar linguistic ability were selected to proceed with the research. The researchers contacted the schools' administration to choose a teacher for each group. After obtaining their consent, the date and place were identified to provide the selected teachers with the needed instructions. The teachers received the instructions during a focus-group discussion (FGD), and the session was also recorded, after obtaining the necessary consent. The reason for conducting the FGD was due to time constraints, as the Education Directorate (ED) of the Syrian Salvation Government was planning a curfew to mitigate the spread of COVID-19. The FGD lasted for 45 minutes, and all the instructional instruments were clarified.

9.2 Instrument

A pre-test consisting of ten multiple-choice questions was administered to the participants before the commencement of the research. Based on the context given, they had to determine the meanings of the words from the questions. The test consisted of brief passages that allowed the students to infer the meanings of specific words from the context. The passages used in the test were sourced from online resources and selected to expose participants to unfamiliar material. This allowed the researchers to evaluate the participants' linguistic skills objectively, without taking into account their prior experiences or biases.

9.3 Procedures

Three participating groups were established, with the initial experimental group (A) receiving deliberate instruction in vocabulary learning. They were asked to read a passage and highlight all the new words they came across. Subsequently, the teacher prompted the students to attempt to determine the meanings of the highlighted words, which were noted on the board. Only a small number of students were able to guess the meanings of the words correctly, while the majority failed to do so. The teacher then divided the class into pairs and instructed them on how to use them, distributing paper-pack dictionaries for each pair to search for the meanings of these words in the dictionary. For ease of use, the teacher instructed the students on how to use the dictionary, locating the first word himself. The second experimental group (B) was instructed in incidental vocabulary learning strategies, excluding the use of dictionaries. The teacher provided group (B) participants with a set of tips on how to use the guessing meaning from context strategy, such as paying attention to all of the words of the text and using the clues in the surrounding context.

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The third Control group (C) was given no instructions on how to employ either vocabulary learning strategy.

The researcher met with each group for two hours over three consecutive weeks, observing and taking notes on the behaviour of both the teacher and the students. At the end of the final week, the teachers we had called to attend another FGD, which aimed to match our observations and theirs.

XI. RESULTS

Table 1 below presents the results of the pretest, which were used to select the three homogeneous groups, excluding the remaining 18 participants.

Table 1: Pretest

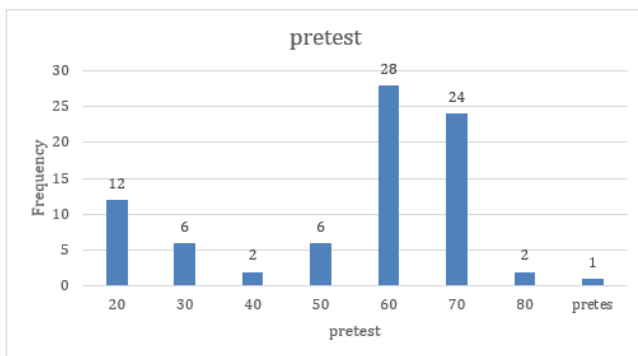|		Frequency	Percent	Valid Percent	Cumulative Percent
V	20	12	14.8	14.8	14.8
a	30	6	7.4	7.4	22.2
l	40	2	2.5	2.5	24.7
i	50	6	7.4	7.4	32.1
d	60	28	34.6	34.6	66.7
	70	24	29.6	29.6	96.3
	80	2	2.5	2.5	98.8
	pretest	1	1.2	1.2	100.0
	Total	81	100.0	100.0	

Figure 1: Pretest

The pretest bar chart above demonstrates the performance of the 80 participants who took the pretest. Those who scored 60 and 70 were distributed to three groups: A, B, and C, and the rest were excluded. Accordingly, the number of participants in the three groups with similar levels is 52, comprising 28 females and 24 males.

The first group (A) was instructed in a deliberate vocabulary learning strategy, namely, the use of the dictionary. The participants were taught by their teacher how to effectively use the dictionary to search for the meanings of new words while reading an L2 text. The period of instructional treatment took only three weeks. The final day of the three weeks was reserved for the posttest.

As mentioned earlier in this research, group (C) was not given any treatment or instructions on how to use deliberate and incidental vocabulary learning strategies. Therefore, to compare the means of the first and last group (thus, groups A and C), an independent t-test was deployed on the post-test to find out how effective the deliberate vocabulary learning technique (namely, dictionary use) was in comparison to no use of the method at all.

Table 2: Descriptive statistics: group (A) & group (C)

				Group Statistics		
		Group	N	Mean	Std. Deviation	Std. Error Mean
posttest		(A)	17	83.5294	13.20094	3.20170
		(C)	18	62.7778	6.69113	1.57711

Table 2 shows the means of group (A) that received the treatment and group (C) that received no treatment at all. The difference between the two means is almost 20.7, which

is statistically significant. Therefore, it can be discussed that the performance of group (A), which received the instructions in deliberate learning vocabulary technique (dictionary use), increased significantly, and they performed much better than group (C), which received no treatment at all. To test the first hypothesis, that deliberate vocabulary learning techniques have a positive effect on the performance of high school students, the researchers conducted an independent t-test.

Table 3: Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal variances assumed	10.110	.003	5.916	33	.000	20.75163	3.50744	13.61569	27.88758
	Equal variances not assumed			5.814	23.409	.000	20.75163	3.56906	13.37562	28.12765

The Sig. in Table 3 is .003, which is smaller than .005; thus, the null hypothesis is to be rejected and the alternative hypothesis is accepted, and the assumed variances are not equal. In other words, the deliberate vocabulary learning technique (dictionary use) was approved to have a positive effect on the performance of the instructed group in comparison to the participants who did not receive instructions in the deliberate vocabulary learning strategy.

Table 4: Descriptive Statistics: Groups (B) and (C)

	Group	N	Mean	Std. Deviation	Std. Error Mean
posttest	(B)	17	78.2353	10.74436	2.60589
	(C)	18	62.7778	6.69113	1.57711

Again, there is a statistically significant difference between the performance of group (B), which received the instructional treatment in the incidental learning vocabulary technique, and group (C), which did not receive any treatment. The difference between the two means is 15.5, which is also significant. To test the second hypothesis, that incidental vocabulary learning strategies have a positive effect on the performance of high school students, the researchers conducted another independent t-test.

Table 5: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal variances assumed	2.068	.160	5.141	33	.000	15.45752	3.00666	9.34042	21.57461
	Equal variances not assumed			5.075	26.519	.000	15.45752	3.04597	9.20239	21.71264

Table 5 indicates that the level of significance, denoted by the value of Sig., is 0.160, which is higher than 0.005. As a result, the alternative hypothesis is rejected and the null hypothesis is accepted. The t-test does not reveal any significant difference between the means of Group B and Group C.

Despite Table 4 showing a significant difference between them. Furthermore, there is no discernible difference between Group C's significant value (0.000) and Group B's significant value. In conclusion, there was no discernible difference

between the performances of the two groups.

XII. DISCUSSIONS

Based on the results of the statistical analyses, there was a significant difference between the means of group (A) and group (C). The participants who were instructed on how to use the dictionary effectively and how to pay attention to the meanings of new words outperformed those who received no treatment. Therefore, it can be claimed that when L2 learners deliberately learn vocabulary through explicit instruction, their retention rates are much higher than those who don't. In line with Schmidt's noticing hypothesis [14], this finding underscores the importance of attention and awareness in internalizing and retaining the linguistic input L2 learners are exposed to. Even though incidental vocabulary learning strategies have been approved to be effective by many researchers, such as Nation [4] and Ahmad [22], it is still an area of contention among researchers whether incidental learning is effective or not. The results shown in Table 4 suggest that the incidental learning vocabulary technique employed by the participants of this study is effective and that the difference in means between both groups indicates that group (B) outperformed group (C) in the posttest.

When comparing incidental vocabulary learning techniques to deliberate vocabulary learning strategies, however, the findings suggest that deliberate learning is more effective than incidental learning in terms of retention and retrieval processes for vocabulary. This conclusion is supported by many researchers who studied both the effect of incidental and deliberate vocabulary learning strategies, such as Ahmad [21] and Zhang and Wu [24].

All things considered, the researchers believe that regardless of the number of studies that aimed/will aim to compare deliberate vocabulary learning and incidental vocabulary learning strategies, the use of both techniques within an EFL classroom has proven fruitful. Whether teachers decide to use one technique at a time or both methods, L2 learners' performance may increase. However, the researchers recommend that teachers use both methods simultaneously for better L2 performance.

XIII. CONCLUSION

Based on the conclusions and findings of this study, the researchers believe that deliberate vocabulary learning techniques, particularly for advanced learners, are highly effective. This is consistent not only with deliberate vocabulary learning but also with all explicit L2 instruction in the sense that this kind of instruction underscores the significant role of noticing, without which, according to Long [30] learning cannot occur. [31] That is not to say, however, that the incidental vocabulary technique is not practical in an EFL classroom. A significant body of research has underscored the role of incidental vocabulary learning for both L1 and L2 learners. However, when it comes to L2 learners, extensive reading and exposure to linguistic input are at the heart of incidental vocabulary learning [32] In other words, incidental learning can be related to Krashen's input hypothesis [33] in the sense that it

requires a tremendous amount of linguistic exposure to learning the target linguistic structures unconsciously.

In a word, the researchers, based on the findings of this study and other studies, would like to recommend that L2 teachers receive sufficient training in both deliberate and incidental vocabulary learning strategies to improve their learners' four linguistic skills, as vocabulary is the most critical asset for L2 learners. In addition, L2 teachers, according to numerous studies, play a significant role in raising the learners' attention through whatever technique they employ; however, it is recommended not just to use one method and neglect the other, but rather a combination of both might make a big difference in L2 learners' performance.

DECLARATION

Funding/ Grants/ Financial Support	No, I did not receive.
Conflicts of Interest/ Competing Interests	No conflicts of interest to the best of our knowledge.
Ethical Approval and Consent to Participate	No, the article does not require ethical approval or consent to participate, as it presents evidence.
Availability of Data and Material/ Data Access Statement	Not relevant.
Authors Contributions	I am only the sole author of the article.

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AUTHORS PROFILE

Ahmad Hamed As a researcher in applied linguistics, I am dedicated to exploring the practical applications of language in various contexts. My passion for this field stems from a fascination with how language shapes our experiences and relationships with the world around us. Throughout my academic career, I have focused on investigating the intersection of language and society, with a particular emphasis on language acquisition, language teaching and learning, and language use in professional and academic settings. My research has been guided by a desire to contribute to the development of evidence-based language teaching methodologies and to help individuals better navigate the linguistic challenges of their personal and professional lives. In my research, I have employed a range of qualitative and quantitative methodologies to investigate language use in diverse contexts, including classrooms, workplaces, and online communities. My work has been published in top-tier journals in applied linguistics, and I have been invited to present my findings at numerous conferences and workshops. Overall, my goal as a researcher in applied linguistics is to bridge the gap between theory and practice, contributing to a deeper understanding of how language functions in the world around us.