

THE IMPACT OF APPLYING THE FONF PRACTICE MODEL ON DEVELOPING L2 LISTENING AND SPEAKING WITH A FOCUS ON INTENTIONAL AND INCIDENTAL VOCABULARY ACQUISITION IN CALL CONTEXT

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Abstract: Drawing on dynamic systems theory, the FonF (focus on form) practice model was contextualized with respect to its impact on L2 learners' incidental and intentional vocabulary acquisition in a CALL context. To this end, a mixed methods approach was conducted on a sample of 93 intermediate EFL learners in a CALL setting in keeping with the FonF practice model. Comparing incidental and intentional acquisition was the target of the study. The obtained results confirmed the effectiveness of the FonF practice model via form-, meaning-, and communication-oriented strategies to develop listening and speaking proficiency as well as incidental and intentional vocabulary acquisition among the experimental group. The main educational implication of the study is the effectiveness of the FonF practice model at unlocking the potential behind CALL affordances towards developing listening-speaking proficiency and developing intentional and incidental vocabulary while catering for nonlinear dynamic motivational factors at individual L2 learner level.

Keywords: Dynamic Systems Theory (DST), nonlinear dynamic motivation (NDM), intentional vocabulary acquisition, incidental vocabulary acquisition, CALL.

INTRODUCTION

The FonF (focus on form) model of practice introduced by Bahari (2019a) was prepared and contextualized based on the effectiveness of FonF-based instruction for its potential for incidental and preplanned L2 learning (Bahari, 2018a; Fredricks, Blumenfeld, & Paris, 2004; Nassaji, 1999, 2016; Nassaji & Fotos, 2007, 2011; Williams, 2005). The FonF practice model has proved effective in catering for learners' nonlinear and dynamic motivational factors at individual level and taking advantage of the CALL affordances towards developing listening and speaking skills (Bahari, 2019a). In keeping with Nassaji and Fotos (2011) the FonF is considered as an optimal approach for learning which aims at mixing the best features of classroom L2 learning with computer-assisted L2 learning by using CALL tools and applications to facilitate L2 learning process. In contrast to previous L2 learning practice models sharing the feature of generality at group level, the FonF practice model addresses the nonlinearity and dynamicity of individual differences during learning process (Bahari, 2018a). This is in response to the call for integrating complex dynamic systems perspective (Larsen-Freeman & Cameron, 2008) towards implementing interactive-collaborative CALL environment. Under the FonF practice model, on the one hand, form, meaning and communication are addressed as critical learning components and on the other hand, individual learner's motivation is catered to by selecting learning materials with respect to the nonlinearity and dynamicity of individual learners (Dörnyei & Ottó, 1998) in a systematic but flexible framework. Reflecting Vygotskian notions of regulation of learning and learning process to move from *object* to *other* and to *self*, the FonF practice model reflects the dynamic order of interrelated learning components which are dynamically and nonlinearly influenced by internal and external stimuli present in nonlinear and dynamic environments ranging from here-and-now environments to abstract ones to form engagement with meaning; to attain naturalness of L2 forms; to ensure unobstructive instruction; to provide communicative use of form/meaning to develop automaticity, accuracy and fluency (Norris & Ortega, 2000; Sheen, 2002). Given the above theoretical basis of the FonF practice model, it seemed significant

To cite this article: Bahari, A. (2019). "The Impact of Applying the FonF Practice Model on Developing L2 Listening and Speaking with a Focus on Intentional and Incidental Vocabulary Acquisition in CALL Context". *Revista de Lingüística y Lenguas Aplicadas*, 14, 45-57. <https://doi.org/10.4995/rlyla.2019.10785>

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to test its effectiveness for incidental and intentional vocabulary acquisition as well. The FonF practice model, drawing on nonlinearity and dynamicity of language and language learner (Larsen-Freeman & Cameron, 2008) was proposed to facilitate language learning by benefiting from the affordances provided by CALL (Colpaert, 2018). The model facilitates automatization of explicit knowledge by activities such as drills that focus on behaviors instead of structures (DeKeyser, 1998) and the necessary uses of L2 (Pawlak, 2006). The model consists of nine stages to practice listening-speaking strategies (see Figure 1). The first three stages of the model focus on the *form*, the second three stages focus on the *meaning* and the third three stages focus on the *communication*. To address the nonlinearity and dynamicity of L2 motivation, these stages multidirectionally engage learner in both listening and speaking activities via FonF approach-oriented strategies (Bahari, 2018b). The goal is to avoid modular approaches and single-factor effects (de Bot, 2008) and unidirectional listening activities (Chang, 2005; Macaro, Graham & Vanderplank, 2007) without directing learning activities towards communicative goals. All stages require task repetition with minimum intervals which reinforces interactions between conceptualization, formulation and articulation (Bygate & Samuda, 2005). This is to minimize the cognitive load by FonF rehearsal (Bahari, 2018c) in the early stages and facilitate connecting form and meaning before producing communicative output.

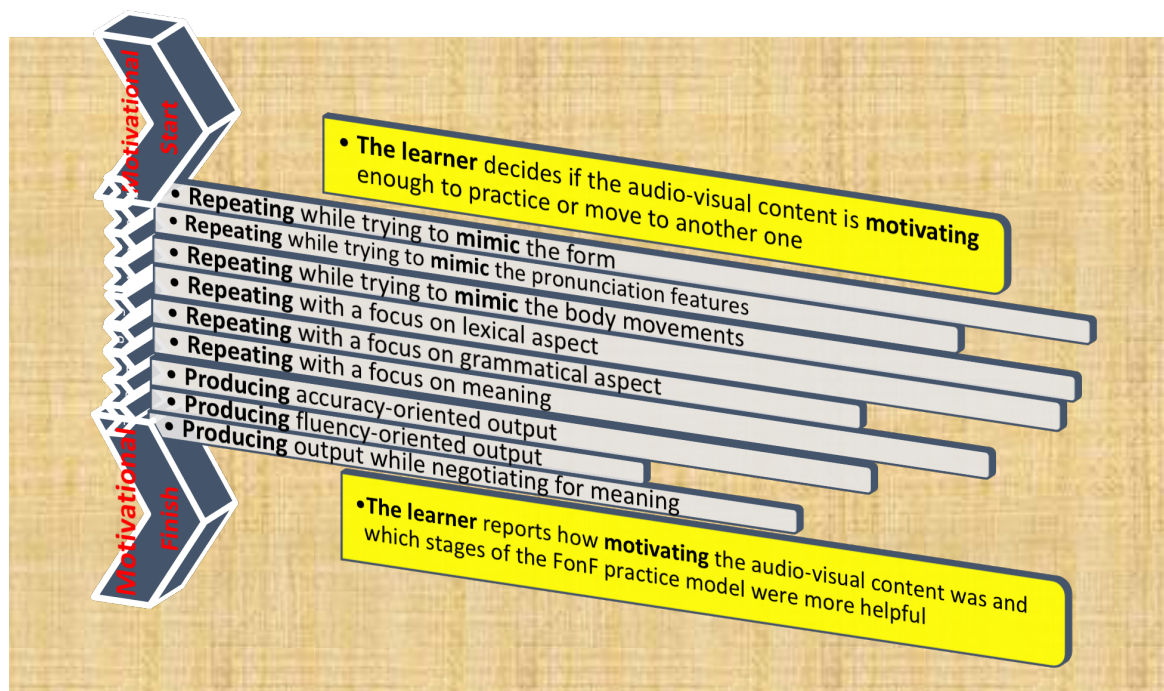


Figure 1. Graph of the FonF Practice Model by Bahari (2019a). Reprinted from Bahari (2019a).

To test the effectiveness of the FonF practice model, a mixed methods approach was conducted on a sample of 54 female and 39 male intermediate EFL learners who kindly cooperated in a three-month study. The study observed the sample's ethical standards (e.g. informed consent, respect for anonymity and confidentiality). With an average age of 17, the participants were randomly assigned into experimental group (41 female and 29 male) and control group (13 female and 10 male). While the experimental group received the FonF practice model-based educational intervention via CALL affordances (e.g. videos, podcasts, games, and quizzes), the control group did not receive any educational intervention and observed the ordinary schedule of the classroom. To involve the agents of change two expert teachers were invited to monitor the assessment process of the obtained results from qualitative data collection instruments (interview and questionnaire) as well as listening, speaking, and incidental and intentional vocabulary tests. To test the effectiveness of the FonF practice model, several strands of data collection were employed (see Figure 2) in response to the following research questions:

RQ1: Is there any significant relationship between applying the FonF practice model and developing listening-speaking proficiency in a CALL context?

RQ2: Is there any significant relationship between applying the FonF practice model and developing incidental and intentional vocabulary in a CALL context?

RQ3: What relationships can be observed between EFL learners' responses and improving listening-speaking and incidental and intentional vocabulary acquisition under the FonF practice model in a CALL context?

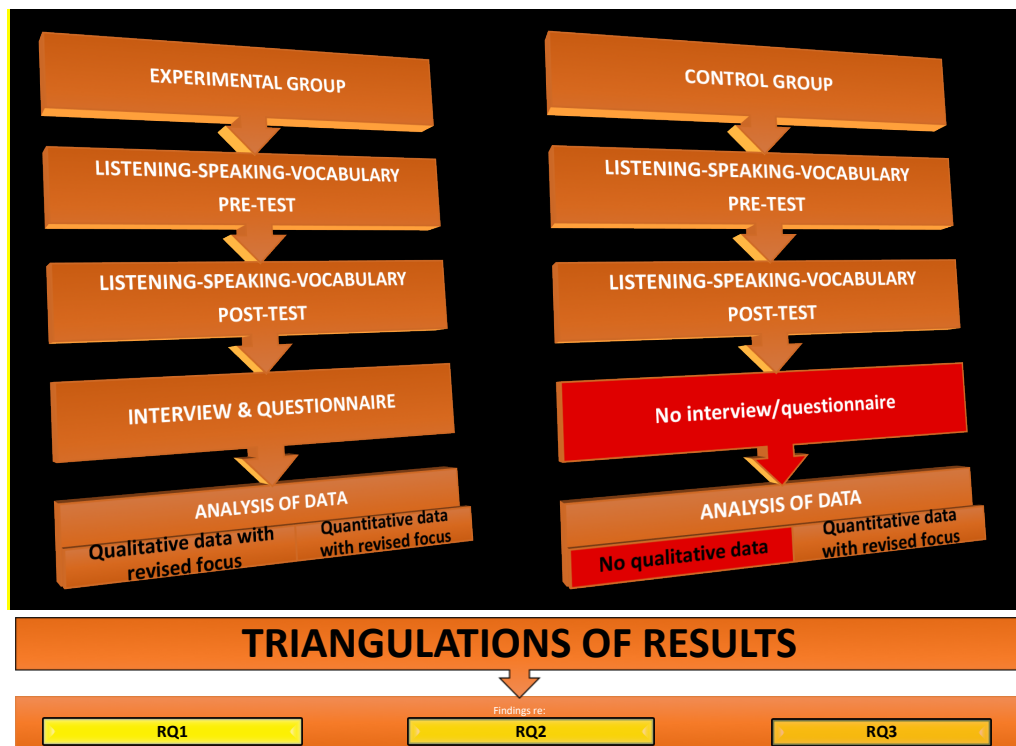


Figure 2. Visual Representation of the Study.

LITERATURE REVIEW

Review of the CALL literature revealed that a variety of CALL affordances (e.g. podcasts, videos, games, and quizzes) have a positive influence on L2 learning and teaching. Reported effectiveness of CALL affordances such as games (Chiu, 2013), podcasts (Winke, Gass, & Sydorenko, 2013), and quizzes (Arora, Evans, Gardner, Gulbrandsen, & Riley, 2015; Dumova, 2012; Lu, 2009) to develop different aspects of L2 learning (e.g. vocabulary learning, developing listening and speaking etc.) have attracted many scholars. According to these studies, CALL affordances have the potential to promote engagement among L2 learners (Wilson, Hailey & Connolly, 2013) and to improve learners' attitudes towards CALL activities (Dashtestani, 2015). Despite the presence of significant studies elaborating on the effectiveness of CALL affordances, introducing and testing applicable practice models which can be adopted by teachers and learners to benefit the most from CALL affordances is the main gap in the literature. Such CALL-oriented practice models serve as a road map for CALL users and provide a tested, efficient and systematic practice model.

The FonF, as a language learning intervention can be described as a learner-oriented teaching approach (Long, 2000) which makes it possible to move away from merely meaning-focused instruction towards a form-, meaning-, and communication-focused instruction (Bahari, 2019a). The FonF involves learners in learning process via planned or incidental tasks which are interactive/non-interactive (Ellis, 2016). According to Bahari (2019a) FonF enables L2 teachers to address learners' errors (via reactive FonF), to bring language into focus (via preemptive FonF), and to select linguistic devices to foster communicative accuracy (via collaborative FonF). Given the significant relevance between vocabulary learning and audiovisual materials (Vidal, 2003) and the significant role of input in developing L2 system (VanPatten, 2004), the present study adopted the FonF practice model to test its effect on developing incidental and intentional aspects of vocabulary acquisition. Incidental vocabulary acquisition in the present study refers to acquiring new vocabulary via exposure to audiovisual materials provided by CALL affordances, and intentional vocabulary acquisition refers to learning word lists via rote learning.

METHOD

Sample and procedure

To test the effectiveness of the FonF practice model, a mixed methods approach was conducted on a sample of 54 female and 39 male intermediate EFL learners. The sample was drawn from boys and girls branches of a

private language school in Tehran, Iran. To ensure the homogeneity of the participants in terms of the language proficiency, the outliers of the listening, speaking and vocabulary pretest ($n=7$) were excluded from the study and the study was conducted with 93 participants.

Learning Activities Administered during the educational intervention

In the present study, four CALL affordances of podcasts, videos, quizzes and games presented by Merriam Webster Online Dictionary (MWOD), were used as a tool to observe the influence of CALL affordances under the FonF practice model on listening, speaking and intentional and incidental vocabulary acquisition. For example, the experimental group students selected videos from the MWOD (see Appendix E) and then practiced the video according to the stages outlined in Figure 1. To familiarize them with the procedure a pilot session was administered in advance of the main study. During the FonF-oriented educational intervention, the participants were asked to observe the suggested steps of the model while using CALL affordances of podcasts, videos, quizzes and games. They were asked to fill in the self-report form (see Table 1) and record their opinions about the effectiveness/ineffectiveness of the educational intervention during the study (30 sessions).

Table 1. Self-report on the effectiveness/ineffectiveness of CALL affordances under the FonF practice model.

*Title of the video/podcast/game/quiz on MWOD	Timetable showing the intervals between using CALL affordances under the FonF practice Model		Steps of using the FonF practice model	Learner's self-report about the effectiveness of educational intervention**			
	Month	Week		Very effective	Effective	Ineffective	Very ineffective
	First	First	<ul style="list-style-type: none"> • Repeating while trying to mimic the form 				
		Second	<ul style="list-style-type: none"> • Repeating while trying to mimic the pronunciation features 				
		Third	<ul style="list-style-type: none"> • Repeating while trying to mimic the body movements 				
		Fourth	<ul style="list-style-type: none"> • Repeating while trying to mimic the body movements 				
	Second	First	<ul style="list-style-type: none"> • Repeating with a focus on lexical aspect 				
		Third	<ul style="list-style-type: none"> • Repeating with a focus on grammatical aspect 				
		Fourth	<ul style="list-style-type: none"> • Repeating with a focus on meaning • Producing accuracy-oriented output • Producing fluency-oriented output • Producing output while negotiating for meaning 				

*Please mention the title of the podcast, game, quiz or video (in terms of the vocabulary)

**Dear fellow student, please explain in the box why you have selected a response.

Data Collection

To elicit the required data for the first research question, the participants' listening-speaking abilities were assessed before and after administering the educational intervention via pretest and posttest. General English proficiency test guidelines (e.g. difficulty level) were observed when developing the tests for the intermediate level participants under the study. The speaking part contained three tasks: listening-repeating; reading aloud; answering questions. In the listening part of the test the participants were asked to show their comprehension via multiple choice items. Both tests were scored on a 100-point scale under the supervision of two experts to avoid unwanted biased assessment. Given the consistency of the obtained test results over the last terms for learners of the same language proficiency, the study confirms the reliability of the test items under similar conditions.

Given the multidimensionality and complexity of vocabulary knowledge (Nassaji, 2004), the present study elaborated on incidental and intentional vocabulary acquisition. The subjects were pretested prior to the study in terms of incidental vocabulary acquisition by means of an adapted scale (see Appendix A) in keeping with Vidal (2011). To this end, the subjects were asked to respond to prompts with respect to a list of 12 words (i.e. 4 nouns, 4 verbs, and 4 adjectives) randomly selected from the vocabulary section of the course book they were going to begin studying (i.e. *Summit 1*) and the obtained responses were scored on the basis of the scale (see Appendix A).

To collect the data with regard to the intentional vocabulary acquisition among the participants under study, the subjects were asked to memorize a list of 12 words (4 nouns, 4 verbs, and 4 adjectives randomly selected from the same course book) with the English definition, example sentence, and Persian translation in 15 minutes in keeping with Laufer (2006). To test their active knowledge, the participants were asked to provide the L2 translation of the presented L1 word and the responses were scored according to the scales adapted from Laufer (2006). Following the active knowledge which is an L1-L2 test, an L2-L1 test was administered with almost the same scoring scales (see Appendix B). Both tests were used as the pretest and posttest on the participants under the study in response to the second research question prior to the study and at the end of the study (with an interval of 80 days).

To elicit the required data for the third research question, two instruments were used:

First, FonF practice model's questionnaire was prepared (see Appendix C) and administered among the members of the experimental group. It is a 16-item survey developed by the author to elicit the learners' opinions on the effectiveness of the FonF practice model for developing listening-speaking with a focus on intentional and incidental vocabulary acquisition via four major affordances provided by MWOD (i.e. podcasts, videos, quizzes, and games) as part of the CALL syllabus. The items are rated along a 6-step Likert continuum (e.g., 1 = *strongly agree* to 6 = *strongly disagree*). The questionnaire took approximately 10–15 minutes to complete. To determine the internal consistency reliabilities of the subscales, the 12 subscales were subjected to a reliability test. The alphas are presented in keeping with (Wigfield & Guthrie, 1997) alphas in Table 2. The subscales (podcasts, videos, quizzes, and games) had reasonable reliabilities ranging from .78 to .81.

Table 2. Reliabilities for the questionnaire's subscales.

Subscale	No. of Items	Reliability
Podcasts	4	0.78
Videos	4	0.78
Quizzes	4	0.81
Games	4	0.79

Second, the interview (see Appendix D) is a 4-item survey developed to elicit the interviewees' (only experimental group members) responses on the efficiency of using the FonF practice model to develop listening, speaking, and incidental and intentional vocabulary acquisition. Interview items are Why questions which can be considered as open-ended questions, however the responses are rated on the basis of the selected affordances (podcast, video, quiz, and game) to facilitate data analysis. To determine the internal consistency reliabilities of the subscales, the 4 subscales were subjected to a reliability test. Reliabilities are presented in keeping with Wigfield and Guthrie (1997) alphas and the subscales (podcasts, videos, quizzes, and games) had reasonable reliabilities ranging from 0.70 to 0.77 (see Table 3).

Table 3. Reliabilities for the interview subscales.

Subscale	No. of Items	Reliability
Podcast	1	0.74
Video	1	0.70
Quiz	1	0.72
Game	1	0.77

RESULTS AND DISCUSSION

In response to the first research question, paired samples t-test was conducted to compare the listening scores of the experimental and control groups from pretest to posttest (see Table 4). The results of the study showed that the control group had a partially better listening record $M=66$ compared to the experimental group $M=64.22$. It can be argued that there was no significant difference in scores of the experimental ($M=63.92$, $SD=3.35$) and the control ($M=65.14$, $SD=3.12$) groups on the listening pre-test; $t=0.618$, $p=0.518$. This shows the partially equivalent listening abilities of the participants before the experiment. However, the experimental group ($M=92.21$, $SD=4.97$) displayed significant performance over the control group ($M=65.15$, $SD=2.35$) on the listening post-test; $t=-23.20$, $p=0.000$. Based on the obtained results it can be argued that students who received educational intervention (i.e. using CALL affordances under the FonF practice model) developed more prominently in listening abilities than those who received non-CALL instruction. It's worth mentioning that during the posttest more confidence and less anxiety was observed among the experimental-group members. This can be interpreted as the effectiveness of

practicing CALL affordances under the FonF practice model's strategies to develop listening proficiency. The study confirms that the experimental group handled listening situations more efficiently and confidently compared to the control group following the educational intervention.

Table 4. Listening paired samples statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Ex-group Listening Pretest	64.22	70	3.358	0.430
	Listening Posttest	92.21	70	4.975	0.765
Pair 2	Con-group Listening Pretest	66.14	23	3.121	0.665
	Listening Posttest	65.15	23	2.350	0.565

Table 5 shows that following the educational intervention, the experimental group (M=92.21, SD=4.97) displayed significant performance in comparison to the control group (M=65.15, SD=2.35) on the listening post-test; $t=-23.20$, $p=0.000$. Therefore, based on the obtained results, the study confirms that students who received the special instruction based on the FonF practice model developed more prominently in listening abilities than those who received non-CALL instruction.

Table 5. Listening paired samples test.

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Ex-group Listening Pre - Listening Post	-26.295	7.308	0.936	-28.167	-24.423	-23.201	60	0.000
Pair 2	Con-group Listening Pre -Listening Post	0.682	2.147	0.458	-0.270	1.634	1.490	21	0.151

Table 6 shows that there was no significant difference in scores of the experimental (M=61.64, SD=4.34) and the control group (M=62.14, SD=3.22) groups on the speaking pre-test; $t=0.818$, $p=0.418$. This shows the partially equivalent speaking abilities of the participants before the experiment. However, the experimental group (M=93.14, SD=6.33) displayed significant performance over the control group (M=62.12, SD=3.71) on the speaking post-test; $t=-30.63$, $p=0.000$. Based on the obtained results it can be argued that students who received educational intervention (i.e. using CALL affordances under the FonF practice model) developed more prominently in speaking proficiency than those who received non-CALL instruction.

Table 6. Speaking Paired Samples Statistics.

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Ex-group Speaking Pretest	61.64	70	4.346	0.569
	Ex-group Speaking Posttest	93.14	70	6.337	0.809
Pair 2	Con-group Speaking Pretest	62.14	23	3.221	0.665
	Con-group Speaking Posttest	62.12	23	3.710	0.576

Table 7 shows that following the educational intervention, the experimental group (M=93.14, SD=6.33) displayed significant performance over the control group (M=62.12, SD=3.71) on the speaking post-test; $t=-30.63$, $p=0.000$. Therefore, based on the obtained results, the study confirms that students who received the special instruction based on the FonF practice model developed more prominently in speaking abilities than those who received non-CALL instruction.

Table 7. Speaking Paired Samples Test.

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Ex-group Speaking Pretest -Speaking Posttest	-30.295	7.480	0.958	-32.211	-28.379	-30.634	60	0.000
Pair 2	Con-group Speaking Pretest _ Speaking Posttest	1.773	2.742	0.585	0.557	2.988	3.033	21	0.016

Exploring the relationship between applying the FonF practice model and developing incidental vocabulary acquisition in the CALL context was achieved by comparing the differences between the pretest and posttest state of incidental vocabulary acquisition between the experimental and control group. According to the obtained results at the pretest stage of the study (see Table 8) there was no significant difference in scores of the experimental ($M=20.80$, $SD=2.61$) and the control ($M=21.45$, $SD=1.18$) groups on the pretest incidental vocabulary acquisition test; $t=0.718$, $p=0.818$. This shows the equivalent state of incidental vocabulary acquisition among the participants before the experiment. However, the experimental group ($M=26.69$, $SD=1.69$) displayed significant performance over the control group ($M=22.45$, $SD=1.81$) on the posttest incidental vocabulary acquisition test; $t=-20.26$, $p=0.000$. Based on the obtained results it can be argued that students who received educational intervention based on the FonF practice model developed more prominently in incidental vocabulary acquisition than those who received other teaching schedules.

Table 8. Paired Samples Test Incidental Vocabulary Acquisition (VA).

Paired Samples Test	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Ex-Group Pretest-posttest Incidental VA	-5.885	2.374	0.304	-6.493	-5.277	-20.261	60	0.000	
Pair 2 Con-Group Pretest-Posttest Incidental VA	1.000	1.414	0.302	0.373	1.627	3.317	21	0.003	

Exploring the relationship between applying the FonF practice model and developing intentional vocabulary acquisition in a CALL context was done by comparing the differences between pretest and posttest state of intentional vocabulary acquisition between the experimental and control group. According to the obtained results at pretest stage, the experimental group with $M=23.05$ resembles the control group with $M=23.5$ in terms of the intentional vocabulary acquisition. However, there is a significant rise in the experimental group's intentional vocabulary acquisition ($M=37.15$) following the administration of the FonF practice model-oriented educational intervention under a CALL context. The analysis of results revealed that there was no significant difference in scores of the experimental ($M=23.05$, $SD=2.83$) and the control ($M=23.09$, $SD=2.22$) groups on the pretest intentional vocabulary acquisition test; $t=0.634$, $p=0.718$. This shows the equivalent intentional vocabulary acquisition of the participants before the experiment. However, the experimental group ($M=37.15$, $SD=2.63$) displayed significant performance over the control group ($M=24.09$, $SD=2.56$) on the posttest intentional vocabulary acquisition; $t=-33.51$, $p=0.000$. Based on the obtained results it can be argued that students who received educational intervention based on the FonF practice model developed more prominently in intentional vocabulary acquisition than those who received other L2 teaching instructions.

Table 9. Paired Samples Test Intentional Vocabulary Acquisition (VA).

Paired Samples Test	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Ex-group pretest-posttest Intentional VA	-14.098	3.355	0.430	-14.958	-13.239	-33.519	60	0.000	
Pair 2 Con-group pretest-posttest Intentional VA	-1.000	2.047	0.436	-1.908	-0.092	-2.291	21	0.032	

The total $M=92.17$ of the elicited responses are strongly agree, agree, or slightly agree, which serves as evidence of the success of the suggested strategies to improve listening, speaking, and intentional and incidental Vocabulary Acquisition via CALL affordances under the FonF practice model. Such a high number of positive opinions on the efficiency of the suggested strategies not only reflects the perceived convenience (i.e. perceived usefulness and perceived ease of use) on the part of the learner, but also calls for more rigorous attention on the side of the scholars to delve more into the applicability of this model as part of general CALL instruction and its applicability as a practice model for other CALL affordances and apps.

Table 10. Questionnaire's results on the effectiveness of the FonF practice model.

Level	Affordances			
	Videos (%)	Podcasts (%)	Games (%)	Quizzes (%)
Strongly agree	41	32	31	29
Agree	37.5	41	39	40
Slightly agree	14	21	23	21
Slightly disagree	3.5	2	3	6
Disagree	3.5	0.5	0.5	0.5
Strongly disagree	0.5	0.5	0.5	0.5

The results of the interviews administered among the experimental group at the end of the study were mixed and keyed into SPSS 22 in a 4-step Likert continuum (ranging from 1 very effective to 4 very ineffective). The results of the analysis revealed that the majority of the respondents had positive opinions on the efficiency of the administered educational intervention for developing listening, speaking and incidental and intentional vocabulary acquisition. It is worth mentioning that not a single very ineffective response was observed in the collected data which shows that, despite the deficiencies of the suggested model, there is a 90% plus consensus on the effectiveness of the FonF practice model to develop listening, speaking and intentional and incidental vocabulary acquisition. The triangulation of obtained data revealed more tendency on the part of the female participants of the study towards the FonF practice model compared to male participants which is consistent with the findings reported by previous studies for the significance of the relationship between gender and motivation (Ivey, 1999; Shapiro & Whitney, 1997). To capture different dimensions of the proposed model, methodological triangulation of the data was conducted with respect to the research questions. The triangulation of the elicited data from qualitative and quantitative methods supported the validity of the suggested strategies. This finding can serve as evidence of the conceptualization of the FonF practice model and the rationale to unlock the potential behind CALL affordances with a focus on incidental and intentional vocabulary acquisition.

PEDAGOGICAL IMPLICATIONS OF THE STUDY

The main pedagogical implication of the study is the effectiveness of using the FonF practice model to develop listening, speaking and intentional and incidental vocabulary acquisition via CALL affordances. Pedagogically, the proposed model with a focus on form facilitates learning in keeping with the prevalent trend of CALL as described by Clifford and Granoien (2008) where learning is considered as an informational construct. Accordingly, the findings of the study have important implications for English language teachers who avoid CALL affordances for a variety of reasons such as the lack of an applicable model with a focus on language skills. The use of the FonF practice model in CALL context, not only expands learners' in-class and out-of-class exposure to authentic language which ensures sustainable learning (Tsou, Wang, & Tzeng, 2006), but also caters for a diverse range of motivational factors among the learners which creates a learner-friendly context (Bahari, 2019b).

FINAL THOUGHTS

Given the absence of an applicable practice model for the CALL context with a focus on nonlinearity and dynamicity, this nine-stage model was proposed to facilitate incorporating CALL affordances, particularly podcasts, videos, games, and quizzes to develop listening-speaking with a focus on intentional and incidental vocabulary acquisition. The results of the study confirmed the effectiveness of the model for developing listening-speaking proficiency as well as intentional and incidental vocabulary. This study has contributed to the field by offering an applicable practice model which can be adjusted with respect to any CALL affordances prepared for L2 teaching while catering for the nonlinear dynamic nature of motivation in L2 learners. The triangulation of the data revealed that CALL users express high levels of self-confidence and self-efficacy and lower anxiety when they are in charge of selecting the learning materials in line with their individual motivational factors which is strongly suggested under the FonF practice model. Besides that, practicing motivationally-selected contents via CALL affordances proved to be very effective for developing listening, speaking, and incidental and intentional vocabulary acquisition in the CALL context. Future studies are suggested to test the applicability of the FonF practice model for other aspects of L2 teaching-learning via CALL affordances and apps.

ACKNOWLEDGMENT

The author would like to thank the anonymous reviewers for their insightful comments and suggestions to improve the paper. He also wishes to thank his wife and daughter, Mona and Anahita for their support.

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APPENDIX A

INCIDENTAL VOCABULARY ACQUISITION SCALE ADAPTED FROM VIDAL (2011)

The subjects from both experimental and control groups were asked to respond to the following prompts:	
1	Have you heard/seen this word before? If so, where/when?
2	Provide a full explanation (in Persian or in English) of all the meanings of the word you know
3	Provide a Persian translation of the word
4	Make a sentence in English using the word
Scoring Scale	
Point	Knowledge of the word
-1	recognizes a nonword
0	does not recognize the word
1	recognizes having seen/heard the word
2	has a vague/partial idea of the meaning of the word
2.5	has a vague/partial idea of the meaning of the word but produces a clear example, similar to the one in the video/game/quiz/podcast
3	shows a full understanding of the meaning of the word
4	shows a full understanding of the meaning of the word and is able to provide a Persian translation or use the word in a sentence
5	shows a full understanding of the meaning of the word and is able to provide a translation and use the word in a sentence

APPENDIX B

INTENTIONAL VOCABULARY ACQUISITION SCALE ADAPTED FROM LAUFER (2006)

L1-L2 Test (Active knowledge test)	
Points	Knowledge of the word
2	completely correct form
1	the correct word with a spelling error that did not interfere with the recognition of the word
0	a blank or an incorrect word
L2-L1 Test	
Points	Knowledge of the word
2	correct translation/explanation
1	semantically approximate explanation/translation
0	incorrect translation or a blank

APPENDIX C

Before administering the questionnaire, the abbreviations (e.g., the FonF practice model, MWOD etc.) and any technical term (e.g. incidental and intentional vocabulary acquisition, etc.) that could cause ambiguities were explained to the participants of the study.

Table 15. Scales for statement-type items.

Focus on	Statement	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Podcast Listening	I believe that using podcasts provided by MWOD under the FonF practice model is helpful for developing listening						
Podcast Speaking	I believe that using podcasts provided by MWOD under the FonF practice model is helpful for developing speaking						
Podcast & incidental vocabulary acquisition	I believe that using podcasts provided by MWOD under the FonF practice model is helpful for developing intentional vocabulary						
Podcast & intentional vocabulary acquisition	I believe that using podcasts provided by MWOD under the FonF practice model is helpful for developing incidental vocabulary acquisition						
Quizzes Listening	I believe that using quizzes provided by MWOD under the FonF practice model is helpful for developing listening						
Quizzes Speaking	I believe that using quizzes provided by MWOD under the FonF practice model is helpful for developing speaking						
Quizzes & incidental vocabulary acquisition	I believe that using quizzes provided by MWOD under the FonF practice model is helpful for developing incidental vocabulary acquisition						
Quizzes & intentional vocabulary acquisition	I believe that using quizzes provided by MWOD under the FonF practice model is helpful for developing intentional vocabulary acquisition						
Videos Listening	I believe that using videos provided by MWOD under the FonF practice model is helpful for developing listening						
Videos Speaking	I believe that using videos provided by MWOD under the FonF practice model is helpful for developing speaking						
Videos & incidental vocabulary acquisition	I believe that using videos provided by MWOD under the FonF practice model is helpful for developing intentional vocabulary acquisition						
Videos & intentional vocabulary acquisition	I believe that using videos provided by MWOD under the FonF practice model is helpful for developing incidental vocabulary acquisition						
Games Listening	I believe that using games provided by MWOD under the FonF practice model is helpful for developing listening						
Games Speaking	I believe that using games provided by MWOD under the FonF practice model is helpful for developing speaking						

Table 15, continues on the next page

Table 15, continues from the previous page

Focus on	Statement	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Games & incidental vocabulary acquisition	I believe that using games provided by MWOD under the FonF practice model is helpful for developing incidental vocabulary acquisition						
Games & intentional vocabulary acquisition	I believe that using games provided by MWOD under the FonF practice model is helpful for developing intentional vocabulary acquisition						

APPENDIX D

INTERVIEW

1. Which of the following computer-assisted affordances (i.e. games, quizzes, podcasts, and videos) practiced under the FonF practice model were more helpful for developing your listening proficiency? Why?
2. Which of the following computer-assisted affordances (i.e. games, quizzes, podcasts, and videos) practiced under the FonF practice model were more helpful for developing your speaking proficiency? Why?
3. Which of the following computer-assisted affordances (i.e. games, quizzes, podcasts, and videos) practiced under the FonF practice model were more helpful for developing your incidental vocabulary acquisition? Why?
4. Which of the following computer-assisted affordances (i.e. games, quizzes, podcasts, and videos) practiced under the FonF practice model were more helpful for developing your intentional vocabulary acquisition? Why?

APPENDIX E

Sample of Videos used as the CALL tools by the students from Merriam Webster to develop their incidental and intentional vocabulary

