



AN EXPLORATION OF MENTAL LEXICON AMONG EFL UNDERGRADUATES RESPONDING TO STIMULUS WORDS: A PSYCHOLINGUISTICS PERSPECTIVE

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Abstract

Vocabulary knowledge is concerned with the knowledge of the world. Language has an ideational significance in knowledge. It helps to transcend tactile experiences of human perception and action. Therefore, the present study tends to explore the use of semantic knowledge among EFL undergraduates in Pakistan. It focuses on how the EFL undergraduates reply to stimulus words through their lexical access. The study applies Francis McCarthy's theoretical notion of the word association test (1990). The researchers tend to display a list of words individually in a slideshow in front of the participants, who are directed to respond to the first word that appears in their mind, other than the stimulus word itself. It will foreground the predominant influence of mental lexicon in responding to stimulus words chosen from vocabulary items of daily use. The findings of the study have been listed in the results section. Moreover, the significance of the study lies in emphasizing that learners utilize their stored knowledge of words so they can understand the meanings of words. The research has potential limitations as it is only based on lexical dimensions. However, it suggests a new approach for research scholars to analyze the processing of mental lexicon through semantic, phonological, syntactic, and morphological aspects for future studies.

Keywords: Mental Lexicon, Word Association Test, Stimulus, Response

Introduction

Vocabulary, as a place of language know-how, appreciably aids beginners in language acquisition (Cameron, 2001). It is nearly impossible to learn a language without words. Interplay among humans is based on terms (Walters, 2007). The initial task for beginners in learning foreign languages is to identify a sizable vocabulary and keep it in their memory. Additionally, beginners struggle to find specific and appropriate phrases to complete any conversational challenge that involves asking questions during lectures, explaining easy conditions or sharing a tale about themselves.

Word Association Test (WAT) is renowned for its straightforwardness and ease of management. Words are usually acquired through a primary stimulus-reaction technique, wherein the researcher gives a cause phrase, and the player writes the initial phrase that comes to their mind. Embodiments characteristic of a written stimulus-response technique, some WAT'S activate individuals to answer with the first word that comes to mind. In contrast, others ask individuals to generate as many phrases as possible within a precise time (McCarthy, 1990). Therefore, a set of various vocabulary tests was developed to research the cognitive vocabulary of English as a foreign language, analyzing word affiliation.

This specific test (WAT) is widely used to assess the queries of EFL learners. The impact of constantly stimulating vocabulary among EFL undergraduate students in Pakistan through the utility of phrase association checks in English language vocabulary acquisition. This specific test aimed to improve vocabulary mastery and provide a useful resource for instructors in helping new comers in collecting vocabulary comprehension in an attractive manner; it also made college students more influenced and independent when utilizing. This complete activity of WAT can

open new pathways for research in the field of psycholinguistics. When new researchers consider the same specific test (WAT), this testing technique may be applied across Pakistan. This study can motivate other researchers to pursue similar investigations into the same problem.

The purpose of this study was to assess whether word association exploration is effective in analyzing the vocabulary of learners in EFL lessons. The study intends to transform traditional education techniques used by EFL instructors into contemporary strategies to improve the learning system among undergraduate students in the Pakistani context. It makes it easy in the field of creating revolutionary procedures to beautify the intellectual vocabulary of beginners.

Furthermore, the specific test also seeks to clarify how learning through word association assessments may help EFL graduates in Pakistan and increase their motivation for vocabulary acquisition.

Research Questions

1. To what extent can phrase association tests generate reactions to prompt terms within the cognitive vocabulary of amateur undergraduate EFL novices?
2. How do college students make mental connections among the phrases they analyze?

Literature Review

Research on large-scale word association tests was first conducted with the aid of (Carroll, 2008). The researchers supplied the words assumed to be prompt personally. Participants have been advised to say the first word, unrelated to the stimulus, that came to their minds right away after hearing the stimulus. A specific test of one thousand male and female participants from unique academic and professional backgrounds diagnosed 4 key semantic sorts of relationships: (1) taxonomic members of the family, with fixtures as a hypernym and tables and chairs as hyponyms of fixtures; (2) meronymy institutions, which encompass additives of chairs, inclusive of seat cushions and chair legs; (three) qualitative members of the family, specifically adjectives describing the item, like timber, spherical and brown; and (four) useful relationships, which encompass chair.

A word association test conducted on individuals with speech problems revealed that the important things lexical members of the family are coordination, conjunction, exception, ordinate and synonym. Moreover, the study additionally found that coordination is the most typical sort of lexical dating identified amongst L1 speakers, accompanied by collocational relationships (Aitchison, 2003). The statement additionally indicated that, based on the solutions furnished by the respondents, the prevalence of responses relying on phonetic or clang associations is unusual. This indicates that the relationship of lexical meaning is stronger than phonetic resemblance or orthographic look. Phrase affiliation research on bilinguals was further conducted by Merry (1978) with the Birkbeck Vocabulary undertaking. The results of this observation imply that the percentage of paradigmatic family members in L1 exceeds that of L2. At the same time, the rate of syntactic relation responses is discovered to be higher in L2; previous research on phrase affiliation assessments indicates that paradigmatic associations are customary among local audio systems. In contrast, syntactic institutions are more common among overseas language beginners (Mira, 1982).

Fitzpatrick (2012), investigated the cognitive improvement of the vocabulary of local English speakers gaining knowledge as a 2nd language and novices, found that phrase affiliation responses are regular among adults. The associative pattern of L2 differs from that of L1, and lexical enhancement in L2 will align with lexical increase.

Psycho-linguistic studies provide increasing evidence helping the general theory of FS in both L1 and L2 use. Jiang and Nekrasova (2007) investigated the proposed processing benefit of FS through online grammaticality judgment experiments. In total, 20 native audio structures and 20 exceedingly skilled L2 audio systems of English had been tested on the usage of stimuli of 26 FS and 26 non-FS matched for phrase duration and frequency. The results indicated that both neighbourhood and non-neighbourhood audio systems replied drastically quicker and made fewer errors on FS compared to non -FS.

Jiang and Nekrasova (2007) determined that response time (RT) and mistake-free blessings for FS align with the holistic illustration approach. Conklin and Schmidt (2012) carried out a self-paced learning task that involved 60 paragraphs containing both FS and non-FS. Nineteen native audio systems and 20 skilled L2 audio structures of English review line by line on a laptop display at their preferred speed. Each organization analyzes FS notably quicker than non-FS. The quick evaluations of the study periods for FS aptly help the idea that FS possesses a processing gain, as compared to creatively built word sequences, which research indicates that the processing gain of FS also applies to proficient non-local speakers of English.

Ellis et al., (2008) tested psycho-linguistic elements in components that influence the precision and fluency of FS processing amongst 11 native audio system and 11 advanced ESL inexperienced persons. A grammatical decision task was used to demonstrate that each neighbourhood and non-nearby audio system is sensitive to corpus-pushed impacts in component processing. The statistics found that non-local speakers are significantly aware of the frequency of the whole set. In contrast, native speakers are normally sensitive to the mutual information rating (MI), which displays the coherence of the phrases (i.e., the better the MI of the collection, the faster the selection time) (Ellis et al., 2008).

Liu et al., (2021) analyzed the location of video games in promoting students' willingness to talk (WTC) and their teachers' attitudes within the course of it. The researchers used a 28-item questionnaire that was given to 60 English as a foreign language (EFL) beginners at an English institute. Then, the students were randomly divided into groups of 30 beginners, each serving as a manipulation and experimental group. College students within the experimental business enterprise acquired games in their language commands and training, at the same time as newbies within the management institution did not know. In the quilt of consultation, university college students were given the same questionnaire to discover whether gambling in sports had a huge effect on their WTC. Further, instructors had been requested to reply to a 30-item questionnaire to investigate their attitudes towards playing video games in language classes. The effects showed that most of the instructors in this study consider that video games have an advantageous effect on college students' attitudes within the course of gaining knowledge of English, and that their use of them inside the lecture room serves many educational capabilities. Moreover, sports activities have achieved a crucial function in improving the willingness of EFL-inclined individuals to speak. Considering these findings, researchers advised using games as energizing and engaging sports at the end of sophistication to not only increase enthusiasm for learning but also to beautify beginners' WTC.

The Mental Lexicon

The mental lexicon holds a vital position in saving and accessing phrases. Treisman (1960) became the first to endorse the idea of a highbrow dictionary, defining it in this manner:

An intellectual lexicon is usually described as the repository of all the expertise that a reader or listener has received about the words of their language. I have proposed that each speaker possesses a properly organized system of lexical representations in their thoughts, wherein every phrase's spelling (lexicon), sound (phonology) and meaning (semantics) are taken into consideration to be saved as awesome entities.

Mental vocabulary acts as a cognitive mechanism that arranges language inside our minds. Richard and Schmidt (2002) advised that it is a big intellectual device comprising all the statistics a person has approximately words. These homes encompass the definition of the expression, its enunciation and writing, its reference to diverse terms and related facts, even though McCarthy (1990) has related the highbrow lexicon with a dictionary, a vocabulary list, an encyclopedia, a library, a laptop or a collection.

There exists a metaphor, as lexicon is the Greek term for 'dictionary'. Researchers, together with Aitchison (2003), and McCarthy (1990), recognize that little is honestly understood about intellectual vocabulary and that everybody endeavours to outline and explain it based on similar metaphors that produce partial fashions. Alternatively, Crosby and

Brown (2006) present a more modern-day metaphor, comparing it to the Internet and the sectoral extensive net. Irrespective of the clear differences, a few of the examples mentioned, the standards for access, storage and retrieval are consistent throughout the board. The character of the garage within the cognitive lexicon holds particular significance for this assessment, as the effects of present-day research initiate a variety of advanced models. Cognitive development has been focused specifically on higher order or critical thinking skills (Naseer et al., 2022; Jamil et al., 2024; Jamil et al., 2025).

For L2 learners, their vocabulary may also appear scattered with minimal links at the beginning. The expressions that can be unexpected are completely unrelated to the vocabulary of newcomers, while the expressions that can probably be identified have a great range (Mira, 1997). Whilst beginners discover unfamiliar terms, clean hyperlinks are shaped, and the community grows. Sokmen (1997) asserts that after beginners come across a surprising word, they tap into their heritage knowledge. Furthermore, he asserts that (beginners) link new vocabulary to familiar expressions, connections are fashioned, and mastery happens. Within the procedure of figuring out how the new phrase integrates, especially whether it carefully resembles or differs from words they already comprehend, records show that the word becomes more dependent. Those relationships can also be tested via phrase affiliation checks, where the connections made by EFL beginners can offer insights into the structure of their mental lexicon.

The mental lexicon may be investigated as Aitchison (2003) identifies 4 key approaches for knowledge: 1) phrase retrieval (tip of the tongue or TOT phenomena) and slips of the tongue, 2) linguistics and language corpora, three) speech impairments and brain imaging, and four) cognitive experiments.

Word Association Test

Word affiliation is a key subject matter tested in linguistics, psychology and psycholinguistics. Sinoplinkova (2003) indicates that the concept of time affiliation in psychology pertains to the connection or link among thoughts, standards or terms that exist within the human mind and seem like the existence of 1 entity alongside another in the mind.

The term association was first brought through Francis Galton in 1879. It serves as a method for examining the connections created with the aid of people. It has come to be widely applied in psychology with assistance from psychiatrists, including Jung, Kent, and Rosanoff. Kent and Rosanoff's 2017 study became the preliminary, vast study conducted in English regarding 1,000 men and women. They hired 100 phrases for the exam and read them in my view to the man or woman, who had to specify the primary word that popped into their head. Upon examining the records, he asserted that there is consistency within the employer of establishments and that people maintained robust networks of links over time.

Phrases are created via members who are asked to pick out the principal word (response) that involves thoughts while a phrase (stimulus) is offered. For instance, whilst college students receive an e-book as a stimulus, they could reply with 'read' or 'page'.

Word association, trying out, is one of the oldest and most common strategies for exploring cognitive structure and has been employed by several researchers. The concept behind phrase affiliation checking out is that the sequence of response retrieval from long-term memory reflects at least a vast portion of the structure within and among ideas. In a phrase affiliation test, the volume of overlap within the response hierarchy shows the semantic proximity of the stimulus phrases (Bahar and Hansel, 2000).

This specific test was given to EFL undergraduate students to gather their reactions concerning the first word that comes to mind. It was presented in a slide display in their individual classes, and within working days, 40 university college students replied. The statistics protected ten (10) stimulus words. The activities were sourced from common place vocabulary, and varied responses have been supplied by the scholars. University and college students have

been told to respond to the spark off by means of writing down the first word that came to their minds.

Research Methodology

A quantitative approach was employed in the study from university students to examine the outcomes of phrase association tests at the cognitive vocabulary of undergraduate college students gaining knowledge of English as a foreign language in Pakistan. For this purpose, first and third semester engineering and technology students from UET Lahore and UET Kala Shah Kaku Campus, who were being taught English as an optional subject, were randomly selected from a total of 225 students, as vocabulary acquisition (storage and retrieval of phrases) is vital for their better schooling and in the end addresses the studies questions of the contemporary look at the data collected as well as analyzed. Data were collected using SPSS software.

Extract 1: Preposition (Under)

Prompt Words	Responses	Frequency	Percent
1.Under (Preposition)	Table	10	25%
	Below	6	15%
	Understand	7	17.5%
	Ground	4	10%
	Down	2	5%
	Above	3	7.5%
	Line	5	12.5%
	Pressure	3	7.5%

Table 1: Item One Responses “Under”

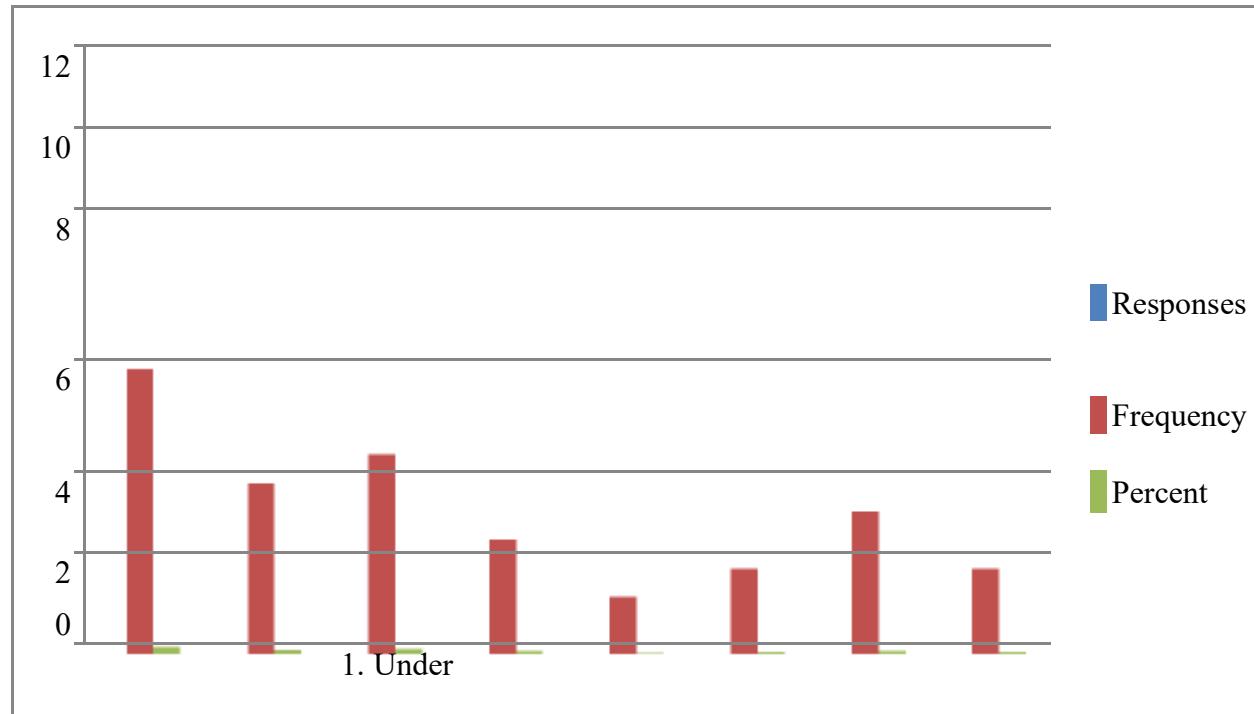


Figure 1: Classification of Item One Responses "Under"

Based on the output verified in advance, the researcher identifies first-rate reactions to the preposition (under): ten responses are the noun word "table" (25%), six responses are the adverb/preposition "underneath" (15%), seven responses are the verb "understood" (17.5%), four responses are the noun/verb "floor" (10%), two responses are the adverb/preposition "underneath" (5%), and 3 responses are "above". Preposition/adverb (7.5%), 5 reactions "line" noun/verb (12.5%), three reactions "strain" noun/verb (7.5%).

Extract 2: Noun (Book)

Prompt Words	Responses	Frequency	Percent
2.Book (Noun)	Reading/read	7	17.5%
	Culture	5	12.5%
	Knowledge	4	10%
	Library	3	7.5%
	Shelf	4	10%
	Education	6	15%
	Author	5	12.5%
	Pages	6	15%

Table 2: Item Two Responses "Book"

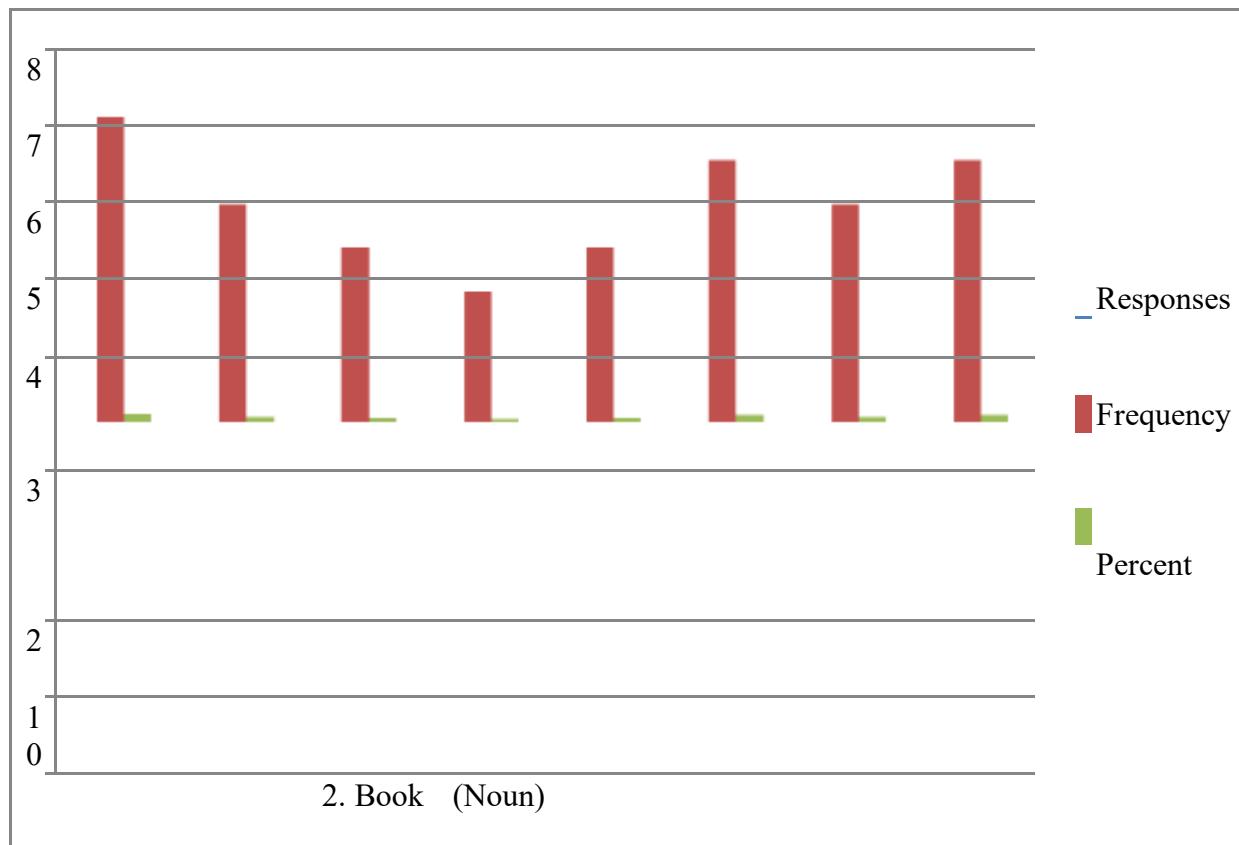


Figure 3.4: Classification of Item Two Responses "Book"

The output displayed, shows a diffusion of responses for the noun, with seven responses for "read/examine" gerund/verb (17.5%), five for "culture" noun/verb (12.5%), 4 for "understanding" noun (10%), three for "library" noun (7.5%), 4 for "shelf" noun (10%), six for "schooling" noun (15%), 5 for "author" noun/verb (12.5%), and six for "page" noun/verb (15%).

3. Extract 3: Verb (Study)

Prompt Words	Responses	Frequency	Percent
3. Study (verb)	Hard	6	15%
	Research	4	10%
	School	7	17.5%
	Degree	3	7.5%
	Success	3	7.5%
	Students	6	15%
	Learn	3	7.5%
	Teacher	8	20%

Table. 3: Item Three Responses "Study"

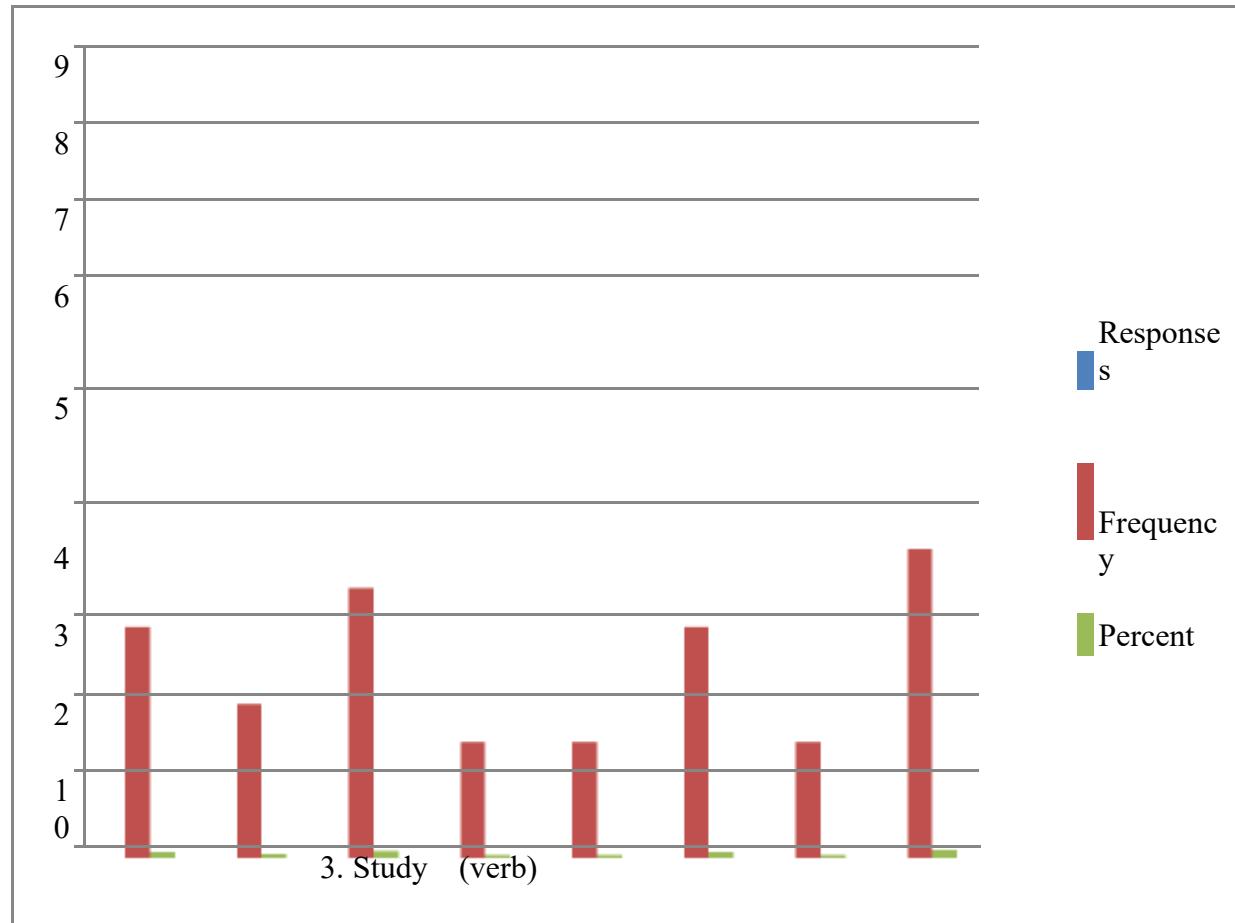


Figure. 3: Classification of Item Three Responses "Study."

Based totally at the output displayed in advance, we observe remarkable reactions to the verb (test), six responses with the "tough" adjective/adverb (15%), four responses with the "research" noun (10%), seven responses with the "faculty" noun/verb (17. five%), three

responses with the "degree" noun (7.5%), 3 responses with the "achievement" noun (7.5%), six responses with the "scholar" noun (15%), 3 responses with the "studies" verb (7.5%), and eight responses with the "teacher" noun (20%)

4. Extract 4: Noun (Internet)

Prompt Words	Responses	Frequency	Percent
4. Internet (Noun)	Social media	7	17.5%
	Web	3	7.5%
	Technology	6	15%
	Network	4	10%
	Search	3	7.5%
	Information	2	5%
	Connection	8	20%
	Google	7	17.5%

Table. 4: Item Four Responses "Internet"

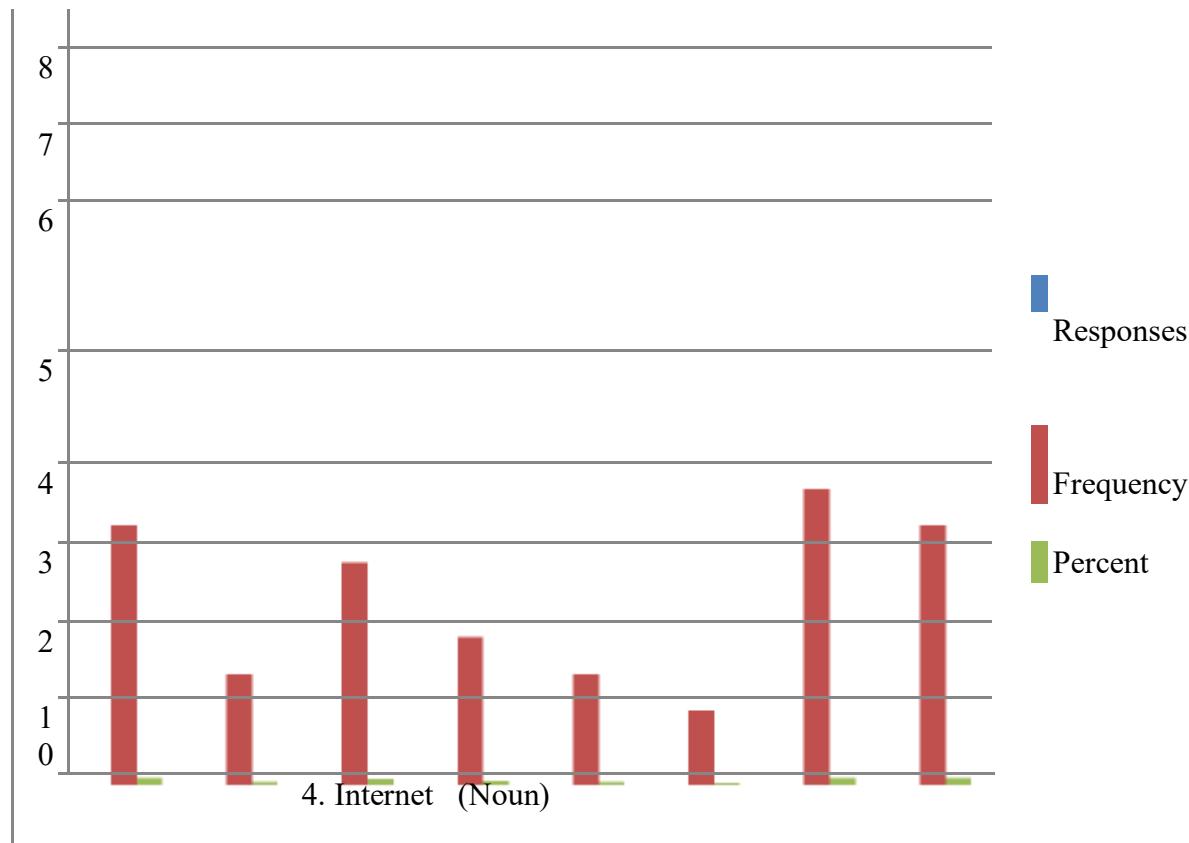


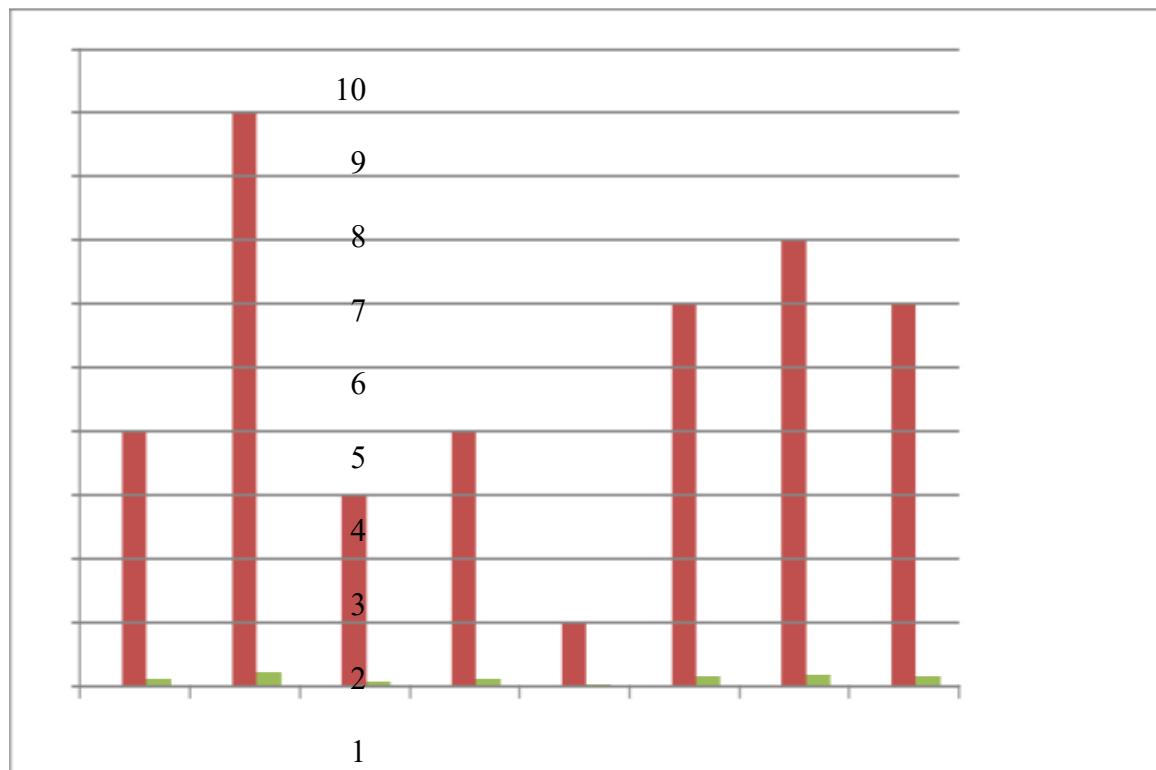
Figure. 4: Classification of Item Four Responses "Internet."

Based totally at the output furnished, we observe that there are splendid responses for the noun (Internet), seven responses for the noun "social media" (17. five%), three for the noun "Internet" (7. five%), six for the noun "generation" (15%), 4 for the noun "community" (10%), 3 for the noun "search" (7.5%), reaction for "facts" noun (5%), 8 for the noun "connection" (20%), and seven responses for the verb "Google" (17.5%).

5 Extract 5: Noun (Note)

Prompt Words	Responses	Frequency	Percent
5.Note (noun)	Remark	4	10%
	Book	9	22.5%
	Idea	3	7.5%
	Reminder	4	10%
	Pen	1	2.5%
	Note taking	6	15%
	Memory	7	17.5%
	write	6	15%

Table 5: Item Five Responses "Note"



5. Note (noun)

Figure 5: Classification of Item Five Responses "Note"

■ Responses

■ Frequency

■ Percent

Based at the output provided above, we perceive that the precise responses for the noun (be aware) include four responses "observation" noun/verb (10%), 9 responses noun/verb (22.5%), three responses "idea" noun (7.5%), four responses "reminder" noun (10%), 1 reaction "pen" noun/verb (2.5%), 6 responses "note taking" noun/adjective (15%), 7 responses "reminiscence" noun (17.5%), and six responses "write" verb (15%).

6: Extract 6: Adjective (Interesting)

Prompt Words	Responses	Frequency	Percent
6. Interesting (Adjective)	Important	4	10%
	Topic	5	12.5%
	Music	6	15%
	Nice	5	12.5%
	Astonishing	1	2.5%
	Entertaining	4	10%
	Exciting	5	12.5%
	Attractive	6	15%
	Awesome	4	10%

Table. 6: Item Six Responses "Interesting."

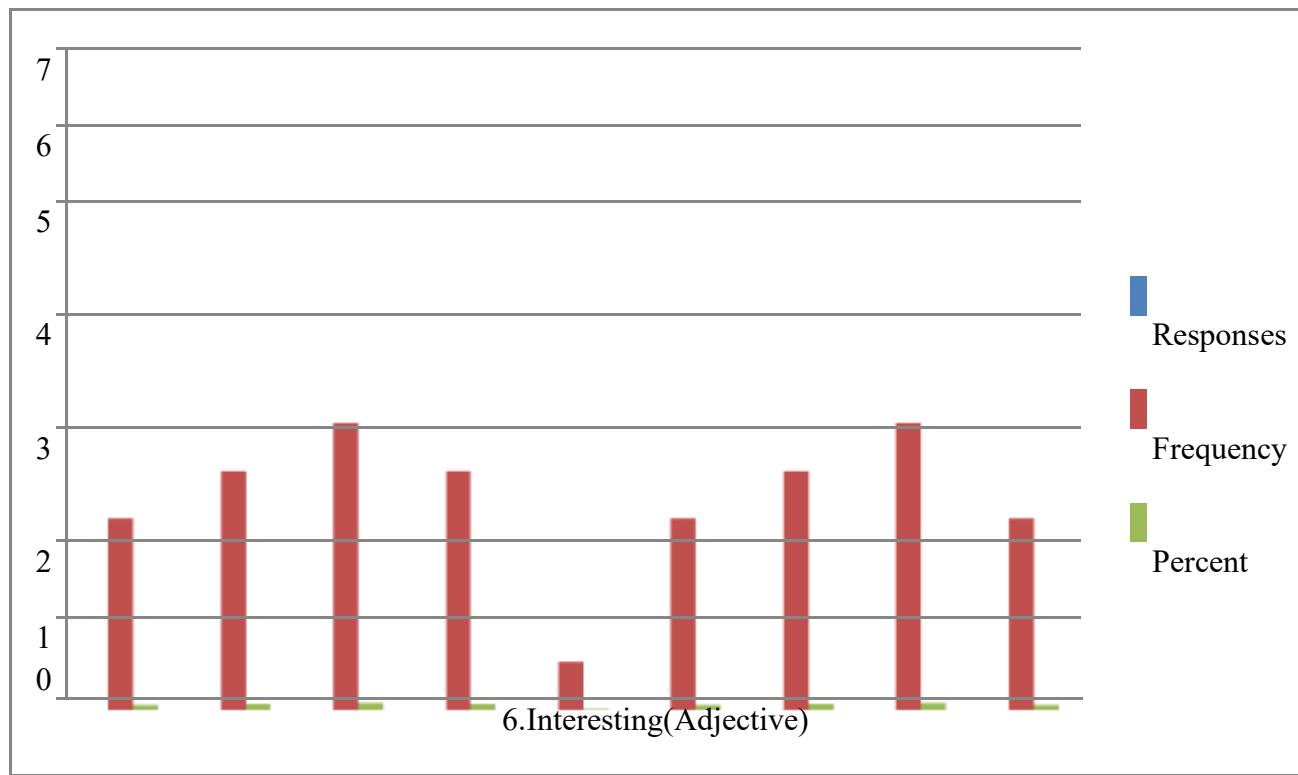


Figure 6: Classification of Item Six Responses "Interesting"

The output offered indicates that there are exquisite reactions for the adjective (interesting) with four responses "critical" adjective (10%), five responses "subject matter" noun (12.5%), 6 responses "tune" noun (15%), five responses "proper" noun (12.5%), 1 reaction "unexpected" adjective (2.5%), 4 responses "interesting" verb/adjective (10%), 5 responses "exciting" adjective (12.5%), 6 responses "attractive" adjective (15%), and four responses "terrific" adjectives (10%)

7. Extract 7: Adjective (Cold)

Prompt Words	Responses	Frequency	Percent
7. Cold (Adjective)	Winter	9	22.5%
	Weather	7	17.5%
	Ice	5	12.5%
	Hot	5	12.5%
	Freezing/frozen	3	7.5%
	Juice	1	2.5%
	Russia	2	5%
	Warm	8	20%

Table. 1.7: Item Seven Responses "Cold."

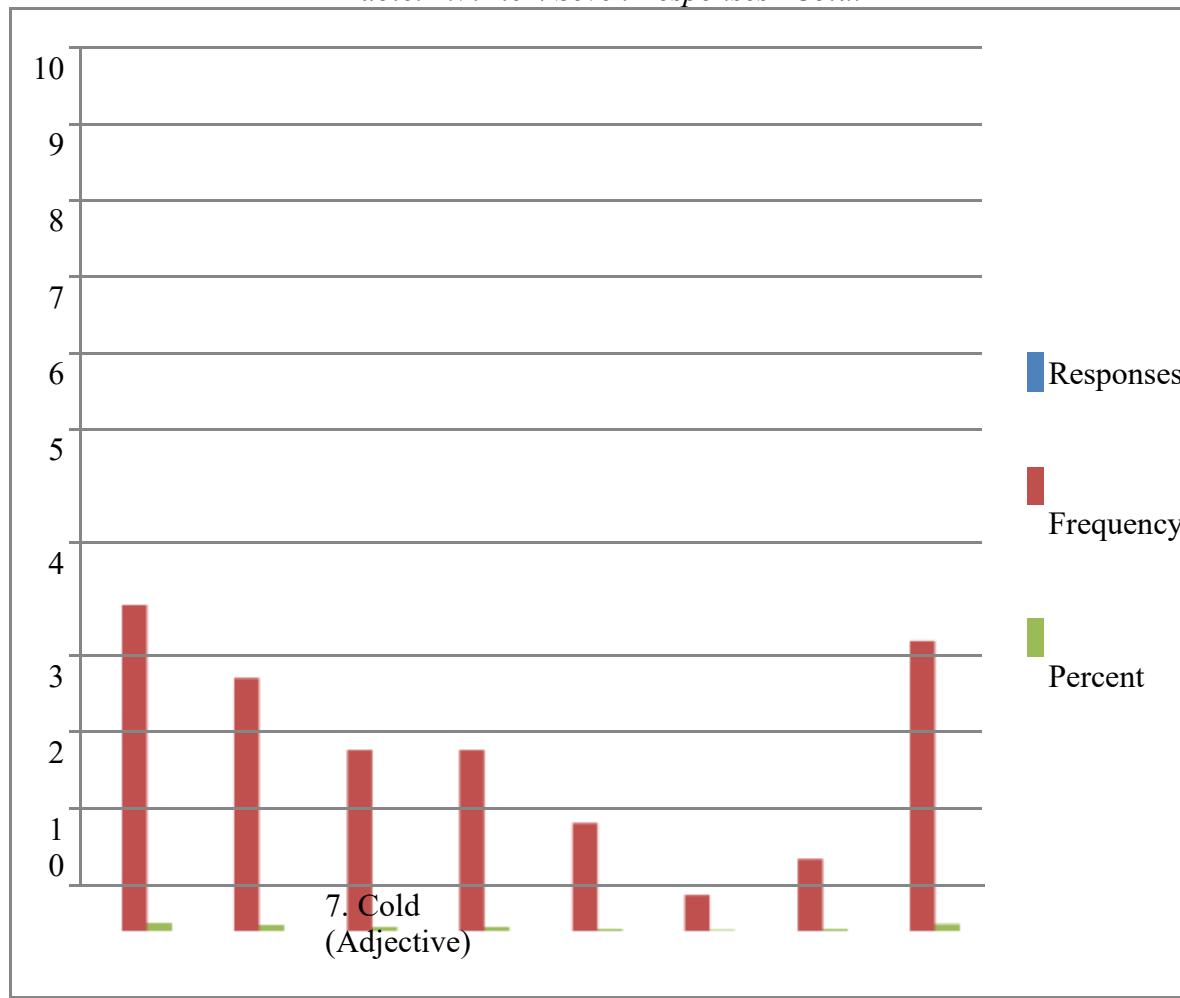


Figure. 7: Classification of Item Seven Responses "Cold."

Based at the output offered, we see exquisite solutions for the adjective (cold), with nine replies for "wintry climate" noun (22.5%), seven replies for "climate" noun/verb (17.5%), five replies for "snow" noun (12.5%), five replies for "warm" adjective (12.5%), 3 replies for

"bloodless/frozen" adjective/verb (7.5%), one respond for "juice" noun (2.5%), replies for "Russia" noun (5%), and 8 replies for "hot" adjective/verb (20%).

8. Extract 8: Noun (Corona)

Prompt Words	Responses	Frequency	Percent
8. Corona (noun)	Virus	18	45%
	Death	4	10%
	Disease	3	7.5%
	Quarantine	6	15%
	Covid-19	2	5%
	China	4	10%
	Flu	2	5%
	Epidemic	1	2.5%

Table. 8: Eight Responses "Corona."

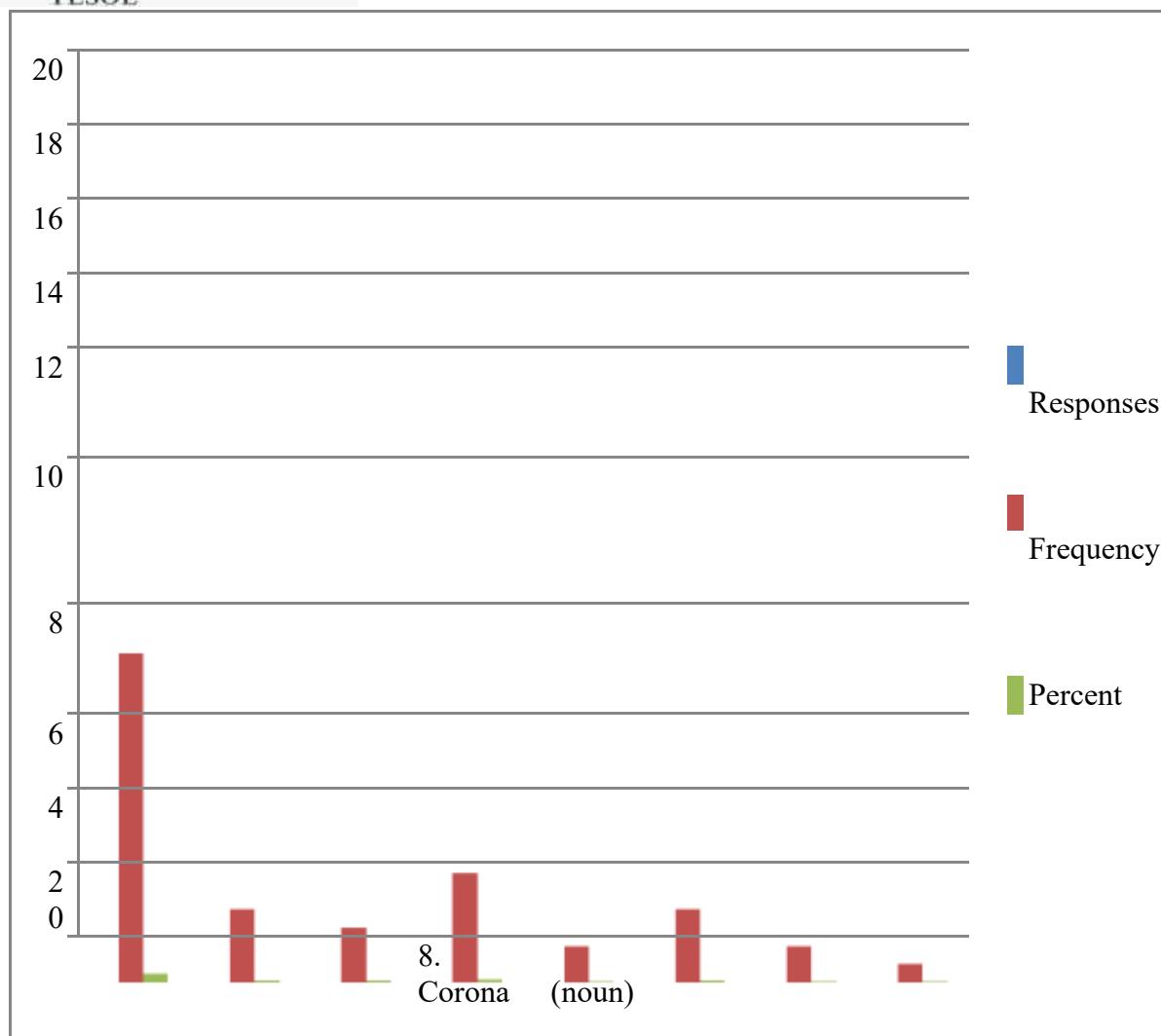


Figure. 8: Classification of Item Eight Responses "Corona"

From the results proven above, we have a look at that there are numerous reactions to the noun (corona), eighteen reactions to "virus" noun (45%), four reactions to "death" noun (10%), 3 reactions to "sickness" noun (7.5%), six reactions to "quarantine" noun (15%), Reactions to "Covid-19" noun (5%), four reactions to "China" noun (10%), responses to "flu" noun (5%), and one reaction to "Pandemic" noun (2.5%).

9. Extract 9: Adverb (Always)

Prompt Words	Responses	Frequency	Percent
9. Always (Adverb)	Usually	4	10%
	Never	6	15%
	All the time	3	7.5%
	Everyday	7	17.5%
	Habit	9	22.5%
	More often	8	20%
	Happy	1	2.5%
	Any how	2	5%

Table. 9: Item Nine Responses "Always."

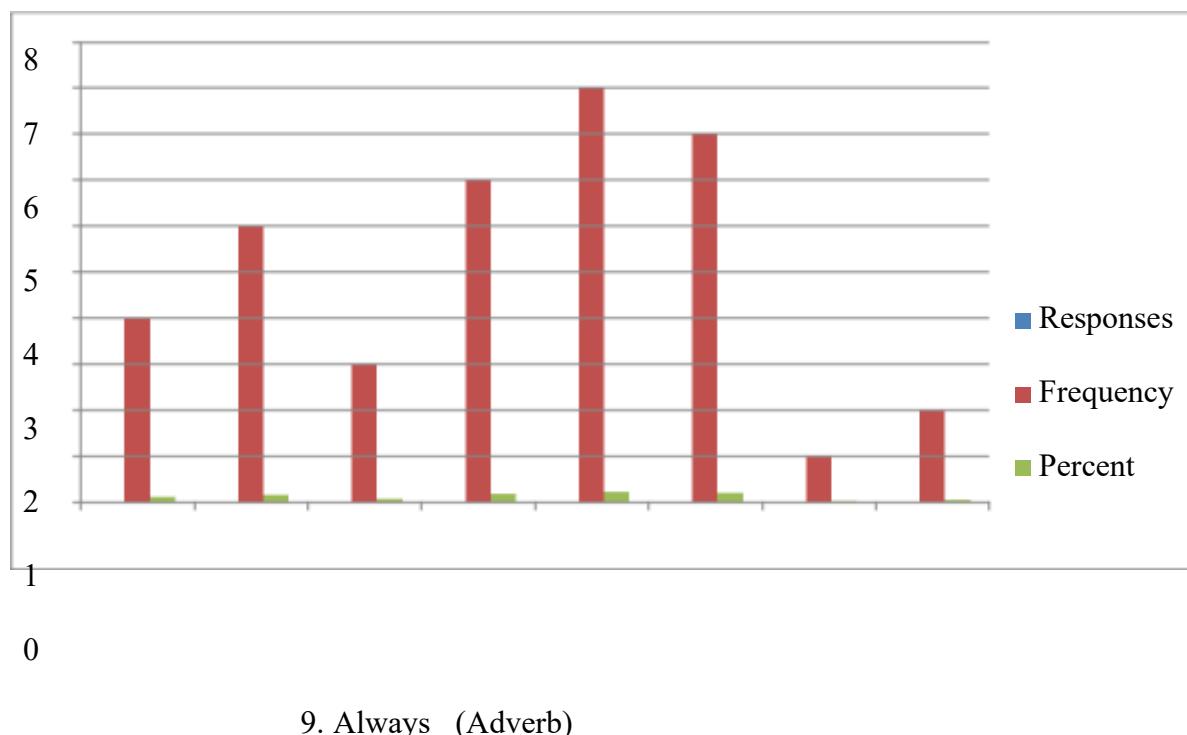


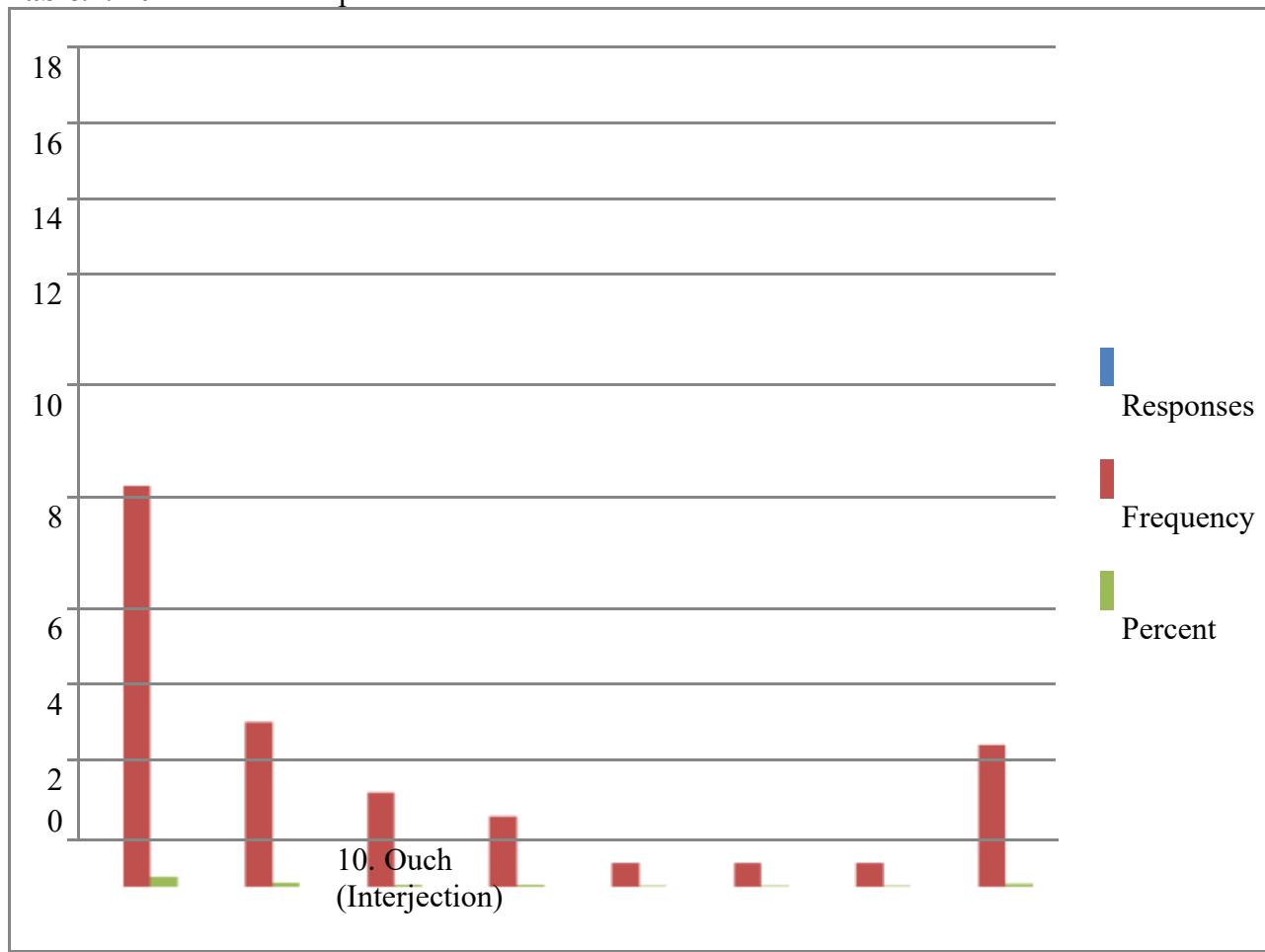
Figure 9: Classification of Item Nine Responses "Always"

From the outcomes proven above, we take a look at that there are fantastic outputs for the adverb "always," with four instances of the adverb "typically" (10%), six instances of the adverb "in no way" (15%), 3 instances of the phrase "all of the time" (7. five%), seven times of the adverb "each day" (17.5%), nine instances of the noun "addiction" (22.5%), and eight times of the term "more often," which may be a noun or adverb. (20%), One reaction, "blissful" adverb (2.5%), replies "to a degree" adverb (5%).

10 Extract 10: Interjection (Ouch!)

Prompt Words	Responses	Frequency	Percent
10.Ouch! (Interjection)	Pain	17	42.5%
	Hurt	7	17.5%
	Painful	4	10%
	Hurting	3	7.5%
	Interjection	1	2.5%
	Cough	1	2.5%
	Silence	1	2.5%
	Ah!	6	15%

Table.1. 10: Item Ten Responses "Ouch."



phrase associations, and in a position, speaker can generate generalizations regarding phrase occurrences and with ease become aware of associated terms. Learners tend to connect phrases and their extra effects in their minds with the aid of creating an intellectual network of institutions to discover suitable responses.

Implications for Foreign Language Learning/Teaching

The results of phrase affiliation exams monitor the readiness of the mental lexicon. This has important ramifications for language preparation: phrases are meaningfully related in the intellectual lexicon and therefore ought to be discovered in that way. Wolter's (2001) model of a person's word understanding shows that as comprehension of person expressions grows, semantic connections come to be stronger and surpass phonological connections. It appears glaring that genuinely informing students of the meanings of recent phrases isn't always sufficient for them to realize them within the instructional vocabulary absolutely.

Thinking about that in foreign language studying, there is typically much less attention on teaching vocabulary as compared to grammar, listening, analyzing and writing abilities, as far as a substitute incorporated into the observation software. Because vocabulary is essential for knowing a language, it needs to be noted. Language beginners with primary vocabulary knowledge can create connections with phrases, consisting of the numerous meanings associated with a phrase, the semantic field of the term and the underlying structure of the phrases. College students who can hyperlink terms collectively can beautify their vocabulary and pick the proper phrase for the precise context. In line with Richards (1991), "thoughts rise from stored terms primarily based on associative connections, and studying can be greater while these connections are installed."

In first language acquisition and 2nd language mastering situations, people may additionally find it easier to forget and associate words whenever the first or 2nd language is utilized or heard. Nonetheless, in terms of gaining knowledge of a foreign language, newbies find it easier to learn the overseas language without difficulty in a school setting. Consequently, it is probably tough for them to form associative links because a one-time period can connect with precise phrases via diverse associative networks. Newcomers can pick an appropriate time period for the suitable context if they're provided with the know-how of associating phrases with one another. Worldwide language coaching programs can be dependent on expanding vocabulary through direct vocabulary training, sports, and interactive video games consistent with Henning (1973).

Beginners may additionally benefit from synonym and antonym video games and interactive activities, which include paired-associate compositions where college students acquire a list of associated words to generate written or spoken pieces. via these sports, the language learner will no longer only start to apprehend a broader range of vocabulary items they come upon but may also be able to apprehend the phonological and semantic families from which these phrases originate, consequently advancing their language skills more successfully (Henning, 1973).

In addition to Bahar et al. (1999), educators can utilize word association tests to explore the underlying principles in college students' minds prior to instructional classes, in addition to at all times. Each outcome can be analyzed in opposition to peer versions in college students' gaining knowledge of instructors can additionally encourage college students to compare their solutions with those of numerous peers, to illustrate that there are multiple perspectives on issues and to assist them remember that getting to know is subjective and involves personal interpretation of what it signifies. This analysis of replies can foster a verbal exchange that complements their comprehension. In addition, they assert that word affiliation tests can serve as an

educational tool to 'understand the mind of contemporary university students', both from my perspective and in groups.

A reason for individuals' interest in the overseas language field is to improve teaching strategies. As a result, the consequences of this observation appear to indicate a few obvious implications for coaching vocabulary. The key crucial message this observation conveys to language teachers and content creators is that words are meaningfully linked in the mental lexicon and must be learned consequently.

Conclusion

The results of the word affiliation check (WAT) as a progressive method to improve the verbal vocabulary of Pakistani EFL undergraduate students. Therefore, the study aims to convert the traditional vocabulary by gaining knowledge of methods employed by EFL instructors into modern ones to enhance the learning experience by investigating new tactics (a laugh experiment) to enhance beginners' intellectual lexicon. Furthermore, this study sought to research the status of terminology in instructional establishments. For those motives, the present-day studies tested the effectiveness of WAT in vocabulary training carried out in Pakistan.

Additionally, to evaluate the research hypothesis, the overall study's approach involved analyzing college students. We accrued relevant information on this subject matter to formulate suitable conclusions for future suggestions. The assessment of college students was carried out for the duration of normal academic hours to collect comments and verify the impact of the test on the students' cognitive vocabulary. maximum findings indicated that utilizing WAT as a learning strategy complements EFL newbies' cognitive vocabulary and demonstrates that it is certainly a powerful technique to be implemented in classrooms. Finally, we observe imparting numerous academic tips and insights for the future.

Limitations and Suggestions for Further Research

This examines a problem for forty engineering students. Therefore, it is not viable to generalize. making use of additional subjects from one-of-a-kind levels within the study could be most well-known. This appearance may be done by children from numerous age groups as well as adults. Ten motivational phrases were utilized in this study. This kind could be elevated upon additional exploration. This study no longer accounts for gender variations, but the courting among males and females can be explored in future research. members were informed to put in writing the preliminary word that came to their mind. Conversely, they could have been requested to provide two or three solutions, and this approach should have been more popular among first-year students and people with superior levels of skill. In step with Schmidt (1998), inquiring about a couple of responses gives individuals extra opportunities to express these distinct establishments, making it doubtlessly the most effective measure. Imparting diverse, unique responses should provide a clearer instance that the prompt word has been assimilated into the undertaking's vocabulary, similarly to how local audio systems use it.

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