ENHANCING ORAL FLUENCY THROUGH INCIDENTAL FOCUS ON VOCABULARY DEVELOPMENT IN A LANGUAGE CLASSROOM

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Abstract

The present study delves into the effect of incidental vocabulary on oral fluency development. Students with good vocabulary can present their ideas and thoughts with greater clarity. It enhances their fluency too. On the other hand, students with limited vocabulary in their arsenal often get stuck up halfway and look for instant help in the form of vocabulary closest in meaning to convey their ideas. Oral fluency is not a fundamental issue where a student either has it or doesn't. Instead, fluency is a matter of degrees. Hence, some degrees of fluency can probably be attained at all levels of ability. Vocabulary is an essential component of language, and it is closely related to listening and speaking. Given this state of affairs, students should gradually be acquainted with the linguistic tools, choices, and strategies they will need to communicate fluently, regardless of the level of language proficiency they may have at the moment. According to Brumfit (1984, p.56), fluency is "to be regarded as natural language use.". Richards, Platt, and Weber (1985, p.108) define fluency as "the features which give a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions". Vocabulary learning is also one of the most critical goals in first and second language classrooms (Nation Webb & Nation, 2017). Considering the vast number of vocabulary items in languages and the limited studies that have investigated incidental learning of words through listening and reading comprehension for enhancing oral fluency, researchers in this study will deliberately create incidental vocabulary learning environment, encourage students to make errors, create varieties of opportunities for students to participate in thought provoking vocabulary practice, developing activities that force students to focus on getting their message across. Level three EFL students enrolled at KKU, Faculty of Languages and Translation will be selected as control and experimented ones; after suitable training, Pre-test & Post-test techniques will be used to test the effect. The VLT (Webb, Sasao, &Ballance, 2017) will be administered in a paper and pencil format to determine their prior and after training vocabulary development. Participating students will be asked to answer a set of questionnaire related to oral fluency enhancement

Key Words: Incidental teaching; teacher deliberations; Fluency, vocabulary development; KKU; EFL

Research problem and Significance:

Level 3 EFL students enrolled at department of English, KKU, and exhibit great interest in building up their verbal fluency ability; however, with a lack of good vocabulary, they often get stuck up and try to get help from their senior peers. In trying to teach or foster fluency among level three EFL students at KKU, faculty members believe that students may become more fluent if they access all of the tools that make them effective

communicators. Also, we, as language instructors, need to provide a regular focus on pronunciation, syntax, and vocabulary. Faculty members also believe giving extra attention to incidental instruction of synonyms, antonyms, collocations of the wording in the context of shared language will help achieve this objective. EFL students at Level 3 are conscientious about pronounced words to communicate confidently as L2 learners do. It is believed acquisition of fluency depends on the students having an expanded and complete picture of the choices that they make to communicate accurately in their L2. The choices they will make will rely primarily on the settings in which communication is taking place. As a certain degree of fluency is acquired at all levels, students must learn strategies to help them communicate fluently with whatever level of language they have at the moment. Researchers realized that students' knowledge base in terms of selection of vocabulary, synonyms, antonyms, collocations, etc., increases with conscious independent efforts students make. However, when students adapt to the critical situation, in which they can develop and deduce their sentences, they gain confidence, which indirectly helps them acquire fluency. Unlike other aspects of language learning, fluency has to do with automaticity. As Schmidt (1992) puts it, fluent speech is automatic, and it does not require much attention, and is characterized by the psycholinguistic processes of speech planning and production that function quickly and efficiently. The students themselves can only achieve such automaticity, and instructors can only help them by creating opportunities to increase their fluency. Achieving ease and efficiency in speech production can be developed by teachers if students are encouraged to make errors, varied opportunities are created for students to practice the language in a relaxing environment, some planned activities where students are seriously involved in accomplishing their fluency objectives, continuously motivate them to achieve fluency. All the above problems can be answered by intentional or incidental vocabulary in the listening and, at times, reading class. This stress-free language teaching will help develop oral fluency among level 3 EFL students at the Faculty of Languages and Translation, KKU. It has been observed by the researchers that minimal studies have been conductedin this regard, especially in the Middle East; thus, this would be one of its kind study in this area. Taking up these points into consideration, EFL learners at King Khalid University who are studying B. A in English language/ Vocabulary Building at level 3 were interviewed and asked about their problems while learning new words or phrases and their strategies to handle this limitation. EFL learners at KKU have mentioned the following significant problems. They believe that these problems deter them from learning.

1. EFL learners have various beliefs about vocabulary learning. The majority of the interviewed learners consider both repetition and memorization as the best ways of learning new words or phrases. This perception/belief needs to be changed. Efforts must be made to create a consciousness that the critical factor in learning

new words or phrases is to acquire them in contexts and use them in sentences or even in conversations.

2. EFL learners face a spelling problem. The majority of learners acknowledged that the spelling of the new words is a great challenge for them. Therefore, they should practice writing and repeating them for a time until they know the correct spelling.
3. Pronunciation is another challenge. Again, they should listen to the pronunciation of words several times.
4. Learners do not take advantage of synonyms and antonyms in learning.
5. Learners lack the successful implementation of learning strategies, for instance, dictionary usage.
6. Learners do not take advantage of word analysis. Instead, they should be trained to break down the words to find the root word and the affixes.
7. Classroom observations reveal that EFL learners do not use vocabulary learning strategies. Therefore, it is evident that they were either low strategies users or lacked the successful implementation of learning strategies.

Some useful and practical strategies to enhance vocabulary learning.
1. Learners should perceive the significance of vocabulary knowledge and size in foreign language learning.
2. Learners need extra discussion in the classroom to expand their knowledge.
3. Learners should use/learn new words in contexts or conversations rather than in isolation.
4. Learners should be aware of the importance of synonyms and antonyms in the vocabulary learning process.
5. Learners should be trained to repeat orally and connect the new words with images as memorization strategy implies oral repetition.
6. Learners should be trained to write the new words regularly to remember their spelling.
7. Instructors should point out the importance of breaking down the new words to figure out the root word and the affixes as well.

Methodology:

The researchers will bring incidental learning into a structured listening speaking environment. The researchers will employ a two-tiered approach to create incidental vocabulary development opportunities. First, objective will be to engage the EFL students in such a way that the students will take the lead in lesson progression and the instructor role will be to passively guide the class to the laid objective of developing successive synonyms, antonyms and collocations of the vocabulary in discussion. The researchers will conduct a pre-test to the control and experimental groupsusing, the

Vocabulary Levels Test (VLT) which is perhaps the most widely used measure of L2 lexical knowledge (Read, 2000). The VLT initially developed by Nation (1983) and then updated by Schmitt, Schmitt, &Clapham (2001) as a means to determine the extent to which test takers could recognize the form-meaning connections of words at four-word frequency levels (2000, 3000, 5000, 10000) and an academic vocabulary level. The researchers will initially administer the 2000 word level to both the control and experimental groupsto assess the percentage of student belonging to this category. The researchers' objective is to bring the experimental group to at least the 5000 level. EFL level 3 students at Faculty of Languages and Translation require multiple opportunities to practice a skill that is being learned. It is a fact that in a language classroom environmental arrangements also contribute to creating opportunities for vocabulary development.

The researchers in this study will conduct a post-test after 12 weeks of intensive use of incidental vocabulary in a listening speaking class. A set of questionnaire will also be administered to both the test and control groupsafter the training. The obtained result will be evaluated through SPSS to gauge the significance improvement in the vocabulary level of the experimental group.

Objectives:
1. To assess the effect of incidental vocabulary discussion on students' vocabulary enhancement.
2. To investigate the strategies that best suit the EFL level three students at King Khalid University actively participate in incidental vocabulary sessions.
3. To assess the impact of students with more excellent vocabulary on their reading comprehension.
4. To judge the usage of dictionaries on students speaking performance.
5. To infer strategies that help students to retain vocabulary items after sustained incidental vocabulary discussions.

Incidental teaching (I.V) is a strategy that uses the principles of applied behavior analysis (ABA) to provide structured learning opportunities in the natural environment by using the learner's interests and genuine motivation. Incidental teaching is an instrumental approach with beginner level EFL students. In incidental teaching, the instructor or researcher deliberately creates a situation where learning opportunities will occur. Once the teacher identifies a naturally occurring problem that a student is expressing interest in, strategies are then used to encourage the participants responses. Incidental teaching strategies are designed to promote motivation and facilitate generalization. On the other hand, incidental vocabulary learning occurs when learners are exposed to the English language/ authentic materials, for instance, when they browse the internet or read English materials. The reason is that they feel free and

work independently. Moreover, working personally and having no anxiety makes learning interesting as nothing is imposed on them. Like all instructions for our students, we have to choose which activities are the ones that make sense for that student.

Incidental vocabulary learning can be seen as an offshoot of bringing meaning-focused discussion in a language classroom. According to (Gass, 1999; Webb & Nation, 2017), I.V plays an essential role in both L1 and L2 learning. Many new content words that hamper language understanding can be literally translated from L1 to L2 and these words are understood incidentally according to (Nagy, Herman, & Anderson, 1985). Moreover, learners may gain much more knowledge of terms when they are encountered in context (e.g., form-meaning connection, collocation, word parts, constraints on use) than when words are learned deliberately in exercises (Webb,2007; Webb & Nation, 2017). Thus, when words are encountered repeatedly in contexts it helpsthe learners remember them for a long period. Research has indicated that 58.6% of spoken discourse is made up of collocations (Erman& Warren,2000), and collocations in spoken discourse are 50% to 100% more frequent than in written speech (Shin & Nation, 2008). Webb and Nation (2017) suggest that incidental vocabulary learning is more likely to succeed if teachers deliberately explain word meanings in the L2 classroom. Harmer (2009) stated that among the many reasons for getting students to speak in a language classroom, the practice and retrial opportunities that the speaking activities provide, help the students to develop new vocabulary with confidence. At the same time they get the opportunity to use them in an active manner.

The data analysis of the qualitative survey revealed that (58.7%) of the students believed that the best way of learning vocabulary is to memorize a list of new words. On the other hand, (21%) responded that they would not depend on memorization while learning new words. Around (17.5%) were not sure about this strategy. Thus, it can be interpreted that many learners rely on memorization in learning new words, which most of the pedagogies do not encourage. The data showed an interesting result as (84.6%) considered repetition to be one of their ways to learn vocabulary. They claimed that repetition is a desirable way of remembering new words. On the other hand, around (13%) of the subjects were unsure about this strategy.

Figure1. Qualitative data Survey questionnaires

Questionnaires	Strongly Agree	Agree	Unsure	Disagree	S.Disagree
1. The best way to remember words is to memorize word list.	35	96	39	48	5
2. Repetition is the best way to remember words.	67	70	21	4	0

3. I can acquire a large number of vocabulary by memorizing individual words.	30	78	90	36	10
4.I can identify the meaning of most words through reading.	41	92	51	12	10
5. Guessing words in contexts is one of the best ways to learn vocabulary.	33	68	84	36	3
6.I revise the new words I have learned regularly.	60	72	27	20	0
7.I use the words I have learned.	68	62	21	16	0
8.When I learn a new word, I pay close attention to its new usage and new meaning.	56	92	12	16	0
9. I think about my progress in vocabulary learning.	47	90	42	8	5
10. I try my best to find out all I can about the new words I learn.	62	68	21	16	5
11. I only focus on things that are related to examinations.	21	40	33	132	125
12. I look up words that I am interested in.	31	102	48	44	5
13. I make a note of words that seem important to me.	54	72	27	32	10
14.I know what clues I should use in guessing the meaning of a particular word.	24	98	99	12	5
15. I skip words I do not understand.	13	28	27	128	210
16. I use my experience and common sense to guess.	36	106	54	8	5
17. I guess the meaning and then look at the dictionary [when I come across new words in reading].	51	84	39	8	10
18. I use alternative clues and try again if I fail to guess the meaning of a word.	40	98	45	16	5
19. I make use of my knowledge of the topic to guess the meaning of a word	9	12	15	0	0
20. I look at the part of speech of new words [to guess the meaning of the new words].	6	20	9	0	0
21. I use English dictionary.	10	10	6	12	0

22. I use a bilingual dictionary	4	16	12	16	0
23. I analyze the word structure [prefix, root, and suffix].	3	10	36	0	0
24. I use the dictionary to find out the pronunciation of the word.	5	16	6	16	5
25. I look in the dictionary for collocation patterns.	3	20	18	4	0
26. I use the dictionary to find out the appropriate usage [example sentence] of the word.	5	20	12	0	5
27. I think of an Arabic word that looks or sounds like the English word and I think about how the meanings are related.	4	18	6	12	10
28. I take note of the usages of the words [example sentences, part of speech, etc.]	7	16	9	8	0

The EFL level 3 students demonstrated their views on acquiring new words by memorizing them individually. The findings revealed that (44.3%) acknowledged that they would develop new words by remembering them individually. However, (18.9%) responded otherwise. A quiet percentage of students (36.9%) were not sure of doing so. Many students (64.6%) pointed out that they understood the importance of words in contexts by identifying the meaning through reading. However, approximately (10.7%) of the subjects were against the idea of predicting the meaning of words through reading despite the fact that reading plays a crucial role in recognizing most English words. Therefore, the findingsclearly indicate that most learners rely on reading to infer the meaning of new words.

Contexts usually have a significant role in learning vocabulary. Around (40.2%) of the subjects were in favor of learning words in contexts. However, (26.3%) of them disagreed with the idea of learning words in contexts. On the other hand, many subjects (33.5%) were not sure about the appropriateness of this strategy to be employed. The findings revealed that authentic materials might help English learners to guess the meaning of words. On the other hand, more efforts should be made to clarify the importance of contexts and authentic materials in enhancing vocabulary learning. The results revealed that most of the subjects (73.7%) stated that they regularly revise the words they learn. However, a modest percentage of participants (11.2%) could not revise the most recent acquired words. Furthermore, a slow rate of students (15.1%) was not sure about this strategy.

Approximately, (77.8%) of the subjects responded that they would use new words. However, around (9.6%) of the students disproved the use of the new words. The results show that majority of learners put to use the new words they have learned. The results show that most learners (84.1%) responded that they look at the meaning of the new words and how they are being used. Only (9.1%) of the subjects did not agree. They are either poor learners or do not employ any strategy when acquiring vocabulary items.

The results show that (75.5%) of the subjects would try to find out all about the new words. However, a modest number of the respondents (9.3%) seem to be uninterested in finding more than one thing about what they have learned. Learners should learn more about the new words in terms of synonyms, antonyms, collocations, and usage. This practice is predictable to expand their knowledge.

As far as the examinations are concerned, it was found that only (17.4%) of the subjects responded that they would focus on items/things related toexaminations. On the other hand, a significant number of them (73.2%) reacted otherwise. Although most students do not focus on examinations, the findings indicatethat students are still considerably influenced byreviews of vocabulary they used.

The results show that (57.8%) of the subjects were interested in words that are probably required for their course work, whereas (19.1%) of them did not approve of this issue. On the other hand, The above data show that around(20.9%) were not sure about their attitude. This means that most students try to identify words that might be needed during the course they are studying.

The respondents pointed out that they are taking notes of the essential terms. Around (64.6%) of them approved the taking notes strategy. Conversely, (21.5%) of the subjects were against this strategy. The criteria for judging the essential words for them might be the ones that are relevant to their coursework. Yet, many students show efforts to improve vocabulary learning.

The guessing strategy has been investigated. Approximately (51.3%) of the sample responded that they knew or followed the clues to guess the meaning of new words.However, a significant percentage of them (41.6%) were not quite sure about the guessing strategy to be employed. The results show that a remarkable percentage of the participants were unaware of the guessing strategy. It is believed that students' background, knowledge, and experience might have a crucial role in guessing the meaning.

Interesting results could be inferred when they were encountered with unknown words. About (83.2%) of the students stated that they would not skip unfamiliar words while reading. Only (6.9%) of them would intentionally forget unknown words. The results show that majority of students would attempt to figure out the meaning of unfamiliar words. Therefore, they might be trained to employ different words strategy.

The results show that most of the subjects (67.9%) would use their experience and common sense to guess the meaning of new words. Nonetheless, around (25.8%) of them were not quite sure about this strategy. A modest percentage (3.8%) were against making use of their knowledge of the topic to guess the meaning of new words.

The subjects were asked to reveal the use of a dictionary to identify the importance of a word. Around (70.4%) mentioned that they use a dictionary to look up the meaning of new words. On the other hand, (20.3%) of the subjects claimed they were not sure about using the dictionary. Only a few of them (9.3%) did not agree upon using the dictionary.

The results demonstrate that most of the subjects (69.6%) claimed to use and even try different clues to guess the meaning of a new word. At the same time, about (22.1%) of them were not quite sure about this strategy. Approximately (7.8%) of them reported that they would not use and try any alternative clues to guess the meaning of a new word.

The results revealed that (58.3%) of the students depend on their background knowledge of the topic to guess the definition of a new word. At the same time, around (41.7%) of the students were not sure about this strategy. As far as root analysis, most of the subjects (74.2%) stated that they would concentrate on word structure to infer the meaning of new words, while (25.7%) of them were not sure or confident of using this strategy. The findings show that although many students were able to employ this strategy, a quite number of students are still probably unaware of the importance of this practice or cannot apply this strategy.

The results show that (52.6%) of the subjects claimed to use the dictionary when they encountered a new word, whereas (31.6%) of them would not use the dictionary to look up the meaning or even to get the help of the dictionary in terms of other helpful information a dictionary provides. However, around (15.8%) of the students were not sure about this practice. The findings show interesting results. Approximately (41.6%) of the students demonstrated that they make use of a bilingual dictionary to help them understand the meaning of new words. Yet, (33.3%) of them would not use a bilingual dictionary. A significant number of them (25%) were not confident of using a bilingual dictionary.

Word structure is one way of inferring the meaning. The results show a very significant percentage (73.5%) of the students were not confident of using word structure analysis to understand the meaning of new words. On the other hand, (26.5%) of them employ their background knowledge of word structure. The findings show that students should be fully aware of the importance of analyzing words.

 A good language learner can use a dictionary to acquire the correct pronunciation of new words. It was exciting to find out that (43.7%) of the students referred to the dictionary to look for accurate pronunciation. Likewise, (43.7%) of them did not use the dictionary to check the accuracy of new words' pronunciation. At the same time, (12.5%) of the students were unsure how to use the dictionary. Once more, the findings reveal that a remarkable number of students were unaware of the benefits attained while using the dictionary.

The results revealed that (51.1%) of the subjects used the dictionary to look for collocation patterns. On the other hand, (40%) of them were not sure how to use the dictionary to find out the collocation patterns. A modest percentage (8.9%) responded otherwise. The results revealed that (59.5%) of the subjects used the dictionary to find out how new words were used in contexts. However, a quiet number of students (28.6%) were unsure about using the dictionary to find out authentic examples. At the same time, the results show that (11.9%) of them did not agree with this strategy.

Regarding note-taking strategy, many students (47.5%) affirmed that they use a notebook to list new words. On the other hand, (30%) of the students claimed not to use this strategy. Around (22.5%) of them were not sure about the usefulness of this strategy in learning new words.

Exciting results can be inferred from the analysis of relating Arabic words that are similar or sound like English words and trying to relate their meanings. Approximately, (44%) of the students reported that they compare the Arabic language with English and try to find out whether the words are related or not. Likewise, (44%) of them did not employ this strategy at all. The justification could be that they believe that each language has its own peculiarities. Only (12%) of the subjects were not sure about this practice.

 It was interesting to point out that (25.8%) of the students claimed to take notes of the meaning of words, whereas (54.8%) of them affirmed that they would not use this strategy. A quiet percentage (19.4%) of the respondents were not sure of using this strategy. Generally speaking, it is not enough to know the meaning of new words.

However, taking notes of the meaning could be done for unknown English words and their equivalent in Arabic.

The data showed that (44.5%) of the subjects reported writing down the synonym or antonym of the words, whereas (8.8%) affirmed they did not do so. A significant percentage of the students (46.7%) were not sure about this strategy. The data could indicate that a remarkable number of students were unaware of the impact of note-taking when it comes to synonyms or antonyms.

The data showed that most students (75.7%) used to repeatedly write words to remember them whereas (24.2%) of them did not. Additionally, the data showed that (71%) of the subjects used a mental image or drew a picture to help them remember the new words, whereas (13.2%) of them were unlikely to do so. A quiet number of students (15.8%) were not sure. Creating an image or even drawing a picture of the object representing the new word may help them remember it.

The results show that (90.9%) of the students reported that they tried to use words they come across during reading and writing. However, (9.1%) did not do so. It was exciting to reinforce that reading and writing were the main sources of increasing vocabulary items. In addition, the finding goes along with the assumption of this study as learners might acquire more vocabulary incidentally.

The data showed that (82.3%) of the subjects would use the newly acquired words in their day-to-day communication, whereas (17.6%) were not sure. Therefore, students demonstrated their willingness to use new words in their daily interaction and writing as well.

The results show that (82.2%) of the students reported that they would not acquire new comments from their teachers in the classroom. However, (13.7%) of them were likely to learn more from their teachers. The data indicated that most students consider reading and writing as primary sources of increasing vocabulary items rather than learning from teachers in classrooms. Once more, the findings were exciting to go along with the assumption of this study as learners might acquire more vocabulary incidentally.

Literature Review

Incidental vocabulary learning in reading and speaking EFL class needs active pre-planning by the instructors. They need to deliberately create opportunities where learners come out of their cocoon to understand the context, lend their ears and think of possible synonyms, antonyms, and suggestive collocations. The researchers in this

study deliberately created opportunities for the learners during the reading classes to develop the meaning of the unknown words in context and were permitted to make wild guesses. They actively contributed and came up with appropriate words that were closer in meaning and narrated that it helped them remember for a long time. According to (Gass 1999; Webb & Nation, 2017), incidental vocabulary learning can be developed among learners while facilitating meaning-focused classroom opportunities, which helps in widening their vocabulary in both L1 and L2 learning. (Nagy, Herman, & Anderson, 1985) think that vast unknown words to learn in L1 words are learned incidentally. The researchers in this study tried to assess whether learners develop more vocabulary in context or isolation. Nagy and others have countered that vocabulary learning in context is more effective than deliberate and isolated words out of context. Assiri, A. I., & Siddiqui, A. (2021). are also of the opinion that when students read extensively, they read easy, enjoyable books to build their reading speed and reading fluency. According to (Webb,2007; Webb &Nation, 2017), when words are used repeatedly in context, the learners tend to remember a good percentage of them, sometimes closer to 75%. Research has indicated that (58.6%) of spoken discourse comprises collocations (Erman& Warren, 2000), and collocations in spoken discourse are 50% to 100% more frequent than in written speech (Shin & Nation, 2008). Webb and Nation (2017) also suggest that incidental vocabulary learning is more likely to succeed if teachers deliberately explain word meanings in the L2 classroom. Harmer (2009) stated that there are three reasons for getting students to speak at the school. First, for the rehearsal opportunities that the speaking activities provide. Second, speaking activities in which students try to use any or all of the language they know to provide feedback for both teacher and students; finally, these speaking tasks activate the various passive vocabulary students accumulate over the years. When learners come across unfamiliar words or word features in context, understanding this process is called "input processing" (Chaudron, 1985; Gass, 1988, 1997; Hatch & Brown, 1995; Krashen, 1985; see also the review in Wesche, 1994). In his framework(1988), Gassproposed five major stages are distinguished between the learner's initial encounter with novel L2 input data and incorporating new knowledge based on the input—be it accurate or misguided—into the learner's target language system. These stages are (a) apperceived input or some level of noticing of novel language data by the learner and its association with prior knowledge; (b) comprehended input, or assignment of meaning to the incoming language data; (c) intake, or assimilation of new linguistic information, limited by the level of analysis during initial comprehension; (d) integration of part or all of the intake into the learner's internalized second language (rule) system; and (e) output, or active use of the new knowledge by the learner, which may aid conversion of further comprehended input to intake Nation's framework of word knowledge on a multi-dimensional rationale. The four general dimensions classified by Nation are form, position, function, and meaning feature, which is in turn further divided into eight subtypes of word knowledge: spoken and written forms, grammatical patterns and

collocations, frequency and appropriateness, concept, and associations. And each of the sub-types is seen from two aspects: receptive knowledge and product knowledge. Lightbown, (1985). is also of the opinion that error correction should be minimum while communicative classroom is in process. The noticeable feature of this framework is that each of all the eight types of knowledge is subdivided into two parts, "one dealing with receptive knowledge and one dealing with productive knowledge" (Nation, 1990, p. 31). That is to say; Nation views word knowledge "from the perspective of receptive vs. productive mastery of each different component type". Receptive mastery entails the learner's ability to recognize or comprehend a particular type of knowledge, such as sound and collocation, while the latter tests a learner's ability to produce or apply a certain type of knowledge, such as the ability to pronounce the word or use it in a correct idiomatic context with other words. Another such study proposed that vocabulary learning develops from an incomplete knowledge of words in limited contexts and— through words 'relationships to other words— learners gradually gain more extensive word knowledge and word skills in wider contexts. The researchers in this study felt that instead of just asking and doing the formal vocabulary learning, a more natural mechanism through incidental vocabulary could be developed among EFL students at the Faculty of Languages and Translation, King Khalid University. Incidental vocabulary learning has many advantages. It can be conveniently developed through technology, particularly computer games and natural development, which facilitates the conversion of passive vocabulary into an active learning one. Laufer (2003) has argued that a large part of vocabulary can be incidentally. He has also argued that incidental vocabulary acquisition is sometimes advantageous over explicit instruction. (Hadfield, 1990, p. v)promoted and encouraged the use of games for vocabulary learning as fun elements are involved in it. The researchers in this study also used games like the odd man out, choosing the opposite, and speaking out a new word with the help of the last letter in use. Dolati, I., & Mikali, P. (2011). reiterated that language learning is a hard work. Effort is required at every moment and must be maintained over a long period of time. A game can be defined as an activity with rules, a goal, and an element of fun. Games can make the students more focused on learning because they do not feel forced to learn by experiencing an enjoyable activity. Lennon, P. (1990). states that at times second language learner can be more fluent than the first ,depending on the training conducted. Teachers can use games to help their students practice more their skills of communication. Azar (2012). also states the beneficial role of games in vocabulary teaching after quoting and analyzing different opinions of experts. It is a fact that students are more interested in activities where the fun element is involved. Brown(2000) emphasis in a note on second language acquisition that a large number of the 19th century researchers were of the opinion that spoken English has higher value as good number of researchers were phonetician. The researchers believe that games can be an assistant tool to help students enjoy and amuse themselves with the language they learn and practice it incidentally. Webb and Chang (2012) also showed

that relentless reading of   material   with active   help led   to   significantly   greater learning than unassisted learning.

 Ellis (2002) claimed that high exposure frequency affects vocabulary acquisition. Vidal (2011) also argued that frequency of word occurrence best predicted vocabulary acquisition in the reading model, which facilitates readers to remember the word. Tekmen and Daloğlu (2006) explored the relationship between vocabulary acquisition and frequency of occurrence among three groups of students of intermediate, upper-intermediate, and advanced-level students. Blevins (2005). too supports the view that ER is an effective approach to improving learners' reading fluency. The researchers in this study tried to repeat the words students learned in a week multiple times through speaking, reading, and odd hours. The researchers kept in mind that the learners remain active participants during their learning process. According to (Brown 2000, p. 47),"learner-centered, cooperative, collaborative learning is important during the whole training   period,   but   not   at   the   expense   of   appropriate   teacher-centered activity." Zhou(2012) encourages the use of incidental vocabulary in a language classroom.

Scott and Nagy, (2004) pointed out that teachers need to consider word-consciousness throughout their instructional day; not just during vocabulary lessons as they are building a classroom "rich in words." .They also believe that students should have access to dictionaries, thesauruses, word walls, crossword puzzles, Scrabble, other word games, literature, poetry books, joke books, and word-play activities. This is because most communication is unrehearsed and unplanned. Therefore learners "need to have the necessary strategic competence" to be able to decide what is said and engage in meaningful communication.

Data Analysis

After collecting the data, it was analyzed statistically using SPSS (Version 21). A tabulation of descriptive statistics: minimum, maximum, mean and standard deviation was prepared to find out answers to the research questions. The procedures of this study were carried out during the second semester of the (2020-2021) academic year in four consecutive stages: a) pretesting, b) setting the scene& applying for the program, and c) post-testing. These stages are described below.

a) Pretesting

As soon as the first term of the 2020 -2021 academic year started, the researchers randomly chose two classes of level three students (one as a control group, of 33 students and another as an experimental, of 33 students) from the Faculty of

Languages and Translation, King Khalid University. Before being exposed to the program, students were pretested in their vocabulary skills. The purpose was to decide the level of the control & experimental groups in the dependent variables (vocabulary).

Table 1. Pretest experimental and control Group

Pre Test	N	Mean	Std. Deviation	Sig.	Std. Error of mean	t	df	Sig. (2-tailed)	Mean Difference
Experimental Group	33	67.152	9.6764	.859	1.6844	.991	64	.325	2.7576
Control Group	33	64.394	12.7179	.859	2.2139	.991	59.750	.326	2.7576

After being pretested, an independent samples t-test was used to determine the differences between the mean score of the two groups on the pretests of incidental vocabulary. Table 1 shows the difference between the two groups on the vocabulary level of students:

Table 2. Posttest experimental and control Group

Post Test	N	Mean	Std. Deviation	Sig.	Std. Error of mean	t	df	Sig. (2-tailed)	Mean Difference
Experimental Group	33	82.515	9.7824	.275	1.7029	7.323	64	.000	16.7576
Control Group	33	65.758	8.7822	.275	1.5288	7.323	63.270	.000	16.7576

The above results show a statistically significant mean difference between the achievement of students of the experimental group and that of students of the control group in the posttest in vocabulary development. Students in the control group got 65.75 (out of 100) in the incidental vocabulary development posttest, while the mean score of the students in the experimental group was 82.51. The results express that students who participated in the incidental vocabulary development training sessions better understood and enhanced their vocabulary than those in the control group.
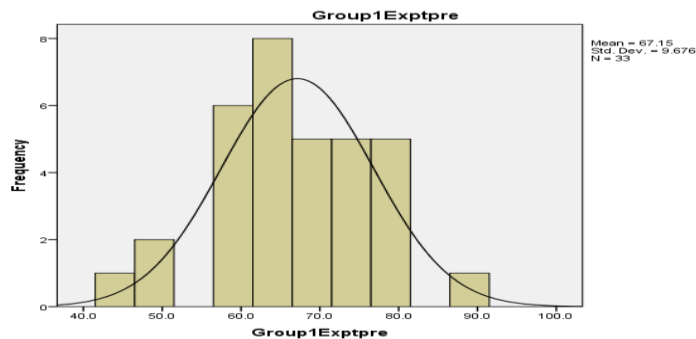
Figure 2. Experimental Group Pretest

The above performance graph indicates that the supplementary vocabulary development materials have played a significant role in motivating the students to read more in their self-paced while focusing on unknown vocabulary items. As a result, they were ultimately able to improve speaking fluency and vocabulary development.

The researchers observed that the experimental group of students even exchanged their vocabulary lists with their peers, exhibiting enthusiasm because of the change in their incredible knowledge acquired after reading the said materials. Students in the experimental group immensely rated the idea that incidental vocabulary has helped them improve their writing and grammar. Both the experimental and the control groups' mean score vocabulary development posttest were compared using an independent t-test. The result is shown in Table 2.
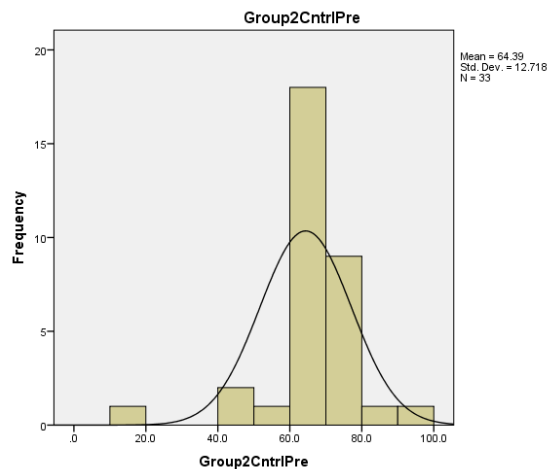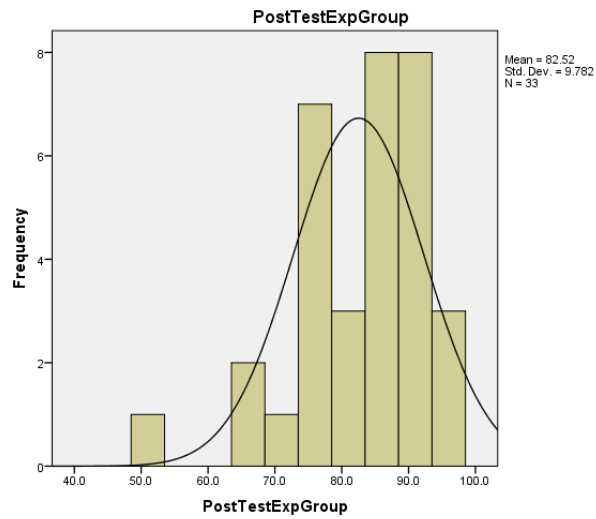

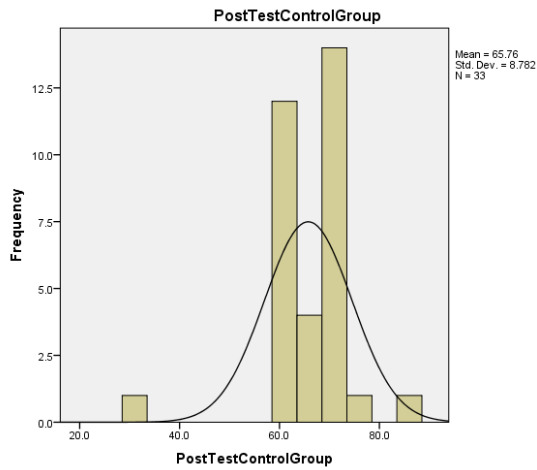Figure 3. Control Group Pretest

Figure 4. Experimental Group Post Test

Figure 5. Control Group Post Test

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